Behaviour policy and
statement of behaviour principles

Policy Lead:	Sam Armstrong- Academy Head	**Last reviewed on:**	December 2020
Approved by:	Chair of Governors	**Next review due by:**	December 2021

Contents

1. Aims and Rationale

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be acceptable and 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 consequences**

It is a primary aim of Lakeside Nursery and Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring and inclusive community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our school has a set of values that we expect the children to be familiar with and follow. Our behaviour policy is not primarily concerned with rule enforcement but one that encourages and promotes good behaviours and includes a restorative approach when behaviours are not acceptable. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and aspire. This policy supports the school community in aiming to allow everyone to work together in an effective, respectful and considerate way. It is important that children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

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:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. 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

This is presented to the pupils as:

Please see our anti-bullying policy for further information.

4. Roles and Responsibilities

4.1 The Governing Body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

4.2 The Headteacher

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 consequences are applied consistently.

4.3 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, using the CPOMS Safeguarding and Child Protection

Software, behavior logs, ABCC and frequency charts to help understand the behaviour, notice

any patterns and make decisions on changes to the environment or for the individual. The senior

leadership team will support staff in responding to behaviour incidents.

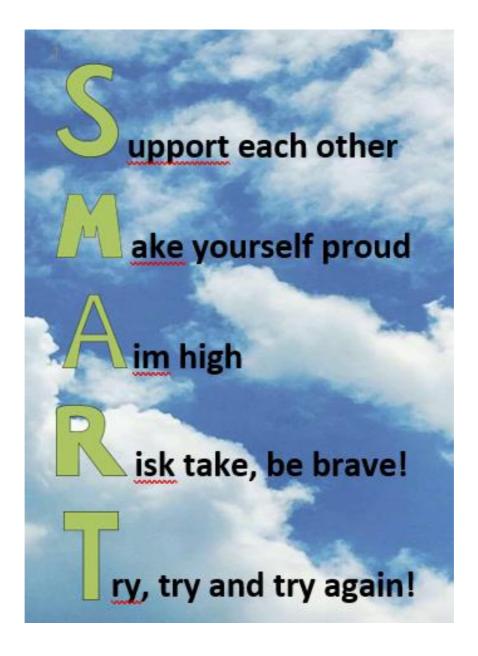#### 4.3 Parents

Parents are expected to:

- Support their child in adhering to the pupil expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5. Expectations of Pupils –

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
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

The Smart Code has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. The SMART Code is displayed in all classrooms and around the school.

6. Rewards

All school staff will always model, praise and reward positive behavior. We will support children to develop positive relationships with each other through the PSHE curriculum and give children the tools they need to communicate their wants and needs. Positive behaviour will be rewarded with:

❖ Purposeful and positive verbal and non-verbal praise – please see the marking policy

❖ Personal, immediate positive feedback via Marvelous Me or directly to parents/carers- Nursery to Y6

❖ Class rewards each half term e.g. Marble in the jar

❖ Always club - KS1 and KS2

❖ Celebration book – 2 children per class in Celebration Assembly

❖ Dragonfly badges – for outstanding contribution to Lakeside in showing all of the school's values consistently.

7. Behaviour management

7.1 Classroom management – When the adults change, everything changes

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 **SMART** code

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

The school will use the following sequence of events in response to low-level disruption:

1) Children are given 3 reminders in class about their behaviours and reminded about following the school values.

2) After 3 reminders, the child will stay behind at playtime to talk with the teacher about their behaviours and will be allowed to make a fresh start.

3) If the behavior continues, there will be a further 2 reminders given to the child.

4) After 2 reminders, the child will see a Senior Leader at lunch time to talk about the unwanted behaviour. This will be logged electronically and monitored.

5) If the behavior continues into the afternoon, the child will be given a further reminder.

6) At this point, the child will be sent to the Headteacher where the parents will be informed and the behaviours logged and monitored.

7.2 Individual 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 or unwanted behaviours may be differentiated to cater to the needs of the pupil.
The school's Inclusion Leader will observe 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 a behavior plan put in place to support that child. We will work with parents to create the plan and review it on a regular basis.

7.2 Lunch time behaviour

At Lakeside, we aim to ensure that lunchtimes are a constructive time for recreation, exercise and social interaction. We expect the same school rules and standards of behaviour to apply as during the rest of the school day. We expect children to respond to the lunchtime supervisors and treat them with the same respect as other adults in the school. The same rewards will be used to support positive behaviours.

Levels	Playground behaviours	Action
1	Low level disruptive or inappropriate behaviours	Using a calm voice, a verbal warning is given and a reminder of our values and SMART code. Zones of regulation are used to support with strategies to help de-escalation.
2	Inappropriate behavior continues	Using a calm voice, and in an appropriate space, a restorative conversation will be held between child/children and adult.
3	A physical, high emotional argument	Child/children go to their cool down zone for 5 mins (dependent on age) before having a restorative conversation with the adult.
4	Child/children are not able to control their behaviours	Child/children sent to their teacher where a restorative conversation will take place. Zones of regulation, social stories and comic strips will be used where appropriate. The behavior will be logged electronically to monitor, and parents will be informed.

7.3 Inclusions
We may use internal inclusion in response to serious or persistent breaches of this policy. Pupils may be sent to a member of SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Parents will be informed of this.

7.4 Fixed Term Exclusion
The formal exclusion of a student as a temporary or permanent measure is the strongest sanction available and one that will never be used without considerable thought. The school should provide our students with an environment in which they can develop as valued members of society; that environment must be harmonious, safe, and calm and ordered. The sanction of exclusion will only be used when a student threatens to seriously disrupt the maintenance of that environment; it is a provision to maintain high standards of behaviour in an orderly environment. The serious nature of exclusion means that it should act as a deterrent to those students who do not meet the standards of behaviour expected in school. A student can be excluded from the school for a maximum of 45 days in any one school year.   Parents will be expected to attend a meeting at the school, usually with the Head teacher or SLT, on the day of the student being readmitted. Where possible, work will be set for students to complete at home during the exclusion period.   Any student considered to be at risk of permanent exclusion will be referred to the SLT, who will review support strategies, including initiating CAF/TAC process; parents will be invited to contribute to this process.

7.5 Permanent Exclusions
This is the most severe sanction available to a school. As such, it is very rarely used at Lakeside Nursery and Primary School and is reserved for the most grave or repeated breaches of discipline, where the Head teacher feels that the relationship between the school and student has entirely broken down, or that the student represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment. Parents have the right to appeal against the Head teacher`s decision to a panel of EAB members. Work will be set for the excluded student until the appeal has been heard.

7.6 Appeals
Parents have the right to appeal to the EAB Board at all stages of exclusion from school. The EAB Body or the Local Authority (LA) has the power to reinstate a student who is excluded where the exclusion is for more than five days or is permanent, or where the exclusion involves the loss of an opportunity to sit a public examination. Parents must be informed of their right to appeal against an exclusion to the governing body and to the LA. If the student is excluded permanently, parents have a formal right of appeal to an independent appeals committee.

7.7 Managed Move
In extreme circumstances, the school may discuss with parents the need to carry out a managed move for their child. This is suggested as a way of avoiding a permanent exclusion and of providing students whose behaviour has either been repeatedly below expectation or has been extreme; this is an opportunity to have a fresh start. A managed move is dependent on another local school agreeing to take the student and a place is usually offered on a six week or twelve week trial basis before the student is formally taken on to the roll of the new school. During that period, both schools work together to monitor behaviour and progress to ensure that the move is successful. Any move of this nature will be managed through the Local Authority Fair Access Panel protocol.

7.8 Off-site behaviour
Consequences 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. This also includes any out of school hours incident involving the school site, or if the child is wearing school uniform. The school may also apply consequences for behaviour out of school hours where another pupil from the school is involved and/or where the incident causes an issue within school e.g, cyber-bullying.

8   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 Complaints Policy and Safeguarding & Child Protection Policy for more information on responding to allegations of abuse.

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

9   Physical Restraint

95% of the time, de-escalation tactics will be used to prevent behaviours from escalating. For the more serious circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property Incidents

We ensure that it is:

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

Members of the Senior Leadership team, pastoral team and some additional members of staff have been trained using the TEAM TEACH techniques.

9   Pupil transition

To ensure a smooth transition to the next year group, pupils have transition sessions with their new teacher(s) and in cases, individual children have a support plan in place to support their individual needs. This is overseen by the Inclusion Leader.

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 as part of their induction process.

Behaviour management will also form part of continuing professional development.

Most members of staff have been trained in Team Teach approach which also forms part of continuing professional development.

11   Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every year. At each review, the policy will be approved by the headteacher.

12   Links with other policies

This behaviour policy is linked to the following policies:

12.1   Safeguarding and Child Protection policy

12.2   Anti-bullying Policy

12.3   Complaints Policy