



L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

Uplands Junior LEAD 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.](#)

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 Pastoral 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 r 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
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Uplands Junior LEAD Academy Behaviour Approaches, Rewards and Sanctions

Expectations

We will:

- As adults in school treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules and that each class has its own classroom code.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Deliver a curriculum that promotes and supports positive behaviour.

“A Positive Approach”

A Positive Approach

We follow a whole school approach to behaviour management and believe that good discipline arises from good relationships and from setting expectations of good behaviour. All staff are trained in using TEAM TEACH to deliver a de-escalation approach to managing behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Uplands Junior L.E.A.D. Academy are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children’s self-esteem and thus help them to achieve more.

- Celebrating success is empowering.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves and succeed.

How we encourage good behaviour

Everyone at Uplands Junior L.E.A.D. Academy agrees that the following are effective ways of encouraging good behaviour.

Adults should:

- Show an interest and listen to the children.
- Treat all children fairly and equally. Don't label children and jump to the wrong conclusions.
- Give gentle reminders
- Stay calm. This will help the member of staff to remain in authority and be effective.
- Give praise frequently- it's more effective than criticism.
- Recognise and reward good behaviour.
- Encourage children to take responsibility.
- encourage children to apologise and be considerate and caring of other people's feelings.
- Help children out of awkward situations, preventing bad behaviour occurring.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

All teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate children's best efforts will be celebrated through display and performance.

Teachers should work on the principle of at least 4:1 praise to sanction ratio.

Rewards may involve:

- Verbal praise and smiling at children Verbal praise to parents about their children
- Green Dots
- Sending good work to other staff members or the Headteacher for reward or praise
- Special responsibilities
- Special privileges (e.g. free time)
- Positive phone call home/text messages
- Class wide rewards
- Awards during celebration weekly assembly
- Star of the Week.

Sanctions

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of sanctions to enforce the School Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours. Some children may benefit from using a Behaviour Record Booklet on a weekly basis as a reminder of expected behaviour.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If the class/school rules are broken the following sanctions may be taken:

(Sanctions will be differentiated to the needs of the children)

- Children will be given a verbal warning by the class teacher, learning support assistant or supervisor;
- 'Time out in class' may be used but the child MUST be supervised
- Teachers may send their children to another class (a member of staff should accompany them). When sending a child to another class, the teacher should ensure they have work to do.
- After a combination of the above sanctions (or in extreme cases of inappropriate behaviour when immediate removal is necessary) children may then be sent to the year group leader, Assistant Head, Deputy Head teacher or Headteacher ·
- Under certain circumstances meeting with parents will be necessary.

Persistent incidents or extreme behaviour must be recorded on the SIMs. A letter will be sent home or a phone call made to the parents to report the behaviour. Minor disruptive behaviour will be recorded in the year group behaviour log which is situated in the Year Group Leads classroom. Parents will be contacted via a phone call if a child is entered into the book on three separate occasions.

For continual unacceptable behaviour or in case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed-term exclusion (lunch time, internal or external), or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Playground Removal at break and lunch time

Where a pupil has displayed inappropriate behaviour on the playground this is deemed to be 'unsafe' for themselves or others and they should be kept in under supervision.

Midday supervisors must follow the behaviour policy and be consistent in their approach to dealing with incidents during dinner time.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Interim Executive Board (IEB)/governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Education Authority (LEA) and the AGB about any fixed term or permanent exclusions.

Role of the SENCO

The SENCO will support children through identification of any behaviour issues which might stem from SEN roots. She will work closely with and advise the class teacher, Learning Behaviour Mentor and headteacher and, where necessary make arrangements for outside agencies and specialists to support individual children.

Role of the Learning Behaviour Mentor

The Learning Behaviour Mentor will support and develop the Behaviour Policy, including the keeping of records and the implementation of strategies, in order to address issues. She will work as part of a team observing, monitoring and assessing pupils and their needs. She will supervise pupils, ensuring acceptable standards of behaviour and the safety of pupils and colleagues. She will support pupils in main stream school, working collaboratively with staff. She will establish good relations with parents and carers, encouraging co-operation and partnership. She will accommodate children who are secluded for fixed periods. She will keep records of incidents of misbehaviour at lunchtimes and implement

suitable strategies. In addition the Learning Behaviour Mentor's role will include providing support where required to children where assessment by the SENCo or outside agencies results in an

The Role of the Head Teacher

It is the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. It is the role of the Head Teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. The Head Teacher has access to records of all serious incidents of misbehaviour. The Head Teacher has the responsibility for giving seclusions, fixed term exclusions and permanent exclusions to individuals or groups of children for serious incidents of misbehaviour. Governors will be informed of this final action.

The role of parents

The school wishes to work collaboratively with parents and carers. School promises are explained in the school prospectus and we expect parents and carers to read these and support them. The school expects parents and carers to support and co-operate with the school if it becomes necessary to discipline a pupil. Although we generally inform parents and carers if we have concerns, they are welcome to contact the class teacher, Head Teacher or a member of the Learning Behaviour Mentor if they have concerns of their own.

We encourage an open and friendly dialogue between home and school.

The Role of the Governing Body

The Academy Governing Body (AGB) has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The AAB support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but the AGB may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

This policy runs alongside the Physical Restraint Policy

