



# **BEHAVIOUR POLICY**

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**Authors: K.Pillar  
P.Greaves**

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## Coronavirus update

Due to government guidance regarding safe behaviours to reduce the transmission of Covid-19, it is necessary to review sanctions for certain unsafe behaviours to reflect health safety measures for both students and staff. With that in mind:

Unsafe behaviours	Sanction
Not following instructions regarding safety – walking around the classroom, not washing hands etc.	To be decided by class teacher/SLT dependent on the severity/frequency of the incident/s
Coughing in another person’s face intentionally	Internal isolation
Coughing in another person’s face intentionally following a previous incident of the same nature	Fixed-term exclusion
Spitting at someone	Fixed-term exclusion

## Introduction

The law requires Schools to have a written behaviour policy. Ofsted reports that Schools are most effective where the behaviour policy is applied consistently. Our behaviour policy helps us to fulfill our vision to prepare young people to meet the challenges of being lifelong learners, leaders, and good citizens who are able to meet the demands and expectations of a world that is ever changing. This policy complies with section 89 of the Education and Inspections Act 2006.

## Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, based on shared values.
- To promote responsible behaviour, encourage self-discipline in students and a respect for themselves, for other people and belongings.
- To ensure all students and staff are treated fairly and in appropriate manner.
- To ensure all staff value and respect all students and demonstrate this in their behaviour and attitudes
- To ensure that throughout school behaviour is managed calmly and consistently

**The Behaviour Policy is consistent with our Mission, Ethos and Values for Linden Road Academy.**

### ***Mission Statement:***

*“At Linden Road our ethos is one of high expectations and mutual respect, where each pupil knows they are valued and well cared for. We believe that every child is an individual who can grow and excel; inclusion and equality are the heartwood of all we do.”*

At Linden Road we:

- Consistently display a thirst for knowledge and a love of learning, including independent and collaborative work, which have a strong impact on their progress in lessons.
- Have attitudes to learning that are of an equally high standard across subjects, years, classes and with different members of staff.
- Parents, staff and students are unreservedly positive about both behaviour and safety. Students are keenly aware of how good attitudes and behaviour contribute to school life, adult life and work.
- Ensure behaviour is impeccable outside the lessons and students have pride in their own conduct, manners and punctuality.

Linden Road Academy recognises that effective learning and teaching will only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour.

We also recognise that good teaching and an appropriate curriculum encourages students to want to learn and promotes good behaviour for learning.

We acknowledge that the maintaining and promoting of good behaviour in our School is a shared responsibility for all within the School and empower staff to determine and request appropriate behaviour from everyone.

We lead by example and in all aspects of School life. We promote high standards of behaviour, across all areas of School and in dealing with all stakeholders.

Wherever possible we reward and encourage good behaviour through our rewards system in order to promote a positive ethos around School.

**The behaviour which we as a school find unacceptable includes: -**

Bullying, racism, homophobia, fighting, swearing answering back, being impolite, deliberate pushing, disobeying instructions, showing unnecessary aggression; showing disrespect for property or for an area of the school, being in the wrong place at the wrong time e.g. in the toilets without permission.

When unacceptable behavior does occur, Linden Road Academy's Safeguarding Team review events to look for any underlying causes or links to other events. This is to ensure that there are no possible safeguarding issues that are missed.

Peer on Peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos<sup>13</sup> (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

### **The relationship between PSHE and our policies to improve behaviour.**

The underlying causes of difficult behaviour or persistent absence are often emotional or social, and focusing on these – rather than on behavioural outcomes – enables staff to respond more effectively. They can then take action to understand and prevent difficult behaviour as well as using rewards and sanctions. Social and emotional skills enable the learner to make informed choices about their behaviour. They enhance the learner's self-awareness and self-understanding, developing empathy which allows them to predict the outcomes of their behaviour on others, manage their feelings more effectively and develop a range of responses.

Similarly, a consistent and positive response to behaviour has a major part to play in creating an environment where social and emotional skills can flourish. Approaches to behaviour for learning can either encourage or discourage social and emotional learning.

Linden Road's Behaviour for Learning (BfL) approaches that are consistent with Social and Emotional Aspects of Learning include:

- Growth mindset
- Building Learning Power- Reciprocity, Resilience, Resourcefulness and Reflectiveness
- Proud to be Linden
- Regular rewards through merits
- Principal's Commendations

These approaches:

- aim to help students learn the skills they need in order to behave well, rather than simply correcting poor behaviour
- encourage participation in setting rules and consequences that are based upon rights and responsibilities
- encourage students to make a choice about their behaviour
- recognise and support students in managing strong emotions
- encourage reflection about the consequences of particular behaviour.

## **Approaches**

At Linden Road Academy we aim to be proactive rather than reactive. Approaches that are purely based upon a mechanical system of rules, rewards and sanctions and do not encourage students to learn social and emotional skills or take responsibility for their own behaviour are not consistent with PSHE. Reviewing or developing behaviour policy with all members of the School community, to ensure that we all encourage the learning of social and emotional skills, will therefore often be a part of our PSHE approach.

When dealing with behaviour we expect staff to ensure that;

- Problems are minimised or, better still, prevented
- Where problems do occur, interventions are calm and controlled
- All staff use the 'Traffic Light' system
- Interventions aim to reduce their impact upon students' learning and the smooth running of the School
- Parents / carers play a crucial part in supporting good behaviour in School
- Fairness and appropriateness are crucial in the implementation of this policy and measures are regarded as proportionate by the whole learning community
- Students are encouraged and enabled to take responsibility for their own conduct and to develop self-discipline
- Teachers are supported and enabled to teach effectively and securely

## **Traffic Light system**

We use the 'traffic light' behaviour system in school as it is consistent and fair. All staff follow this system.

- It praises those who always get it right whilst supporting children who are struggling, through nurture.

- It provides opportunity for children to make choices and alter their behaviour.
- It is easy to use (quick for supply teachers or PPA teachers to take on board) and easy for children to understand.

Each class has their own chart with the children’s names displayed. Exceptional behaviour that reflects superb BfL is rewarded with movement to #proudtobelinden. The class will agree their own non- negotiables during transition time into the new class.

There are only 3 stages to the traffic light system plus ‘Proud to be Linden’. Each session every child starts on green. Amber is the ‘change your behaviour’ with two warnings before red. Sanctions will only happen is a child is placed on red. Ambers do not lead to any sanction but these must be followed with clear expectations of what the student needs to do to move back to green or risk moving to red.

## Consequences

Although praise and rewards are central to the promotion and encouragement of good behaviour, there will be incidents that necessitate consequence.

**At all times staff must aim to de-escalate any situation and not escalate it.**

Within the Traffic Light system the following procedures are followed:

Step	Typical behaviours	Procedure
Step 1	Not listening Interfering with other’s learning Calling out when inappropriate Inappropriate verbal and physical contact in class e.g. poking Not staying on task Answering back Noisy or inappropriate classroom behaviour Noisy or inappropriate behaviour around school Poor work rate/ work expectations e.g. not enough work completed.	Gesture or a look, an acknowledgement of inappropriate behaviour Private reprimand (not drawing the class’s attention to the behaviour) Reminder given to the student next step amber unless behavior changes.

Step 2	Repetition of examples from above Minor challenges to authority Name calling	Child moved to amber. Teacher uses professional judgement to support student to change their behaviour.
Step 3	Sustained repetition of examples from above Leaving the classroom without permission. Inappropriate language	Child moved to red. Told to change their behaviour. They miss 5 mins at break/lunch with the teacher on the same day, where the teacher discusses their behaviour. In afternoons this will be bus stopping up, where they will need to be provided with work.
Step 4	Sustained repetition of examples from above Leaving the classroom without permission. Inappropriate language	If after bus-stopping the student continues with the behaviour then this is escalated to SLT/ or pastoral manager for possible isolation and contacting of parents. There will only be immediate isolation for students who purposefully hurt another child or show high level disregard for the school expectations (SLT decision). All other instances of isolation will only happen if traffic lights and the other sanctions have been used. If there are any behaviours where the use of traffic lights is not suitable then please refer to SLT or the pastoral manager. Any incident where a child is bus stopped needs to be recorded on CPOMS. If in isolation no golden time.
Step 5	Fighting Serious challenge to authority Violence towards others Vandalism/Damage to property Taking things without permission Targeted, persistent bullying Racist comments	Internal exclusion – Isolation room Principal or member of SLT involved to set tariff Teacher to have a conversation with parents, either in person or over the phone Fixed term exclusions*(see separate protocol)

Example student B in Y3 may have a bad Monday morning and lose 5 mins break with the teacher, carries on not being Good to be Green and escalates to 10 mins behind at lunch time with the teacher. Time with the teacher will focus on reparative work. However, on Tuesday he is fine. Wednesday he has one wobble and loses 5 mins. Thursday and Friday fine, therefore gets all of his golden time as he has changed his behaviours and didn't finish up in isolation.

***During any detention or exclusion / seclusion, staff must attempt to discuss the underlying cause of the behaviour and through the restorative approaches attempt to resolve the issue before the next lesson.***

## Rewards

Linden Road rewards good behaviour, as we believe that this will develop an ethos of kindness and cooperation. The rewards policy is designed to promote and encourage good behaviour rather than merely to deter poor behaviour. Rewards should cover the broadest range of academic and non-academic achievements. Praise is the most common form of reward and should always outnumber any consequences.

At Linden Road Academy we believe that for a rewards system to be effective it should be;

- consistent
- immediate
- appropriate

Informal rewards may be in the form of praise by simple; acknowledgement of a task completed, verbal praise, smile or non-verbal gestures such as 'thumbs up'.

Formal rewards involve:

- Stickers
- Merits
- Text message to parents
- Post card home
- Golden Time

## **Support for Good Behaviour**

At Linden Road Academy we will promote and reward good behaviour at every opportunity possible, both formally and informally.

We will take time to discuss behaviour and expectations so that all students are aware of what is expected of them. During both lessons and assemblies positive behaviour and achievement will be rewarded and celebrated.

Class teachers will identify and support students with behavioural needs and discuss these with the SENCo; appropriate interventions will be designed to support these children and their effectiveness monitored.

Every classroom / learning environment will promote good behaviour by displaying our core values and expectations, all staff will model our values in all aspects of School life.



The School will promote positive links with parents/carers and encourage them to be involved in all aspects of behaviour planning for their children. When a child enters Linden Road, parents / carers and students all agree that they fully endorse the Linden Road Academy Contract.

We will encourage 'student voice' around the issues of behaviour through the Student Leadership Team, who have the opportunity to influence the structure and appropriateness of rewards.

## **Recording and Reporting**

When a child is placed on red this must be recorded by the member of staff on CPOMS, if a child is placed on amber this will be recorded by the member of staff on CPOMS.

During 6-weekly Quality of Provision meetings, patterns of behaviour are discussed and analysed by the class teacher and SLT. Any child placed on red the incident will be recorded onto CPOMS.

## **Communication with Parents / Carers**

Parents will be informed when practically possible after any behaviour incident where a child has been placed on red or placed in isolation. This will normally be on the same day prior to 5.00 p.m. During this conversation parents will be informed of the incident and any sanctions put in place, which may have already taken place. It is the school who deems the appropriateness of any sanctions.

## **Interventions/behaviour plans**

If a child's behaviour is causing concern then the support of the class teacher will first be provided. If this behaviour continues the school's pastoral manager will then support. This could take the form of providing an individual reward system for the child or specific intervention program linked to PSHE and behaviours for learning. Discussions are held every 6 weeks during quality of provision meetings involving the class teacher, TA, SLT and pastoral manager about concerning behaviour.

## **Lunchtime Behaviour**

At Linden Road we expect children to be well behaved at all times. School rules apply throughout the day at all times.

## **Lunch-time Behaviour Rewards**

Lunchtime organizers will use the traffic light system like in class.

## Lunchtime Sanctions

If a child misbehaves during the lunch break the Lunchtime Assistants are to apply the following sanctions.

**At all times staff must aim to de-escalate any situation and not escalate it.**

Within the Traffic Light system the following procedures are followed at lunchtimes:

Step	Typical behaviours	Procedure
Step 1	Spoiling others games Disrespect adults Inappropriate behavior Answering back	Time out- age appropriate
Step 2	Name calling Repetition of step 1 after being spoken to Minor challenges to authority (e.g. huffing)	Time out- age appropriate Moved onto amber, details of incident and how this was resolved to be passed onto the class teacher.
Step 3	Inappropriate language Repetition of step 2 after being spoken to	Time out- age appropriate Moved onto red, recorded on CPOMS
Step 4	Fighting Serious challenge to authority Violence towards others Vandalism/Damage to property Taking things without permission Targeted, persistent bullying Racist comments	Incident recorded on CPOMS Internal exclusion – Isolation room Principal or member of SLT involved to set tariff Teacher to have a conversation with parents, either in person or over the phone All of Golden Time is lost Fixed term exclusions*(see separate protocol)

Stickers should also be used to praise the children for eating their lunch or for trying new foods.

Please try to be consistent and fair in your treatment of the children. Some children who do tend to be in trouble more frequently are sometimes wrongly accused due to their previous history.

Please praise children whenever possible. Try to catch children being good! A little praise can go a long way!

## Monitoring, Evaluating and Reviewing the Policy

The effectiveness of the behaviour policy will be reviewed in a number of ways:

- Through staff meetings / discussions
- Classroom observations
- Monitoring of the rewards and behaviour
- Through liaison with the SLT

This Policy will be reviewed annually.

## **APPENDICES**

- 1. Golden Time rules**
- 2. Fixed Term Exclusion protocol**

## **GOLDEN TIME**

Golden time is a reward for great Linden Road behaviour and is an opportunity to access a range of activities and extra-curricular activities.

It takes place for 30 minutes each Friday during the last session.

### *Aims of Golden Time*

- To promote a team/whole class approach to good behaviour
- To make children responsible for their own good behaviour.
- To reward the children who are constantly well behaved.
- To give the children who can show elements of poor behaviour something to strive towards.
- To focus on a positive rewarding approach.
- To broaden children's experiences.

### **Fixed term exclusion protocols.**

**This guidance lies within the Enquire Learning Trust Exclusion Policy**

Immediately after the incident:

1. Isolate the student away from others involved in the incident, preferably in the Behaviour Suite or Nurture Room.
2. Notify the Principal.
3. Interview all students and staff involved, using either a written incident forms or written statements. These should be dated and times and completed on the same day or as the incident. There should be an individual record of events from each person witness to the incident.

The following advice is taken from Witness Statements Preparation Guide, European Human Rights Advocacy Centre, 2008. If an adult is writing down the statement of a student, or them to write their own statement, they must avoid using leading questions.

Useful questions might include: - When did the incident take place? - Where was the witness at the time and what was he or she doing? - Who was the witness with and what did the witness see? - What did each person say or do?

Statements should be factual and in the words of the witness: 'I did this...', and 'I saw...'

Statements could also include photos, maps, sketches or diagrams.

4. Corroborate details of the incidents and secure coherent picture.
5. Consult behaviour records/ SIMs to check student behaviour profile and previous exclusions.
6. Principal to review incident details and decide if exclusion is appropriate.
7. Complete exclusion letter.
8. Contact parents to ask for collection of student.
9. Class teacher to provide work for student to complete at home, for exclusions of over one day. This may be sent home or collected later that day.

Following exclusion:

The Principal will immediately, notify parents of the period of an exclusion, the reasons for it, their legal responsibilities during the first five days of their child's exclusion and follow up in writing with: the reasons for the exclusion; the period of a fixed period exclusion or, the fact that it is permanent; parents' right to make representations about the exclusion to the governing body and how the student may be involved in this; how any representations should be made to governors, depending on the length of the exclusion. For fixed term exclusions re-integration arrangements will also be outlined.

The academy will:

- Log the exclusion on CPOMS and update all behaviour records.
- For fixed term exclusions over 5 days immediately notify the D so that sixth day education can be arranged.
- For permanent exclusions inform Tameside LA and the Enquire Learning Trust.

### **1. Student return after fixed term exclusion**

The academy will also work to put in place a programme for the student on his/her return. This will include input from staff at the academy, parents, if appropriate, and any other appropriate bodies e.g. Tameside Student Support Services, Social Care, Attendance Service etc. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the academy will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to academy and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and academy.

### **Exclusion Review Meeting**

This will take place on the day of the exclusion and include the following staff:

- Mr Greaves, Principal
- Miss Dewar, Vice Principal or Miss Pillar, Assistant Vice Principal
- Mrs Cooper, Pastoral Manager

The purpose of this meeting is to:

- Review the exclusion, identifying key escalation points and the level of student need.
- Agree the structure and support needs of the student when they return to academy as the Reintegration Plan. This will be shared with all staff.
- Agree the mechanisms for providing continued education through provision of appropriate work.

### **Reintegration Planning Meeting**

The purpose of the reintegration meeting is to assist the reintegration of the student and promote the improvement of his/her behaviour. It provides an opportunity to:

- Emphasise the importance of parents/carers working with the academy to take joint responsibility for their child's behaviour;
- Discuss how behaviour issues can be addressed;
- Further explore wider issues and any circumstance that may be affecting the child's behaviour;
- Reach agreement on what measures can be put in place to prevent further misbehaviour, this may include a part-time timetable. The Principal will decide if this is appropriate;
- Outline the consequences of any further misbehaviour
- Explain the reintegration process

This will take place at 8.30am on the day of the student's return to the academy or a convenient time to the parent/carer prior to re-integration. The meeting will be held by the Principal or a senior leader within the academy.

The parent and the student will both be present for the first part of the meeting so that there is a clear understanding of expectations. After which the student will meet with their named reintegration support and parent/s will remain with the Principal/senior leader.

The joint meeting will include:

- Outline of the behaviour issue that lead to the exclusion
- Re- emphasis of the Linden Road Home Academy Agreement which both the parent and child will be asked to sign.
- Explanation of future consequences.
- Explanation of the reintegration process including the use of the target card and the mechanisms for informing parents of progress.
- Drawing up of a Reintegration Plan.

The child will not be reintegrated until the meeting has taken place.

### **Parent and Principal/ SLT meeting.**

This will include further discussion of the surrounding issues and where appropriate involve signposting to support services or raising of a CAF. A Reintegration Plan will be agreed which will include next steps and targets. Whilst we endeavour to involve parents fully in this decision making process the final responsibility lies with the Principal. Where there is disagreement it will be the Principal's decision that is final.

### **Student and Named Integration Support Meeting.**

- Use nurture suite to encourage students to reflect on their behaviour, questioning and an open conversation to help the student understand potential triggers and make students become part of their own solution. Agree behaviour plan for reintegration into school including monitoring of reintegration and behaviour. Using reparation, as a strategy to help the student move forward.
- Re-engagement of the student with their class charter or behaviour expectations.
- Provide update of what has been happening in class.
- Set up the target card with the student to increase ownership of behaviour.
- The student will input into the Reintegration Plan.
- Clarify review and reporting of progress.

### **Monitoring and review of Reintegration Plan**

The minimum review period will be 5 days. Students will be expected to fully meet their targets over this period. These will be reviewed by the named member of staff at lunch time and/or end of the academy day, as appropriate.

When daily targets have been met, parents will receive a text message/phone call of if child is collected from a school a brief conversation to confirm good progress. If targets have not been met then parents will be called to discuss the situation.

On day 5 of reintegration the Reintegration Plan will be reviewed and a phone call home made to confirm if the student is being taken off monitor or to inform parents of continuation of re-integration, targets will be reviewed and revised as necessary.

### **Named Reintegration Support Staff**

Miss Farebrother is the named contact for SEN students with learning needs.

Mrs Cooper is the named contact for students she directly supports and all other students.

Where a student works with both staff then named contact will be established with regards strength of relationship with the student.

## **2. Permanent Exclusion from the Academy – please refer to Enquire Learning Trust Exclusion Policy 2020**

The decision to exclude a student permanently will only be taken:

- in response to serious or persistent breaches of our Behaviour Policy;
- and where allowing the student to remain in academy would seriously harm the education or welfare of the student or others in the academy.

Permanent exclusion will occur in the following events;

- actual or threatened violence against another student or member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon.

The academy Governors must meet to review the decision of the Principal to permanently exclude a student. The parents will be invited and should attend that meeting, they can also be accompanied. They can make representations on behalf of their child, challenge the academy's case and ask whatever questions they want. Parents of students who have been permanently excluded from Academies can request an officer from the local authority to attend the meeting.