

Lakelands Academy - Approach to supporting Positive Behaviour

(To be read in conjunction with the 3-18 Relational
Behaviour for Belonging Policy)

Lakelands Academy is a harmonious, inclusive
and inspiring environment where students
behave in ways that are
Ready, Respectful and Safe
as well as being self-reflective when required.

Pastoral Ethos, Vision, Aims and Values

Ethos

At Lakelands Academy we treat all students in a caring and responsible manner and as individuals, all equally important and deserving of our attention and support. We understand that life's journey is different for everyone and that our student population are a mirror of society and its wider variances.

The core principle of our pastoral system is to support our students and their families in removing the perceived/presenting barriers to access, learning and effective functioning in order to maximise outcomes.

We combine outstanding teaching and learning with the highest quality structured support, mentoring programmes and personalised learning opportunities in order to ensure our students develop self-regulation, a sense of responsibility, accountability and the ability to function effectively both in school and in wider society.

We ensure the safety and wellbeing of our students, helping them to enjoy their school experience whilst having excellent attendance, relationships and engagement.

As a school we are committed to trauma informed practice and our staff are trained in emotion coaching. This is a relational approach to support the emotional regulation of our students.

Vision

Lakelands Academy is committed to creating an environment where exemplary attitudes, behaviour and pastoral care are at the heart of productive learning. Our vision is to enable everyone to thrive and be the best they can be whatever their individual starting points may be.

Our school is driven to be a harmonious, inclusive and inspiring environment with students who are able to challenge themselves and reflect whilst consistently living our values of being ***Ready, Respectful and Safe***.

Our partnership approach aims to build a genuine sense of community along with positive relationships within our school and local area.

Core Values

- **READY** means being prepared to learn and take part in school life. This includes arriving on time, having the correct equipment, and being mentally focused on learning. Students show the value of READY when they are organised, follow routines, and approach every lesson with a positive attitude and a willingness to try their best.
- **RESPECTFUL** means showing consideration, kindness, and good manners to everyone in our school community. This includes listening carefully, using polite language, valuing the opinions of others, and treating the school environment with care. Students show the value of RESPECTFUL when they behave in a way that supports

others to feel valued, included, and able to learn.

- **SAFE** means ensuring that everyone feels protected, secure, and able to learn without fear. This includes physical, emotional, and online safety. Students show the value of SAFE when they make sensible choices, follow instructions, and look after themselves and others to create a calm and supportive environment.

By living our core values, we relentlessly strive to be the best possible version of ourselves, displaying a genuine ***'pride in our badge.'***

Our Relational Approach: The 4Rs

At Lakelands Academy, our approach to behaviour is underpinned by the Trust's relational principles of Regulate, Relate, Reason and Repair (The 4Rs). We recognise that behaviour is a form of communication and that positive relationships are central to promoting learning, wellbeing and a sense of belonging.

Regulate

When a student is distressed, upset or emotionally overwhelmed, priority is given to helping them feel calm, safe and able to engage. Staff may provide time, space, reassurance or appropriate support to help students regulate their emotions before discussing the incident further.

Relate

Positive relationships are at the heart of our school community. Staff seek to understand the student's perspective, demonstrate empathy and maintain respectful, supportive relationships even when behaviour falls below expectations.

Reason

Once a student is calm and ready to reflect, staff will support them to understand the impact of their behaviour, consider alternative choices and take responsibility for their actions. This stage promotes learning, accountability and personal growth.

Repair

Where behaviour has affected relationships, learning or the wider school community, students are supported to repair any harm caused. This may involve restorative conversations, apologies, rebuilding trust or other appropriate actions that help students move forward positively and successfully.

The 4Rs help us maintain high expectations whilst providing high levels of support. Through this approach, students are encouraged to learn from mistakes, develop self-regulation and make positive choices that contribute to a safe, respectful and inclusive school community.

Behaviour and Mental Health

We recognise that behaviour can sometimes be an indicator of unmet social, emotional or mental health needs. Where appropriate, staff will seek to understand the underlying causes of behaviour and provide support, intervention and reasonable adjustments whilst maintaining high expectations for all students.

Behaviour and Safeguarding

Some behaviour incidents may indicate safeguarding concerns. Incidents involving child-on-child abuse, sexual harassment, sexual violence, discrimination, criminal exploitation, online abuse or other safeguarding concerns will be managed in accordance with the school's Safeguarding and Child Protection Policy.

Behaviour Curriculum

At Lakelands Academy we recognise that positive behaviour must be explicitly taught, modelled, practised and reinforced. Our Behaviour Curriculum outlines the routines, social norms and behaviours which underpin our values of Ready, Respectful and Safe and support students to achieve a strong sense of belonging. (Appendix A)

Supporting our Students at Lakelands Academy

There are a number of key staff who support our students on a day-to-day basis.

Form Tutor

All students are placed in tutor groups (Houses) upon joining our school. The form tutor is the first point of contact for their student's pastoral needs and also for parents/carers. They are central to the welfare, care, and guidance of their tutees. They see their students twice every day, once at the start of the day and again after lunch. This gives them the opportunity to support, monitor and drive standards in attendance, punctuality, uniform/appearance and behaviour.

Teaching Assistants

Our Teaching Assistants support students in individual and group work. This includes specialist mentors for each area of need (Social Emotional Mental Health, Cognition and Learning, Communication and Interaction, Physical and Sensory).

Year Leaders

Every year group has its own Year Leader. This provides an extra layer of pastoral support and will help students with any problems they may be encountering in their school life. Year Leaders are available for students and parents/carers as the need arises although they do also have a teaching timetable.

The Year Leaders play a very important role in the support and guidance of our students. They have a very good understanding of students in their care and monitor key aspects of student including:

- Behaviour.
- Attendance and punctuality.
- Uniform and appearance.
- Communicating with home.
- Working with external agencies who are involved with their students.
- Attending planning meetings.
- Supporting young people who require additional support at our school.

Pastoral Support Officers

Lakelands Academy employs two non-teaching Pastoral Support Officers and one Senior Pastoral Support Officer (Early Help Lead and Mental Health Champion) who support and deputise for our teaching Year Leaders. In addition, they provide targeted support and intervention as well as being Deputy Designated Safeguarding Leads.

Wellbeing Centre

Our Wellbeing Centre has two main functions.

It supports students displaying behaviour that is not currently in line with the school culture and ethos. This may be achieved through a combination of interventions, individual mentoring support and SEMH (Social, Emotional and Mental Health) therapeutic work.

Students receive targeted support from dedicated staff as a short-term intervention towards learning how to meet school expectations and be a positive contributor to the culture being strived for. The Wellbeing Centre aims to support in the development of resilience, confidence and self-worth leading to a greater sense of Belonging.

SENDCo

We have high expectations of all our students, including those with SEND. Our staff follow the professional guidance of the SENDCo to ensure reasonable adjustments are made where appropriate. Our SENDCo is a key member of staff in terms of seeking and advising on appropriate strategies and referrals where there are repeat incidents of poor behaviour for learning. They are also a member of the Senior Leadership Team.

Thrive Centre

Thrive provides bespoke and individualised interventions for students who may benefit from additional support relating to their specific areas of need. Support is provided by staff who have specific qualifications and experience relating to the four areas of need as identified in the SEND Code of Practice 2014. It also provides support and mentoring for students who may not be able to fully access either school or their school timetable at any given time. This provision aims to remove the presenting barriers to ensure full access to and effective functioning within the school curriculum and wider society.

Designated Safeguarding Lead (DSL) and Deputies (DDSLs)

Lakelands Academy is committed to keeping children safe both inside and outside school. We have a large team of trained Designated Safeguarding Leads (DSLs) and Deputy Designated Safeguarding Leads (DDSLs). The team includes our Assistant Headteacher/SENDCO as Lead DSL and a Lead Practitioner for Safeguarding as Senior Deputy DSL. Our Senior DDSL, working under the strategic direction and leadership of the DSL/Headteacher, is the lead for day-to-day safeguarding/welfare disclosures and ongoing cases along with having a caseload for each of these key areas. All of our Year Leaders are DDSLs who lead on the safeguarding and child protection cases for their own year group with the assistance of our Pastoral Support Officers.

Attendance and Welfare Manager

This post-holder, working under the strategic direction and leadership of the Assistant Headteacher (Behaviour & Attendance), ensures that children and families have access to high quality, structured support programmes that improve pupil safety, attendance and/or engagement with school. Our Attendance and Welfare Manager is also a Deputy Designated Safeguarding Lead working under the strategic direction of The Designated Safeguarding Lead and Senior Deputy Designated Safeguarding Lead. A key aspect of this role is to explore and analyse school, local and national data to identify and proactively act upon presenting patterns and trends as well as reacting to specific cases of poor attendance and welfare. Working with the attendance administrator and school data manager, they strive to understand the reasons for lower than expected attendance and to strategically plan to address this.

Education Welfare Officer

Lakelands Academy works closely with Shropshire Local Authority and has a service level agreement with one of their EWO (Educational Welfare Officer) service. This role supports, drives and advises on school attendance, engagement and welfare issues. Our EWO works incredibly closely with our Attendance and Welfare Manager and Year Leaders, our Assistant Headteacher (with responsibility for attendance) and our DSLs/DDSLs.

Mental Health Leads and Counsellors

We have a Senior Mental Health Lead (Assistant Headteacher), Mental Health Champion (Senior Pastoral Support Officer) and also employ an Art Therapist. In addition our students have access to a School Counsellor, Healthy Lives Practitioner, School Nurse, School Chaplain and other support workers/professionals. Together they work to support our students with the challenges they are facing and enable them to feel heard, accepted and understood on issues such as anxiety, depression, bereavement, loss, stress, relationship difficulties, low self-esteem and anger management. Our Senior Mental Health Lead/Mental Health Champion are also responsible for coordinating a whole school approach as well as close liaison with individuals and outside agencies, including other counsellors.

Senior Leadership Team

All of the Leadership Team are involved with our students on a day-to-day basis and have overall responsibility for the support and guidance of our students. Many act as mentors to individual students who require further support. We endeavour to have a member of our SLT available at all times to meet with parents should the need arise.

Mobile Phones, Smart Devices and Earbuds/AirPods

Lakelands Academy is committed to creating a calm, focused and distraction-free learning environment where students can fully engage in their education and develop positive relationships with others. We strongly discourage students from bringing mobile phones, smart devices, smart watches, AirPods, earbuds or similar electronic devices into school unless there is a genuine need to do so, such as accessing a digital bus pass or for an agreed medical reason.

Where students need to bring these devices into school, they must hand them to their Form Tutor during morning registration. Devices will be stored securely in a designated safe location throughout the school day and returned to students at the end of the school day.

Failure to hand in a device at the start of the school day, or the use of a device during the school day without permission, will result in:

- The device being confiscated by a member of staff.
- The device being securely stored by the school.
- The device only being returned to a parent or carer.
- An appropriate consequence will be issued in line with the school's Behaviour for Learning and Relationships procedures, normally a C4 consequence for the first incident.

Parents and carers are reminded that students can contact home via the school office at any time should an urgent need arise, and parents/carers can similarly contact students through the school office during the school day.

Rewards, Recognition and Consequences

Our philosophy involves students being rewarded whenever possible.

- Rewards and encouragement are very powerful aids to teaching, maintaining high standards of behaviour and fostering positive relationships within the school ethos.
- It is the teacher's responsibility to praise students whenever possible. This may be during lessons, when marking books, work or assessments and around the school.
- As a school we promote the PiP (Praise in Public) and RiP (Reprimand in Private) approach as advocated by Paul Dix (Pivotal Education).
- All staff are familiar with the rewards and sanction policy and apply it fairly and consistently.
- 'R' values (please see below) add to individual student totals as well as contributing towards their House total.

	Rewards		Consequences
R1	1 House Point for Attitude to Learning/living our Lakelands values – Ready, Respectful & Safe (all of): • Uniform • Equipment • Punctuality • Engagement • Positive participation • Homework complete and on time • Polite manners <i>(Can be issued by all staff)</i>	C1	A C1 is entered for: • Two clear verbal warnings for low level disruption linked to contravening 'Ready, Respectful & Safe'. <i>No detention set for C1s</i> <i>(Can be issued by all staff)</i>
R2	2 House Points for any of: • Excellent effort • Excellent progress • Excellent participant • Excellent homework • Legend of the Lesson (House token given) • Receipt of a 'Values Voucher' • Acts of selflessness/kindness • Volunteering around school • 100% Attendance for the Week • Respect for School Premises • Representing the school • Attending extra-curricular/House activities. • Mentoring/leadership/supporting • Reading for pleasure (unprompted) • Excellent attitude to reading within DEAR/library time	C2	A C2 is entered for: • A third disruption linked to 'Ready, Respectful & Safe'. • A more serious one-off incident linked to 'contravening 'Ready, Respectful & Safe'. • Late to school on two occasions in any half term. <i>In-school department or tutor detention with issuing teacher holding reflective conversation.</i> <i>(Can be issued by all staff)</i>

	• X amount of progress on Accelerated Reader <i>(Can be issued by all staff)</i>		
R3	3 House Points for any of: • Sustained effort • Sustained progress • Sustained contribution to extra-curricular activities/clubs/events/Student Senate • Subject Commendations <i>(Can be issued by all staff)</i>	C3	A C3 is entered for: • A more serious (than C2) one-off incident linked to 'contravening 'Ready, Respectful & Safe'. • Non-attendance at C2 detention. • Late to school on three occasions in any half term. <i>In-school detention sat with Faculty Leader, Year Leader or Wellbeing Centre Staff to facilitate reflective work.</i> <i>(Can be issued by Middle Leaders)</i>
R4	4 House Points for: • End of half term celebration awards • 100% attendance for a full half term • Outstanding contribution to Lakelands Academy/our community <i>(Can be issued by Middle Leaders and SLT)</i>	C4	A C4 is entered for: • Non-attendance at C3 detention. • A more serious (than C3) one-off incident linked to contravening 'Ready, Respectful & Safe'. • Late to school on four occasions in any half term. <i>In-school reflection (social times) or after school detention (30 minutes) with Faculty Leader or Year Leader.</i> <i>(Can be issued by Middle Leaders and SLT)</i>
R5	5 House Points for: • Thank You Friday (school expectations) • Senior Leadership Team Awards <i>(Can be issued by Middle Leaders and SLT)</i>	C5	A C5 is entered for: • A serious incident linked to 'Ready, Respectful & Safe'. • Non-attendance at a C4 detention • Late to school on five or more occasions in any half term. <i>In school isolation (social and academic) or after school detention (45 minutes) with SLT.</i> <i>(Can be issued by SLT)</i>

****** A student, at any stage of the consequences system, may benefit from additional support from one of our dedicated staff or resources.

Rewards and Recognition

Students are issued with reward points for a whole range of positive behaviours every lesson. Alongside lesson reward points students can gain rewards for positive behaviour on corridors and at social times. Our staff log these within our rewards systems and students are given a range of rewards as they progress through a hierarchy of pre-determined totals. (informed by student voice responses) For example:

Reward Points	Reward
500	Bronze pin badge
1000	Silver pin badge and early lunch pass
1250	Gold pin badge and free lunch with Year Leader and Head Teacher
1500	Platinum pin badge, letter of recognition and book voucher

* Please note, the type of rewards and the hierarchy amounts are subject to change in response to student feedback and the monitoring of their totals/their achievability.

Weekly Subject Commendation Certificates

Subject departments award commendation certificates to students in each year group each week. These can be issued for the following:

1. Living the school values.
2. Consistently good work, e.g. throughout a topic or half term period.
3. Positive behaviour within the classroom.
4. Being consistently helpful and supportive within the lesson.
5. An outstanding piece of work.
6. Outstanding effort and commitment.
7. Regular attendance and positive participation in subject-specific clubs.
8. Outstanding progress.

Thank You Friday

'Thank you Friday' is our way of recognising and rewarding students who consistently live our values (**Ready, Respectful & Safe**), displaying the standards, organisation and commitment that we expect at Lakelands Academy. This may include, amongst other things, excellent attendance and punctuality, having correct uniform, always arriving at lessons with the correct equipment, working with a smile on their face and showing resilience when faced with challenges. By doing these things, they give themselves the very best chance of achieving their potential and beyond. Each week, each department nominates one student per year group for this award and our Year Leaders select the winner from these. All nominated students receive a certificate and recognition letter. The winning students are presented with a certificate, receive a recognition letter and are included in our weekly social media posts (where permissions allow).

Values Vouchers Incentives

We launch our Values Vouchers incentive each half term. The focus runs for a two-week period when staff award 'values vouchers' for students who are going above and beyond within lessons and/or around the academy site. This can be linked to behaviour and/or progress and staff are given guidance on specific areas to focus upon each time. Each academic year will include at least one focus on each of our school values; **Ready, Respectful & Safe**. Staff give the tickets to students who deliver them to centrally held post box in the social area. The more tickets a student earns, the more chances they have on being drawn. Live draws are completed by Year Leaders within tutor times or assemblies.

End of Term Celebration Awards

Our End of term celebrations are led by Year Leaders who reward attainment, progress, behaviour and attendance. Students are consulted (including via our 'Student Senate') on the rewards they value the most and this informs the prizes given to celebrate the successes of the term.

Reward Point Milestones

This reward category forms part of our whole school system as a way of rewarding students for achieving pre-determined milestones (please see table preceding rewards and recognition table).

Consequences

The consequences system is built upon our core values of being **Ready, Respectful** and **Safe**. Where appropriate, staff are informed of a student's particular needs via their school behaviour plan, which details any condition(s) which may affect behaviour. The school behaviour plan also details recommendations for dealing effectively with their behaviour.

When considering appropriate consequences and the support required, we also consider where a student and/or their behaviour/an incident is located within our Belonging Framework (built on a graduated response):

belonging



LEARNING

SPECIALIST

Demonstrating more specific and complex needs and significant gaps in learning, requiring a bespoke approach to support specific areas and to achieve engagement in their learning.

TARGETED

Following purposeful targeted intervention, a personalised plan is required to address specific learning needs, gaps and progress deficit and re-engage.

MONITORING

Making less than expected progress in one or more areas of the curriculum, and may need enhanced adaptations and intervention to address gaps in their learning and ensure engagement.

UNIVERSAL

Making progress in line with their individual potential across all areas of the curriculum. Where needed, minor adaptations are made as part of quality first teaching to ensure inclusion and access to high-quality universal provision.



ATTENDANCE

SPECIALIST

Severe and continuous absence requiring regular involvement from key stakeholders. Progress is severely impacted and other characteristics of Belonging Framework may be linked.

TARGETED

Absence is impacting their engagement in learning and the wider school community, with attendance at less than 90% (which equates to 19 days in a school year).

MONITORING

Demonstrating initial attendance concerns and possible patterns emerging, with attendance at risk of being classed persistently absent.

UNIVERSAL

Attending school in line with Trust targets with minimal absence and strong engagement with a variety of areas of school life.



BEHAVIOUR AS COMMUNICATION

SPECIALIST

Displaying distressed behaviours that could pose risk of harm to themselves and others, resulting in risk to inclusion and belonging within our Trust schools.

TARGETED

Frequently demonstrating behaviours that go against our vision for positive behaviour and are causing significant impact to engagement and attitude to learning of themselves and others.

MONITORING

Engaging with our vision for positive behaviour, but beginning to make some choices which are negatively impacting on commitment and attitude to learning.

UNIVERSAL

Consistently engaging with our vision for positive behaviour with helpful impact on their peers and the school community.



MENTAL HEALTH & WELLBEING

SPECIALIST

Mental 'ill' health is preventing achievement of a sense of belonging in all areas of the school and home community. Significant alterations, enhanced care, support and intervention are needed via their key adult team.

TARGETED

Mental 'ill' health is impacting on their sense of belonging in their community. Targeted support is required to re-access learning and re-engage in school life through a 'Team around the Child' approach.

MONITORING

Usually displaying consistent mental health, however, signs are emerging of more regular patterns of concerning incidents/behaviours that might prevent a child from flourishing and achieving a sense of belonging. A 'Team around the Child' is considered.

UNIVERSAL

Displaying positive mental health and able to articulate strategies to support themselves in times of stress or worry, displaying a strong sense of belonging with key adults to support them.



SAFEGUARDING

SPECIALIST

Suffering from, or at risk of, significant harm. Specialist support is needed to reduce the impact of ACEs (adverse childhood experiences) and help support the child to flourish.

TARGETED

At risk of harm and needing targeted support in order to re-engage in their school and/or community.

MONITORING

Starting to show some concerns around key safeguarding areas such as neglect, welfare, emotional harm and/or exploitation. Students/families who may be accessing school-level early help.

UNIVERSAL

Thriving within their school and wider community, with no safeguarding concerns.



Classroom Behaviour and Removal from Lesson Procedure

Classroom Behaviour Response Process

At Lakelands Academy, staff seek to maintain positive relationships and support students to regulate their behaviour whilst ensuring that learning is not disrupted. Where behaviour falls below expectations, staff will follow the graduated response outlined below, underpinned by the Trust's principles of Regulate, Relate, Reason and Repair.

Where behaviour presents an immediate risk to the safety or wellbeing of students or staff, normal classroom procedures may be bypassed and support requested immediately through the Callout system, Faculty Leader, Year Leader or a member of the Senior Leadership Team.

Stage 1: Time Out and Reset

Where appropriate, the class teacher will offer a student a brief period of reflection or "time out" within or immediately outside the classroom.

This may include:

- A brief pause of 1-2 minutes to allow the student to regulate.
- A restorative conversation with the teacher.
- Clear expectations for a successful return to learning.

Following this intervention, the student will return to learning. A change of seat may be considered where appropriate.

Stage 2: Removal to Exit Partner or Faculty Leader

If the student is unable to successfully re-engage with learning following the reset opportunity, they may be directed to an agreed exit partner classroom or Faculty Leader.

At this stage:

- Suitable learning work will be provided by the class teacher.
- The incident will be addressed through a restorative approach.
- Appropriate consequences may be considered in line with the school's Behaviour for Learning procedures.

Stage 3: Callout Support

Where a student:

- Refuses to move to an exit partner classroom; or
- Demonstrates behaviour that is more serious in nature; or
- Continues to significantly disrupt learning

staff should request support through the academy Callout system.

The Callout responder will:

- Seek to de-escalate the situation.
- Support the student to regulate.
- Facilitate a restorative conversation where appropriate.
- Attempt to return the student to learning.

Stage 4: Removal from Lesson

Where the Callout responder determines that a return to the lesson is not appropriate, the student will be removed from the classroom and placed with:

- An exit partner;
- Faculty Leader; or
- Other designated member of staff,

with appropriate work supplied by the class teacher.

A C3 Removal from Lesson consequence will normally be recorded.

Stage 5: Thrive Placement

Where all previous interventions have been unsuccessful, or where the behaviour presents a significant concern, the student may be placed in Thrive as a last resort.

Students placed in Thrive will:

- Continue with learning provided by their teacher.
- Receive appropriate pastoral and behavioural support.
- Be supported to prepare for successful reintegration into lessons.

Follow-Up Procedures Following Removal

Following any removal from lesson:

Recording

The class teacher must:

- Record a "C3 Removal from Lesson" on Bromcom as soon as possible and no later than 3.45pm on the same day.
- Ensure sufficient detail is included to support monitoring and future intervention.

Where relevant, the Callout responder should add additional comments to the behaviour log.

Communication with Parents/Carers

The class teacher will make contact with home on the same day to explain:

- The reason for the removal.
- The support provided.
- Any consequence issued.
- The planned next steps.

Faculty Leaders will support communication where required.

Restorative Conversation

The class teacher will hold a restorative conversation with the student as soon as possible and ideally before the next lesson.

The purpose of this conversation is to:

- Rebuild positive relationships.
- Allow the student to reflect on their actions.
- Discuss strategies for future success.
- Ensure a positive fresh start for the next lesson.

Any student who has been removed from their lesson should return to normal lessons at the earliest opportunity following restorative discussions and appropriate support.

This process reflects Lakelands Academy's commitment to the principles of Regulate, Relate, Reason and Repair and supports students in learning from mistakes whilst maintaining high expectations for behaviour and learning.

Detentions

Any student not complying with our behaviour for learning and relationships policy may receive detentions in-line with the details in the overview table at the top of this section.

Report Cards

There are three stages of report cards which are used to encourage adherence to our behaviour for learning and relationships policy and our high expectations of students. Students may move between the stages as appropriate based on progress and the contextual information.

Stage 1 (Emerging concerns) – Form Tutor/Class Teacher

Stage 2 (Repeated concerns) – Year Leader/Subject Leader

Stage 3 (Significant concerns) – Senior Leadership Team

Thrive Placement

In some instances, we may allocate a student a place in Thrive centre as an alternative to issuing a suspension. This is especially the case when we believe therapeutic intervention and/or specific education/intervention programmes will better support the student/their circumstances and has the possibility to reduce the likelihood of repeat behaviour. Similarly, a placement in the Wellbeing or Thrive Centre may be utilised on a student's return from a suspension in order to provide that therapeutic and/or behavioural support required.

Suspensions

The school is committed to minimising suspensions. On occasions that a suspension is deemed as the most appropriate action, the Headteacher follows Local Authority procedures. The duration of the suspension is at the discretion of the Headteacher.

Following any suspension the lead member of SLT will arrange a return to school meeting with the student and parent/carer as well as the appropriate Year Leader. Whenever possible, the SENDCo will be present for students with special educational needs. Where appropriate any link member of staff should attend and a restorative justice approach used.

Students returning from a suspension are to be placed on a report card that is to be monitored by the appropriate Year Leader/member of the pastoral team or the SENDCo in the case of students with special educational needs. For repeat suspensions, it may be appropriate for the pupils to report to a lead member of SLT. The appropriate Year Leader, pastoral Support Officer, SENDCo or the pupil's key worker, will complete a working together document and a behaviour plan with the returning pupil.

School Team Around the Child (STAC) Meeting

If a student's behaviour is causing continued concern, the parents/carers and the student may be invited to attend a STAC meeting in order to explore the reasons for the behaviour and the potential outcomes should the behaviour continue. The meeting will include staff with responsibilities, experience and expertise appropriate to the student and the presenting concerns who will consider, plan and agree an appropriate support pathway with the intention of bringing about positive change.

Alternative Provision

The school has the authority to place students in a carefully matched and considered alternative provision that is appropriate to their presenting needs. This may be because a mainstream school setting is not meeting the needs of the student at that time or to re-engage a student with education.

Exclusion Prevention Meetings

If a student's behaviour is causing serious concern, they have received repeat suspensions and/or are at risk of permanent exclusion, the student and their parent/carer will be invited to an exclusion prevention meeting. This formal panel, consisting of at least one School Governor, the Headteacher, Assistant Headteacher (and/or other members of the senior leadership team – including the Assistant Headteacher/SENDCo for students with recognised or suspected special educational needs) and Year Leader, will outline the serious concerns, the reasons for them and the potential consequences of continued poor behaviour to ensure that the student and parents/carers understand that we will not

accept their behaviour. They will be made aware of the further sanctions available to the school, one of which is permanent exclusion. External professionals and the Local Authority may also be invited to these meetings.

Alternatives to Permanent Exclusion

The school is dedicated in its approach to an inclusive ethos and employs a range of approaches to avoid permanent exclusion linked to negative behaviours.

The school supports external programmes of behavioural support and adjusted curriculum offers. Where appropriate the Headteacher may agree to an adapted, or modified timetable that may include links with external agencies. This offer will provide bespoke education and training alongside behaviour modification programmes.

Permanent Exclusion

A permanent exclusion may be sought for persistent disruptive behaviour or for a serious one-off offence. Lakelands Academy complies with all legislation relating to this.

Reasonable Adjustments

A reasonable adjustment is a measure or action taken to help a student with a learning difficulty and/or disability to enable them to take part in their education on the same basis as their peers. At Lakelands Academy we are committed to making reasonable adjustments for students with learning difficulties and/or disabilities.

Adjustments are made:

- in the classroom
- during social time
- to the premises

These adjustments often benefit not only the student involved but the entire school.

Examples of reasonable adjustments

There are multiple kinds of adjustments we make to meet our student's needs. Examples include:

- providing access to classroom materials through various technologies.
- adapting the physical environment, for example, installing ramps.
- modifying the curriculum and assessments, for example allowing a student to answer assessments orally or using a computer
- presenting classroom materials in a different way such as visual, oral or demonstrations.
- adapting teaching style, for example breaking lessons and/or activities into smaller sections so they are easier to understand.
- reducing the distance between classes/classrooms for students who have physical disabilities.
- giving extra time to move from class to class.

- allowing more time to complete an exam or assessment or giving the student rest breaks.
- planning excursions in accessible locations, for example making sure the location is wheelchair accessible.

Reasonable adjustments are also considered when behaviour fails to meet the standards expected. On these occasions, senior leaders will carefully consider whether it is reasonable to have expected the student to have upheld the standards given their specific needs and the challenges they face. Similarly, whether the likely consequence is appropriate to the individual and their circumstances; would an alternative consequence be more successful.

We ask parents, carers and their families to support our systems so that we work in partnership to ensure the very best for our students

Appendix A – Behaviour Curriculum (Need to add link)

Appendix B – Classroom Behaviour and Removal from Lesson Flowchart

