



Birley Spa Primary Academy
A L.E.A.D. Academy



L.E.A.D. Academy Trust

L.E.A.D. ACADEMY TRUST BEHAVIOUR POLICY



Policy Information

Document name	Behaviour Policy
Date approved	February 2023
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Introduction

This policy 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 to ensure consistency of practice across the network of academies. 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.

Underpinning our policy are the following principles:



Cross Reference: Suspensions and Exclusions Policy

Legislative Framework

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)



- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the Trust's underpinning principles and high expectations of 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.

Academy Expectations

The Trust expects each academy to:

- Have a whole-school behaviour policy (model policy attached) which details its approach to behaviour management. The academy behaviour policy should include detail on the following:
 - Purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
 - Leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors;
 - Academy systems and social norms – including rules, routines, and consequence systems;
 - Staff induction, development and support – including regular training for staff on behaviour;
 - Pupil transition – including induction and re-induction into behaviour systems, rules, and routines;
 - Pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with SEND where those needs might affect behaviour;
 - Child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
 - Banned items – a list of items which are banned by the academy and for which a search can be made
- Include staff in reviewing and contributing towards behaviour policy formation
- Involve 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 seek their support
- Make positive recognitions of pupil achievement
- Ensure that if things go wrong, pupils are given the opportunity to put things right.

The Trust expects each Academy Governing Body (AGB) to provide clear guidance to its academy relating to:

- Screening and searching pupils (including identifying in the school items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

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
- Define what constitutes acceptable and unacceptable behaviour
- 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.

The Trust expects each academy to record both positive recognition and consequences.

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, the Trust expects the Headteacher to initiate a clear plan of support. Examples may include:

- Behaviour plans
- Pastoral Support Programmes (PSPs) if pupils are at risk of suspension or exclusion
- Use of alternative provision (AP)



- A referral to local partners and external agencies may also be considered if it is felt that there are other issues affecting the pupil's behaviour that could be better addressed through a multi-agency approach. Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required. See [Working Together](#)

Outside agencies may include:

- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service/ ASK US (formally parent partnership)
- Attendance Support Team (formally EWO)

Suspension and Exclusion

Ultimately, a pupil who does not behave in accordance with the standards set may be suspended for a fixed term, or may be permanently excluded from the academy. Situations where suspension or exclusion may be considered include assault on another pupil or an adult, inappropriate sexual behaviour, verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour. (See Suspension and Permanent Exclusion Policy).

Equality Statement

The L.E.A.D. Academy Trust is committed to applying the equality duty in all academies across all phases. It is the responsibility of all staff, leaders, trustees and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good relations between people.

Safeguarding

L.E.A.D. Academy Trust recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. As a result, we expect each academy to consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, the academy is expected to follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Bullying

L.E.A.D Academy Trust is committed to promoting an anti-bullying/harassment ethos, where bullying and harassment are not tolerated. The Trust takes issues of bullying/harassment seriously and enables all members of the Trust's community to challenge bullying behaviour in order that a supportive, cooperative ethos is maintained. Bullying, especially if left unaddressed, can have a devastating effect on individuals.



Monitoring, Evaluation and Review

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

- Analysis of data
- The AGB, via the SEND Link Governor, annually reviewing progress made and the effectiveness of the policy in their academy
- Trust Board scrutiny of suspension and exclusion data
- Quality Assurance (QA) visits made by Directors of Schools.



Birley Spa

Primary Academy

Behaviour Policy

Document name	Behaviour Policy
Date approved	March 2023
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Date of review	September 2023 (academy) November 2023 (AGB) September 2024 (academy)
Approved by	Academy Governing Body



Rationale

At Birley Spa Primary Academy, there is a shared understanding that all behaviour is communication. It is our role to provide the absolute best opportunities, which facilitate an environment where children are engaged and motivated in their learning and therefore demonstrate positive learning behaviours. Children learn best when there is the correct climate for learning. We expect our children to have excellent conduct behaviour and demonstrate positive behaviours for learning. These include:

- Always being ready to learn.
- Being resilient.
- Persevere.
- Rising to the challenge.
- Not being afraid to make mistakes and learn from them. We do our deepest learning when we learn from a mistake.
- Encouraging each other to try our best.

Aims

At our school we aim to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the academy
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management for pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Provide an environment that enables the effective learning of both pupils and staff.
- Ensure all members of the school community are able to reach their full potential
- Embed the ethos of learning being a lifelong skill and journey that can be deepened and built upon at any time.
- Promote a climate of mutual respect for others and the school community as a whole.
- Ensure that all members of the community have a clear understanding of what is expected of them.

At Birley Spa Primary Academy, our underlying principles are:





- [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Definitions

At Birley Spa, misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breach of the academy rules

When misbehaviour occurs, it should be dealt with consistently using the sanctions that schools have in place, and restorative work should be undertaken to ensure that misbehaviour does not escalate.

At Birley Spa Primary Academy serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Child on Child abuse
- Theft
- Vandalism
- Fighting
- Smoking and Vaping
- Racist, sexist, homophobic or other discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco and/or cigarette papers
- Vapes and/or related items
- Fireworks
- Pornographic images



- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If serious misbehaviour occurs, the academy will investigate the incident fully, and will treat each case individually using a balanced and proportionate approach.

At Birley Spa Primary Academy, bullying is defined as:

The repetitive, intentional harming either physically or emotionally, of a person or group.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Sexist • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, this includes harmful online challenges and hoaxes.

Roles and responsibilities

The AGB

The AGB is responsible for:

- Reviewing this behaviour policy in conjunction with the Headteacher



- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the AGB and staff
- Giving due consideration to the academy's statement of behaviour principles (appendix 1)
- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Academy Staff

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Imposing relevant sanctions according to the nature of the incident
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the academy's expectations
- Maintaining clear communication with parents

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Get to know the behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the academy's behaviour policy



- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy
- Take part in the life of the academy and its culture

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at academy
- That they have a duty to follow the behaviour policy
- The academy's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with explicit teaching on attitudes and dispositions for learning and will be supported to develop an understanding of the academy's behaviour policy and wider culture.

At timely points, pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Behaviour curriculum

At Birley Spa Primary Academy, strong behavior systems are pivotal to achieving what we expect to see in our classrooms. Our aim is for all lessons to be free from disruption. For behaviour in lessons, we expect:

- Teachers to know their pupils and their learning needs well
- Pupils to be happy and secure, and able to experience a sense of achievement every day
- The curriculum to be ambitious
- Teachers to plan and deliver well planned lessons
- All staff to explicitly teach attitudes to learning
- Use of positive framing
- Recognition of achievement in all senses and reward
- A culture of high expectation
- That everyone is included and all needs are met
- That the environment is well organised, inviting and stimulating
- Behaviour standards to be high, with any inappropriate behaviour being dealt with effectively
- Routines are simple and consistently used



It is, however, not just about behaviour in our classrooms. We expect positive behaviour at all points of the school day. For behaviour outside of lessons, we expect all learners to:

- Be proud to be part of their community and treat everyone with respect
- Be courteous and respectful
- Engage positively with everyone within the academy community
- Walk calmly but purposefully around the school following the movement structures that have implemented, respecting other people's physical space
- Talk politely using developed language and not shout out
- Actively engage with staff and visitors- good morning and good afternoon is the standard response that should be expected

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile Phones

Pupils are not allowed access to mobile phones at all during the school day. Older children (Year 5/6) may bring their phones, for instance, as a safety measure when walking to and from the academy, but these must be handed over on entry and locked securely in the office until the end of the school day.

Responding to Behaviour

Systems to manage Behaviour

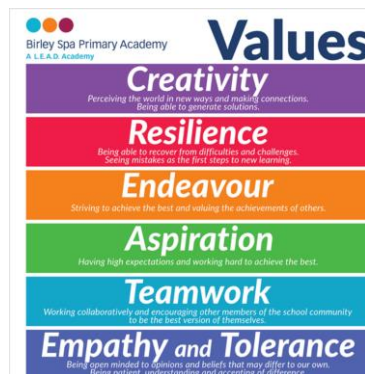
Behaviour incidents and sanctions are logged and monitored through our DCPro system. DCPro is used to track behaviour patterns and incidents to support strategic intervention and reporting.

Classroom Management

We expect all lessons to be calm and extremely purposeful. Children will be highly engaged and have a thirst for learning. There will be true working partnership and collaboration. Our aim is for all lessons to be free from disruption.

Implementation

As a school, our learning behaviours underpin the work we do in every area. These core behaviours are:





- Creativity: Perceiving the world in new ways and making connections. Being able to generate solutions.
- Resilience: Being able to recover from difficulties and challenges. Seeing mistakes as the first steps to new learning.
- Endeavour: Striving to achieve the best and valuing the achievements of others.
- Aspiration: Having high expectations and working hard to achieve the best.
- Teamwork: Working collaboratively and encouraging other members of the school community to be the best version of themselves.
- Empathy and tolerance: Being open minded to opinions and beliefs that may differ to our own. Being patient, understanding and accepting of difference.
-

Positive Recognition at Birley Spa Primary Academy

Positive recognition builds the intrinsic motivation to continue to improve and move forward. It also enables the following:

- The developing self-motivation of knowing that the correct choices have been made.
- Enabling adults to focus upon children who are behaving well and are setting the expectations.
- Encourages all children to behave well.
- Increases and supports self esteem
- Reduces confrontation and low levels of disruption to learning.
- Creates a calm and positive learning environment for children and adults

Rewards at Birley Spa Primary Academy

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the academy's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the academy's behaviour culture.

There are a range of rewards across the whole academy that contribute towards our ethos of collaboration and perseverance. Some rewards are for collective good behaviour whilst others highlight individuals who are doing the right things. They include:

Individual rewards:

- Phone Calls home to share positive news
- Positive updates sent home via Showbie Pro Plus platform
- Opportunities for recognition in "Star of the week" Assembly
- Learners' Codes
- Bronze, Silver and Gold wristbands
- House Points
- SLT give out stickers for instant identification of children who are showing the school values in action. This allows children to label and recognise the values in action in real-time.





Learners' Code points

Each child (Y1-Y6) has their own learners' code. It contains each value and success criteria for children to recognise how they can show our values around school. Any staff member or visitor can sign a child's learner's code when they see a child demonstrate any of the six school values.

Resilience
At Birley Spa Primary Academy, we value resilience.
To increase your resilience you need to:

Bronze

- Know what you are good at
- Ask for help when needed
- Say what scares you
- Talk confidently to adults
- Show determination

Silver

- Explain what you like about yourself
- Present achievements to your class
- Help a friend when needed
- Try something you are afraid to do (with support)

Gold

- Present achievements in assembly
- Teach a new skill to a group of friends
- Talk confidently to visitors in school
- Try something you are afraid to do (independently)
- Keep going when you are faced with a challenge

Bronze Award

Silver Award

Gold Award

When a child has ten examples of each value signed off, they complete a statement to show that they can identify concrete examples of how they show the school values every day. They then read this aloud (with support if necessary) in assembly to earn a bronze wristband to wear every day, highlighting their “role model” status.

When you are explaining why you have achieved a learning award, think carefully and explain the behaviours you have applied in line with our school values.

I am a **bronze** learner because:

I am a **silver** learner because:

When you are explaining why you have achieved a learning award, think carefully and explain the behaviours you have applied in line with our school values.

I am a **gold** learner because:

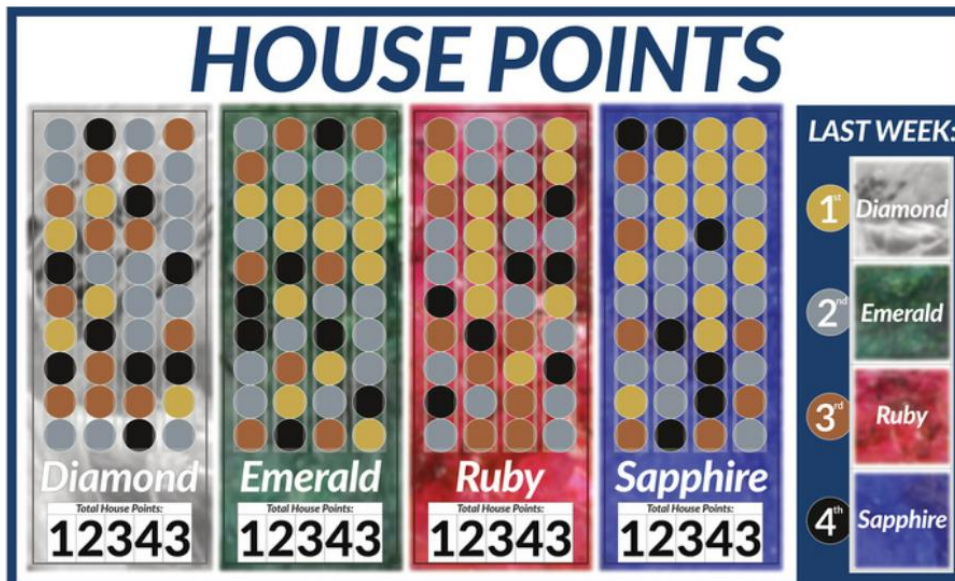
Upon receiving the wristband, children are entitled to certain privileges, agreed by the School Council every year. The children then repeat this process to earn a silver wristband, gaining more privileges, then again to achieve a gold wristband - a sign that the child is truly intrinsically motivated to learn and develop their own character as an outstanding role model to others across school.

House points:

- Each child in school (F1-Y6) belongs to one of four houses: Diamond, Emerald, Ruby and Sapphire.
- Children earn house points for good work, manners and any other general good behaviours that make them stand out, not necessarily linked directly to the school values.
 - Children are given house points in the form of a token representing their house, which are stored in a display case in the classroom.



- Each week, the house points are added up by house captains and the totals announced in a whole school assembly. These totals are added to the existing total, which is displayed in the hall for all to see.



The houses' scores are rewarded as follows:

- The winning house gets a gold coin added to the display.
- The next highest scoring house gets a silver coin added to the display.
- The third highest scoring house gets a bronze coin added to the display.
- The fourth highest scoring house gets a white coin added to the display in recognition of the House Points they received.
- At the first assembly in July, the winning house is announced and that House gets a particular reward at the end of the year. Rewards are chosen by the winning House by utilising pupil voice.

Collective rewards:

- On top of our comprehensive enrichment programme, rewards when classes reach 500 House Points (Y1-6) or 100 House Points (EYFS and IR) include:
 - Further 'themed' afternoon e.g. art afternoon/ sport afternoon/ IT afternoon (linked to current topic) at the end of the half term
 - New resources (bought for the class) to the value of £10
 - Further 'creative' afternoon e.g. baking/cooking etc.
 - Additional visit (within the local community) to further enhance learning

When a class earns 100 Acts of Kindness, they are celebrated in assembly for showing our school values of Empathy and Teamwork.



Early Years Foundation Stage (children aged 3-5)

In the EYFS, one of the Prime areas of learning is Personal, Social and Emotional Development. Children are learning self-regulation, to manage themselves and to build relationships. At Birley Spa Primary Academy we support children to develop those skills by modelling, supporting and noticing children demonstrating them in their daily interactions with adults and peers. We support the development of self-regulation through co-regulation. Adults introduce and use consistent scripts and phrases to encourage children to take responsibility for their negotiations when sharing resources and developing play narratives and problem solving. Conflict is discussed with children in the moment and solutions are considered. Adults support children to implement these solutions and to articulate their development of core values. The core values of the academy are introduced to the children in EYFS in the context of their daily learning. Planning includes opportunities for focus on particular values and adults consistently name and explain these values when they notice children demonstrating them in their interactions.

The Zones of Regulation

At Birley Spa, we have incorporated the Zones of Regulation framework and curriculum (Kuypers, 2011). This framework teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

The Zones of Regulation creates a systematic approach to teach regulation by categorising all the different ways we feel and states of alertness we experience into four concrete, coloured zones. Integrating in cognitive behaviour therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honouring and respecting each student and their unique self.

The Zones of Regulation curriculum incorporates Social Thinking® (www.socialthinking.com) concepts and numerous printable visuals to support students in identifying their feelings/level of alertness, understanding how their behaviour impacts outcomes, problem solving conflicts and learning what tools they can use to regulate their Zones.

Our feelings and states determine which of the four zones reflects us at the time:

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.



The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, students are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, students may still be in the Yellow Zone but have to manage it differently so their behaviour meets the expectations of the library setting.

Emotion coaching

Based on research by American Psychologist John Gottman, Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Inappropriate behaviours are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem solve and engage in solution-focused strategies.

Through repetitive, consistent and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted.

Key Elements are involved in Emotion Coaching:

- Becoming aware of the child's emotions
- Recognising the emotion as an opportunity for intimacy and teaching
- Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Setting limits and explore strategies to solve the problem at hand.

Routes to Inclusion (R2i)

Routes to Inclusion (R2i) has been developed by members of the Educational Psychology Service (EPS), Behaviour Support Service (BST) and Nottingham City Primary SENCOs. It provides a supporting framework for the identification, assessment and intervention of children presenting with social, emotional and mental health (SEMH) needs. It aims to promote inclusion, build capacity and help to identify the children who most need targeted support.

At Birley Spa, we use Routes to Inclusion which draws on the support of other agencies in the Local Authority and voluntary sector, in mapping services and provision, so that schools have a clear understanding of the support available and how this can be assessed in a timely and appropriate way.

Executive function and self-regulation skills

Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Just as an air traffic control



system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritise tasks, set and achieve goals, and control impulses.

When children have opportunities to develop executive function and self-regulation skills, individuals and society experience lifelong benefits. These skills are crucial for learning and development. They also enable positive behaviour and allow us to make healthy choices for ourselves and our families.

Executive function and self-regulation skills depend on three types of brain function: working memory, mental flexibility, and self-control. These functions are highly interrelated, and the successful application of executive function skills requires them to operate in coordination with each other.

At Birley Spa, we aim to support all children in the successful application of executive function skills. Each type of executive function skill draws on elements of the others.

- Working memory governs our ability to retain and manipulate distinct pieces of information over short periods of time.
- Mental flexibility helps us to sustain or shift attention in response to different demands or to apply different rules in different settings.
- Self-control enables us to set priorities and resist impulsive actions or responses.

Children aren't born with these skills—they are born with the potential to develop them. As a result, some children may need more support than others to develop these skills.

Wet play/dinner-times

- Each class has a box with wet play/dinner activities in.
- Each class teacher is responsible for ensuring that children know what they can and cannot use at playtime to keep them occupied.
- Children must always remain in the classroom unless they are going to and from dinner/sandwiches or have been given permission to go to the toilet.

Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The academy may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour



- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges
- Referring the pupil to a senior member of staff
- Sending the pupil out of the class for isolation in a designated and supervised area
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom for an internal seclusion
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness and the impact on all pupils' ability to access learning.

Consequences

- In addition to positive recognition, we must have 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 their behaviour within an identified framework.
- This may be approached in a slightly different way in Shirebrook (Integrated Resource) as the needs of the children may be so that it is not an appropriate tool (see Appendix). Furthermore, for certain children in some mainstream classes, a card can be presented (to the class teacher) if they need to have 5 minutes (in the child's safe space) to regulate behaviour.
- Birley Spa uses logical consequences (stages) as the system for dealing with poor behaviour. This is to ensure that the children are given adequate opportunities to reflect on their behaviour and be able to make changes.

Stage 1

- If a child misbehaves s/he will be given a 'Verbal warning'. This gives the child the chance to stop the inappropriate behaviour, using the language of choice. (This works best in a quiet manner so as not to highlight negative behaviour).

Stage 2

- If this behaviour continues, a 'Final warning' will be given and the member of staff will encourage the child to think about their behaviour/remind the child about the right choice needed.

Stage 3

- If the child continues to display inappropriate behaviour, the child will lose five minutes of break in KS1 and 10 minutes of break in KS2 of their break time and spend the time talking with the class teacher/Phase Leader about making the right choice. Children have the opportunity to earn time back minute-by-minute by making the right choice.



If inappropriate behaviour continues to be displayed, 'Time Out' is used as a restorative practice. This is an opportunity for the child to receive a coaching conversation from an SLT member before returning to class when ready to learn.

Stage 4

- If the child continues to display inappropriate behaviour, they will then be given a 'Time Out' and spend 30 minutes (11:45 – 12:15 for KS1) (12:00-12:30 for Y3-6) with the designated member of SLT at lunch time.

Time Out procedure:

- *First occasion: Discussion about behaviour (what went wrong/what should happen next time).*
- *Second occasion: Discussion about behaviour followed by written reflection activity. Parents receive a text message.*
- *Third occasion: Assistant Head of School to be informed of the fact that the child has received a third time out this half term. Child's parents to be contacted by AHoS to inform them of their child's behaviour.*
- *Fourth occasion: Child referred to Assistant Head Of School and meeting set up between SLT, Class teacher and Parents. Child will be given a Report Card which is monitored by SLT.*
- *Fifth occasion: Child referred to Head of School. Depending on the reasons for the time out and the information on the report card, SLT will consider use of outside agencies, staffing within school to put action in place so that child is not consistently receiving time outs.*

Consequences:

- *If a child receives 3 time-outs (per half term), they will not be eligible to take part in the class reward (when House Point total is achieved).*
- *4+ times in time out (per half term) - no enrichment after school clubs for the rest of the term.*
- *6+ for the term – the safety of allowing them to leave the site for visits/residential visits (Y6) will be fully risk assessed and may lead to leaving the site not being deemed safe.*

Stage 5

- If the child continues to display inappropriate behaviour (or the behaviour is a significant isolated incident), the child will be sent to the Assistant Head Of School to discuss their behaviour and complete a reflective exercise (in addition to receiving a Time Out).

Stage 6

- If a child gets to Stage 6, they will be sent to the Head Of School (in addition to receiving a Time Out). A phone call will be made home and parents will be informed of the child's behaviour. The child will be given a report card for an agreed period of time (which will be completed every lesson and signed by a member of SLT at break, lunch and the end of every day).
- A behaviour record will be kept whenever a child gets to Stage 4, 5 or 6 (and receives a Time Out).
- For incidents of serious misconduct, children will automatically get a 'Time Out', move to Stage 5 or Stage 6 and immediately referred to a member of the Senior Leadership Team. These include: physically abusing another pupil by kicking, hitting etc. including fighting during the lesson. Pupils verbally abusing another pupil by threats, teasing, racist or homophobic taunts will also be dealt with by the Senior Leadership Team.
- There is always the focus upon each child having a fresh start each day.



- When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, it will be necessary to consult the Head of School and inform the SENDCo. Following consultation with the appropriate staff and parents, a plan of support will be agreed, or, if the pupil is at risk of suspension, a Pastoral Support Programme (PSP) will be put in place. 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 in managing their behaviour.
- In other circumstances where all other stages have been exhausted it may be necessary to implement an Acceptable Behaviour Contract. This is drawn up with the Head Of School, parents and the child. It will be based on creating opportunities for the child to demonstrate the correct behaviour.
- Referrals to the Primary Inclusion Panel may also be considered as a preventative measure to deescalate situations before they lead to fixed term suspensions or permanent exclusion.
- A Family Common Assessment Framework (FCAF) 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.

Suspension and Exclusion

Ultimately, a pupil whose actions cause danger or severe disruption to themselves or others, or cannot behave in a safe way or in a way that is conducive to learning for all, even with reasonable adjustments, may be suspended, for a fixed term period, or excluded permanently, from the academy, for, for example:

- safety breaches,
- a serious violent assault on another pupil or an adult,
- repeated verbal abuse/threatening behaviour against a pupil or an adult,
- bullying,
- racial abuse or any other abuse against protected characteristics,
- drug or alcohol related offences
- 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:

School nurse if allocated
Hub SENDCo
Primary Inclusion Panel
Educational psychologist
Police
Family doctor
CAMHS
Speech therapist
Visual impairment services
Hearing Impairment Services
Families Information Service
SENDIASS
Autism Communication Team
MAST
Social Care



The Head Of School and SENDCo will advise teachers and parents on which service would be most appropriate and how to contact them.

Responding to Bullying

Procedures

- Pupils should report bullying incidents to a member of staff or adult they can trust.
- Parents reporting any bullying incidents must use the attached form – also available in the school office.
- In cases of bullying, the incidents will be recorded by staff on DCPRO and addressed initially by the class teacher, followed by a member of SLT if an incident is not then resolved, then ultimately, if necessary, the Headteacher.
- In cases of bullying, parents of the pupils accused of bullying will be informed and will as necessary be asked to come in for a meeting to discuss the problem.
- Appropriate feedback will be given to parents reporting bullying in a timely manner.
- The academy accepts that any child could display bullying behaviour and our approach is to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.

Outcomes

- The child displaying bullying behaviour will be asked to genuinely apologise. Other consequences such as (a) an apology letter or (b) a written contract may be required.
- The academy will aim to resolve differences and encourage the pupils to reconcile.
- In serious cases, suspension or even exclusion will be considered.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place but the incident/incidents themselves will be considered closed. The academy strongly believes that all children can be bullied or bully and as such, once an issue has been addressed, all parties should be allowed to move on from the issue at hand.

Prevention

We will use various methods for helping children to prevent bullying. This will include:

- Having a listening and caring ethos
- Encouraging discussion and avoiding premature assumptions
- Adopting a problem-solving approach
- Exploring issues through the curriculum by PSHCE, assemblies and Anti-bullying week.
- Supporting the bully and the victim in modifying behaviour
- Providing information through notice boards and posters
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encouraging parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory.



The anti-bullying policy works alongside the behaviour policy. This is discussed with pupils so they are informed of the procedures.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (template in appendix 2)
- Be reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, Screening and Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Off-site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy. This means misbehaviour when the pupil is:

- Taking part in any academy-organised or academy-related activity (e.g. trips)
- Travelling to or from the academy
- Wearing academy uniform
- In any other way identifiable as a pupil of our academy

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the academy



Online Misbehaviour

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, member of the senior leadership team or pastoral team will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.



Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Removal from Classrooms

In response to serious or persistent breaches of this policy, the academy may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education (under the supervision of a member of staff) that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow other pupils to continue with their learning
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space
- Allow the pupil to receive education and support around any incident

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.



The academy will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with sports mentors
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment
- Alternative provision

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and Permanent Exclusions

The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort. Please refer to our suspensions and exclusions policy for more information.

Responding to Misbehaviour from Pupils with SEND

Recognising the Impact of SEND on Behaviour

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies

As part of meeting these duties, the academy will anticipate, as far as possible, likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples of our approach to anticipating and removing triggers of misbehaviour include (but are not limited to):

- Short movement breaks for a pupil with SEND who finds it difficult to sit still for long.



- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones/nurture rooms/calm rooms etc) where pupils can regulate their emotions during sensory overload

Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the academy will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their SEND?

If the answer to any of these questions is yes, the academy will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering Whether a Pupil Displaying Challenging Behaviour may have Unidentified SEND

The academy's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies.

If the academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan. Sheffield SEN Team can be contacted on [0114 273 6394](tel:0114 273 6394).

Supporting pupils following a sanction

Following a sanction, the academy will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the academy.

This could include measures like:

- Reintegration meetings
- Daily contact with a named adult
- Report cards with personalised targets
- Post-incident learning



Safeguarding

- The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Please refer to our safeguarding policy for more information.

Pupil Transition

- **Inducting Incoming Pupils**

The academy will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture.

- **Preparing Outgoing Pupils for Transition**

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure that all information and strategies used to support a pupil are passed on.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the academy
- How SEND and mental health needs impact behaviour
- Recognising and supporting different types of SEND
- Teaching and Learning
- De-escalation

Behaviour management will also form part of continuing professional development.



Monitoring Arrangements

Monitoring and Evaluating Academy Behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the academy behaviour culture

The data will be analysed every month by the Assistant Head of School.

The data will be analysed from a variety of perspectives including:

- At academy level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- By distinct pupil group characteristics, e.g. prior attainment, phase of schooling, disadvantage

The academy will use the results of this analysis to make sure it is meeting its duties under the Public Sector Equality Duty.

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 this Policy

This behaviour policy will be reviewed by the Headteacher and AGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusion and suspensions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Equality Policy
- SEND policy



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 Assistant Head Of School will monitor numbers of pupils at various stages of the behaviour plan. This will be done on a half termly basis.

The Academy 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 suspension and exclusion data and any issues reported in the Quality Assurance (QA) visits made by the Director of Schools.

Please read the following policies in conjunction with our Rewards and Consequences documents:

Anti-Bullying Policy

Equal Opportunities Policy

Disability Equality Policy

SEND policy

Exclusion policy

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: Suspensions and 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 below 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.



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