



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

# 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 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. 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>

## **Rainbow Forge Specific Policy**

### **Aims**

Rainbow Forge Academy Behaviour Policy is designed to support the way in which the members of the academy can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce academy rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn and help children to develop the skills to self manage their own behaviour.

### **Expectations**

At Rainbow Forge Academy we will:

- As adults 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 academy 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 academy rules and that each class has its own set of expectations.
- Teach, through the academy 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.

### **A Positive Nurturing Approach**

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. We aim to teach children the life skills necessary to solve their own problems as they move through academy and to build resilience. These skills are taught through our curriculum using a comprehensive PSHE curriculum, Restorative practice, Cooperative Learning Strategies, circle times, assemblies, Bucket Filling weeks and through individual discussions. Good behaviour arises from good relationships and from setting clear expectations of good 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 Rainbow Forge Primary Academy are that:

- All behaviour is a form of communication.
- Behaviour must be taught.
- 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 restorative approach with a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- 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.

### **Restorative Practice**

Rainbow Forge Academy uses a restorative approach to dealing with conflict. Where conflict arises a third person (an adult, or pupil trained as a 'breaktime buddy') will guide a restorative conversation to enable each person involved to:

- Be listened to while they explain their interpretation of the conflict
- Reflect on how this situation is making them feel
- Discuss and decide on actions needed to rectify the situation and move on.

With consistent implementation over time, this approach teaches children the skills of listening, emotional literacy, negotiation and decision making which they can apply to solve their own conflicts in future.

### **Academy Expectations and Rules**

We are good learners

We are honest

We are kind and gentle

We listen

We keep each other safe

We look after property

We are polite and well mannered

These are displayed in posters and photographs around the academy. The rules are actively taught through PSHE, Circle Time and assemblies.

### **Rewards**

All members of staff will recognise and celebrate appropriate behaviour at all times around the academy through informal praise. Rewards may involve:

- Verbal praise, positive comments, smiling at children and 'catching them being good'
- Verbal praise to parents about their children
- Receiving Dojo points

- Star of the Day
- Sending good work to the Headteacher
- Special responsibility jobs
- Special privileges (eg, free time)
- Positive phone call, email or text home
- Agreed class reward systems eg marbles in a jar, tally treats
- Star of the week

### **Class Dojo**

All classes at Rainbow Forge use Class Dojo, an online system which allows teachers to reward behaviours through a points system. Parents are invited to join their child's class to view and track their child's rewards.

Dojos are reinforced school wide through the use of Dojo Dollars, the Head teacher and Deputy Head teacher will reward positive behaviours by handing out Dojo Dollars which can be exchanged for points back in the classroom.

The child with the most dojo points each week will be celebrated in assembly and receive a prize. Spinners are used to randomly select what their prize is (e.g. milkshake Monday, afternoon tea, VIP seating in class etc.)

### **Sanctions**

Despite positive responses as a means to encouraging good behaviour in Rainbow Forge Primary Academy, it may be necessary to employ a number of sanctions to enforce academy 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. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these four over-riding rules:

1. Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.
2. Allow time for the pupil to calm down
3. 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
4. Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every lesson is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained (sanctions will be differentiated to the needs of the children). If the class/academy rules are broken the following sanctions may be taken:

- Children will be given a non verbal warning by the class teacher
- Children will be given a verbal warning by the class teacher
- Time out in class
- Teachers send their pupils to another class.
- Missing part or whole of a breaktime
- More serious behaviour may involve meeting with parents

In all cases a restorative chat should take place so that the misbehaviour is treated as a learning opportunity and suggestions for improvement are made with clear ownership on the child's part.

### **Children who need more support**

If a child was not responding to the praise and sanctions systems then an individual behaviour contract would be put into place with clear individual targets, an agreed award if targets are met and consequences if not. Individuals may require a Personal Handling Plan and this will be written by the class teacher and SENCo where necessary, and agreed by parents. This will outline how to best work with a child to avoid crisis situations and is shared with all staff to ensure consistent, individualised approach for them. Despite these strategies children may still struggle to behave in an acceptable way and this could be due to an underlying special educational need or disability, in these cases the SENCo works with parents and other professionals to investigate this and provide training and resources to enable teachers to meet the needs of these pupils.

### **Recording**

Significant negative behaviour, and actions taken in response, will be recorded on My Concerns by the member of staff who dealt with the incident. All concerns will then be read by both the Deputy and Head teacher who will decide if further action is required. Some children may also have a home/school book to record reoccurring behaviour.

### **The Role of Parents**

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the academy. We are very conscious of the importance of having strong links with parents and good communication between home and academy. Thus, the academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at academy. We expect parents to support academy rules and work with class teachers to improve behaviour where necessary.

We expect parents to behave in a reasonable and civilised manner towards all academy staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the academy will be reported immediately to the Headteacher who will take appropriate action.

If the academy has to use reasonable sanctions to deal with a child, parents should support the actions of the academy. If parents have any concern about the way that their child has been treated,

they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the academy governors.

If a parent or carer is concerned about their child's behaviour at home they can make an appointment to discuss this with the MAST team to gain insight on alternative strategies to use. These appointments are booked through the Deputy Head teacher.

### **The Role of Non-teaching Staff**

All academy staff have a responsibility to uphold the behaviour policy. Non-teaching staff should ensure that children move sensibly and quietly through the academy at all times helping to ensure a calm atmosphere in the corridors, classrooms and other academy areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

### **The Role of the Class Teacher**

Rainbow Forge Primary Academy is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Rainbow Forge Primary Academy are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They should encourage a calm and responsive atmosphere, avoiding shouting.

Teachers should deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the academy rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. It is the responsibility of all teaching staff to pass on information about unacceptable behaviour and parental concerns to SLT via My Concerns.

### **Role of the Governors**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

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

### **Role of the Headteacher**

It is the responsibility of the Headteacher to implement the academy behaviour policy consistently throughout the academy, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the academy.

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

Lastly, it is the Headteacher's responsibility to keep records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.