



Liden Academy
Behaviour Policy

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Approved by: Liden Academy Committee
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Principal: **Jeff Mason**
Excalibur Academies Trust; a company limited by guarantee
Registered in England; Company number 08146633
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Introduction and aims

Liden Academy promotes high standards of behaviour throughout the school and encourages respect for others and our environment. A consistent approach is necessary from all adult members of the school community to maintain a calm and respectful atmosphere. Clear expectations are important and all members of staff must be proactive in requiring pupils to make good behaviour choices in class and elsewhere in our school.

This policy aims to:

- Secure a consistent approach to the maintenance of discipline throughout the school.
- Explain the roles and responsibilities of all stakeholders.
- Instil in pupils high standards of behaviour based on self-respect and respect for the rights of others and their environment.
- Outline the standards of behaviour that we expect, and the sanctions that we may apply if these standards are not upheld.
- Communicate clearly about how we keep pupils safe whilst at school.
- Explain our reward policy, and the support we provide to help children who are struggling to manage their behaviour.

Roles and responsibilities

Excalibur Trust

The Trust will oversee the behaviour policy of the school and monitor its effectiveness. The Trust will be informed of any fixed-term or permanent exclusions, as well as any complaints against the school's behaviour policy that have been made.

Principal

The principal, Jeff Mason, is responsible for reviewing this policy and ensuring that it is used in conjunction with the safeguarding policy to maintain a safe environment in the school. The principal will organise staff training and ensure that the guidelines in this policy are upheld on a daily basis in the school. The principal is responsible for maintaining the Bound and Numbered book and for making final decisions on exclusions.

The inclusion team

This team comprises of the SENCO, the Attendance Officer and the Pastoral Lead. They will work together to devise individualised approaches to support children who are demonstrating challenging behaviour or displaying high levels of emotional need. They will support other staff with guidance, training and resources to meet the needs of these pupils in the classroom, and they will ensure that these children receive 1:1 support where needed.

Staff

School staff will implement the behaviour policy consistently on a daily basis. They will model high standards of behaviour themselves and instil the principles of the guiding gems in their classrooms. They will share significant behaviour incidents with the inclusion team and record these on CPOMS (our online safeguarding system). They will provide a personalised approach to behaviour management for the children who need this.

Parents/Carers

Parents and carers are expected to support the school's behaviour policy and inform the school of any change at home that may affect their child's behaviour. They will discuss behavioural concerns with the class teacher promptly. In addition, they will:

- Inform the school promptly of any absence.
- Ensure their child wears appropriate uniform to school.
- Attend parents' evenings and read correspondence from the school.
- Provide a calm, quiet area for their child to complete homework, including reading.
- Treat all members of the school community with respect.

Pupils

Pupils are expected to:

- Wear correct school uniform
- Demonstrate positive learning behaviours in the classroom.
- Hand in completed homework on time.
- Follow the guiding gems principles, including showing respect to all members of the school community.
- Look after the school building and resources.
- Attend school regularly and on time.
- Play sensibly during break and lunch times and move around the school calmly.

Definition of unacceptable behaviour

This behaviour policy is designed to unite all members of the school community over common principles of what constitutes acceptable behaviour, and encourages everyone to be happy, safe and respectful. The school has high expectations from staff of delivering a stimulating and appropriately-pitched curriculum, so that children feel motivated to try their best in the classroom.

The school considers the following behaviours to be detrimental to our school environment:

Examples of unacceptable behaviour	Examples of serious unacceptable behaviour
Disruption in the classroom e.g. calling-out, banging the desk	Breaches of the school rules that place the child or others at risk e.g. running out of class, damaging school resources, intimidating behaviour in the classroom towards others
Back-chatting or a poor attitude to staff or other pupils	
Defiance around completing tasks	Sexual harassment or violence e.g. sexual comments, taunting, unwanted touching or online sexual harassment such as sharing photos without permission
Repeated breaches of the uniform policy without a clear reason	Possession of prohibited items
Repeatedly boisterous behaviour at break time, despite adults providing warnings	Theft and vandalism
Swearing	All forms of bullying

Repeated incidences of low-level unacceptable behaviour may be considered as serious unacceptable behaviour.

Bullying

The Anti-Bullying Alliance consider bullying to be ‘the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power’. Bullying is a deliberate act, seeking to intimidate, make fun of or belittle another person. Bullying is not accepted at Liden Academy and our protocols against bullying are clearly set out in our Anti-Bullying Policy.

There are different types of bullying, including:

Type	Definition
Physical	Pushing, kicking, hitting (or threatening to), taking someone’s possessions
Emotional	Leaving someone out, tormenting, laughing at someone, being unkind
Sexual	Sexual words or gestures, inappropriate touching, unwanted physical attention, sexual remarks – the school does not consider ‘banter’ as an excuse for this
Prejudice-based and discriminatory against protected characteristics e.g. faith-based, racial, gendered, homophobic, disability-based, transphobic	Taunts, gestures, physical abuse, sharing offensive/minority views with the explicit aim of upsetting a person

Verbal (including indirect)	Name-calling, taunts, sarcasm, spreading rumours, 'roasting' (when a group make fun of someone under the guise of doing it as a joke)
Cyber-bullying	Online bullying, which can include social media platforms, gaming platforms or messaging apps such as Whatsapp. Sharing photos without permission, setting up 'hate groups' or writing derogatory comments about another pupil may be considered as bullying.

Liden Academy considers all forms of bullying as a direct contravention of our behaviour policy and will implement sanctions to promptly stop the perpetrator. Support will be provided to victims of bullying.

Reinforcing positive behaviour

Liden Academy believes that the best way to support children with their behaviour is to celebrate their successes and promote the positive.

In classrooms, teachers and teaching assistants will promote positive behaviour by, as examples:

- Verbally praising good learning behaviours e.g. good listening
- Non-verbal praise e.g. thumbs up
- Rewarding with stickers and certificates
- Focusing their attention on children who are following the rules
- Awarding guiding gems (see below)
- Displaying children's work and the guiding gem principles
- Demonstrating consistency in their approach
- Modelling the behaviour they expect from the children
- Allowing children to share their work with other members of staff in the school
- Share a child's success in Celebration Assembly

On the playground, teachers, teaching assistants and MDSAs will promote positive behaviour by, as examples:

- Following the break duty/MDSA rotas to ensure supervision is adequate
- Providing individual supervision and support to the children who need it
- Giving verbal and non-verbal praise when good behaviour is spotted e.g. thumbs up
- Providing ideas for games and activities

Around the school, staff will promote positive behaviour by:

- Encouraging children to walk calmly on the left of corridors
- Providing verbal/non-verbal praise and rewarding guiding gems when good behaviour is seen. Staff will greet and smile at children.
- Reinforcing good manners such as holding open doors
- Ensuring that corridors are patrolled during lunch breaks and that children are not left unsupervised

Guiding gems

These are gemstones that form the core of our behaviour principles in school. We use them in place of golden rules. Children are given a gemstone each time they demonstrate any of these behaviour traits:

- Ruby – Be **respectful**, friendly and honest.
- Sapphire – Think, concentrate and **try your best**.
- Emerald – **Persevere** and stick with it even if it gets tough.
- Diamond – Notice a problem and think of ways to solve it.
- Amethyst – Be a good listener, and **share** your ideas.
- Topaz – **Work as a team**.

Adults will explain to children why they have received a gem. These gems are placed in class pots. Once a gem is awarded, it cannot be removed from the pot. Each child will record the gems that are awarded by their teacher/adult on a class chart. Every term there is a whole school focus on one gem trait. This is displayed in the school hall and in each classroom. Collective Worship will refer to this gem and highlight the behaviour traits to be rewarded.

Once a week, in Celebration Assembly, teachers will nominate one child that has demonstrated that term's chosen gem. This child will receive a certificate for that gem.

At the start of each term, the teacher will decide a target weight of gems to be collected at the end of the term. In our Celebration assembly, every class will share the weekly gem weight. At the end of each term, classes that achieve their gem target will be rewarded by an enriched curriculum activity. Each class will record the running total of gems on a jar each week.

Positive communication

Adults will model the type of positive communication with pupils that they will expect to receive in return. Communication is vital in fostering good relationships and developing pupils' confidence. Our staff will:

- Treat children with respect and dignity
- Smile at children and show warmth.
- Listen attentively and show interest in what children want to say.
- Avoid being dismissive, sarcastic or disparaging.
- Communicate clearly.
- Treat children fairly
- Avoid shouting unless absolutely necessary.

We also expect visitors to our school site to communicate with us in a similar way. Abusive or intimidating language will not be tolerated and may result in a ban from the school site.

Sanctions

Although the school will focus on positive behaviour reinforcement, there will be times when the school needs to implement sanctions to maintain a safe and calm environment. We want children to learn that undesirable behaviour can result in consequences.

Ask, tell, tell

We expect children to do as they are asked by any adult in school, as long as the request is reasonable. If the child does not carry out the request, the adult will tell the child again. It will be made clear that refusal to follow the instruction will result in a consequence. The child will be told one more time, and then a sanction will be put in place if the child is still refusing.

Consequences during lessons

If the 'ask, tell, tell' approach is not working, a teacher or teaching assistant may escalate to a sanction. Where possible, the aim is for the child to remain in the classroom and continue to access learning, so the staff member will initially look at sanctions that enable this to happen, such as:

- A verbal reprimand
- Move the child to a new seat in the classroom, or a table on their own.
- Take a short amount of time off the beginning of their break time for a time-out, or to complete missed work.
- Call the Pastoral Lead or SENCO to the classroom to help settle the child to their work.
- Speaking to the Key Stage leader.
- Speaking to a member of the Senior Leadership Team.
- Informing their parent.

Consequences during unstructured times e.g. playtime

Children are expected to show the same level of respect to an MDSA (midday lunchtime supervisor) as they do to other members of staff. Likewise, MDSAs are expected to uphold the behaviour policy in the same way as all other staff.

At playtimes, children may receive the following consequences, as examples:

- Directed to play in a different part of the playground.
- Directed to change their activity or surrender a toy.
- Given a short timeout at the side of the playground or by sitting on a bench in view of the MDSA.
- Speaking to a member of the Inclusion Team or Senior Leadership Team.

Restorative action

Where possible, the school uses restorative action following a behaviour incident. This offers the child a chance to show they are sorry for their behaviour and to make amends. For younger children, this may constitute a verbal apology, but older children may also choose to, for example, make a card for a person they have upset, help to fix an item they have damaged or complete a kind act to show a teacher that they are regretful. By showing they are sorry through their actions, children learn more about how to empathise with others, and are less likely to repeat a behaviour.

Supporting pupils who have emotional or social needs

Staff at Liden Academy understand that challenging behaviour is often the symptom of an underlying difficulty. We will always endeavour to view 'behaviour as communication' and will seek to identify what is troubling the child. We understand that some children have neurodevelopmental conditions such as ASD or ADHD that may cause difficulties in areas such as impulse control or anxiety. We also understand that children who have experienced ACES (Adverse Childhood Experiences) such as domestic abuse, are more likely to have emotional and behavioural challenges.

Staff have received training on early trauma and child protection. Our staff will look for signs in a child's behaviour or presentation that the child may be experiencing trauma or neglect, and will follow the school's safeguarding procedures, should a concern arise.



Kelly Robison
Pastoral

The school has a qualified ELSA (Emotional Literacy Support Assistant), Mrs Robison, who is available throughout the day to support children with emotional needs. She will work with children on a 1:1 or group basis, dependent on the type of support they need. She runs weekly social skills groups for selected children and will also deliver targeted individual interventions. She can work in partnership with parents, carers, and external services. Mrs Robison also trains and coaches the Peer 4 Support mentors – a group of Year 5 and 6 pupils trained to help younger children with their self-esteem, using the **Five Ways To Wellbeing** as a basis.

Liden Academy has access to the Be U program and welcomes an EMHP (Emotional Mental Health Practitioner) into the school each week. The EMHP works with children who are experiencing mild to moderate mental health issues, with a particular focus on anxiety. Referrals are made through the SENCO or the family GP.



Laura Birchall
Be U EMHP

Liden Academy also provides 1:1 support from the Educational Psychology service for a select number of pupils each year. This is a higher level of support for children who are at risk of developing mental health difficulties and can address a range of issues such as anxiety. Referrals are made by the SENCO and are at the discretion of the school. *This service replaces the TAMHS traded service for 2023-24, which is currently unavailable due to a service restructure.*

The school may also liaise with external services who provide advice and support around children's specific needs that could present as behavioural or emotional issues. For example, the school regularly works with the Educational Psychologist, Early Years team and the SASS (Autism Outreach) team.

Children with exceptional behavioural needs

Liden Academy recognise that a small number of pupils experience exceptional challenge with managing their behaviour. Many of these pupils will have additional special educational needs. Under the Equality Act 2010, we recognise that we have a legal duty to prevent children with a protected characteristic from being at a disadvantage. Therefore, for these pupils, we understand that an individualised approach is sometimes necessary, and we will adapt our behaviour policy to accommodate this. Some of our strategies include:

- Keeping a record of their behaviour, including triggers and consequences, on an ABC chart. Staff will use the chart to look for ways to minimise triggers and take preventative action in the future.
- Writing an individual behaviour plan and/or risk assessment for that pupil.
- Considering if the pupil requires a 1:1 adult, or additional supervision.
- Looking for opportunities to build on the pupil's strengths and interests, so that the pupil can experience positivity during their day.
- Keeping as much consistency and structure to the pupil's day as possible, and planning for changes
- Liaising with external services e.g. Educational Psychology, and opening a Team Around The Child (TAC) action plan with the family.

Internal Suspension, Fixed-Term Suspension and Permanent Exclusion

In rare cases, Liden Academy may decide that a child's behaviour meets the threshold for a suspension or exclusion. This will be the decision of the Principal (or in his absence, the Vice Principal).

- Internal suspension: the pupil remains on school site but must be in a designated area that is not his/her classroom. The child will be supported by an adult and will be provided with work to do. This is not recorded on their attendance record, but parents will be informed.
- Fixed-term suspension: The school may suspend a child for fixed periods, up to a maximum of 45 days in a school year. During this time, the pupil must stay home and will be provided with schoolwork to complete. This will be recorded on their attendance record as an exclusion, and details of the exclusion will be sent to the Local Authority.
- Permanent exclusion: If the pupil contravenes the behaviour policy in a serious manner that places themselves or others at risk, the school may permanently exclude the pupil. Details of the exclusion will be sent to the Local Authority. Parents have a right of appeal.

Use of reasonable force

In rare circumstances, it may be necessary for school staff to use reasonable force to de-escalate a situation. 'Reasonable force' is a broad spectrum and could range from physically restraining a child engaged in a fight to guiding a child to safety with a hand on their arm.

Approximately 20 of our staff are Team Teach trained, meaning they have been certified by a professional training organisation in the use of safe, physical de-escalation techniques and strategies. Reasonable force may need to be used if:

- a child was damaging school property.
- a child was at risk of harming another person e.g. attacking a staff member or engaged in a fight.
- a child was trying to exit an area when this could lead to danger e.g. attempting to run out of school or trying to reach another pupil that they wish to harm.
- a child is at risk of harming themselves through a physical outburst.
- behaviour is causing a risk e.g. disruption to a school event.

Physical restraint is always the last resort, used for the minimal amount of time necessary and seeks to maintain the dignity and safety of the child. It is never used as a punishment, and parents are always informed.

All incidents of physical restraint are promptly recorded in a Bound and Numbered book, maintained by the Principal. If a child requires physical restraint on more than one occasion, the school will consider writing a risk assessment and a behaviour plan.

On rare occasions where a pupil is at risk of immediate harm without physical intervention (for example, if a child climbed to a height or attacked another pupil), a non-Team Teach trained member of staff may need to physically move a child to safety or use reasonable force. This is because school staff have a legal responsibility for the safety of all pupils on site and must take steps to ensure this happens. These incidents would also be recorded and parents would be informed.

Off-site and online behaviour

Unfortunately, pupils of Liden Academy may occasionally engage in undesirable behaviour when they are not on the school grounds, for example, anti-social behaviour at the local park, or sending hurtful messages to another pupil over social media. This behaviour can impact the school community. Liden Academy reserve the right to investigate this behaviour and apply sanctions in the following circumstances:

- When the child is representing the school e.g. on a school trip, walking to/from school or wearing school uniform.
- When the behaviour could have repercussions for the safe running of the school e.g. if a threat has been made to damage school property.
- When the child poses a threat to a member of the school community or the public, including online behaviour.
- When the child's behaviour could harm the reputation of the school.

In these circumstances, sanctions may be applied on school premises, or off-site if the child is under the lawful control of a member of staff (e.g. on a school trip). Liden Academy may involve external services, such as the local PCSOs or Social Care, should we deem it to be appropriate. We will endeavour to involve parents when deciding on any consequences.

Allegations against staff and other pupils

Liden Academy takes all allegations seriously, and has a separate protocol to investigate them. If a child makes an allegation against a member of staff and the allegation is proven to be malicious or deliberately fabricated, the child will be disciplined in line with this policy.

If a child makes an allegation against another pupil of sexual violence or sexual harassment and the allegation is proven to be malicious or deliberately fabricated, the child will also be disciplined in line with this policy. During the investigative period, Liden Academy may put additional safeguarding measures in place to protect both pupils, such as arranging use of a separate toilet.

If an allegation has been found to be malicious or deliberately fabricated, the school will consider if the child who made the allegation needs additional support, and will consider a referral to Social Care, if appropriate. The school will consider the wellbeing of all staff and children accused of misconduct.

Power to search and confiscate

Liden Academy may search or screen pupils in line with the DfE's latest guidance on searching, screening and confiscation:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

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

We will also confiscate any item that we determine to be a risk to the safe and orderly running of the school, such as a mobile phone that has not been handed in on request. We will confiscate knives, weapons, stolen items or any article we reasonably believe has been used to commit an offence. These items may be returned to a parent or carer after a discussion has taken place.

Items that breach confidentiality protocols may be confiscated if the child brings them to school. This includes mobile phones and smart watches.

Staff training

All staff receive annual training on safeguarding and child protection, as well as regular updates throughout the school year. They are aware that changes in a child's behaviour or emotional presentation can sometimes be an indicator of an underlying safeguarding concern, and will share any changes they observe with the school's safeguarding team.

Teaching Assistants have received training on neurodevelopmental conditions such as ADHD and ASD, and the behaviours likely to be seen as a result of these conditions. They appreciate that every child is an individual and must be treated as such. Staff have also been trained in Adverse Childhood Experiences (ACES) and how to support children who have experienced these.

Many of the school staff are Team Teach trained (see 'Use of reasonable force' section).

Individual behaviour support for children with additional needs is coordinated by the SENCO, Linzi Lawrence, and staff will receive additional training to meet the needs of specific children.

Legislative Guidance

This policy is based on advice from the Department of Education on:

- [Behaviour in Schools guidance](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools 2013](#)
- [Keeping Children Safe in Education Sept 2022](#)
- [School suspensions and permanent exclusions](#)
- [Searching, screening and confiscation at school](#)
- [SEN Code of Practice 2014](#)
- [Supporting pupils with medical conditions at school 2014](#)

In addition, this policy is based on:

- Sections 88-94 of the [Education and Inspections Act 2006](#), which requires schools to publish a behaviour policy and gives schools authority to confiscate property belonging to pupils.
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard pupils.