



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

L.E.A.D. ACADEMY TRUST BEHAVIOUR POLICY

Policy Information

Document name	Behaviour Policy
Date approved	December 2022
Date issued	December 2022
Date of review	December 2023
Approved by	AGB

Introduction

This policy sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Underpinning our policy are the following principles:



Cross Reference: Suspensions and Exclusions Policy

Legislative Framework

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the Trust's underpinning principles and high expectations of all within the academy community.

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour.

Academy Expectations

The Trust expects each academy to:

- Have a whole-school behaviour policy (model policy attached) which details its approach to behaviour management. The academy behaviour policy should include detail on the following:
 - Purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
 - Leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors;
 - Academy systems and social norms – including rules, routines, and consequence systems;
 - Staff induction, development and support – including regular training for staff on behaviour;
 - Pupil transition – including induction and re-induction into behaviour systems, rules, and routines;
 - Pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with SEND where those needs might affect behaviour;
 - Child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
 - Banned items – a list of items which are banned by the academy and for which a search can be made
- Include staff in reviewing and contributing towards behaviour policy formation
- Involve pupils in the creation and review of academy codes of conduct
- Provide a purposeful learning environment conducive to promoting high standards of pupil conduct and positive attitudes to learning
- Involve parents/carers by communicating well to seek their support
- Make positive recognitions of pupil achievement
- Ensure that if things go wrong, pupils are given the opportunity to put things right.

The Trust expects each Academy Governing Body (AGB) to provide clear guidance to its academy relating to:

- Screening and searching pupils (including identifying in the school items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;

- Pastoral care for school staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Each academy, in order to instil good behaviour, should therefore:

- Provide an environment conducive to effective learning for all pupils and staff
- Raise and promote self-esteem in all members of the academy community
- Promote consideration and respect for others and the academy environment
- Encourage a shared responsibility between home and the academy
- Define what constitutes acceptable and unacceptable behaviour
- Provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

Positive recognition motivates pupils to observe the rules. Whilst consistently dealing with disruptive behaviour, teachers are expected to focus positively on pupils who are behaving well, ensuring that praise is well utilised in classrooms and around the academy site. If this strategy is used consistently, it will have the following effects:

- Encourage all pupils to behave appropriately
- Increase pupil self-esteem, self-confidence and reflectiveness
- Dramatically reduce behaviour problems and confrontational situations
- Create a positive classroom environment for both pupil and class teacher
- Help to teach behaviour and establish positive relationships.

Consequences

In addition to positive recognition, there must be systems for dealing with disruptive behaviour when pupils choose not to follow the rules. Systems should have staged interventions with a clear scale of escalation to cope with repetition. It is important that this staged intervention is designed to allow all pupils the opportunity to choose to change his/her behaviour within an identified framework.

The Trust expects each academy to record both positive recognition and consequences.

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, the Trust expects the Headteacher to initiate a clear plan of support. Examples may include:

- Behaviour plans
- Pastoral Support Programmes (PSPs) if pupils are at risk of suspension or exclusion
- Use of alternative provision (AP)
- A referral to local partners and external agencies may also be considered if it is felt that there are other issues affecting the pupil's behaviour that could be better addressed through a multi-agency approach. Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required. See [Working Together](#)

Outside agencies may include:

- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team

- Speech therapist
- Visual impairment services
- Families Information Service/ ASK US (formally parent partnership)
- Attendance Support Team (formally EWO)

Suspension and Exclusion

Ultimately, a pupil who does not behave in accordance with the standards set may be suspended for a fixed term, or may be permanently excluded from the academy. Situations where suspension or exclusion may be considered include violent assault on another pupil or an adult, inappropriate sexual behaviour, verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour. (See Suspension and Permanent Exclusion Policy).

Equality Statement

The L.E.A.D. Academy Trust is committed to applying the equality duty in all academies across all phases. It is the responsibility of all staff, leaders, trustees and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good relations between people.

Safeguarding

L.E.A.D. Academy Trust recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. As a result, we expect each academy to consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, the academy is expected to follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Bullying

L.E.A.D Academy Trust is committed to promoting an anti-bullying/harassment ethos, where bullying and harassment are not tolerated. The Trust takes issues of bullying/harassment seriously and enables all members of the Trust's community to challenge bullying behaviour in order that a supportive, cooperative ethos is maintained. Bullying, especially if left unaddressed, can have a devastating effect on individuals.

Monitoring, Evaluation and Review

In order to determine the effectiveness of a policy, the Trust will monitor and evaluate its impact. This will be achieved by:

- Analysis of data
- The AGB, via the SEND Link Governor, annually reviewing progress made and the effectiveness of the policy in their academy
- Trust Board scrutiny of suspension and exclusion data
- Quality Assurance (QA) visits made by Directors of Schools.



Jubilee L.E.A.D. Academy
A L.E.A.D. Academy

Jubilee L.E.A.D. Academy Behaviour Policy

Review frequency: Annual

Policy/Procedure management log

Document name	Behaviour Policy
Date approved	December 2022
Date issued	December 2022
Date of review	December 2023
Approved by	Academy Governing Body Michael Brunner As a statutory policy this needs to be reviewed annually and minuted at the AGB meeting.

Aims

At Jubilee L.E.A.D. Academy, it is our aim to support our pupils in the best possible way, in relation to their behaviour, in order to allow teachers to teach and all pupils to Learn. The policy makes the expectations for behaviour management explicit in order to ensure Jubilee L.E.A.D. Academy is a calm and disciplined environment, where everyone follows the rules.

We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with SEND.

In our academy we aim to:

- Create a secure, orderly environment in which effective learning can take place
- Create a school in which there is mutual respect between adults and pupils
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Create a positive culture that promotes excellent behaviour

At Jubilee L.E.A.D. Academy, our underlying principles are:



Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)

- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Definitions

Minor Incidents of misbehaviour

- Minor physical assault e.g. push, shove, kick (childhood play that is not as controlled as it should be)
- Incorrect uniform
- Poor attitude
- Non-completion of classwork or homework
- Low level disruptive behaviours in the classroom and in the corridors

These will be dealt with through the academy behaviour systems. Parent's maybe contacted as a result of a pupil's behaviour at the discretion of the class teacher. Sanctions will be given such as loss of break/lunch time.

If a pupil is involved with major incident then staff will log it on DCPro 'Record an Incident' section. Staff must add all members of SLT to the notification section of the form. The pupil will be sent to the member of the Senior Leadership Team on duty at that time, who will after investigation contact the parents/carers of all involved and decide on an appropriate sanction. The Head teacher will be informed at all times of any serious incidents.

Major Incidents

- Malicious allegations against staff
- Repeated breaches of the academy rules
- Any form of bullying (see anti-bullying policy)
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - > Sexual comments
 - > Sexual jokes or taunting
 - > Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - > Weapons
 - > Alcohol
 - > Illegal drugs
 - > Stolen items
 - > 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)

Roles and responsibilities

The academy governing board

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

The Head of School

- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive manner; condemning the *behaviour* without humiliating or "putting down" the *pupil*. **Staff should not shout at pupils**, the only exception to this is if the child or another child is in danger. A raised voice or tone should only be used in exceptional circumstances.

Using the above techniques most pupils will respond more co-operatively and with less resentment than if they were constantly being criticised for negative behaviours.

Praise should be used as a reward, in conjunction with the academy rewards system. These should be given out for good behaviour, extra effort and co-operative behaviour, not just for work of a high standard.

Class teachers will keep a record of poor behaviour that occurred at lunchtime through communication with teaching assistants who are out on duty. Where appropriate, the parents will be invited to discuss their pupil's behaviour and therefore it is essential that records are kept carefully.

Our staff are responsible for;

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the academy's expectations

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

Parents and carers

Parents and carers, where possible, should:

- Get to know the academy's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the academy's behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy
- Take part in the life of the academy and its culture

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at academy
- That they have a duty to follow the behaviour policy
- The academy's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the academy's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Our academy's behaviour curriculum

At Jubilee L.E.A.D. Academy positive social and academic behaviours are expected, as a result of our stakeholders high expectations we have created a culture that promotes excellent behaviour.

The positive behaviour in our academy is a reflection of our B.R.I.G.H.T. values.

Jubilee L.E.A.D. Academy have established this culture by creating an environment where good conduct is expected which makes poor conduct less likely. This behaviour is taught to all pupils during their induction to their new classes, assemblies, PSHE and is embedded throughout all aspects of the day. This practice ensures pupils understand what behaviour is expected and encouraged and what behavior is not. This policy defines those expectations and the resulting positive and negative consequences that reinforces taught element of the curriculum.

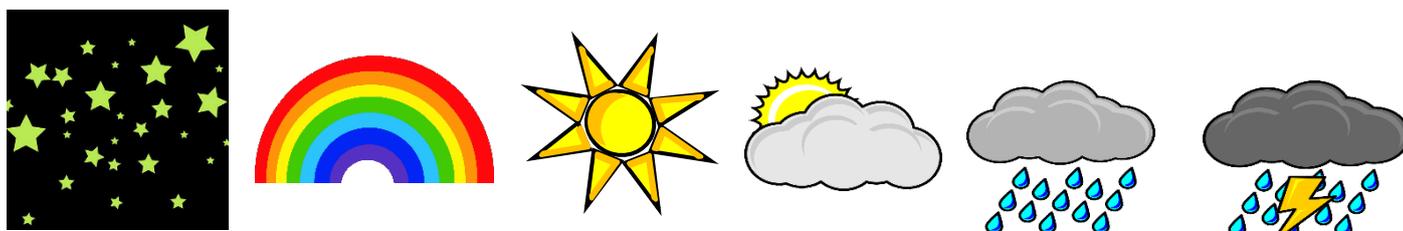
Pupils at Jubilee L.E.A.D. Academy are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the academy
- Treat the academy buildings and academy property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the academy into disrepute, including when outside academy or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Responding to behaviour at Jubilee L.E.A.D. Academy

Pupils who do not break the code of conduct and rules for a week will be awarded a sticker or stamp on a treat-chart in their classroom and their success will be celebrated in assembly each Friday by standing up on our role of honour during an assembly. Every week that the pupil stands up in assembly will equate to 15 minutes of the treat afternoon at the end of the half term; where there will be fun activities to take part in.



At Jubilee L.E.A.D. Academy, we aim to use positive reinforcement to encourage pupils to express the desired conduct. However, there are times when the behaviour of individual pupils may require sanctions. These will be addressed in the following way:

Every pupil will begin on a ray of the sunshine. This is where we expect pupils to stay as a result of displaying the conduct expected of pupils in our academy. Conduct that exceeds expectation will be rewarded through raffle tickets.

However, we are promoting our pupils at Jubilee to reach for the stars and to carry out acts of kindness within the community and to develop their understanding of our code of conduct values.

- If a pupil carries out an act of kindness for an individual or the whole academy, they may move up to the rainbow and receive 3 raffle tickets for doing so.
- If a pupil displays one of our 6 values; **B.R.I.G.H.T.** that is beyond our high standards of expectation our pupils can reach for the stars and receive 5 raffle tickets for their effort.

If a pupil goes through an entire week without moving from the sun, they will be rewarded with a stamp/sticker towards the 'special reward afternoon'. They will also stand up in assembly as a sign of achievement and be entered into the class dip in the box.

If a pupil breaks one of our agreed rules, their picture/name will be moved from the ray of the sun to the centre of the sun (the pupil will be told which rule they have broken). At this stage, there are no further consequences. Pupils should recognise that their behaviour must improve. They will still get their 15 minutes towards the treat afternoon at the end of the half term.

If a **2nd rule** is broken, the pupil's picture/name will be moved to the sun cloud. The pupil will then be moved to a separate location within the class for 5 minutes.

If a **3rd rule** is broken, the pupil's picture/name will be moved to the rain cloud. They will then be given a green form and taken to another class for 20 minutes. The pupil must complete the green form, explaining how they will immediately improve their conduct.

If a **4th rule** is broken, the pupil's picture/name will be moved to the thunder cloud. The pupil will then be taken to the office where the pupil will telephone their parents/carers to explain their behaviour before returning to their class.

Some of the options that may be discussed with the parent could be:

- Pupil will go on a target card
- Implementing the local authority's Routes to Inclusion process
- Behaviour contract
- Internal removal (within the academy; which is time limited; with appropriate education and supervision)
- Internal suspension (within the Trust at another academy; which is time limited; with appropriate

- education and supervision)
- Suspension
- Permanent exclusion

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy. This means misbehaviour when the pupil is:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips)
- Travelling to or from the academy
- Wearing the academy uniform
- In any other way identifiable as a pupil of our academy

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the academy

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Target cards

Pupils who continue to have their name moved over a period of a week and collect 5 negative points associated with name moves will be placed on a target card.

Jubilee has 2 different target cards one for Keystage 1 and one for keystone 2 due to pupil's cognitive understanding which means they require alternative formats.

Pupils will be placed on **Green** target card to their class teacher for 2 weeks to help focus them on making positive choices. 2 or 3 targets will be set in a positive manner i.e.:

- ✓ I will complete all my work to the best of my ability
- ✓ I will be kind to staff and pupils

If after 2 weeks there is a reduction in name moves they will be removed from target card. If they do not they will be moved to **Orange** target card for a further 2 weeks and report to a member of the leadership team. If they improve their choices they will go back to a **Green** target card. However if they continue to have name moves and choose not to behave in accordance with the high standards at Jubilee L.E.A.D. Academy, they will be placed on a **Red** target card to the Senior Leadership Team.

Green – Reporting to class teacher

Orange – Reporting to the Phase Leader

Red – Reporting to Inclusion lead, Assistant Head or Head of School

Suspension and Exclusion

At Jubilee L.E.A.D. Academy we work with other schools across the Trust in an attempt to reduce any suspensions or permanent exclusions. Therefore there may be occasions when we isolate a pupil in another keystone within the academy in the first instance (this could be for 1 or more days). Then we may consider sending them to another school in the Trust with a teaching assistant. (this could be for more than 1 day depending on the severity of the incident)

We do not wish to suspend or exclude any pupil from the academy but sometimes this may be necessary. Our the academy adopts Government Guidance for the list of reasons for exclusion. We refer to this guidance in any decision to suspend or exclude a pupil from school;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

Strategies for Promoting Positive Behaviour

Good quality teaching
 Interesting and exciting learning
 Clear and consistent high expectations
 Praise for good behaviour
 Celebrating
 Class and whole-school assemblies make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos
 Pupils involved in making the rules
 Pupils involved in agreeing consequences
 Pupils are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
 Recognition when behaviour has improved
 Giving pupils responsibility for areas around the academy or helping adults
 Peer mentoring
 Individually Agreed Rewards
 Dip in the box every Friday
 A sticker or stamp on the chart for pupils who stand in assembly
 A 'treat' at the end of every half term (half a day fun activities chosen by the pupils)
 Stickers
 Lunchtime Awards
 Reader of the week
 Work of the week
 Mathematician of the week
 ACE Awards
 Cleanest classrooms
 Attendance cup
 On-time Ted
 Raffle tickets – get caught doing what you should!

Strategies for dealing with persistent unacceptable behaviour may include:

Regular discussion with pupils and parents
 Instigating the Routes to Inclusion package
 Home/academy message books, so that pupils showing persistently unacceptable behaviours are made aware of the importance of liaison between the academy and parents
 Target card cards
 Tracking the progress of a child's behaviour in school
 Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)
 Structured learning time (the day is broken down into small manageable tasks)
 Internal seclusions (learning away from other pupils, on the academy premises but not in class)
 Internal exclusion (learning away from the academy site with a member of academy staff)
 Team of adults working closely together to support the pupil
 Knowing individual pupils well, to understand possible triggers for their behaviour and avoid or manage those triggers
 Referral to outside agencies (e.g. CEPS)
 Reasonable force (A group of staff are trained in using 'Positive Handling' techniques. De-escalation is the first strategy and handling pupils is a last resort. Restraint of pupils is only used when: a child is at risk of hurting themselves or others; is damaging property or is seriously disrupting the learning of others. Parents are informed.)
 Referral to support workshops
 Referral to the Nurture group
 Reduced timetable
 Fixed term exclusion

Permanent exclusion

Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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.

Online misbehaviour

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of SLT will make the report.

Our academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report; see our anti-bullying policy

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and our managing allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

Recognising the impact of SEND on behaviour

Jubilee L.E.A.D. Academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies

As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. We will use the Local Authority's Routes to Inclusion.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, we will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the academy to sanction the pupil for the behaviour.

The academy will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The academy's special educational needs co-ordinator (SENCO) may 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 will 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies.

If the academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan.

Supporting pupils:

Following a sanction, we will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the academy.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A Target card card with personalised behaviour goals
- Implement Routes to inclusion
- Access to lunchtime nurture
- Reasonable adjustments within the classroom
- Liaise with outside agencies
- Access to our school counsellor
- Generate a pupil on a page

Training

As part of their induction process, our staff are provided with an indepth understanding of our behavior policy as well as regular training on managing behavior. Behaviour management will also form part of continuing professional development.

Monitoring and evaluating academy behaviour

Jubilee L.E.A.D. Academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the academy behaviour culture

The data will be analysed every half term by our inclusion lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

Monitoring this policy

This behaviour policy will be reviewed by the Head of School and AGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Head of School.