



# Behaviour Policy 2024–25

<b>Audience:</b>	Parents School staff Local Governing Body
<b>Ratified:</b>	Local Governing Board September 2022
<b>Other related policies:</b>	Safeguarding and Child Protection Online Safety Relationships, Health and Sex Education. Physical Intervention and the Use of Reasonable Force
<b>Policy owner:</b>	Andy How
<b>Review frequency:</b>	Annual

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_  
 \_\_\_\_\_ Governor                      Date: \_\_\_\_\_

## Statement of Intent

The purpose of this policy is to give a clear code of conduct for all stakeholders at Lower Farm Academy. It has been created after consultation with staff, governors, children, and parents. It reflects the values and principles of our school.

For behaviour to be consistently good, children and their parents/carers must be aware of our expectations. This policy states the school's standards and expectations and outlines the rewards and sanctions that may be given.

## A values-based culture

We base our school standards on the principle that all children and staff have a right to be safe at school, be shown respect and to be able to learn and/or teach.

At Lower Farm Academy we have established our school values as an expectation of what staff, parents, children, governors and our school community should embody in all that we do. The values are clearly displayed in all classrooms (a child should be able to see and refer to them from any point in the classroom) as well as the main hall.

Whilst on the school premises and travelling to and from school, we expect all children to display these values. All adults work together to reinforce our expectations and remind the children of our values. This is done through assemblies and positive reinforcement using the school's 'Class Dojo' App which communicates good exemplification of our values with parents:

**Achievement** – developing wisdom and talents in all areas of life.

**Care** – a commitment to helping others flourish.

**Collaboration** – working together in friendship and community.

**Integrity** – doing the right thing, showing good manners and morals.

**Resilience** – keep trying until you fulfil your hopes and aspirations.

**Respect** – showing acceptance, understanding and compassion.

These values permeate through every aspect of school life. Through explicit teaching, modelling and promoting of these values, we believe we can help provide a climate where all children are successful, safe and have positive mental health.

During restorative conversations, adults and pupils are encouraged to refer to the relative value at the centre of the conflict or the resolution.

## Our Restorative Approach

Restorative Practice is a way to be, not a process to follow or a thing to do at certain times. It is a term used to describe principles, behaviours and approaches which build and maintain healthy relationships and a sense of community. It can resolve difficulties and repair harm where there has been conflict.

A restorative school understands that children, families, and staff give their best when their needs are met, when they feel safe and when they understand their relationships with others.

A restorative approach allows time to listen to the voice of individuals, staff, and families. It empowers them to find their own solutions to what is concerning them.

The five core principles are:

1. Everyone has a unique perspective and a valued contribution to make.
2. Our thoughts influence our feelings, and both influence our actions – we need to unpick what is going on behind behaviour.
3. Our actions impact those around us – we need to consider the consequences of our actions.
4. Our actions are strategies we have chosen to meet our needs at the time – we need to reflect whether these actions are appropriate.
5. We need to be enabled and empowered to make positive and sustainable changes for ourselves through collaborative and restorative conversations.

## **Understanding The Impact of Trauma on Children's Behaviour**

When children have experienced trauma, particularly multiple traumatic events over an extended period, their bodies, brains, and nervous systems adapt in an effort to protect them. This might result in behaviours such as increased aggression, distrusting or disobeying adults, or even dissociation (feeling disconnected from reality).

With this in mind, we use Trauma Informed Practice when managing children's behaviour and emotional reactions. Staff have received TIAAS training (Trauma Informed Attachment Aware School) which supports us to meet the needs of our children. Reasonable adjustments are made for children who have experienced trauma.

## **Our School Reward Systems**

Expected behaviour is promoted, acknowledged and rewarded in the following ways:

- Frequent praise and celebration: All staff will look for, acknowledge and reward, good behaviour choices.
- Dojo Points: These are used to develop a sense of community, teamwork and collective responsibility within the school. They are awarded for displaying one of our school values: Achievement, Care, Collaboration, Integrity, Resilience and Respect.
- Value Awards: A child from each class is chosen by their teacher each week to be celebrated in a special Celebration Assembly each Friday. Parents are invited and certificates shared.
- Stickers: all staff reward children for a range of positive behaviours and achievements with stickers. These may be worn on clothing or displayed in their books.
- SeeSaw: Teachers can post personalised messages of congratulations home to families to help spread the positive celebration of achievements in school.
- Roles and responsibilities: Throughout school, there are important roles and responsibilities that children can apply for or be selected to lead on. These are a positive reflection of their character and given to pupils who can be celebrated as role models.
- Lunchtime Superstars: Each Friday, during our celebration Collective Worship, we celebrate two children from each playground who have been recognised by lunchtime supervisors for their positive lunch time behaviour.
- Weekly choosing time: Children consistently displaying our school values across the week will earn choosing time on a Friday afternoon.

Celebrating expected behaviour encourages a culture of good behaviour, which in turn promotes positive mental health of pupils and staff.

## Positive Relationships

In order to build an environment of mutual respect, where all children feel safe and valued so that they can flourish, the right language needs to be modelled by all adults in school.

Sit smartly/sit smartly please – Thank you for sitting smartly Name.

You don't need to worry about that – If you're feeling worried, would you like to talk?

Be quiet – I need quiet thank you. People are finding it difficult to focus/learn.

Not now – I will be with you in x minutes/when I have finished \_\_\_\_\_.

You're being silly/rude – I can see you are finding it hard to play/learn safely. How can I help you play/learn safely?

What's wrong? – I can see you are upset/angry. It's okay to feel that way. What can we do to help you feel better?

## Expectations

For all children to feel safe, respected, and able to learn at school, we have high expectations of our behaviour. The following are behaviours have no place within a flourishing school:

- Violence (physical or verbal)
- Aggression/ threatening behaviour
- Defiance
- Disrespect to people or property
- Constant low-level disruption
- Violation of the equalities act (prejudice-based or discriminatory behaviour)
- Bullying and cyberbullying

## Logical Consequences

Logical consequences require the intervention of an adult as the child has been unable to regulate their own behaviour. It is important to decide what kind of consequence would create a helpful learning experience that might encourage children to choose responsible cooperation.

Pupils need to have the behaviour explained and given a clear choice such as:

- A pupil tapping their pencil during learning time – explain that this behaviour is disturbing the other children. Give the choice to stop tapping or to give up their pencil and complete the work later during break/lunch time or at home.
- A pupil refuses to complete their work during learning time - explain that the work has to be completed. Check that the pupil understands the task and how to complete it. Give the choice to complete the work now like everyone else or to complete the work later during break/lunch time or at home.
- A pupil writes/draws on a desk – explain that this behaviour is not showing respect for our classroom. Discuss the need to respect ourselves and each other (including belongings) and ask the child to help clean the table so that whoever uses it next has a clean, safe place to work.

Giving children a choice and speaking to them in private about the consequences is important to the restorative process. However, we need to ensure that logical consequences are solutions, rather than punishment.

Logical Consequences need to be:

- Related
- Respectful
- Reasonable
- Helpful

Related means the consequence must be related to the behaviour. Respectful means the consequence must not involve blame, shame or pain; and should be completed kindly and firmly. It is also respectful to everyone involved. Reasonable means the consequence is reasonable from the child's point of view as well as the adult's. Helpful means just that—it helps rather than hurts. If the consequence is not related, respectful, reasonable and helpful, it can no longer be called a logical consequence.

## Behaviour Consequences

Although rewards are central to the promotion of good behaviour, there can be a need for sanctions to deal with inappropriate/unsafe behaviour:

- Children should have a first verbal reminder - a time to reflect and regulate their behaviour.
- If children have had a verbal reminder from an adult to improve their behaviour and the behaviour does not improve, they will then be given a second verbal reminder and 5 minutes to reflect on and regulate their behaviour. **Children are informed that this is a Level 1.**
- If a child continues to make unsafe choices/display inappropriate behaviour beyond this point, a logical consequence (above) will be completed. **Children are informed that this is a Level 2. (Managed by class staff, in class).**
- If a child continues to make unsafe choices/display inappropriate behaviour beyond this point, this behaviour will be logged on MyConcern. **Children are informed that this is a Level 3. (Managed by SLT in Elder).** At the next available time (morning break or lunch break) children who have had an orange incident logged will need to report to the staff member on duty to reflect on their behaviour and explain what they can do better next time. Any work and instructions must be brought with the child to Elder Class. **Class staff must notify parents.**
- In the event that a child's behaviour meets the threshold for a 'Level 4' behaviour, a member of SLT will need to be notified before the pupil is given time to reflect on their behaviour and start the process of reconciliation. Parents will be contacted about their child's behaviour. The incident will also be logged on Myconcern.
- In the event that a child's behaviour repeatedly falls below expectations (5 Level 4 incidents in a half term) parents will be asked to meet with the Inclusion Lead / SLT member to discuss their child's behaviour and possibly draw up a behaviour plan for their child.

Records will be kept on Myconcern and monitored by senior leaders.

The process of reconciliation will include:

- Understanding what was wrong
- Discussion
- Resolution
- Learning for the future

If a child is making consistently unsafe behaviour choices, the teacher will work with leaders to write a **Behaviour Plan**. This will be written with the child and their parents/carers and is a supportive process to encourage positive change. This plan will be reviewed regularly and in a timely fashion (at least half termly). Together, targets, rewards, sanctions and additional provision will be agreed with the aim to support positive behaviours and engagement in school.

## Supporting Pupils with SEND and other additional needs

We recognise that some pupils will require additional support with their emotions and behaviour to succeed in school. We identify those children through teacher referral, parental referral, child self-referral and through weekly reviews of behaviour records.

We support those pupils through assessments, written behaviour plans and specific programmes of support based on their individual needs. These may be contributed to by parents and external professionals who support our school. Where pupils have high levels of sustained need, provision will be regularly reviewed by multiple stakeholders.

To ensure equality of opportunity, reasonable adjustments will be made to reflect the child's needs.

## Documentation of incidents

A clear paper-trail is vital in supporting children to improve their behaviour because it communicates their needs to other adults. It enables staff to identify triggers, find patterns of behaviours and identify potential safeguarding needs.

Parents/Carers and all other staff in school need to be informed if a child has a [Behaviour Plan](#), so that they can support the child in making safe behaviour choices.

Parents/Carers will be informed of any incident that has involved their child being sent to a senior leader for unacceptable and serious behaviours listed above under 'Expectations.' These meetings are proactive and supportive. They are an opportunity to work in partnership with parents/carers to support children in making positive behaviour choices.

## Suspension/Exclusion

For cases of continued inappropriate/unsafe behaviour, including behaviour that would significantly interfere with the pupil's/other pupils' education and jeopardise the right of staff and pupils to a safe and orderly environment, the Head Teacher may decide to sanction an exclusion.

School logs, including ABCC logs, will be kept for recording incidents. These logs are then used to track times, frequency and the nature of the incident. SLT will review incidents and report to Governors through the termly Headteacher's Report.

Suspension from school during lunchtimes (internal or external) for persistent breach of the behaviour policy or behaviour that harms the behaviour of others, particularly if a pattern of challenging behaviour takes place at this time.

Suspension from school for a fixed term due to the severity of an isolated incident or persistent breach of the behaviour policy that has resulted in the safety and wellbeing of others being compromised/ impacted, or the repeated disruption to pupils' learning and education.

Permanent exclusion from school takes place only in exceptional circumstances when all other options have been exhausted. This can be for an isolated incident or persistent breach of the behaviour policy.

The Head Teacher may exclude a pupil internally or for one or more fixed periods externally for up to 45 days in any one year. The Head Teacher may also exclude a child permanently. The Head Teacher may convert a fixed term exclusion (suspension) to a permanent exclusion should that be necessary. If the Head Teacher excludes a pupil, parents are immediately informed and told of their right to appeal against the decision to the Governing Body by making representations to the Chair of Governors. A discipline committee comprised of between 3 and 5 members of the Governing Body will consider the exclusion appeal(s) on behalf of the governors. This committee will consider the circumstances under which the pupil was excluded, representations by parents and the LA and whether the pupil should be reinstated. If the committee decides that the pupil should be reinstated, the Head Teacher must comply with this.

Decisions regarding fixed term and permanent exclusions are made using guidance from the DFE Suspension and Permanent Exclusion document (May 2023).

If a child has been sent to a member of SLT for seriously harmful behaviour, then a suspension/fixed term exclusion may be used. The length of this suspension/fixed term exclusion will depend upon the severity of the behaviour or the fact that it has happened more than once. These exclusions will be recorded Arbor and parents/carers will be given an official letter in line with Academy and DFE guidelines.

Permanent exclusion will be used as a last resort if a child is compromising the safety and/or wellbeing of other children or staff in line with Academy and DFE guidelines.

## **Child-on-Child Abuse (see Safeguarding policy and KCSIE)**

All staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” all child-on-child abuse is unacceptable and will be taken seriously; If behavior incidents are deemed to be child-on-child abuse, a safeguarding concern should be raised immediately through My Concern, DSLs will then give advice and support regarding strategies and interventions required for all children involved.

Child on child abuse can take different forms such as, but not limited to:

- sexual violence and sexual harassment including inappropriate sexualised language and behaviour (Part 5 of KCSIE sets out how schools and colleges should respond to reports of sexual violence and sexual harassment)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery):

All staff should have a proactive approach to minimising the risk of child-on-child abuse through dealing with behaviours consistently, putting a stop to them quickly, taking disclosures of abuse seriously and treating them as safeguarding concerns, engaging children in critical thinking to explore messages and propaganda they may have picked up online or through the media.

Staff should identify areas that may be hotspots for child-on-child abuse and undertake risk assessments as appropriate - such as toilets, times of day etc.

## **Screening and Searching Pupils**

Schools have a legal power to search without consent for the following ‘prohibited items’, which include:

- Knives and weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

## **Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff have received Team Teach training to support with this. Reasonable force is a last resort and should only be used to ensure the safety of the pupil, other children and staff.

The Head Teacher and authorised school staff may also use reasonable force in certain circumstances, for example when conducting a search without consent for prohibited items (listed above).

Please refer to the Policy for Physical Intervention & Use of Reasonable Force for further details.

## **Partnership with Parents**

As a caring community we expect a calm and happy environment, in which all children will develop. We recognise that parents are the first and most important educators of their children and value parental involvement, co-operation and support. We recognise that close co-operation with parents is central to this policy and every possible effect should be made, on the part of both home and school, to work in partnership in the interests of the child.

Parents will always be informed by the class teacher, at the earliest opportunity, of any significant concerns about a child's behaviour. This initial contact should, where possible, be made by telephone and a log of the call made in the child's personal file.

## **Curriculum Implications**

Behaviour is learned; therefore our first response to change unwanted behaviour is to teach positive behaviour. The teaching of such is enhanced by our clear and progressive Personal, Social and Health Education (PSHE) scheme of work, taught throughout the school.

At Lower Farm Academy, we also follow the NCPCC 'PANTS' programme and a Protective Behaviours approach. This includes children completing a 'helping hand' of safe adults who they can talk too when they feel unsafe. It also teaches children to identify any early warning signs to help keep them safe.

## **Children with Specific Behavioural Needs**

Whilst our procedures for managing behaviour are successful in most cases, occasionally a child with specific behavioural needs may need an alternative approach if they do not respond to the regular course of action. Staff and parents will be made aware of individual strategies used in these cases through the implementation of an Individual Behaviour Plan (IBP) to help specific children regulate their behaviour



more effectively. These children may be given additional support and strategies to manage their behaviour in line with the Special Educational Needs Policy.

An Individual Behaviour Plan will include:

- A description of the behaviour needs
- The target behaviour
- Strategies in place to teach/reinforce target behaviour
- Recognising the triggers for the unsafe behaviour
- Strategies to avoid incidents
- Adult response
- Follow Up/Further Action
- Date for Review

The Individual Behaviour Plan should be signed by the parent/carer and class teacher **before** it is implemented. A copy should be sent to the SENDCo.

## **Bullying**

Bullying is not tolerated at Lower Farm Academy. We strongly recognise the importance of the effects of this complex aspect of social behaviour. We therefore have a separate policy document concerning this area (see Anti-Bullying and Children's Anti-Bullying Policy). **All reported or alleged incidents of bullying are reported to the Inclusion Lead.**

## **Staff Training and Development**

All staff receive training in behaviour management as part of their induction. Specific CPD is given to staff when required e.g. a child in their class presents with new and challenging behaviours. Advice is sought from the Educational Psychologist, and other agencies in relation to supporting children with challenging behaviours.

## **Monitoring, Evaluation and Review**

The Governing Body will review this policy periodically and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## Behaviour System

### Promote Positive Behaviours

- Frequent praise and celebration.
- Dojo Points for displaying school values.
- Value Awards in weekly Celebration Assembly for displaying school values.
- Sticker for a range of positive behaviours and achievements.
- SeeSaw personalised messages of congratulations home to families.
- Roles and responsibilities for pupils who can be celebrated as role models.
- Lunchtime Superstars to celebrate positive lunch time behaviour.
- Weekly choosing time on a Friday afternoon for children consistently displaying our school values across the week.

### Reminder

- Children should have a first verbal reminder - a time to reflect and regulate their behaviour.
- Children should be reminded of relevant school value they should be demonstrating.

### Level 1

- If behaviour does not improve after initial verbal reminder, **Children are informed that they are at Level 1** and they have 5 minutes to reflect on and regulate their behaviour.
- Children should be reminded of the relevant school value that they should be demonstrating and that if they don't regulate their behaviour, they will be escalated to Level 2 and a logical consequence will be applied.

### Level 2

- If a child continues to make unsafe choices/display inappropriate behaviour beyond Level 1, a logical consequence will be completed. **Children are informed that they are at Level 2.**
- **Logical consequence managed by class staff, in class).**

### Level 3

- If a child continues to make unsafe choices/display inappropriate behaviour beyond Level 2, this behaviour will be logged on Myconcern by the staff member involved. **Children are informed that this is a Level 3.**
- At the next available time (morning break or lunch break) children who have displayed a Level 3 behaviour will need to **report to SLT on duty in Elder Class** to reflect on their behaviour and explain what they can do better next time. Any work and instructions must be brought with the child to Elder Class. **Class staff must notify parents.**

### Level 4

- If a child continues to make unsafe choices/display inappropriate behaviour beyond Level 3
- If a child displays violent behaviour, e.g. hitting another child/staff member or damaging school property
- If a child displays aggressive language, e.g. swearing in an aggressive manner at staff/peers.
- This behaviour will be logged on MyConcern. Child will need discussion/reflection time with member of SLT and may need to complete work/spend time out of class. **Parents/carers notified and meeting held with class teacher/SLT.**

### Suspensions & Exclusions

For cases of continued inappropriate/unsafe behaviour, including behaviour that would significantly interfere with the pupil's/other pupils' education and jeopardise the right of staff and pupils to a safe and orderly environment, the Head Teacher may decide to sanction an exclusion.

### Play times and lunch times:

- A reminder should be given to make expectations clear and reference appropriate school values.
- If behaviour isn't rectified, logical consequences to be completed, including going back to walk through an area or sitting out to reflect on their behaviour and discuss what they can do better next time etc. For **Level 1, this can be for up to 2 minutes** and for **Level 2, it can be for up to 5 minutes**. After/during completion of a logical consequence, children **must** be spoken to about what can be done better moving forward and reference appropriate school values.
- If any '**Level 3**' or '**Level 4**' behaviours are displayed, **staff to log the behaviour on MyConcern and notify class teachers when they come to collect their class**. Children should be taken to SLT on duty and start restorative process.