**LDBS Academies Trust**

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**LDBS Academies Trust 2**

# Behaviour Policy

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| DATE APPROVED BY THE LDBS ACADEMIES TRUST | 1st October 2024 | | |
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| SIGNED<br><br>(EXECUTIVE) HEADTEACHER | Lisa Miles | DATE | October 2024 |
| SIGNED<br><br>CHAIR OF<br><br>THE LOCAL ACADEMY COMMITTEE | Jenette Charles | DATE | October 2024 |



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## Vision Statement

*Our schools serve the whole community where all are welcomed, valued and supported. We aim to enrich the life experiences of all the children and families we come into contact with to help our children grow spiritually, mentally, and academically. We seek to have a broad curriculum where all faiths are honoured within a Christian context.*

*Jesus promised a life in all its fullness which means that we value each person as the individual God made them to be; we encourage creativity and teamwork in our schools; we encourage forgiveness and put others' needs before our own; we actively encourage everyone to work to care for creation; learning the full range of subjects (including Religious Education) and always aiming for excellence. Daily Collective Worships is provided as a space to ask big questions, reflect on what is happening in the world around us and pray. Put simply, our schools are life-giving.*

In our school we demonstrate how we support this vision through our values –

At ***"Therefore, everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock. The rain came down, the streams rose, and the wind blew and beat against that house; yet it did not fall, because it had its foundation on the rock."*** *Matthew 7:24-26*

We are a school that is more than bricks and mortar.
A place with a zest for learning without walls or limitations, where all are *held in the arms of love - respected* and encouraged.
A school that ignites curiosity *to take us beyond the world we already know; to r*ead the stories that have been told before us and write those yet to come.
A community that helps us pave our way, as we make great strides; where memories are made, that leave a sparkle in our eyes, and a smile on our face.
A place that builds strong foundations.
To cherish, to wonder, to dream, to flourish, to succeed

We live out our values and vision through our key policies e.g. The behaviour policy is supported through the values described in the rewards and sanctions section of the policy demonstrating the importance of dignity and forgiveness.

The school admissions policy decided by the Local Academy Committee shows our inclusiveness and the importance we place on service to our local community.

The breadth of the curriculum and the creative projects which we enjoy are key to providing opportunities for children to experience life in 'all its fullness', so that alongside learning and wisdom they also experience joy and delight in learning.

Care for the individual and their needs is crucial and the school's policies regarding inclusion and SEND are constant reminders that each of us is known to God and our names are 'inscribed on the palms of His hands'.

HR policies are common in all LAT schools and are created to ensure that individuals are treated fairly and with dignity. All HR policies have been scrutinised by the various unions to ensure that they contain acceptable procedures.



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**Behaviour Principles**

A person who can truly be described as educated does not have a vast bank of knowledge; they have the ability to use that knowledge for their own good and for the good of humanity. The development of a strong spiritual and moral framework based on Christian values is an essential part of the education that will be on offer.

The two great commandments given by Jesus will underwrite the life of the Academies that are part of the LDBS Academies Trust and the LDBS Academies Trust 2 (herein collectively referred to as 'the LAT'); they are to 'love God' and to 'love your neighbour as yourself'.

Both of these instructions should be evident in the whole life of the Academy, in the relationships between all members of the Academy community, pupils, staff and parents, and also in the management of behaviour.

**Aims**

- For children to follow instructions given by staff
- For children, staff and parents to work together to establish a strong set of Christian values which underpins the life of the Academy.
- The values will include service, compassion, trust, peace, forgiveness, friendship, justice, humility, hope, respect and a sense of what it means to be a community (koinonia).
- Children will be helped to develop healthy spiritual and moral frameworks which will support them into secondary school and adult life.
- They will be encouraged to develop strategies and skills which will help them to be resilient and yet also compassionate and forgiving when they deal with difficult situations.
- The Academy will teach responsibility and service so that children, through those positive experiences, learn to respect authority and take pride in the work that they do and their Academy and its environment.
- Through the use of sanctions and rewards, children will learn about justice and how there is a difference between major and minor issues.
- This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the Academy to function efficiently as a place of learning.

**We respect each other**

- We will teach and encourage children to do the following:
- Maintain a positive attitude
- Listen without interrupting or 'back-chat'
- Use the other person's name
- Try and empathise –for example:

*'How do you think the other person is feeling?' or 'what would you feel like if someone did that to you?'*

- Regard people of all faiths, races and cultures with respect
- Speak politely or use kind words
- Keep their hands and feet to themselves
- Look after the environment
- Stay on task
- Not to shrug when being reprimanded



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**We help each other to be safe**
We will teach and encourage children to do the following:

- Not to engage in 'rough play' in the playground
- Report any concerns to an adult of their choice
- Behave as ambassadors for the Academy when on educational trips or at other venues, such as swimming lessons and sporting events

**Staff are expected to:**

- Monitor playground behaviour and be proactive rather than reactive
- Be endlessly vigilant and take preventative measures; for example, monitoring 'trouble spots'
- Use their emotional intelligence and remember that little things can become big things—it's important to pay attention to details and to take responsibility for following EVERY incident up. Children's personal development and well-being is paramount. Remember… each child is your responsibility
- Be punctual and ensure that lessons begin on time
- Dismiss children at the end of the day in a calm and orderly manner ensuring that each child has his/her belongings (coat, book bag, bag, PE kit) and is handed over to a responsible adult
- Monitor children for behavioural changes in line with Child Protection guidelines
- Monitor children for signs of exposure to radicalisation and extremism, as described in the Prevent duty
- Brief accompanying adults on educational visits

**We listen carefully**
We will teach and encourage children to do the following:

- To look directly at the person speaking to them
- To listen closely and without interrupting
- To think carefully about what has been said before responding

**We work hard**
We will teach and encourage children to do the following:

- To complete their work within a set time
- To concentrate within a given time
- To send unfinished work home with parental agreement
- To be proud of their learning
- To understand that presentation is important

**Staff are expected to:**

- Have high expectations for each child
- Explain to children the positive consequences of making good progress

**We look after things**
We will teach and encourage children to do the following:

- Pick up coats
- Put lunch boxes away
- Put away play equipment
- Look after their books, i.e., no graffiti
- Look after their book bags and PE kit
- Look after school property and resources e.g. putting lids on pens
- Leave valuables such as jewellery and mobile phones at home
- Clear up in the hall and classroom



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- Behave sensibly in the toilets
- Take belongings home at the end of the day

**We are honest**

- We will teach and encourage children to do the following:
- Explain the part they have played in an incident
- Acknowledge the part they have played in an incident
- Accept responsibility for the part they have played in an incident
- Apologise and make amends

**We walk quietly and calmly around the building**

- We will teach and encourage children to do the following:
- Line up one behind the other
- Move around the building in a safe and controlled way which enables children with a range of needs to cope with their surroundings
- Make eye contact with each child

**Rewards and Sanctions**

All children will be encouraged to practice good behaviour with a suitable series of rewards. Sometimes children's behaviour presents in a challenging manner. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. An effective Behaviour Policy must state these boundaries clearly.

Minor breaches of discipline are generally dealt with by the class teacher in a supportive and fair manner, with some flexibility regarding the age of the child as far as sanctions are concerned.

Each case is treated individually. Children are made aware that they are responsible for their own behaviour and that breaking rules will lead to consequences

**Major breaches of discipline include:**

- Physical assault
- Deliberate damage to property
- Bringing sharp or dangerous instruments to Academy, or any item that might cause a problem
- Stealing
- Leaving the premises without permission
- Verbal abuse, including discriminatory and racist language
- Foul or abusive language
- Swearing
- Bullying (to include online)
- Refusal to work

This type of behaviour is generally rare, and it is the responsibility of the (Executive) Headteacher or the Head of School / Deputy Headteacher who will deal with it appropriately. Parents will be involved at the earliest possible stage, if problems are persistent or recurring.

**Strategies for reinforcing good behaviour:**

- Use positive behaviour management strategies to pre-empt difficulties and de-escalate situations Work out class rules/charter with the children
- Outline rewards for desired behaviour
- Encourage quiet voices and a working atmosphere in the classroom



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- Support children to use self-regulation tools including Zones of Regulation or Five Point Scale Look out for children who are behaving well and give recognition and praise
- Provide achievable targets/stimulating work/challenges
- Avoid raising the profile of children that are behaving inappropriately (e.g. names will not be recorded on board)
- Give consistent and thoughtful feedback
- Use PSHE and Circle Time to talk about emotions and behaviour Build good relationships with pupils and parents/carers
- Teachers and teaching assistants support each other and work together as a team giving children consistent messages
- Send to another teacher or SLT for recognition and praise
- Use additional strategies such as mentors and individual reward charts for children who need more support with their behaviour
- Use whole school reward strategies

**Strategies to improve this type of behaviour may include:**

- Talking to the child–discuss what has happened
- Opportunities to reflect
- Internal Suspension
- Missing playtime and/or lunchtime
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- Repeat work
- Sending work home
- Loss of responsibility, e.g., monitor jobs
- Placing the child on a daily or weekly report / log system to monitor their behaviour with parents' support

**Procedures for Dealing with Major Breaches of Discipline**

If the problem is severe or recurring then exclusion procedures are implemented. A case conference may be called involving parents and support agencies. Permanent exclusion may occur after consultation with the Local Academy Committee and the LAT (LAT).

Parents have the right of appeal to the Local Academy Committee against any decision to exclude.

**Reasonable Adjustments**

There are occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions, we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of behaviour is investigated and plans made to meet individual needs.



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## APPENDIX I

Policy on the use of reasonable force at Holy Trinity CE Primary School
The following is based on the following DFE guidance: Use of reasonable force, Advice for head teachers, staff and governing bodies July 2013

### What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. 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 a 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.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. At Holy Trinity CE Primary school, only those staff who have had training will use reasonable force in the circumstances listed below. All LAT schools use this guidance and support training.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In any school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**Holy Trinity staff can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow instructions to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom or school site 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

**Holy Trinity staff cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.



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**Power to search pupils without consent**

In addition to the general power to use reasonable force described above, the headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":
3 Section 550ZB (5) of the Education Act 1996

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Force cannot be used to search for items banned under the school rules.

**Communicating the school's approach to the use of reasonable force**

Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs (SEN). The school does not require parental consent to use force on a student. Government guidelines are clear that schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking action needed to prevent a pupil causing harm.

**Telling parents when force has been used on their child**

In the case of an incident where a child has had to be restrained and force has had to be used; this must be noted in CPOMS. The parents of the child should also be informed that reasonable force has been used.

**What happens if a parent or pupil complains when force is used on them?**

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defense to any criminal prosecution or other civil or public law action. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension must not be an automatic response when a member of staff has been accused of using excessive force. The school will report the complaint to the Local Authority Designated Officer (LADO) and follow the procedures as set out in the guidance Managing Allegations Against Members of Staff.

If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support. The school's governing body will always consider whether a teacher has acted within the law when reaching a decision on whether to take disciplinary action against the teacher. As employers, the school has a duty of care towards its employees. We will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

**What about other physical contact with pupils?**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:



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Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
When comforting a distressed pupil;
When a pupil is being congratulated or praised; To
demonstrate how to use a musical instrument;
To demonstrate exercises or techniques during PE lessons or sports coaching; and
To give first aid.

**Further sources of information**
Other departmental advice and guidance you may be interested in:

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

Screening, searching and confiscation – advice for headteachers, staff and governing bodies.

Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools

Associated resources (external links)
Police and Criminal Evidence Act 1984 (PACE) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers.



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