Behaviour Policy 2026-27

Audience:	Parents School staff Local Governing Body
Ratified:	Local Governing Board September 2026
Other related policies:	Safeguarding and Child Protection Online Safety Relationships, Health and Sex Education. Physical Intervention and the Use of Reasonable Force
Policy owner:	Andy How
Review frequency:	Annual

Signed by:

_____ Headteacher Date: _____

_____ Governor Date: _____

Statement of Intent

The school's Behaviour Policy applies to pupils at all times when they are on the school site, representing the school, participating in school activities, and when travelling to and from school in line with KCSIE 2026. Pupils are expected to behave in a safe, respectful and responsible manner, and any incidents of inappropriate behaviour on the journey to or from school may be dealt with by the school in accordance with this policy where there is a clear link to the school community.

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 high, 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.

This is achieved through three key underlying themes within both this policy:

- a taught behaviour curriculum
- support
- consequences

A taught behaviour curriculum

A 'taught behaviour curriculum' gives a consistent message of what is recognised as positive behaviour throughout each school and ensures all pupils can adhere to and embody our Lower Farm Values. Staff recognise and celebrate pupils' positive behaviour in both informal and formal settings.

Support

Support is offered on many levels in all the schools. The mindset that we adopt is that everyone can make a huge contribution to our environment and when a pupil makes a wrong decision, we offer support by means of identification and co-planning. Clear communication and a plan which is designed to enable pupils to thrive are put in place with a focus on celebrating progress.

Support is provided in many ways: pre and post clubs/activities; break and lunch activities; trained and dedicated support staff who do group work and 1-2-1 work; breakout sessions with internal pathways for support (e.g., counselling); the social/emotional support programmes and the use of external agencies, e.g., social care, Educational Psychologists.

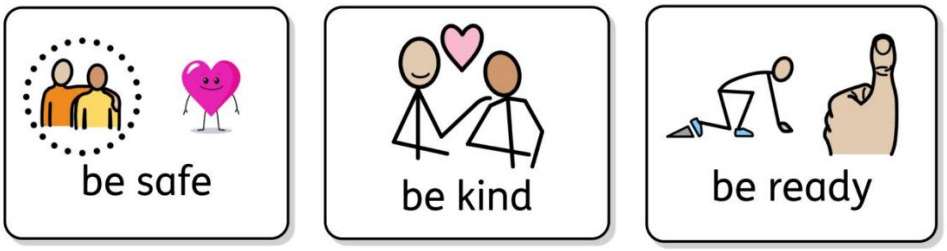
Consequences

Consequences are in place to give an opportunity for the pupil and the school to reflect on their behaviour and the choices they have made through our restorative approach. A warning in the classroom or for non-structured time would be the start of a consequence process and can escalate to different logical consequences. Reflection time at different levels, internal suspension, suspension, off-site provision, a managed move and permanent exclusion, are all different levels of the consequence process. The intention is to avoid progress through these routes by using intervention and support. There will be a graduated response to the management of behaviour and the support pupils are given to adhere to the agreed rules, this is part of a tiered system of support and intervention.

School Rules

We have 3 simple rules which all our stakeholders are expected to follow and exemplify:

- Be safe
- Be kind
- Be ready



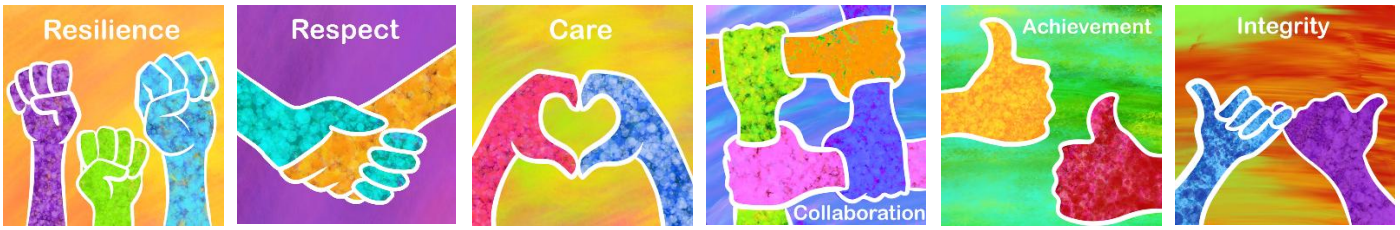
A values-based culture

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 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. Class totals are shared in weekly Celebration Assemblies and children can then redeem their Dojos for things they have lost/broken or experiences such as non-uniform day, lunch with favourite school adult, forest school session etc. Parents are encouraged to sign up to Dojo so that they can track their children's positive behaviours.
- 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.
- Class Dojo: 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.

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

Lower Farm and are committed to providing a high-quality environment that upholds high expectations for every pupil, while providing the structure and support needed to both promote these values and instill them in our pupils.

Lower Farm expects:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other.
- School Leaders to prevent and deal with all forms of bullying in a timely and efficient manner.
- Parents and Carers to encourage their children to show respect and support school's authority to discipline its pupils.

- School Leaders to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school.
- School Leaders to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.
- That every teacher will be good at managing and improving pupils' behaviour and will be well supported by the senior leadership team at the school to help them achieve this.

Lower Farm expects the effective delivery of a taught behaviour curriculum that outlines behaviour routines suited to the learning environment. We will ensure all pupils leave school ready to flourish. We believe that pupils will be prepared for their role and place within society should they practise our core British Values. These are:

- Tolerance and acceptance: Tolerance is about embracing and celebrating individuality and differences amongst people, showing open-mindedness, and actively engaging in dialogue to better understand each other.
- Mutual Respect and Unity: Mutual Respect and Unity is about individuals and communities coming together for the greater good of all to create a strong and resilient society. It involves both promoting a culture of inclusion but also challenging stereotypes and prejudices so that everyone has a sense of belonging.
- Democracy: Democracy is an essential component of creating a fair, just, and inclusive society where everyone's voice is heard, and they are treated equally no matter what race, religion, belief, disability, sex, gender or sexual orientation.
- Opportunity for all: Opportunity for all is about recognising the value of individual liberty, the rights of others and providing equal chances for all individuals to succeed and achieve their potential, regardless of their background or circumstances.
- Respect for others' beliefs and the law: Respect involves treating others with dignity and consideration. It involves an appreciation of the rights and freedoms of others, including the nine protected characteristics, recognising, and complying with the law and the authority of legal institutions.

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

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.

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.

Pastoral support and additional intervention

The "Tier System of Pastoral Support" is implemented with pupils when behaviour changes and school consequences do not act as a deterrent for repeated poor behaviour, or once a higher-level consequence has been issued. The "Tier System of Pastoral Support" is used at Lower Farm to ensure the support is given to the right pupils at the right time.

The table below outlines our route through pastoral support, which is used across primary schools within Lower Farm. It is at the discretion of the Senior Leadership Team whether the support outlined in each tier of the table below is appropriate for an individual child's circumstances or pastoral need.

Tier	Tier entry requirements	Support provided:
0	• Pupils who receive occasional reminders (Stage 1 and 2).	• Reward system to encourage positive behaviours • Consequence system to act as a deterrent.
1	• Pupils who accumulate repeated Stage 3 behaviours. • Pupils who are involved in a significant behaviour event (Stage 4 or 5).	• Class teacher discusses behaviour changes with child • Restorative conversations are held • Class teacher discusses with parent/carer • Class teacher initiates tier 1 support in discussion with SENDCo and parents/carers.
2	• Pupils who continue to accumulate repeated Stage 3 behaviours despite Tier 1 support. • Pupils who are involved in repeated significant behaviour events (Stage 4 or 5). • Suspensions (if appropriate)	• Class observations – SLT/SENDCo. • Teacher Record to be completed for a week - identify triggers • SENDCo specific support (if appropriate). • Parent meeting with SLT and Class teacher
3	• Pupils who continue to accumulate repeated Stage 3 behaviours despite Tier 2 support. • Pupils who are involved in repeated significant behaviour events (Stage 4 or 5). • Suspensions (if appropriate)	• SENDCo specific support (if appropriate) • Bespoke intervention programmes (if appropriate). • Personalised Behaviour Plan (6 weeks) written with SENDCo and parents/carers. • Daily catch up with class teacher/TA • Seek outside agency support e.g. Early Help
4	• Pupils who continue to accumulate repeated Stage 3 behaviours despite Tier 3 support. • Pupils who are involved in repeated significant behaviour events (Stage 4 or 5). • Suspensions (if appropriate) • One off serious incident	• Parent meeting with the DHT or HT. • Personalised Behaviour Plan (6 weeks) written with SENDCo and parents/carers. • Bespoke intervention programmes (if appropriate). • SEND specific support (if appropriate) • Managed move (if appropriate). • Additional pupil/family support (depending on need).

At Lower Farm, we consider each pupils' circumstances and offer a range of additional support that may include:

- Circle of friends for break time
- Buddy support
- Activity leader support at lunchtime
- A job role to build confidence and sense of responsibility

Social emotional support programmes are also planned for pupils who have been identified with specific needs that may be related to Adverse Childhood Experiences or Toxic Stresses. These interventions support the social and emotional development of all children but can also help to manage distressed behaviour and reduce exclusions.

Behaviour management strategies

1) In lessons it is expected that:
   - Teachers plan every lesson applying the principles of Quality First Teaching (QFT).
   - The high expectations outlined are understood, taught, and applied in every lesson.
   - Teacher specific norms and routines are clearly understood for example movement in class; the way in which work and resources are handed out; and what pupils should do when tasks are completed.
   - Explanations are clear.
   - Work requirements of pupils are clearly set out, and progress is monitored carefully; clear instructions are given so that activities run smoothly.
   - Low-level behaviour is handled quickly and calmly so that the pace of a lesson is not lost, and further disruption is minimised.
   - Teachers have developed good listening skills and react appropriately to pupils' responses.
   - Teachers utilise additional behaviour management strategies and de-escalation techniques to further support pupils in meeting the expected high standards of behaviour. Teachers use these strategies throughout the course of the lesson.
   - Work set is appropriate to pupils' abilities.
   - Lesson objectives are shared with pupils and clear goals are set for each work activity.
   - Staff need to 'own the door frame' of their classroom, greeting pupils on arrival and dismissing them in an orderly manner.
   - Classrooms are set out to suit a particular activity as far as possible.
   - All classes have a seating plan. The seating plans may change based on activity but should always be designed in a way which encourages focus from all pupils.
   - External interruptions are minimised wherever possible.
   - Appropriate materials for a given activity are available.
   - **Good behaviour should always be recognised and rewarded.**

2) Where a sanction is necessary for behaviour that does not meet expectations, the following general rules should be observed:
   - Teachers should avoid whole group sanctions for the activities of individuals unless there are exceptional circumstances.
   - Where possible, those who have instigated disruption should be identified.
   - Sanctions should be in proportion to the offence.
   - Whatever sanction is employed, pupils should be left in no doubt as to why they are being sanctioned and how, through improvements in behaviour, they can avoid a recurrence.
   - Staff have been trained in, and will follow the 'behaviour flow chart' to manage disruptive learning behaviours. This is outlined below.
   - A member of staff may also issue behaviour points for one-off incidents, if the behaviour is

deemed to be severe.

- **If a high-level incident occurs, SLT will be called immediately, and the child will be removed. In these instances, consequences will be issued straight away, as opposed to following the behaviour flow chart below.**

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 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:

1. Children should have a first verbal reminder - a time to reflect and regulate their behaviour.
2. 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 reminder of the school rule they need to reflect on and regulate their behaviour before a consequence is issued.
3. If a child continues to make unsafe choices/display inappropriate behaviour beyond this point, a logical consequence (above) will be completed with the class staff concerned and the behaviour is logged on CPOMS.

4. If a child continues to make unsafe choices/display inappropriate behaviour beyond this point, a change of face and place is used to give children another chance to reflect and rectify their behaviour. Any work and instructions must be brought with the child.
5. In the event that a child's behaviour meets the threshold for a **Stage 5** 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. The incident will also be **logged on CPOMS which will automatically notify parents/carers via email and a follow up conversation with class staff/SLT must take place**.

In the event that an isolated incident warrants, a suspension or permanent exclusion may be issued by the Head Teacher (see section below).

In the event that a child's behaviour repeatedly falls below expectations, parents will be asked to meet with a member of SLT to discuss their child's behaviour and possibly draw up a Personalised Behaviour Plan for their child.

Records will be kept on CPOMS 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 Personalised 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, consequences and additional provision will be agreed with the aim to support positive behaviours and engagement in school.

Verbal Warning/Rule Reminder	**Stage 3**	**Stage 4**	**Stage 5**
Talking over others Constant chatter Refusal to work Singing Lining up incorrectly Running in the corridors poking others playfully Playfighting Referencing trends e.g. brain rot and 67 Turning around whilst lining up Shouting out Copying or mimicking others behaviour tapping equipment playing with resources during teaching input random noisemaking Whistling Humming	Any continuation/repetition of the previous, plus: Answering back Swinging on chairs Name calling (low level) Distracting others Running inside Eye rolling Tutting Disrespect towards an adult Rolling/Climbing on things Throwing things (safer objects, small distances)	Any continuation/repetition of the previous, plus: Encouraging/Influencing others to make poor choices Damage to others' possessions Ignoring instructions Telling adults to 'Shut Up' Arguing with Adults Name calling (offensive) Unwanted touching of another person. Lying Throwing across the room Swearing with intent	Any continuation/repetition of the previous, plus: Unsafe/Unkind Hands/ Feet Hitting Pushing Kicking Biting Throwing objects at people Intentional damage to property Stealing Causing injury to others Leaving the classroom without permission

Swearing without intent Pulling faces taking too long to complete an instruction Disrespect of other people's belongings. Delay tactics Knocking things over on purpose Drawing/making things with paper Talking during transitions Pen tapping Invading personal space.			

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, reasonable adjustments, written Personalised 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 Personalised Behaviour Plan, so that they can support the child in making safe behaviour choices.

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.

Parents/Carers will be informed of any incident that has involved their child being sent to a senior leader for unacceptable and serious behaviours. 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 or an isolated incident where behaviour significantly interferes with the pupil's/other pupils' education or jeopardises the right of staff and pupils to a safe and orderly environment, the Head Teacher may decide to sanction a suspension or permanent

exclusion. This includes but is not limited to physical acts towards other pupils or staff, racist/homophobic language and bullying.

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: https://assets.publishing.service.gov.uk/media/6a63426d9a419980593b2b80/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-England-including-pupil-movement-effective-from-26-July-2026.pdf

If a child has been sent to a member of SLT for 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 CPOMS 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
- Mobile phones
- 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.

This is in line with DfE guidance on prohibiting mobile phones in schools and the school's mobile phone policy: https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools

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, but reasonable force may be used by any adult who is acting to safeguard a child. 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 a Personalised Behaviour Plan (PBP) 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.

A Personalised 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 Personalised Behaviour Plan should be agreed and signed by the parent/carer, class teacher and 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 Policy). **All reported or alleged incidents of bullying are reported to the Deputy Head Teacher.**

Staff Training and Development

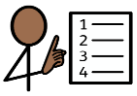
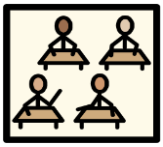
All staff receive training in behaviour management as part of their induction. Specific CPD is given to staff when required e.g. a child in their class presents with new and challenging behaviours. Advice is sought from the Educational Psychologist, and other agencies in relation to supporting children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

Promote Positive Behaviours:

- Frequent praise and celebration.
- Dojo Points for displaying school values.
- Value Awards in weekly Celebration Assembly for displaying school values.
- Stickers for a range of positive behaviours and achievements.
- Class Dojo personalised messages of congratulations home to families.
- Roles and responsibilities for pupils who can be celebrated as role models.

1	 Verbal Reminder	Children should have a first verbal reminder - a time to reflect and regulate their behaviour.
2	 Rule Reminder	Children should be reminded of the relevant school rule/value that they should be demonstrating and that if they don't regulate their behaviour, they will be escalated to Stage 3 where reflection time and a logical consequence will be applied.
3	 Class Staff Reflection	If a child continues to make unsafe choices/display inappropriate behaviour, they need to complete reflection time with class staff and a logical consequence will be completed. Children are informed that they are at Stage 3. Logical consequence managed by class staff and this behaviour will be logged on CPOMS by the staff member involved. Parent/carer contacted by class staff in person/by phone/Class Dojo to explain Stage 3 behaviour.
4	 Non-Class Staff Reflection	If a child continues to make unsafe choices/display inappropriate behaviour beyond Stage 3, children are informed this is Stage 4. Children who have reached Stage 4 will need a change of face and reflection time with a different member of staff to reflect on their behaviour and explain what they can do better next time. Any work and instructions must be brought with the child. Parent/carer contacted by class staff in person/by phone/Class Dojo to explain Stage 4 behaviour.
5	 SLT Reflection	If a child continues to make unsafe choices/display inappropriate behaviour beyond Stage 4 **OR:** If a child displays violent behaviour, e.g. hitting another child/staff member or damaging school property **OR:** If a child displays aggressive language, e.g. swearing in an aggressive manner at staff/peers. This behaviour will be logged on CPOMS by the staff member involved in agreement with SLT. Child will need to reflect with member of SLT and may need to complete work/spend time out of class. Parent/carer notified via CPOMS email and follow up discussion with class staff/SLT in person/by phone/Class Dojo to explain Stage 5 behaviour.

Suspensions & Exclusions

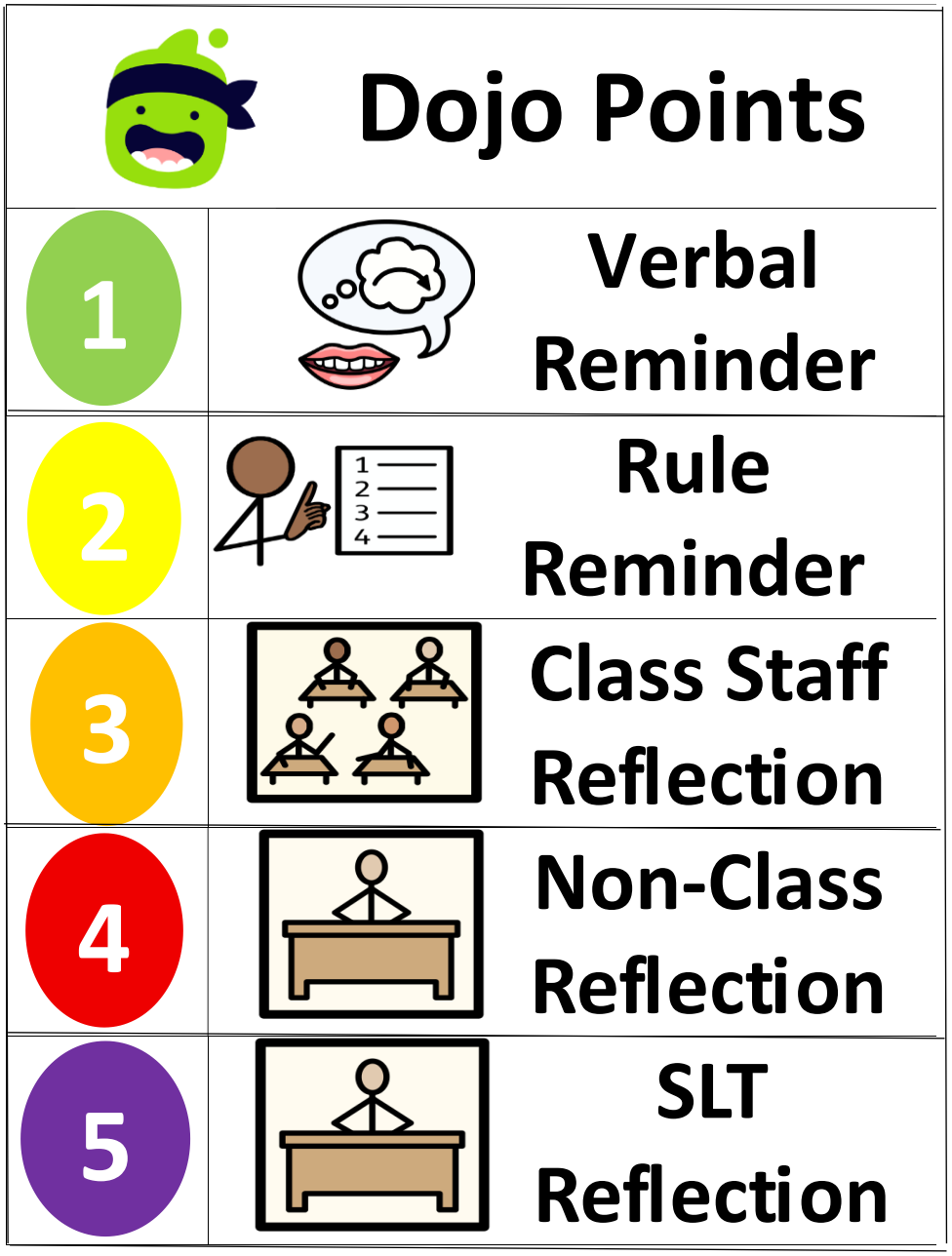
For cases of continued inappropriate/unsafe behaviour or an isolated incident where behaviour significantly interferes with the pupil's/other pupils' education or jeopardises the right of staff and pupils to a safe and orderly environment, the Head Teacher may decide to sanction a suspension or exclusion.

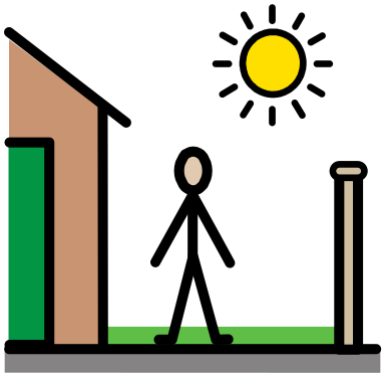
Play times and lunch times:

1. A verbal reminder - time to reflect and regulate behaviour.
2. A reminder given to make expectations clear and reference appropriate school values.
3. If behaviour isn't rectified, logical consequences to be completed, including sitting out to reflect on their behaviour and discuss what they can do better next time etc. For **Stage 3, up to 2 minutes.**
4. If behaviour isn't rectified, logical consequences and reflection time completed. For **Stage 4, up to 5 minutes.**
5. If behaviour still continues/escalates **OR**
   If a child continues to make unsafe choices/display inappropriate behaviour beyond Stage 4 **OR**
   If a child displays violent behaviour, e.g. hitting another child/staff member or damaging school property **OR**
   If a child displays aggressive language, e.g. swearing in an aggressive manner at staff/peers.
   Child taken **inside to SLT on duty to com plete reflection time**

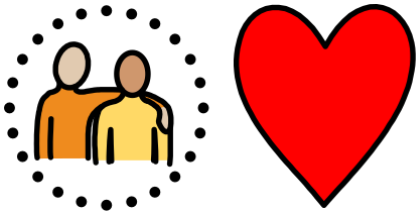
- After/during completion of a logical consequence, children **must** be spoken to about what can be done better moving forward and reference appropriate school values.
- If any **Stage 3, 4 or 5** behaviours are displayed, **staff to log the behaviour on CPOMS and notify class teachers when they come to collect their class.**

Child Version

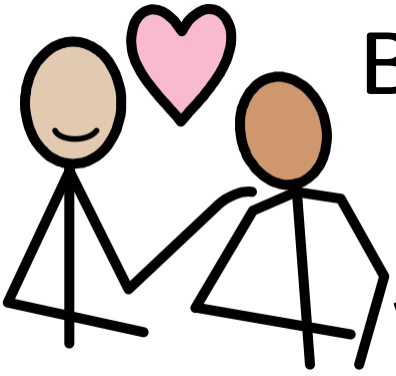




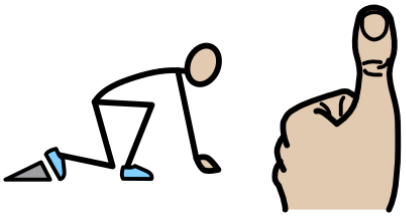
When learning or playing outside, you will see us:



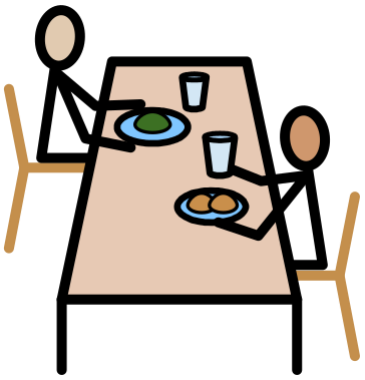
Be safe – treat equipment with respect.



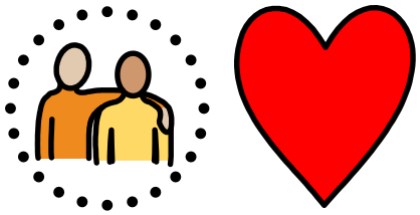
Be kind - treat others how you would want to be treated.



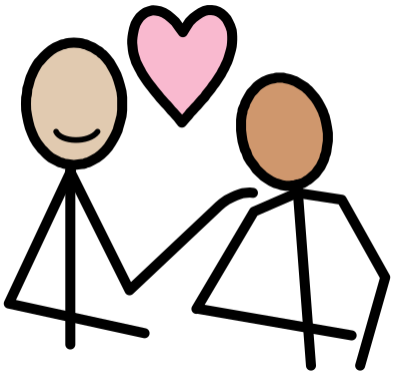
Be ready - stop and walk to the line. Line up quietly.



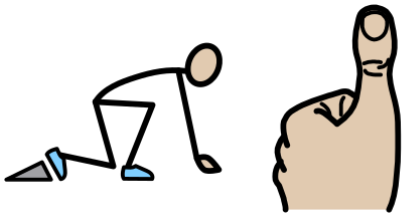
In our dining hall, you will see us:



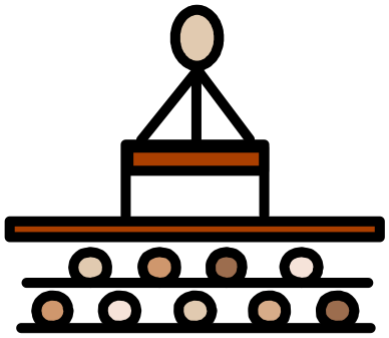
Be safe - lining up calmly and quietly.



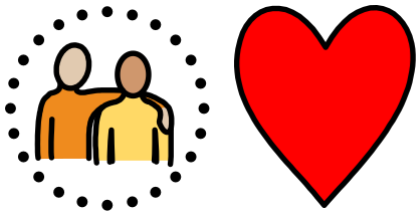
Be kind - use good table manners.



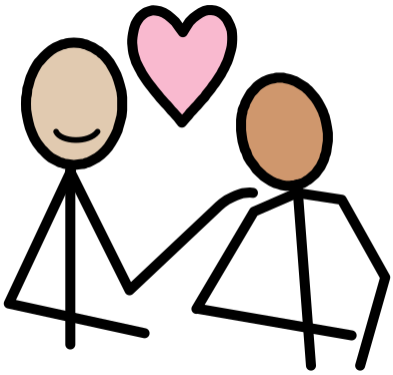
Be ready - put our hand up to show that we have finished eating.



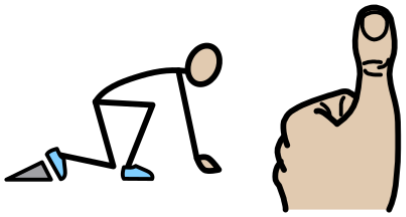
In assembly, you will see us:



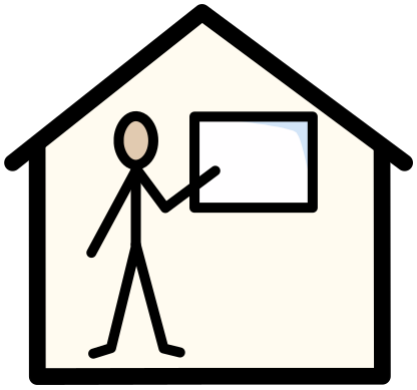
Be safe - listen, respond and react.



Be kind - Watch the speaker carefully.



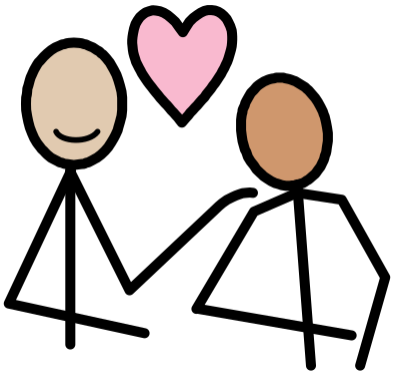
Be ready – Sit up, hedgehog hands.



Around our school, you will see us:



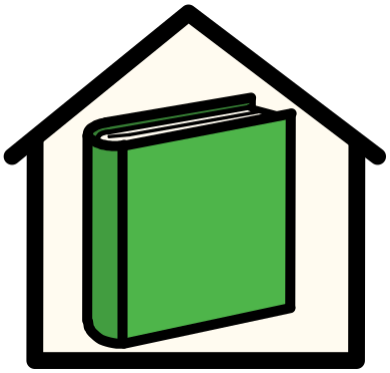
Be safe - walking on the left.



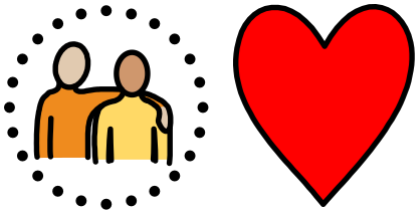
Be kind - always using good manners.



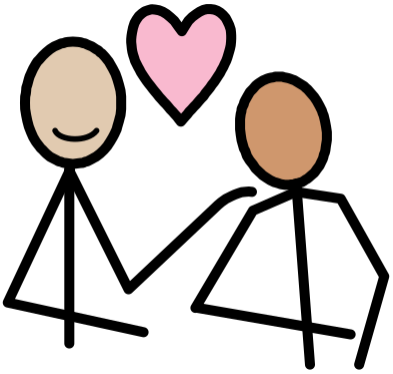
Be ready - taking pride in our uniform.



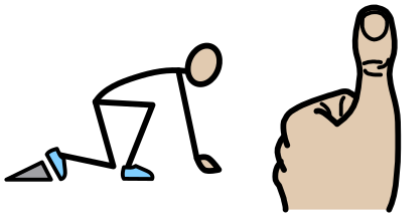
In the library, you will see us:



Be safe – moving around quietly.



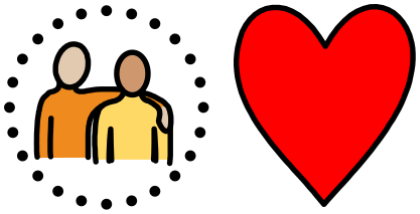
Be kind - treating books with care.



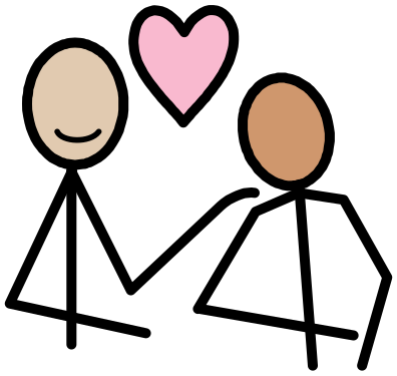
Be ready - returning books to their correct place.



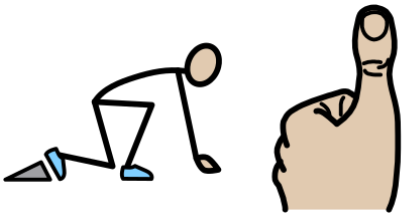
In our classroom, you will see us:



Be safe - listen, respond and react.



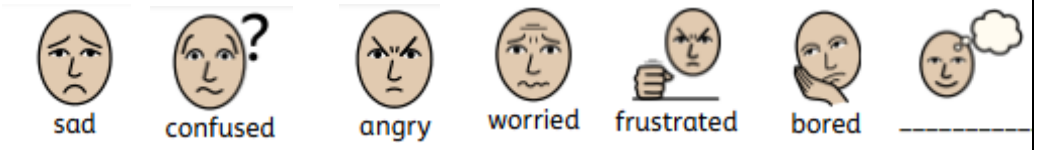
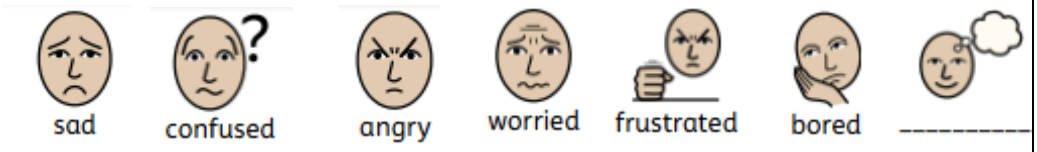
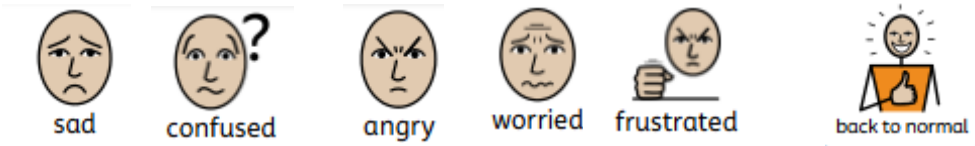
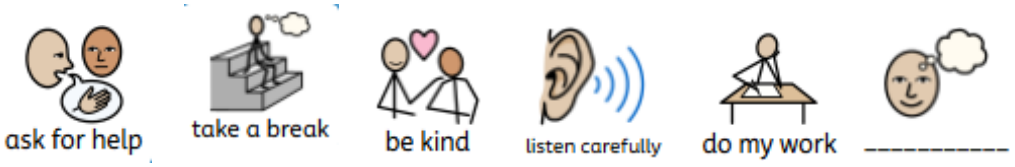
Be kind - Watch the speaker carefully.



Be ready - sitting up, hedgehog hands.

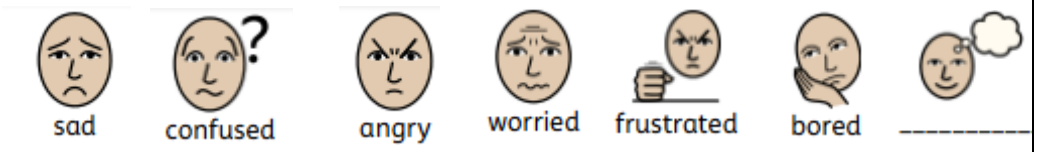
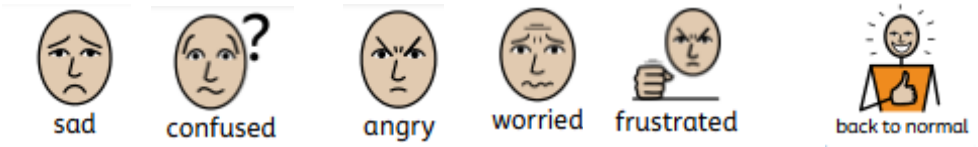
Reflection Sheet

Thinking about my choices...

Date _____ Member of staff _____	Name of child _____ Class _____
Teacher to fill out this section:	
What happened during the incident?	
Child to use prompts to discuss these sections:	
How were you feeling before what happened?	
How did you make _____ feel?	
How are you feeling about what happened now?	
What could you have done differently?	
What do you need to do next?	

Reflection Sheet

Thinking about my choices...

Date _____ Member of staff _____	Name of child _____ Class _____
Teacher to fill out this section:	
What happened <u>during</u> the incident?	
Child to use prompts to discuss these sections:	
How were you feeling <u>before</u> what happened?	
How are you feeling about what happened <u>now</u>?	
Teacher abd child to fill out these sections together:	
What could you have done differently?	*Give examples answers to the child, e.g. take a deep breath, talk to an adult, think before I act, listen t instructions etc.*
What do you need to do next?	

Reflection Sheet

Thinking about my choices...						
Date _____ Member of staff _____	Name of child _____ Class _____					
How did you feel before you did what you did?						
What happened for you to get a behaviour point?						
Why did you do what you did?						
How did your behaviour affect others?						
How do you feel now?						
Which of our values did you not show during this time?	 achievement	 care	 collaboration	 integrity	 resilience	 respect
What have you learnt from this time that will help you make a better choice in the future?						