



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

School Behaviour Policy

Review frequency: Governing body free to determine.

Approval: Full governing body or a committee of the governing body.

Policy Statement

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit in order to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust aim is for the academy community to flourish in an atmosphere of mutual respect and an agreed code of conduct.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Cross Reference: Exclusions Policy

Legislative Framework

[Education and Inspections Act 2006: Section 88.](#)

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the high expectations on all within the academy community.

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour.

Acceptable and Unacceptable Behaviour

The chart on page 4 gives examples of behaviour the L.E.A.D. Academy Trust defines as 'acceptable' and 'unacceptable'.

We expect each academy to:

- have a whole-school behaviour policy which details its approach to behaviour management
- involve all pupils in the creation and review of academy codes of conduct
- provide a purposeful learning environment conducive to promoting high standards of pupil conduct and positive attitudes to learning
- involve parents/carers by communicating well to ensure their support
- make positive recognitions of pupil achievement
- ensure that if things go wrong, pupils are given the opportunity to put things right.

Each academy, in order to instil good behaviour, should therefore:

- provide an environment conducive to effective learning for all pupils and staff
- raise and promote self-esteem in all members of the academy community
- promote consideration and respect for others and the academy environment
- encourage a shared responsibility between home and the academy

- provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

Positive recognition motivates pupils to observe the rules. Whilst consistently dealing with disruptive behaviour, teachers are expected to focus positively on pupils who are behaving well, ensuring that praise is well utilised in classrooms and around the academy site. If this strategy is used consistently, it will have the following effects:

- encourage all pupils to behave appropriately
- increase pupil self-esteem, self-confidence and reflectiveness
- dramatically reduce behaviour problems and confrontational situations
- create a positive classroom environment for both pupil and class teacher
- help to teach behaviour and establish positive relationships.

Consequences

In addition to positive recognition, there must be systems for dealing with disruptive behaviour when pupils choose not to follow the rules. Systems should have staged interventions with a clear scale of escalation to cope with repetition. It is important that this staged intervention is designed to allow all pupils the opportunity to choose to change his/her behaviour within an identified framework. (see appendix 2)

Detailed records are kept of both positive recognition and consequences.

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, it will be necessary to consult the Headteacher and inform the Inclusion Lead. Following consultation with the appropriate staff and parents a plan of support will be agreed. or, if the pupil is at risk of exclusion, a Pastoral Support Programme (PSP). The principle purpose of the PSP is to clarify what needs to be done in the immediate short term to help the pupil and start to enable the pupil to make progress. (see appendix 3)

A Early Help Assessment may also be considered if it is felt that there are other issues affecting the pupil's behaviour which could be better addressed through a multi-agency action plan. Each academy will refer to its own Local Authority Social Care Multi-agency EHA/TAC arrangements.

Exclusion

Ultimately a pupil who refuses to behave in an acceptable way may be excluded, for a Fixed Term period or this may be a Permanent Exclusion, from the academy, for, for example, violent assault on another pupil or an adult, verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour. [See Exclusion Policy]

Use of outside agencies

The following outside agencies are available to support parents/carers/pupils who are experiencing difficulty

- Education Welfare Officer (EWO)
- School nurse

- Educational psychologist
- Police
- Family doctor
- CAMHS
- Healthy minds
- PSP support
- Behaviour support team (BOSS)
- Speech therapist
- Visual impairment services
- Families Information Service
- Parent Partnership

The Inclusion Lead and the Headteacher will advise teachers and parents on which service would be most appropriate and how to contact them.

Equality statement

All behavioural strategies are applied equally to both girls and boys throughout the academy, regardless of age, gender, sexuality, race, nationality or ability.

Monitoring, evaluation and review

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

The Inclusion Lead will monitor numbers of pupils at various stages of the behaviour plan. This will be done on a half termly basis.

The governing body, via the SEN Link Governor, will review progress made and the effectiveness of the policy on an annual basis.

The Trust Board scrutinises the exclusion data and any issues reported in the Quality Assurance (QA) visits made by the Director of Schools.

Pupils should	Pupils should not
show respect for each other regardless of race, culture, gender, sexuality or religion	in any way verbally or physically mistreat anybody else
show respect for adults including following instructions when asked	show disrespect towards adults
be polite to others	engage in bullying and/or teasing
show respect for property belonging to others and to the academy	damage other people's property, including that belonging to the academy
show respect for people's right to learn	disrupt the learning of others
wear the full academy uniform	wear make-up or more than one pair of silver studded earrings in the lobe
be punctual to the academy and to lessons	be late to the academy and lack punctuality when on academy premises
ask permission from a member of staff before leaving a classroom	leave classes without permission
hand in all work on time	fail to hand in homework on time
attend the academy ready to learn with the correct equipment	eat or drink during lessons including the chewing of gum
work to the best of their ability during lessons	bring mobile phones, ipods/ipads or other electrical items to the academy without the permission of the Headteacher
use academy ICT facilities sensibly and safely	access other pupils' files and documents on the academy ICT network premises
bring in notes explaining any absences from the academy	smoke in or near the academy
Look after all academy property	steal academy property or that of other pupils
	Engage in any other activity in or out of the academy which could bring the academy in to disrepute

Appendix 1:

At All Saints Academy all staff are responsible for setting clearly defined and high expectations for behaviour when working with classes, groups or individuals.

School PRINCIPLES of Behaviour

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- Children will respond willingly and quickly to a reasonable request from an adult.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Corporate approach but with due regard for individual circumstances

Appendix 2:

Classroom management and Behaviour Strategies

All staff strive to create a positive classroom culture, where learning is of the highest importance. We believe all children respond well if our expectations are clear and at a level they understand.

We will:

- Teach the children explicitly about the behaviour we expect in school, through our 'Code of Conduct'. We are also clear about behaviours that are unacceptable.
- Emphasise pupil's responsibility for their own and their peer's behaviour.
- Inform parents quickly if a child is identified as struggling to follow behaviour expectations.

In order to support us in doing this, we adopt Positive Behaviour Management Strategies.

- Listed below are a range of strategies which are proven to have been effective in positive behaviour management;
- **Positive Feedback**- Acknowledge/Approve/Affirm:
Actively acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- **Positive Correction**- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- **Positive Repetition**- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues**- hands up.
- **Give take-up time**- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Re-direction**- repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore**- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering. Note: if persistent low level behaviour is ignored, this is not using the 'tactically ignore' strategy.
- **Physical Proximity**- move closer to a disruptive pupil.
- **Distraction/ Diversion**- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.

When positive behaviour management is consistently applied in class and seen as the norm then short appropriate instances of corrective behaviour management are highly effective as they stand out as exceptional.

Appendix 3

Promoting and rewarding good behaviour

Key points

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly.

- We will always endeavour to achieve a balance which is far more about reward and positive intervention than punishment.
- We look to recognise and praise consistently good behaviour and improved behaviour.
- We will actively seek to praise and reward pupils who, rather than acting as passive bystanders, act positively in standing up against the poor behaviour choices of others.

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.

Learning that has been successful and enjoyable should itself be the reward. However, it is recognised that it is important to encourage the children to communicate their success with parents and carers to ensure that they feel involved and aware of day to day successes and that children are able to explain how they have achieved in their learning.

Other rewards are:

- 1) In response to individual circumstances which require a different approach
- 2) All Saints Good Role Model Postcards – 4 per week for each class in school
- 3) Super 6 assembly and Star of the Term nominations

FS and KS1 also have 'Ask me what I did...' stickers - These should only be awarded if the child has made significant progress in any area of learning that indicates that they have attained or achieved something noteworthy. They should be viewed as an investment in learning. This is similar to the criteria for involvement in High Flyers.

Appendix 4

Sanctions

If a child should choose to break the rules in class, the following sanctions will apply for that day:

Stage 1	A warning
Stage 2	Timeout (from an activity or in another classroom)
Stage 3	Sent to the Team Leader (recorded on the Individual Behaviour Record)
Stage 4	Removal to another classroom for the remainder of the session
Stage 5	Referred to the Headteacher (not detention)
Stage 6	Letter sent to parents (recorded on the Individual Behaviour Record)

Sanctions are the consequences of unacceptable behaviour, and the child knows these in advance. The sanction is therefore a choice for the child.

Sanctions will usually be given after a warning, which will remind the child of the consequences of their behaviour. When the child is behaving inappropriately he/she will be stopped. The unacceptable behaviour will then be pointed out and the warning about each sanction will follow if the behaviour continues. The child will be told which stage they are on and the choice they now face.

Unacceptable behaviour that would move a child up through the sanctions would include:

- Constantly calling out
- Intentionally distracting other children
- Persistently talking whilst an adult is talking
- Intentionally mistreating property
- Throwing items such as pencils/rubbers
- Refusing to work or comply with instructions which are reasonable
- Disrespectful to others

Unless there is a behaviour plan to deal with it, more serious inappropriate behaviour will move a child to stage 5 without going through any of the other stages. This may lead to an internal or fixed term / permanent exclusion where appropriate. More serious behaviour includes:

- Swearing or being rude to an adult in an aggressive manner
- Damaging property
- Out of control physical fight
- Assault on a staff member or another child

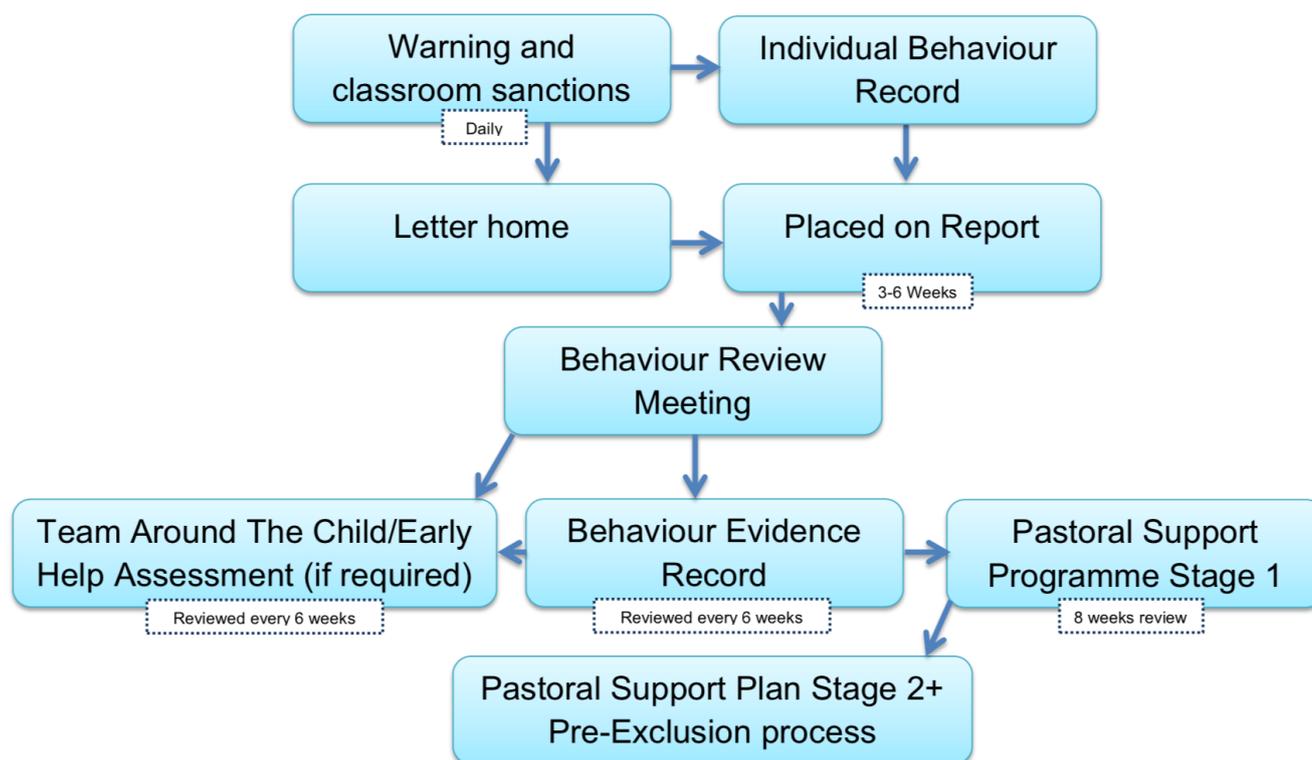
Detention:

Detentions are given for behaviour issues which take place outside of the teacher's classroom management. This will include play and lunchtime incidents of rudeness, violence or failure to respect the rules in relation to bikes, scooters and movement around site. At this detention the Headteacher will talk to them about the choices they have made, their impact upon others and how they should have responded.

We monitor any emerging patterns, through on-going Individual Behaviour Records — with due regard to age, ethnicity, gender, special educational needs, disability etc. If any children are identified as regularly triggering sanctions, staff will look at further support or intervention that the child may require.

Appendix 5:

When the needs of an individual cannot be met through the implementation of the behaviour policy:



Report

If the behaviour record demonstrates that a child is regularly reaching stage 3 and/or detention on the sanctions, the Team Leader, in discussion with the class teacher will make the decision as to whether or not that child should go on 'report'. If it is decided that the child will go on to report then parents will be informed and invited in for a meeting with the class teacher, to discuss how home and school can work together to improve the behaviour.

The class teacher will hold a 'Behaviour Report Card' for that child and record the child's successes and negative choices. This will be completed daily by the class teacher. Parents will be asked to come in regularly, during the report period, so that the 'Behaviour Report Card' can be shared with them.

Children are unlikely to be permitted to attend or take part in optional activities or responsibilities while on Report. This will include attendance at school clubs, special privileges/responsibilities, representing the school etc.

Every **Monday**, after assembly the child will take their 'Behaviour Report Card' to the Headteacher or Deputy Headteacher. At this meeting they will have an opportunity to discuss their behaviour choices and offered support as to how they could improve their behaviour in the future.

A child will be on report for three weeks. During this period behaviour and provision will be monitored to ensure that the child, parents and school are doing everything possible to address behaviours and meet needs. At the end of the three weeks a decision will be made by the Senior Leaders involved, in consultation with the class teacher as to whether the child should:

- Come off report
- Have an extended period on report (1-3 weeks)

If after the period on report there is significant concern that the child is persistently breaching the behaviour policy of the school, the parents will be requested to attend a behaviour review meeting (BRM). This meeting will be attended by: the parents, the class teacher or team leader and the head teacher or deputy head teacher. This meeting will be in response to persistent breaches of school policy and will be to consider the steps necessary to avoid an exclusion. At this meeting the underlying issues leading to poor behaviour will be discussed and it will be agreed what the child, the family and the school need to do to bring about measureable improvement. This will include consideration of “Early Help Assessment” or a “Team Around the Child” process to support the family where appropriate.

Following this meeting a behaviour evidence record will be started or reinstated. Behaviour evidence records show how the school has tried to respond to individual needs, the impact of parents in supporting their child to comply with the policy of the school and an evaluation of the impact of intervention by the school and other agencies where appropriate. In the event of exclusion this record will be used to evidence what has been done to support the child to improve and the reasons why exclusion became necessary. This evidence record will also transfer with them to their next school.

A child may not be placed on report more than twice in an eighteen month rolling period. Should the child trigger a third time, they would move directly to a BRM and a behaviour evidence record.

Behaviour Evidence Record

A “Behaviour Evidence Record” will be established and a “Pastoral Support Plan” will be developed by the school and implemented. This will be reviewed by parents and class teacher on a weekly basis. After a period of six weeks a formal review will take place. The notes from this review will include:

- 1) Evaluation of the progress of the family, child and school in teaching and ensuring the child is making positive behaviour choices.
- 2) Assessment of the impact of their behaviours upon the learning and safety of themselves and others will be.
- 3) Consideration of any further support required.

Internal Exclusion

When a child is at risk of exclusion in line with the Behaviour Policy, we will often opt to use internal exclusion as a means for avoiding an exclusion from school. This means that the child will be excluded from joining their class for a fixed period (usually not exceeding one day initially) and then returned to class. An internal exclusion record should be filled in by the class teacher. It should be emailed to relevant staff and filed. Should there be a repeat of the behaviour the child can either return to internal exclusion or be excluded from school (see below).

An adult will monitor the child and they will receive appropriate support. Resources and enough work will be set at an appropriate level so the child can work on their own. Relevant paperwork will be completed by staff and parents informed.

Fixed Term/Permanent Exclusion

We reserve the right to exclude for a fixed period for acts of physical aggression, verbal abuse, bringing harmful substances/objects on the premises, acts of vandalism and stealing, racial abuse, sexual misconduct and persistent disruptive behaviour which prevents others from learning. Extreme acts of physical aggression against other children or adults may be subject to permanent exclusion as may be persistent disruptive and threatening behaviour or repeatedly refusing to follow school rules. If a child is

deemed to make other children unsafe or significantly harmed the education of other children he/she may be permanently excluded.

We must make sure the school is a safe place for all adults and children.

The power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. We will only use reasonable force as a last option when all other techniques have been exhausted. For children where reasonable force is likely to be used regularly a positive handling plan will be developed with parents and implemented as and when required. Please see the Positive Handling Policy for further information.

Action taken against pupils who are found to have made malicious accusations against school staff. The headteacher and governing body will assess the situation and refer the child to specialist support to determine if this would help to support the child further. The headteacher and the governing body have the right to enforce a fixed term or permanent exclusion.

Letters to Parents

A standard behaviour letter will be sent home for the following reasons:

1. A serious breach of school discipline
2. A child reaching stage 6 of the classroom sanctions
3. Significant 'bullying reports' about a child or evidence of sustained bullying resulting from monitoring by school staff.