



**The Park Federation Academy Trust
Lake Farm Park Academy**

Behaviour Policy

Approval

Approved by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
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Section 1: Introduction

At Lake Farm Park Academy we foster an environment of mutual respect and co-operation. We consider our Academy to be a community where everyone, staff and pupils, work together in an encouraging way ensuring everyone's views are valued and respected.

We strongly believe that high standards of behaviour lie at the heart of a successful academy that enables (a) all its pupils to make the best possible progress in all aspects of their trust life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.

Our behaviour policy is designed to create a learning environment which supports the individual needs of each member and the development of good working relationships. Achievement of every kind, academic and non-academic, is valued and celebrated. All members of our Academy should have an equal chance to succeed and reach their full potential.

This policy will be shared with all staff and parents annually and published on the Lake Farm Park Academy website. Additionally, the academy's expectations about behaviour will be clearly set out in the Home-Academy Agreement.

Section 2: Rationale

All people need to develop a confidence about themselves, a respect for others and a realisation that they and others are valued and respected here.

Acceptable standards of behaviour, work and respect depend upon the example of us all.

We will support in ensuring everyone understands that we should:

- have respect for our self and others
- value for the rules of the academy
- be sociable
- share difficulties
- be on task with work and be motivated to do our best
- respond quickly to direction
- conduct ourselves in a safe and responsible way

The aims of the behaviour policy are:

- to maximise children's learning and ensure their happiness in school
- to ensure that behaviour management by all staff is consistently applied;
- to ensure that behaviour expectations are communicated fully and clearly to parents;
- to keep developing good relations with home;
- to ensure all parents, teaching staff and non-teaching staff work together in a positive way;
- to separate the person from the act i.e. 'your behaviour is unacceptable', not 'you are unacceptable';
- to express our rules and ways of conduct in positive terms;
- to assist everyone who may be experiencing difficult times;
- to promote good behaviour rather than simply punish bad behaviour;

- to promote respect for the school environment by keeping it attractive and stimulating;
- to encourage pride in the school by enjoying contributing to its care with practical help and acceptable conduct.

Section 3: Our Core Values

Our approach to promoting and achieving positive behaviour is built around four core values. **These encompass what is known as The LFP Way (see Appendix 3).** Children will be awarded coloured stickers, linked to each core value, when they demonstrate that they are following each core value:

- Show respect (red) – respect for peers and adults; respecting the opinions of others; listening well and answering politely; helping others in difficulty.
- Be a role model (blue) – setting a good example to others; being polite; making a positive impression to parents, visitors and on trips;
- Tell the truth (green) – being honest; admitting to poor choices; accepting consequences; not lying to get others into trouble.
- Aim high (yellow) – trying your best; supporting others; being resilient; good attendance.

Through our core values, we aim is to create a positive learning environment; self-discipline, co-operation and respect are key features we expect to see in all areas of our Academy. In order for this to happen successfully, we have fostered a whole school approach to behaviour and discipline. Through the use of our agreed system we will achieve consistency; every member of our community has a clear understanding of the high expectations we have for behaviour and therefore we will create a positive environment in which all will flourish and reach their full potential.

All staff are expected to use the core value stickers as an incentive and reward, and to give them out regularly in class, around the building and on the playground. The core values will be regularly communicated during circle time, in assemblies, and are displayed in every classroom and around the school.

Section 4: Promoting Positive Behaviour

We use rewards in a variety of ways to help instil the positive ethos of our Academy:

- sharing congratulatory comments and praising pupils for positive actions, decisions and work they have completed;
- public acknowledgement - in class, on display etc.;
- the awarding of stickers, including core value stickers as described above;
- the awarding of certificates: Behaviour Stars, Learning Stars and Lunchtime Stars. These names appear in our academy newsletters;
- sharing their work with peers, teachers, support staff, and members of the senior leadership team;
- teacher telling a parent in person, sending a note or phoning home about good examples of work/behaviour;
- regular celebration assemblies.

Section 5: Correcting Misbehaviour

LFPA will apply the following sanctions to tackle instances of poor behaviour:

- tactical ignoring
- giving children an opportunity to correct their behaviour (e.g. through a warning)
- allowing pupils to take time out either in their own classroom or in another classroom (if appropriate)
- taking time away from playtimes and lunchtimes to allow pupils time to consider the consequences of their behaviour
- discussions with parents and carers when serious incidents of poor behaviour occur or when poor behaviour choices are made on a regular basis.
- using behaviour contracts and positive behaviour plans (PBPs) when a child's behaviour is challenging over a period of time. This includes instances where children who have social, emotional and behavioural needs (SEBN) require more intensive support with management of their behaviour.

The stages of behaviour, including information about sanctions that may be used, contained in Appendix 1.

Incidences of physical aggression, bullying, racism and use of bad language will be followed up by a senior member of staff, and a log kept of all such incidents.

In the application of the above sanctions, all staff are expected to be consistent and treat pupils fairly. Incidents of a more serious nature or where behaviour is persistently repeated, should be recorded in the Class Behaviour Log (see Appendix 2).

Section 6: Playtimes, Lunchtimes and Extended School

It is important that the standards of behaviour expected outside of the classroom are as high and rigorously enforced as they are within. A consistent approach to behaviour is crucial in this way. It is important that social times are viewed as an opportunity to promote social skills, values and attitudes.

The Lunchtime team and Extended School team have a focus for each week. The focus may include values such as turn-taking, teamwork and empathy. Lunchtime and extended school staff are expected to consider the week's value when planning playground activities.

Each member of the Lunchtime team will choose one child from their allocated each week to be their Lunchtime Star. The chosen children will be awarded a certificate in assembly and will be invited to have lunch on the 'Top Table' on a Friday with the Principal.

Section 7: Supporting Children with Behavioural, Emotional and Social Difficulties (BESD)

Some pupils experience social, emotional, behavioural developmental needs for a variety of reasons, e.g. early childhood experience, environmental factors, inconsistent parenting, bereavement, bullying/discrimination. Pupils will be identified through different school systems,

such as repeated patterns of misbehaviour, identification of specific needs by the SENCO highlighting as well as through concerns raised by staff or parents/carers. Time will be taken to gain an understanding of the cause and nature of the misbehaviour and consideration to how the underlying causes can be addressed through intervention and support:

- regular monitoring of behaviour logs to identify patterns of misbehaviour
- using behaviour contracts and positive behaviour plans (PBPs) when a child's behaviour is challenging over a period of time
- allocation of a learning mentor and/or 1:1 support
- referral to participate in social skills groups.
- referral to the Educational Psychologist or other outside agencies as appropriate
- use of an Inter-Agency referral or Early Help referral access the Local Authority's behaviour support team or for a multi-agency approach e.g. Team Around the Family.

Section 8: Exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports schools in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, 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 in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

LFPA will ensure a plan is put in place for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour. All children have a right to an education. LFPA will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion, and alternative provision must be arranged from the sixth day.

If LFPA does make the decision to exclude a pupil we will notify parents of the period of the exclusion and the reasons for it. They must also, without delay, provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the Academy Council and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the Academy Council to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

Section 9: Collective Responsibility

Being a part of a coherent community we must recognise all members have responsibilities which ensure everyone feels they are valued and supported. Children, staff and parents should be aware of the positive impact their actions and comments can have in the smooth running of the Academy.

This is achieved in a number of ways:

- Good communication between all members, we share in a respectful way any worries or concerns we have.
- We listen to concerns and support in the best way we can or seek out support from others.
- Key messages about respectful conduct and the core values we expect from all members of our academy are shared in assemblies, during circle/reflection time and during PSHE lessons. All members of staff model positive actions; encouraging and praising this when displayed by pupils in their everyday interactions with members of our community.

We have a collective responsibility in creating an environment where everyone feels valued, listened to and supported. This will only be achieved if we work together using a consistent approach; helping and supporting everyone to reach their full potential.

Yellow Zone

- a warning
- move to a different carpet space/table
- name taken off if correct choices are made
- if behaviour continues, move to Orange Zone

Orange Zone

- time out for five minutes/miss part of play time
- discuss inappropriate behaviour
- discuss strategies to prevent repeated behaviours
e.g. calming strategies, kind words
- if behaviour continues, move to Red Zone

Red Zone

- 5 or 10 minutes time out in another class;
- discuss behaviours with staff in that class
- return to class and apologise
- parents informed

The context and child's needs will be fully taken into account when sanctions are applied.

Yellow Zone

- deliberate calling out; silly noises;
- not listening to an adult; ignoring instructions;
- pushing in line; running in the building;
- being unkind to others.

Orange Zone

RECORD IN THE BEHAVIOUR LOG IF THE CHILD GETS TO THIS STAGE FOR THE SAME BEHAVIOUR 3 TIMES.

- repeated behaviour from Yellow Zone;
- name-calling;
- affecting other people's learning;
- throwing objects.

Red Zone

RECORD IN THE BEHAVIOUR LOG.

- repeated behaviour from Orange Zone;
- leaving class without permission;
- rudeness or disrespect to others;
- taking things that don't belong to them.

Incidents involving bullying, violent behaviour, swearing or racism should be referred to a senior member of staff.

How to use the Behaviour Stages

In most cases, it will be appropriate to start off in the Yellow Zone and then move up through the stages. Occasionally, a child may need to be moved straight to the Red Zone if the behaviour is severe. This should not happen very often, as most of our behaviours are low-level. If a child has been put into the Red Zone, then parents should be informed. Behaviours involving violence towards children or adults, bullying, swearing or racism must be referred to a senior member of staff.

Please be mindful of pupils' understanding of inappropriate behaviours. Some children do not yet realise that shouting out is not acceptable; for us to react every time this happens will affect the child's self-esteem. This is designed to help our children to understand the ways we want them to behave. The most important part of this process is the discussion. If the child knows why their name has been put on the behaviour chart, they can attempt to make the right choices in the future.

Please bear this in mind:

Schools have a duty, under the Equality Act 2010, to make reasonable adjustments for children with disabilities. Schools need to take positive steps to ensure that disabled pupils, including those on the autism spectrum, can fully participate in all aspects of school life. A school's behaviour policy should make allowance for behaviour which is a consequence of a pupil's disability, rather than disobedience. A one size fits all policy, fixing a standard penalty for a particular action, is therefore both unfair and inappropriate.

Appendix 2: Behaviour Logs

Behaviour Log



Name:

Class:

Date	Time	Behaviour and response

Behaviour Log Guidance

Please have one sheet per child in your class. These should be kept in a folder entitled 'Behaviour Logs'.

Do not record incidents that were dealt with in the yellow zone - these are minor incidents and will have been resolved.

In the third column - Behaviour and Response- please record the following:

- Brief description of incident
- Adult who dealt with the initial situation
- Adult who behaviour was referred to (if applicable)
- Were parents informed?
- Any further action taken.

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The LFP Way

“ We will be kind to everyone and look after our friends. We will set a good example by being polite, helping others and always telling the truth. We will aim high by challenging ourselves and trying our best. This is the way we do things at LFPA. ”



Show Respect

- Be kind to everyone
- Listen carefully
- Respect what others think

Be a Role Model

- Set a good example
- Always be polite
- Help our friends

Tell the Truth

- Be honest
- Learn from our mistakes
- Don't lie about others

Aim High

- Challenge our self
- Try our best
- Be independent