POSITIVE BEHAVIOUR POLICY

POLICY	PROCEDURE	REFERENCE	FORMS
SSPo27 Exclusion Policy	SSR48 PACE language	Parent Welcome Pack	SSF2 Safeguarding Incident Report
SSPo2 Child Protection and Safeguarding Children Policy and Procedure		Mobile Phone and Smart Technology Policy	SSF10 Designated Responsibilities Notice
SSPo xx Anti-bullying Policy		Restrictive Intervention Policy & Child Protection and Safeguarding Children Policy and Procedure	SSF43 Record of Positive Intervention or Restraint

About this Policy

1. INTRODUCTION

At LHAA we focus on preparing pupils for life. We do this through our teachers who make learning imaginative, creative and inspiring. This motivates pupils to want to learn and make progress on their learning journey. We lay down firm foundations by giving numeracy and literacy a high priority. Art, drama, music, dance and sport also feature highly to provide every pupil with the opportunity to find their talents and shine.

We want every pupil to be a good citizen, a confident communicator respectful of those whose views are different from ours, discerning and kind-hearted. We want them to challenge themselves and to be highly motivated to achieve their best, working towards being independent.

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The Positive Behaviour Policy operates in conjunction with the following policies and publications:

- Special Educational Needs and Disability (SEND) Policy
- Child Protection and Safeguarding Children Policy and Procedure
- Exclusions policy
- Department of Education. (January 2016). Behaviour and Discipline in Schools, Advice for Head teachers and school staff.
- Anti-bullying Policy
- Mobile Phone and Smart Technology Policy.
- Restrictive Intervention Policy.
- Department for Education: Searching, Screening and Confiscation (current edition).

2. AIMS AND OBJECTIVES/VALUES

We believe that emphasising positive behaviour in school tends to marginalise unhelpful behaviour and decreases the number of misdemeanours. A well-managed, orderly environment in school will encourage pupils to react in a positive, caring way.

At LHAA, we aim to promote positive behaviour by ensuring that:

- We provide a safe and secure environment where all pupils can learn.
- Every pupil has the right to learn but no pupil has the right to disrupt the learning of others.
- The fundamental approach is a positive one, drawing attention to, rewarding helpful behaviour and mutual respect
- Whole school approach to discipline with a clearly defined code of conduct.
- We will seek to give every pupil a sense of personal responsibility for his/her own actions.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents in order to continue to develop parental engagement; working on an active partnership to promote helpful behaviour.
- Early support is available for developing problems.
- Strategies may be recorded in a Pupil Profile.
- Bad language is considered to be unacceptable behaviour
- We will seek advice and support from appropriate outside agencies when applicable.
- Opportunities are made available for responsibility and recognition for non- academic achievement.

The Academy recognises that the inappropriate use of mobile phones, smart watches and other personal electronic devices can negatively affect behaviour, concentration, learning, safeguarding and social interaction. Pupils are therefore expected to follow the Academy's rules regarding the possession and use of mobile phones and electronic devices during the school day. These expectations are intended to support a calm, focused and respectful learning environment and are consistent with the Department for Education's guidance on mobile phones in schools.

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3. ROLES AND RESPONSIBILITIES

Staff

All staff must be consistent in their approach when dealing with behaviour by following our 5 steps consistency model.

5 Step Consistency Model.

- Staff should model positive behaviours and the Golden Code.
- Staff should meet and greet at the door of every lesson or collect pupils from different areas of the school to set expectations for learning.
- Staff should engage and challenge pupils in their learning during every lesson.
- Staff should step pupils calmly and slowly through the behaviour procedure, using P.A.C.E language as appropriate
- Staff should follow up every time, retain ownership and engage in reflective dialogue and restorative justice

Staff will use assemblies, PSHE Lifeskills lessons, RSE lessons, to help educate the pupils in making positive and moral decisions.

Pupils

Pupils play a key role in the positive behaviour policy as by following the expectations within the policy they will ensure they are part of a conducive learning environment which provides them with the best change to make progress and develop a love for learning.

At LHAA, we seek to:

1. Develop pupil's confidence in their learning and feel confident to show the behaviours expected within the community. We want students to know the purpose of their learning and provide them with purpose going forward into the wide community.
2. Develop pupils to respect their school community and themselves so they make positive decisions with their behaviour.

The following are key expectations which will ensure pupils help to support positive behaviour and attitudes within the school community.

- Take responsibility for their own behaviour
- Have proper regard for the authority of teachers and other adults
- Arrive in school and lessons punctually
- Comply with the school uniform policy
- Be well prepared for lessons by bringing appropriate equipment
- Tackle class work and homework to the best of their ability

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• Treat the views of others with respect

Parents
Staff will liaise with parents and other professionals to manage pupil's behaviour and as far as possible allow each pupil the opportunity to experience our school in a positive and rewarding manner.

Parents will be informed and involved as early as possible, via electronic mail, at dismissal or by telephone.

Parents will be supported to assist in the management of their pupil's behaviour and are included in meetings and planning where appropriate.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (**See Golden Code**)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers
- By ensuring the pupils are punctual

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school (Home/School Communications Book).

Parents are under a legal duty to ensure that their pupil (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements.

Behaviour incidents should be recorded in an unbiased tone on CPOMS – recording facts only.

LHAA has a named person designated as responsible for supporting staff in the management of pupil's behaviour. This person is identified on the Designated Responsibilities notice **SSF10** displayed within the school.

4. IMPLEMENTATION OF THE POLICY

Golden Code
The Golden Code will be embedded across the school and visible in every classroom and other key areas in the school. LHAA also refers to Codes of Conduct that pupils should adhere to when in different environments within the school.

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The Golden Code teaches pupils to:

- Be gentle
- Be helpful
- Listen and work hard
- Look after property
- Show respect
- Be honest

Behaviour Procedure
At LHAA we have established a positive behaviour system, where most of the adult's time will be spent focusing on pupils making helpful choices rather than taking time to deal with misbehaviour. For pupils who do make unhelpful choices we will work on supporting them in taking responsibility for their own behaviours and to learn that there is a link between their choices and the consequential outcomes.

5. PACE AND POSITIVE COMMUNICATION

At LHAA, we have established and embedded consistent language that is used when communicating with pupils. It is important for pupils to understand that their behaviour is their choice and that they are in control of the choices that they make, unhelpful choices will result in a fair consequence agreed with the teacher and pupil. It is imperative that language is consistent throughout the school and has a positive impact on a pupil's behaviour.

- Helpful Choice
- Unhelpful Choice
- Consequence
- Reflection/Thinking Time

PACE Language (SSR48)
Examples of PACE Language

- I wonder if…
- I get it…
- I get how much…
- It seems like you are feeling…
- I can see why that might upset you…
- That must be so hard for you when…
- I understand now…
- I can't imagine what it's like for you…
- No wonder you didn't…
- It really feels like…

Positive Communication
When talking to a pupil it is important to address the pupil at their level, side on (non-threatening), eye contact and personal.

You should revisit the rule, share the expectation, recite the routine and end on a positive.

- "_____ I can see you are _____/ I can see you have had a problem getting started. "
- "You know we are working on _____."

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- "I need you to focus on the task, I know you can do it. "
- "You will need to come and see me at _____to ___"
- "Do you remember when you _____"
- "I hear what you are saying"
- "I understand"
- "Maybe you were ….. and yet…."
- "Yes sometimes I may appear unfair"
- "Be that as it may"
- "There may be some truth in that…"
- "I am sorry that you are having a bad day"
- "I am stopping this conversation now. I am going to give you a chance to think about your choices. I know that when I come back we can have a polite, productive conversation."

See **SSR50** – Using language.

6. REWARDS AND INCENTIVES

We must all be aware of the importance of encouraging appropriate behaviour in school, and also of the different ways this can be achieved.

The ethos or climate of the school as a whole is central to establishing and maintaining high standards of behaviour.

At LHAA, we try to concentrate on those pupils that are making helpful behaviour choices, these pupils should receive the majority of your time and attention.

E-Praise

Rewards form an important part in maintaining positive behaviours and attitudes in school. The following is a list of reward systems used within Langley Hall Arts Academy. The list is not exhaustive and staff/departments will implement their own reward schemes as well.

- **E-Praise.** The purpose of E-Praise is to allow for instant recognition of student achievement and effort through a website. All students and parents/persons with parental responsibility have access to an E-Praise account and their classes and form group are updated automatically through this system. The system quickly allows students to see points they have earned for a variety of positive behaviours. As mentioned earlier in the handbook, independent learning is also set through E-Praise so it is important for students to become familiar with the system.
- **E-Praise Prize Draws** At the end of each term, students are able to enter prize draws on E-Praise by spending the points they have earned over the year.
- **Attendance Prize Draws**. Attendance is an important element of a student's success at school. Each week form tutors are asked to go through their form's attendance using the 'Week Ahead' presentation. This is an opportunity to praise students meeting our 96% attendance target. Some prize draws on E-Praise are linked to attendance and only students with a certain attendance percentage can enter. There are also other attendance draws held to keep the importance of attendance high profile.
- **Achievement Assemblies**. Achievement assemblies will take place each term to celebrate student achievement in a variety of academic and extra-curricular areas.

Student Progress Reports

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There are three student progress reports issued to parents each year. These collect information about student achievement and effort in all subject areas.

Students who meet certain criteria are awarded with a letter of commendation by either their Form Tutor or the Principal.

These letters are sent home directly to parents to celebrate and recognise the student's achievement in school.

7. SANCTIONS

Unacceptable Behaviour
There is no place for violence, bullying, harassment, victimisation, vandalism, rudeness to adults, or bad language in the school community and these must always be discouraged. Anyone who observes or experiences bullying, harassment, victimisation or vandalism are encouraged to enlist the help of Form Tutors to resolve problems of this type.

Repeated occurrences and/or instances of escalated level behaviour will need to be recorded on a Safeguarding Incident Report **SSF2** (when off site) and recorded onto CPOMS, alerting the Designated Safeguarding Lead (DSL) before being placed in the pupil's profile record.

Sanctions exist to protect individuals from these negative forms or behaviour. Solutions to problems of bullying, harassment and vandalism should offer opportunities to support and guide the "wrong doer" to take a more positive role within the school.

- No attention given
- Catch up learning
- Referral to senior staff
- Withdrawal of privileges
- Warning letter to parents (may be appropriate to send)
- Discussion with parents
- Individual Behaviour Profile
- Risk Assessment
- Low level incidents to be recorded on CPOMS in an unbiased account – just to keep records
- Isolation of pupil – extraction from class
- Referral to Form Tutor, SENDCO*, Designated Safeguarding Lead (DSL) and outside agencies as appropriate.
- Internal exclusion
- External exclusion

Pupils at LHAA will know that each day brings the opportunity for a fresh start. They will work as a class team to collect positive points. If a pupil receives a consequence, we will work on a restorative approach, where pupils will 'catch up learning' and work with Staff to reflect and rebuild relationships.

*See **SSF46** – Behaviour Checklist when referring to SENDCO or DSL

8. BANNED ITEMS PROCEDURE

The following items are not allowed in school as they are deemed to be an unnecessary risk to safety to the student and others:

- Any items containing solvents

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- Aerosols
- Cigarettes and Electronic Cigarettes including matches, lighters, fluids, spares
- Electronic/Battery computer games, devices, and gadgets
- Excess jewelry or incorrect uniform items

Mobile phones, smart watches and other personal electronic devices are not permitted to be used by pupils during the school day unless expressly authorised by a member of staff for an educational, medical or safeguarding purpose. Where pupils bring a mobile phone to school, it must be switched off on arrival and placed in the designated school mobile phone storage system in accordance with school procedures.

The unauthorised use, possession, recording, photographing, filming, messaging or accessing of online content through a mobile phone or other personal electronic device during the school day will be regarded as unacceptable behaviour and may result in confiscation of the device and the application of appropriate sanctions.

The Academy adopts this approach to support learning, promote positive behaviour, safeguard pupils, reduce distractions and maintain a calm and purposeful environment. These arrangements are consistent with current Department for Education guidance which encourages schools to prohibit the use of mobile phones throughout the school day.

Where concerns arise regarding safeguarding, bullying, cyberbullying, inappropriate images, online abuse or other potential offences, the Academy will respond in accordance with its Child Protection and Safeguarding Children Policy and Procedure and may involve external agencies where appropriate.

Banned items that are found on a pupil or on the school site will be confiscated by any staff member.

The Items will be signed in and out by 2 staff members so that they are able to identify the item and condition. These may only be collected at the end of the school day after contact has been made with the parent/carer, a senior member of staff agrees that they can have the item back or that there may be a safety risk in not presenting the item back to the student.

Parents are reminded that should they wish to collect an item on the day it is confiscated, the school office closes at 16:30. If a mobile phone is confiscated due to the nature of the content, it will be determined by the relevant authority (i.e. Police) if this can be returned. Please be aware that some items cannot be returned to pupils.

Searching, Screening and Confiscation

Langley Hall Arts Academy will implement searching, screening and confiscation arrangements in accordance with current Department for Education guidance and safeguarding requirements. Searches will be conducted lawfully, proportionately and with due regard to the dignity, wellbeing and rights of pupils.

The Academy recognises that searching powers form part of the school's wider safeguarding and behaviour framework and should be used to protect pupils, staff and visitors and to maintain a safe learning environment. This section should be read alongside the Child Protection and Safeguarding Children Policy and Procedure and the Mobile Phone and Smart Technology Policy.

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School staff can search a pupil for any item if the pupil agrees.
If a pupil refuses to be searched and it is deemed that they are in the possession of a prohibited item, or suspected of concealing an illegal item, they will be directed to isolation and may face a fixed term or permanent exclusion based on the information and previous history of the pupil.

The Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable ground for suspecting that the pupil may have a prohibited item. Authorised staff may also search for mobile phones, smart watches and other electronic devices where permitted by current Department for Education guidance and where there are reasonable grounds to suspect that a pupil is in possession of such a device in breach of school rules or that the device may contain evidence relevant to safeguarding, bullying, cyber-bullying, serious misconduct, criminal behaviour or another matter requiring investigation.

Any device seized during a search will be handled in accordance with the Mobile Phone and Smart Technology Policy, safeguarding procedures and applicable legislation.

Some items that are prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Prescription and over the counter 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, or damage to the property of, any person (including the student).

The possession, carrying, use, threat of use or attempted acquisition of a weapon will be treated as a serious safeguarding concern. Any concern relating to weapons, serious violence, weapon-enabled crime or threats involving weapons must be reported immediately to the Designated Safeguarding Lead and senior leaders and recorded in accordance with safeguarding procedures.

Where the circumstances indicate an immediate risk of harm or potential criminal offence, the police will be informed without delay and the Academy will work with safeguarding partners, children's services and law enforcement agencies as appropriate.

When carrying out a search, staff will adhere to social distancing guidelines and pupils may be asked to carry out the search by emptying pencil cases, bags etc. themselves to reduce risk to all parties.

Use of Reasonable Force During Searches

The Academy recognises that reasonable force must only be used where permitted by law.

Reasonable force will not be used solely because a pupil is suspected of possessing an item that is contrary to school rules. Any use of reasonable force in connection with a search will be limited to circumstances where staff reasonably suspect that the pupil is concealing an illegal item or another item for which legislation

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permits the use of reasonable force and where such action is necessary, reasonable and proportionate in the circumstances.

The Fire Alarm

Setting off the Fire Alarm with no good reason will lead to a fixed-term exclusion, due to the nature of the incident this exclusion could be of significant length. If this a repeated offence it could lead to a permanent exclusion.

Discipline outside the School Premises

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Principals a specific statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable".

In line with DFE Guidance, the school may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school organised activity or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- in some other way identifiable as a student at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the school

Restorative Justice

A restorative justice meeting is used to help pupils reflect on their behaviour choices and set targets for the future. This can be done orally in the classroom after the pupil has received thinking/reflection time or documented on the Behaviour Incident Report Form following more serious incidents.

Restorative Justice Questions

- What happened and what were you thinking at the time of the incident?
- What have you thought about since?
- Who was affected?
- How were they affected?
- What about this has been the hardest for you?
- What do you think needs to be done to make things as right as possible?
- What can be done in the future?

*See **SSR52**– Restorative Dialogue: Using the Restorative Questions.

The wording of these questions may be altered depending on the age of the pupil.

As well as the school's aims stated in the prospectus and curriculum policies, we believe that it is important to clearly define unacceptable behaviour.

Use of physical restraint

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It may become necessary for a pupil to be physically restrained to protect themselves or others from harm, see Physical Intervention and Restraint Policy **SSP34**.

Restrictive intervention refers to any intervention that restricts a pupil's liberty of movement, freedom of movement or normal access to their body. The school recognises that restrictive interventions should be avoided wherever possible and only used as a last resort where necessary to prevent:

- injury to the pupil or others;
- serious damage to property;
- serious disruption which places the safety of others at risk.

Staff must always seek to use de-escalation and preventative approaches before any restrictive intervention is considered.

Before using physical restraint, staff should – where practical – tell the pupil to stop misbehaving or employ known strategies for calming or dealing with pupils with special needs or social, emotional or mental health difficulties. Care should be taken to avoid giving the impression that the member of staff is angry or frustrated, or are acting to punish the pupil.

Appropriate use of restraint will range from the physical passive presence in between pupils, to blocking a pupil's path, ushering them by placing a hand in the centre of the back, leading them by the hand or arm, to, in more extreme circumstances, using appropriate restraining holds. Particular attention will be given to individual needs which arise for pupils on educational health care plans, disability or social, emotional or mental health difficulties.

Staff should restrain a pupil who is violent or extremely disturbed by approaching them from the back of the pupil and wrapping their arms around the pupil to hold the pupil's arms against their body. Staff should speak calmly, quietly and reassuringly at this time, encouraging the pupil to calm down.

If physical restraint is used, this will be reported as soon as practicable to the Principal and a record of the circumstances will be kept on the pupil's personal file using a Safeguarding/Incident Form **SSF2** (when off site) and a Record of Positive Intervention or Restraint **SSF43** and on **CPOMS**. The Principal will advise the parent / carer of the incident when the pupil is collected.

The school does not administer, permit, or threaten corporal punishment under any circumstances. Langley Hall Arts Academy is fully committed to maintaining a safe, respectful and supportive learning environment in which all pupils are treated with dignity and respect.

In accordance with UK law and Independent Schools Inspectorate (ISI) requirements, corporal punishment is strictly prohibited in all its forms. This includes, but is not limited to, the use or threat of any physical force intended to cause pain, discomfort, fear, or humiliation as a means of discipline or behaviour management.

All behaviour management practices at the Academy are based on positive reinforcement, restorative approaches, clear expectations, and proportionate sanctions that are consistent with safeguarding principles and this Behaviour Policy.

Staff are trained to manage behaviour appropriately and professionally, using approved strategies and procedures that promote pupil wellbeing, uphold safeguarding standards, and reflect the values and ethos of Langley Hall Arts Academy.

Recording and Monitoring

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In accordance with Standards 16A and 32A, all incidents involving restrictive intervention must be recorded as soon as reasonably practicable after the incident.

The record should include:

- the date, time and location;
- the names of those involved;
- the reason for the intervention;
- the type of intervention used;
- the duration of the intervention;
- any injury sustained;
- any follow-up actions taken;
- whether parents/carers were informed.

Records will be reviewed by senior leaders and the Designated Safeguarding Lead to identify patterns, lessons learned and any additional support or training requirements.

Exclusion

LHAA reserves the right to ask that a pupil is withdrawn from the school in the interest of themselves or others, if the pupil exhibits exceptionally disruptive behaviour and additional professional support is not accepted.

Any exclusion will be done in line with our school exclusion policy **SSPO27.**

Reporting an Incident

It is very important that incidents of extreme behaviour, or, those that require additional support, are recorded on a Safeguarding/Incident Form SSF2 (when off site) and also recorded onto CPOMS, alerting the Principal so that it can be recorded and filed in the behaviour log which will be monitored by the Principal in liaison with the Form Tutor, the DSL and SENDCO. These reports should be as detailed as possible including the names of pupil or adult involved, staff involved, statements from others who may have witnessed the incident and details of follow up actions taken and by whom.

If staff raise concerns about pupil's behaviour and welfare, the DSL will hold PAC meetings with relevant staff members to get a holistic view of the pupil's needs.

Incidents involving searches, confiscation of prohibited items, suspected weapons, serious violence, safeguarding concerns arising from mobile phones or electronic devices, or police involvement must be recorded promptly and reviewed by senior leaders and the Designated Safeguarding Lead in accordance with safeguarding procedures.

9. LUNCHTIME POLICY AT LHAA

Lunchtimes are supervised by Form Tutors.

Form Tutors are involved in developing a rota of activities for the playground and help all pupils engage appropriately.

10. ANTI-BULLYING

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Any form of bullying is not acceptable at LHAA. The school recognises that the reasons pupils and adults are bullied are varied but include:

- Race, religion, culture or social practices
- Special educational needs or disability
- Appearance or health conditions
- Sexual orientation
- Home circumstances e.g. being a carer or in social care
- Sexist or sexual bullying
- Unsafe conduct on the Minibus

It is recognised that whether the 'reason' is true or not is irrelevant when considering bullying sanctions and all forms of bullying will be treated as being equally serious and dealt with appropriately.

All incidents of bullying dealt with in line with this policy.

Definition of unacceptable behaviour specifically relating to bullying:

Being deliberately hurtful (including aggression) which is repeated over a period of time and is difficult for victims to defend themselves. Bullying can take many forms but 3 main types are:

Physical	- hitting, kicking, spitting and taking or damaging belongings
Verbal	- swearing, name calling, insulting and making offensive remarks
Cyber bullying	- use electronic devices including those made by text, on social networking sites or by other electronic means.
Emotional	- when a person tries to get what they want by making others feel angry or afraid and tries to lower their self-esteem
Indirect	- spreading nasty stories about someone, exclusion from social groupings and being made the subject of malicious rumours

Monitoring arrangements

This policy will be reviewed annually

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