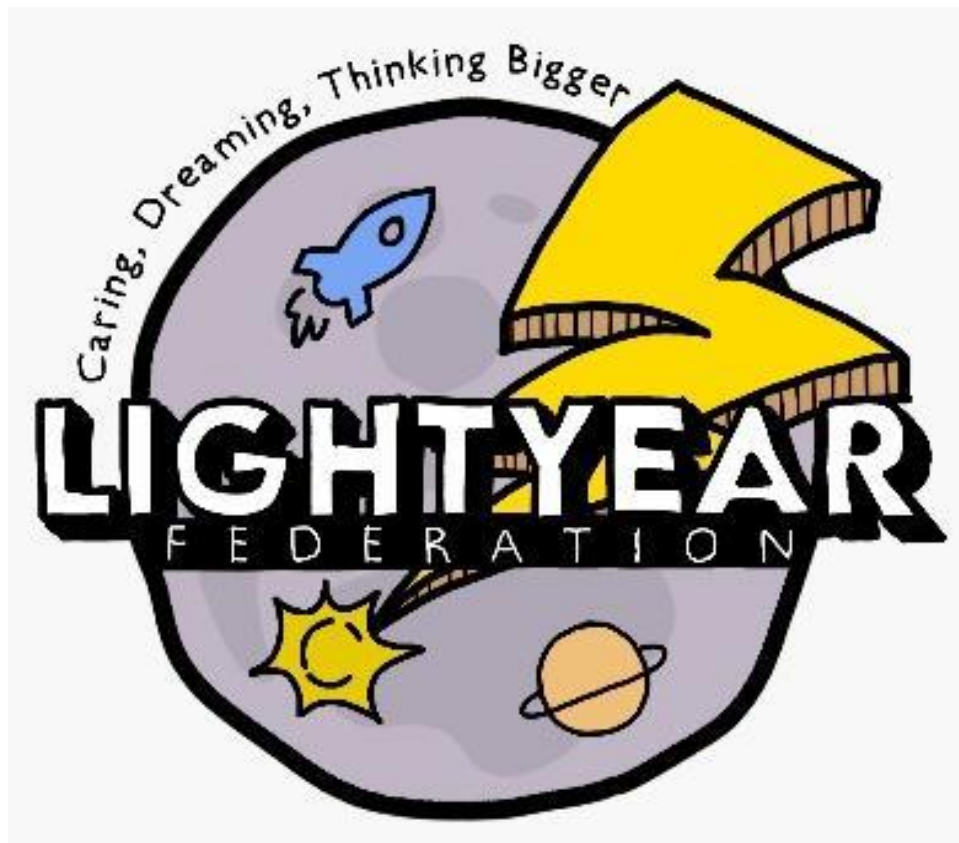




Lightyear Federation Behaviour Policy February 2025

Policy lead	Hannah Ferris and Matt Rawling
Date approved by Governing Body	February 2025
Governor Agreement	
Review date	February 2026

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.

This policy should be read in conjunction with the, anti- bullying policy, safeguarding and child protection policy, SEND policy, physical intervention policy, exclusion policy and the policies for teaching and learning.

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
- Consideration of the space and timing of interactions/conversations
- Checks 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 that we have adapted from NurtureUK:

All children are listened to and cared for.

Each child's learning journey is understood.

All of my child's behaviours are forms of communication.

Every child is supported to feel safe at school.

Children are taught to use their words and to talk about their emotional wellbeing.

Children are helped through transitions.

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

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

Responsibility of School Leaders

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

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

- Verbal Praise
- Stickers
- House points
- Sharing fantastic learning with peers, other adults and parents
- Class based reward system
- Positive phone calls home

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; refusal to follow instructions of an adult; deliberately damage to school property; disrupting the learning of others; pushed another child while arguing;
- 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.
- Children in EYFS may be issued 'time-out' in the moment.

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 Executive Headteacher/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. Staff will support children with restorative conversations where appropriate. 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'.

Teaching Positive Behaviour

We actively promote good relationships and positive views of ourselves and others through:

- Applying the Nurture Principles
- Zones of Regulation – learning to name emotions and self-regulate
- Assembly topics and discussions
- Encouraging children to talk about their feelings and emotions
- Teaching respect, right and wrong, support and care for our school community.

Individual Behaviour Support Plans

We recognise that not all children will be able to access and learn from the sanctions listed in this policy 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, extra staff support 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. It will also include where there could be repercussions for the orderly running of school, behaviour that poses a threat to another pupil or that could adversely affect the reputation of the 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).

Behaviour Online:

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity.

As most online behaviour incidents amongst young people occur outside the school day and off the school premises, parents are responsible for this behaviour. However, we may issue a sanction when behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school or if the behaviour could adversely affect the reputation of the school.

Pupil Induction

Families who are joining the school community will be directed to the school website and the federation behaviour policy before their child starts at the school. Children who join our school as a new admission will be introduced to the rewards and sanctions element of the behaviour policy on their first day by their class teacher (explained appropriately for age and developmental stage of child).

Staff Induction

Staff will be provided with a copy of the Federation Behaviour Policy to read as part of staff induction process.

Staff Training

The Lightyear Federation is committed to ongoing development and reviewing of staff training in relation to behaviour. Staff regularly engage in training as a whole staff team as well as individual staff be encouraged to attend courses and share good practice throughout the school.

Reasonable force – (Please see our sperate Federation Physical Intervention Policy for full details)

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.

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 - (Please see our separate Federation Exclusions Policy for full details)

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.

Bullying and Racist incidents (Please see our separate Anti-Bullying Policy for full details)

Bullying is any persistent behaviour which makes someone else feel unhappy, including not speaking to them, making faces, name calling, and sometimes even physical assault. Bullying will be treated as part of the behaviour policy and will be fully investigated. Support for the perpetrator will be offered as well as for the victim. Parents for both sides will be informed.

Racist incidents will also be dealt with as part of the behaviour policy and will be fully investigated. Support for the perpetrator will be offered as well as for the victim. Parents for both sides will be informed.

All incidents of bullying and racist incidents are recorded using the KCC Digital Front Door. Bullying and racist incidents are monitored by the Governors.

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.

Searching and Confiscation (as per DfE guidance July 2022):

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](#).

Searching:

- Headteachers and the staff they authorise can search a pupil or their possessions where there are reasonable grounds to suspect that a pupil has a prohibited item. Prohibited items are; knives and weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and any article that a staff member reasonable suspects has been, or is likely to be used to commit an offence, cause personal injury or damage to property.
- Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.
- School staff may use CCTV footage to decide whether to conduct a search for an item.
- The Designated Safeguarding Lead (or deputy) should be informed of any searching incident where the staff member had reason to suspect the possession of a prohibited item, or whereby a search has identified a safeguarding risk.
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Repton Manor Primary School and Greatstone Primary School, the Executive Headteacher and authorised staff can search and confiscate a pupil's mobile phone if it has been used during school time or has been used inappropriately, causing distress to another pupil or adult.
- Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
- The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If a pupil refuses to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy. If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Executive Headteacher/Head of School and Designated Safeguarding Lead.
- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Searches will be conducted away from other pupils and must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.
- The member of staff conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness to the search.
- A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing.
- Any searches, whether an item is found or not, will be recorded on the child's safeguarding file and reported to parents.

Confiscation:

- An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:
 - poses a risk to staff or pupils;
 - is prohibited, or identified in the school rules for which a search can be made;
 - is evidence in relation to an offence.

- Please read the DfE guidelines relating to the disposal of any items. (Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies July 2022)

Mobile Phones and Smart Technology:

- Children are not permitted to use mobile phones or smart technology on school site. Any phone or smart devices should be switched off and must be handed in at the start of the school day and collected at the end of the school day.
- Full details about our policy in relation to mobile phones and smart technology are included within our Online Safety policy and Acceptable Use Policy.

Appendix 1 – Greatstone Primary School Young Governors reviewed the behaviour policy and came up with their own version.

Greatstone Primary School Young Governors Behaviour Policy



Our school rules

Ready: children are ready to learn.

Respectful: we are kind to each other.

Safe: we discuss risk benefits and then make the best choice to stay safe.

There are different expectations of good behaviour/learning depending on age. For example children will get a rewards for good quality of their work and this will be different in reception compared to year 6. Each class will set their expectations with the teacher at the start of the year.

To help us learn well, we need brain breaks between lessons where there is not a 'normal' break.

Praise

We like knowing when we do things well. We like how teachers give us different rewards. That helps to make each year unique.

We do like the following:

- | | |
|---|---|
| - Dojos | - Green cards for good behaviour |
| - Medals | - Parents told when we have done something positive |
| - Star of the Day (certificates) | - Badges |
| - Stickers | - Prize box |
| - Golden Book | |
| - Hot chocolate / ice pole with Mrs Kay | |

If some children need a reward to encourage them to learn, then the rest of the class should get some Golden Time too.

Whole class rewards we like are:

- | | |
|----------------------|---|
| - Raffle tickets | - Dojo targets for a treat (movie, Computing time, PE, etc) |
| - Prizes for reading | - Chocolate coins |
| - Show and Tell | - Table prizes |

Everyone gets a chance to volunteer and rewards are fairly given.

Consequences

Consequences should be the same for everyone, but there can be exceptions, for example if something happened accidentally. Some children have different needs and may need different consequences.

There should be bigger consequences when you are older because you should know better.

- | | |
|--|------------------------------|
| - Warning | - Sent to another class |
| - Yellow card: 5 minutes loss of playtime | - Sent to the head teacher |
| - Red card: 15-minute loss of playtime and phone call home | - Phone call home to parents |
| - Time out, sit by yourself | - Isolation |

Whole class sanctions are unfair and should not happen. Consequences should be fair.

Appendix 2 – Repton Manor Primary School Young Governors reviewed the behaviour policy and came up with their own version.

Student Council Behaviour Policy

Recognising Good Behaviours

- **House Points** - If we are making good choices by following our 3 school rules, we will be given a house point.
- **Class Hero** - If you have made the right choices throughout the day and have been a role model to others, we may get Class Hero. One person a day will get this at the end of the school day and will go to the Office to see a member of SLT for our certificate and to talk about our day.
- **Star of the Week** - Once a week, one person in our class will be chosen for a Star of the Week award. This person will have been a role model every day by following our school rules. They often go above and beyond to get this. They will get a certificate in front of the school in our weekly Star of the Week assembly.
- **Medal Assembly** - 3 times a year, we have a Medal Assembly where 4 people from each class are chosen by their adults to receive a medal for being exceptional throughout all areas of their school life in the term. We feel really proud to receive these and love that our parents are able to join us to celebrate. One person from the school is then chosen to win the Friendship cup and Grand Prize for consistently going above and beyond and as an example to others.
- **Good Fridays** - Every Friday, our adults at home or in school can write to Mr Rawling to nominate us for a Good Friday. This could be for something that they are proud of us for doing and we receive a headteacher's sticker for this in front of the school. Examples of this are: sports clubs, caring for our community and doing something that stands out.
- **Opal Star of the Week** - We know that caring for our school is important. Once a week, a child in the school will win this award for looking after our community at break and lunch times.

Consequences:

- **Verbal Warning** - If we have been making the wrong choices and are disrupting or interfering with our own, or others', learning and feel safe, we will be spoken to by an adult who will remind us of the right choices to make.
- **Yellow Card** - If we have not corrected our behaviour, we will be given a Yellow Card as a consequence. We will then miss 5 minutes of our break or lunch and in this time, will speak to the adult about what mistakes we made and about how to avoid making them again.

Some behaviours, such as being unkind to someone or purposefully disruptive, might mean that we get a Yellow Card straight away. All Yellow Cards 'reset' at break or lunchtime.

- **Red Card** - If, despite getting a yellow card, we continue to make the same wrong choices, we will get a Red Card. We might also get a Red Card immediately for being intentionally rude or

putting someone's safety at risk as we know that at Repton Manor, we are 'zero tolerance' on physical behaviours as it is not acceptable to hurt others.

When we get a Red Card, we miss 15 minutes of our next break or lunch and will spend this time with a member of SLT to discuss our behaviours. Our parents will also be called by that member of staff.

- **Isolation** - If we continue to not learn from our Red Card, despite support from our adults, we will end up in Isolation. This means we will spend a given amount of time in the Office completing our learning on our own. This only happens if we have not followed the support given by our adults, have been extremely rude or have put ourselves or others at high risk. A member of SLT will speak to our parents about this and may ask for a meeting with our parents to discuss how we can improve.
- **Bullying** - There is a strict zero tolerance policy on bullying at our school. Bullying takes many forms but is always unacceptable. If we think that we, others, are being bullied, we will speak to an adult and they will take this seriously and follow the school policy.

Signed by:

School Council