



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

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

## Policy Information

Document name	Behaviour Policy
Date approved	February 2023
Date issued	<b>February 2023</b>
Date of review	<b>Spring 2024</b>

## 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 violent 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.



Sycamore Academy



A L.E.A.D. Academy

**Sycamore Academy**

# **Behaviour Policy**

**Review frequency:** Annual

Document name	Behaviour Policy
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Date issued	<b>November 2023</b>
Date of review	<b>Autumn 2023</b>
Approved by	Academy Governing Body

## Aims

At Sycamore Academy, it is our 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

At Sycamore Academy, our underlying principles are:



## Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [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 23](#)
- [Suspension and permanent exclusion - 2023](#)
- [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

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

## Definitions

At Sycamore Academy, 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 Sycamore 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 Sycamore 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"><li>• Racial</li><li>• Faith-based</li><li>• Sexist</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	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 academies 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
- Impose 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

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/tutor 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 Sycamore 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 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 to have mobile phones with them on-site
- Under special circumstances, when agreed with parents, a child who brings a mobile phone to school must hand it to the main office on arrival and collect it at home time
- The academy accepts no liability for any phone if lost or stolen

## **Responding to Behaviour**

### **Systems to manage Behaviour**

Behaviour incidents and sanctions are logged and monitored through our Trackit-Lights system. Reds are also recorded on SIMS. Trackit-Lights 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 and young adults 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.

### **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.

Positive behaviour will be rewarded with:

- Verbal praise
- Given a green Trackit point(s)
- Golden Tickets
- Communicating praise to parents via a phone call or written correspondence
- Certificates, Prizes and special celebration assemblies
- Positions of responsibility, such as being an ambassador or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity linked to Investors in Pupils

Positive Steps
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<p>Pre-steps</p> <p>Quality First Teaching</p> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Thoroughly planned and prepared</li> <li>• High quality resources</li> <li>• Organised and supportive classroom environment</li> </ul> <p>Create an ethos of mutual respect</p> <ul style="list-style-type: none"> <li>• All adults model and reward positive behaviours</li> <li>• Follow school Behaviour Policy</li> <li>• Consistently use school Trackit Lights</li> <li>• Golden tickets/stickers/certificates</li> <li>• Direct teaching in PHSE</li> </ul>		
Steps	Stage	Details
1	Green	All children start every day on green – regular reminders of green behaviours. (see Trackit lights)
2	Sparkly Green 	I have been able to maintain positive behaviour and have reached 30 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 250 points on Trackit Lights  I demonstrate Sycamore Values daily  Reward: Silver Certificate and a prize from the prize box
4	Gold 	I have received 500 points on Trackit Lights  I demonstrate Sycamore Values daily and support children in my class with behaviour  Reward: Gold Certificate and gold badge

### 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
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- 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
- Pupil to complete a written Reflection form highlighting how they will improve their behaviour
- 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.

Negative Steps		
<p>Pre-steps</p> <p>Quality First Teaching</p> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Thoroughly planned and prepared</li> <li>• High quality resources</li> <li>• Organised and supportive classroom environment</li> </ul> <p>Create an ethos of mutual respect</p> <ul style="list-style-type: none"> <li>• All adults model and reward positive behaviours</li> <li>• Follow school Behaviour Policy</li> <li>• Consistently use school Trackit Lights</li> <li>• Golden tickets/stickers/certificates</li> <li>• Direct teaching in PHSE</li> </ul>		
Steps	Stage	Details
1	<p>Green</p> 	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.
5	Persistent Yellow Behaviour	Identify any key triggers, times of the day, locations. Consider adapting seating/position in classroom. Ensure work matches level of need. 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.
6	Red 	Red card completed, member of SLT speaks to child and signs off red card.  Class teacher verbally informs parent/carer of incident and next steps. The red card is handed directly to them or posted to home address.  Consequence: Miss 15 minutes of a playtime supervised by class teacher or TA for reflection  Class teacher/TA and child discuss and agree how to get back to green.
7	Persistent Red Behaviour	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>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>		

## Responding to Bullying

### Procedures

- Pupils should report bullying incidents to a member of staff or someone who they can trust.
- Parents reporting any bullying incidents must use the Bullying form.

- In cases of bullying, the incidents will be recorded by staff on the Trackit-Lights and addressed initially by the class teacher, followed by a member of the SLT. If an incident is not then resolved it will be escalated to a deputy Headteacher and ultimately 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 to 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 sort out 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)
- 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 or member of the Senior Leadership Team (SLT) 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.

# Serious Sanctions

## Time out

Pupils can be given time out that take place during break or lunchtime during term time.

The academy will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the academy will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

## 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. Arrangements for removal from classrooms at Sycamore Academy are as follows:

- A pupil will be taken or collected by a member of staff to the appropriate space
- Pupils may go to a neighbouring classrooms or one of the offices

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 the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

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 those as pupils at risk of exclusion:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

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.

Our approach for removing triggers of misbehaviour include:

- Short, planned 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 room, break out spaces or halls) where pupils can regulate their emotions during a moment of 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.

Contact Nottingham CITY Special education Needs Service Tel: 0115 876 4300

### **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.

These may include:

- A reintegration meeting
- Daily contact with a key adult
- A report card or sticker chart with personalised behaviour goals and agreed rewards
- A reflection form

## **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 child protection and 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:

- Supporting pupils with Autism
- Emotion Coaching
- The proper use of restraint
- The needs of the pupils at the academy
- How SEND and mental health needs impact behaviour

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 half-term by Safeguarding and Inclusion Manager with the Headteacher.

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.

### **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). At each review, the policy will be approved by the AGB.

## 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
- Mobile phone policy
- Equality Policy

## Appendix 1 – Bullying incident form



# Bullying incident form

## Section 1: Staff details

Date completing form:

Name of staff:

Email address of staff:

After completion this form needs to be handed to Miss Carmen Joseph

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## Section 2: Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

**Nature of incident:** Tick all that apply

☐ **Physical** (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)

- ☐ **Verbal** (e.g. name calling, ridicule, comments)
- ☐ **Cyber** (e.g. messaging, social media, email)
- ☐ **Emotional/indirect/segregation** (e.g. excluding someone, spreading rumours)
- ☐ **Visual/written** (e.g. graffiti, gestures, wearing racist insignia)
- ☐ **Damage to personal property**
- ☐ **Threat** with a weapon
- ☐ **Theft or extortion**
- ☐ **Persistent Bullying**

**Form of bullying or incident:** Tick all that apply

- ☐ **Race** – racist bullying
- ☐ Sexual orientation – **homophobic**
- ☐ Sexual orientation – **biphobic**
- ☐ Special educational needs (**SEN**) or **Disability**
- ☐ **Culture** or **class**
- ☐ **Gender identity** – transphobic
- ☐ **Sex** – sexist bullying
- ☐ **Appearance or health conditions**
- ☐ **Religion or Belief** related
- ☐ Related to home or other personal circumstances
- ☐ **Other** or non-specific

Details of those involved: record all involved whether adults, pupils or visitors.				
	Name	Age/Year group	Form/class	Other relevant information (e.g. gender, SEN, disability, religion)
Target of bullying/incident				
Person/s responsible for bullying/incident				

Details of incident					
Date		Place:		Time:	
Witnesses					
Repeat incident or serious incident					
Any relevant supporting					





To avoid damage to property		To prevent/interrupt absconding		Off site		Within grounds	
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Description of Incident

De-escalation Techniques Used					
Verbal Advice/Support		Humour		Directed Time out	
Reassurance		Time out offered			
Calm Talking		Distraction			
Neutral tone/body language		Step Away		Other (specify)	

### Appendix 3 – A positive Approach

## 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

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

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

*'Hands up to answer, Kylie. Thanks'*

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

### NEGATIVE STYLE

*'Wayne, stop talking and pay attention'*

*'Oi! Stop running'*

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

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

## Appendix 4- Emotion Coaching

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

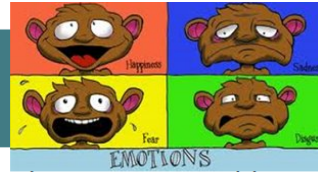
- We feel empathy (i.e. how the child must be feeling) but sometimes we don't tell them, or label it and instead try to make the difficult emotion go away for the child. We need to say what we see, name it and deal with it **WITH** them, not **for** them.
- Don't confuse empathy with feeling you are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