



Lakelands
Academy

Behaviour policy

Next Review
Autumn 2021

Contents

1. Aims.....	2
2. Legislation and statutory requirements	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	5
6. Pupil code of conduct.....	6
7. Rewards and sanctions.....	6
8. Behaviour management.....	7
9. Pupil transition	9
10. Training.....	9
11. Monitoring arrangements	9
12. Links with other policies	9

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management

- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- 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 online

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Defiance
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform
- Lack of equipment

Serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying

- Sexual assault -any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Persistent defiance
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or otherwise discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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)

4. Bullying (peer on peer abuse)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

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
Racial	Racial taunts, graffiti, gestures
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy, though this may be delegated to a member of the leadership team.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the academy code of conduct
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor or Head of Year promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Please make reference to the academy code of conduct policy (pupils)

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Rewards tokens and points
- Legend of the lesson points/tokens
- Letters, phone calls or postcards home to parents
- Special responsibilities/privileges
- Half termly Rewards assembly prizes / badges / certificates
- Rewards Trips

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class for a brief 'time-out'
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Friday Headteacher Detention (for behaviour incompatible with the Team Lakelands ethos.)
- Leadership team 'callout' and removal from a lesson
- Referral to faculty leader or Head of Year
- Referral to a member of LT
- Subject report, faculty report or daily report
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Isolation (for a specified lesson, a half day or a day)
- Break and/or lunch report
- Referral into the IBM system (Intensive Behaviour Modification)

We may use the isolation room within the Wellbeing Centre in response to serious or persistent breaches of this policy. Pupils may be brought to the isolation room during lessons where they have been removed through a LT callout, and they will be expected to complete the same work as they would in class.

The Health and Wellbeing Centre (the detention room is part of this) is manned by the AHOY.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy, such as on a school trip, on the bus on the way to or from school, or walking to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Child Protection Policy for more information on responding to allegations of abuse.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines, rules and procedures
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Having a plan for dealing with low-level disruption
 - Implementing sanctions fairly and appropriately
 - Using positive reinforcement
 - Maintaining an 'emotional objectivity' and a positive mindset

8.2 Physical restraint - by MAPA trained staff. (Managing Actual or Potential Aggression)

In some circumstances, staff may need to use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to academy discipline. Such 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](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDCO will evaluate any pupil who exhibits persistent 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 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.

9. Pupil transition

To ensure a smooth transition to the next year, Heads of Year have transition sessions, so that information related to pupil behaviour issues is transferred to relevant staff before the start of the new year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools. 'Pen portraits' are collated for pupils transitioning from primary schools, so staff have a contextual understanding of the children they are going to teach.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process and as part of ongoing CPD sessions.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher (and the Governing Body Teaching and Learning Committee) every 2 years. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding CP policy
- Anti Bullying Policy
- Drugs Policy
- E-safety policy
- Rewards Policy
- Sanctions Policy
- Smoking Policy