

Behaviour

Management

Policy

Updated September 2023

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 L.E.A.D. 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
- Safeguarding Policy
- SEND 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

Rationale:

At Sycamore Academy, we expect and encourage excellent behaviour and self-discipline from all our pupils in order to achieve an environment which enables emotional development, effective learning, high standards and smooth functioning of our school. Our school is a complex community of adults and children, all contributing to and benefiting from its success. A community functions best if there is a mutual respect between all members and an agreed code of conduct, providing the background against which, all aspects of school life may flourish. We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding, and in respect of pupils with SEND.

Philosophy:

At Sycamore Academy we use a positive approach to managing behaviour. Staff understand that they cannot control the behaviour of children but instead seek to influence children's behaviour in a positive way. (See appendix 1)

We believe that behaviour is a form of communication which can indicate a deeper trauma, issue or lack of well-being. We expect staff to see "challenging" behaviour as distressed behaviour and to work with the child to understand possible cause and find solutions.

We expect staff to ensure that high expectations of behaviour are consistently applied throughout school considering the classroom ethos, the learning environment and the appropriate planning and resourcing of lessons. We also expect staff to ensure every child has access to quality first teaching.

At Sycamore Academy we believe:

- All children have the right to be happy in our school, so that they can develop socially, emotionally and academically.
- Teachers have the right to teach.
- Children have the right to learn
- Parents/carers should work cooperatively with staff to support the school's vision and policies.
- Children and parents are kept involved and informed.

We will promote good behaviour by:

- Having high expectations
- Acknowledging good behaviour
- Giving praise
- Ensuring criticism is constructive
- Explaining and demonstrating good behaviour
- Informing parents/carers of their child's good behaviour
- Rewarding children who behave well

Implementation:

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way, we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance. There are school rules, code of conduct and school values that describe the behaviour we expect from our pupils. If children break the rules they will receive negative consequences, the pupils who follow the rules, code of conduct and demonstrate our values in their behaviour will receive positive individual and class treats. We aim to emphasise this aspect and thus minimise the amount of time we spend in being negative. We use Emotion Coaching to support and engage with children in order to manage their distressed behaviours. Staff will use a four step approach to Emotion Coaching and use an agreed script to support this process. (See appendix 2)

Our school rules:

1. Talk politely and show good manners to everybody.
2. Ask permission before you leave your seat, classroom or school hall.
3. Look after our school and the environment.
4. Keep your hands, feet and all objects to yourself.
5. Walk quietly and sensibly around school.

Our school rules are the same for pupils in the halls, corridors, playgrounds, and the immediate vicinity of the school and on school visits.

Our Code of Conduct:

- Being helpful, kind, calm, polite, friendly and considerate

- Listening to adults and doing what you have been asked to do
- Looking after everything within the school
- Speaking politely and treating others with respect
- Allowing everybody to be able to learn and work
- Always trying our very best
- Working together as a team

L.E.A.D. values:

These core trust values underpin our vision and everything we do at Sycamore L.E.A.D. Academy and with our partner academy school. They help guide us to lead more meaningful lives through the choices we make and influence our attitudes and behaviours

- Lead
- Empower
- Achieve
- Drive

Our school values:

These core academy values also underpin our vision and everything we do at Sycamore L.E.A.D. Academy. They also help guide us to lead more meaningful lives through the choices we make and influence our attitudes and behaviours

- Pride
- Resilience
- Respect
- Teamwork
- Discovery

Rewards

Positive recognition motivates the children to observe the rules. Whenever appropriate, rather than drawing attention to disruptive behaviour, the teacher deliberately focuses on children who are behaving well.

If this strategy is used consistently, it will have the following effects:

- Encourage the children to behave appropriately
- Increase the children's self esteem
- Dramatically reduce behaviour problems and confrontational situations
- Create a positive classroom environment for both child and class teacher
- Help to teach behaviour and establish positive relationships

Types of rewards:

- Verbal Praise
- Stickers
- Certificates
- Trackit Lights points
- Class Dojo posts to parents
- Golden Tickets

- Individual Class Rewards
- Letters/phone calls home
- Celebration Assemblies
- Prizes
- Top Tables at lunchtimes

Classroom Rewards

As part of Investors in Pupils Teachers and TAs will have their own reward systems which complement whole-school rewards. These can include table points, marbles in the jar or any other system that teachers and TAs find effective. This will lead to a class treat no more than once a half term. Treats can be a class picnic, a film, free choice activities, games etc and always agreed and confirmed by a member of the SLT.

Sycamore Golden Tickets

Golden Sycamore leaves can be given by any member of staff to any child who shows good manners, gives extra effort, is particularly helpful or has been kind and caring towards others. The children write their name and class on the back of the Sycamore Leaf. Each class collects the tickets in a special container ready to bring to the celebration assembly where winners will be chosen each week.

Banking and Saving for Prizes

Children can choose to put their tickets in the draw or save them or a mixture of both. At the end of each term children can visit the "Prize Shop" and choose a prize linked to the number tickets they have saved. They can chose a prize or carry tickets forward to another term and a prize worth more tickets.

Celebration Assemblies

Friday's Assemblies are a time to celebrate and reward good behaviour.





This will include:


- Sycamore "Star of the Week" Certificate to recognise excellent effort or progress with learning across the curriculum.
- Selecting one golden ticket per class for a prize from the class prize box.
- Saving golden tickets for a prize in the future.
- Classes with 98% attendance or above receives 5 minutes extra playtime and the winning class receives a certificate and chocolates (these are the only food item given).
- Any other rewards or certificates including those outside of school.

Behaviour Tracking System:




Classes use a desktop app on the computer called 'Trackit Lights' which awards children (both individually or as a group) positive points and can also award negative points- which are scaled depending on the severity of the behaviour (see below).

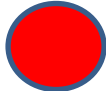
Positive steps:

Positive Steps		
<p>Pre-steps</p> <p>Quality First Teaching</p> <ul style="list-style-type: none"> • High expectations • Thoroughly planned and prepared • High quality resources • Organised and supportive classroom environment <p>Create an ethos of mutual respect</p> <ul style="list-style-type: none"> • All adults model and reward positive behaviours • Follow school Behaviour Policy • Consistently use school Trackit Lights • Golden tickets/stickers/certificates • Direct teaching in PHSE 		
Steps	Stage	Details
1	Green	All children start every day on green – regular reminders of green behaviours. (see policy)
2	Sparkly Green 	I have been able to maintain positive behaviour and have reached 50 green points on Trackit Lights I regularly demonstrate Sycamore Values Reward: Sparkly Green Certificate
3	Silver 	I have received 10 Sparkly Green Certificates and have reached 500 points on Trackit Lights I demonstrate Sycamore Values daily Reward: Silver Certificate and a prize from the prize box
4	Gold 	I have received 1000 points on Trackit Lights I demonstrate Sycamore Values daily and support children in my class with behaviour Reward: Gold Certificate and gold badge
5	Platinum 	I have received 1500 points on Trackit Lights I demonstrate Sycamore Values daily and support children from different classes with behaviour Reward: Platinum Certificate and platinum rosette

6	Diamond 	I have received 2000 points on Trackit Lights I demonstrate Sycamore Values daily and am a school ambassador for behaviour Reward: Diamond Certificate and special reward
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Negative steps:

Negative Steps		
Pre-steps Quality First Teaching <ul style="list-style-type: none"> • High expectations • Thoroughly planned and prepared • High quality resources • Organised and supportive classroom environment Create an ethos of mutual respect <ul style="list-style-type: none"> • All adults model and reward positive behaviours • Follow school Behaviour Policy • Consistently use school Trackit Lights • Golden tickets/stickers/certificates • Direct teaching in PHSE 		
Steps	Stage	Details
1	Green 	All children start every day on green – regular reminders of green behaviours. (see policy)
2	Pre-warning	Verbal reminder of green behaviours.
3	Amber 	Specify which rule has been broken. Consequence: time out in the classroom with timer (5 mins) Verbal reminder of how to get back to green.
4	Yellow 	Despite verbal reminder and Amber further breaking of the same rule. Consequence: time out in paired classroom with timer (5 mins) Verbal reminder of how to get back to green.
	Persistent Yellow Behaviour	Identify any key triggers, times of the day, locations. Consider adapting seating/position in classroom. Ensure work matches level of need.

		<p>Speak with Phase Leader and team to share expertise and to provide support. Speak with parents – home/school diary if appropriate. Set up Behaviour Reward chart to target specific behaviour that needs changing.</p>
5	<p>Red</p> 	<p>Red card completed, member of SLT speaks to child and signs off red card.</p> <p>Class teacher verbally informs parent/carer of incident and next steps. The red card is handed directly to them or posted to home address.</p> <p>Consequence: Miss 15 minutes of a playtime supervised by class teacher or TA for reflection</p> <p>Class teacher/TA and child discuss and agree how to get back to green.</p>
	Persistent Red Behaviour	<p>Use Emotion Coaching techniques when speaking with the child. (see policy) Consider how well child is accessing learning and are adaptations needed. Set up Behaviour Reward chart to target specific behaviour that needs changing. Speak with Phase Leader and team and agree how the team will support. Speak with parents about any possible triggers/changes at home. Involve the SENCO to see if there are any additional needs or to review current provision. Involve the safeguarding team to see if there are any safeguarding concerns. Speak with the Head teacher/Deputy Head teacher.</p>
<p>For those children showing extremely distressed behaviours that put themselves or others at risk of harm follow the procedures outlined in the Positive Handling Policy, using the Team Teach techniques of de-escalation.</p> <p>Complete an Individual Pupil Risk Assessment and Behaviour Plan – share this with all relevant staff members and with parents and then upload to Provision Map.</p> <p>Record significant incidents using the STAR Chart on Provision Map.</p> <p>A report card for children not maintaining green consistently.</p>		

NOTE: the 'Track it Lights' Desktop System is reset at the end of the day, children with consequences are recorded and the next day the children start afresh.

For children that have very complex and challenging behaviour, there should be a bespoke behaviour plan because time out or missing a playtime may not be appropriate and lose its impact if it becomes the norm.

For children that have three red cards in a half term, parents should be again contacted and invited in to discuss their child's behaviour and an agreement is made to reinforce expectations of behaviour. This is reviewed fortnightly until it is deemed unnecessary.

If there is no substantial improvement the Headteacher may become involved and discussions with the school's SENCO should be done to consider the child's needs and how we may best meet the child's needs. This may involve outside agencies.

In exceptional circumstances a child can be sent immediately to the Headteacher or Deputy Headteacher. In exceptional circumstances where a pupil is becoming a health and safety risk to themselves or others, a pupil may be placed in a 'calm space' for a limited period to give them an opportunity to amend their behaviour and calm down.

It is important to stress that this staged intervention is designed to allow the child the opportunity to choose to change his/her behaviour within an identified framework. When a child's behaviour has caused a serious incident the Headteacher or delegated person will carry out an investigation into the incident. During the investigation a member of staff will speak to the child / children involved to determine what is likely to have happened. Staff can use their previous knowledge of the children in order to come to their final conclusions.

The Headteacher or delegated member of staff will then determine the consequence or sanction. The sanction or consequence must be reasonable and must not breach any other legislation (disability, SEN, equality acts).

All staff are responsible for the behaviour of all the children. It is important that we all involve ourselves in rewarding good behaviour and also show our disapproval and non- acceptance of poor behaviour, following the guidelines in this policy.

When a child is experiencing difficulties with behaviour and the normal classroom sanctions have not worked, as mentioned it will be necessary to consult the Headteacher and inform the SENDCo.

Following consultation with the appropriate staff an Individual Risk Assessment and Behaviour Plan may be drawn up 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 Multi Agency meeting may also be considered if it is felt that there are other issues affecting the child's behaviour and could be addressed through a multi-agency action plan.

At Sycamore, we also have Individual Behaviour Charts that enable children to have personalised behaviour targets that can be monitored on a weekly basis. These charts are for individual learning sessions, or ten minute intervals depending upon the needs of the child.

Children may also work on 5 Point Scale charts to help them identify how they are feeling and strategies they, and adults, can use to help them manage their behaviour.

A meeting will be called to discuss a child experiencing difficulties with the parents/carers and the class teacher. This usually happens if the parent/child/school contract hasn't been effective. The continuing difficulties will be discussed and then the child will be given a number of targets to achieve and agree a date by which they will be reviewed.

If a child seriously fails to achieve the targets set or continues to be disruptive/badly behaved, a meeting will be arranged as appropriate for the child, parents and appropriate member of staff to closely monitor progress. In addition to this, as appropriate involve other agencies.

Ultimately a child who refuses to behave in an acceptable way may be excluded from the school, for example, violent assault on another child or an adult, verbal abuse/threatening behaviour against a

pupil and an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour.

Physical Intervention:

It is recognised by us that there may be occasions when a pupil's behaviour necessitates physical intervention.

The DfE clarifies schools responsibilities under the guidance 'The use of Reasonable Force' July 2013, stating that teachers and other staff (who have been authorised by the head teacher) and have lawful control or charge of pupils, have the power to reasonable force in situations where:

- Action is necessary in self – defence or because of imminent risk of injury.
- There is a developing risk of injury, or significant damage to property.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.

By law, school staff are able to use force and lawful use of this power will provide a defence to any related criminal prosecution or other legal action. However, our school will seek to keep the use of 'reasonable force' to an absolute minimum – our staff must not use force except as a last resort where there is a danger of someone being hurt.

Any form of corporal punishment in the school is illegal, and this ban is absolute.

Our academy principles are:

Everyone attending or working in this academy has a right to:

- Be treated with respect and dignity
- Learn and work in a safe environment and,
- Be protected from harm, violence, assault and acts of verbal abuse

Within this school the following must guide practice:

- The use of Restrictive Positive Handling must NOT be used with intent to:
 - punish
 - cause or threaten hurt
 - oppress, threaten, intimidate or bully; or
 - secure compliance with staff instruction

Within the continuum of Positive Handling, physical control SHOULD ONLY be used;

- with minimum and reasonable force
- rarely and exceptionally;
- as a last resort where all other courses of action have failed;
- with the minimum degree of intrusion required to resolve the situation;
- any use of physical control to be justifiable, reasonable and informed by risk assessment;
- preventative techniques must have been exhausted;

All involved pupils and staff will be provided with opportunities for debriefing as soon as possible following an incident.

Cases of physical intervention should be rare. There may be some pupils which the school identifies as 'of concern'. The school will work to identify these pupils and draw up suitable guidance for staff based around discussions with parents/staff/other professionals. The school will then train those staff who work closely with the pupils to ensure they understand the triggers and best approaches to support the child.

Staff training

At Sycamore Academy we use Team Teach strategies for managing behaviours. Only trained members of staff will be allowed to use physical intervention unless there is an emergency situation and no other trained staff are present.

The school will keep records of all occasions where intervention has been used and parents/carers will be informed of an incident involving their child and given an opportunity to discuss with school.

Dealing with incidents

Should a situation develop unexpectedly, staff must apply their professional judgement and only intervene if not doing so places a person at risk.

Staff must:

- Remain calm
- Use non-threatening verbal and body language
- Try to manage the situation without resorting to force
- Give a clear verbal warning that force may have to be used
- Inform the pupil that they will stop using force as soon as possible

Post incident review

Being involved in such incidents may be upsetting for pupils and/or staff. A review must take place between a member of SLT and the staff concerned to:

- Identify any triggers;
- Consider whether the use of force was managed appropriately;
- Consider whether the use of force could have been avoided;
- Identify what we can learn from the incident.

It may be that whole school or specific pupil lessons are learned – these must be identified and acted upon. A record of the event must be kept and uploaded to MyConcern attached to the child's file.

A member of staff must discuss the incident with the parents/carers.

If a second incident occurs which warrants the use of RPI, the school will then carry out a risk assessment around the child's behaviour and an Individual Handling Plan will be put into place with the agreement of parents, if this is deemed necessary.

Any parental complaints must be managed through the school complaints process.

Playtimes:

- When playtime ends a whistle is blown once on the playground.
- Children and staff raise their hands when the whistle blows and are quiet.
- Class teachers must be present when the whistle blows
- Duty lead then signals with hand to line up quietly with their teacher then walk in quietly.

Good behaviour will be encouraged and rewarded with Golden Tickets and Stickers.

Low level behaviour will be addressed with a conversation and a warning. If that behaviour continues they will be asked to either walk round with the teacher or stand at the fence (Y5/6), by the steps (Y3/4), in the red box (KS1) for 5 or 10 minutes. Their behaviour will be reported to the class teacher. If a child continues to behave badly at playtime parents will be informed and Behaviour Plan will be put in place.

Children who struggle with playtimes may be given no more than 2 passes per week to sit in with a friend and supervised by an appropriate adult, which must be agreed with that adult.

Wet Playtimes:

- During wet break times pupils will stay in their classes with their lunchtime staff.
- 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 have been given permission to go to the toilet.
- Normal school rules, rewards and sanctions apply during this time.

Lunchtimes

- When playtime ends a whistle is blown once on the playground.
- Children and staff raise their hands when the whistle blows.
- Class teachers must be present when the whistle blows and lead their class into the building.

Good behaviour will be encouraged through praise and Golden Tickets.

Low level behaviour will be addressed with a conversation and a warning. If that behaviour continues they will be asked to either walk round with the teacher or stand at the fence (Y5/6), by the steps (Y3/4), in the red box (KS1) for 5 or 10 minutes. Their behaviour will be reported to the class teacher. If a child continues to behave badly at playtime parents will be informed and Behaviour Plan will be put in place.

Children who struggle with playtimes may be given no more than 2 passes per week to sit in with a friend and supervised by an appropriate adult, which must be agreed with that adult.

Wet Lunchtimes:

- During wet lunch times children who are not in the hall eating their dinner will remain in their classes.
- Class teachers are responsible for ensuring their wet day play boxes are available for midday supervisors to use.
- Teaching should must be around at 12.30pm to support with transitions.

Use of outside agencies:

The following outside agencies are available to support parents/carers/children who are experiencing difficulty:

- Attendance officer
- Education welfare officer (EWO)
- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Targeted Family Support

The SENCO and Headteacher/SLT 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 Behaviour 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.

Appendix 1

A positive approach

The 'positive' part of positive behaviour management means that you are working to create interactions which allow you to teach children about socially appropriate behaviour at the same time as protecting dignity and self-esteem.

Key features of a positive approach are:

- An emphasis on positive rather than negative statements
- Regular and sustained use of praise and rewards
- Teaching children the social skills they need to be successful
- Redirecting children towards success rather than highlighting their mistakes

A positive approach



POSITIVE STYLE

NEGATIVE STYLE

'Wayne, I need you to choose to face this way and listen. Thanks'

'Wayne, stop talking and pay attention'

'Leon, remember to walk in the corridor. Thanks'

'Oi! Stop running'

'Hands up to answer, Kylie. Thanks'

'Kylie, I've told you before, stop calling out'

'Mike, stand still and wait your turn. Thanks'

'Mike, stop pushing or you'll go to the back'

Appendix 2

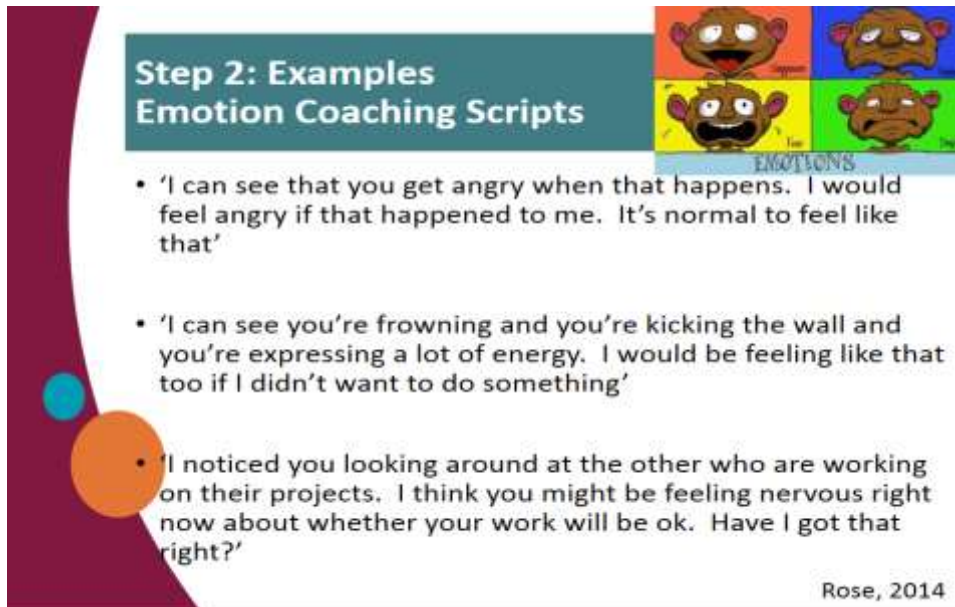
How to Emotion Coach

Step 1 - Recognising the child's feelings and empathising with them

- We feel empathy (i.e. how the child must be feeling) but sometimes we don't tell them, or label it and instead try to make the difficult emotion go away for the child. We need to say what we see, name it and deal with it **WITH** them, not for them.
- Don't confuse empathy with feeling you are agreeing with a child's unacceptable behaviour, we are **empathising with the feeling**, not agreeing with the unacceptable behaviour.

Step 2 - Validating the feelings and labelling them

- Use words to reflect back child's emotion and help child to label emotion.
- Simply observe – saying what you see rather than asking probing questions to which young people might not know the answer.
- Telling the emotional person that you understand their emotion situation and don't blame them helps soothe their emotional brain.



Step 2: Examples Emotion Coaching Scripts

- 'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that'
- 'I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something'
- 'I noticed you looking around at the other who are working on their projects. I think you might be feeling nervous right now about whether your work will be ok. Have I got that right?'

Rose, 2014

Step 3 - Setting limits on behaviour (if needed)

Validate the emotion and label the feeling BUT certain behaviours cannot be accepted.

For example:

"You are angry that I have taken your phone away from you but these are the rules that everyone has to follow. I will keep it safe for you."

Step 3: Examples

- 'These are the rules that we have to follow . Doing that is not ok'
- 'We can't behave like that even though you are feeling annoyed because it is not safe'
- 'You didn't put do the task as we agreed. You're probably angry that you can't join in the practical session with the others now because you have to complete the written assessment first'



Step 4 - Problem solve with the child

Exploration of the incident/behaviour and suggesting/supporting ideas and actions that could lead to a more productive outcome.

Step 4: 6 Steps to Problem Solving

1. **What is the problem?** After you have followed through on consequences for inappropriate behaviour. Find out what was the goal the young person was trying to reach with her behaviour
2. **What could I do?** Ask the child to come up with several possible solutions to the problem. Don't shoot down suggestions if they are not workable.
3. **List what might happen for each** solution. You can help them by asking is this fair, will this work, is it safe? How are you likely to feel/ How are others likely to feel?

6 Steps to Problem Solving continued

4. Pick the best solution. If the child comes up with an unworkable solution it's okay to go forward with it as long as it's harmless. Leave the door open to rework the solution if it doesn't seem to be working. You can help the young person too come up with a plan of action to accomplish the solution.

5. Do it!

6. Did it work? Thinking about what went well and what you might do differently next time