



Altmore & Lathom Schools Federation

Behaviour Policy

Introduction:

- At the Altmore & Lathom Schools Federation we aim to promote the values of respect for others, consideration, responsibility, honesty, reliability and perseverance. We aim to develop well-behaved, well-motivated learners with high self-esteem.
- High expectations are the key to successful behaviour management and through our policy of promoting good behaviour we aim to highlight the positive and encourage children to develop a high degree of self-control and independence. Children should be able to make effective and sensible choices and take responsibility for their actions.
- The behaviour of children is the collective responsibility of all members of staff. We recognise the link between good behaviour and academic success. Therefore, we aim to create a calm and purposeful learning environment in which all children will be able to achieve their best.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how children 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

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

Definitions:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying: hurting - verbal & emotional
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation (Safeguarding)
- Vandalism - toilets
- Theft
- Fighting
- Smoking /Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Defiance/ showing no respect for lunchtime staff

Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Smart watches
- Mobile phones
- Money/expensive items
- Own toys/collectors cards

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discrimination, including: <ul style="list-style-type: none">- Racial- Faith-based- Gendered (sexist)- Homophobic/biphobiatransphobic- Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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
Smear Campaign	Collecting a group of followers to abuse one person

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

Roles and Responsibilities:

The Governing Board

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

The Executive Headteacher

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

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 (see appendix 3 for a behaviour log)
- The Senior Leadership Team will support staff in responding to behaviour incidents.

Year	Monday	Tuesday	Wednesday	Thursday	Friday
3	Khaled	Janine	Janine	Janine	Khaled
4	Shahana	Shahana	Shahana	Shahana	Shahana
5	Cathryn	Cathryn	Cathryn	Cathryn	Cathryn
6	Lisa	Lisa	Lisa	Yolanda	Yolanda

- Khaled and Yolanda are also available during lunchtime.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Class Teacher, promptly

Pupil Code of Conduct

Pupils are expected to:

- Behave in accordance with our school values, kindness, curiosity, reflective, resilient, confident , communicative
- Show respect to members of staff and each other
- Move quietly around the school especially when walking on the stairs.
- Treat the school buildings and school property with respect
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Rewards and Sanctions

Rewards:

- Using the traffic light system all children start on green every day and continue to stay on green unless their behaviour changes.
- The 'Going for Gold Star' system is used for pupils who can progress from green to gold when they make exceptional learning and good behaviour choices. The teacher will praise these children in their class and at the end of the day, the class will recognise good behaviour.
- Children who have been on the star every day in the week will then wear the class 'VIP' badge and certificate, which then will change weekly. This child can make a discussion on a special event of some kind. They will also have a VIP reward with FLT (KS2)

KS2 Consequences:

Children who do not make good behaviour choices:

- Can move from green to amber - this is through Teacher's discretion
- If they continue to make the wrong choices then they are moved to **red**; again the Teacher's discretion
- If a child reached **red** on the traffic lights before play time they will miss their playtime as a consequence. Class Teachers to send children to the Reflection Room where staff on duty will support the child to complete a reflection sheet, with Class Teacher who has put the child in **red**. This needs to be done so they do not lose whole playtime
- If a child reaches **red** during the afternoon session they will go the Reflection Room at playtime the following day.
- If children continue to be placed on **red** (3 times in a week) the Teacher needs to record this and the AHT needs to be informed and meeting with Parent/Carer arranged.
- The last resort is the Head of School or Deputy to be informed who will then arrange a meeting with the parents
- Also for those children who need it there will be a 'home school book' where the school and home are able to communicate about the child's behaviour and are able to set targets for the child to reach. This will be a decision between the Class Teacher and SLT.

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.

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 safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Classroom Behaviour 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
- 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

Physical Restraint

In some circumstances, 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:

- 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
- Always be used as a last resort

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also 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](#).

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.

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.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

Exclusion

The school follows the guidance from the DfE's [Suspension and Permanent Exclusion guidance September 2023](#)

The Government supports Headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. In all incidents of exclusion, it is the Executive Headteacher's/Heads of Schools duty to inform the parents and keep a record of incidents that result in exclusion.

Monitoring Arrangements

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

The written statement of behaviour principles will be reviewed and approved by the Governing Board every 3 years.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding 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
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- 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 3 years.

Appendix 2: Behaviour Consequences

Behaviour	Consequence	Consequence 1 st occurrence	Consequence 2 nd occurrence	Consequence 3 rd re-occurrence
Play Fighting	- Stand in front Class 1 wall (for the rest of break)	- Taken off the playground for 1 day - Member of SLT - Phone call to parent	- Taken off the playground for 2 day - Member of AHT - To make phone call to parent	- Head/Dep to meet with child + parent
Inappropriate Language (General) Verbal & Non Verbal Sign including cyber bullying	- Member of YGL - to make phone call to parent - Detention with SLT for one day in YM/KS/SR room	- Member of SLT - Phone call to parent - Detention for with SLT for one day in YM/KS/SR room - one day off the playground in different phase classroom	- Member of SLT - Phone call to parent - Internal Exclusion in different phase for one day	- Head/Dep to meet with child and parent - Phone call to parent - External Exclusion for one day
Inappropriate Language within context (at someone) Swearing, Racial slurs including cyber bullying	- Member of SLT - Phone call to parent - External exclusion for one day	- Report Card - In place to be signed by SLT - 1 week	- Member of SLT - Phone call to parent - External Exclusion for two days	- Local Authority - Advice - PRU
Fighting	- Member of SLT - Phone call to parent - Detention for one day in office - 2 days off the playground in a different phase classroom	- Member of SLT - Phone call to parent - Detention for one day - 5 days off the playground in a different phase classroom	- Member of SLT - Phone call to parent - Internal exclusion for one day in a different phase classroom	- Member of SLT - Phone call to parent - External exclusion for one day
Vandalism School property (Toilets)	Meet with Parent Internal Exclusion Further action will be taken as required by the school if there is re-occurrence.			
Defiance	- Member of SLT - Phone call to parent - Internal exclusion	- Member of SLT - phone call to parent - External exclusion for 1 day	- Member of SLT - phone call to parent - External exclusion for 2 days	- LA advice - PRU referral

- 5 minutes before the playtime & lunchtime bell children can use toilets
- Children in detention to eat lunch first before detention
- Detentions are for both playtime and lunch
- Teachers & All staff to log all behaviour on safeguard