

**SHINE**  
ACADEMIES



# **Behaviour Policy**

## **Ryan Horton**

### **September 2023**

**Approved by Chair:** \_\_\_\_\_

**Review Date:** \_\_\_\_\_

## **Policy Statement**

It is our aim at Lodge Farm Primary School to create an environment which encourages and reinforces good behaviour, respect and self-discipline. It is acknowledged that society expects good behaviour as an important outcome of the educational process. At Lodge Farm Primary School, we believe it is the right of all pupils, staff and parents to expect appropriate behaviour, conducive to effective learning and teaching.

In order to operate and function efficiently and safely, Lodge Farm Primary School has a firm and fair approach to behaviour, taking into account the needs and backgrounds of all our pupils. It is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

All pupils, regardless of their ability, medical need or special educational needs are expected to behave in a responsible manner both to themselves and to others, showing consideration, courtesy, and respect for other people at all times. All members of staff set high standards of behaviour and expect children to show courtesy and mutual respect.

This policy addresses and reinforces the procedures in place to achieve high standards of behaviour. Lodge Farm expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

## **Description of Policy Formation and Consultation Process**

This policy outlines the organisation and management of discipline and behaviour at Lodge Farm Primary School. The policy has been drawn up as a result of staff discussion and the involvement of lunchtime supervisors. It has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the whole staff.

## **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](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special educational needs and disability \(SEND\) code of practice.](#)

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

**NB: This policy should be read alongside our Anti-Bullying Policy and CP & Safeguarding Policy.**

## **The Legal Position**

The head teacher and governing body are legally obliged to ensure that their pupils are cared for in a safe, secure environment. They are obliged to ensure that every child receives a full entitlement to the curriculum without hindrance. They are obliged to provide the staff with a safe working environment. The Policy on Behaviour is consistent with the DFE policy.

## **Rationale**

There is a need for the school to have a whole school approach to rewards and behaviour that all staff, pupils and parents are aware of. The school is adopting a whole school approach to pastoral and disciplinary issues. All members of staff accept their responsibility for establishing and teaching acceptable codes of behaviour and for the use of rewards and sanctions.

The school has codes of behaviour that both the pupils and their parents are made aware of. This will ensure that everyone in the school is working to the same standards and fully understands them. However, staff are aware that some pupils, due to medical or special educational needs, may require additional support, or varying approaches and strategies to behaviour.

We are very keen to involve families in all aspects of the child's education - academic, emotional, social and moral. The social skills and standards of behaviour that we teach our pupils need to be perpetuated in their home lives as well as in school.

## **General Principles**

Our policy is very simple and clear:

**Good behaviour and exemplary conduct will be rewarded**

**For unacceptable behaviour, there will be a consequence**

This is the basis for everything that goes on in our school. We must therefore have a number of rules and expectations to measure this behaviour against. These are based firmly upon the school's agreed aims, mission statement and motto.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude to learning or towards others
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- 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 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**

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 discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

### **Off-site behaviour**

- Sanctions may be applied 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 (e.g. school trips)
  - Travelling to or from school
  - Wearing school uniform
  - In any other way identifiable as a pupil of our school
- Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
  - Could have repercussions for the orderly running of the school
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## **Policy Aims**

- To develop a whole-school policy and practice based on a sense of community and shared values, supported and followed by the whole trust community.
- To ensure that there is a clear system of shared rules, rewards and sanctions which are known by parents, teaching staff, pupils and governors.
- To help pupils to understand the need to make positive behaviour choices in order to create and promote a caring family atmosphere in which learning and teaching can take place.
- To help pupils to make positive choices about their behaviour by teaching values and attitudes through a stimulating curriculum.
- To encourage and reward good behaviour and positive choices.
- To treat problems, if they occur, in a sensitive and appropriate manner, encouraging improved behaviour.
- To promote equality of opportunity, eliminate racial discrimination and promote the need for positive behaviour choices, regardless of age, gender or racial background.

## **School Vision**

Our shared vision for Lodge Farm Primary School is to create a safe, caring and stimulating environment where every child feels equally valued and empowered to achieve their full potential.

We passionately believe that for our children to become lifelong learners, we must provide a challenging, fun and creative curriculum delivered through inspirational teaching.

By having a high regard for the values of respect, trust and honesty, we believe our children will grow to be responsible, well rounded individuals who care for themselves and others. Our friendly and supportive staff team, guided by clear and effective leadership, will carefully nurture our children so that they have the confidence to have high expectations.

By promoting healthy, active lifestyles our children will make informed life choices. At every opportunity, and through collaboration with parents, Governors and the wider community, we will promote the importance of academic success, personal achievement and sheer determination

## **Roles, Rights and Responsibilities**

In order to achieve our aims we recognise that different groups of people need to work together.

### ***The role of pupils***

- Discuss the school code and class rules within their class.
- Understand the consequences of breaking the school rules.
- Vote for members of their class to represent them on School Council.

### ***The Role of Staff***

**“All children are to be treated in a fair manner”**

- Staff should provide a positive role model.
- Listen to children and make them feel like their comments matter.
- Actively seek opportunities to praise children.
- Take responsibility for the quality of the school environment
- Interact with pupils and avoid actions that can be perceived as favouritism.
- Deal firmly and fairly with children who do not maintain high standards of behaviour.
- Supervise their class during lessons and as they make their way around the school.
- Under no circumstances should children be sent out of the classroom and be unsupervised as a response to unacceptable behaviour. In the event of a pupil continuing to be disruptive after incremental sanctions have been applied, they are to be referred to the Senior Leadership team.

### ***The role of the Headteacher***

It is the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

### ***The role of governors***

The Local Governing Body has the responsibility of adopting these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Partnership with Parents**

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner. This may be through a telephone call, an email or a meeting. We may use these methods to discuss children's behaviour or work.

### **School Rules**

We have rules that apply to moving around the school, general conduct and behaviour in the playground and dining hall. These have been agreed with the pupils and exist for their safety and well-being:

- **We will** care and treat each other as we would like to be treated
- **We will** respect all members of staff
- **We will** respect our school equipment and building and everyone's property inside it
- **We will** protect our school reputation and do everything we can to maintain our good reputation within the local and wider community
- **We will** do our best to follow our classroom and playground rules
- **We will** promote good manners by:
  - saying please and thank you
  - holding the door open for others
  - using correct names for staff and pupils
  - waiting and take turns or not interrupting when someone else is speaking
  - knocking doors before entering a room

### **Playground Rules:**

- **We will** do our best to play cooperatively
- **We will** respect all equipment
- **We will** follow rules and listen to all members of staff
- **We will not** fight or behave violently or roughly, causing hurt to another person
- **We will not** use abusive or bad language
- **We will not** run away from a problem, putting ourselves or others in danger
- **We will not** hurt anyone with unkind words or actions

### ➤ **Dining Hall Rules:**

- **We will** walk from place to place and line up quietly
- **We will** use good manners at all times
- **We will** try our best to be clean and tidy in the dining hall
- **We will** not shout or be loud at the dining table

**NB: It is recognised that some children, due to their medical or special educational needs may not respond to the above rules appropriately and may require help and support, and/or individualised rules in order to apply the rules to themselves**

## **Supporting pupil's behaviour**

Children are supported in the following ways:

- Play leaders
- Friendship Bench
- Mental Health team
- School Council
- Pastoral leader
- Worry Box in each class
- Praise and rewards

## **Promoting good behaviour**

### ***Praise and Reward***

We recognise children's efforts to behave as expected by:

- ✓ Non- verbal signals (thumbs up, smile, etc...)
- ✓ Verbal praise
- ✓ Stickers
- ✓ 'Lodge Coins' to spend at the Bank
- ✓ Star of the week
- ✓ Celebration certificates
- ✓ Sending positive comments via Marvellous Me
- ✓ Visiting a member of the Senior Leadership team
- ✓ Visiting the Head teacher
- ✓ Attendance Certificate
- ✓ Giving children responsibility e.g toast monitor
- ✓ Represent the school on the 'School Council'
- ✓ Be chosen as Bank monitor
- ✓ Be chosen as a play leader
- ✓ Be chosen to represent the school at competitions



## **Lodge Farm Bank**

Lodge Farm Bank is a school service which allows children to be rewarded by our schools very own currency! Children earn 'Lodge Coins' for various things including the following:

- Good to be Green
- Attendance
- Related to our Lodge Farm values
- Star of the Week Award + other certificates

Once children receive their Lodge Coins, they have a scheduled time to visit the Bank and put coins into their personal account. A group of Year 5 children monitor the bank. They sit behind the computer and add the children's Lodge Coins onto an Excel spreadsheet.

The bank teaches the children about responsibility and the importance of saving money. The bank teaches them about the value of money and demonstrates that hard work is rewarded.

The Lodge Farm Shop opens every term meaning the children can use their coins to buy something from the shop or save them for bigger items. There are a selection of things sold in the shop including:

- pencils
- rubbers
- bouncy balls
- torches
- note pads



However the children can also use their Lodge Coins to receive a ticket for things such as:

- Free milkshake
- Free toast at playtime
- Free hot chocolate with a teacher of my choice
- Lunch with a teacher and friend
- 10 minutes on the jukebox with a friend
- 20 minutes at lunch with a game
- Share a story with ...?

**Some children because of their medical or special educational needs may need rewards tailored to their individual interests.**

### ***Good to be Green***

We use the monitoring system 'Good to be Green' to monitor children's behaviour in class. It is a positive approach towards good discipline that runs throughout the school promoting high expectations.

We expect all children to remain green throughout the day/week, indicating their good behaviour. If they misbehave a verbal prompt and reminder should be given on expectations.

If behaviour doesn't improve, they are given a verbal warning which can result in their card turning to yellow if the poor behaviour persists. The child will then have 5 minutes of "refocus" time with the staff member who gave the yellow card at playtime.



Examples of behaviour resulting in a yellow card:

- Pushing, shoving in the line
- Running indoors
- Not clearing up
- Low level disruption and talking in class
- Out of seat
- Rocking on seat or slouching
- Calling out
- Not listening
- Not paying attention

Persistent or extreme cases of bad behaviour can result in a red card and the child will miss their playtime for 15 minutes for extended "refocus" time to reflect.

Examples of behaviour resulting in a red card:

- Continuing to distract others
- Throwing objects
- Inappropriate physical contact, e.g. poking, flicking, pulling hair.
- Complaining or muttering disruptively/persistently
- Continuing to talk at an inappropriate time, or asking inappropriate questions to disrupt
- Hiding work or resources
- Interfering with other's property
- Leaving the room without permission
- Not telling the truth
- Telling lies to get others into trouble



**\*Please note: 'banter' is not an acceptable excuse for unacceptable language or behaviour and children will receive appropriate consequences in line with our school system.**

In extreme cases of behaviour the child will be sent to a member of the Senior Leadership Team (SLT) to discuss why they received a card or SUB form.

Lodge Farm Primary School defines a 'Serious Unacceptable Behaviour' as any behaviour which may cause harm to self or others, damage the reputation of the school within the wider community and/or any illegal behaviour including but not limited to:

- Discrimination – not giving equal respect to individuals on the basis of disability, gender, race, religion, age, sexuality and marital status.
- Harassment – behaviour which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves persistent actions, criticism or personal abuse which humiliates, intimidates, frightens or demeans the individual.
- Cyberbullying – the use of electronic communication to bully a person typically by sending messages of intimidating or threatening nature.
- Inappropriate use of technology (including use of mobile phones) in school.
- Possession of banned items
- Truancy
- Smoking
- Refusal to comply with disciplinary sanctions
- Theft
- Stealing
- Fighting Violence
- Any illegal behaviour
- Inappropriate sexualised behaviour- Further details can be found at: <https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/sexualbehaviourchildren/>

All pupils start on a green card every day. Each day is a fresh start, regardless of the behaviour on the previous day.

### **Consequences and Sanctions**

When a child forgets a classroom or whole school rule, or breaks it on purpose, **sanctions** will be used fairly and consistently. It is important to continue to reward and encourage a child for their good behaviour.

Most of our pupils learn to take responsibility for their actions early on and behave appropriately within school. For those who cannot always behave appropriately consequences will follow. The nature of these will depend upon:

- the age and maturity of the child;
- the special needs of the child;
- any mitigating circumstances to be taken into consideration
- the seriousness of the incident;
- the context of the incident or if this is one of a series of incidents of poor behaviour

### **When the Procedures do not work:**

Although Lodge Farm Primary School use a whole school approach with 'Good to be Green' there may be some pupils who require further support with their behaviour. These pupils would be identified and given an Individual Behaviour Plan with specific targets identified. The SEN co-ordinator will be involved at this stage, together with the class teacher, parents, child and appropriate senior leader. If the child is already on an ILP for behaviour, the targets and strategies will need to be reviewed.

### **Exclusion**

Lodge Farm Primary School is an inclusive school committed to equal opportunity for all. It is felt that exclusions of children from the school, whether fixed term or permanent, are damaging to both the child and the whole school

community. Consequently, a child will only be excluded when other strategies have not been effective over time in dealing with persistent breaches of the behaviour expected, or when there has been a single, clear and serious breach of discipline, or if allowing the student to remain in the school would seriously harm the education or welfare of the student or other students in the school.

### **The Procedure**

The exclusion of a student is an extreme measure and is only administered by the Headteacher or in the absence of the Headteacher or a member of the SLT team.

### **Fixed-term exclusions**

We will do all in our power to avoid exclusion. In the majority of cases, stages would be sufficient and alongside the system for rewards would result in improved behaviour. However, should a pupil's behaviour continue to remain poor and they continually ignore our rules then we will proceed to exclusion.

Some pupils move through stages at various points throughout the year, usually because of minor disruptions, and where staff feels that exclusion is inappropriate for their age or stage of development the following guidelines would be considered:

1. Review the child's progress and needs with the SENCO. Implement an appropriate programme of work.
2. Parents will be told clearly that the teacher is dissatisfied with the child's work or behaviour / attitude, and will be asked to work with, and support school.

There are situations where we may judge that a child moves straight to this stage, without going through the previous stages. These would be single extremely serious incidents, which we will never tolerate in any form at Lodge Farm Primary School.

- At this stage the parents / carers will be contacted immediately to collect the child from school. They will be given clear reasons for the exclusion and told the period of exclusion, including starting and finishing date. The child is then excluded from being present on the school site for that period of time and must not return until the date stated. Failure to comply with this will result in another period of exclusion being imposed.
- Arrangements will be made for the parent / carer to collect work for the child to complete at home. The class teacher is responsible for ensuring that this happens.
- Details will be recorded on CPOMS.
- All of the above details will be recorded in written form and copies will be circulated to:
  1. The parents / carers of the named child
  2. The chair of governors
  3. The local education authority
  4. The child's personal record file (which is passed on with them through and to the next school)

The length of time for fixed term exclusions will depend upon:

1. The nature and seriousness of the incident
2. Whether or not this is a first time or subsequent exclusion

The minimum period of exclusion will be 1 school day, usually followed by two more 2-day exclusions, two 3 day periods, a 5 day and 10 -15 day period.

The power to exclude a pupil from school is only exercisable by the Head Teacher (or Acting Head Teacher in the Head's absence), in accordance with the Education Act 2006.

Any pupil who is excluded for more than 5 days in any academic term must be provided with a Disciplinary Hearing by the school's governing body.

They will consider the case and decide whether or not to uphold the Head Teacher's decision. (See appendices for further details.)

Following the period of exclusion, the parent / carer and the child must meet with the Head Teacher on the morning of their return. The purpose of this is to make clear that their return to school is based on the understanding that:

- their actions must not be repeated
- they must demonstrate that they are making every effort to improve their attitude and conduct

The pupil will be closely monitored. This would enable both staff and parents to see clearly whether or not an improvement in behaviour was happening.

The involvement of outside agencies maybe sought at this stage such as Early Help Partnership, Education Welfare Officer, CAMH's, Local Authority SEND Team with the consent of the parents / carers.

The aim of doing so is to provide pupils and their parents with further support to help us all achieve the aim of remaining at the school and improving their behaviour. This would be documented for the purposes of future reference and along with previous documentation, would stand as confirmation of our commitment to inclusion.

### **Permanent Exclusion from School**

Clearly, this is to be used as a last resort, when all other stages have been tried and exhausted. We always try to give pupils a new start but we do have an obligation to all pupils and families at Lodge Farm Primary School. All pupils must have the right to learn and to attend school free of the fear of anyone else causing them harm. Therefore, should a pupil's behaviour continue to remain poor and they continually ignore our rules then we will proceed with a permanent exclusion.

There are situations where we may judge that a child will be permanently excluded, without going through the previous stages. These would be single extremely serious incidents, which we will never tolerate in any form and would include:

- Physical assault on another person, resulting in serious harm / injury to that person;
- Assault on a teacher / staff/ Head Teacher
- Indecent exposure / assault
- Sexual harassment / assault
- Theft of school property or equipment
- Arson
- Possession of an offensive/ lethal weapon on school premises
- Possession of drugs

At this stage

- Parents/carers will be contacted immediately to collect the pupil from school. They will be given clear reasons for the permanent exclusion and advised with regard to the options now open to them.
- The pupil is then excluded from being present on the school site indefinitely. Failure to comply with this will be treated as trespassing and may result in police being called.
- The school is no longer responsible for providing the pupil with work.
- The parents/carers are under obligation to secure an alternative education for their child. They will be advised to consider this urgently, pending the outcome of the Disciplinary Hearing. The LEA may agree to provide the pupil with a home tutor, if this cannot be resolved.
- Details will be recorded on CPOMS
- All of the above details will be recorded in written form and copies will be circulated to:
  1. The parents/ carers of the named child
  2. The chair of governors
  3. The local education authority
  4. Any relevant outside agencies involved
  5. The child's personal record file (which is passed on with them through and to the next school)

The time and date would be set for a Disciplinary Hearing for the Governing Body and a representative of the LEA to consider whether or not to uphold the Head Teacher's decision. (See appendices).

Under normal circumstances, and provided that the school had acted in accordance with the above agreed policy, this would be upheld and the parents / carers would be obliged to seek an alternative school for their child.