



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.

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

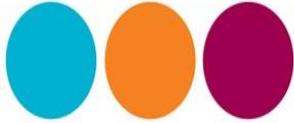
In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

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.

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



Bishop Alexander L.E.A.D. Academy

A L.E.A.D. Academy

Bishop Alexander Appendix

Behaviour Policy

Introduction

As a school at Bishop Alexander we aim to provide a caring environment based upon mutual trust in which children feel secure and valued. This is the foundation of our work as a school fostering the knowledge that all individuals are important.

The role of the Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents relating to behaviour.

The role of class teacher

It is the responsibility of the class teacher to ensure that the school rules are implemented in their class, and that their class behaves in a responsible manner during the school day.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and implements the behaviour policy consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour on an incident log and ensure the Headteacher receives a copy.

Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is **in school or elsewhere** under the charge of a teacher, including on **school visits**.

Teachers are also given powers by law to discipline pupils for **inappropriate behaviour outside school**. This power would rarely be used, but it relates to situations where incidents, for example, occur on the way to or from school, or where the child is in school uniform and by default is a representative of our school.

Teachers also have the power to **confiscate** pupils' property. Depending on the situation, incidents would be dealt with in a different ways. Normally the class teacher would keep the item and return it to the child to take home at the end of the school day. If the child had been given opportunities to rectify the situation and had chosen not to, the item may be confiscated and only returned when a parent/guardian came into school to collect it. In extreme circumstances (for example was a safeguarding issue) the item may be retained/destroyed by the school.

The role of parents

We welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

We will inform parents of any ongoing concerns we have relating to their child, and will ensure that they made aware of any monitoring, support or sanctions that are necessary. Where required, an individual behaviour plan will be written and outside agencies accessed when necessary.

At the beginning of each academic year, a home-school contract will be sent home to ensure parents are aware of their own, and the school, commitment to high standards and a positive working relationship between both parties.

Core Behaviours

At Bishop Alexander we have 6 core behaviours that we believe children need to use and understand to become well-rounded individuals. Throughout the year we focus on each one and children are rewarded for demonstrating these behaviours. They are:

- Respect
- Responsibility

- Resilience
- Care
- Aspiration
- Independence

Each behaviour will be introduced and launched to children and staff by the Head Teacher and ways of achieving rewards will be made explicit.

Children demonstrating the core behaviour will be awarded a leaf. These will be celebrated each week on a Friday in assembly and the class with the most leaves for each value will have the acorn plush for the following week.

Star of the Week

Each week, in celebration assembly, all adults can award a 'Star of the week'. This can have a behaviour, attitude or learning focus and is for the adult awarding the star to decide.

Language

All language will be positive. There will be no reference to words such as; bad, naughty and all language will be directed at the behaviour, **not the child**.

Marvellous Me!

- Adults will make use of Marvellous Me App to send positive messages home relating to learning or based on the school values.

Day to Day Behaviour Management in FS

Children are expected to listen well, try their hardest and behave. This is reinforced by the use of positive language by all adults working with children in foundation. For example; 'I love how well you're listening, that will help your learning.'

As part of the Foundation Stage curriculum expected behaviour is taught explicitly and therefore the behaviour chart reflects this. Children are rewarded when they demonstrate one of the core values by their name being recorded under the acorn on display in the unit.

Day to day Behaviour Management in KS1 and 2

If children are failing to behave as expected then the following warnings and consequences will be used:

- Step 1 (help-Reminder)

- Step 2 (help-Reflection): Five minutes time out in classroom (during this time the teacher will have a quiet conversation with the child and help them make choices to prevent moving to the next stage.)
- Step 3 (help-Timeout): 10 minutes in paired class (this is to be used if behaviour does not improve after time out).
- Step 4 (Consequence): This may be lost playtime or other sanction
- Consequence 5: Meeting with parents
- **Every child will start each session (sessions end at break/dinner) with a clean slate.**

See Appendix 1 for Classroom Display of Stages

Marvellous Me!

- Adults will make use of Marvellous Me App to send positive messages home relating to learning or based on the school values.

KS2 Detention

Children in **KS2** may be issued a lunchtime detention if they break one of the following non-negotiables:

- Using physical violence
- Defiance
- Leaving the room/area without permission

Lunchtime detention is monitored and if a child has been given three detentions in a half term, parents will be contacted for a meeting with a member of the senior leadership team.

In extreme circumstances, the Headteacher has the responsibility for giving fixed-term exclusions of up to five days to individual children for serious offences. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy

- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy.

Appendix 1

<u>Stage</u>	<u>Where</u>	<u>Who</u>	<u>How</u>
1: Reminder 	Classroom	Class teacher/Support Staff	Quiet, gentle reminder
2: Reflection 	Classroom	Class teacher/Support Staff	Asked to sit in reflection area. Think about why you have been asked to sit out. The adult will help you think about what will you differently?
3: Timeout 	Another classroom where you feel comfortable	A different teacher/Adult	Asked to sit in reflection area. This adult probably won't talk to you as they will be teaching their own class. They will check after 10 mins that you are ready to return to your own class.
4: 	Outside	Class teacher/Adult	A consequence from your class teacher. Probably losing some or all of your playtime. You might be asked to stand out or walk with the adult on duty 2x in a week = teacher to phone home or meet with parents
5: 		Phase Leader/Teacher and Parent	3 x in a week= letter home to parents and meeting/call home
6: 		Head Teacher (+Teacher or Phase Leader)	Meeting with parents to discuss consequences and expectations.