



Lydden and River Primary Schools

Federation

Behaviour Policy

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and have read and understood its contents.

Date written: November 2023 (reviewed and updated October 2024)

Date agreed and ratified by Governing Body: 6th February 2024

Date of next full review: February 2025

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

Key Contacts

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Section 1 Introduction

Developing children's social and moral character is as important as their academic achievements. Our school values are put into practice to support children proactively; identifying what is acceptable and unacceptable behaviour and helping children to learn. Children do not start school with a clear understanding of right from wrong and need our guidance, lessons and time to reflect to support them in developing their integrity, empathy and responsibility. Through routines and clear expectations, we strive to ensure behaviour in our schools is consistently enabling learning and keeping everyone safe.

1.1 Purpose

At Lydden and River Primary Schools Federation, we believe that in order to create and sustain a positive learning environment it is essential to promote good behaviour. This is achieved through a consistent approach from all staff. This policy reflects the values of the school and all those who work in it as well as providing a framework for managing behaviour.

1.2 Aims

Every child has the right to learn but no child has the right to disrupt the learning of others. At Lydden and River Primary Schools Federation we aim to:

- Sustain a happy, secure, caring and orderly environment in which children can learn and develop as responsible individuals.
- Develop relationships between children and adults and vice versa so that everyone feels respected, positive and safe.
- Set clear boundaries understood by all children.
- Inspire children to learn and be resilient to setbacks.
- Respond promptly, predictably and with confidence when children's behaviour is inappropriate.
- Teach children explicitly what good behaviour looks like (we don't expect children to know).
- To involve parents/carers in supporting their child when things don't go to plan and to be ready to celebrate their child's successes and achievements.
- Adapt our provision to meet the needs of all learners.

1.3 Objectives

- Adults are role models for behaviour and work to establish positive relationships and earn respect with children and other adults.
- Routines and expectations are established in each classroom so children know what is expected.
- Behaviour is responded to consistently across the school. All stakeholders know what is appropriate/inappropriate and how to respond.
- Regular review of our behaviour management techniques to consider how we de-escalate situations and become more effective in managing misbehaviour in the school.
- Adults seek opportunities to teach children what good behaviour looks like, for example, through restorative approaches.
- Adults feel empowered to promote behaviour inside and outside of the classroom.

Section 2 - Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#) September 2022
- [Searching, screening and confiscation at school](#) September 2022
- [The Equality Act](#) 2010
- [Use of reasonable force in schools](#) 2013
- [Supporting pupils with medical conditions at school](#) 2017
- [Keeping Children Safe in Education](#) 2022
- [Preventing and Tackling Bullying](#) 2017

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
 - 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. Be Your Best You – our federation values



TEAMWORK
HEALTH
RESPONSIBILITY
INTEGRITY
VALUE EVERYONE
EMPATHY

At Lydden and River Primary Schools Federation we have school **values** which form the 'codes' by which we agree to behave. These are shared by the whole school community, regularly revisited through assemblies and in lessons, and are displayed around the school. These values guide us all and help us to engage children in restorative practice. They can be used in a variety of ways to support discussions with children and adults to reinforce and teach our expectations.

Teamwork – children understand how to collaborate and benefit from other's ideas and suggestions. Understanding the views of others helps children to develop skills of negotiation and diplomacy as well as appreciate a range of perspectives.

Health – physical and mental health are important in how children engage and react at school. Children's well-being is supported in a number of ways from classroom environments to opportunities to learn about the importance of health and how to remain safe in a range of situations.

Responsibility – to the school, to others, to the environment. We have to look after each other and we encourage children to be responsible for their actions.

Integrity – we recognise the role that home and school play in developing children with a strong set of moral principles. We understand that knowing right from wrong will not come naturally for some children. Teaching children what good behaviour looks like is an important part of our curriculum which ensures they are ready for the next stage of their education.

Value Everyone – All children achieve. All children are important and all children are valued equally across the federation. The schools do not tolerate bullying or any form of discrimination. Children learn how to appreciate diversity in many situations across the curriculum.

Empathy – Understanding how someone is feeling is complicated. We work hard to ensure children can see situations from someone else's point of view. This is particularly important in our restorative practice which is implemented at both schools.

4. Roles and Responsibilities

Learning to be a good citizen is as important as learning how to read or tackle calculations. Children will inevitably make mistakes.

All staff at Lydden and River Primary Schools Federation have a responsibility to support children to learn about what is acceptable and unacceptable behaviour. All staff are responsible in:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

All staff are responsible in insisting and persisting on children meeting our expectations around the school.

The Governing Body - is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteacher and Heads of School to account for its implementation.

The Acting Headteacher- is responsible for reviewing and approving this behaviour policy and is responsible for ensuring the smooth running of the school. This includes supporting the management of behaviour and responding to any concerns. The senior leadership team monitor behaviour regularly through formal and informal opportunities and work with teachers to provide CPD, support meetings with parents and develop plans of support.

Teachers are responsible for the learning behaviours in their classrooms and around the school building; low-level disruption is not tolerated and strategies are in place to support individual children. The classroom expectations are shared and teachers are consistent in ensuring they are met.

Teaching Assistants support teachers in managing the behaviour in their classrooms, role modelling expectations. TAs also manage the behaviour of children at recreation times. The processes for behaviour remain the same for outside the classroom as they do inside the classroom.

Parents are expected to:

- Support their child in adhering to the behaviour policy and 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.
- Support school decisions regarding behaviour
- Complete learning that has been sent home with your child.

5. Be your best you - Be ready, Be respectful, Be safe.

While promoting positive relationships and behaviour can be a varied and complex task we can create a nurturing, supportive and successful learning environment by focusing on three key phrases when interacting with our children:

- Be READY
- Be RESPECTFUL
- Be SAFE

Rather than focusing on a wide range of rules and expectations teachers at Lydden and River Primary Schools Federation should focus on referring to these three phrases for CALM & CONSISTENT engagement with our young people.

When discussing learning and behaviour with students these 'key phrases' should be consistently referenced to create a positive climate and ethos for staff and students. Staff should aim to develop consistent responses to challenging behaviour to reduce the likelihood of challenging emotional responses from our young people.

Be READY

- Wear correct school uniform
- Arrive to your classroom on time
- Have correct equipment and kit for each class
- Sit in your normal place
- Be attentive to teacher instruction
- Avoid interrupting the teacher or disrupting learning for others.

Be RESPECTFUL

- Listen carefully to the teacher, visitor or classmate who is talking
- Take care of the equipment, resources and facilities
- Speak respectfully to others in school avoiding aggressive, foul or abusive language
- Respect others and do not stop them from learning
- Follow adult instructions to complete learning

Be SAFE

- Keep your hands and feet to yourself
- Follow the instructions of school staff in relation to safety in school
- Act as a positive role model in the school corridors and classrooms
- Inform school staff of concerns you have for your own or others wellbeing

6. Be your best you – Be ready, Be respectful, Be safe – STAFF

You are in control of the culture in your classroom

At Lydden and River Primary Schools Federation, we have high expectations of all our children, however we also expect our staff to lead our children by example. Teachers demonstrate their commitment to ensure that their classroom areas are also READY, RESPECTFUL, SAFE:

Seating plan

Teachers at Lydden and River Primary Schools Federation are in control of their own learning and teaching environment and should create an appropriate seating plan to maximise opportunities for learning for the young people in their class.

All teaching staff will:

- Review this regularly and adjust this as they wish to improve the learning of their class.
- Consider the social and emotional needs of a range of students when adjusting seating plans.
- Prioritise calm learning environments which promote paired or group working.

Knowing your children

Linked to the seating plan is the need for teachers to know their students as individual learners. This is vital in developing positive relationships but is also very important to the planning and delivery of relevant and engaging learning experiences. By knowing the children in your class you will be able to consider their needs, motivators and areas where they will need to build confidence in to achieve success.

All teaching staff will:

- Endeavour to learn the names of their students as soon as possible.
- Seek opportunities to gain insight and knowledge into the lives, values and interests of their children.
- Gain knowledge of children's' reading ages, attainment levels, NFER scores or any other relevant information relating to learning, social or emotional needs.
- Use this knowledge to prepare, plan, adapt and differentiate the learning activities and resources for students.

Relentless routines

Well-rehearsed and organised routines will allow all children to engage in learning as quickly and efficiently as possible promoting a calm and purposeful environment in all classrooms.

Teaching and learning staff at Lydden and River Primary Schools Federation will:

- Establish a routine for the distribution of resources and learning materials.
- Have materials and equipment in place on desks or easily accessible to students at the start of the lesson.
- Establish a routine for the start (Learning objectives or questions, starter task, learning coach think and share) and end of the lesson (recap, exit pass, what have we learned, return to learning questions...)
- Establish a routine for packing up – how much time, in or out of seat, calmly and safely exiting the classroom.

Consistency

All children need to know the boundaries for acceptable conduct in the classroom. This is one of the first activities teachers work on with their class. Teachers will use Be ready, Be safe and Be respectful

to frame their conversation with children and create a class contract. Teachers will share the rewards and sanctions document with children and reflect on this with them.

All staff will:

- Use the reward system in place to celebrate learning and behaviour.
- Follow the steps on for de-escalation which are given in this policy.
- Implement and record sanctions for misbehaviour and misconduct in line with our federation systems.

First Attention for Best Conduct

The majority of our children are ready, respectful and safe in school. To promote positive relationships and behaviour we focus on the excellent conduct of the majority of the young people with genuine praise.

‘Deliberate botheredness’ – Teaching and learning staff should actively seek opportunities to positively praise young people for exhibiting positive conduct and values in school.

Praise in Public, Rebuke in Private (PIP – RIP)

To continue to develop a positive relationship around behaviour we should aim to praise young people appropriately in public while seeking to challenge those who are not behaving appropriately in private.

Young people do not respond well to being challenged about their behaviour in front of a group in the corridors or in front of a whole class.

To rebuke privately teachers should consider:

- Asking the children to remain behind for a short conversation at the end of the lesson.
- Approaching the child calmly at their level during the class when the majority of students are engaged in the task.
- Arrange an opportunity for a time-out and then a calm, restorative conversation.

7. Recognition and rewards

Children who follow the rules, take responsibility for their own behaviour and who demonstrate the shared values will be positively recognised or rewarded.

○ **Individual rewards**

- **CLASS DOJOS** are used in all classes to keep a track on demonstrating the LEARNING ATTRIBUTES throughout the day. Names are recorded on a ‘Wow board’.

<u>DOJOS received</u>	<u>Award</u>	<u>Award Type</u>
150	Bronze	Certificate
200	Silver	Certificate
300	Gold	Certificate + Treat
400	Platinum	Star badge awarded

- **HOUSE TOKENS** – are earned through demonstrating the school’s VALUES (Be Your Best YOU –THRIVE) at any point in the school day. Teachers and Teaching Assistants are encouraged to take House Tokens outside during break times. When children are awarded a house token they are given a counter in their house colour to place in the class collection cylinder, enabling all children to see how they are accumulating points for their house throughout the week. At the end of each week, the tokens are taken to the celebration assembly and transferred into the main school display cylinders in the hall.
- Children are awarded ‘Star of the Week’ certificates for demonstrating our learning values in celebration assembly.

- **THRIVE AWARD** – for children who demonstrate the values consistently every day. These trophies are awarded to children one child in each class each term. Parents are invited to the very special award ceremony.

8. MISBEHAVIOUR is defined as:

- Disruption in lessons and around the school
- Non-completion of classwork
- Poor attitude
- not following instructions
- not remaining in the learning space
- speaking inappropriately to adults

All behaviour is a form of communication and as such we are committed to supporting children to recognize their misbehavior and develop ways to reduce. Staff are encouraged to consider what is affecting children to behave in this way. THERE IS ALWAYS A REASON. Where behaviour is inappropriate, the following steps in this section are followed, to the point where the child re-engages positively. It is key that the child does not disrupt the lesson for others. Do not stop the whole class to give out sanctions or confront children on their behaviour. The less focus the better. Short conversations drawing the line for expectations and re-grounding the child are necessary.

MISBEHAVIOUR					
Class Behaviour Record (CBR)	Examples:	a) 	b) 	c) 	d) 
	• Disruption in lessons and around the school • Non-completion of classwork • Poor attitude • not following instructions • not remaining in the learning space • speaking inappropriately to adults	Direct reminder of expected behaviour. E.g. 'we are respectful and listen to others when they are talking.' 1 min of take up time to correct. 30 second intervention	Statement of reality e.g. 'you are talking; I have asked you to stop.' Entry 1 onto CBR and 5 min break time detention with teacher.	Sanction child for the continuous behaviour. Entry 2 onto CBR and miss 10 min lunchtime detention with teacher.	Child is exited from the classroom to the shared space. Entry 3 onto the CBR and lunchtime detention with SLT. Warn child of the IBR entry which would follow and possible removal from classroom/playground.
e) If behaviour continues 		Add the child to the Individual Behaviour Record (IBR) . Let the child know this is the course of action and re-state expectations. Sharepoint – River Staff- Behaviour – Files			
f) If behaviour continues  		Send call card (yellow with a black x) to the school office. SLT will be alerted and the child will be removed from the classroom.			

8.1 The 30-Second Intervention (Paul Dix)

The 30 second intervention is a predictable way of supporting children to correct their misbehaviour whilst ensuring they feel in control and do not lose their dignity. The adult has to remain calm, emotionally intelligent and certain of what they are saying.

- 1) Approach the child when there is an opportunity to set the rest of the class up on an independent task.
- 2) Everything about the physical presence of the teacher and tone of voice must be seen by the child as looking to avoid any conflict. Get down to their level on a knee or by pulling up a chair.
- 3) *I noticed you are.....* (having trouble getting started/finding it difficult to focus/wandering around the classrrom).
- 4) *It was the expectation or rule I have about.....* (staying on task/lining up/staying in our seats) *that you broke.*
- 5) *You will be recorded on the Class Behaviour Record if this carries on and will have a 5min detention.*
- 6) *Do you remember last week/lesson/yesterday when you.....* got the gold award/did that fantastic learning/ were really focused in lessons.
- 7) *That is who I need to see today....*
- 8) *Thank you for listening.* Move away – don't turn back. Give the child the time to make the choice and for other children to get on with learning.
- 9) Do not confront the secondary behaviour. Focus on the misbehaviour that you wanted to see an improvement in. praise the child for improving their behaviour.

8.2 Detentions

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. At Lydden and River Primary School federation children are given opportunities to correct their behaviour before receiving any detention.

Detentions are normally for 5mins or 10mins during recreation times and supervised by the teacher who has taught that session.

If a child has had 3 entries, in one lesson a lunchtime detention will be supervised by SLT. During a lunchtime detention, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

We use detentions as described in the above sections consistently and fairly by staff.

This process is shared with staff and children at least annually and talked about in line with our school values. Teachers have authority to issue detention to pupils within the process as stated above, including same-day detentions. We do not issue after school detentions.

Parental consent is not required for detentions. School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

9. Misconduct Behaviour is defined as:

- Repeated breaches of school expectations/ persistent misbehaviour
- Inappropriate language
- Any form of bullying
- Any form of child on child abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

- Theft
- Physically hurting others or themselves.
- 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).

Each incident of misconduct will result in removal from classroom or playground by SLT. This is used as an alternative to suspension and promotes and reinforces the importance of attendance and promotes inclusion.

9.1 Removal from the classroom

- Removal is where a pupil, for serious misconduct, is required to spend a limited time out of the classroom at the instruction of a member of staff.
- The use of removal allows for continuation of the pupil's education. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.
- Removal from the classroom is a serious sanction.
- Parents will be informed on the same day if their child has been removed from the classroom.
- Please refer to the *dysregulated behaviour policy* for steps taken to keep everyone safe.

The aims of removal are:

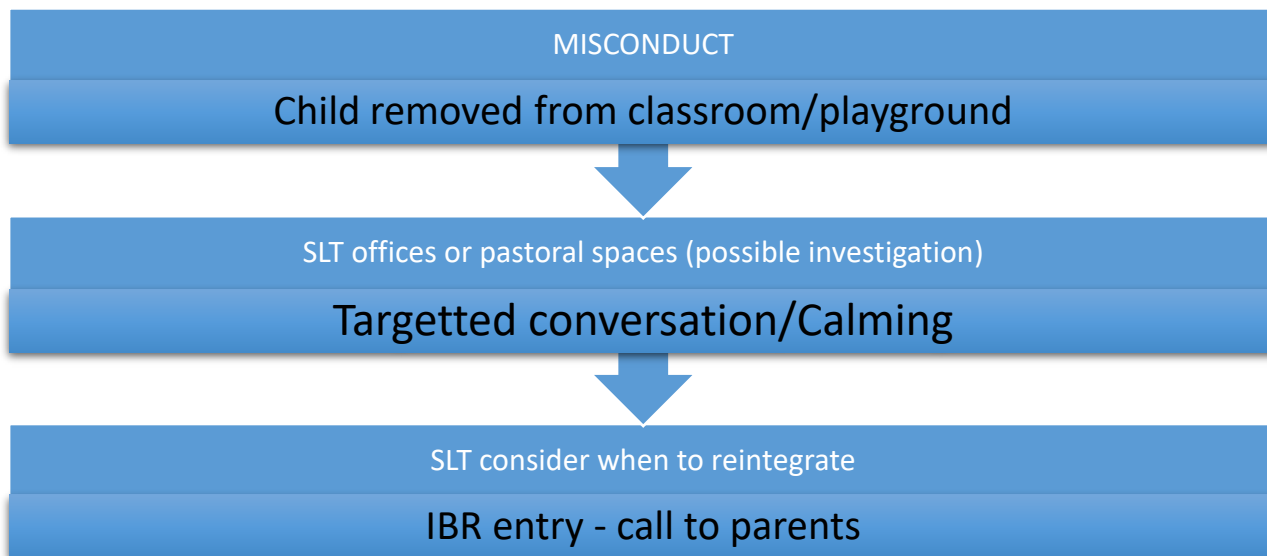
- to keep everyone safe
- to ensure other children can learn
- to offer a quiet space to calm
- to ensure appropriate time is taken to restore a situation
- to engage with staff
- to reflect
- to maintain self- esteem and avoid humiliation

Children will be removed to the SLT offices or pastoral spaces in either school. These areas will be well-stocked with equipment so that children can carry on with their education.

Senior leaders will use their judgement about the severity of the misconduct and the child's emotional state as to how long a child will remain out of class. If this is longer than 10 minutes, teachers are expected to provide learning in line with the rest of the children in the class. A child should not be removed for more than 2 hours, unless there is a legitimate reason to do so (child/other children's safety). If a child has not calmed after this period a suspension will be considered.

A targeted discussion is had, explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.

The class teacher will make an entry on the child's Individual Behaviour Record (IBR) on Sharepoint. This will be monitored frequently and children with regular entries discussed at SLT. Parents will be contacted on the same day a child has been removed from the classroom and informed at what stage the child will be on their IBR.

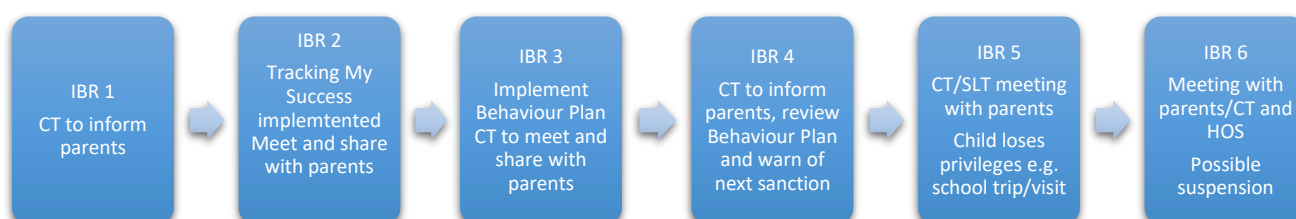


9.2 Individual Behaviour Record (IBR)

The system is used to record misconduct over time to support leaders in identifying patterns and for teachers to implement support. We believe that by working together with parents, misconduct can be corrected. At each stage parents are informed and expected to speak with the child as well as support the school decisions.

The school systems which are used to identify triggers and anxiety for children and plan personalised support help staff to manage higher levels of misconduct (tracking my success and the behaviour plan) are explained below.

Children and parents should know that the IBR record is reset every term to give children a fresh start but for repetitive misconduct further planned sanctions are also in place. **All pupil behaviour is reviewed in the final week of each term by SLT.**



9.3 Tracking my Success

(after 2nd IBR entry shared with parents)

The tracking my success sheet gives children an opportunity to reflect on their behaviour with a member of SLT at regular intervals during the school day. This important check in (reporting) helps the child to talk about their successes and analyse the challenges they have had. The adults in the classroom rate the behaviour, attitude and learning of the child in each session. The tracking my success sheet should go home each evening so parents can review and discuss with their children. These must be completed as it will help to build a picture and identify any patterns or triggers for the child.

9.4 Making adjustments – Individual Behaviour plan

(after 3rd IBR or sooner if required shared with parents and staff working with child)

Where the child is at risk of escalating through IBRs, a Behaviour Plan (known sometimes as a pastoral support plan) must be implemented by all adults working with the child to ensure a consistent approach is followed in achieving positive behaviour responses. This is completed by the class teacher and SLT. The class teacher then meets with the parents. The child will join the later stages of this meeting so that they are aware of their targets.

For some children managing emotions and their behaviour can be challenging and is impacted by a range of variables. For these children it is important for us to plan and adapt our support without reducing our expectations. It is necessary for us to consider the antecedents for the behaviour, the behaviour itself and potential strategies for support. The behaviour plan is regularly evaluated and adapted as necessary. **It is the responsibility of the class teacher to share the behaviour plan with all adults who have contact with the child, so that a consistent approach is taken.**

9.5 Suspension

The school process is in line with the DFE guidance [school suspensions and permanent exclusions](#). In the event of a serious behaviour incident, Headteacher may impose an immediate exclusion from school. Parents and the local authority will be informed of the incident, the duration and the arrangements for returning to school on the day the suspension or exclusion is imposed.

For children with protected characteristics and those with SEND, the school will have made reasonable adjustments and its best endeavours before taking any action at this level.

When establishing the facts in relation to a suspension or permanent exclusion decision the head of school or executive headteacher must apply the civil standard of proof, i.e., ‘on the balance of probabilities’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt.’

A suspension can be for one or more fixed periods for up to 45 days within a year. It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.

A suspension can also be for parts of the school day. For example, if a pupil’s behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Before the child is re-admitted to school, a return to school meeting between the parent/carers and the school will be held. The purpose of this meeting will be to discuss

strategies to support positive behaviour and attempt to avoid further exclusion. Exclusion of a pupil may be for a fixed-term or may be permanent.

9.6 Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, head of school or executive headteacher should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Paragraph 8 provides further guidance on utilising online pathways and the potential significance of SEND law.

9.7 Re-integration Plans

Following consultation with parents/carers it may be necessary to design a specific learning and attendance schedule for an individual child dependant on their need. These integration plans set out the structure of attendance to ensure that full-time attendance is achieved within 6 weeks if possible. This may mean an alternative timetable so that the pupil attends school outside normal school hours. The purpose of this approach is to support the child in developing positive attitudes and behaviours, keeping the opportunities for negative responses to a minimum. The local authority will be informed if the school and parents agree to a part-time timetable and this is deemed appropriate.

10. Child-on-child abuse

- All members of staff at Lydden and River Primary Schools Federation recognise that children can abuse other children (referred to as child-on-child abuse, previously known as 'peer-on-peer' abuse), and that it can happen both inside and outside of school and online.
- Lydden and River Primary Schools Federation recognises that child-on-child abuse can take many forms, including but not limited to:
 - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexual violence and sexual harassment
 - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - Initiation/hazing type violence and rituals

Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with the child protection policy and KCSIE 2024. See the child protection policy for further details.

10.1 Bullying

Bullying of any kind is not tolerated at Lydden and River Primary Schools Federation we 'VALUE EVERYONE'.

The schools' definition of bullying is **"Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally"**.

Bullying includes any number of repetitive behaviours where the perpetrator or perpetrators intend to cause harm – these could include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyber bullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through web-sites and social networking sites, and sending offensive or degrading images by phone or via the internet. Bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves).

If a child or parent/carer reports bullying issues to the school – they will be fully investigated by the school. The perpetrator and victim will be included in this investigation. All evidence will be collected and reviewed. Sometimes allegations of bullying are not clear, in these cases the school will assess the evidence and take action based on the reasonable probability that an incident has/has not occurred.

Any form of bullying is dealt with in line with the Misconduct section of this policy. This involves removal from classroom or play area, a targeted conversation, a warning about the next steps if this were to be repeated, informing parents/carers and an entry onto the child's IBR record.

Where it is deemed appropriate by the Heads of School or Executive Headteacher children may receive a more serious sanction, such as a suspension for repeated incidents of bullying.

10. Behaviour Management during recreation

Children value their social and recreational times at school. It is vital that we support all children to have positive experiences at playtimes, creating a culture of fair play, respect, team work, contribution, friendship and enjoyment.

Rewards are more likely to promote positive behaviours and help us develop the culture we want to achieve for our children. **All adults must take House Tokens out to reward children with during recreation times.** We always ensure we are looking for positives and are not simply there to discipline children. At Lydden and River Primary Schools Federation we do not stand passively shouting instructions to children, we engage them in playtime activities and encourage them through any difficulties.

Teaching Assistants are responsible for managing the behaviour at lunchtimes, supported by teachers and the senior leadership team where necessary. To empower the teaching assistants to manage situations during recreational sessions, the behaviour policy can be applied consistently in all areas of the school. This ensures teaching assistants feel confident to manage and deal with any behaviour.

This policy is based on understanding there is a reason for behaviour displayed by children. At recreational periods this is often exacerbated by several factors: The lack of routine and freedom from instructions/activity, the inability to contain excitement and not understanding boundaries when playing, are just a few examples.

To ensure we are proactive rather than reactive we have several expectations of adults outside during recreational activities:

- 1) Adults should be engaged in activities with children.
- 2) Activities should be set up and equipment available for children.
- 3) Adults always give children the opportunity to explain their 'side of the story.'
- 4) Once a child has had a period to cool off they are welcomed back to the playground (where appropriate).
- 5) Adults avoid confrontation with children.
- 6) Responses to children are always appropriate.
- 7) Expectations are made clear to children at all times.
- 8) Maintain emotional calmness.

11. Behaviour in the Early Years

With our younger children we aim to develop approaches, strategies and responses to effectively support them during challenging times. Below are a list of strategies which can be highly effective when working with challenging behaviour in EYFS

- Simplify language
- Provide a means of communication – e.g. symbols – visual cues like coloured smiley face cards
- Use the child's name first to attract their attention
- Use strengths / interests / motivators – have resources at hand to encourage participation
- Emphasise the positive
- Do not confront – offer a structured choice – give two options where possible
- Provide clearly defined expectations & boundaries – keep this consistent amongst all adults
- Plan for a crisis & share information – see Appendix 4 – Behaviour Plan
- Be consistent and calm
- Enjoy each other for who they are to build a relationship

Strategies to de-escalate challenging behaviour in EYFS

- Sensory strategies that help to calm and divert – seek advice about what these might look like
- Stay calm - voice and body language
- Use a positive 'inner dialogue' - talking things through with the child. E.g. 'I can see you are feeling upset/angry – a quiet space will help.'
- Assess the situation – it may FEEL worse than it is
- Allow time and space
- Avoid win/lose situations, give the pupil a way out
- Avoid invading the pupil's personal space

12. SEN and Inclusion

The culture of positive behaviour supports all children. The expectation of children's behaviour is high and applies to all children in our school. Where children have an identified need which affects their behaviour the school will not lower their expectations for the child but will adapt the provision around the child to support them in meeting this expectation.

Early intervention in the form of sharing any decline in behaviour can be key to preventing further deterioration in behaviour and identifying any specific areas of need.

The Headteacher will liaise with the federation SENCo to identify when a child is in need of direct support. The Headteacher and SENCo will seek to identify how a child may be supported within the school's own resources and where necessary will work with parents to decide whether a referral for more specialist support may be appropriate. Assess, plan, do, review is used as a graduated approach in our Behaviour Plan to support any child who is demonstrating misbehaviour and misconduct regularly. The Behaviour Plan helps the school to predict any triggers, share the strategies which are in place to support the child and to review the provision. This is shared with all staff working with the child and with parents.

Antecedent, Behaviour, Consequence (ABC) records are used by staff to support early identification of triggers and patterns in behaviour. These do not replace the system linked to behaviour but are important for staff to review the provision in place. The ABC informs the Behaviour Plan.

In line with Mainstream Core Standards, the schools are proactive in ensuring there are a number of school-led strategies in place to support children, for example using ear defenders for children who find noise overstimulating, sensory toys, fidget cushions, personalised timetables, curriculum personalisation and adult support.

Training for staff in need types and strategies to respond is essential. The SENCo regularly leads training to support all staff in understanding children's needs and the strategies which best support them.

The school can request advice from the Specialist Teaching and Learning Service (STLS) regarding individual pupils through the Local Inclusion Team Forum (LIFT) with parental consent. It is also vital that teachers provide the opportunity for information regarding any changes in circumstances to be shared.

13. Reactive strategies and the Use of Reasonable Force

In line with [DFE Advice Use of Reasonable Force](#), Mrs V Alliston, Ms T Moody, Mrs J Brown and Mrs C Lintott and Mrs K Gibbs are members of staff trained in the use of physical intervention and restraint using very clearly risk assessed PROACTSCIPr strategies.

The need for physical intervention of children is sometimes required and cannot be foreseen. Agreed strategies and process for this is shared in the dysregulated behaviour policy.

Section 14 - Confiscation

Any prohibited items, listed below and 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.

- 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).

Searching and screening pupils is conducted in line with the DfE's latest guidance on [searching, screening and confiscation](#).

Section 15 - Behaviour outside of the school

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

All criminal behaviour should be reported to the police.

In response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school will be investigated by school staff. This includes interviewing witnesses, perpetrators and victims. Where contradicting stories or witness accounts are given, this significantly reduces the ability of the school to impose sanctions, especially where school staff are not present. The school will also ask for supporting evidence (screen shots of conversations only for example) for incidents online to support any allegations. After an investigation of the allegation a decision will be reached as to whether on the balance of probabilities whether the incident occurred.

For more serious incidents a suspension, loss of privileges or community service may be considered by Headteacher.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

16. 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 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.

17. Training

Our staff are provided with training on managing behaviour on induction and regularly throughout the school year as part of continued professional development. Particular training is given to Early Career Teachers and staff working with children with identified barriers. PRO ACT SCIP r training for members of all staff is renewed annually

18. Monitoring arrangements

This behaviour policy will be reviewed by the Head of School and governing body every year. It will be updated and reviewed in line with any changes to DFE guidance. It will be reviewed and adjusted in response to any guidance issued in relation to the Covid-19 pandemic and associated Health and Safety practices.

19. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection
- Anti-Bullying
- Acceptable Use
- Use of Mobile and Smart Technology and Social Media