



FIELD LANE JUNIOR, INFANT AND NURSERY SCHOOL

Behaviour Policy

Approved by: School Governing Board

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Policies to read alongside this policy:

- Anti-bullying policy
- Exclusions policy
- SEN Policy
- Safeguarding policies

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all learners
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

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

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- 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

This policy complies with our funding agreement and articles of association.

Behaviour Principles

- Every learner understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All learners, staff, parents, carers and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example for our learners at all times
- Rewards, sanctions and reasonable force are used consistently by staff in line with the behaviour policy
- The behaviour policy is understood by learners and staff
- Learners are helped to take responsibility for their actions
- Families are involved at an early stage
- Exclusions will only be used as a last resort (see Exclusions Policy)

Rules and Procedures

At Field Lane, we have adopted the Trust respect rules which are:

- **Respect self**
- **Respect others**
- **Respect the environment**

At the beginning of the year, each class goes over the respect rules, S.T.A.R values (Strength, Togetherness, Aspirations, Responsibility) and consequence stages. A Home-School agreement is sent home which outlines what we expect from staff, learners and parents and carers.

Rules and procedures should:

- be positively stated, telling the learners what to do rather than what not to do;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;

Roles and Responsibilities

The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The Headteacher:

- is responsible for reviewing and approving this behaviour policy.
- will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully
- offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ensure this policy works alongside the safeguarding policy to offer learners both support and ensure sanctions are appropriate

Teaching and Support Staff

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and throughout school.

We will:

- Implement the behaviour policy consistently
- Model positive behaviour and remind learners of our Respect rules and S.T.A.R values
- Provide a personalised approach to the specific behavioural needs of particular learners
- Create a positive climate with high expectations
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show an appreciation of the efforts and contribution of all
- Adopt the 'Batley Way'- *In every school across the Trust family every adult follows the Batley Way to start every school day positively to engage all our learners and ensure they know they are valued here. Every adult smiles, makes eye contact, says 'hello, good morning/good afternoon', to every person they meet on the corridor/ in the playground. 100% staff ensure children are noticed and feel valued.*
- Conclude the day positively and start the next day afresh

- Establish clear routines
- Highlight and promote socially acceptable behaviour
- Deal with low-level disruption swiftly
- Use positive reinforcement
- Investigate the triggers of behavioural issues
- Support learners when they are facing emotionally challenging times
- Record behaviour incidents on CPOMS or individual behaviour logs

Learners

Learners are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all learners to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Parental/Carer Partnership

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

We give high priority to our positive partnerships with parents and carers. This is essential for building trust and developing a common approach to behaviour expectations and strategies at home and school. General behaviour may be the subject of meet and greet conversations at the beginning and end of each day.

- Concerns should be communicated to the Headteacher so that strategies can be discussed and agreed with parents before more formal steps are required.
- Parents / carers will be informed of concerns at an early stage.
- Parental support will be sought in devising a plan of action which may involve behaviour logs / charts, communication booklets and agreed times to meet with the class teacher until behaviour improves.
- When the behaviour of a learner becomes a cause for concern, it is important that all those working with the learner are aware and understand the steps which are being taken in response. The key professional in this process of communication is the class teacher.

- Mentors play a key role in supporting learners either individually or as part of a group
- When external agencies become involved, parents are kept fully informed.
- Individual behaviour plans will be put in place with the SENCO and discussed with parents

Intrinsic and Extrinsic Rewards

Everyone is different and that includes what motivates us and our perspectives of rewards. Some learners are more intrinsically motivated by a task while others see the same activity extrinsically. Both can be effective, but research suggests that extrinsic rewards should be used sparingly as they can undermine intrinsic motivation when used in certain situations or used too often. The rewards may lose their value when you reward behaviour that was already intrinsically motivating.

Intrinsic Rewards

Learners have psychological needs that must be satisfied in order to develop, thrive and behave positively. These include the need for competence, autonomy, and relatedness. Intrinsic motivation involves constantly reinforcing and praising learners who demonstrate our S.T.A.R values and Respect Rules.

At Field Lane, we have created a curriculum and environment that encourages behaving positively because it is rewarding in itself. Staff understand the factors that promote intrinsic motivation:

- **Curiosity.** Curiosity pushes us to explore and learn for the sole pleasure of learning and mastering.
- **Challenge.** Being challenged helps us work at a continuously optimal level working toward meaningful goals.
- **Control.** This comes from our basic desire to control what happens and make decisions that affect the outcome.
- **Recognition.** We have an innate need to be appreciated and satisfied when our efforts are recognized and appreciated by others.
- **Cooperation.** Cooperating with others satisfies our need for belonging. We also feel personal satisfaction when we help others and work together to achieve a shared goal.
- **Competition.** Competition poses a challenge and increases the importance we place on doing well.

Extrinsic Rewards

The most common reward is **praise**, informal and formal, public and private, to individuals and groups. Rates of praise for behaviour should be as high as for work produced.

Stickers and/or reward charts are also used to reinforce positive behaviour. However, these are used sparingly and timed carefully to influence intrinsic motivation. An immediate bonus for working on a task, rather than waiting until the task is completed, can increase interest and enjoyment in it.

Each class has its own reward system. At Field Lane, we are aware of the negative impact on those who struggle to achieve expectations when behaviour charts are publicly displayed and therefore this is avoided. Most classes have a class system rather than an individual one.

Some learners may require a daily behaviour log, specific targets identified on their support plan and a sticker chart broken down into manageable time slots in order to cater for their specific needs.

Sanctions

When behaviour is unacceptable, there is a need for sanctions to register disapproval and to protect the security and stability of the school community. In an environment where respect is central, loss of respect or disapproval is often a powerful motivator.

The use of sanctions should be characterised by certain features:-

- Apply the four consequence stages:

Stage 1: Remind- Provide the learner(s) with a friendly reminder about our rules

Stage 2: Explore- The learner will be moved to another space either within the class or to another class. The member of staff and learner will 'explore' how the situation can be resolved

Stage 3: Agree- The learner(s) will lose one of their privileges. The parent/carer will be informed and everyone will 'agree' on what needs to happen next.

Stage 4: Lead- The school will take the 'lead' on a formal meeting with the parents/carers. An action plan/behaviour plan will be developed. The learner(s) will lose one of their privileges for a week.

- Sanctions must be clear and the learner(s) must understand why the sanction is being applied.
- Explain what changes in behaviour are required.
- The behaviour, rather than the person, is reprimanded.

Most instances of poor behaviour are relatively minor and can be dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Possible sanctions include:

- Withdrawal of privileges – playtime etc
- Time out / Removal to another class
- Referral to the Headteacher

Bullying

Bullying is defined as unwanted behaviour involving the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an actual or perceived imbalance of power. This can be offensive, intimidating, malicious or insulting or undermining, humiliating or causes physical or emotional harm to someone.

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: <ul style="list-style-type: none"> • 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

This list is not exhaustive.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a learner's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the learner in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will discipline the learner in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the learner who has made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and learners accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other learners.

Learner Support

The school recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the learner.

Where anti-social, disruptive or aggressive behaviour becomes a concern, learners are referred to a mentor to support their behaviour management through discussion, games and activities designed to promote positive behaviour. Parents / carers are involved at this stage and incidents are recorded on CPOMS. Patterns of behaviour are analysed with reference to attendance and any other factors such as safeguarding, bullying and so on.

In addition, careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist may be necessary. This possibility should be discussed with the Headteacher, parents/carers and SENCO.

The school's SENCO will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that learner. We will work with parents / carers to create the plan and review it on a regular basis.

The Virtual School will be informed of any behavioural issues in the case of Looked After children.

If there is involvement with Social Services, the allocated social worker may be informed of changes to patterns of behaviour (Safeguarding Policy).

Transition

To ensure a smooth transition to the next year, learners have changeover sessions with their new teacher(s). Reception learners visit Year 1 for several sessions including playtimes and lunchtimes.

Teachers hold transition meetings to pass on information regarding behaviour to ensure effective support is continued. Information on behaviour issues will also be shared with new settings for those learners transferring to other schools.

Early Years teachers visit homes and previous settings to gain information regarding behaviour.

Exclusions

Only the Headteacher can exclude a learner from school. A permanent exclusion will be taken as a last resort.

A decision to exclude a learner will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the learner to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a learner, either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the learner to give their version of events
- Consider if the learner has special educational needs (SEN)

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a learner to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Some members of staff are trained to restrain (Team Teach); however, others may intervene. If physical constraint is used, the member of staff must record the incident.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Green Book located in the office and reported to parents

Parent/Carer/Visitor Guidance

As well as following the guidance set out in our Home-School Agreement, we expect parents, carers and visitors to:

- Respect and model the caring ethos of our school whenever on school premises or when communicating directly with the school.
- Understand that school staff and parents need to work together for the benefit of **all**
- Demonstrate that **all** members of the school community should be treated with tolerance and respect and therefore set a good example in their own speech, conduct and behaviour.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

Responding to behaviour concerns with learners with SEND

The school recognises that a learners behaviour may be impacted by a special educational need or disability (SEND).

When incidents of behaviour concerns arise, we will consider them in relation to a learners needs (SEND), although we recognise that not every incident of behaviour will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with concerning behaviour from learners with SEND, especially where their SEND affects their behaviour, the school will balance their legal

duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled learner being caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of learners with SEND ([Children and Families Act 2014](#)).
- If a learner has an education, health and care (EHC) plan, the provisions set out in that plan must be secured
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the learner concerned.

Strategies to support learners with SEND may include:

- Short, planned movement breaks for a learner with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a learner with visual or hearing impairment to sit in sight of the teacher.
- Training for staff in understanding conditions such as autism and ADHD.
- Use of separation spaces (sensory room or the sanctuary room) where a learner can regulate their emotions during a moment of sensory overload.