



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 SENCo. 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) or Individual Behaviour Plan. 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 (Ask us)

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**

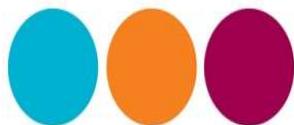
In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

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.

<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>



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 adult to ensure that the school rules are implemented in their class, and that their group behaves in a responsible manner during the school day.

The adult 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 adult 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.

Adults also have the power to **confiscate** pupils' property. Depending on the situation, incidents would be dealt with in a different ways. Normally the adult 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 all stages we want to ensure we have a positive working relationship between all parties and parents are aware of their own, and the school, commitment to high standards.

### **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 an acorn. These will be celebrated each week on a Friday in class and the class with the most acorns for each value will have the acorn plush for the following week.

### **Star of the Week**

Each week, in class assembly (Microsoft teams whole school 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): 5 minutes standing 2m from adult at break to discuss class issue
- Step 4 (Consequence): Lost playtime. Sat apart from bubble but within suitable supervision distance.  
KS2 – Children who would otherwise have had a lunchtime detention, will miss all of their break/lunchtime for 1 day
- Consequence 5: Call 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

This will not be used during the phased return of children initially during full school opening, but be reviewed regularly.

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.

### **Staying in our Bubbles**

All children are expected to stay in their group or bubble both in and outside the classroom. This is reinforced through the Stay Safe Charter and referred to regularly.

Adults will use de-escalation and behaviour management strategies to support children. Any child that finds this difficult will have an individual plan discussed.

If a child leaves their bubble without permission, the bubble adult will notify the corridor monitoring adult who will take the 'lead' (while socially distancing as appropriate) and encourage the child into outdoor space away from other bubbles.

The Headteacher/deputy and SENCo will be notified so that an individual plan can be discussed/updated and parents informed.

## Appendix 1 Behaviour ladders

<u>Stage</u>	<u>Where</u>	<u>Who</u>	<u>How</u>
<b>1: Reminder</b> 	Classroom	Class teacher/Support Staff	Quiet, gentle reminder Refer visually to this chart and Stay Safe Charter at every stage when discussing with child.
<b>2: Reflection</b> 	Reflection area in the Classroom  If space does not allow then at their table.	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 understand why you are behaving differently/inappropriately and think about what will you do differently? If (due to social distancing) there is no room- the child will stay in their seat but have 5 minutes of not completing the activity (possibly reading book)
<b>3: Timeout</b> 	Timeout area in the classroom  Or if space does not allow sat at a chair just outside the class.	Class teacher/Support staff	Asked to sit in timeout area. This adult probably won't talk to you as they will be teaching. They will check after 10 mins that you are ready to return to your work. If (due to social distancing) there is no room in the classroom- the child will sit on a chair just outside the class door.
<b>4:</b> 	Outside Lost playtime. Sat apart from bubble but within suitable supervision distance.	Class teacher/Adult Children who would otherwise have had a lunchtime detention, will miss all of their break/lunchtime	A consequence from your class teacher. Probably losing some or all of your playtime. 2x in a week = teacher to phone home. Log on My concern
<b>5:</b> 	Call with parents	Phase Leader/Teacher and Parent Discuss with SENCo	3 x in a week= letter home to parents Log on My concern
<b>6:</b> 		Head Teacher (+Teacher or Phase Leader)	Meeting with parents to discuss consequences and expectations. Log on my concern.