

# **THE LINDEN ACADEMY BEHAVIOUR POLICY**

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## The Linden Academy

### The Shared Learning Trust's Vision Statement:

***"Strive, Achieve, Believe."***

To achieve this at The Linden Academy we:

- are embracing the principles of lifelong learning, best use of new technology and "visible learning"
- are developing an international understanding of our place in the world
- are developing leaders and critical thinkers of tomorrow
- are meeting the requirements of the National Curriculum 2014
- are providing an environment for our pupils and staff that is committed to equality and that celebrates diversity.
- are providing opportunities for all our pupils to be the absolute best they can be whilst at the Linden Academy and beyond.

### Our Academy's Vision Statement:

***"Putting children at the heart of everything we do"***

Our guiding principles are:

- we work closely with our community
- we broaden our pupils' perspectives
- we teach understanding and respect for others
- we value everyone's abilities and support each other.

This policy links to:

- Online Safety/E Safety/Computing
- Staff Conduct/Staff Handbook
- Safeguarding
- Assessment/Behaviour for learning
- Child Protection

Our five core values underpin everything we do at our school.

These are:

- 1) Caring
- 2) Hardworking
- 3) Honest
- 4) Respect
- 5) Understanding

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# BEHAVIOUR POLICY

## 1. Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

## 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](#)
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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

## 3. Definitions

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - 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**

**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:

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Consistently being unfriendly, excluding or purposefully tormenting another pupil.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence on a consistent basis.
Racial	Racial taunts, graffiti, gestures aimed at another pupil.
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 on a consistent basis.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Any suspected incident of bullying must be reported to the school immediately so the situation can be rectified. Parents can report this via email, phone call or face to face with a member of staff.

Accusations of bullying will be looked at by a member of the SLT.

In the event that bullying is taking place the school will work take the appropriate action to sanction the perpetrator/s. Please see section 7 which details our sanction process. The school will also support any pupil or pupils that have been bullied, making sure that their wellbeing is well looked after.

Staff at the Linden Academy work hard to know their children so they can spot any changes in their behaviour that could occur due to bullying.

Staff need to work with children to ensure that they are aware of the consequences of their actions and can learn from their mistakes.

## **5. Roles and responsibilities**

### **5.1 The Trustees**

The Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The Head of School**

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School, with the support of the Behaviour Lead, will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.

They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff Responsibilities are:**

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents and carers so that all children can see that the key adults in their lives share a common aim.
- To recognise that each pupil is an individual, and to be aware of their (special) needs.
- To offer a framework for social education.
- To implement the behaviour policy consistently.
- To record behaviour incidents using the system in place.

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

### **5.4 The Parents/Carers' Responsibilities Are:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.

- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations. Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- To ensure that their child has good attendance at school.

## **6. Pupil code of conduct**

### **Children's Responsibilities are:**

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- Behave in an orderly and self-controlled way.
- Show respect to all 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 and online.

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Marvellous Me badges and house points
- The end of term "Big one" event attendance
- Tea with the Head celebration half termly if nominated
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Termly awards for progress and kindness

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

- A verbal reprimand x2
- Sending the pupil for a time out either in class or outside.
- Expecting work to be completed at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour support plan

- Putting a pupil 'on report'
- Removing a pupil from school rewards eg trips or the end of term big one.
- Referral to outside agencies (Hill Rise provision)

We may use internal suspension in response to serious or persistent breaches of this policy. Pupils will work with the Head of School or Behaviour Lead during this time.

Serious incidents can also result in a fixed period suspension. This is at the Head of School's discretion.

## 7.2 Off-site behaviour

Sanctions will be applied when back at school if a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. If the behaviour is more serious, parents/carers may be expected to collect them immediately.

## 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 Head of School will discipline the pupil in accordance with this policy.




The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 7.4 Use of the behaviour chart system and Arbor behaviour log:

Each class should display a laminated "emoji behaviour chart."

Please see the chart below. The chart has 3 steps. At each step a child can look across and see their behaviour and also the sanction that goes along side this.

### Behaviour for Learning Steps

Step 1		<p>Verbal warning</p> <p>3 warnings will equal a breaktime timeout with class teacher.</p> <p><a href="#">Recorded on Arbor</a></p>	<ul style="list-style-type: none"> <li>• Distracting others</li> <li>• Poor quality of work – no effort</li> <li>• Lack of concentration</li> <li>• Throwing items</li> <li>• Name calling</li> <li>• Rough play</li> <li>• Shouting out/ chatting/ talking.</li> <li>• Refuse to cooperate with staff/defiance</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal/non-verbal actions – a look, a pause, a name.</li> <li>• Made to apologise</li> <li>• Moving on class behaviour chart.</li> <li>• Time out in class or partner class.</li> <li>• Miss part of playtime with CT</li> <li>• <i>*After a warning is issued children must be given the opportunity to change their behaviour. Remind them of the consequences of two further warnings.</i></li> <li>• Persistent step 1 and 2 (after CT timeout has occurred) will result in step 3.</li> </ul>
Step 2		<p>Lunchtime detention. Detention slip completed and given to parent at the end of the school day.</p> <p><a href="#">Recorded on Arbor</a></p> <p>If the pupil is not conforming they can be sent to the wellbeing room for a set time period for a time out.</p> <p><a href="#">Recorded on Arbor</a></p>	<ul style="list-style-type: none"> <li>• Deliberately breaking school rules.</li> <li>• Deliberate damage of property</li> <li>• Leaving classroom without permission.</li> <li>• Rudeness towards any adult</li> <li>• Swearing</li> <li>• Spitting</li> <li>• Rough behaviour that hurts someone.</li> <li>• Persistent step 1 and 2 (after CT timeout has occurred) will result in step 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal/non-verbal actions – a look, a pause, a name. (Use discretion to decide whether a warning at this stage is necessary if not move to an immediate miss of playtime)</li> <li>• Miss the whole of playtime with CT or a member of the inclusion team.</li> <li>• Lunchtime detention</li> <li>• Intervention for behaviour and wellbeing sessions when behaviour is persistent.</li> <li>• Persistent behaviour please send for a member of SLT or behaviour and wellbeing mentor to speak to or remove the child.</li> <li>• <i>* After a warning is issued children must be given the opportunity to change their behaviour. Remind them of the consequences of two further warnings.</i></li> </ul>
Step 3		<p>Removal by SLT/behaviour mentor</p> <p>Immediate detention/Suspension.</p> <p>Phone call home</p> <p><a href="#">Recorded on Arbor</a></p>	<ul style="list-style-type: none"> <li>• Persistent step 1 and 2 behaviour in a single lesson.</li> <li>• Bullying</li> <li>• Racism or Homophobia</li> <li>• Threatening the safety of others.</li> <li>• Deliberate causing significant harms to others</li> <li>• Theft</li> <li>• Behaviour on trips that endanger others</li> <li>• Swearing at an adult.</li> <li>• Sexually inappropriate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime detentions for a period of time.</li> <li>• Internal suspension for a period of time</li> <li>• Fixed term suspension</li> <li>• Removal from future trips</li> <li>• <i>If any behaviour at any step is persistent over a period of time the behaviour team will adhere to the following steps.</i></li> <li>• Formal meeting with school and parents/carers where a Behaviour support plan will be completed.</li> <li>• Behaviour and wellbeing sessions.</li> <li>• If this does not solve the behaviour issues the school will refer to the appropriate external partners to support the child's behaviour.</li> </ul>



Step 1: Low level behaviour issues.

Step 2: Behaviour issues that require a sanction.

Step 3: Serious behaviour incidents requiring more severe punishments.

If a child has 3 or more lunchtime detentions in a half term, they will be placed on a behaviour support plan. Advice will be sought from the Behaviour and Wellbeing Learning Support Mentor and/or Behaviour Lead.

The pupil may receive weekly one-to-one sessions where behaviour can be discussed to help them make the correct choices.

If behaviour still does not improve, they will move to an internal suspension and behaviour report.

Repeated bullying, racist abuse, violence and defiance that risks pupils or staff safety needs to be reported immediately to a member of SLT.

*External suspension can only be considered by the Head of School (or person named in charge in HoS absence)*

Persistent negative behaviour can result in the removal from school trips and other rewards like the end of term "big one celebrations."

### **Lunchtimes**

Lunchtime supervisors are valued members of staff and integral to maintaining the positive behaviour and ethos of the school. Provision is made for active and healthy lunchtimes. If a child behaves inappropriately during lunchtime, the member of staff will give the child a verbal warning to improve their behaviour. If the child does not rectify their behaviour, the use of 5 minutes time out should be used. In the event that the behaviour does not improve, the pupil should be sent to the wellbeing room. The lunchtime supervisor needs to inform the class teacher at the end of lunchtime.

If a child is disrespectful to a member of our lunchtime staff, or a serious incident occurs, this should be reported to the class teacher.

### **Reporting behaviour and monitoring impact:**

It is the responsibility of all staff to report incidents that warrant a record on the behaviour incident log in school. These are recorded and uploaded onto Arbor or Cpoms.

It is the role of the Behaviour Lead (Mr Jermaine Burroughs) to collect and report all serious behaviour incidents.

All behaviour should be logged and reported to Mr. Jermaine Burroughs using the appropriate behaviour records. These will be discussed with the SLT (Senior Leadership Team) as well as the Designated Safeguarding Lead.

## **8. Behaviour management**

All the children who attend this school must feel wanted and that they, as individuals, have a part to play at the Linden Academy. This can be realised in many ways, not least by encouraging each child to feel that they have a role to play within the family unit of the school and that other people e.g. brothers, sisters, peers, teachers, parents/guardians, and visitors, depend on them to behave in a mature, well-mannered and respectful way. Of course this is not a one way process and children need to see adults in school as models of outstanding behaviour.

Creating the right atmosphere in school arises from good inter-personal relationships. Parents, carers, visitors, teachers and children must treat each other with a level of mutual respect.

Children, parents and carers should be greeted with a warm welcome each day, setting the right tone for the rest of the day's events.

We encourage children to have good manners and grownups alike must model this.

### **8.1 Classroom management**

#### **Encouraging outstanding behaviour for learning in school:**

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good behaviour and discipline within the school.

As children, within the framework of the school, spend a lot of time within the classroom it is essential that well organised and delivered lessons will seek to secure good standards of behaviour. Bearing this in mind teachers should aim to: -

- Make clear our expectations of good behaviour.
- Discourage unacceptable behaviour by promoting mutual respect.
- Encourage children to take responsibility for their own actions and behaviour.
- Praise good behaviour both privately and publicly.
- Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are.
- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere;
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them i.e. visitor at the door in the middle of a lesson.
- Continually observe or 'scan' the behaviour of the class.
- Be aware of, and control their own behaviour, including stance and tone of voice. Use a firm voice (not shouting voice) if needed.
- Model the standards of courtesy that they expect from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make the rules for classroom behaviour clear to pupils from the first lesson and

- explain why they are necessary.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats.
- Make sparing and consistent use of punishments. This includes whole group punishments which children will see as unfair. It also means avoiding punishments which humiliate pupils.
- Speak to pupils and get their viewpoint.
- Analyse their own classroom management performance and learn from it. This is probably the most important message of all.

All these points are interactive with all the other levels of influence highlighted before and they must be seen in that context. Everyone in the school is responsible for the behaviour and discipline of the pupils and must ensure that continuity exists between all personnel within the establishment.

Where continuity exists so does security. All children in school need to know the rules of the school.

Ownership will bring about satisfaction and will be seen to reflect fair play by the children and by their parents/carers.

In focusing on behaviour and discipline, it is important that parental co-operation and support are there within the school in order that the school can move progressively forwards.

## 8.2 Physical restraint

In some circumstances, staff may 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
- Be conducted by a Team teach trained member of staff in the first instance.

## 8.3 Confiscation

***Any prohibited items found on pupils' possession will be confiscated.***

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils or parents 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 special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When specific 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, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

#### **10. Training**

Our staff are provided with training on managing behaviour as part of their induction process. Ongoing training is provided to staff at staff training sessions and additional training is arranged for staff when a need arises.

Behaviour management will also form part of continuing professional development.

#### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Head of School and SLT every academic year. At each review, the policy will be approved by the Head of School.

#### **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- E safety policy

