



Laceyfields Academy

Behaviour and Wellbeing Policy 2022-2025

Our Values and Vision

Laceyfields Academy is a school where little minds grow. The Laceyfields' family are passionate about giving children fulfilling opportunities and experiences to enable them to lead successful lives in the future - every minute counts! A feeling of belonging, security, enjoyment and success is what we strive for. We are relentless in our pursuit for excellence. Together, we can make a difference.

We achieve this by getting to know our children as individuals and understanding what it is they need in order for them to feel that they can take on the world! We have high expectations and support everyone in having a collective vision by consistently modelling these high expectations. We also show our high expectations through our learning environment, which supports children in being inquisitive, supports their independence, encourages good learning habits and creates opportunities for practise and growth.

One of our values is to work collaboratively. We value working with our families to create a strong home-school relationship. This partnership can not only support school in getting to know and understand our children more thoroughly but can also have a huge impact upon each child's well-being and achievements.

Our values-

Respect - We are kind and we listen to each other.

Collaborative - We work together to achieve more.

Resilient - We learn from our difficulties.

Creative - We can use our imagination and critical thinking.

Responsibility - We own our actions and think about how they might affect others.

We embed the Values for Life in Modern Britain of democracy, rule of law, individual liberty, mutual respect and tolerance in our curriculum.

Our Aims

Create a safe and enjoyable environment where everyone feels a sense of belonging.

Provide opportunities and experiences for children to apply our values.

Celebrate our differences in respect of being unique, disability, additional needs, gender, religion and culture.

Introduction

It is essential that this policy is understood by all staff, parents and children and that it is consistently applied.

Our Laceyfields' values and related words are promoted through all aspects of Academy life.

These words and their meanings are fundamental to encouraging good behavioural choices at the Academy through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between children and between staff and children.

All children are encouraged to be independent and to make positive decisions regarding their own conduct and behaviour. We have implemented a range of rewards to reinforce and praise good behaviour and positive choices, balanced by clear sanctions for those who do not comply with our rules and ethos. These may vary depending on the special circumstances, which may affect an individual child.

Aims of the policy

- Promote good behavioural choices, self-discipline and respect
- Prevent bullying
- Ensure that all children engage well with opportunities to learn and thereby make good progress

Legal Framework

The law allows teachers and all staff, as authorised by the Head/Governors, to discipline children whose conduct falls below the standard, which could reasonably be expected of them. This means that if a child misbehaves and/or breaks one of the rules the teacher/staff member can impose a sanction on that child.

This must satisfy the following three conditions:

- The decision must be made by a paid member of Academy staff
- The decision must be made on Academy premises or while a child is under the charge of the member of staff (i.e. off-site visits)
- The decision must be reasonable in all circumstances, taking into account the age and any individual needs the child may have.

Responsibilities

Governors:

- Ensure that there is a strong behaviour policy in place to support staff in managing behaviour
- Ensure that there is an effective anti-bullying strategy drawn up and implemented
- Ensure that the policy is publicised to all stakeholders and is available via the Academy website
- Ensure that policy and practice is reviewed regularly

Head of School:

- Ensure that there is a strong behaviour policy in place to support staff in managing behaviour
- Determine the Academy rules including rewards and sanctions
- Authorise all staff to actively uphold the Academy rules, using rewards and sanctions as laid out in this policy
- Ensure that this policy and related practice links closely with the Academy's Child Protection and Safeguarding Policy to ensure that all children are protected from harm

Senior Leadership and Management

- Support the Head in ensuring that there is a strong behaviour policy in place
- Ensure that the behaviour policy is upheld and applied consistently by all staff

Teachers

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience
- Have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- Communicate effectively with parents/carers where there are concerns regarding their child's behaviour

All Staff:

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience
- Have authority from the Head to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction

Rationale

This policy:

- Assumes everyone can succeed.
- Supports everyone to make sensible choices.
- Offers recognition for those children who consistently choose sensible behaviour.
- Gives some opportunities for redemption so that children who make the wrong choice are not discouraged too quickly.
- Involves incremental steps so that children can reflect if they have made a bad choice and choose more wisely next time.
- Employs sanctions that reflect the seriousness of bad choices of behaviour.
- Acknowledges that extreme behaviour is unacceptable.
- Involves parents as partners in ensuring children become good citizens.
- Encourages the use of additional rewards for exceptionally good behaviour and work.
- Will be applied consistently; including at lunch times and break times.
- Allows the school to monitor behaviour with data and assess where improvements can be made.

School Rules

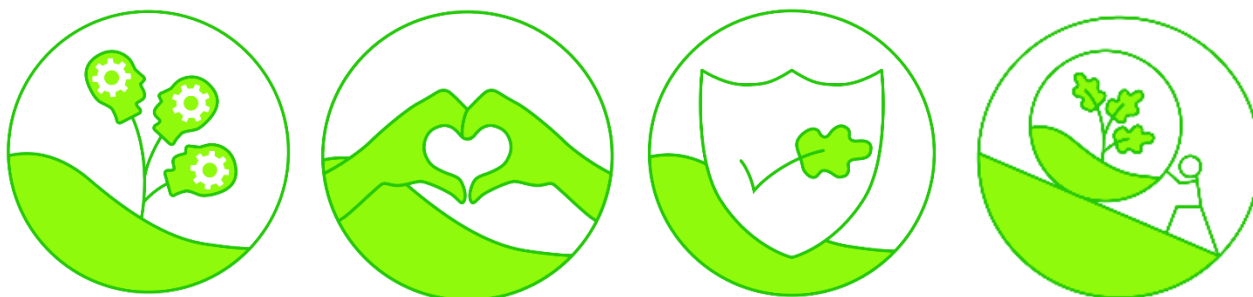
School rules are based on what we know the children need to help them make good choices and to learn well. The children were also involved in the process of discussing rules and why we have them.

There are three simple rules that should be applied in most situations and in all areas of school.

We discuss our school rules on a regular basis.

1. **Be ready to learn**
2. **Be kind**
3. **Be safe**

'We will always work hard'



Organisation

All classrooms will display:

- ✓ A copy of the school rules
- ✓ The five stages of the behaviour process

The Academy operates on a system of positive praise. All staff use non-verbal rewards such as smiles and thumbs up frequently. Verbal praise will be used extensively. We value visible consistency and visible kindness.

Children are awarded Class Dojo points for applying the school rules. Once children have accumulated so many points, they will be awarded a prize.

During our celebration assembly on a Friday, each teacher nominates a Star of the Week and this child is presented with a certificate. During this assembly, we discuss our school's values and discuss how each child has been successful during their week.

Sanctions

Staff will use non-verbal reprimands first such as a look, a shake of the head etc and close proximity praise to address low level disruption. They will try to intervene early to de-escalate potentially disruptive behaviour.

Steps to help children get back on track

1. **Reminder** - give a reminder of expected behaviour
 - a. "This is a reminder..."
2. **Warning** - give a verbal warning if behaviour does not improve. An explanation should be given. The child should understand what they need to do to get back on track.
 - a. "This is a warning because..., now you need to change your behaviour by..."
3. **Time out** – if poor behaviour choices continue, the child is asked to move to a space to think about their poor behaviour choices, and what element of their behaviour they need to change. This 'time out' should be recorded in the Behaviour Log, which each class has. Time out will last for 5 minutes.
4. **Time away** – if poor behaviour choices continue, the child will be sent to their other key stage class to remove them from the situation in which they are struggling. Whilst in 'time away,' children will be expected to:
 - a. think about their poor behaviour choices, and what element of their behaviour they need to change.
 - b. Undertake independent work activities so they do not miss valuable learning time

This 'time away' should be recorded in the Behaviour Log, which each class has. Children are given a set time to reflect for. Time away will last for 20 minutes.

5. **Reflection with Headteacher** – if poor behaviour continues, after children have moved through stages 1-4 then engagement is needed from the Headteacher, or most senior member of staff on site. Children will be sent to the Headteacher to talk through why they have not modified their behaviour.

Where a serious incident has occurred, children will not go through the earlier stages of this process (see below in serious misbehavior section).

We work closely with parents and external agencies, in specific circumstances, to devise individual rewards and sanction programmes for some of our children who struggle to cope with the process above. Class teachers/teaching assistants will communicate effectively with parents/carers so that we can work collaboratively to help each child.

Serious Misbehaviour

This is rare and it includes;

- Physical harm to staff/child
- Creating a serious risk to the health and safety of self or others
- Serious deliberate damage to property
- Serious or persistent defiance
- Serious or persistent verbal abuse

These actions may result in the following sanctions;

- The child will be taken to or removed from the situation by a member of staff and a senior leader may be called for
- The child may go straight to 'time away' or visit the headteacher
- If an incident has occurred at break time or lunch time, the child may be isolated for time outside during the subsequent break or lunch
- They will be taken to an appropriate room to regulate
- Parents will be called if the member of senior leadership team deems it necessary

- Member of senior leadership team and class teacher will decide on appropriate sanctions
- Any child that poses a serious health and safety risk to themselves, children or staff could be suspended for a set number of days at the head's discretion
- In some cases children may receive an internal suspension, a short term isolation from their class, if senior leaders deem this more appropriate than an external suspension
- Where necessary and if not already on their return to school, children may be given a support plan, behaviour plan, risk assessment and/or positive handling from those staff who are trained
- Outside agencies may become involved with the agreement of parents, such as the educational psychologist, paediatrician, behaviour support service, Early Help and/or social care
- Exclusions will be used as a sanction of last resort where the Head teacher deems this appropriate – see Exclusion Policy

All staff are legally authorised to use reasonable, proportionate and necessary force to prevent children injuring themselves or others, committing an offence, damaging property or to maintain good order and discipline in the classroom – see Positive Handling Policy.

Staff are legally authorised to search a child and/or their belongings if they have reason to believe that the child has property that does not belong to them or could be harmful to them or others.

Lunchtime and Playtime Rewards and Sanctions

The same rules and sanctions apply at break time and lunch time as at any other times of the day. Poor behaviour choices will be recorded in the Lunchtime Log or depending on the severity/nature, as a serious incident, My Concern and/or positive handling proforma.

Behaviour Off-Site

All children on off-site educational or residential visits are expected to maintain high standards of behaviour and follow school rules. Where senior staff deem the actions of an individual child may put the health and welfare of others at risk, they may take the decision to withdraw the opportunity to go on an off-site visit.

The Academy will take the behaviour of individual children in the community, out of academy hours, in to consideration if it is deemed a risk to the safety and welfare of the academy community. Any such incidences reported to staff will be dealt with by senior leadership team at their discretion. If deemed necessary outside agencies may become involved such as social services, police, etc.

Wellbeing

Child Protection and Safeguarding is a priority; policy and practice are covered in our separate policy.

All staff know and understand that children learn best when they feel safe and happy. It is therefore an essential part of the academy ethos to promote every child's wellbeing. As an Academy, we support children in understanding their emotions and use a range of tools to do so. We help children to build their emotional intelligence so that children can label, own and discuss their emotions. We know that some children need more individualised social and emotional support at times during their school life. For some this may be due to short term changes in their own lives whilst for some it may be part of a wider context. We

always seek to provide children with the support and tools they need to overcome barriers to learning, whatever form they may take at the time.

Children are given time and space when needed and encouraged to express their feelings. Those children who may need support from an adult may say things like – 'I can see that you look....' 'Are you feeling....?' Those children who may find it difficult articulating how they feel may be supported through a range of strategies to help them feel understood and therefore helping them regulate.

Each classroom has a Worry Monster, which is a soft cuddly comforter. Children are encouraged to share their worries with adults; however they can also write/draw their worry and pop it inside the Worry Monster's mouth. This raises the awareness of worries and can help children reduce any worries they may have.

Anti-Bullying Strategy

Bullying is defined as behaviour by an individual or group, repeatedly over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and can be motivated by prejudice against particular groups or by actual or perceived differences between individual children. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, following the wider use of available technology. The wider search powers included in the Education Act 2011 give the academy stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. The Academy will contact parents in these cases and may contact other agencies such as the Police or Social Care.

It is our aim to create an environment of good behaviour, tolerance and mutual respect that prevents bullying from being a serious problem in the first place. However, we do acknowledge that instances of bullying can occur between children and we will always listen to concerns from children or their parents. There is no single solution to bullying, which will suit all parties and all incidences so we will listen, respond and deal with each concern/issue as it arises.

Our strategy will follow this process:

- **Prevention** – we promote tolerance, understanding and mutual respect throughout our curriculum. Children are encouraged to consider the impact of their own actions on others and take responsibility for those actions. Whole academy events and assemblies also promote these values.
- **Intervention** – we listen to concerns from children and/or parents and investigate each issue appropriately. If deemed necessary and appropriate by staff, we apply disciplinary measures to children who bully in order to show clearly that their behaviour is wrong. We consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator and will provide support as well as sanctions as required.
- **Review** – we will continue to monitor any identified incidents in order to ensure that there is no repeat.
- **Communication** - we involve parents/carers to ensure that they are clear that the academy does not tolerate bullying and are aware of the procedures to follow

if they believe that their child is being bullied. We want parents to feel confident that we treat the safety and wellbeing of their child as a priority.

- **Wider Community** – teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to staff, it will be investigated and acted on as appropriate. We may also consider whether it is appropriate to notify the police or other agencies.

The Parent – Teacher Partnership

- We believe that a successful partnership between the Academy, the child and their parents/carers is essential. Class teachers or senior leaders will take the lead role in communicating with parents/carers where the academy has concerns around their child's behaviour. We will actively encourage all parents/carers to engage with us and work in partnership to improve behaviour and outcomes for their children. All staff at the academy will respect the relationship with parents/carers and strive to ensure this is a positive relationship which supports their child's achievements.
- Where parents do not engage positively, the senior leadership team may have to take a decision as to whether the parent/carers in question should be asked not to come on to the academy premises. In extreme cases senior leadership team reserve the right to ban parents/carers from the premises and seek support from the police.

Inclusion & Equality

We strongly believe that all children should have full and equal access to all learning opportunities and experiences. It is the responsibility of all staff to ensure that children are supported and challenged as appropriate to their individual need.

Documents linked to this policy:

- Exclusion Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy