



# Lightyear Federation Behaviour Policy February 2023

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## What we believe about Behaviour

Every child has the right to learn and no child has the right to disrupt the learning of others. Every staff member, child and parent has a responsibility to positively contribute to the ethos of our school through the behaviours we display. With this in mind, we have our shared values which will underpin all of our interactions to help foster a calm, purposeful and happy school:

- Careful Listening
- Being non-judgemental
- Showing empathy
- Consider the space and timing of interactions/conversations
- Check that physical and emotional needs are being met

We have a strong nurturing ethos throughout the schools in our Lightyear Federation, this is based upon six nurturing principals:

My child is listened to and cared for.

My child's learning journey is understood.

All my child's behaviours are forms of communication.

My child is supported to feel safe at school.

My child is taught to use their words and to talk about their emotional wellbeing.

My child is helped through transitions.

The schools within the Lightyear Federation also have their own school rules:

	
Ready, Respectful, Safe	Repton Manor Primary School We respect each other We take pride in our learning We care for our community

## Aim of this Policy

- To encourage a calm, purposeful and happy environment, where children can feel safe both physically and emotionally.
- To ensure a consistent approach to behaviour so that children can develop independence and self-discipline, and learn to accept responsibility for their actions.

## School Leaders

**Objective:** To ensure that the school environment encourages positive behaviour and that this policy is implemented consistently for all children

### Actions:

- Visibly and consistently support all staff in managing children's behaviour
- Ensure that measures are in place, and both general and targeted interventions are used, to support children to meet our expected standard of behaviour
- Deal with any incidents of bullying, discrimination, aggression and derogatory language quickly and effectively, with an approach of 'Zero Tolerance'
- Provide new staff with a clear induction into the school's behavioural culture

- Ensure that the data from Class Charts is reviewed regularly

### **School Staff**

**Objective:** To communicate our school expectations, routines, values and standards, both explicitly through teaching behaviour, and in every interaction with children.

**Actions:**

- Treat all children fairly and with respect and dignity
- Use positive and negative consequences clearly and consistently
- Model expected behaviours and positive relationships
- Regularly engage in training and professional development regarding behaviour management
- Foster and promote good relationships with children and parents, encouraging a sense of belonging within the school and wider community
- Reject all bullying and harassment in all forms, defined as child-on-child abuse.
- Care for, and take pride in, the physical environment of the school
- Log all behaviour, both positive and negative, on our electronic system (ClassCharts)
- Promote good behaviour both in classrooms, around the school, off-site and online, in accordance with this policy

### **School Governors:**

**Objective:** To monitor this behaviour policy's effectiveness and ensure it is implemented consistently

**Actions:**

- Review and approve the written statement of behaviour principles
- Review this behaviour policy in conjunction with the Executive Head Teacher and Head of School to monitor effectiveness and consistency

### **Parents**

**Objective:** To support the school in implementing this policy and in promoting a culture of positive behaviour

**Actions:**

- Understand our school rules and actively encourage appropriate behaviour
- Encourage children to have independence and self-discipline
- Model respectful and positive behaviour
- Continue to promote positive behaviour of children when outside of school and when they are online.
- Inform us of any changes in circumstances that may affect your children's behaviour

### **Children:**

**Objective:** To follow our school rules to make sure that everyone can feel safe and ready to learn

**Actions:**

- Treat others, their belongings, and the environment with respect
- Show consideration and care for others
- Consider the effects of actions on others and take responsibility for own behaviour
- Demonstrate the same care and respect when outside of school and when online.

### **Approaches to Positive and Negative Behaviours**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

In instances of negative behaviour, our behaviour approach allows children to reflect upon the behaviour and learn from this experience.

## Weekly/Termly Rewards

- Certificates, prizes and cups
- Recognition in celebration assemblies
- End of Term medals
- Sporting awards
- Extra play

## Daily Rewards

- House points
- Verbal Praise
- High 5s
- Sharing fantastic learning with peers, other adults and parents
- Class based reward system

## Personalised Rewards

- Behaviour and reward Charts
- Reward Time

## Warning

- Children will be spoken to about negative behaviour they are showing, this will give them the chance to modify behaviour
- Conversations will focus on reinforcing desired and appropriate behaviour
- In some cases, a Phase Leader/member of Senior Leadership Team may be asked to speak to a child

## Yellow Card

- Issued when a child has broken one of the school rules e.g. shown disrespectful behaviour towards peers or staff; refusal to complete learning; swearing; refusal to follow instructions of an adult; deliberately damage to school property; disrupting the learning of others; pushed another child while arguing; running in the corridor.
- A yellow card will be recorded on Class Charts (electronic system) by the member of staff who issued it
- The child will spend 5 minutes of their break or lunchtime with a member of their teaching team.

## Red Card

- If a child has received more than one yellow card in the same session for the same behaviour, this will result in a red card as they have not modified their behaviour
- A red card will also be issued if a child has deliberately hurt another child by punching, kicking, scratching etc., if children have been physically fighting, caused harm to an adult, rough play resulting in injury to others.
- A red card will be recorded on Class Charts (electronic system) by the member of staff who issued it They will refer the incident to the Head of School or Deputy Head Teacher.
- The child will spend 15 minutes of their next break or lunchtime with the Head of School or Deputy Head Teacher.
- Parents/Carers will receive a phone call regarding the red card from a member of the Senior Leadership Team.
- If a child has been hurt or suffers an injury (significant or needing first aid treatment) as a result of a behaviour incident, their Parents/Carers will also be informed.

REWARDS

CONSEQUENCES

*Whilst we have provided some examples of behaviours, we recognise that this list of behaviours is not exhaustive and that each negative behaviour incident would have to be considered in line with the child's developmental understanding and specific needs. We believe that each child should have the chance to 'start again' and therefore after every break and lunchtime the child will come in to a 'clean slate'.*

## **Behaviour Plans**

We recognise that not all children will be able to access and learn from these sanctions and in these cases a behaviour plan is devised in collaboration with parents/carers. Behaviour plans may include individual reward charts, restructured school timetables, resources to support learning, staff mentors or individualised sanctions. Behaviour Plans are regularly reviewed with children, staff and parents/carers. In some cases, risk assessments of a child's behaviour are also completed.

## **Recognising the impact of SEND on behaviour**

We recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour and appropriate consequence will be made on a case-by-case basis. We will also look at trying to anticipate and remove any potential triggers to help children to modify their behaviours.

## **Behaviour outside of school premises:**

Behaviour consequences may also be used 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, travelling to or from school, wearing school uniform or is in any other way identifiable as a pupil of our school. Consequences may also be applied where a pupil has behaved in a way that could have repercussions for the orderly running of the school, poses a threat to another pupil or could adversely affect the reputation of the school. Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **Reasonable force:**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force in the following circumstances; to prevent a pupil from causing disorder, hurting themselves or others, damaging property or committing an offence. Incidents of reasonable force will always be used as a last resort, be applied using the minimum amount of force, be used for the minimum amount of time possible, be used in a way that maintains the safety and dignity of all concerned and be recorded and reported to parents.

## **Confiscation, Searches, Screening:**

In the rare event that searching, screening and confiscation is required, this will always be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **Internal Isolations**

If a child has demonstrated behaviours that the Senior Leadership Team deem as unsafe and present a safeguarding risk to children, staff or visitors then we may internally isolate. The length of the isolation will be considered in response to each individual case, parents will be informed and we will seek support in this decision. Children will be set learning to complete by their Class Teacher and will have appropriate rest breaks. All internal isolations will be recorded on Class Charts.

## **Suspension and Exclusion**

Suspension is seen as a last resort when all other support has failed. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Only the Executive Headteacher may suspend a child and this is always carried out in consultation with parents/carers. The Chair of Governors and Local Authority is informed and parents/carers have the right to appeal. The suspension period is at the discretion of the Executive Headteacher.

**Safeguarding:**

We recognise that changes in behaviour or continuous disruptive behaviour may be an indicator that a pupil is in need of help or support. We will consider whether a pupil's poor behaviour 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.