



## Behaviour Policy

<b>Formally adopted by the Governing Board</b>	
<b>On:</b>	14 <sup>th</sup> May 2024
<b>Review date:</b>	May 2025
<b>Chair of Governors:</b> Anne Cottingham	<i>Anne Cottingham</i>
<b>Executive Headteacher:</b> Laura Watts	<i>Laura Watts</i>

### Vision

At the Lighthouse Federation we are proud to be church schools. We are small, caring communities with strong Christian values that are built on kindness, trust and respect for all. These values and our theologically-based Christian visions underpin our approach to behaviour management in school and are reflected in this policy.

*Our vision for St Mary's is:*

At St. Mary's we take care of each other, aim high, enjoy learning and achieve success within the family of a church school. Encourage, Aspire, Flourish

*Our vision for Happisburgh is:*

Learning for life...to be the best that you can be. 'Let your light shine' Matthew 5:16

We have developed our behaviour policy to empower every member of staff across our school to implement strategies consistently, understanding the needs of each child. We believe in forgiveness and second chances and will also aim for a restorative approach which enables children to wipe the slate clean and begin afresh.

Our golden rule is:

Treat others in the way you would like to be treated  
Luke 6: 31

### Aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure a consistent approach which empowers all members of staff
- To ensure that all pupils are treated fairly and shown respect
- To promote good relationships based around mutual respect
- To help pupils learn to take control of their own behaviour and be responsible for the consequences of it
- To build a community which values compassion and empathy for others
- To promote community cohesion through positive relationships
- To ensure that excellent behaviour is a minimum expectation for all
- To promote a culture where effort and endeavour are the focus of celebration

## **Consistent Approach**

The following points underpin our approach to supporting positive behaviour

- Consistent, calm adult behaviour
- First attention to best conduct
- Consistent and relentless routines
- Scripted interventions
- Restorative follow-ups

## **Behaviour Principles**

Across the federation we expect staff to implement our behaviour policy consistently and as fairly as possible. We want everyone to experience success and aim to celebrate positive behaviour wherever possible.

We will support our children to show positive behaviours at all times and will model these ourselves. We will reinforce these messages through Collective Worship, PSHE, Circle Time, RE and through adult interactions at playtime.

We expect everyone to:

- Listen carefully and follow instructions
- persevere and try their best
- always do their best work and take pride in it
- be respectful
- celebrate our similarities and our differences
- have kind hands and feet
- consider other people and be thoughtful when we speak
- show good sportsmanship - whether we win or lose!
- look after each other and be a good friend

Adults will look for these behaviours and expect all members of our community to show them so that everyone can be successful.

Children will be reminded of these expectations regularly and we will refer to them often. In September each year, every class will form a class charter which will be based on these expectations.

Sometimes it might be difficult to make good choices. If children don't follow these expectations then adults might...

- give a quiet reminder to make a good choice
- ask the child to move or work elsewhere
- ask the child to catch up on their work in their own time
- ask the child to speak to the senior teacher or Executive Headteacher
- ask the child to stay in at playtime or lunchtime
- ask the child to learn away from other children
- speak to parents about the behaviour

When adults manage behaviour, they will always think about the age and needs of each child. They will always do their best to listen to everyone and to be fair.

Significant or repeated behaviours will be recorded on our CPOMS system and our DSLs will monitor these records for trends, taking further action if needed.

If behaviours persist then we may:

- hold regular meetings with parents to support children in improving their behaviour, showing that school and home will work together
- write an individual behaviour plan to be shared with all staff to ensure a consistent approach. These will be supported by our SENDCo and will follow guidance from the inclusion team
- give the child an internal exclusion, where they will work in another classroom away from their class for a fixed period of time. Parents will be notified of this.
- Make a referral to external agencies such as the SEND and Inclusion team, EPSS etc. to assess and support the child.
- Implement individual or small group work to support children with forming relationships and their mental health and wellbeing.

### **Our script**

When a child is finding it difficult to manage their behaviour we will use the following script to support them and to de-escalate the situation.

*Child's name*

*I can see you're sad / upset*

*Can I help? I'm here to help'*

*Come with me and we can ..... / Let's go over here and...*

We understand that children may need time to regulate before talking about behaviours and any consequences needed. For some children this can be a long time but we ensure behaviours are still managed in a positive, calm and restorative way.

### **Rewards & Recognition**

We will always seek out positive behaviours and celebrate them where we can. This may be through words of praise, the awarding of certificates in our celebration worship each week, through recognition in the newsletter, celebration in class or the opportunity to share the positivity with another member of staff.

### **Use of reasonable force**

In the case of sudden, unexpected events, members of staff are able to use reasonable force to prevent pupils from injuring themselves or others or causing significant damage to property. In accordance with 'Use of Reasonable Force in Schools, DfE (2013)' any member of staff has the legal power to use reasonable force to ensure safety

On occasion children may have individual behaviour plans which incorporate the Norfolk STEPS approach. In these cases, staff will be trained in Restrictive Physical Intervention by the Norfolk STEPs team. All physical intervention must be reasonable, proportionate and necessary to prevent harm. If reasonable force is used, it must be recorded on CPOMS and parents must be informed.

### **What is Norfolk STEPS?**

STEPS is a Norfolk County Council Service which provides training and consultancy to schools and services to support a therapeutic ethos, early intervention and professional responses to complex, challenging or high risk behaviours. The Norfolk Steps team has extensive SEN and Inclusion experience.

## **Suspensions**

Suspensions can be for a fixed term or permanent. This is an extreme sanction and is only administered with permission of the Executive Head Teacher. In most cases, suspension from school will only occur after a range of measures have been tried to re-engage a child in improved behaviour.

A fixed-term suspension will be used as a first stage, followed by a permanent exclusion if there is no change in behaviour.

*Persistent* and *unmodified* behaviour that may result in fixed-term/permanent suspension are as follows:

- Physical violence towards other children
- Physical violence towards staff (includes kicking, punching, spitting)
- Abusive swearing towards adults and children
- Refusal to follow safety instructions so that the individual, other children and/or staff are put at risk
- Damage to school property (broken windows, classrooms)
- Bullying, intimidation and threatening behaviour towards other children (including discrimination and harassment)
- Persistently preventing the learning of other children in the classroom.

In the event of a child being suspended, the school will inform the parent or carer of the child concerned about the suspension as soon as possible by telephone or face to face. They will receive a letter outlining the suspension, including what arrangements will be made for continuing their child's education when not at school.

After a fixed-term suspension, a reintegration meeting must be held before the child can come back to school.

During the first five days of any suspension, the parents or carers are responsible for their child's education. The school will take reasonable steps to set work for pupils during this period. If the suspension is six days or longer and fixed-term, then the school needs to make arrangements to provide education from Day 6 onwards. If the suspension is permanent, the local authority will arrange education from Day 6.

Parents always have the right to appeal against suspension.

## **SEND and pupils requiring targeted approaches to meet the needs of the individual**

To meet the needs of all learners, there may be occasions when a more personalised approach is recommended. This may involve more targeted support and interventions being provided by staff in school and/or external professionals.

A personalised behaviour plan will be written by the class teacher with the parents, supported by the SENDCo, to identify goals, triggers and strategies to support the individual. External support will be sought by SENDCo or senior leaders where needed.

## **Managing allegations against members of staff**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive Headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy and procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Executive Headteacher will also consider the pastoral needs of staff accused of misconduct

### Appendix 1 – consequences in school

<b>If this happens...</b>	<b>This will happen...</b>
I find it difficult to listen in class and disturb others.	I may miss some of my playtime and be asked to finish my work.
I use unkind words to other children.	I will be given a reminder to be kind. I might have to miss some break time.
I hurt other children at breaktime.	I will be given a reminder to be kind. I will have time out or will miss breaktimes. My parents will be told.
I hurt other children in the classroom.	I will have to work away from my classroom for a time. My parents will be told.
I swear at breaktime.	I will be given a reminder to be kind. I will have time out or will miss breaktimes.
I swear in the classroom.	I will be given a reminder to be kind. I may have to work away from my classroom for a time.
I hurt an adult.	I will have to work away from the classroom in an internal exclusion. I might have to work from home. My parents will be told.

What happens will be agreed with my class teacher and with the senior teachers. The consequences might depend on whether this has happened before, my age or my needs. My teachers will always talk to everyone involved to make sure the consequences are fair. My teachers will always speak to my parents or carers if my behaviour is worrying them.