

Leigh Academy Molehill Behaviour Policy

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Date	Version No	Brief detail of change
Sept 2018	1.0	Reviewed and Reformatted existing for Staff Portal
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1. Aims

It is the aim of our Academy that every member of the community feels valued and respected, and that each person is treated fairly and is well behaved. We are a caring community, whose values are built on mutual trust and respect for all. The Academy behaviour policy is therefore designed to support the way in which all Stakeholders can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We encourage:

- Pupils, parents and teachers co-operate with each other to create a happy, secure learning community.
- Pupils take responsibility for their work, behaviour and belongings.
- Pupils respect others and work and play together in harmony.
- Pupils and adults to be polite, honest and trust each other.
- Pupils and adults to respect school property and the property of others.

2. Academy Expectations:

Expectations will be shared with all pupils and opportunities to discuss them will be provided during PSHE lessons and other appropriate times in the academic calendar.

We expect:

- All members of the academy community will care for, and take a pride in the physical environment of the school
- Pupils will be well behaved, well-mannered and attentive.
- All Pupils will be polite to their fellow pupils, adults and visitors to the school
- Pupils will move around the building in a safe and sensible manner.
- Pupils should show respect for others and their property by refraining from interfering in any way.
- Pupils take responsibility for their own actions and behaviour.
- No child or adult will take part in offensive or abusive language that involves swearing, and/or insults about race, gender, sexual orientation or disability.
- Pupils will be punctual and have the correct equipment with them for that day.
- Sharp or dangerous objects are not to be brought into school.
- Mobile telephones are only allowed in school if a parent has requested permission for their child to walk home on their own and this request has been granted by the school. These must be handed to staff at the start of the day and will be stored safely until they are returned at the end of the school day provided that they are clearly named. Items are left entirely at the owner's risk; the school accepts no responsibility for loss or damage.
- Pupils should wear the correct school uniform

Pupils are expected to:

- Be principled

Be honest and fair. Show respect for others and take responsibility for your actions. Treat others how you would like to be treated yourself.

- Be caring

Show a caring attitude towards the school community and school environment. Act in a way that makes a positive difference to the lives of others.

- Be open-minded

Be open to and respectful of others' points of view. Understand how you can learn from others' experiences, cultures and perspectives.

- Be balanced

Take care of your physical and mental wellbeing and be mindful of others' wellbeing.

- Be communicators

Listen to others' ideas. Express yourself clearly and respectfully. Work collaboratively with others.

- Be reflective

Consider what you are good at and what you still need to work at and develop. Think about the changes you need to make to continue to improve and grow.

- Be knowledgeable

Remember techniques and strategies you have learned to manage your own wellbeing and behaviours for learning.

- Be thinkers

Think carefully and make good decisions.

- Be inquirers

Be proactive to find solutions and to look for advice when you need it.

- Be risk takers

Be willing to try new things and understand that mistakes are opportunities to learn. Be brave and stand up for what is right.

We do not expect or tolerate the following:

- Aggressive or anti-social behaviour, including biting, scratching and fighting (including pretend fighting)
- Offensive language, including swearing, racist / sexist insults and name calling
- Bullying in any form
- Insolence, rudeness, defiance or refusal to co-operate with instructions given by an adult
- Stealing or dishonesty

All staff will recognise that mutual support is essential to ensure the smooth running of the Academy. Teachers are not expected to deal with difficult situations on their own and can expect to give and receive support when needed.

3. Possible Strategies

- To ensure the Behaviour Policy is known, supported and followed by the whole school community, which includes parents, school staff and governors.
- To ensure pupils understand that it is the behaviour that is unacceptable and not the child.
- Model and teach moral values and attitudes as well as knowledge and skills to promote responsible behaviours, self-discipline, self-respect and respect for other people and property.
- To encourage and recognise effort in both work and behaviour, through praise and rewards.
- To involve parents and carers in early consultation to discuss problems and actions.

4. Encouragement and Rewards

Encouragement is given at all times to all pupils, by teaching and non-teaching staff, to help pupils to attain these standards. Pupils are also encouraged to value the efforts of their peers, and rewards are given in recognition of achievement in all areas of school life.

Rewards include:

1. Praise and positive encouragement from adults.
2. Praise from other pupils in the class or group.
3. The setting of appropriate personal goals to improve self-esteem and targets to improve the standard of work.
4. Certificates for effort and achievement.
5. Learning behaviour points which are communicated with parents via MCAS.
6. Letters and Postcards home.
7. Whole class rewards, for example Secret Pupil
8. Celebration of achievements in assemblies.

5. Sanctions

When a pupil is unwilling to work towards the code of expected behaviour, sanctions are applied. These will be appropriate both to the capabilities of the individual pupil and also to the need for safeguarding the rights of other pupils.

Available strategies include:

The Good Behaviour Frogs – ‘It’s Good To Be Green’

- All pupils start “on a green frog card” and it is the school’s aim to enable them to remain there. A clear first warning will be used with reference to the Academy Expectations.
- If the first warning is not effective, the warning card will be displayed against the pupil’s name. The member of staff will remind the pupil on how they could correct their behaviour thus giving opportunity and sufficient time which may vary for the pupil to correct their behaviour and the green frog card will replace the warning card.
- If their behaviour does not improve, the pupil will be given a red consequence card. Once a red consequence card is issued further sanctions will be applied. These could include:
 - Reprimand by the Vice Principal/Principal
 - Removal of social time
 - Removal from the classroom to work with a senior member of staff

Additional Support for Pupils may include:

- a) The class teacher may consult the Principal/Vice Principal and/or pupil’s parents as to possible factors that contribute to poor behaviour.
- b) An individual Behaviour Modification programme is discussed with the Inclusion Manager and possibly the Specialist Teaching Service and the appropriate procedures are followed.
- c) The pupil is withdrawn from the classroom for short periods of help and counselling on an individual programme.

Continuing Serious Infringement (Full documentation required)

- a) The Teacher and/or Vice Principal/Principal will have further consultation with the pupil’s parents and appropriate Outside Agencies as needed.
- b) The pupil is isolated away from the classroom under supervision (internal isolation).
- c) The pupil is temporarily suspended from school for a longer period (the Governors are consulted).

d) The Principal excludes the pupil permanently from the school. The Area Education Office is informed and this is agreed by the appropriate members of the Trust Executive Team.

A serious breach of the expected behaviour, where another pupil's (or adult's) safety is endangered, will result in the immediate application of the stronger measures which is likely to result in a permanent exclusion.

Behaviour Policy: Explicit section on deliberate chromebook damage in the Academy

The Leigh Academy Molehill 1:1 Chromebook Scheme provides students with a chromebook giving them access to a range of e-learning tools and resources to assist and enhance their learning at the academy..

All parties involved (students, parents/carers and the Academy) must agree with all of the terms and conditions outlined in the Academy, as well as the [Chromebook Acceptable Use Agreement](#). Failure to abide by these will result in an appropriate sanction in line with the academy's Behaviour Policy.

It is important to note that in the event of deliberate/malicious damage parents will be charged with the cost of the repair or the cost of the device.

6. Formal Steps to Avoid Suspension and Exclusion

Whenever possible we strive to avoid the use of suspension and exclusion as a sanction for inappropriate behaviour. ([See Suspensions and Permanent Exclusions Policy](#)) We have therefore devised a hierarchy of sanctions, alongside this policy, where a suspension is only used after the implementation of alternative strategies. In most cases, pupils respond positively well in advance of the suspension stage. The Academy involves parents as partners in finding ways of helping their child to be a full and successful member of the community. Knowing that the academy and parents are working together is a powerful tool in helping a pupil to become responsible for his/her own behaviour.

Liaison with Parents

Parents will be kept informed about their child's behaviour by the Class Teacher, either by letter, verbal communication or telephone. If it is considered useful or appropriate to monitor behaviour on a regular basis, a Home/Academy Contact Book or report may be used. This can be written either daily, or weekly, as considered appropriate, by both class teacher and parents. This in itself can be a useful tool for improving behaviour when a pupil recognises that all adults are working together.

Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

Short summary of Use of Reasonable Force in Schools (July 2011):

This is non-statutory advice from the Department for Education. This advice replaces the Use of Force to Control and Restrain Pupils – Guidance for Schools in England. This guidance relates to The Education Act 1996 and The Education and Inspections Act 2006. This advice is aimed at all staff and

Governors and Trustees on working Governing Bodies, in all schools.

Key points:

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

- Definitions - Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the SLT has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Schools can use reasonable force to: remove disruptive children from the classroom where they have refused to follow an instruction to do so to prevent a pupil behaving in a way that disrupts learning, a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; restrain a pupil at risk of harming themselves through physical outbursts. Schools cannot use force as a punishment - it is always unlawful to use force as a punishment.

7. Monitoring

All staff, both teaching and non-teaching will continually monitor behaviour throughout the Academy. The policy will be reviewed on an annual basis and agreed changes will then be incorporated as necessary.

8. Special Circumstances

Some pupils may have such serious problems that the above measures are inappropriate; in these circumstances advice is sought and appropriate action taken from relevant support services. However, this in itself is not an acceptable excuse to disregard the academy's expectations.

9. Home/School Agreement

This behaviour plan is supported by a home/academy agreement signed by all parents, pupils and staff.

10. Equal Opportunities/Inclusion Statement

This policy is written to take account of the needs and responsibilities of all pupils regardless of ability, gender, class or ethnic background and is implicit in all our teaching about values and attitudes.

11. Lunchtimes and Playground Behaviour

Expectation of correct behaviour is the same at these times.

Support staff will be kept informed of any special arrangements for individual Pupils (by the Class Teacher or other appropriate Senior Staff).

Support staff will use praise and positive encouragement to reward and promote good behaviour.

When a pupil is misbehaving in a minor way they should stay beside the adult for an appropriate short period of time. If bad behaviour continues or the offence is more serious, the member of staff will instruct the pupil to report to the Duty member of staff or the Principal/Executive Principal or a named senior member of staff. This may result in the pupil's remaining social time being removed.

If a pupil continues to behave inappropriately at lunchtimes the class teacher may choose to contact the pupil's parents/carer to discuss the matter further.

If behaviour does not improve, temporary/permanent lunchtime exclusion will be given.

12. How Parents Can Help Their Child Resolve Difficulties

We encourage parents to tell their child to seek assistance from a teacher or adult immediately if they have difficulties they cannot resolve independently, e.g. if they have been hurt or upset by anyone. If they are unable to resolve their conflicts an adult will help them. If parents are aware that a problem has not been resolved, they are advised to make an appointment to discuss this with their child's teacher.

We remind a parent that no matter how upset they may be, the most effective way of dealing with a concern is to report the matter to the Academy and discuss it with us. We also emphasise that we do not tolerate parents shouting at or abusing any member of staff and under such circumstances will always exercise our right to ask the parent concerned to leave the premises until a calmer discussion can take place.