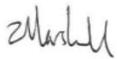


**LORD DERBY ACADEMY
BEHAVIOUR MANAGEMENT POLICY**

Version and Date		Action/Notes
1.0	1 st version December 2018	
2.0	December 2019	Updated for ratification

Policy Reviewed:	December 2019
Policy Review Frequency:	Annual
Next Review:	December 2020
Signature of Chair of Local Governing Body:	
	
Ian Marshall	

Behaviour Management Policy

The Principles

The aim of this policy is to ensure that the school offers a safe, positive and caring environment in which all children have the opportunity to achieve to the very highest of standards. A calm school, in which children are behaving well and showing respect and consideration for others, will provide the right climate for high levels of achievement. To this end, the policy sets out measures which, in accordance with section 89 of the Education and Inspections Act 2006, aims to:

- Uphold the school mission statement 'Believe, Achieve, Succeed'
- Promote outstanding behaviour, self-discipline and respect in our school and in the community
- Promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Provide a safe environment, free from disruption, violence, bullying and any form of harassment and discriminatory behaviour
- Secure an acceptable standard of behaviour from all pupils
- Ensure pupils complete assigned work
- Promote resilience and independence to support pupils to be self-assured, committed and outstanding learners
- Encourage consistency of response to both positive and negative behaviour
- Promote early intervention

- Encourage a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures
- Promote a culture of praise and encouragement so that all pupils can achieve to their full potential.

Roles and responsibilities

The Trust and Governors have established, in consultation with the Headteacher, staff and parents, the policy for the promotion of outstanding behaviour. The policy is communicated to pupils, parent/carers and staff via the website and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010. The Trust and Governors support the school in maintaining high standards of behaviour.

The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and Senior Leadership Team.

Staff, including teachers, support staff, volunteers, supply staff and visitors in a professional capacity, are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff for the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. Reasonable adjustments must and will be made dependent upon an individual's specific learning needs in regards to SEND issues and social/emotional issues.

The Trust, Governors, Headteacher and staff ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They also ensure that the concerns of pupils are listened to and are appropriately addressed.

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside school. Parents and carers, along with their child, sign a home-school agreement on entry to the school and in doing so agree to the standards expected. (*see appendix 4*)

Parents and carers are encouraged to work in partnership with the school to assist in maintaining high standards of behaviour. Parents and carers can meet with key staff throughout the academic year to raise with the school any issues arising from the operation of the policy. Pupils are also expected to take responsibility for their own behaviour.

Parents, carers and pupils are made fully aware of the school policy, procedure, standards and expectations via a wide variety of communication methods such as, assemblies, form time, lesson monitoring, reports, staff briefings, Headteacher's weekly newsletter, school prospectus, pupil planners, Open Evenings, induction programmes, noticeboards and the school's website.

An annual standards letter is an additional measure to ensure parents and carers are fully informed of the school's expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported either verbally or through written communication with key members of staff. This responsibility should extend outside of the school premises and into the local and wider communities.

Procedures

The procedures arising from this policy have been developed by the Headteacher in consultation with key stake-holders. The procedures make clear to the pupils how acceptable standards of behaviour can be achieved and have a clear rationale that is made explicit to staff, pupils and parents. The procedures are consistently and fairly applied and promote the idea of personal responsibility, and that every member of the school has a responsibility towards the whole community.

A wide variety of communication is utilised in order to promote and monitor behaviour. These include assemblies, form time, lesson monitoring reports, staff briefings, Headteacher's weekly newsletter, school prospectus, pupil planners etc.

Code of Conduct

Pupils should always:

- Adhere to the school's high standards and expectations
- Respond positively and in a timely manner to instructions or requests
- Be polite and courteous towards adults, pupils and visitors
- Respect the school buildings, equipment and facilities
- Respect other people (staff, pupils and visitors) and their belongings
- Move quietly and sensibly around school, adhering to the 'keep left' rule and the one way staircases.

Behaviour for Progress

In order to promote outstanding behaviour in all aspects of school life, the school's Behaviour for Progress model ensures that teachers and support staff insist on the highest standards of behaviour and conduct in all lessons to drive progress for all pupils. The model allows for all pupils to achieve rewards/house points, recorded in class charts, by committing to their own progress and taking responsibility for their own conduct. Failure to demonstrate acceptable Behaviour for Progress will result in the issuing of behaviour sanctions.

(see appendix 1 for the school Behaviour for Progress model)

Discipline

School staff have the power to discipline and impose reasonable sanctions (for example, confiscation of items and detention) against pupils:

- Whose behaviour is unacceptable
- Who break the school rules
- Who fail to follow a reasonable instruction.

This power extends outside school in certain circumstances. Parental consent is not required for a school sanction, for example, the issuing of detention, however the school will endeavour to inform parents where possible.

Searching

School follows DfE Searching, screening and confiscation 2018 guidance when searching pupils. School staff can search pupils with their consent for any item.

All staff can search pupils, with their consent, for any item that is banned by the school rules, whilst the Headteacher and Senior Management Team have the power to search pupils or their possessions, **without consent**, where they suspect the pupil has a prohibited item for example: knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Staff who are authorised by the Headteacher may use such force as is reasonable when searching a pupil without consent for prohibited items. (*Searching, screening and confiscation – advice for Headteachers, school staff and governing bodies DfE January 2018*).

School staff can seize and dispose of any banned item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. (*Please refer to the school website for guidance on banned items*).

In addition to prohibited items, the following items are banned from the school premises (unless authorised in advance by the Headteacher): jewellery, mobile phones* and electronic devices, eg: smart phones, ipods, laser pens or any items which may lead to the disruption of learning or may compromise the safety of others. Items which are confiscated will be held securely however the school is not responsible for any loss or damage to items which are banned from the school premises. School may view and copy material from an electronic device should a serious breach of the behaviour policy be suspected. School has the right to share this information with the Safer Schools Police officer, or other relevant agencies. Please refer to the Standards and Expectations poster on our school website. At any point throughout the school year, the Headteacher has the right to ban an item.

**Pupil are allowed to bring a mobile phone to school, but it must be handed in to Student Services for safe-keeping throughout the day.*

If the school has reasonable grounds for suspecting a pupil is in possession of a prohibited item, the Headteacher or a member of school staff authorised by the Headteacher can search the child without the consent of the pupil. To search a pupil, staff must be the same sex and there must be a witness and, *if practicable*, the witness should be the same sex.

Staff may search a pupil of the opposite sex, with or without a witness present, if it is believed that there is a serious risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff. The Headteacher authorises searching responsibilities to staff.

Items which are confiscated will be held securely however the school is not responsible for any loss or damage to items which are banned from the school premises. If a child refuses to comply, the school's behaviour policy will apply and the child will receive an appropriate sanction.

Screening

The school follows DfE Searching, screening and confiscation 2018 guidance when screening pupils. Any member of school staff can screen a pupil even if they do not suspect them of having a weapon and without the consent of the pupils. If a pupil refuses to be screened the school may refuse to have the pupil on the premises. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

Seizing and confiscating items

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Also note:

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Use of reasonable force

All staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Force is usually used to control or restrain. This can range from guiding a pupil to safety by holding their arm through to circumstances where more force is needed to restrain a pupil to prevent violence or injury.

(School follows DfE Use of reasonable force 2013 guidelines).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Positive Handling

Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

Allegations

We are committed to providing the highest level of care for both our pupils and staff. Our procedures aim to strike a balance between the need to protect children from abuse and the need to protect staff from false or unfounded allegations. Any allegation of abuse against a teacher, any other member of staff, or volunteer in our school is dealt with thoroughly, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation. All staff receive guidance on making allegations directly to the Deputy Headteacher. Allegations against the Deputy Headteacher must be referred directly to the Headteacher, and allegations against the Headteacher must be referred to the Chair of Governors.

Staff have a duty to report any incidents as follows:

- A member of staff or volunteer has observed another member of staff and consider that they have :
 - Behaved inappropriately or potentially or actually been abusive to a child
 - Behaved in a way that harmed a child, or may have harmed a child
 - Possibly committed a criminal offence against or related to a child
- A direct allegation was made TO A MEMBER OF STAFF ABOUT THEM by a pupil or a third party (e.g. parent)
- A pupil or a third party reports to a member of staff that another member of staff:
 - Has behaved inappropriately or potentially or actually been abusive to a child
 - Behaved in a way that harmed a child, or may have harmed a child
 - Possibly committed a criminal offence against or related to a child
 - Behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children

If an allegation is found to be intentionally fictitious and malicious, the Headteacher will decide upon an appropriate sanction for the person making the allegation. In every case, a meeting will take place between the parent/carers, the Headteacher or Deputy Headteacher and a governor before a decision is made about the pupil's future at the school. The Headteacher has the right to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the school believes that a criminal offence has been committed. If the claim has been made by a person who is not a pupil (e.g. a parent), the school will hand the information over to the police who may take further action against that person.

In the event of any allegation of abuse against staff, the school will review the case to see if there are any improvements that can be made in its practice or policy that may help to prevent similar cases in the future.

Health and Safety

Pupils should not:

- Use mobile devices on the school site to photograph or record others
- Carry, use or supply any illegal drug or legal highs – this is strictly forbidden and will normally mean automatic permanent exclusion
- Bring on to the school site any dangerous articles (including knives, fireworks, and any sort of firearm or harmful chemical) – this is strictly forbidden and will normally mean automatic permanent exclusion.
- Use cigarettes, e-cigarettes or alcohol on the way to, from and while on the school premises.
- Interfere with any school equipment (including fire alarms)
- Climb on to any fences, school buildings or into private premises near the school
- Leave the school site without permission and following school procedures

Parents and carers should not:

- Use a mobile device to record staff
- Exhibit behaviours that could be deemed to be aggressive or threatening to staff

Although always a last resort, the school has the right to ban any parent or carer from the school site should their behaviour warrant it.

Rewards

A school ethos of encouragement is central to the promotion of outstanding behaviour; rewards are one means of achieving this. Rewards have a motivational role in helping pupils to realise that good behaviour is valued. Class Charts is used as a tool to reward pupils in the classroom. All parents and carers can access this on-line tool to monitor their child's Behaviour for Progress and conduct. Integral to the system of rewards is an emphasis on praise both formal and informal to individuals and groups of pupils. Rewards are accessible to all pupils and are varied in type, ranging from simple praise and praise postcards to rewards day activities. Lord Derby Academy operates a Vertical House System. There are a wide range of opportunities for pupils to earn house points.

(See appendix 2 'How can I earn house points?')

Annual high profile Presentation Evenings are used to celebrate the achievement of our pupils.

Sanctions

School follow Department for Education guidance (*Behaviour and discipline in schools 2018*), when poor behaviour is identified in school or in the community, and a sanction needs to be applied. Sanctions will be proportionate and fair. These can include:

- a verbal reprimand
- missing break time

- detentions including during lunchtime, after school and at weekends
- report card
- school community service or an imposition of a task such as picking up litter
- temporary or permanent exclusion – in more extreme cases

(this is not a definitive list)

Parental consent is not required for detentions. School will only notify parents if the detention is longer than 30 minutes or if staff believe the pupil is at risk or a carer. It does not matter if a detention inconveniences the parent.

Pupils who blatantly disregard the code of behaviour expected of them or behave in an anti-social manner may receive a fixed term exclusion or be permanently excluded from the school in accordance with the procedure formulated by the Trust and Local Governing Body. In such cases parents/carers would be kept fully informed and involved. Fixed term exclusions are for a specified amount of time, and the pupil will remain on the school role. Permanent exclusion means the pupil would be removed from the school role.

Alternatively pupils may be placed in Internal Exclusion or isolation for a short period of time. Any pupil caught truanting will attend Saturday School which runs from 9.30am until 12.30pm. Pupils must attend Saturday School in full school uniform with their school bag and equipment.

A serious view is taken of any anti-social behaviour committed by our pupils on the way to or from school. Pupils are expected to remain on the premises during lunchtime. We believe that the standards of behaviour expected in school are exactly those that are expected by parents/carers in their homes. We firmly believe that a strong partnership forged between parents/carers, teachers and other support staff can overcome most behavioural problems. We expect decisions made in school to receive full parental support.

The basis of our discipline is through providing interesting and constructive activities in school supported by praise and rewards. In most cases this prevents poor behaviour. However, where the standards expected are not achieved, sanctions are in place which the schools applies and which are characterised by clarity of why the sanction is being applied, in addition to what changes in behaviour are required to avoid future sanctions. There is a clear distinction between the sanctions applied for minor and major offences (see Appendix 3). A consistent approach to sanctions in terms of a clear distinction between those applied for minor and major offences is ensured through the members of staff responsible for their implementation working from the same guide and principles.

Support for pupils

Some pupils may be referred to the schools on site Inclusion area for bespoke behaviour modification.

Training

The Trust, Governors and Headteacher ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Interrelationship with other school policies

In order for the behaviour policy to be effective, a clear relationship with other school and trust policies, particularly: Equality Policy, Special Educational Needs Policy, Positive Handling Policy, Anti-bullying Policy and the Acceptable Use Policy has been established.

Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from such agencies to ensure that the needs of all pupils are met by utilising the range of external support available.

Review

The Headteacher, in consultation with the staff, undertakes systematic monitoring and conducts regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher keeps the Trust and Governors fully informed.

The Trust, Governors and Headteacher regularly reviews this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review takes place in consultation with the Headteacher, staff and parents/carers.

Appendix 1

BEHAVIOUR FOR PROGRESS MODEL

Reluctant	Compliant	Committed	Outstanding
I avoid work.	I complete essential tasks.	I work hard.	I aim high: I am driven and inspired.
I do not engage.	I engage occasionally.	I am fully engaged.	I display a love of learning.
I lack motivation to make progress.	I show little desire to achieve my full potential.	I take responsibility for my progress.	I strive for my personal best at all times.
I repeat common errors.	I occasionally learn from errors.	I willingly learn from errors.	I independently learn from errors.
I do not ask for help to improve.	I am reliant on teacher support to improve.	I am moving towards independent learning.	I am independent, proactive and resilient.

Appendix 2

Rewards

Good work and attitude are rewarded through both the house system and through the awarding of certificates, prizes and reward trips. A conscious effort is made by all our staff to recognise individual achievement and to suitably reward good behaviour and attendance.

Rewards are issued for lots of different reasons, for example:

- Producing classwork of a high quality
- Answering questions really well
- Demonstrating an improvement in manners, uniform, punctuality
- Producing an outstanding project/coursework/essay/piece of work
- Contributing positively in the community
- A fantastic sporting achievement
- Excellent attendance and punctuality

In addition Praise Postcards and letters of commendation may be issued. Pupils can also earn house points on Class Charts for demonstrating positivity in any aspect of school life.

Appendix 3

Sanctions

In accordance with our Home School Agreement parents will always be kept informed of serious and other regular patterns of misbehaviour.

- A. Sanctions taken against those pupils who commit minor acts of misbehaviour
- Verbal warning
 - Placing the pupil on report (often used as an incentive rather than ‘punishment’)
 - Detentions which could be at break, lunchtimes or after school
 - Temporary exclusion/withdrawal from certain classes
- B. Sanctions taken against those pupils who commit serious acts of anti-social behaviour.
Examples of conduct which may lead to a fixed term exclusion, internal exclusion or isolation:
- Fighting
 - Bullying – physical or verbal abuse, cyber bullying, including teasing at the expense of another pupil
 - Wilful vandalism – to school property or property of a pupil or member of staff including deliberately setting off the fire alarm
 - Theft – of any property of pupils, staff or school
 - Repeated Disruptive Behaviour – which leads to the teacher or support staff having to spend a disproportionate amount of time with one pupil at the expense of others
 - Racist, sexist or homophobic comments directed at pupils or staff
- C. Examples of misbehaviour that may lead to immediate permanent exclusion:
- One or more of the previous incidents which is deemed premeditated or deliberate or ignoring direct instructions to desist
 - One or more of the previous incidents after a fixed term exclusion
 - When a pupil is in breach of a ‘contract’ which has been approved by the pupil’s parents
 - On an occasion when any one act of misbehaviour is deemed to be too serious to be dealt with by any other sanction
 - Deliberate and unprovoked physical attacks or assault on a member of staff or another pupils
 - Use or distribution of illegal drugs, substances or alcohol on school premises
 - Bringing a weapon on to the school premises

Appendix 4

Home School Agreement

Every Pupil is entitled to:

- Be welcome as a member of the school community
- Be able to learn within an orderly and clean physical environment
- To feel safe and secure in school from insults, intimidations, violence and danger of any kind
- To be encouraged to develop and reach his/her full potential, both inside and outside the classroom
- To be treated with consideration, courtesy and respect welfare.

The Parent(s)/Carer(s)

Parent/Carer: I/We will

- Make the school aware if there are any issues that might affect my child's work or well-being
- See that my child comes to school regularly and arrives on time
- Ensure that my child is properly equipped for lessons
- Make Pupils aware of the zero tolerance on electronic devices
- Ensure that my child wears the correct school uniform and follows the Appearance Code.
- Support school policies and guidelines for behaviour
- Monitor my child's homework, coursework and other independent learning, signing the planner each week and encouraging the meeting of deadlines
- Try to attend Parents' Evening and other discussions about my child's progress. If unable to attend rearrange at a mutually convenient time.
- Have regard for the school's attendance target of 100%, holidays should **not** be taken in term time
- Inform school of any change of address/telephone number immediately.

Signed:

Date:

The Pupil: I will

- Abide by the School's Behaviour and Appearance Code.
- Be polite and respectful to everyone in school and in the local community.
- Take care of the school site, keeping it free of graffiti and litter.
- Attend regularly, arriving on time.
- Wear full school uniform correctly and look neat and tidy as per the Behaviour and Appearance Code guidance.



- Arrive at lessons fully equipped and willing to learn.
- Complete homework and coursework to the best of my ability in all subjects.
- Respect coursework and homework deadlines in all subjects.
- Leave valuable items at home.

Signed:

Date:

This policy works in conjunction with:

School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Lord Derby Academy SEND Policy

The Dean Trust Supporting Pupils with Medical Conditions Policy

Lord Derby Academy Safeguarding and Child Protection Policy