

Behaviour Policy



Review frequency: Annually

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.](#)

[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.

BASIC PRINCIPLES

- Our aim is to support pupils to consistently demonstrate high standards of behaviour. Through various strategies and approaches we want children to understand why we have high expectations of behaviour and for them to want to behave well because it is the right thing to do and not for material rewards.
- We firmly believe that children can only learn and make progress in their learning if school has an orderly and friendly atmosphere, in which children behave well. Therefore we aim to provide an environment conducive to effective learning for all.
- All children have a right to learn, free from distraction and disturbance.
- Of paramount importance is that all people have the right to come to school and be safe and secure from harm. And be spoken to in a calm and respectful manner, shouting at a child who may be in a crisis situation could only make the situation worse and less likely that the child will build trust with the school.
- All the people (adults and children) at Radford have the right to be treated politely and with respect by others.
- Our approach to behaviour management is to stress and promote the positive and to recognise and celebrate good behaviour by children. Children respond better to encouragement rather than punishment.
- All staff should be made aware of any changes in a child's circumstances. This may avoid negative behaviours by any child due to lack of information. This should be done via information sharing as soon as that information is available and should be shared with all relevant members of staff and volunteers.
- All staff are responsible for implementing our policies in a consistent manner. All staff should be proactive in rewarding good behaviour and in dealing with unacceptable behaviour.

- We will work closely with children's parents and carers in encouraging all children to make positive choices to behave well. We expect all parents and carers to support our behaviour policy. This is discussed with all parents and carers on admission.
- Systems are also used by Lunch time staff, so expectations of behaviour are consistent through school with all staff.

BEHAVIOUR STRATEGIES

All pupils discuss the expectations of the academy and then draw up the code of conduct and display in each class. This is also linked to the Academy's work as a Rights Respecting School.

All classes use a system called 'Dojo's'. Each child has their own 'Dojo Chart' which is displayed via the white board. Children can receive positive 'Dojo's for any of the following behaviours:-

- Helping others
- Working hard-keeping on task
- Team work
- Persistence at a task
- Good manners-respectful behaviour
- Participating well in class discussion work.

These points then relate to house points which are collated weekly.

Children can also receive negative points for the following behaviours that need improvement:-

- Poor manners-disrespectful behaviour
- Not completing homework
- Being 'off task'
- Talking out of turn
- Not being prepared for lessons-forgetting equipment
- Not wearing correct uniform.
- Leaving the classroom without permission.

Behaviours are monitored and analysed for any patterns, or changes in behaviour. The Headteacher, senior leaders and learning mentor meet weekly to discuss any concerns and implement actions. Parents are able to download an app on which they can track positive and negative behaviours on the mobiles or I pads.

CERTIFICATES AND STICKERS

- We are constantly looking for examples of good behaviour and attitude to praise and reward. We make a point of praising the **effort** not the end product.
- We aim to encourage children to behave well just because that is the right thing to do not for some extrinsic reward. However we do use a range of rewards if we feel that a pupil deserves some recognition.
- This ranges from verbal praise, letters home, and work shown to the Head Teacher etc. We use stickers sparingly so that children develop good behaviours because it is expected and not for the reward.
- We believe that persistence and resilience are behaviours that should be recognized
- There is a 'Good Book Assembly' with the whole school, once a week when children have their special efforts and achievements recognised and celebrated. Throughout the year staff try and ensure that all children get a special mention.
- Children are taught positive behaviours through SEAL lessons, P4C and a Buddy Support System.

SANCTIONS

Stage 1

A child will receive a warning for unacceptable behaviour. This is a chance for them to stop and make the necessary changes. If it continues they receive a second warning. If it still continues they will receive a third warning. At this point the pupil will have 5 minutes time out. **Children on a time out should have a 5 minute timer to let them know when it's time to come back in the classroom.** Children who receive 3 negative points (warnings) in a work session will lose time from their next play or lunch time.

Expectations from Adults.

Children will be spoken to in a firm but calm way when dealing with negative behaviour. There may be situations that may involve the use of a raised voice i.e. if children are about to do something dangerous or may cause harm or damage. But this should last no longer than 3 to 5 sentences.

Stage 2

If this happens 3 times in a week, **the child will receive a yellow card.** The class teacher will discuss the behaviours with the child, give strategies and plan support if necessary, parents could also be contacted at this point.

Stage 3

If the behaviours continue the class teacher will involve the Learning Mentor and /or SENCo/Headteacher and a meeting will be arranged with the parent/carer

Stage 4

If there is no improvement the Learning Mentor and /or SENCo will start a BSP

We also use a 'Yellow and Red' Card System, for more serious behaviours.

A '**YELLOW**' Card will be given for the following unacceptable behaviours

Racist remarks, rudeness, disobedience, name calling.

If a yellow card is issued then

- A Yellow Card letter must be sent to the parents/carer on the day of the incident, detailing why the card was given along with the child's thoughts and feeling. **Do not start a sanction if a parent/carer has not received a yellow card letter.**
- A follow up phone to parents / carers by the person who issued the yellow card to discuss the issue, next steps and determine if there are any other concerns or issues that the parent would like to share.
- Pupils receiving a yellow card will miss 3 playtimes. This time will be spent with the Learning Mentor who will encourage ways to improve negative behaviour.
- **Children will also miss the following week of after school clubs.**
- Pupils will also reflect on their behaviour and then discuss the impact this has had on them and others around them.
- A link will be made to the school rules that have been broken, how the behaviour does not fit with our school ethos and values
- Pupils will be encouraged to look at the character wheel and discuss in which of the areas they need to make a determined effort to improve and decide what actions need to be taken.
- Pupils will also be invited to take part in activities which help or benefit others i.e. litter picking, supporting younger children at playtimes, helping in the dinner hall or jobs to help adults around school.

- The learning mentor will meet the pupils 2 weeks after the yellow card has finished to see if the behaviour is acceptable and then decide whether any further actions need to be taken.
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A '**RED**' Card will be given for totally dangerous or unacceptable behaviours, such as:-

Bullying (physical and verbal), Disrespectful/intimidating threatening language or body language, Fighting, Swearing at an adult, Stealing and Vandalism

If a yellow card is issued then

- A Red Card letter must be sent to the parents/carer on the day of the incident, detailing why the card was given along with the child's thoughts and feeling. **Do not start a sanction if a parent/carer has not received a Red card letter.**
- A follow up phone to parents / carers by the person who issued the Red card to discuss the issue, next steps and determine if there are any other concerns or issues that the parent would like to share.
- Pupils receiving a Red card will miss playtimes and lunchtimes for 5 days. This time will be spent with the Learning Mentor who will encourage ways to improve negative behaviour.
- Pupils will also reflect on their behaviour and then discuss the impact this has had on them and others around them.
- **Children will also miss the following week of after school clubs.**
- A link will be made to the school rules that have been broken, how the behaviour does not fit with our school ethos and values
- Pupils will be encouraged to look at the character wheel and discuss in which of the areas they need to make a determined effort to improve and decide what actions need to be taken.
- Pupils will also be invited to take part in activities which help or benefit others i.e. litter picking, supporting younger children at playtimes, helping in the dinner hall or jobs to help adults around school.
- The learning mentor will meet the pupils 2 weeks after the Red card has finished to see if the behaviour is acceptable and then decide whether any further actions need to be taken.

Before red or yellow cards are issued please ensure full investigations of the incidents are carried out. I.e.

- Speak to all children involved.
- Speak to any witnesses.
- Speak calmly and clearly.
- Repeat back to the child what the child has said to clarify events.
- Try to determine any mitigating circumstances.

A log is kept of all Red and Yellow cards pupils receive and the reason for it. An additional section has been added to the Red and Yellow card forms and they now include a section for pupils to add their thoughts and feelings. This also helps us to understand the behaviours.

Dealing with Incidents in school

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RACISM

Although racism is regarded as a serious offence the punishment is not a Red Card because we believe that missing playtimes will not change these behaviours. If a child is racist the parents are contacted and an appropriate intervention is put into place so that the child understands that it is unacceptable and the behaviour is not repeated. This may include time with the Learning Mentor or Headteacher exploring thoughts and feelings and going into depth about the underlying reasons for this behaviour or face to face discussions with the victim supported by an adult. They may miss their playtimes or lunchtimes doing this work.

The power to discipline beyond the school gate

- Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.
- The governing body will need to ask the head teacher to consider what the school's response should be to:
- Any bad behaviour when the child is taking part in any school-organised or school-related activity.
- Travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public could adversely affect the reputation of the school.
- In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.
- Use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils

Power to search pupils without consent In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items".

- Knives and weapons
- Alcohol
- illegal drugs
- stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Force cannot be used to search for items banned under the school rules.

Pastoral care for school staff.

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. See the Associated Resources section for a link to this document.

The use of reasonable force

Before the use of reasonable force, de-escalation techniques must be tried where applicable.

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. When can reasonable force be used?
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

SPECIAL EDUCATIONAL NEEDS/ADDITIONAL SUPPORT

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, a personalized differentiated behaviour plan, with rewards/ sanctions implemented depending on pupil's needs, an Individual Education Plan (IEP)/Provision Map may be drawn up, 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.

Where a child's difficulties might be such that Restrictive Physical Intervention is necessary, an individual handling policy will be written and agreed with the parents. Some staff are fully trained and this is updated on an annual basis. Alongside this policy, a risk assessment may be needed in accordance with Section 93 of the Education Act-ref DCSF 00368-2010.

All incidents of handling are recorded and kept by the Head Teacher.

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]

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.

It is everyone's responsibility to keep children safe. Staff are expected to follow this policy alongside all

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
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

other school policies, in particular the Anti-Bullying Policy to ensure all safeguarding needs are met.

Reviewed 28th September 2022

Next review September 2023