Askern Littlemoor Infant Academy

BEHAVIOUR POLICY

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	SLT	REVISED CONTENT & NEW FORMAT	NOV 2022	Nov 2022
2.0	SLT	SECTION 13: REVIEW DATE	NOV 2023	SEP 2024
3.0	SLT	SECTION 8.2	SEP 2024	SEP 2025
4.0	SLT	Section 8.1, 8.2, 11 and 13.	Sept 2025	Sept 2026
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1. INTRODUCTION

1.1 Good behaviour is essential for effective teaching and learning to take place. We expect high standards of behaviour, and the achievement of such standards involves praise and rewards, positive relationships between staff and children, and effective curriculum & classroom organisation. Children need a calm, safe ethos in which to learn.

1.2 This policy was written following a process of consultation with staff, children and Governors.

1.3 This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy

Legislative and Statutory Framework

1.4 This Behaviour Policy has been developed in accordance with current legislation, statutory requirements and Department for Education guidance. The Academy is committed to promoting high standards of behaviour, safeguarding pupil welfare, ensuring equality of opportunity and creating a culture where all pupils can learn in a safe, calm and supportive environment.

1.5 In developing and implementing this policy, the Academy has had regard to the following legislation and guidance:

1.6 Education Act 2002, which places duties on schools to promote the wellbeing and safeguarding of pupils.

1.7 Education and Inspections Act 2006, which requires schools to establish and maintain measures to promote good behaviour, respect and discipline amongst pupils.

1.8 Children Act 1989 and Children Act 2004, which place a duty on schools to safeguard and promote the welfare of children.

1.9 Equality Act 2010, which requires schools to eliminate discrimination, advance equality of opportunity and foster good relations between individuals who share protected characteristics and those who do not.

1.10 Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years, which requires schools to make appropriate provision for pupils with SEND and consider the impact of additional needs on behaviour.

1.11 Keeping Children Safe in Education (KCSIE), which sets out schools' statutory safeguarding responsibilities, including the management of behaviour incidents that may constitute a safeguarding concern.

1.12 Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024), which provides guidance on developing and maintaining a whole-school culture that promotes positive behaviour and supports all pupils to succeed.

1.13 Suspension and Permanent Exclusion Guidance, which outlines the legal framework and expectations regarding the use of suspension and permanent exclusion as measures of last resort.

1.14 The Academy recognises that behaviour and safeguarding are closely linked. Any behaviour incident that may indicate a safeguarding concern, including child-on-child abuse, discriminatory behaviour, sexual harassment, sexual violence, or online abuse, will be managed in accordance with the Academy's safeguarding procedures and Child Protection Policy.

1.15 The Academy will ensure that behaviour expectations, rewards, sanctions and support strategies are applied fairly, consistently and reasonably, while taking account of pupils' age, developmental stage, individual circumstances, SEND, disabilities and any identified vulnerabilities. Reasonable adjustments will be made where appropriate to support pupils in meeting the Academy's behaviour expectations.

2. DEFINITIONS

2.1 For the purpose of this policy, the school defines "serious unacceptable behaviour as any behaviour which may cause harm to oneself or others, damage the reputation of the academy within the wider community, and/or any illegal behaviour, including but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender, race, religion or belief and sexual orientation
- Harassment – behaviour towards others 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 involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items – weapons, legal or illegal drugs, alcohol or tobacco
- Truancy – deliberately missing days in the academy without legitimate reason
- Refusal - Refusing to comply with instructions and/or disciplinary sanctions
- Theft – Taking without permission any property that belongs to another child, adult or the school
- Inappropriate language - Swearing, racist remarks or intimidating/threatening language
- Physical assault – Aggression, fighting, behaviour that may cause harm to another's person

2.2 For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour, which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Vandalism

2.3 "Unacceptable behaviour" may be escalated as "serious unacceptable behaviour", depending on the severity of the behaviour.

2.4 "Challenging behaviour" is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent refusal or destructive behaviour
- Extreme behaviour – e.g. violence, running away from the academy, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

3. RATIONALE

3.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring, supportive community, whose values are built on mutual trust and empathy. We work to the principles of a restorative ethos. This behaviour policy is designed to support the way in which all members of the academy can live and learn collaboratively, in an environment where everyone feels happy, safe and secure.

4. PRINCIPLES

4.1 At Littlemoor we aim to:

- Establish a systematic approach to good behaviour for all children and adults
- Develop positive approaches to discipline
- Enhance the ethos of the school
- Develop pride and respect for each other
- Set high standards in behaviour and work
- Encourage tolerance, co-operation, kindness and friendship
- Send out positive messages to the local community
- Help pupils develop self-esteem, self-discipline and self confidence
- Allow pupils to take responsibility for their own actions, appropriate to their age and maturity

5. ROLES AND RESPONSIBILITIES

5.1 The Academy Governing Body has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the academy. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-academy culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the academy's Complaints Procedures Policy.

5.2 The Head Teacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the academy.
- Determining the academy rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.

- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

5.3 The SENDCO and Head Teacher are responsible for:

- Overseeing the whole-academy approach to mental health, including how this is reflected in the academy's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the academy engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the governing board, to outline and strategically develop behavioural and SEMH policies and provisions for the academy.
- Advising on the deployment of the academy's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other academies/schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as junior school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

5.4 The SENDCO is also responsible for:

- Collaborating with the governing board and the head teacher to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths/ areas for improvement and advising on the effective implementation of support.

5.5 Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.

5.6 All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment
- Modelling high levels of behaviour.
- As authorised by the head teacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in the academy or in the charge of a member of staff.

5.7 Pupils are responsible for:

- Their own behaviour both inside the academy and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

5.8 Parents are responsible for:

- The behaviour of their child(ren) inside and outside of school.

5.9 All staff should:

- Listen
- Lead by example, eg. treating children with respect.
- Deal with any behaviour issues in a calm and controlled manner.
- Be consistent when dealing with pupils.
- Promote the aims and values of the academy's restorative ethos
- Have high expectations of pupils' behaviour at all times
- Promote and encourage high expectations of behaviour within the community.
- Meet the educational, social, emotional and behavioural needs of pupils.

6. TEACHING AND LEARNING

- It is vital to promote positive behaviour in the classroom.
- Effective teaching can help to support the promotion of positive behaviour. By effective teaching, we mean that lessons are well planned, differentiated for ability and learning styles, use activities that are engaging and challenging, include assessment for learning opportunities.
- All lessons should be and delivered with pace and enthusiasm.
- Teaching methods should enrage challenge and active participation for all, delivered within respectful boundaries that provide a supportive environment.
- Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in cooperation with others.
- Generous use of praise should be used to highlight good examples of earning and behaviour to encourage the same in others.
- Wherever possible, transgressions should be dealt with discreetly to minimise disruption to learning and maintain the focus on positive behaviour in school.
- Classroom strategies are based around a whole school agreement with each cohort negotiating their own variations.
- Assertive teaching styles and good relationships are essential in establishing a positive ethos in the classroom and all adults need to be consistent and respectful in their interactions.
- Adults understand that anticipating and intercepting positively can prevent disruption.

- When actions have caused harm and consequences have been applied, it is important that the teacher quickly repairs and rebuilds relationships.

7. CLASSROOM MANAGEMENT AND ENVIRONMENT

7.1 Classroom management and teaching methods influence children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and students, strategies for encouraging good behaviour, layout of furniture, access to resources and classroom displays all have a bearing on the way children behave.

7.2 Classrooms should be organised to develop independence and personal initiative. Quality materials and resources should be accessible, thus reducing uncertainty and avoiding disruption. Displays should develop self-esteem and raise aspirations through demonstrating the value of every individual's contribution.

8. LITTLEMOOR VALUES AND REWARDS

8.1 Expectations for behaviour are made explicit through Our Golden Rules which are displayed on posters around the academy. These rules are referred to at all times to maintain consistency and embed understanding.

8.2 We have adopted Golden Rules in school which are understood by all members of the school community and provide clear guidance of our expectations. These are as follows:

We are gentle	*(We don't hurt others)*
We are kind and helpful	*(We don't hurt anybody's feelings)*
We listen	*(We don't interrupt)*
We are honest	*(We don't cover up the truth)*
We work hard	*(We don't waste our own or others' time)*
We look after property	*(We don't waste or damage things)*

Rewards used include:

- Verbal praise
- Adult/peer acknowledgements
- In KS1 a Treasure Chest is used to reward the children. Pupil voice and discussion with the school council was used to establish this strategy. Throughout the day, any children who are seen to be showing good examples of the golden rules, such as working hard in a lesson, can put their name into a treasure chest. At the end of the day a name is drawn out of this chest and the chosen pupil can choose a small reward.
- In EYFS, positive praise is used.
- Weekly 'Star of the Week' badges
- Phone calls/emails home from teachers and head teacher
- Opportunities to show examples of work to another teacher /head teacher
- Extra privileges
- Displays in class
- Achievement assembly certificates

The purpose of the above is to:

- Raise self-esteem
- Create a positive culture
- Enable children to appreciate their strengths
- Enable children to recognise the success of others

9. SANCTIONS

9.1 If a pupil fails to follow our Golden Rules, the following options can be used:

- Structured ignore
- Verbal reminder to the pupil of the rule they have broken
- Reiteration of the rule and the pupil warned of the consequence
- Miss 5/10 minutes of break supervised by class teacher
- Time out in another classroom with appropriate work
- Time with head teacher/SLT member
- Restorative intervention
- Speak to parents regarding behaviour not meeting required standard
- Inviting parents in to support their child and share strategies
- Missing treats such as an academy trip

Very rarely:

- Short term suspension for a fixed period
- Permanent exclusion

9.2 An exclusion is seen as a last resort after all other attempts to modify behaviour by restorative intervention, and adjustments within the organisation to meet the needs of the child, have failed.

9.3 These attempts could include:

- Working in partnership with parents
- Further personalising curriculum
- Addressing basic needs to support inclusion – food, clothing, nurturing 8
- Staff peer support for innovation and adaptation of strategies
- Seeking support and advice from partner agencies
- Intervention from pastoral worker
- Peer support and empathy
- Developing a bank of coping strategies

9.4 If the head teacher decides to exclude a child, to secure the well-being and entitlement of other children and staff in the academy, this will be carried out in accordance with Local Authority guidelines.

10 RESTORATIVE APPROACHES

10.1 Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community.

10.2 The restorative process is based on five key questions:

- What happened?
- What were your thoughts/feelings?
- Who has been affected/harmed?
- How can we meet everyone's needs and find a way forward?
- How can we do things differently in future?

10.3 Sometimes a child is unable to respond to these questions, in which case staff will employ strategies that enable the child to communicate what happened and how they are feeling.

10.4 Pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. Restorative processes do not shy away from applying sanctions, but focus on the need to take responsibility for finding a constructive way forward for all concerned. The impact of this approach is evident in the relationships forged throughout the academy.

10.5 The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

11. USE OF REASONABLE FORCE

11.1 Force may be used for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- Committing a criminal or civil offence;
- Causing personal injury to, or damage to the property of, any person, Prejudicing the maintenance of good order and discipline at the Academy.

11.2 In such occurrences the member of staff should:

- Manage the situation using appropriate techniques
- Escort the pupil/s to a designated area where they cannot come into contact with others
- Administer first aid if necessary
- Ensure that the Headteacher is made aware of the incident so that the incident process can be followed to not only record the nature of the incident but also staff will need to record any aspect of physical contact and close proximity that occurred.

11.3 Where physical restraint and positive handling techniques are used by staff, this must be recorded in writing and the pupil's parents will be informed about incidents involving the use of force. Force is never used as a form of punishment. Identified members of SLT and Pastoral Team have received up to date Team teach training.

11.4 Team Teach is a structured, non-violent staff development programme. The approach is holistic and promotes positive and protective handling strategies. A huge emphasis is placed on preventing and de-escalating situations and behaviours before physical intervention becomes necessary. However, Team Teach does recognise that there will be times when staff are left with no other option than to hold a pupil, and it teaches safe, effective ways to do this.

11.5 The Academy will always enter incidents of physical restraint and positive handling techniques on CPOMs and inform parents of action taken to manage a pupil through authorised techniques.

12. BEHAVIOUR OFF THE ACADEMY PREMISES

12.1 Staff may discipline pupils for misbehaviour off the academy premises when the pupil is:

- Wearing the academy uniform.
- Travelling to or from the academy
- Taking part in any academy-related activity.
- In any way identifiable as being a pupil at the academy.
- Staff may also discipline pupils for misbehaviour off the academy premises that, irrespective of the above:
- Could negatively affect the reputation of the academy.
- Could pose a threat to another pupil, a member of staff at the academy, or a member of the public.
- Could disrupt the orderly running of the academy.

12.2 Any bullying witnessed outside of the academy premises and reported to a member of staff, will be dealt with in accordance with the academy's Anti-Bullying Policy.

12.3 The academy will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour, which is witnessed outside of the academy premises, as, would be

imposed for the same behaviour conducted on academy premises.

12.4 In all cases of misbehaviour outside of the academy premises, staff will only impose any behaviour sanctions once the pupil has returned to the academy premises or when under the supervision of a member of staff.

12.5 Complaints from members of the public about misbehaviour by pupils at the academy are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

13. STAFF TRAINING

13.1 The academy recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

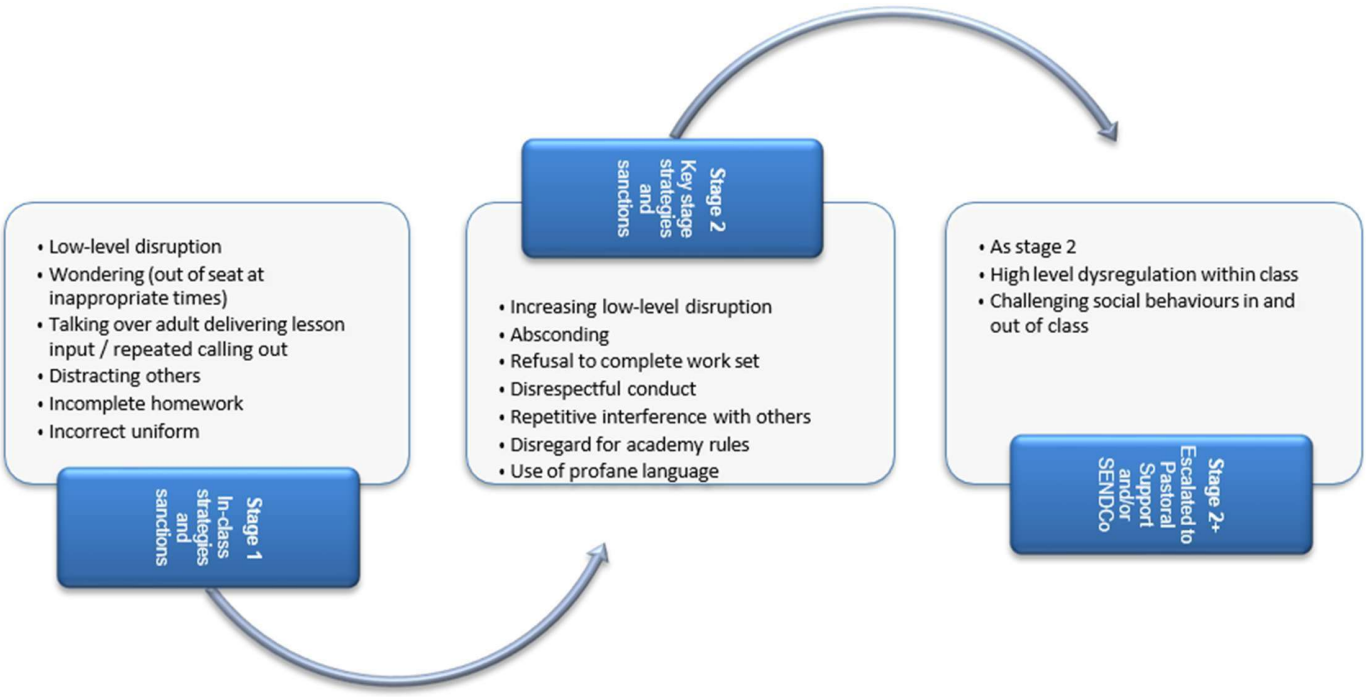
- Teachers and support staff will receive training on this policy as part of their new starter induction.
- All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.
- Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- Specific staff members are trained in the approved methods of physical intervention in line with the academy's Physical Restraint and Use of Reasonable Force Policy.
- All staff will also receive training on the common symptoms of SEMH problems and what to do if they think they have spotted a developing.
- At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.
- Teachers and support staff will receive regular and ongoing training in behaviour management and SEMH as part of their development.

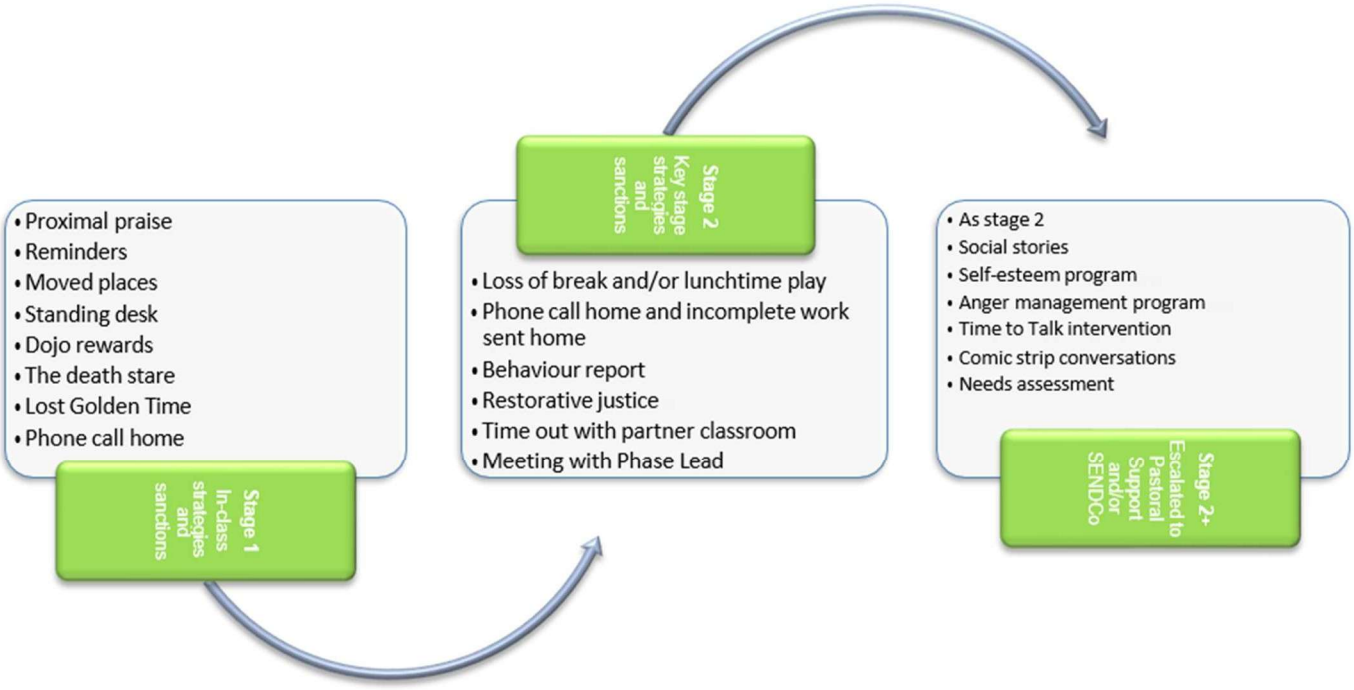
14. MONITORING AND REVIEW

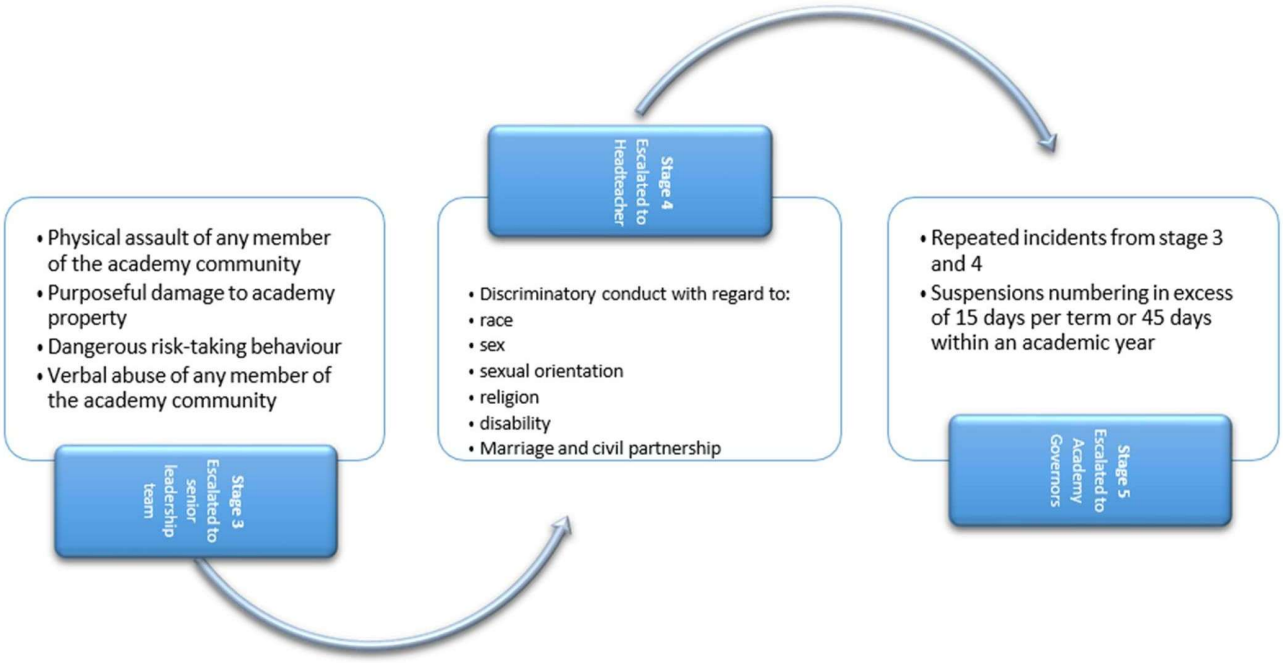
14.1 This policy will be reviewed by the head teacher and SENDCo on an annual basis, who will make any necessary changes and communicate these to all members of staff.

14.2 This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

14.3 The next scheduled review date for this policy is September 2026.




Stage 1
In-class strategies and sanctions
• Proximal praise
• Reminders
• Moved places
• Standing desk
• Dojo rewards
• The death stare
• Lost Golden Time
• Phone call home
Stage 2
Key stage strategies and sanctions
• Loss of break and/or lunchtime play
• Phone call home and incomplete work sent home
• Behaviour report
• Restorative justice
• Time out with partner classroom
• Meeting with Phase Lead
Stage 2+
Escalated to Pastoral Support and/or SENDCo
• As stage 2
• Social stories
• Self-esteem program
• Anger management program
• Time to Talk intervention
• Comic strip conversations
• Needs assessment


Stage 3
Escalated to senior leadership team
• Physical assault of any member of the academy community
• Purposeful damage to academy property
• Dangerous risk-taking behaviour
• Verbal abuse of any member of the academy community
Stage 4
Escalated to Headteacher
• Discriminatory conduct with regard to:
• race
• sex
• sexual orientation
• religion
• disability
• Marriage and civil partnership
Stage 5
Escalated to Academy Governors
• Repeated incidents from stage 3 and 4
• Suspensions numbering in excess of 15 days per term or 45 days within an academic year

Askern Littlemoor Infant Academy

1. **POSITIVE HANDLING SIGNIFICANT INCIDENT RECORD**
2. **to be attached to CPOMs**

Name of pupil:				**Date of incident:**			
Location of incident:							
Names of staff using restraint or restriction:				**Names of staff present:**			
Details of the incident including what led to restraint or physical support:							
De-escalation strategies that were used where possible before physical intervention							
Help script used		Verbal advice support		Give a count		Planned ignoring	
Chill out time offered		Distraction/Diversion		Clear directions		Contingent touch	
Given space		Reassure/success reminder		Limited choices		Praise partial compliance	
Talk calmly		Humour		Other staff intervene		Repeat request	
Calm stance		Swap Adult		Patience		Remove stimulus	
Description of any injuries:							
Were any external agencies informed? If so, include details of conversation:							
Details of other supporting documents relevant to this incident:							
How effective was the intervention?							
How was the incident resolved and what were the consequences?							
How was the intervention in the best interests of the child?							

Are there any risk assessment implications following this incident?		
Voice of the child:		
Voice of the parents / carers:		
Parent's signature and date:	**Headteacher's signature and date:**	**Child's signature and date:**
Other adult's signatures and dates:		