



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

# School Behaviour Policy

**Delegated to the Headteacher and AAB 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 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>