



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

# Behaviour Policy

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

Final: 24 June 2016 Updated September 2019

## **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.

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.

A Common Assessment Framework (CAF) 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 CAF 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 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)
- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- 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.

## **Appendix A: Millfield LEAD Academy's approach**

We aim to create a welcoming, caring environment where every member of the school community feels valued and respected. Relationships are based on respect and we aim to develop positive self-esteem in each child. The staff at Millfield LEAD Academy are committed to maintaining high expectations of good behaviour for learning as an essential contribution to the educational experience of the children and to their happiness and well-being while in school. As adults we aim to treat each other with respect at all times, therefore providing a positive role model for the children and each other.

### **Rights, Rules and Responsibilities**

#### **RIGHTS:**

All children have the right to learn, develop their potential and be safe and happy.

All teachers have the right to teach to develop all children's potential.

#### **RULES:**

The rules or codes of behaviour are essential for maintaining children's rights.

- We respect each other
- We listen to and follow instructions
- We are polite and helpful
- We keep our hands, feet, objects and unkind words to ourselves
- We look after our school
- We use words to help others and make them feel good

Rules/ Codes of Behaviour and Learning Behaviour Walls are displayed in the classrooms. The school, in partnership with parents and children has developed a Millfield Charter which underpins the principles of conduct at Millfield. This is displayed in all classrooms and the school hall.

#### **RESPONSIBILITIES**

For their rights to be maintained children have to take on the responsibility of following the rules. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions.

#### **Acceptable Behaviour**

At Millfield LEAD Academy the children are encouraged to:

- Follow the rules
- Try hard to do their best.
- Ask for help or tell an adult if they are unhappy.
- Accept responsibility for the things they do.

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour. Rewards may include

- Praise both formal and informal
- Parents informed
- Awarding of a 'Smiley'
- **Food is not to be used as a reward**
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges
- Visits to Head teacher for exceptional work/ behaviour
- Having a certificate in our Celebration Assembly
- Being nominated for celebration evening

**Once awarded a Smiley can never be deducted** (see Sanctions).

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour	1 Smiley (recorded on class chart)
10 Smileys	Teacher commendation: (recorded on individual achievement card)
100 Smileys Leader)	Phase Leader commendation: Bronze Award (presented by Phase
200 Smileys Headteacher)	Headteacher commendation: Silver award (presented by
300 Smileys	School commendation: Gold award (in front of whole school)

- Gold awards will be presented in whole school assemblies and parents will be invited to share in their child's achievement.
- Commendations and awards are recorded on each child's individual 'Good Behaviour Card'. The card may be taken home in order for parents and teachers to exchange comments on progress, but responsibility and care of the record rests with the child. Loss of the card will result in a loss of Smileys accrued other than in exceptional circumstances.

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

### 3) **Certificates**

A weekly celebration assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Parents are personally invited to attend and witness the presentation of certificates.

### **Unacceptable Behaviour**

Children are taught what unacceptable behaviour is and are made aware of the consequences of breaking the rules. This will include:

- Lack of respect / being rude / swearing
- Ignoring instructions
- Low level disruption
- Failing to complete a set amount of work, as directed by the teacher
- Threatening behaviour including bullying.
- Deliberate disobedience or/ and disruption.
- Discrimination.
- Violence.
- Deliberate vandalism of school property.

If you're dealing with an allegation of **peer-on-peer abuse**, you should refer to the school's safeguarding policy and report your concern to a DSL immediately.

The different forms **peer-on-peer abuse** can take, such as:

- Sexual violence and sexual harassment
- Physical abuse
- Sexting (the policy should include the school's approach to this)
- Initiation/hazing-type violence and rituals

### **Minor Behaviours:**

Behaviours that can be dealt with 'in the moment' using strategies such as:

- Distraction
- 'The look'
- Verbal request of expected behaviour. Try and avoid 'don't'
- Proximal praise (praising a child nearby doing the expected behaviour)
- Forced compliance (requesting child to do a minor thing, then asking for what is really wanted eg: 'Will you pick that up then.....')

## Consequences

1. Verbal warning by name with an explanation of unacceptable behaviour, a reminder of required behaviour and the consequence
2. Child is moved away from group
3. Child will miss X minutes of playtime (dependent upon behaviour, child's age and level of maturity)
4. Child is sent to a colleague's room for X minutes time out (dependent upon behaviour, child's age and level of maturity) TIME OUT
5. Child is sent to Head Teacher or a member of the SLT if Head is not available (ISOLATION)  
**Children should not be sat outside a classroom on their own in corridor areas.**

A child will be kept in at break time/lunchtime to complete any work that is not completed in the directed time. This will ensure they do not fall behind in their learning.

### Step 4 (Time out with a Teacher colleague)

#### Time Out

- Child escorted to designated colleague.
- Up to 1 hour/session working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Child records when, why in Attitude section of Mentoring file.  
*If behaviour improves return to class. If not or if child refuses, move to Step 5*

#### For a regular offender:

- Discussion with Phase Leader and/or SENCO: consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Assessment Profile' if necessary.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

### Step 5 (Phase Leader/Head)

#### ISOLATION

- Child escorted to Phase Leader/Head.
- Up to half a day working alone without causing disturbance.
- Record who, when, why and store in Attitude section of Mentoring file.
- Parents informed of isolation by letter.

*If behaviour improves return to class. If not or if child refuses, move to Step 6*

### **For a regular offender:**

- Discussion with Phase Leader / Head/ SENCO: consider the need for Student Support
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Consider completing a 'Behaviour Assessment Profile'.
- Parents informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Possible referral to multi agencies i.e. Behaviour Support/Ed Psych etc.
- Isolation may be extended until a meeting can be convened

### **Step 6 (Head /SENCO) Pastoral Support Programme (On Report)**

- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern.
- PSP Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider progression through Special Needs criteria – EHC plan.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed weekly.

*If targets are achieved remove from PSP.*

*If PSP failed, move to **Step 7**.*

### **Step 7 (Headteacher)**

#### **Behaviour Contract**

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Chair of Governors informed.

*If behaviour improves return to PSP*

*If not move to **Step 8**.*

### **Step 8 (Headteacher)**

#### **Internal Exclusion (up to 5 days)**

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Chair of Governor informed by letter.

*If behaviour improves return to class on a Behaviour Contract or PSP. If not move to **Step 9**.*

Following latest government guidance

### **Step 9 (Headteacher)**

#### **Fixed Short Term Exclusion (up to 5 days per term)**

- Parents, Chair of Governors, LEAD director of Schools and LA informed by letter.
- Parents may make representations to Chair of Governors.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

*If behaviour improves remove from Contract to PSP.*

*If not move to **Step 10**.*

### **Step 10 (Headteacher)**

**Fixed Long Term Exclusion** (up to 45 days per year).

- Parents, Chair of Governors, LEAD Director of Schools and LA informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

*If behaviour improves remove from PSP.*

*If not move to **Step 11***

### **Step 11 (Pupil Discipline Committee) Permanent Exclusion**

- Parents, Chair and Clerk of Discipline Committee, LA informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
  - Malicious accusations against school staff;
  - Sexual abuse or assault;
  - Supplying an illegal drug;
  - Carrying an offensive weapon;
  - Serious deliberate damage to school property.
- 
- Although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

#### **Break and Lunch Time Consequences:**

1. Verbal warning by name with an explanation of unacceptable behaviour and a reminder of required behaviour and the consequence
2. Child is directed to change activity
3. Child will stand with adult for five minutes
4. Child stays with Midday manager/ teacher on duty who reports back to class teacher and Head teacher
5. Child is sent to Head Teacher or a member of the SLT if Head is not available and is treated as unacceptable behaviour and the main school consequences system is followed.

**For instances of serious and extreme behaviour or where a child chooses behaviour that impacts upon the learning or safety of others:**

- Child sent (accompanied) immediately to Head teacher (or SLT in charge) with an explanation of unacceptable behaviour.
- Head teacher will investigate and decide if the child can return to the class in consultation with class teacher. If it is not a suitable time the child will be supervised by a TA until the next session
- At Head teacher's discretion a report card monitoring pupil's behaviour and attitude to learning may be used.
- Child may be placed in a room to work by themselves. They will be proximal supervision by a senior member of staff.

**Exclusions:**

In extreme circumstances the Head teacher and governing body will consider the following measures:

- Fixed term, including lunchtime exclusion.
- Permanent exclusion from school

**Behaviour off the school premises:**

If inappropriate or bullying incidents happen off the school premises but while under the supervision of a member of staff the above behaviour sanctions will be applied.

If inappropriate or bullying incidents happen off the school premises but the pupil is traveling to or from school or wearing school uniform the following sanctions will be applied:

- Contact with parents to inform of the inappropriate behaviour
- Staggered entry / exit of school – arriving early / leaving later than peers
- Child is to be collected by an authorised adult / person with responsibility
- Consideration of being placed in isolation for a period of time
- Non participation in school events
- Lunchtime and break time detention may be implemented.
- In extreme cases exclusion could be considered.

For all criminal bad behaviour the police will be informed.

In all of the above the schools priority will be the safety of children and to ensure all safeguarding requirements are met.

The above process will be considered for its appropriateness for any child with Special Educational Needs. The process may be followed or adjusted to meet specific complex needs for example a child on the autistic spectrum.

### The use of reasonable force:

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

In all cases of using reasonable force this will be recorded in a bound and numbered book and parent(s) / carers informed.

Where a perceived risk is identified a Physical Handling Plan will be implemented and shared with all staff who have contact with the child and the parent(s) / carers.

### **CODE OF BEHAVIOUR**

#### **In the classroom**

- Make good use of your time.
- Listen to the adults and answer politely.
- Listen to each other and don't shout out.
- Work without disturbing others.
- Move about the classroom calmly and sensibly.
- Respect your classmates and their property.
- Keep your classroom tidy.

#### **In the School**

- Walk quietly in the corridors.
- Show consideration and hold doors open for people behind you.
- Keep your cloakroom tidy.
- Take care of our lovely school.
- Leave your toilets clean and tidy.

#### **In Assembly**

- Come into and leave assembly quietly and calmly, discussing the 'Characteristic theme' displayed
- Sit quietly and think about what is being said.
- Show respect and consideration for others.

**In the Outdoors Areas**

- Play in a safe open place.
- Play without spoiling other people's games.
- Play without upsetting or hurting others.
- Be polite and obedient to the adults outside.
- Tell an adult if you see something wrong.

**At Dinner Time**

- Sit at the table and talk quietly.
- Stay in your seat and do not change places during your meal.
- Packed lunches – make sure your area is clean and tidy
- School dinners – walk in the dinner hall at all times
- Return your trays and scrape them.
- Remember good manners and say please and thank you.

**HELP MAKE OUR SCHOOL A LOVELY PLACE TO BE.**

## Behaviour Policy Addendum: Covid-19

We all are aware that behaviour is communication. Whether children act out to get attention, whether that is negative or positive, they want to get out of the situation and some children may feel anxious returning to school, or due to sensory needs.

In the current situation we are in today, due to Covid 19, more children are going to have experienced negative situations or anxieties and this in turn may result in an increase display of negative behaviours. When creating an environment and ethos inclusive for all we need to ensure that the physical learning environment is relaxed and calm-this may be a challenge given the current restraints. Consistency is crucial in making children feel safe. Clear rules and firm boundaries should be reinforced at all times. Potentially teachers should set/re-enforce rules with their 'bubbles' so all children are clear. Predictability will support those children who are anxious. Labelling the behaviour you are praising helps the children to understand what is expected of them. Children need rules and their understanding of them is vital they also need consequences when the rules aren't followed. Time will be crucial as children will potentially want and need to talk, they will feel valued if they are listened to. It will be essential to get to know the children in your bubble, what interests they have etc. If continued negative behaviours are seen on return to school, it will be important to have a phone conversation with parents to see if together you can understand the cause in these behaviours.

Changes to current provision:

- The current consequence ladder we have in place will need adapting as we will no longer be safely able to send a child to another classroom
  - 1<sup>st</sup>- Ignore, where possible and give proximal praise
  - 2<sup>nd</sup>- Give a verbal warning, when possible in a discrete non-threatening manner
  - 3<sup>rd</sup>- Ask the child to move to a place, adhering to social distancing, to think about their actions, if possible during this time discuss different ways they could have responded so you are giving them a script/model to behave in an appropriate way. Only do this if a child is calm enough.
  - 4<sup>th</sup>- Child will have to think about their actions during free time, they could come out and think or do the above activity. It will be essential for them to receive some free time though
  - 5<sup>th</sup>- If it continues speak to SLT/ELSA for specific strategies and support
  - 6<sup>th</sup>- Speak to parents
- Trained staff, cannot use any restraints on children. Should a child be demonstrating negative behaviours that are dangerous to them or their peers; all children must be removed to another identified area. SLT informed immediately. Trained staff from SLT will attend to support the child and attempt to calm them down.
- Due to the nature of the groupings and ease of managing, If a child is acting out, we must ensure that they receive the correct attention and if necessary consequence, it must not be all children that receive consequences for one child.
- In very rare instances some behaviours (deliberately coughing in another person's direction, spitting, deliberately breaking social distancing guidelines) may be extreme and in this case all other children and staff must vacate the room to a safe place immediately. A member of SLT must be informed immediately. Once the child is calm they will be asked to move to the meeting room by the SENCo office, where a member of SLT will talk to the child and decide on the most appropriate consequence to protect all school users, this may be the child has to work away from their peers and bubble or a fixed term exclusion. Parents will be informed about this behaviour and agree a plan to avoid repetition. For continuous and repeated breaking of the rules a permanent exclusion could be applied.

Adopted: 1<sup>st</sup> June 2020