



Altmore & Lathom Schools Federation

Behaviour Policy

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Aims:

At 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 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

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](#)

[Keeping Children Safe in Education](#)

[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 must publish their behaviour policy online

Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rapes, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- [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 \(including the pupil\)](#)

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
<ul style="list-style-type: none"> • Emotional 	Being unfriendly, excluding, tormenting
<ul style="list-style-type: none"> • Physical 	Hitting, kicking, pushing, taking another's belongings, any use of violence
<ul style="list-style-type: none"> • Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> - Racial - Faith-based - Gendered (sexist) - Homophobic/biphobic - Transphobic - Disability-based 	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<ul style="list-style-type: none"> • Sexual 	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<ul style="list-style-type: none"> • Direct or indirect verbal 	Name-calling, sarcasm, spreading rumours, teasing
<ul style="list-style-type: none"> • 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 strategy

Roles and Responsibilities

The Governing Board

- The Governing Board is responsible for reviewing and approving the written statement of behaviour principles.
- The Governing Board will also review this behaviour policy in conjunction with the Executive Headteacher/Heads of School and monitor the policy's effectiveness, holding them to account for its implementation.

The Head Teacher

- The Executive Headteacher/Heads of School are responsible for reviewing this behaviour policy in conjunction with the Governing Board giving due consideration to the school's statement of behaviour principles. The Executive Headteacher/Heads of School will also approve this policy.
- Executive Headteacher/Heads of School 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
- The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil behaviour expectations and 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 an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Rewards and Sanctions

Rewards:

- In Yr R, KS1 and KS2 the traffic light system ensures that **all** children start on *green* every day and continue to stay on green unless their behaviour changes. In the Infant school, class dojos are also used as an incentive.
- In KS2 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 praises children in their class and at the end of the day, the class will recognise good behaviour.
- In KS2 children who have been on the star every day in the week wear the class 'VIP' badge, and receive a 'Gold Certificate' - this changes on a weekly basis. Children in KS2 also have a VIP lunch with a member of the Leadership Team/Year Group Leader.
- In KS2, to encourage children to take collective responsibility for their behaviour, an 'Outstanding Class of The Week' certificate is awarded. A certificate is given if 100% of children remain on *green* in that week. The certificate encourages children to remind each other of the importance of making sensible/good choices for the benefit of the whole class, promoting a sense of collective responsibility. The class with the most certificates will get a trophy for the term.
- In KS1, children are also nominated for weekly recognition in the *Altmore Achievers* assemblies, receiving a certificate to take home, as well as being uploaded onto the class's Seesaw platform.

EYFS and KS1 Consequences:

Children who decide not to choose the correct behaviour:

- In Nursery, behaviour expectations and boundaries are consistently modelled and children are supported to achieve the standard expected for the child's age and stage of development.
- In Yr R and KS1 if children are not able to keep to the class rules they are moved to *amber* and then *red* if needed. The teacher supports them to move back to *green* through recognising positive behaviour choices. Class dojo points support this process.

EYFS

- If a child is not making the correct choices then the child will be moved to *amber* and the teacher will look for positive behaviour to move the child back to *green*. They may be moved onto *red* if they do not make positive choices. Teachers may talk to a parent about their child's behaviour and discuss how they can make a change together, according to the child's specific situation, needs.

KS1

- If they continue to make the wrong choices then they are moved to *red* - this is down to the teacher's discretion. This will be recorded in a class behaviour book where the AHT in charge of the Year Group will keep track. There will be a slip to go home to notify parents of behaviour if they have been on *red*.
- If a child continually makes wrong choices they are given 'time out' or sent to another class to complete their work.
- If they are on red then the Class Teacher will take time to discuss the choices with the child. If a child does not respond to the traffic light system and consistently disrupts the learning in the classroom, the teacher will discuss this with the parents, with AHT involved in the discussion.
- Being sent to a member of the Leadership Team for time out is an additional sanction.
- 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 a member of the Leadership Team.

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; this is done by Teacher's discretion.
- If a child reaches *red* on the traffic lights before playtime they will miss some of their playtime as a consequence. Class Teachers send children to the Reflection Room where staff on duty will support the child to complete a reflection sheet, with the Class Teacher who has put child on *red*. This needs to be done so they do not lose the whole of their 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 being 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 FLT.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable and appropriate response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Appropriate sanctions for sexual harassment and violence may include:

- DSL/DDSL discussion with child and parents
- Child attends reflection time
- Referral to the LADO
- Referral to Social Care

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Reporting and responding to a referral/report
- Carrying out risk assessments to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help
 - Refer to children's Social Care
 - Report to the Police

Please refer to our child protection and safeguarding policy for more information [Child Protection & Safeguarding policy](#)

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school visits, sports competitions, etc.)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised visit).

Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Behaviour management

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
- 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:

- **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

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.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil'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 2017 on exclusions: [Exclusion: Statutory guidance September 2017](#). 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 pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In all incidents of exclusion, it is the Executive Headteacher's/Heads of School's duty to inform the parents and keep a record of incidents that result in exclusion.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s), which include class/school visits. 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 is always shared with new/receiving staff in our school, or with new settings/schools.

Training

Our staff are provided with training on managing behaviour, and if/when necessary, including proper use of restraint, as part of the CPD offer.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the Executive Headteacher/Heads of Schools and the curriculum committee. At each review, the policy will be approved by the Executive Headteacher.

The written statement of behaviour principles will be reviewed and approved by the curriculum committee.

Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Anti-bullying policy
- Equalities policy

- Dignity at Work policy
- Staff Code of Conduct

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, clear guidelines outline 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 Board every 3 years.