WEST LAKES ACADEMY

Changing Lives Through Learning

Behaviour Policy and Procedures

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Document Control

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2024 Behaviour policy

This policy applies to all people within our Academy community- Staff, students, parents/carers and governors.

Purpose

West Lakes Academy aims to change lives through learning by ensuring all students have equal access to knowledge. All of our staff will provide a culture of high challenge and high support. Our students will engage in an invigorating curriculum which will challenge them to think hard and gain skills. Alongside this all students will develop their own character and behaviour, all of our learners will be equipped with the skills to apply this knowledge appropriately so that they are informed about who they are now, and who they can become in adult life, so they can take an equal place in society. West Lakes Academy is an inclusive school, where every voice of every person matters, there is a respectful and cooperative learning environment for all and we work together to support each other to succeed.

The values we endorse, which underpin our policies are:

Respect: strong relationships between all partners in our Academy are based upon a foundation of respect. These strong relationships support learning to happen. By getting to know every child all staff can ensure that every child is supported to be successful and have their needs met. These relationships are underpinned by the method of Unconditional Positive Regard. Positive Regard is a County wide training programme to support high challenge, high support relationships allowing for dignified behaviour management in schools. We expect all of our staff and students to respect the diversity of others and as such support the Trust wide Single Equality Policy. As such we respect others protected characteristics and challenge any deliberate incidents in breach of this.

Resilience: we expect all persons in our Academy to strive to be the best they can be. This involves learning from their mistakes and working hard to improve both academically and personally. We expect all of our students to take accountability when things go wrong and for staff and students to work together in partnership to plan for positive outcomes. Compassionate conversations allowing for restorative justice are encouraged at West Lakes Academy.

Achieve: Students work hard with our members of staff in order to be successful. Lessons are planned to teach children in a safe, purposeful and enjoyable environment so that every student can make the most of every opportunity.

Expectations of students

-Students must not use their mobile phones during the academy day. They are permitted to have them in their possession, and to use them on their journey to and from school. The rule is 'off and away all day'.
-Students are to use their school iPad as an educational device. As such this is not to be used for any other purpose than to complete tasks in their lessons, or for their studies beyond the classroom such as homework. Online technology is to be used in line with the policy within the Trust.
-Demonstrate resilience by: arriving at the academy equipped and ready to engage, being brave enough to make mistakes, learn from them and try again and showing a 'no opt out' mentality in all lessons.
-Demonstrate respect by: moving around the building calmly, arriving at the academy and lessons on time, following the instructions/guidance of adults and using polite language.
-Demonstrate achievement by: showing pride in all that they do, being accountable for their own learning and completing tasks set including homework, participating fully in lessons by consistently asking/answering questions.
- Accepting responsibility for their own actions, valuing the opinions and ideas of others and leading by example inside and outside the classroom.
-Be considerate of the needs of others, and understanding that in order to treat others with equality at WLA we respect diversity.
-Be an advocate for their peers by reporting incidents to staff which may be identified as unkind, bullying, threatening, derogatory, intimidatory,
-Be an ambassador for the academy, including when wearing the academy uniform outside of the building.
- Respect the academy rules and expectations and abide by the prohibited items on site list.

Expectations of staff

- Treat other colleagues and students with respect, dignity and kindness.
-Work collaboratively with each other, putting the students' needs first and ensuring that we strive to succeed for the good of the entire academy community.
- Respect boundaries of other colleagues' roles and be aware of their own and others job remit.
- Approach incidents of behaviour in a curious, not furious manner. Providing students with high challenge when engaging with them, but also high support.
-Treat all students and staff issues with confidentiality and offer support when appropriate
- Be respectful of each other's values and individual beliefs.
-Be aware of and consider the implications for the academy and colleagues when posting on social media.
-use online technology appropriately so as to not compromise the professional integrity of colleagues and other adults in the academy. Online technology is to be used in line with the policy within the Trust.
- Set work, homework and tasks for students in order to support them progress and allowing students appropriate time for students to practise, learn and succeed.

- Celebrate student success inside the classroom, in extra-curricular activities and within assemblies.
-Plan and deliver engaging and interesting lessons which motivate students to succeed.
-Be enthusiastic about developing professional partnerships with students which will support students to be their best.
-Provide students with feedback, using a range of verbal and non-verbal cues to encourage positive behaviour. Being reasonable with regards to the expectations placed upon students. Modelling the values of the academy for students to see.

Expectations of parents/carers

-Treat staff, students and other parents/carers associated with the academy with dignity, kindness and respect.
-Behave responsibly whilst on the academy premises
-Ensure that their child attends the academy regularly and arrives at the academy on time. Informing the academy as soon as possible in the event of absence or lateness.
-Support their child to achieve their best
-Support their child to arrive equipped and ready to learn, wearing the full uniform.
-Support their child to complete homework when set
-Support the academy in its use of rewards and sanctions, taking responsibility for their child's behaviour.
- Report incidents of bullying, threats, intimidation, derogatory comments, discrimination as promptly as possible to support the academy in dealing with issues effectively.
-Keep the academy informed of any issues which may affect their child's ability to work or may affect their child's behaviour, this should be via classroom teachers/ tutors/ Head of Year or the senior team where necessary. Discussions are to be in a calm and constructive manner.
-Refrain from using vapes/ cigarettes and e-cigarettes whilst on the premises.
-Consider the implications of posting inappropriate or defamatory comments on social media sites and the detrimental effects inappropriate comments may have on individuals at the academy.

West Lakes Academy's moral code:

Respect is a core value at WLA. The relationships in the academy are built upon mutual respect. We greet each other and use polite manners at all times, such as 'please', 'thank you' and 'excuse me'. We smile when we greet each other. We work together to enable everyone to succeed and to ensure that all students have strong positive relationships with grownups in order to instil positive learning habits.
To promote the positive ethos, it is essential that all members of the academy work alongside each other to achieve a common goal. Young people learn by example and as such we expect high standards of conduct from staff.
We expect the parents and carers in our community to also engage with the academy and model the values that we pursue with staff and students alike.
We positively promote British values and promote the development of students' social, moral, spiritual and cultural development within the curriculum.
We recognise that a positive culture must celebrate success and is not solely based on sanctions and as such we strive to promote, and reward students when they model the expectations we have set. We are committed to a holistic and united approach to behaviour

involving all key stakeholders from inclusion, SEND, pastoral care and relational experts in order to make decisions regarding any behaviour incidents which fall below our expected standards.

Restorative practice:

Restorative practice is a process which restores relationships when there may have been problems. It is an opportunity for both parties to discuss what happened and work together to establish a solution.

All sanctions at the academy will have a restorative opportunity at the heart of it.

Reflection will be supported by trained adults but allow the student an opportunity to make amends.

Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the organisation works. It involves providing a culture of high challenge and high support throughout the organisation. Restorative practice ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are important

Our restorative approach helps pupils:

• Understand how their actions can affect others.
• Develop positive characteristics they can use in and out of school.
• Understand themselves and each other better. • Learn why it's important to see another person's point of view.
• See that we all learn through making mistakes as well as through being successful.
• Learn how to move through conflict creatively.
• Repair relationships with pupils and staff following an incidence of poor behaviour or relationship breakdown.
• Restore working practices after resolving relationships.

Rewards:

Pupils at West Lakes Academy are rewarded in a number of ways:

• Verbal praise.
• Merits/gold dots linked to our values; achievement, resilience and respect.
• Strive for 5 attendance awards
• Letters / phone calls / postcards home to parents/carers.
• Value and merit badges to be awarded at milestone intervals.
• Achievements recognised in assemblies and badges to be awarded.
• Termly rewards ceremonies.
• Pop up rewards – in and out of school- for merit milestones met across the academy/ year group/ tutor
• Celebration station nominations.
• Annual Award events (prize giving) for progress, participation and achievement.

Principles for behaviour & behaviour management

Actions if behaviour is below our expectations

Each circumstance is treated individually. Staff are trained to make professional judgements on the course of action based on the nature and severity of the incident. There a wide range

of consequences / sanctions are available to staff to support the child in taking responsibility for their actions, repairing any harm caused or repairing relationships. Each day, pastoral and behaviour trained leaders will discuss events and prepare provision or sanctions for students requiring additional behavioural support.
When considering the behaviour of student's responses will be considerate, fair and proportionate taking into account the individual needs of the child. Responses from staff will be immediate to restore a calm environment. Further investigations may be considered to explore an incident further. We always want our students to take responsibility for their behaviour and will always aim for a restorative approach to allow for students to reflect and make amends. We want to ensure that all students understand that actions have consequences and as such we cannot accept behaviour which undermines the positive atmosphere of our academy community.
Students who are persistently causing concern may be referred to our internal alternative provision unit, be placed on monitoring cards or be asked to work with staff in line behaviour/ safety plans.
All behaviour incidents will be logged within our internal management system (SIMS) and be communicated home.
Sanctions include:
• Detention: break time or after school.
• Removal of social / break time
• Removal of privilege – participation in activities such as trips/visits/ extra-curricular events. • Fixed Term exclusion/suspension
- Restorative justice to be used where appropriate, to make amends with staff.
- Internal isolation

If pupils are seen to be using their mobile phone this will be temporarily removed, if a student is repeatedly using their device this will be confiscated and collected by parents at the end of the school day.

Lateness to lessons is challenged by staff in the corridors, students are supported to follow their timetable and teachers must bring them into their classroom and include them in learning at the soonest opportunity. Teachers will not discuss issues regarding lateness in the lesson as to maximise the learning time available. Colleagues support each other by being visible at all changeover times, supporting and encouraging students to move promptly and assisting students to get to the correct location quickly.

In circumstances it may be necessary that identified appropriate members of staff have the power to search pupils or their belongings if there are concerns regarding the safety and wellbeing of others. Some of the ways we maintain good relationships with our local community is due to reinforcement of high expectations outside of school for our pupils. We may need to discipline pupils for negative behaviours outside school including issues that arise when witnessed or reported by others:
- taking part in school organised or related activity
- travelling to or from school.
- that affect members of the school or our local community
- Whilst representing the academy (including wearing the academy uniform).

Classroom management flowchart

All teachers will have a seating plan for their lessons, this will be adjusted as appropriate, seeking the support and guidance from other staff to set their seating plan. All staff will apply the following steps to manage the behaviour in their classrooms:

1- Teachers will deliver engaging lessons designed to promote student participation.

2- Teachers will use intentional monitoring to support students and keep learning on track. This will involve discrete verbal and non-verbal cues as appropriate.

3- Teachers may provide initial verbal warnings to students if they are not meeting their expectations.

4- If after a warning student behaviour has not met their expectations teachers will use alternative measures to support students to refocus and regulate their behaviour- this may include a seat change, a private conversation in the corridor with the member of staff teaching the student or another nearby colleague.

5- If a student is still failing to engage in their learning and act respectfully to the other learners around them, they will be called and the student removed to an alternative classroom (good neighbour) to allow lessons to continue.

For extreme events, which prevent the total teaching and learning within a classroom on call will be utilised by the member of staff. These events may include:

- Repeated failure to follow staff requests resulting in a climate which prevents teaching and learning from occurring
- Violence or verbal abuse including threatening behaviour
- Dangerous behaviour

When removing a student, the member of staff attending will triage the scenario and check back in that the lesson has resumed.

When a student has been removed from a lesson it is expected that the teacher will contact home to discuss the event with parents and carers. If there is a repetition of issues within a specific lesson with a specific individual then communication will escalate up via the Head of Department and SLT link. Heads of Year may also make contact home during/after attending the on call.

All classroom related issues will be dealt with in the first instance by the classroom teacher or associated staff, and will be supported by the Head of Department. Subsequent sanctions such as break time detentions will be issued and the incident logged on edulink/SIMS. Break time detentions will be set within departments and are used for sanctioning negative behaviour. If a student arrives late to their break detention or fails to arrive this will escalate to a next day after school detention. It may also be appropriate for a Head of Department to issue a temporary lesson ‘time out’, in which the student will spend a lesson in a different classroom within the department to allow for a cooling off period between the student and teacher. We respect that sometimes mistakes are made and we hope for all students to

have an opportunity to repair any breakdown in meeting the expectations of staff by working with staff that they have had an incident with. As such, all staff and students are expected to complete a follow-up WIN conversation after a behavioural incident. This may occur involving other pastoral staff, Positive Regard Lead Practitioners or Senior staff where necessary/appropriate. The WIN conversation may also include an agreement to work with a member of staff in order to repair the damage which has occurred.

All detentions will be completed with the view to complete a WIN conversation in order to ensure reflection, restoration and future proofing the behaviour of the individual.

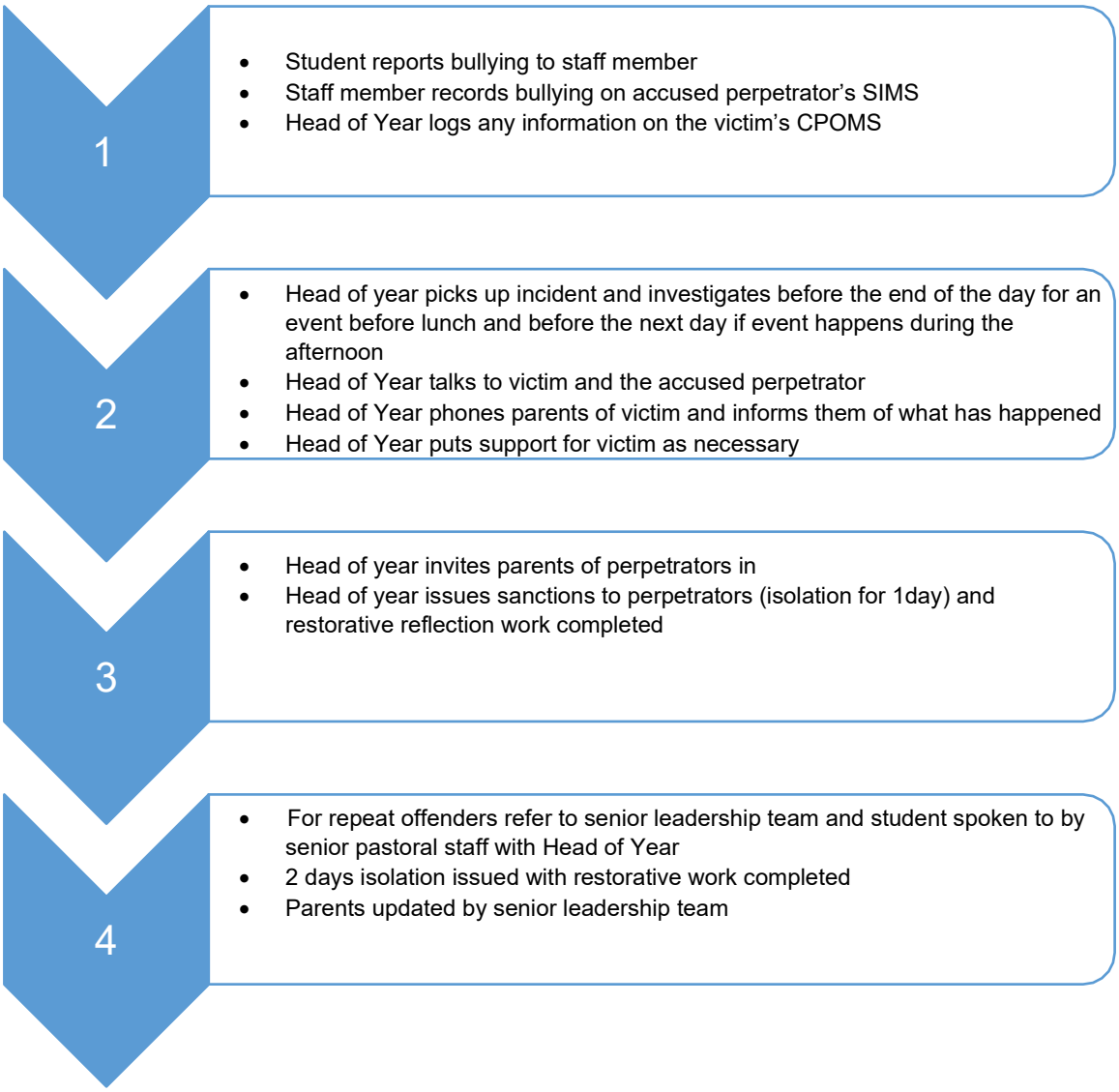
What happened: What happened? Staff are expected to keep this strictly about the behaviour, not the child. For example- 'We need to discuss that you were calling out during cold-calling.'

Impact: What is the impact of the behaviour? For example- 'The behaviour of calling out Interrupted the lesson and prevented others from sharing their ideas'.

Next steps: This is the correction and should have positive framing. Make it hopeful. For example- 'You have worked well for the first 20 mins, next time wait your turn, I know you can do it. What do you need from me to help you succeed?'

Bullying

Bullying Flowchart



We use a range of measures to prevent bullying within the school community, including education regarding roles within bullying and bystander behaviour. All pupils are encouraged to check in with their trusted adults if they are a witness to, or experience bullying. Difference and diversity are celebrated to create a harmonious environment. The trusted adult system means that all pupils have a responsible adult to talk to and an opportunity to form positive relationships with pupils of different ages and social backgrounds. Bullying can take many forms including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying. Any form of bullying, which also includes derogatory remarks or harassment, persistent actions which humiliate, intimidate, frighten or demean someone, are not acceptable and will be taken seriously. They will be investigated, recorded and dealt with on an individual basis. All incidents will be dealt with restoratively with appropriate consequences, the relevant parties will be communicated with.

Caring for property and the environment

We expect all pupils to respect the academy building, facilities and equipment, to use the bins provided for litter and look after academy property. We expect pupils to use the allocated areas when participating in physical activities to prevent any damage to the school property. Pupils who do not adhere to this are expected to contribute to the cost of any damage caused to school buildings or equipment.

We also expect all pupils to respect other people's work and property and to take pride in displays around the academy. Pupils are asked to avoid bringing valuables into school. Money should not be left in pupils' bags; we encourage a cashless community with money loaded onto the cash loaders each morning before 8:30am. In Physical Education (and sometimes other lessons) pupils are asked to hand in all valuables to a member of staff and to claim them at the end of the lesson.

Staff training

All staff receive an INSET package of basic training including:

- Restorative conversations with pupils, staff and families.
- Safeguarding.
- De-escalation training.

This training is supplemented by external agencies such as 'Positive Regard'.

Staff are expected to manage their classroom spaces in a considerate and proportionate manner and always model the academy value of respect.

Positive handling (Team Teaching)

There may be occasions when an incident requires staff to use positive handling (reasonable force) in order to safeguard children. This does not require parental consent. This will only be used by staff who are trained to do so. This may include guiding a student to safety by the arm, to more extreme circumstances such as breaking up a fight using restraint to prevent violence or injury. The use of 'team teaching' is down to the professional judgement of the staff concerned and will always depend on the individual circumstances of the situation. Force will never be used as a punishment. Use of force by staff will be reasonable, lawful and proportionate and only used when immediately necessary and for the minimum time necessary. The governing body has taken into account the advice of the DFE- Use of reasonable force:advice for head teachers, staff and governing bodies.

Reference to other policies- safeguarding/child protection/ child on child abuse

West Lakes Academy recognises that changes in behaviour may be an indicator that a pupil needs support or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to the Safeguarding policy, Child on Child abuse policy or the Child Protection policy for more information.

Uniform expectations

All students are expected to wear our Academy uniform with pride. The uniform includes:
-Black blazer (rule is relaxed during summer term)
-White shirt
-Year group coordinated tie
-Black tailored trousers or knee length skirt, tailored shorts in summer?
-Black opaque tights
-Black socks
-WLA PE kit
-Black V-neck jumper can be worn (optional over shirt and tie)

This policy is used in conjunction with the child-on-child abuse policy, child protection policy and suspension policy.

APPENDIX 1 LIST OF PROHIBITED ITEMS

Examples given are for clarification and are not exhaustive. Please speak to a Head of Year if you are unsure as to whether an item is banned or restricted.

Items which could be used as weapons e.g.:

- Blades
- Non safety scissors
- Broken items e.g., sharpened rulers or dismantled pencil sharpeners. (Any particular sharp)

Harmful or illegal substances and paraphernalia e.g.:

- Cigarettes/E Cigarettes or any smoking paraphernalia
- Nicotine pouches or any form of similar stimulant
- Lighters
- Alcohol
- Drugs, including all legal highs.
- Explosion components
- All medication must be handed in to Ms Tuck as soon as you arrive at school unless otherwise instructed in your Healthcare Plan.

Solvents e.g.:

- Tippex
- Non-school glue

Aerosols e.g.:

- Spray deodorant (roll on deodorants are permitted)
- Perfumes and body sprays

Unhealthy drinks e.g.:

- Energy drinks
- Fizzy drinks are banned unless purchased from the refectory and they must only be consumed in the refectory.
- Flavoured water, cordial and water is permitted. But only water should be consumed in lessons.

Items for distribution e.g.:

- Any significant quantities of items which could be sold in school e.g., multipacks of confectionery, drinks etc. (this also includes other contraband and harmful substances such as cigarettes, e-cigarettes, vapes and nicotine pouches)

Items that can cause distraction from learning e.g.:

- Fidget spinners
- Loom bands
- Mobile phones are banned in the academy and should not be out under any circumstances. Students who are found with their mobile phone out will have it removed for the day. The device can be collected from 15.30 by a parent. (Please see appendix 4)

Items which could damage our learning environment e.g.:

- Chewing gum
- Permanent markers
- Food must only be consumed in the refectory or outside during social times and will be confiscated if seen at any other time.

APPENDIX 2 FLOWCHART OF HOW WE DEAL WITH SEXUAL HARASSMENT/VIOLENCEALLEGATIONS

Response to reports of sexual violence and sexual harassment
See also KCSIE Part 5

REPORT RECEIVED
(from the victim or third-party)
[Onsite, offsite or online]

Definitions

Sexual Violence
Rape
Assault by penetration
Sexual assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Victim reassured

- taken seriously and kept safe; and never be given an impression they are creating a problem
- confidentiality not promised - listen to victim, non-judgementally - record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see Keeping Children Safe in Education' paragraph 472)
- parents of victim informed unless this would put victim at greater risk.

Anonymity
Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school

Record keeping
Remember, to record in writing all concerns, discussions, decisions and reasons for decisions.

Considerations
(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours) Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks to victim or others
- other related issues and wider context (e.g. CSE)

Manage Internally
One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

Early help
Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC))

Refer to Social Care
All incidents where a child has been harmed, is at risk of harm or is in immediate danger. Social Care staff will decide next steps. Be ready to escalate if necessary.

Refer to Police
All incidents of rape, assault by penetration or sexual assault. (incl. if perpetrator is 10 or under) Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT
Case-by-case basis
(For details see paragraphs 479-481 'Keeping Children Safe in Education' (DfE, 2022)

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

DISCIPLINARY MEASURES TAKEN
(See school's Behaviour Policy/Anti-bullying Policy)

RISK ASSESSMENT
Immediately
Do not wait for outcome of referral before protecting victim.
Emphasis on victim being able to continue normal routines.
Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school) [Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

DISCIPLINARY MEASURES TAKEN
(May be undertaken based on balance of probabilities, unless prejudicial or unreasonable)
Ensure actions do not jeopardise the investigation
School to work closely with police and/or other agencies.

CRIMINAL PROCESS ENDS

- **Conviction or Caution**: follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- **Not Guilty**: Support victim and alleged perpetrator
- **No Further Action**: Support victim and alleged perpetrator

APPENDIX 3 FLOWCHART OF DEALING WITH STUDENTS WHO BRING MOBILE PHONES INTO THE ACADEMY