



Behaviour Policy

Date agreed:.....

Date to be reviewed:.....

Headteacher:.....

Chair of Governors:.....

.....

Our Governing Body's principles concur with this statement:

"We consider the best was to encourage good standards of behaviour in our school is a clear code of conduct backed by a balanced combination of rewards and sanctions within a positive community atmosphere."

At Lower Farm Primary School our aims for positive behaviour are closely linked to our school Values of Co-operation, Friendship, Happiness, Honesty, Reflection, Tolerance and Respect. Our overarching school value is Respect.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Lower Farm Primary uses the GO, THINK, STOP approach to define behaviours. This is colour coded for consistency across school. The definitions can be seen in the poster in Appendix 2.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents – Racist & Homophobic incidents on green forms
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to support their child's learning, and to cooperate with the school as set out in the home school agreement, including in cases where sanctions are necessary.

A supportive dialogue is established between home and school, and parents informed if there are concerns about their child's welfare or behaviour. Parents are invited into school regularly to share in pupils positive behaviours through assemblies, workshops, and lunches. Notes are also sent home to inform parents of positive behaviour termly from the Headteacher and regularly in pupil planners. This policy is available on our school website for reference at all times.

- If parents have any concerns about the way that their child, they should make an appointment to see the class teacher.
- If the concern remains they should contact the Phase Leader. If these discussions cannot resolve the problem, the Deputy Headteacher/Headteacher should be contacted.
- Parents should inform the school of any changes in circumstances that may affect their child's behaviour.

6. Pupil code of conduct

At our school, we expect pupils to

- Be helpful, kind and polite to everyone
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and sensibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Listen carefully and accept sanctions
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

We expect all children to act sensibly and in a safe, responsible manner. Children should show consideration for others and must not take part in any act which may cause distress, or put in danger any member of the school.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise – verbal, certificates, stickers.
- Team points
- Privilege time with Headteacher
- Golden time
- Certificates in Family Assembly
- Special roles & responsibilities

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- Expecting missed work to be completed at break or lunchtime
- Reflection at lunchtime – for “RED” behaviours
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents which may lead to meetings – for persistent “RED” behaviour
- Loss of Golden Time – proportionate to “AMBER” behaviour

We may use exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the outside of the classroom during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

The Headteacher may decide pupils cannot attend visits, discos or other school events if they have persistently displayed unacceptable behaviour.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection Policy & Safeguarding Policy (Section 13) for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules which reflect school aims

- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, trained staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Staff will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour. Some staff are trained in the proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding & Child Protection Policy
- Mental Health & Wellbeing Policy
- Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body every year.

GO

This is a great way to behave.

- ❖ Be truthful
- ❖ Think of other people's feelings
- ❖ Treat others as you would want to be treated
- ❖ Listen carefully
- ❖ Follow instructions
- ❖ Help each other
- ❖ Be quiet and sensible
- ❖ Move calmly and quietly
- ❖ Be ready to help by opening doors
- ❖ Stand back to let people pass
- ❖ Speak politely to everyone
- ❖ Say please and thank you
- ❖ Be patient
- ❖ Respect and care for the school and other people's property

THINK

You are starting to get into trouble.

- ❖ Having accidents where other children get hurt or upset
- ❖ Damaging things because you did not think first
- ❖ Joining in with name calling
- ❖ Sometimes telling lies
- ❖ Not thinking about other people's feelings
- ❖ Being selfish
- ❖ Not listening carefully
- ❖ Being noisy
- ❖ Running in corridors
- ❖ Forgetting to say please and thank you
- ❖ Being impatient

STOP

This behaviour is NOT acceptable

- ❖ Persistent rough play
- ❖ Deliberately lying
- ❖ Regularly not bringing PE Kit
- ❖ Regularly not doing your homework
- ❖ Deliberate damage to school and other people's property
- ❖ Breaking School Safety Rules
- ❖ Being disruptive in lessons so that others cannot learn
- ❖ Deliberate rudeness to staff and other adults
- ❖ Disobeying staff
- ❖ Bullying
- ❖ Stealing
- ❖ Fighting
- ❖ Racist behaviour

