



Behaviour Policy

Approved by: LIA Governing Board

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be positive and unacceptable behaviour, including bullying
- Promote mutual respect, tolerance, democracy and rule of law
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and Guidance

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

3. Definitions

At LIA we believe that behaviour is pivotal to the raising of academic standards and to successful development of our students towards achieving excellence in all aspects.

Positive behaviour is defined as:

- Demonstrating care and selflessness
- Respecting individuals and the environment around us
- Demonstrating good character
- Positive attitude
- Teamwork and helping out

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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 pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and Responsibilities

5.1. Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2. Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3. Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using the school's systems (e.g. SIMS)
- Creating a safe and pleasant environment

The senior leadership team will support staff in responding to behaviour incidents.

5.4. Parents / Guardians

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil Code of Conduct

Pupils at LIA are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff, community and each other
- Follow the school's golden rules (see appendix 1)
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given and take responsibility for their own learning and behaviour

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and Sanctions

7.1 Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

The school also implements the below systems to highlight positive behavior and reward this accordingly:

- HOUSE Groups – these are organised right across school with staff being team leaders. Teachers award house points for good behaviour. The reward system (house points) is displayed in the School Hall.
- Rewards including extra playtime/Golden Time.
- Celebration Assembly – every alternate Friday, one child from each class is chosen to receive a Star of the Week certificate. Certificates are awarded once every term for attendance, effort and achievement.
- Trophies - are rewarded to the best class in assemblies
- Individual classes reward children for behaviour and cleanliness
- Pen license – this is given for wonderful handwriting.
- Stickers - Headteacher gives stickers for good work done in exercise books. Class teachers may award these also for effort and accomplishments in work

7.2. Sanctions

Whilst the school place a focus on emphasising positive behaviour, we are aware that instances of misbehaviour will occur and that an appropriate sanction process must be in place and implemented to deal with such instances. The following sanction stages are in place in the school:

Stage 1

Pupils will be asked verbally to reflect on their behaviour and make a good choice to correct their actions and be given a chance to correct their behaviour. If they fail to do so, they will be put on Stage 2.

Stage 2

A timeout will be issued to the pupil within their own classroom and certain privileges may be removed such as golden time or additional playtime.

Stage 3

- Step1 - Pupils will have 'Time Out' in another class (15 mins)
- Step 2 - Pupils will meet with the Welfare officer
- Step 3 - A formal Letter by Welfare Officer will be sent to parents or guardians (see appendix 2)

- Step 4 – A Meeting with Parents of pupil with class teacher and Welfare Officer to discuss consequence (*Behaviour Diary/ Detention).
*Every Half Term monitored, Grade 1-5 every day. Use threshold to see if it is under the criteria then carry on with diary

Stage 4

The school will aim to resolve any misbehaviour matters using stages 1 to 3 however in circumstances of serious misbehaviour stage 4 will be applied. A formal meeting with the parent or guardians of the pupil will be arranged with the headteacher and the following sanctions may be applied:

- Internal suspension of up to 3 days
- External suspension of up to 3 days
- Expulsion

7.3 Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.4. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our child protection policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

8.1. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2. Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice may also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil Transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training and Awareness

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Information regarding pupils needs and methods of behavior management relevant to specific pupils will be shared accordingly.

11. Monitoring Arrangements

This policy will be reviewed by the headteacher every 3 years. At every review, the policy will be approved by the full governing board.

12. Links with Other Policies

This policy links with our policies on:

- Anti- bullying Policy
- Exclusions Policy
- Child Protection Policy

Appendix 1 – Golden Rules

THE RESPECT RULE

Islam teaches us to accept that the differences between people are part of Allah's design for His creation

- We should treat others the way we want to be treated.
- We have self-respect and are respectful towards all others
- We always tell the truth
- We arrive in the correct school uniform and ensure our clothes are kept neat and tidy throughout the day
- We treat others as we would like to be treated

TAKING CARE RULE

Islam teaches us that it is our duty to protect our environment and belongings as these resources are gifts and amanah from Allah

- We are polite and well-mannered towards everybody
- We care for each other as well as ourselves
- We are kind to each other and aware of others' feelings
- We care for our school and its property

TALKING AND LISTENING RULE

Islam teaches us to be humble in our speech and listen to our elders as well as our young ones

- We stop, look and listen when an adult talk to us
- We listen carefully to each other without interruption
- When we want to speak, we put our hands up and wait our turn politely and patiently
- We use our inside voices in and around the school

ENJOY LEARNING RULE

Islam encourages and teaches us to seek knowledge from reliable sources and acquire both religious and non-religious knowledge to improve our lives

- We arrive to school on time
- We try our best at everything and learn from our mistakes
- We concentrate on our work and work hard
- We come prepared with the correct equipment for learning
- We finish each task in the time allowed

KEEPING SAFE RULE

Islam teaches us to understand that our behaviour can affect others, so we must try and keep our environment safe through our good action.

- We always walk safely and quietly and never run
- We move around the school in a manner that causes minimum disruption
- We use all equipment safely and never play around with it
- We play safely in the playground with thought and care for others

Appendix 2 – Letters to Parents about Behaviour – Samples

First Behaviour Letter

Dear Parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second Behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 3 – Covid-19 Behaviour Addendum

1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New Rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact school office if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

Drop off and pick up arrangements

For drop off the school will use 4 entrances:

Gates will open at 8:20 a.m. and close at 8:35 a.m. Each of the year groups will have a dedicated coloured signs to follow.

- Nursery and Reception (Pink): Entrance 1 (LIA Gems Entrance)
- Year 1 and Year 2 (yellow): Entrance 2 on Stoneygate Road (The first Hall door).
- Year 3 and Year 4 (Green): Entrance 3 – Car park on StoneyGate Road (Year 4 class corridor)
- Year 5 and Year 6 (Blue): Entrance 4 – Main gate on London Road (playground entrance)
- For children in Year 5 and Year 6, parents to drop the children at the gates.

All of the entrances will be supervised by members of staff, barriers and coloured signs will help to identify the safe route that has been created at each of the entrances.

At the End of the day pick up will be as follows:

At 2:25p.m:

- Nursery, Reception, Year 5 and Year 6 can be collected from the playground promptly.

At 2:35p.m:

- Year 1 and Year 2 – Entrance 2 (The First hall door)
- Year 3 and Year 4 – Entrance 1 (The second Hall Door) There will be a one-way system to collect and leave the area. In order to minimise infection, we request that only one

parent/guardian come to collect the children. Also, please follow the markings for social distancing and leave the area promptly without congregating in and around the school gates.

Bubble System

All children will be placed into a bubble, and the requirement for social distancing within these bubbles is quite necessarily reduced. This will help our school to remain a place of love, care, nurture, and joy. I do not want our children to feel scared about coming back, and they have every right to expect their education to take place in a supportive, validating, and socially cohesive learning environment. Each year group will be a bubble, but Nursery and Reception will continue to engage with each other, which slightly increases the overall size of the bubble.

Playtimes/ Lunch times

As school will be using a bubble system and thus it is necessary for Playtimes to be staggered. They will be taken on a year-group basis. Barriers will be used to mark out 2 play areas, so 2 bubbles can play at the same time, without the possibility of mixing. Mid-morning break will be in the respective classrooms.

<u>Timings</u>	<u>Lunch</u>	<u>Playtime</u>	<u>Staff members</u>
(A) 11:50 - 12:20	Year 5 / 6	Year 3 / 4	2
(B) 12:20 - 12:50	Year 3 / 4 Year 1 / 2	Year 5 / 6	1
12:50 – 1:20		Year 1 / 2 Reception	2
Slots A and B will rotate on a weekly basis			

Equipment

In order to reduce infection, Parents have been asked to send the following items with the children daily:

- A water bottle filled from home (as water fountain not to be used)
- An essential stationery pack (for year 1 to 6) containing:
 - Pencil case with 2 * HB pencils
 - Rubber
 - Ruler
 - Sharpener
 - A blue ball point pen (if they have a pen licence)
 - Pack of colours and felt tips

It will be strongly advised that children do not share their stationery with other children. If they have forgotten their stationery the school will provide basic stationery for the day.

Chosen reading books for children will be stored in their own drawers for the week and not to be shared with each other.

PE equipment will be sanitized before start of each lesson by the PE coach. Any equipment used during break will not be shared between bubbles unless sanitised.

Early years to use the early year's playground at break time. Any toys that are used shall be sanitized and stored safely.

Hygiene

Teachers to supervise and remind children to wash their hands (i.e. Beginning and end of day, before and after lunchtime and at regular intervals).

Promote the national public health campaign of 'catch it, bin it, kill it' through displays, regular reminders during lessons and virtual assemblies.

Regular reminders to avoid touching their mouth, nose and eyes with hands. Not to cough or spit at or towards any other person.

Use of Toilets

Children sent in pairs to avoid congregation between bubbles and regular cleaning of communal areas at allocated times. Children to use the allocated toilets to their key stage.

2.2 Rewards and Sanctions for Following Rules

To help encourage pupils to follow the above rules, we will:

- Award house points
- Introduce Class dojo points for individual children to encourage them

However, if pupils fail to follow these rules, we will:

Use sanctions according to the consequences stages using the Traffic light system. (see below)

Stage 1 - GREEN

I will be given a chance to change my behaviour (verbal warning).

Stage 2 - YELLOW

I will have 'Time Out' in my classroom OR lose a few minutes of 'Golden Time'/a privilege.

Stage 3 - ORANGE

I will be sent to the Well-being Teacher

Step 1 – I will have 'time out' in another class.

Step 2 – I will meet with the Well-being Teacher.

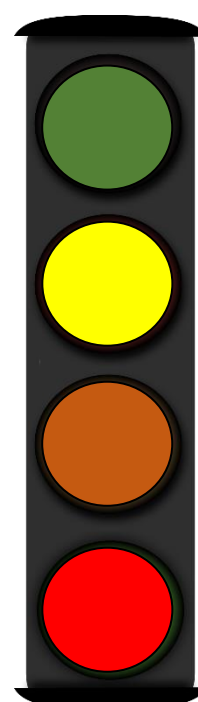
Step 3 – My parents/guardians will be informed, and I will receive a behaviour diary.

Step 4 – A formal meeting with parents/guardians will be arranged.

Stage 4 – RED, EXTREMELY SERIOUS

I will be sent to the Head Teacher **AND** a formal letter will be sent home requesting my parents to have a meeting to discuss sanctions.

I also know that L.I.A has ZERO TOLERANCE for BULLYING.



If I don't follow the golden rules in and around school, including the playground. I shall be given consequences according to my school's behaviour policy, which are listed above

2.3 Changed Rules

Expectations for attendance – the [latest government guidance](#) says attendance will be mandatory from September. We are reverting back to the normal attendance as per our school attendance policy, (the only change is the staggered times at the end of the day).

Expectations for uniform - From September 2020, all pupils must wear uniform to school and follow normal school rules on uniform as set out in. If pupils cannot wear their full uniform, parents should contact the school office and inform as soon as possible.

3. Expectations for Pupils at Home

3.1 Remote Learning Rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact the school office if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Be contactable during school times – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or learning support staff
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages and remember to follow the SMILE rules

Children who cannot access the online platform will be provided with hard copy resources which will be available to collect from the school office.

(Children with challenging behaviour or learning difficulty will be identified and will be provided with extra support of phone calls from class teacher/ pastoral lead more frequently)

3.2 Dealing with Problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

contact parents and see if there's any issues the school can help them address