

Policies & Procedures

Behaviour Policy

Date policy approved	
Approving body	
Next review date	
Previous review date	

Contents

- 1 Rationale
- 2 Outcomes
- 3 Process
- 4 Rewarding Positive Behaviour
- 5 Code of Conduct
- 6 Habits and Routines

Behaviour Policy

1 Rationale

Teachers have the right to teach and students the right to learn in a classroom free from disruptive behaviour. A classroom should reflect teacher's behavioural expectations and create an atmosphere in which student self-esteem can flourish. The environment is based on a partnership to learn where the whole Academy community recognises and values mutual respect.

2 Outcomes

There are two expectations in creating a learning environment:

The Empowered Teacher

Teachers have the right and responsibility to:

- Establish guidelines and directions that clearly define the limits of acceptable and unacceptable student behaviour.
- Teach students to consistently follow these guidelines and directions throughout the school day and school year.
- Ask for assistance from parents, Head of Department, Pastoral Staff and SLT when support is required in handling the more challenging behaviour of students.

The Empowered Student

Students have the right to:

- Grow academically, socially and emotionally in a safe and friendly environment.
- Be in a classroom in which a supportive teacher is willing and able to set consistent, positive behavioural limits.
- Be empowered with the skills to succeed.

3 Process

Strategies to encourage positive behaviour could include:

- Using positive reinforcement to acknowledge students who are meeting expectations.
- To give a positively stated reminder to those students who are not meeting expectations.
- Integrating consistent praise into lessons or any interaction with students.
- Circulating throughout the classroom and giving praise.
- Use positive support to encourage students to continue appropriate behaviour.

Disruptive behaviour can be re-directed by:

- Giving a look that communicates you are aware of and disapprove of the behaviour.
- Standing by the student's side while continuing to teach.
- Mentioning a student's name while continuing to teach.
- Accentuating the positive by focusing on the appropriate behaviour of the other students.

Creating a hierarchy of consequence that must:

- Be seen as natural outcomes of inappropriate behaviour
- Be applied firmly, calmly, impartially and quickly. The positive effects of consequences can be undermined when teachers impose consequences in a hostile manner or in a way that is seen as personal
- Be consistent. Consequences must be provided each time a student chooses to disrupt. Completion of the consequence then enables the student to have a fresh start

Creating a system of rewards that is:

- Based on achievement, effort and positive contribution to the school community
- Accessible and allows all students to succeed
- Integral to classroom management
- Academy wide that embraces reward points for positive behaviour, attendance, effort assessments, participation in extra-curricular activities and contributing to the wider Academy community

Creating systems to support students in meeting expectations:

- Involving parents
- Involvement of Form Tutor, Head of Subject
- Involvement of Pastoral Team, SENCO and SLT
- Using lesson/daily report cards
- Referral to appropriate Internal and External Support Agencies
- Individual behaviour contracts

4 Rewarding Positive Behaviour

Staff can reward students electronically with Positive Behaviour points for good work, behaviour and attendance and other positive achievements such as participation in extra-curricular activities, community service and showing care and consideration to others. Students accumulate points and can receive rewards. Students can also earn points by participating in Inter-house competitions.

Other rewards which are used to support positive behaviour include:

- Verbal praise, either personal or public.
- First into lunch passes.
- Praise letters from Subject Leaders.
- Information about achievements of individuals, teams or classes displayed publicly in the Academy.
- Recognition in Presentation Evenings and in Assemblies.
- Prefect status in Year 11 and Senior Prefect status in Years 12 and 13.
- Nomination for out of school awards when deemed appropriate e.g. Diana Award, Rotary Club Award, Black Achievers, Civic Pride.

Responsibilities in the Classroom

- Arrive on time and wait quietly for your teacher's instructions.
- Listen carefully to all instructions and follow them first time.
- Remember to bring everything you need for each lesson.
- Respect each other by completing your work, allowing everyone to learn and teachers to teach.
- Pack up quietly and leave each lesson in a courteous and orderly way.

Responsibilities outside the Classroom

- Respect all adults and other students in the school.
- Move around the school safely following the directions given.
- Take care of your school environment
 - Put litter in the bins
 - No graffiti
 - No vandalism
- Be considerate of others in school. No form of bullying, intimidation, rudeness or confrontation will be tolerated.
- The school bell at the start of the day and the end of break and lunch is your instruction to move promptly to lessons.

5 Code of Conduct

We have one basic rule for all of us at Lightcliffe Academy, treat everyone in the Academy community in the way in which you yourself would wish to be treated i.e. with courtesy, consideration and respect. This means complying with all aspects of the Academy's Behaviour Policy.

This means:

- 1 Take pride in your work; good work will be recognised and that which is below standard is not acceptable and will have to be repeated.
- 2 In class, make it as easy as possible for everyone to learn and respect the right of the teacher to teach. This includes arriving on time with everything you need for the lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times.
- 3 Move sensibly and quietly around the Academy, keeping to the left-hand side when walking down the corridors and the stairs and complying with the one-way system. This involves being ready to help by opening doors, standing back to let others pass and helping to carry things.
- 4 Always speak quietly and politely to everyone and be silent when you are required to be.
- 5 Keep the Academy clean and tidy so that it is a welcoming place of which we can all be proud. This means putting litter in bins, treating the buildings and furniture with respect and taking great care of displays of other people's work.
- 6 Food and drink must be eaten only in the designated areas at breaktime and lunchtime. Chewing gum and high caffeine/energy drinks are forbidden in the Academy and on the buses to and from the Academy.
- 7 When you are out of the Academy, walking locally or with a group, always remember to behave in an appropriate manner that maintains the positive reputation of the Academy.
- 8 Good behaviour when you are travelling to and from Lightcliffe Academy on buses is extremely important. If you misbehave on Lightcliffe Academy or public service vehicles you can expect the matter to be dealt with very severely.
- 9 Smoking (including en-route to and from the Academy and/or on Lightcliffe Academy transport) will be treated as a very serious breach of Academy discipline and will be dealt with accordingly. Cigarettes, lighters, matches, e-cigarettes or any other dangerous articles or substances are **forbidden on the Academy premises**.

- 10 Mobile phones must be switched off and be out of sight at all times while on the school premises. Phones will be confiscated according to the Academy's Mobile Phone Policy and Parents/Carers will be informed. Neither the Academy nor individual staff can take responsibility for students' mobile phones.
- 11 Carrying any offensive weapons including BB Guns, knives and any replica weapons or any other dangerous articles or substances is forbidden.
- 12 Students are not allowed to leave the premises except after a specific parental request or under instructions of a member of staff (with the exception of post 16 students). Students should never invite or encourage unauthorised visitors onto the site under any circumstances.

6 Habits and Routines



Learning Habits

- Work hard
- Never give up
- Be on task all the time
- Full uniform
- Equipment
 - Black & green pen (+1 spare of each)
 - Pencil
 - Ruler
 - Drop Everything And Read book (DEAR)
 - Lesson specific – books/PE kit/ingredients etc.
 - Scientific calculator – preferred model Casio FX-83 GT
- On time (within 5 minutes of the clock on computer)
- No touching (personal space)
- No answering back
- Homework complete with endeavour and on time

Learning Routines

- Track the speaker
- Equipment & DEAR book on the desk
- Answer when asked (no hands up)
- Communicate in full sentences
- Hands up for silence

First Time Every Time

Finally

Remember that teachers are in the position of parent/carer whilst you are in school. This means that:

- There is no excuse for rudeness, disrespect or insolence.
- Requests from teachers must be carried out at once and without argument.
- Breaking any of these rules will be treated as a very serious matter.

Signed Chair of Governors:	Date:
Print Name:	
Signed Principal:	Date:
Print Name	

Scale	Incident Example	Dealt with by	Consequences/Deterrent	
1	<ul style="list-style-type: none"> Late to lesson Forgetting homework Forgetting equipment Breaking classroom expectations 	Class Teacher	Behaviour comment Detention Reinforcing classroom expectations	
2	<ul style="list-style-type: none"> Continuance of Scale 1 	Class Teacher Form Tutor Subject Leader	Behaviour comment Loss of privileges Detention Make up missing work Parents contacted by telephone or letter After-school detention Subject Report / Lesson Contract	
3	<ul style="list-style-type: none"> Continuance of Scale 2 Lesson truancy Using abusive language Off site at lunchtime Smoking/carrying smoker's requisites or e-cigarettes or vapes. Poor behaviour on the buses Insolence to staff Minor vandalism Racist incident 	<ul style="list-style-type: none"> Provoking aggression Physical aggression after provocation Fighting when both at fault Intimidation of other students Failure to comply with requirements of being on report 	Achievement Director - Curriculum Head of House Head of Pastoral Care SLT (Assistant Principals for Inclusion and Student development) Achievement Director - Student Development	Behaviour comment Parents informed Loss of privileges e.g. detention (lunchtime and/or after school) Internal exclusion Community service to the school Letter home Warning letter home regarding poor bus behaviour in first instance Temporary/Permanent ban from buses if further incidents of poor behaviour on buses Racist incidents recorded and reported termly to the local authority. Reflection work carried out. Individual student report card.

Scale	Incident Example	Dealt with by	Consequences/Deterrent
4	<ul style="list-style-type: none"> • Continuance of Scale 3 • Combination of Scale 3 • Poor behaviour in internal exclusion • Verbal aggression to students • Unprovoked physical aggression • Persistent insolence to staff • Defiance of staff • Bullying • Vandalism • Theft • Racist incident 	Head of House Head of Pastoral Care	Discussion with parents 1 or 2 day internal exclusion and/or 1 day external exclusion Behaviour monitoring/target card Parents in school for re-admittance after exclusion
5	<ul style="list-style-type: none"> • Continuance of Scale 4 • Combination of Scale 4 • Verbal aggression to staff • Verbal abuse of staff • Serious defiance of staff • Serious vandalism • Extortion of money or goods • Theft • Reckless behaviour • Setting off fire alarms • Setting off fireworks 	Head of House Head of Pastoral Care SLT	Discuss with parents Outside agencies considered Behaviour monitoring/target card Internal exclusion 2 to 4 days external exclusion Risk Assessment
6	<ul style="list-style-type: none"> • Continuance of Scale 5 • Combination of Scale 5 • Violent or malicious behaviour 	Head of House SLT (Head of Student Development) Achievement Director - Student Development SLT	Discussion with parents Outside agencies involved Internal exclusion 2 to 5 days external exclusion Behaviour Contract set up

Scale	Incident Example	Dealt with by	Consequences/Deterrent	
7	<ul style="list-style-type: none"> • Continuance of Scale 6 • Harassment • Persistent violent or malicious behaviour • Bringing or using drugs on school premises • Malicious behaviour to a member of staff 	<ul style="list-style-type: none"> • Serious intimidation of other students • Inappropriate sexualised conduct 	<p>Head of House SLT (Head of Student Development) Achievement Director - Student Development SLT (Principal / Vice Principal)</p>	<p>Discussion with parents Outside agencies involved Behaviour contract continued 5 days or more external exclusion Governor's Panel Hearing</p>
8	<ul style="list-style-type: none"> • Continuance of Scale 7 • Arson • Serious actual or threatened violence against another student • Serious actual or threatened violence against a member staff • Repeated malicious behaviour to a member of staff 	<ul style="list-style-type: none"> • Sexual abuse or assault • Supplying an illegal drug • Carrying an offensive weapon (including replica weapons, bb guns and knives) 	Principal	Permanent exclusion