



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

# **Waddington All Saints Academy Behaviour Policy**

Delegated to the Headteacher and AGB for final check and approval.

## 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.](#)

[Department for Education: Behaviour and Discipline in schools: Guidance for Governing Bodies.](#)

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.

The Trust expects each Academy Governing Bodies (AGB) to provide clear guidance to its academy relating to:

- a) Screening and searching pupils (including identifying in the school items which are banned and which may be searched for
- b) The power to use reasonable force or make other physical contact;
- c) The power to discipline beyond the school gate;
- d) Pastoral care for school staff accused of misconduct; and
- e) When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

For further detailed guidance on a-e refer to the [DfE Guidance](#).

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.

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 (Deputy Headteacher). 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) will be started. 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.

An Early Help Assessment (EHA) 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 Team around the child plan (TAC). Each academy will refer to its own Local Authority Social Care Multi-agency TAC arrangements.

## Exclusion

Ultimately a pupil who refuses to behave in an acceptable way may be suspended, 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 and Exclusion Toolkit]

### **Use of outside agencies**

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

- Education Welfare Officer (EWO)
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Lincolnshire County Council Pupil Reintegration Team (PRT)
- Behavioural Outreach Support Service (BOSS)
- Speech therapist
- Visual impairment services
- Families Information Service
- Parent Partnership (Liaise)

The Inclusion Lead (Deputy Headteacher) 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 local 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.

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

## Appendix 1:

### Waddington All Saints Academy- specific behaviour policy.

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

We have a whole school approach to behaviour to ensure consistency in setting key habits and routines from the moment the children start with us.

We aim to:

- Have a culture where pupils and staff flourish in safety and dignity.
- Provide an outstanding learning environment which is conducive to effective learning for all pupils.
- Promote a high level of respect for others, our school environment and the wider community.
- Create a culture of collective responsibility, where we support each other to make good choices.
- Involve parents at an early stage, to enable a shared responsibility between home and school.
- Provide clear guidance for staff, pupils and parents, to enable clearly defined and high expectations.

#### 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, volunteers and adults on site) will set excellent examples to the children in the Academy.
- 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 are good role models and act positively to challenge 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. All adults at the Academy will go out of their way to catch children doing something good.

#### Extrinsic and Intrinsic Rewards

We believe that successful and enjoyable learning is very rewarding and a powerful intrinsic reward for the child. We want them to feel pride in their achievements and see determination to improve and develop as a lifelong quality. Working solely to attain a sticker is a less effective goal developmentally. So, pupils will rarely receive stickers for achievement in learning, but younger children may get an “Ask me what I did today” sticker to communicate success.

Once every three weeks, a child is chosen from each class for recognition that they have achieved beyond expectations. Their parents will be invited in to see them present their achievement in our “High Flyers” assembly on a Friday. Children can also receive certificates in this assembly for achievements in and out of school.

Each pupil has a “Role Model and Citizenship” booklet, where points are earned across: Manners and Respect, Achievement and Attitude, Teamwork and Presentation. Once 10 stamps are earned in each area a bronze, silver and then gold certificate (KS1) or badge (KS2) are awarded during Friday High Flyers assembly.

Other rewards are:

- 1) “Star of the Term” assemblies on the last day of each term.
- 2) Annual certificates for outstanding progress.
- 3) In response to individual additional needs or funding, where a different approach is justified.



## Appendix 4

### Sanctions

All staff are consistent and fair when implementing sanctions for behaviour.

### Classroom Conduct

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 MyConcern)
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 MyConcern)

Sanctions are the consequences of unacceptable behaviour, and the child knows these in advance. The sanction is therefore a result of the child's choices. All efforts are made to recognise when the behaviours are being triggered as a result of need and action is taken to support the child. Adults work hard to differentiate between behaviour choice and individual need and recognise this within their response.

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

The first sanction will, except in the most extreme circumstances, be a warning to remind the child of the consequences of their behaviour. When the child is behaving inappropriately they 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 choices they must make to avoid further sanctions.

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 exclusion, suspension or 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

For class sanctions each day is a fresh start although the MyConcern log may build a picture that requires further action.

### General Conduct Around the Academy

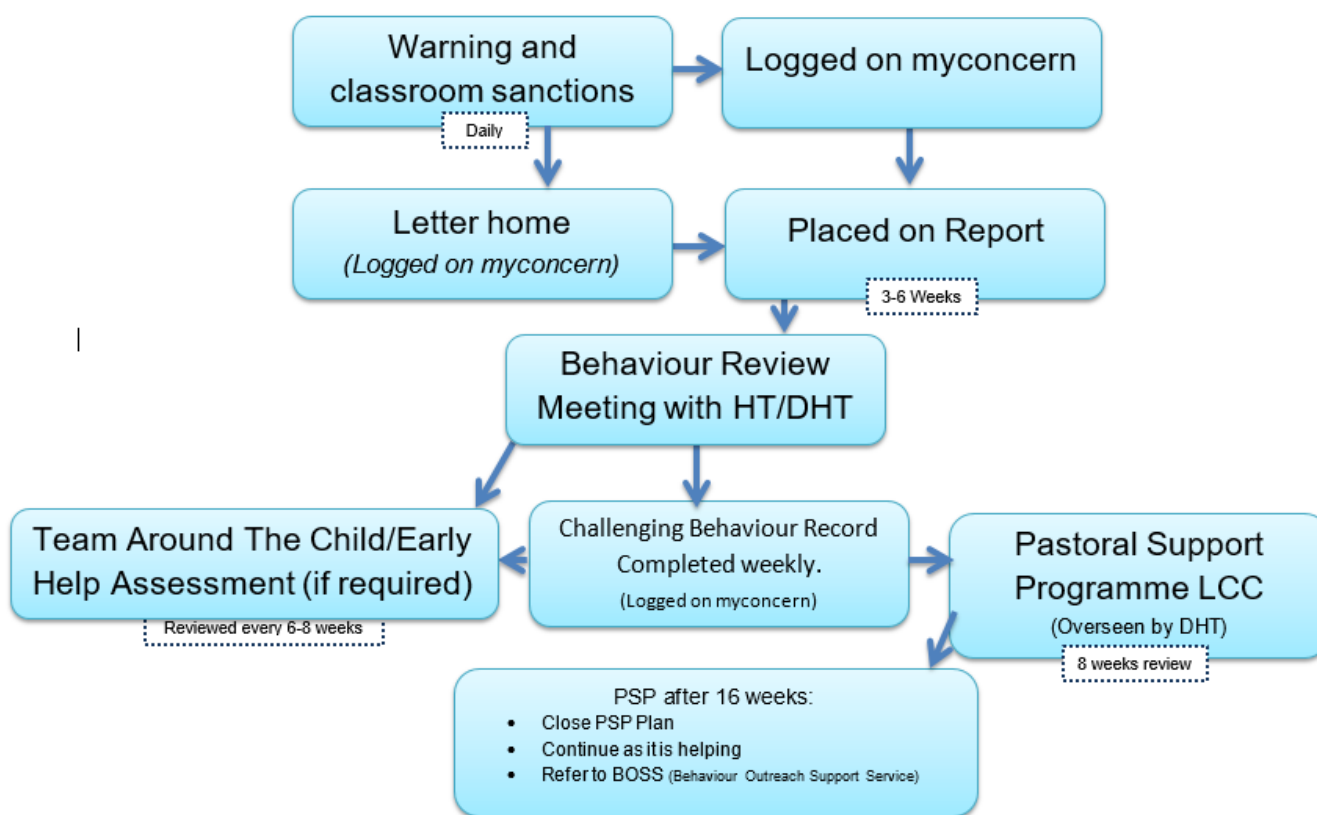
Pupils are spoken to by all staff in relation to poor behaviour at break and lunchtimes. Pupils that need to be spoken to frequently or where the incident is significant will be reported to the classteacher.

Detentions are given for significant behaviour issues which take place outside of the teacher’s classroom management. This will include playtime conduct and reported lunchtime incidents of rudeness, violent conduct 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 MyConcern Records — with due regard to age, ethnicity, gender, special educational needs, disability etc. If any children are identified as regularly triggering sanctions and breaching the expectations of the behaviour policy, staff will look at further support or intervention that the child may require to support them to understand and improve their behaviour.

### Escalation

Where the behaviour of an individual is causing on-going concern in relation to policy expectations, the following process will begin:



### Report

If the behaviour logs demonstrate that a child is regularly breaching the policy expectations, despite warnings and parents having been informed of concerns, the Deputy Head teacher, in discussion with the class teacher will make the decision as to whether or not that child needs to be placed on ‘report’. If it is decided that the child will go on report, the 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’ for that child and will 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’ 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 academy etc.

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

A child will be on report **until the behaviour can be evidenced to have improved**. 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. If the child remains on report for four weeks, the Senior Leaders involved, in consultation with the class teacher, will meet to discuss the reasons why the child's behaviour choices are not improving, to evaluate the impact of provision and support.

If the child is continuing to breach the behaviour policy of the school, while receiving appropriate support, the parents will be requested to attend a behaviour review meeting (BRM). This meeting will be attended by: the parents, the class teacher 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 a "Pastoral Support Plan" and/or an "Early Help Assessment" to support the family where appropriate.

Following this meeting a challenging behaviour record will be started or reinstated. The challenging behaviour 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 "Pastoral Support Plan".

### **Pastoral Support Plan**

The Pastoral Support Plan is used as a tool to support children who display behavioural difficulties. If the decision is made that a pupil would benefit from accessing a Pastoral Support Plan, then the school will contact the Pupil Reintegration Team at Lincolnshire County Council for further support in developing a plan and identifying the targeted interventions required to support the pupil to understand and improve their behaviour. This plan will be reviewed every 6-8 weeks. At the end of the 16 week plan, a decision is made as to whether the plan can be closed, as the pupil's behaviours have improved, or if the plan needs to remain open and further support requested from BOSS (Behaviour Outreach Support Service).

### **Challenging Behaviour Record**

A "Challenging Behaviour Record" will be established and then reviewed by parents and the 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**

If a child triggers for an exclusion in line with the Behaviour Policy, where appropriate, an 'Internal Exclusion' will be used as an additional step before opting for a formal exclusion from school, with a view to de-escalation and to provide an opportunity for further reflection, to unpick the behaviours and understand why the child has reached the point where an exclusion is necessary. An 'Internal Exclusion' can only be authorised by the HT/DHT and should be logged on Myconcern by the class teacher.

'Internal Exclusion' means that the child will be educated in an appropriate space away from their cohort peers for a fixed period (a full or part day). During the 'Internal Exclusion' an adult will supervise and monitor the child at all times to ensure that they receive appropriate support and learning. Relevant paperwork will be completed by staff and the parents informed.

Following the fixed period of 'Internal Exclusion', the child will return to class. Should the child not engage with the sanction or the behaviour is repeated, a further 'Internal Exclusion' can be considered or if it is deemed that 'Internal Exclusion' is not working as a restorative approach, it would be elevated to a suspension, if applicable. If a Pastoral Support Plan (PSP) is already in place, school would invite parents in to review and update the plan. Where a plan is not already in place, school would discuss with parents, the need to implement a PSP.

### **Suspension/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 suspension 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.