

Leverton Church of England Academy



Behaviour Policy

February 2025

Statement of Intent

At Leverton C of E Academy our Christian vision shapes all we do. We provide our children with the opportunities to flourish spiritually, academically and as confident individuals. We believe that all children deserve to be treated with dignity and respect by all. In order to fulfil this, we intend to provide a safe, calm and positive school environment where behaviour and attitudes of our pupils across school are good.

We are committed to:

- ✓ Positively promoting desired behaviour
- ✓ Promoting positive attitudes through our Christian values
- ✓ Promoting self-esteem, self-discipline, and positive relationships based on mutual respect.
- ✓ Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- ✓ Ensuring equality and fair treatment for all
- ✓ Challenging and dealing with misbehaviour
- ✓ Encouraging positive relationships with parents.
- ✓ Developing positive relationships with pupils to enable early intervention.
- ✓ Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Home School Agreement
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Behaviour Action Plan

Principles and Aims

Our aims are that:

- ✓ Pupils, parents and staff work in partnership to ensure the best outcomes for children
- ✓ Children feel valued and respected and everyone is treated in a fair and consistent manner
- ✓ Children feel safe and secure in a positive school environment where expectations are clear
- ✓ Good behaviour is rewarded promptly

At Leverton Church of England Academy all staff have high expectations of pupils.

These principles are shown through;

- Our school rule and Christian Values being used to promote the desired behaviour and attitudes,
- School rule and values displayed in all classrooms and throughout school
- Children praised and rewarded for their good behaviour, referring to the school rule and values where possible
- Staff use consistency when dealing with all children's behaviour, reminding of the desired behaviour/attitudes in the first instance
- Ensure pupils voices are heard and opportunities are given to unpick when things 'go wrong'
- Staff understand that discretion may be required (where serious incidents may have to be dealt with more quickly or in some instances a personalised approach may be necessary)

We have one school rule accompanied by our expectations of what the rule means...

Our school rule poster and the one explaining what this looks like in practice will be displayed on all classrooms and communal areas in school.



Our Christian Values...

Hope, Encourage, Accept, Respect and Trust



Roles and Responsibilities

The Governing Body will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Senior Mental Health Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the Governing Body, Headteacher and the Senior Mental Health Lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Senior Mental Health Lead
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the

school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

At Leverton Church of England Academy we consider a range of strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions outlined in our graduated response to support effectively and appropriately to improve pupils' behaviour in the future.

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Through the logging of incidents on CPOMs and professional dialogue between staff we ensure relevant members of staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following the use of the behaviour ladder
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Meeting regularly with parents/carers
- Providing 1-1 or group sessions as part of our ELSA offer
- Behaviour plans/risk assessments
- Seeking support or making a referral to outside agencies such as BPBP, Family service, healthy family team.
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

At Leverton Church of England Academy we are committed to positive teacher-pupil relationships. We focus heavily on a culture of mutual respect between all. We will focus heavily on forming positive relationships based on predictability, fairness and trust to allow staff to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided. Where appropriate risk assessments and behaviour plans will be put in place in conjunction with all those involved with the child. These will be communicated across all staff members. Plans will outline likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions
- Consulting with pupils and adopting strategies such as a 3 or 5 point scale.
- Individual reward systems

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Positive Handling policy, staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. School leaders will ensure that a proportion of school staff are suitably trained in Understanding Behaviour Training (formally CRB) and, wherever possible, these staff take the lead on any need for positive handling.

Positive handling will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether positive handling is necessary. The situations in which positive handling may be appropriate are detailed in the Positive handling Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the positive handling used. Staff members carry walkie talkies at all times and call for assistance in these instances.

After an instance of positive handling, the Headteacher will be informed as soon as is possible. Where appropriate, the Headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion, in line with the Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Positive Handling Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Policy.

Effective classroom and behaviour management

Well- managed classrooms are paramount to preventing disruptive and unacceptable behaviour. At Leverton Church of England Academy we adopt a range of strategies that support a holistic approach to achieving and maintaining good behaviour and attitudes across the school. As a school we consider the following elements to create a safe, calm, orderly and positive learning environment:

Our environment:

- Our school is a welcoming environment where all are valued and respected. The classroom is a happy and safe space for all pupils.
- Staff welcome the children each morning at the gates or the classroom door.
- The school environment is orderly and calm. Children and staff work together to ensure that the school is kept clean and tidy.

Our expectations:

- Clear expectations linked to behaviour and conduct are understood by all in school.
- Expectations of how children treat each other and grown ups in school are clear and shared with the children.
- Teachers their expectations clear linked to the learning within each lesson.

- At the beginning of the year class teachers establish class rules and expectations with their class so that these are shared and agreed.
- The school rule and how this is lived out is understood by all stakeholders and implemented consistently across school.
- Positive behaviour expectations and language is modelled by staff.
- Clear signals are in place within school to gain pupils attention in different situations e.g. the raising of the hand to get children to stop and listen.

Our behaviour:

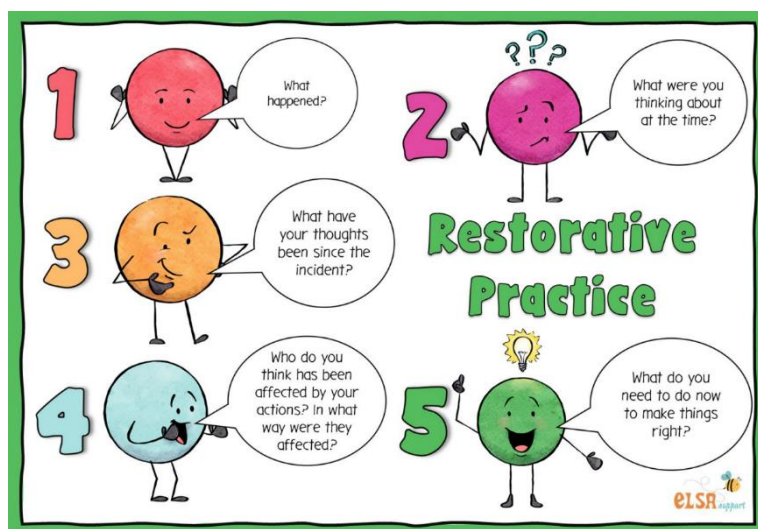
- Staff in school act as role models, demonstrating mutual respect between each other, parents and all children.
- Staff model the school rule and Christian Values through their own conduct.
- Staff use positive language to encourage and feedback to children.
- Staff use positive praise and name the behaviour they are praising to make this clear to children.

Early Years

Children who attend our Early Years provision will be gradually introduced to how to make choices linked to their behaviour. These children are developing a sense of self and how to manage their own feelings and to self-regulate. The Early Years curriculum ensures that the personal, social and emotional development of the children is of high priority as they start school. Staff will support children to develop a sense of what is right and wrong, modelling positive behaviour and how to resolve conflict.

Restorative Practice

At Leverton Church of England Academy we use 'Restorative Practice' with our children to work through difficulties that arise with behaviour and attitudes. At our school we call this 'Talk Time'. Restorative practice is a method of approaching conflict which aims to resolve and prevent harm. Through this process all children get the chance to have their thoughts and feelings heard and are able to work together to find a solution. Where problems and situations arise, staff will work with individuals or groups of pupils to unpick the 5 questions (below) within restorative practice. During this time staff will consider an appropriate sanction, if required.



Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, staff will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from staff, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Staff will encourage pupils to praise one another, and praise another pupil to a member of staff, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Stickers
- Dojo points
- Positive postcards home
- Communicating praise to parents (verbal and through dojo message)
- Certificates and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class (attendance)
- Headteacher's Award

Recording and reporting

- All behaviour incidents will be logged by the staff member dealing with it using the 'behaviour' tab on CPOMs. A sub-category can then be added to the log.
- The Headteacher will monitor the behaviour in school on a monthly basis and follow this up accordingly.

- Children are identified within school using the tiered system as mentioned in the Appendix sourced from the Bassetlaw Primary Behaviour Partnership (BPBP) and allow schools to access support where necessary.
- Class teachers will keep a record of all behaviour information and hold regular meetings with parents of pupils who have been identified as Tier 2 or above.
- Through monitoring and professional dialogue, if behaviour suggests a concern around bullying, the anti-bullying policy will be followed.

Our Behaviour system

GRADUATED RESPONSE TO BEHAVIOUR AT LEVERTON ACADEMY		
<p>ALL pupils in ALL classes start a fresh with the ethos 'Ready to Achieve' for each session (AM and PM) as we maintain the high expectation that ALL pupils will be well behaved</p> <p>Our staff are all experts at 'Catching the children being good!'</p> <p>On a daily basis staff reward positive behaviour and remind children of the school rules in relation to this.</p> <p>It is the encouragement of positive behaviour that we seek rather than punishment.</p> <p>Pupils will ALWAYS be given reminders so that they can change their behaviour before they are given a warning.</p>		
Stage	Sanction	Comments
1. Pupil not following the school or class rules or instructions given by the adult	Non-Verbal reminder e.g. 'the look' 'a sign' 're-focus', point to the rule that isn't being followed'	Ensure child has time to change behaviour (depending on age and needs) If child changes their behaviour, no further action required Child remains on 'Ready to Achieve'
2. Pupil continues to not follow rule/instruction	Verbal reminder Quiet and calm word with pupil (in or out of classroom)	Either ask the pupil what they should be doing or state/show the desired behaviour for the child's age and stage Explain consequences if pupil chooses to follow or not follow the rules/instructions. Allow thinking time If child changes their behaviour, no further action required and child remains on 'Ready to Achieve'
3. Pupil persists in not following rules/instructions	Child's name moved to 'warning stage' on the class behaviour chart (this is age appropriate to each class)	Warning issued – language linked to the rules to ensure the child knows which rule they are not following

		<p>Pupil will remain here until the staff member feels they are ready to move back to 'Ready to Achieve' as their behaviour improves.</p> <p>Name moved back to 'Ready to Achieve' at the end of session for a fresh start</p>
<p>4. Pupil doesn't respond and there is further behaviour that does not follow the rule reminder</p>	<p>Child's Name moved to 'Talk Time' on behaviour chart</p>	<p>Teacher to calmly explain which rule they have broken and why their name is moving</p> <p>Pupil will remain here until the end of the session or improvements are made. Name moved back to 'Ready to Achieve' at the end of session for a fresh start</p> <p>Pupil misses 5 minutes of break time to take part in TALK TIME (restorative practice) with the staff member and other pupils if necessary</p>
<p>5. If pupil continues with inappropriate behaviour following a move to Talk Time</p> <p>NB: A move to Talk time Senior Management may also be shown for:</p> <ul style="list-style-type: none"> • Inappropriate behaviour • Use of inappropriate language • Deliberately hurting others 	<p>Child's name is moved to 'Talk Time/Reflection time with Senior Management'</p>	<p>Child misses 5 minutes of break time to take part in reflection time with a senior member of staff</p> <p>If the incident is at lunchtime or in the afternoon this will take place the next day.</p> <p>Teacher to calmly explain which rule they have broken</p>
<p>6. If pupil continues with inappropriate behaviour following a visit to Senior Management</p> <p>NB: A move to contact home may also be shown for:</p> <ul style="list-style-type: none"> • Causing deliberate harm to any member of the school community • Racist/Discriminatory name calling or actions to any 	<p>Child is told they need to speak to Headteacher and that home will be contacted</p>	<p>Teacher to calmly explain which rule they have broken and why their parent/carer will be contacted</p> <p>Teacher will phone home/speak face to face to explain the events that led to this and plan to take part in talk time with parents and pupil at a convenient time.</p> <p>Pupil will have an appropriate consequence linked to the individual incident (to be determined by SLT)</p>

<p>member of the school community</p> <ul style="list-style-type: none"> • Abusive swearing directed to any member of the school community • Deliberate damage to school property/stealing 		
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Talk Time/Reflection:

Talk time is an opportunity for pupils to explain what led to their behaviour which may need unpicking further and deal with any additional information that comes to light. Where a sanction is required staff will work with children to make an appropriate consequence.

Consequences could consist of:

- Missing break times
- Not taking part in certain games outdoors. I.e. Football for a period of time
- Doing jobs around school during break time or lunchtime
- Writing a letter/drawing a picture to put the problem right
- Lose a privilege for agreed time

Additional Information

- When a child's behaviour is having a significant negative impact on the learning in the classroom they may be temporarily removed for some time out to calm down in the corridor/outside. As the pupil returns to class, time should be made to ensure they are clear on the expectations before returning to their classroom.
- Where Positive Handling is required for the safety of the child or other children this will follow the Positive Handling policy and will be recorded in full.

A system for all:

- We expect everyone to respect our school rule, however, some pupils will find it hard to follow them. If there are children not responding to the system, we will work closely with the individual and their parents to help them to adhere to it, where possible, and make provision for them to succeed. It is important to remember that in exceptional circumstances children may need their own behaviour plans and targets, having met the threshold for Tier 2 intervention or above as part of the Bassetlaw Behaviour Pathway documentation. Risk assessments, 3 or 5 point scales and an individual behaviour plan may be required to support them. At all points parents/carers and pupils will be involved in these decisions.
- Where children have an identified need that impacts on their ability to follow the behaviour policy discussions will be held with parents/carers to consider an individual behaviour plan and system.

Our behaviour visual system

Each class will have a behaviour visual chart in the classroom, this will be age appropriate for each class. The chart will have four stages:

1. Ready to Achieve
2. Climbing high
3. Out of this World
4. Talk time/consequence

All children will start each session on 'Ready to Achieve'. The expectation is that this is where children will be for following the school rule. If children show our Christian Values and excel in their behaviour then they will move to 'climbing high'. For exceptional behaviour children will move to 'out of this world'.

If a child does not follow the rule, then they will move to 'talk time/consequence' as outlined in the chart above.

Monitoring and review

This policy will be reviewed by the Headteacher and Senior Mental Health Lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.