

# Three Lane Ends Academy



## Behaviour Policy

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## Three Lane Ends Academy Positive Behaviour Policy

At Three Lane Ends Academy we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. Promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually. Regular training for all staff members reflects and supports this ethos and the PSCHE curriculum reflects this.

Adults are expected to act as role models to reflect the key rules and inspire and motivate pupils to do the same. Staff strive to set high expectations all the time in line with school and Multi-Academy Trust standards and this extends to behaviour – in line with legal and procedural guidelines. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of our community.

We have the following key values that allow everyone to work together in an effective and considerate way.

Thrive

Learn

Enjoy

Achieve

We also expect our pupils to represent our school with pride, through their

<b>P</b>	<b>– Presentation</b>
<b>R</b>	<b>– Responsibility</b>
<b>I</b>	<b>– independence</b>
<b>D</b>	<b>– determination</b>
<b>E</b>	<b>– equality</b>

We have the following rules:

1. We strive to succeed
2. We never give up
3. We look after everyone and everything

### Whole School Reward Systems

The rules are displayed in each classroom and are referred to by staff members using corrective language throughout the day. Often, positive praise for those pupils consistently carrying out the school rules encourages others to reflect upon their own behaviour and reminds of the correct way to behave – reinforcing school expectations. Adults continually use this strategy, in the first instance, whilst working in any area of school or on the playground. We use a number of strategies to reinforce positive behaviour from the following:

- Pupils know that positive behaviour and self-discipline is a reward in itself – bringing greater trust, respect and responsibility within the community and from the adults and peers they work with. Adults in school remind of this continually through verbal praise, as well as other ways of reinforcing positive behaviour choices i.e.
  - Star of the day
  - Proud cloud
  - Star of the week
  - PRIDE Awards
  - House points

Our Academy also acknowledges the efforts and achievements of children **out of school**. We encourage them to bring in their certificates, medals and photographs of major achievements that can be shared in celebration assembly and displayed in our entrance hall for a short period.

## Consequences

These are also measures to support and encourage children to make the right choices. The school employs a traffic-light type approach, which is based on the language of choice, to manage behaviour and there are a number of sanctions to ensure the whole school community has a right to a safe and positive learning environment based on respect for all. We aim to employ each sanction appropriately to individual situations.

At the beginning of each lesson pupils begin with a fresh start on 'green'.

If a pupil displays behaviour that needs addressing, the following will happen:

Eg. A **non-verbal cue** may be used first to alert the child to what they are doing that they shouldn't be – signalling to a pupil to put all four legs of their chair on the floor, to stop talking to their partner, to think more carefully about the way they are lining up...

The teacher may then give a **descriptive reminder** of what the child is doing that they shouldn't be, or if needed, a reminder of the behaviour that is expected if they feel the child is not aware what this should look like - David, you are calling out – we put our hand up if we want to speak - make the right choice.

Thomas, we face the front with hands by our sides when we line up – make the right choice.

They might also choose to give a **group directive reminder** – Remember hands up before speaking please. This language focuses the pupil on the behaviour that needs to change, without placing too much emphasis on disruptive, or unsafe behaviour.

Or, they may give a **conditional direction** to help the student focus on the correct behaviour – When you have completed this paragraph, you can finish your painting.

If the child continues with the behaviour addressed, they will be given a further warning and their name will be moved from 'green' to 'amber' as a reminder to them that their behaviour needs

addressing and that continuation of the wrong choices will result in a consequence. It is likely that the teacher will also seek to have a quiet discussion with the child in question, in order to try and resolve the problem, or address a concern but this cannot always immediately happen when the teacher is organising, or directing the whole class. Moving to amber would lead to an in-class consequence such as the child having to sit in a different place.

If pupils have their name moved to 'red' during class time, they will leave the group or classroom to work in an alternative room. They will be expected to complete any unfinished work at play or dinner time. They will also be given a Reflection Form to complete in order to reflect on their behaviour and the strategies they can apply next time to deal with the situation more effectively. It is an opportunity for them to consider why they reacted as they did and what triggered the reaction. This record will be used to support further discussion, if needed, with a member of staff. The reflection form will be kept in order to monitor any patterns of behaviour for particular children and create a record of repeated incidents. Parents will be informed. The form includes:

- The rule broken.
- The child's record of the incident.
- Who was affected.
- What could be done differently.

## Every Day Procedures

### In the Classroom

At the beginning of the year, each class teacher will ensure the following is in place to ensure that pupil rights and responsibilities can be upheld consistently throughout the year. They will:

- Frequently remind of the whole school behaviour expectations and how this will be translated into their classroom practice – having high expectations of what this must look like at all times
- Establish clear routines and systems to ensure that pupils stay safe in the classroom
- Establish organisational routines that will contribute to the smooth running of each lesson and transitions around school
- Teach moral and social understanding and consideration through the PSHE; RSE and RE curriculum specifically

### Outside the Classroom Environment

To enable the smooth running of the school and a calm atmosphere, all staff uphold the following guidelines when in the school environment:

- Pupils walk calmly down the corridors quietly/respectfully when moving from one part of school to another
- They are asked to stop and wait for their adult at particular transition points in the corridors to ensure that all are safe and orderly and they remain calm
- Any pupils breaking rules in the corridors or outside, will be spoken to by the nearest adult and appropriate consequences put in place
- During a wet playtime, staff stay in their classrooms with their pupils to ensure they are safe – pupils are never left on their own in a part of the school without an adult
- Pupils only leave the classroom to go to the toilet, however this is encouraged to take place at break and lunch times.

## Lunchtime Supervision and Routines

In order for lunch times to remain safe, secure and happy times for all pupils, the following procedures and systems are in place:

- Dinnertime staff work both within the dinner hall and outside on the playground and position themselves appropriately so that pupils can be monitored and supported
- Dinner time staff follow the same consistent procedures as all other staff members.
- If pupils need 'time out' to consider their behaviour, they will ask a child to sit in a reflection area away from others, or to stand with a designated adult, to reflect on their behaviour for a short, specified amount of time before re-joining their peers
- If a pupil engages in dangerous behaviour, or ignores the instructions given by an adult, they will be escorted away from the playground in order to discuss consequences away from their peer audience by a member of the senior leadership team
- During a wet dinnertime, dinner staff supervise classrooms

## Emergency Procedures

If there is an incident of extreme behaviour inside school or on the playground, or a pupil leaves the school premises, the following procedure is followed:

- A member of the SLT is notified immediately in order to support the situation – if the child is placing their own or others' safety at risk, they may choose to use positive handling in line with the DfE 'Use of reasonable force' advice. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>. The member of staff will evaluate the situation and make a decision on whether positive handling is required. If the child is not putting themselves or others in any situation of danger, the adult will either use distraction techniques or withdraw to provide the child with an opportunity to self-regulate.
- In the event of a child leaving the school site, the absconding policy will be implemented.
- Adults managing the situation will be kept to a minimum and at the professional discretion of the adults involved. Where possible the adults involved will have effective relationships with the pupil and will have been trained in positive handling and de-escalation techniques. Other staff members work to ensure that other pupils are led away from the situation to reduce the 'audience' and ensure a crowd of pupils or adults does not develop
- A limited number of additional members of staff should stand by to support if needed.

## SEND

Social, Emotional and Mental Health is one of the categories of Special Educational Needs in the Code of Practice 2014. A pupil may be placed onto the SEN register under this code. We recognise

that for a small number of children whose behaviour is beyond the whole school rewards and consequence system, a more personalised approach is required in order to support them. These areas will be identified in collaboration with other professionals when a child is in receipt of an Education, Health and Care Plan (EHCP) and has a learning plan. All pupils requiring support with SEMH will have an individual learning and/or behaviour plan agreed by the teacher, pupils and

parents. Support, where appropriate, from Educational Psychologists and the Social, Emotional, Mental Health Team may be sought.

## Individual Behaviour Plans

It is recognised that some children may need a tailored emotional and behavioural plan to regulate their behaviour and feelings in addition to the school-wide behaviour strategies. Children who are regularly moved to 'red' on the Traffic Light System or are struggling to manage their behaviour in class will be discussed with behaviour support staff and an individual plan formulated with the teacher, parents and carers. Such plans may involve: modification to classroom seating arrangements, extra breaks in learning and could also incorporate advice from Senior Leaders and Support Agencies.

## Bullying (Including Discrimination of any kind)

Bullying is behaviour by an individual, or group, repeated over time, that intentionally hurts another individual or group – either physically or emotionally. Bullying behaviour can also be directed at a number of children- meaning to intimidate or belittle. Our Academy takes bullying incidents very seriously and any children who have been involved in bullying, after investigation, may receive an exclusion. We do not tolerate bullying of any kind. Please see our Anti-Bullying Policy for more details. School also maintains a central log (CPOMS) of any allegations of bullying, so that they can be investigated fully but also so that patterns that highlight involvement of particular children can be monitored.

It will furthermore be reiterated to pupils that we celebrate differences – we do not use those differences as insults against people.

## Fixed Term and Permanent Exclusions

School has adopted National policy for national exclusions arrangements.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

Only the Headteacher, or an adult acting in the headteacher's absence, has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If the Headteacher excludes a pupil, parents will be informed immediately and invited into school, giving reasons for the exclusion. At the same time, the Headteacher must make it clear that the parent can appeal the decision by writing to the Governing body. The Local Authority, Governing Body and Board of Trustees are notified about any fixed term exclusions.

Under the guidance from the DFE documents related to exclusions, children's behaviour may reach the threshold described in the DFE documentation and therefore an exclusion may be issued. This will be where there is a breach of the behaviour policy. All decisions in relation to exclusions will be as a last resort. TLEA is aware of groups nationally over represented in exclusions, including those with SEND and those who are disadvantaged, and ensures that it upholds its duty to include all children equally within the curriculum, the classroom and the wider life of the school. Children with additional needs may need One-page profiles or My Support Plans to help to maintain their inclusion in a mainstream setting. School works with a wide variety of outside agencies to ensure this happens. The safety and wellbeing of all staff at TLEA is paramount.

The Headteacher can exclude for bad behaviour and/or bullying which occurs off the academy premises, which is witnessed by a staff member or reported to the academy.

## Roles and Responsibilities in Promoting Positive Behaviour

### The Headteacher, teaching and support staff:

- Adhere to the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the consistency of the policy – treating each child fairly.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- To achieve a settled atmosphere in the classroom so that quality learning can take place
- To ensure that poor behaviour is not dwelt on, that children can recover quickly and repair can take place.
- To record incidents where pupils have had sanctions for their behaviour, in collaboration with lunchtime supervisors, to monitor any emerging patterns of persistence
- Report to/meet with parents/carers when necessary
- A re-integration meeting will be offered to parents of those have been excluded from school to ensure they are 'ready' to re-enter their class, however a reintegration meeting will not prevent the child from returning to school. Such meetings will remind the pupil of the rules of the school and will agree a strategy and support – moving forward – to ensure that these rules will not be broken again.

### The Governing Body will:

- Support the school in the implementation of the policy
- Consider any exclusions contained in the Headteacher's report at their meeting
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- The Discipline Committee will meet to discuss individual cases where children are becoming close to permanent exclusion, or to discuss parent appeals concerning fixed term exclusion
- If the Governors decide that a child should be reinstated, the Headteacher must comply with this instruction
- Review the effectiveness of the policy

### Parents will:

- Support the school in the implementation of the policy, reinforcing important messages at home and discussing the importance of the school rules with their child
  
- Demonstrate a willingness to attend reintegration/strategy meetings with their child's class teacher, the behaviour team, or the Headteacher to support their child with changing their behaviour

- Share any concerns constructively with the appropriate members of school staff

Stage	Examples of Behaviour	Possible Sanctions	Comments
Stage 1	Swinging on chair Interrupting/calling out Losing concentration/ not listening/refusing to work Running inside the school building Ignoring instructions both inside and out Beginning to distract others from their learning Unfair play Continuation of unacceptable behaviour Rudeness Affecting other pupils learning Inappropriate remark to other pupils Minor challenge to authority Spoiling others' games on the playground Name calling	Verbal warning and request to comply x 1 Second verbal warning – move to Amber. Amber = in class consequence e.g. move away from friend if chatting.	Staff will use a non-verbal cue, or a group reminder, or will use tactical ignoring, or praise others displaying correct behaviour before a direct warning to give pupils time to correct their behaviour independently.
Stage 2	Persistent stage 1 behaviour	Move from Amber to Red = work in an alternative classroom for the rest of the lesson. Complete unfinished work at play/dinner. Complete a Reflection Form.	Three occurrences in a week, conversations with parents.  Where this is the case for more than one week, implement an Individual Behaviour Plan
Stage 3	Unacceptable disruptive/ behaviours such as: Discrimination Bullying Vandalism Stealing Violence Very serious challenge to authority Swearing Throwing objects with intent to harm Harming someone Damaging school's/pupil's property Leaving class/school without permission Repeated refusal to do set task/continued or more Serious challenge to authority Harmful/offensive name calling Fighting Walking away from staff member Verbal abuse Continuous disruptive behaviour	Move immediately to Red. Work in an alternative classroom for the rest of the lesson. Complete a Reflection Form at play/dinner. Inform parents.  Internal isolation Ban on representing school or visits outside of school. Meeting with parents.	Individual Behaviour Plan Multi Agency referral  Restorative practice to be used
Stage 4  Exclusion(s) Withdrawal from school events until consistent change of behaviour	Persistent Stage 3 behaviour	Immediately taken to Headteacher. SLT Team alerted. Telephone and/or letter home to arrange a meeting.  1 <sup>st</sup> occurrence – half day internal isolation 2 <sup>nd</sup> occurrence – full day isolation 3 <sup>rd</sup> occurrence – fixed term exclusion  If incidents continue to occur and there has not been an improvement in the behaviour of the child, one or more of the following sanctions would be carried out: -  <ul style="list-style-type: none"> <li>• Ban on representing the school and/or trips outside school – fixed period</li> <li>• Exclusion for a minimum of one to five days– fixed period</li> <li>• Governor disciplinary sub- committee convened.</li> <li>• Possible permanent exclusion from school</li> </ul>	

Stage 5	<p>Persistent Stage 4 Behaviour</p> <p>When over a prolonged period of time, despite numerous strategies to re-engage, a pupil refuses to work with the school.</p> <p>Dangerous behaviour that poses a risk to the education and welfare of others within the school or themselves.</p> <p>Any pupil who assaults, injures or harms a member of staff.</p>	As above Permanent Exclusion
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