

# Behaviour policy and statement of behaviour principles

**John Locke Academy**



**Approved by:  
Governing Body**

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## ***Kind words, kind hands, kind heart***

Our vision for children is that they become confident learners who have the skills and knowledge to make good choices for themselves, who respect other people and are proud of their successes. Learning appropriate behaviour for different situations shows respect for other people and strengthens pupils' ability to interact successfully in a variety of social settings.

Children at JLA are encouraged to be self-regulating, self-reliant and independent at an age-appropriate level. We are ambitious about everyone's ability to behave well and become role-model citizens.

Briefly put, we have high expectations that all children will be respectful, both in words and actions - at all times they will conduct themselves using **kind hands, kind words, kind hearts**.

### **1. Aims**

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- 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 statutory requirements**

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:

- 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 online

### **3. Definitions**

***At John Locke Academy we have adopted a code of conduct that lays out the expected manner in which children and adults will behave. The code of conduct is rooted in our vision and driven by our core set of values. Each classroom has a simple behaviour chart to remind everyone about our high expectations.***

***This policy makes clear our expectations. Please note that the conduct equally applies to children when they are representing the school off site.***

**Misbehaviour** is defined as:

- Any behaviour that does not adhere to the code of conduct
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning and to other people
- Incorrect uniform
- Mistreatment of school resources
- Breaches of online etiquette

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying, including online
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Leaving the school site without permission
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of or threats to use 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found on our website.

**Any racism or bullying of any kind should be immediately referred to the Vice Principal or Principal and the Anti-Bullying and Anti-Racism policies applied. Neither racism nor bullying will be tolerated.**

## 5. Roles and responsibilities

### 5.1 The 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 The 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. (This may be in the form of an individual behaviour plan.)
- Recording behaviour incidents on Scholarpack
- Communicating concerns to parents or carers
- Escalating concerns to other members of staff when appropriate. The senior leadership team will support staff in responding to behaviour incidents.

## **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and to our home/school agreement
- 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**

Expectations for pupil conduct are outlined in each classroom and regularly referred to by staff members.

## **7. Rewards and sanctions**

### **Principals behind rewarding positive behaviour**

As far as possible, the strategy for managing behaviour at John Locke Academy is pre-emptive. Rewards and promotion of positive behaviour serve to create an environment that is calm, safe and respectful. The aim of this policy is to ensure a consistent approach to rewarding positive behaviour and preventing inappropriate behaviour.

- Praise and appreciation are the most effective forms of reward and staff members should be proactive in recognising positive behaviour and thanking children for behaving in that way.
- Focus on the positive, be fair and be consistent
- Children have rights (to be safe, to learn), but they also have responsibilities (to show respect, to learn)
- Rewards should be awarded on the adults' terms and should not become an expectation for positive behaviour.
- Rewards (stickers, certificates, cubes in a jar) should be used to promote positive learning (Characteristics of effective Learning/Learnasaurus/positive learning behaviours/JLA values)
- The principle of kind hands, kind words and kind heart are reinforced by all adults
- Behaviour charts in the classroom will use green, amber and red as categories of behaviour. Each classroom has a behaviour chart (traffic light system) to promote positive behaviour and warn children when a bad choice has been made. A range of 'rewards' are used to encourage, promote and celebrate good choices.

Classroom behaviour chart:

## ABOVE AND BEYOND Brilliant Behaviour

KIND HANDS, KIND WORDS, KIND HEART  
Ready to learn, following instructions, showing good manners and care for everyone and everything

I NEED TO THINK ABOUT MY CHOICES  
AND HOW I AM BEHAVING  
Time to think

MY CHOICES ARE NOT ACCEPTABLE

### Principles behind setting sanctions for inappropriate or anti social behaviour:

- Follow the JLA behaviour chart for amber and red behaviour.
- Seek support from another member of staff
- Be pre-emptive - Most behaviour can be corrected through humour, with a 'look' or a signal.
- It is important that inappropriate or disruptive behaviour is not ignored. If behaviour has escalated to a point where direct intervention is necessary, always remove children from the point of tension - call upon colleagues who have received training in Team Teach / Positive Handling

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Certificates/stickers
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Reaching the 'rainbow' on the class behaviour chart

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Demotion on the class traffic light system
- 'Time out' is used for short periods of time to help a child calm and reflect on their choice
- Sending the pupil out of the class (to a supervised area) if behaviour is repeatedly disruptive
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

## **See Appendix 2 for further information on applying sanctions.**

### **7.2 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. This includes on line when using school login or email facilities.

### **7.3 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 safeguarding policy and statement of procedures for dealing with allegations of abuse against staff 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
  - Knowing their class as individuals and helping them feel that they belong to their class and school community
  - 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 - humour, non-verbal signs, re-organising furniture
  - Using positive reinforcement; scanning the room to promote positive behaviour and prevent poor choices
  - Modelling the standards of behaviour and communication expected by children
  - A sparing but consistent use of reprimands; being firm rather than aggressive; criticising behaviour and not the person; reprimanding privately rather than in public where possible

### **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
- Putting themselves or others at risk of harm

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 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.

Pupil behaviour modification can take time to have an impact and needs regular and honest communication between parents and the school. Some leniency in expectations or increased tolerance of behaviour may be needed during this time.

### 8.5 Lunchtime behaviour

Children's behaviour at lunchtime should be as good as at any other time of the day. See Appendix 3 for details of lunchtime practice.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

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

Behaviour management will also form part of continuing professional development.

Staff members are kept up to date with the latest legislation regarding behaviour management.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every year. At each review, the policy will be approved by the headteacher.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Children with SEND policy

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions and are given the opportunity to make amends for poor choices.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Sanctions and when they are applied

It is difficult to apply a 'one-size fits all' approach to applying sanctions. In some cases there may be underlying reasons that make conforming to the school's code of conduct challenging. In these cases a separate behaviour plan will be put into place, based on the principles outlined below.

**‘Low- level’ poor behaviour choices** might include calling out, disturbing other children, not listening or following instructions, name calling, wasting time, swearing

**More serious poor behaviour choices** might include verbal and physical aggression, directed swearing, repeated rudeness, fighting, walking away from a teacher, leaving a classroom without permission

**Very serious poor behaviour choices** might include repeated aggression, deliberate and sustained non-compliance with instructions, assault on a child or an adult, bullying, racism

Sanctions at each of these levels will increase in severity if the behaviour is repeated

## Overview of sanctions related to poor behaviour choices at JLA

<b>Actions of pupils</b>	<b>AMBER 1</b> Not following JLA community rules (one-off incident)  e.g Shoving Name calling Pushing	<b>AMBER 2</b> Repeatedly not following JLA rules (over a period longer than 1 week)  e.g One off aggressive behaviour Wilful damage to property <b>Several Times On Purpose (STOP)</b>	<b>RED 1</b> Repeatedly / deliberately not following JLA rules OR A first misdemeanour which is extreme e.g fighting, homophobia, racism, threatening behaviour, carrying or using a weapon OR being disrespectful over an extended period of time >2 weeks OR quick repeat of poor behaviours OR extreme behaviour	<b>RED 2</b> Excessive anti-social behaviour - not following JLA rules Endangering themselves and/or others  Ongoing - with few positive choices in-between  Behaviour monitored on SP  External agencies called-upon
<b>Staff Member Lead</b>	Class Teacher and Support Staff in class	YGL or AHT / CT / SS and parents informed	AHT supporting CT and team	AHT / VP and P depending on severity / number of misdemeanours
<b>Level of recording</b>	Verbal	CT notes/records	CT log on SP Letter to parents may be issued by AHT or VP  Behaviour Plan written by CT with AHT or Senco  Report Book - completed by teachers and checked weekly by AHT / VP - review fortnightly (parents have to be informed about this)	Log on SP Letter must be issued by VP or P identifying the concerns and making clear the next steps if there is not an improvement in behaviour  Behaviour Plan written by CT with Senco
<b>Sanctions</b>	Verbal reminders to child  Warn that this behaviour is unacceptable	Inform parents verbally  5 minutes thinking time or Time out of class in YG -	Inform and involve parents - meeting  Time out of Year group - work set by CT  Playtime / Lunchtime exclusion from playground supervised by	Internal Exclusion given Logged in writing to parents via VP or P  Playtime / Lunchtime exclusion from the playground supervised by AHT / VP or P

		work set by CT	CT / AHT Involve the whole JLA team including SMSA team.	External Fixed Term Exclusion
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**Explanatory notes to offer clarity to above table:**

**Amber 1**

**Not following JLA rules.**

**Dealt with by the Class Teacher and Support Staff in class**

**Verbal reminders re-emphasising JLA expectations**

**Move child's name to AMBER on the behaviour chart.**

**State -**

**“I expect you to make the correct behaviour choices so you can move back to green. Kind hands, kind words, kind heart” (KH,KW,KH)**

**Examples of inappropriate behaviour in this zone -**

**Low-level flouting of the KH,KW,KH philosophy**

**One-off name calling, tripping, snatching, arguing, destroying resources, disturbing other children’s learning, pushing, shoving...**

**Amber 2**

**Is the behaviour STOP - several times on purpose? Assess whether the behaviour is intentional**

**Repeatedly not following JLA rules over a week, repeat of poor behaviour choices**

**Dealt with by the CT and YGL/AHT**

**Verbal reminders making the matter really clear.**

**Parents informed verbally by CT. Informal note made that a conversation has happened.**

**Child’s name has been on Amber this week - remains on Amber because things have not improved.**

**Examples of inappropriate behaviour in this zone -**

**Repeated flouting of JLA rules KH,KW,KH**

**Answering back, being argumentative, disrupting others learning on several occasions, hurting another child, upsetting another child over a period of a week or longer, kicking, hitting**

**Thinking Time / time out of class in same YG. Class Teacher to organise work for the child - informal Year Group exclusion**

**YGL / AHT always informed if a child has been sent to another class to work - parents informed. Log on Scholarpack by class teacher**

## **Red 1**

**Repeatedly / deliberately not following JLA rules**

**OR**

**a first misdemeanor which is extreme e.g fighting, homophobia, racism, threatening behaviour, being disrespectful over an extended period of time OR quick repeat of poor behaviours, bringing phones, gadgets into school, swearing, stealing,**

**AHT to support Class Teacher**

**Parents informed of our concerns - letter may be issued at this stage by AHT or VP.**

**CT to log incidents on SP. Parents informed of this.**

**Child to be added to behaviour monitor list on SP**

## **Sanctions**

**Internal exclusion - Time out of YG - work set by CT**

**Letter to parents by AHT or VP**

**Playtime exclusions from the playground - supervised by CT / AHT or VP**

**Report Book - class teachers oversee with AHT / VP checking this weekly.**

**Reviewed fortnightly.**

## **Red 2**

**Repeated misdemeanours at Red 1 and/or**

**Bringing weapons into school**

**These pupils are in danger of external exclusion because of the severity of their actions / ongoing nature of their behaviour choices.**

**They will have a Behaviour Plan which is regularly being reviewed**

## **Pupils with SEN**

**Pupils who have a SEN diagnosis (e.g. ASD) are afforded protection under the Equalities Act 2010.**

**Every child has the right to be safe at school and be able to learn so even pupils with additional needs are expected to be able to keep themselves and others safe in the school environment.**

**The Senco and AHT will support the child and teacher. VP to oversee behaviour plans, team teach interventions.**

**Formal letter will be issued to parents by P or VP highlighting issues, in accordance with exclusion policy.**

**Before any external exclusion happens, all possible alternatives and support will be explored.**

**E.g. external agencies invited into JLA to support the child, parental meetings to further support the family**

## **Appendix 3: Lunchtime procedures**

This policy outlines the action that is needed to encourage positive lunchtime behaviour. It is reliant on all staff working collaboratively - teachers need to keep the SMSA team informed of any ongoing issues / SEN concerns about a child so they can be supported well at lunchtimes.

### **Rewards**

Pupils may be rewarded via the issuing of lunchtime stickers, being given job privileges in the hall / outside, teachers being told of good deeds etc.

### **Sanctions**

If a child behaves inappropriately during lunchtime they are either

1. Given a verbal warning with their name going into the Lunchtime Behaviour book
2. Given time out in the foyer/first aid area so that they have thinking time - misdemeanor reported to class teacher at end of lunchtime
3. Supervised by class teacher / year group leader / assistant head teacher
4. Sent to the office area (fighting, swearing, throwing stones, biting, bullying, racism, homophobia)

If a child persistently behaves inappropriately at lunchtime he/she will attend Lunchtime Intervention or a fixed-term lunchtime exclusion whereby a parent would have to supervise the child offsite for a fixed number of lunchtime sessions.

Children who have a SEN with associated behaviour /social communication problems will be supervised by the lunchtime LSA team if necessary.

This will be in agreement with the Senco, class teachers and AHTs. It will be reviewed regularly.

### **Lunchtime staff (SMSA and Play Leader Team)**

They will investigate any behaviour incidents calmly by speaking to all children involved

They will use the 4 step sanctions as above

Report any incidents in their Red Books with dates / names so that records of pupils with ongoing issues are recorded.

## Appendix 4: letters to parents about pupil behaviour – templates

### First behaviour letter (to be put on headed paper and preceded by a telephone call.)

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: \_\_\_\_\_

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### 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 like to meet with you to discuss this matter and will be in touch to organise a meeting.

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: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_