



Altmore & Lathom Schools Federation

Policy Statement for Behaviour



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.

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



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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 assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items.

- 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



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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 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 Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher 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 Head Teacher will also approve this policy.

The Head Teacher 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.



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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 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:

- 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, which then will change weekly. This child can make a discussion on a special event of some kind. (KS2 will go to Mr Stanley's Hot Choc Afternoon)
- To encourage children to take collective responsibility for their behaviour, there will be an 'Outstanding Class of The Week' certificate. A certificate will be given if 100% of children remain on green in that week.



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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 and will receive a certificate. The class with the most certificates will get a trophy for the term.

EYFS and KS1 Consequences:

Children who decide to not choose the correct behaviour:

- If they are not able to keep to the class rules they are then moved to amber and then red if needed. Then the teacher supports them to move back to green through recognising positive behaviour choices.

EYFS

- If a child is not making the correct choices then the child will be placed on red and the teacher will talk to parent about the child's behaviour and how they can make a change together. According to the child's 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 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 FLT.

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 reached red on the traffic lights before play time they will miss some of 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 child on 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 FLT.



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Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a Education visit 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 Head Teacher 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 Head Teacher will also consider the pastoral needs of staff accused of misconduct.

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 will 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



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- 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 will 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.

Monitoring Arrangements

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

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



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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.

Date 07.10.19