



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 children
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's 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
- 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 child)
- 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/biphobia- transphobic- 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 Executive Headteacher and monitor the policy's effectiveness, holding the Executive 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 children
- Recording behaviour incidents on our Safeguard Software under 'Behaviour.'
- The Senior Leadership Team will support staff in responding to behaviour incidents

Parents

Parents are expected to:

- Support their child in adhering to the child 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

Children's Code of Conduct

Children are expected to:

- Behave in accordance with our school values
- Show respect to members of staff and each other
- Allow children to make progress in their learning by not disrupting others.
- Move quietly around the school
- 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:

- In EYFS, we use a traffic light system where all children start on green every day and continue to stay on green unless their behaviour changes.
- In KS1, we use ClassDojo which encourages positive behaviour and learning behaviours while celebrating small wins. This is a point based system and children are able to collect points for positive behaviours. These class points are re-set every week.
- In Reception and KS1, children are also nominated for weekly recognition in the *Altmore Achiever Assembly* where they receive a certificate to take home, as well as uploaded to their classes Seesaw account, celebrating their success of the week.

EYFS and KS1 Sanctions:

Children who decide not to choose the correct behaviour:

- In EYFS, 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. 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.

- In KS1, if children are not able to follow to the school/class rules, ClassDojo points will be taken away to allow the child to understand they are not doing the right thing and need to improve their behaviour to gain their points back.
- If teachers need any support with behaviour, a member of the leadership team will support them, deal with the child and communicate with families if necessary.
- 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/need.

Off-Site Behaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child 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 child of our school

Malicious Allegations

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

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

Classroom Behaviour Management

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 children to be engaged
- Display the child code of conduct or their own classroom rules
- Develop a positive relationship with children, which may include:
 - Greeting children 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 child 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 a child's possession will be confiscated. These items will not be returned to the child.

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

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

Child Support

The school recognises its legal duty under the Equality Act 2010 to prevent children 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 child.

The school's Special Educational Needs Co-ordinator will evaluate a child 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 child, 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.

Child Transition

To ensure a smooth transition to the next year, children 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 a child's 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 children 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 Executive Headteacher and Governing Board every year. 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 Governing Board every 3 years.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Anti-Bullying Policy

Appendix 1: Written Statement of Behaviour Principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children 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 children 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
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children's 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.