



Langley Mill Academy Positive Behaviour and Wellbeing Policy 2024-2027

Our Values and Vision

Langley Mill Academy is driven by our six values:

Respect - for ourselves and others in all we say and do.

Confidence - to believe in ourselves and make a positive contribution to our community.

Determination - to overcome obstacles and reach success.

Enthusiasm - to seek opportunity, find positives and pursue talents and interests.

Aspiration - to dream big and be prepared to work hard to be successful.

Kindness - to help and support others and empathise with those experiencing challenges.

These values underpin our learning behaviours and flow through our curriculum. They identify us as a team and unite us in a shared vision. Our motto is: **Live, Laugh, Learn** – living life to the fullest through learning together as a community.

This is a common language, understood, spoken and signed by us all. These values are the framework for all relationships and conversations. The children will be taught how to live out the academy values.

Working in partnership with our parents, carers and wider learning community is essential to help pupils to thrive in an inclusive environment.

Our aim is to promote a culture where everyone feels calm, safe, respected, valued and happy in an academy where confidence and independence are enhanced. We celebrate our differences in respect of disability, additional needs, gender and culture whilst ensuring that all children engage well with opportunities to learn and thereby make good progress.

Aims of this policy

- Promote, insist on and maintain high standards of behaviour to enable effective learning and to keep everyone safe.
- Provide a consistent approach to positive behaviour, promoting and supporting self-management, self-regulation and reflection.
- Develop positive learning behaviours through the creative habits: Collaborative, Disciplined, Imaginative, Inquisitive and Persistent.
- Summarise the roles and responsibilities of different people within our academy community with regards to positive behaviour.
- Outline how we reward good behaviour and how we support children if their behaviour is not as expected enabling them to reflect, accept responsibility, repair, restore and co-regulate.

As an academy, we believe that embedded values, predictable routines and restorative conversations



are the most effective ways of modifying intrinsic learning behaviours.

We also understand that there are times when behaviour displayed is not a conscious choice but a way of communicating an emotional need and we will aim to support the child and their family by seeking support from our Learning Mentor, Emotional Literacy Support Assistants, Family Support Worker and/or our Pastoral Assistant Head. In these cases, enhanced extrinsic rewards and systems will be used to promote and recognise positive behaviours.

Legal Framework

The law allows teachers and all staff, as authorised by the Head/Governors, to discipline children whose conduct falls below the standard which could reasonably be expected of them. This means that if a child misbehaves, breaks one of our academy values or fails to follow a reasonable instruction the teacher/staff member can impose a consequence on that child.

This must satisfy the following three conditions:

- The decision must be made by a paid member of Academy staff
- The decision must be made on Academy premises or while a child is under the charge of the member of staff (i.e. off -site visits)
- The decision must be reasonable in all circumstances, taking into account the age and any individual needs the child may have

Responsibilities

Governors:

- Ensure that there is a strong behaviour policy in place to support staff in managing behaviour
- Ensure that there is an effective anti-bullying strategy drawn up and implemented
- Ensure that the policy is publicised to all stakeholders and is available via the Academy website
- Evaluate the effectiveness of the policy with the Headteacher regularly
- Carry out their statutory duty relating to exclusions and disciplinary issues

Head teacher:

- Ensure the promotion of the academy values and the academy behaviour policy
- Ensure the health, safety and welfare of all staff and children
- Lead by example in the implementation of the Behaviour Policy, reinforcing the need for positivity and consistency throughout academy
- Monitor that the behaviour policy is being implemented consistently by all staff members o Reports to governors regarding the effectiveness of the behaviour policy and on the frequency of significant behaviour incidents
- Be a positive role model
- Praise and encourage positive behaviour through celebration assemblies and rewards
- Support staff in dealing with difficult and dangerous pupil behaviour
- Ensure appropriate and proportionate use of consequences
- Work closely with parents/carers of children displaying challenging behaviour



- Review the Behaviour Policy regularly
- Ensure all staff are provided with high quality CPD to support with behaviour management
- Ensure that this policy and related practice links closely with the Academy's Child Protection and Safeguarding Policy to ensure that all children are protected from harm

Senior Leadership and Management

- Support the Head teacher in ensuring that there is a strong behaviour policy in place
- Implement the behaviour policy, reinforcing the need for consistency throughout school
- Be a visible presence around the school and playground
- Assist with monitoring that the behaviour policy is being implemented consistently by all staff members
- Be a positive role model and celebrate positive behaviours seen and heard about
- Support staff in dealing with disruptive and difficult pupil behaviour
- Investigate and action significant behaviour where necessary, recording and actioning incidents on Arbor – monitor behaviour data and review provision for learners
- Ensure honest and accurate information sharing across all transition points

Lead Behaviour Professionals (Pastoral Assistant Head and Learning Mentor)

- Ensure that the behaviour policy is upheld and applied consistently by all staff
- Support all staff in managing behaviour throughout the academy
- Be a visible presence around the school and playground
- Support staff in dealing with disruptive and difficult pupil behaviour
- Investigate and action significant behaviour where necessary, recording and actioning incidents on Arbor.
- Monitor and analyse behaviour data and review provision for learners, reporting to SMT.
- Create tailored support programmes for individuals.
- Work with children who are in danger of being excluded, breaking down barriers to learning and building confidence.

All staff

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience
- Implement the behaviour policy consistently, fairly and without prejudice
- Be positive role models being calm and polite - using appropriate tone, language and volume to model good behaviour to pupils
- Provide a calm, tidy and organised classroom and prepare equipment and materials before each lesson/break/lunchtime
- Be proactive and use a range of strategies to encourage good behaviour
- Use whole academy reward systems to reward pupils follow the academy values
- Provide a personalised approach to the specific behavioural needs of individuals
- Work in partnership with the Learning Mentor to create Individual Behaviour for pupils who need additional support



- Record all significant behaviour incidents using Arbor
- Be proactive in developing good relationships with parents and children; make them feel welcome and listen to any concerns they have, celebrate success as well as sharing concerns

Rewards

Our values are displayed and signed around the academy. We celebrate those members of our community who go above and beyond to demonstrate our values by:

- Giving positive praise and feedback verbally and non-verbally (e.g. through signing, thumbs up, smiles, stickers etc)
- Awarding Dojo Points / Dollars for the 'Dojo Shop'.
- Children showing their work to another member of staff & SLT.
- Sending messages home on Class Dojo.
- Phoning home to share successes.
- Golden ticket award for 100% weekly attendance.
- Recognising intrinsic school values in Friday's values awards assembly, with parent / carer invite.
- Celebrating successes achieved in extra-curricular activities e.g. gym, sport, music gradings, though the school newsletter.

Consequences Framework: Classrooms

When dealing with behaviour incidents staff will explain to the children why the behaviour is unacceptable and how they can improve using the tiered structure below which are displayed in each classroom and in the communal areas.

Stage	Action
1	Pupils are 'Living the Values'. These are recognised and positively reinforced non-verbally using BSL. This is a common language used at Langley Mill Academy.
2	A verbal warning is given and a visual sharing of a 'values card' is placed on the pupil's desk, reminding them of the values and issuing a 'warning'. This can be removed as soon as the pupil is living our values.
3	Pupils are directed to work in a designated class 'reflection space' allowing the pupil to reflect and think. Staff will conduct a restorative conversation to get the pupil back on track.
4	Pupils are sent to work in another class for the lesson's duration (this will be a predetermined 'partner class and recorded in Arbor). When they return to class at the end of the timetabled session, they will engage in a restorative conversation with the class teacher. The class teacher will inform parents at the end of the school day.
5	Pupils require further support from the school team. This will include parental contact from the class teacher and other staff if required.



	Stage 5 behaviour will be recorded in Arbor and behaviour analysis with the Learning Mentor and SMT will determine behaviour short term targets or a behaviour plan.
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Consequences Framework: Breaks & Lunchtime

Stage	Action
1	Pupils are 'Living the Values'. These are recognised and positively reinforced non-verbally using BSL. This is a common language used at Langley Mill Academy.
2	Pupil will engage with an adult for a restorative conversation, emphasising academy values.
3	Incident will be referred to Learning Mentor & Pastoral Team for further action.

We believe that restorative conversations enable our pupils to reflect and learn how their behaviour impacts on themselves and others. All adults in academy prioritise these opportunities in response to poor behaviour choices. Conversations happen as soon after incidents as possible – when the child can self-regulate or be supported with self-regulation. Restorative conversations, framed around academy values, are most effective when the child is ready to share, talk, listen and respond.

What happened/which LMA value were you not living?
 What were you thinking/feeling at the time?
 What do you think now/how do you feel now?
 Who has been affected by this behaviour?
 What is needed to put things right?
 How can we make sure that this doesn't happen again?

Internal Escalation

As an academy we know that there will be occasions of challenging behaviour. With this in mind, we need a clear escalation policy so that children understand that this behaviour will not be tolerated by all staff.

Many behaviours will not need to reach the Senior Leadership Team (SLT) and ultimately the head teacher. There will, however, be some displays and acts of behaviour which will need to be brought to SMT/SLT attention, some of which will need to bypass certain steps in this policy, for example intentionally hurting others, or endangering others.

As mentioned previously, staff are expected to deal with behaviour incidents first and foremost. Once this has been tried, and no longer works, or repetition of the same behaviours are seen, the Learning Mentor will be the next person in the escalation process. If the behaviour continues after the Learning Mentor involvement, the SENDCo or **Pastoral Assistant Head** will be the next person in the process. After the SENDCo or Assistant Head for Pastoral support has been involved, the next person will be the Deputy Head followed ultimately by the Head Teacher. It is important for the children that this process is followed, so the person addressing the behaviour is the most appropriate person and the



escalation process is evident to the children.

The escalation process can be followed as:

1. All Staff
2. Learning Mentor
3. SENDCo or Assistant Head for Pastoral support
4. DHT
5. HT

Serious Incidents and Removal from Classrooms

In response to serious or persistent breaches of this policy, the academy may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a **serious consequence** and will only be used in response to serious misbehaviour or dysregulation. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal, some examples include:

- Physical abuse towards adults or children
- Creating a serious risk to the health and safety of self or others
- Serious deliberate damage to property
- Serious or persistent defiance/disruption
- Serious or persistent verbal abuse including swearing, racism and homophobia
- Making themselves or others very unsafe
- Children leaving the classroom or academy grounds without permission
- Bullying of any kind

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so, this may not be on the same day. The academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is being or has been removed from the classroom. The academy will consider an alternative approach to behaviour management for pupils



who are frequently removed from class, this could result in ...

- An individualised behaviour plan and risk assessment being put in place
- Nurture support during break times
- Check-ins with senior leaders or trusted adults
- Individualised plans
- SEMH pathways
- Views of parents considered and built into the provision

If deemed necessary, the academy may seek advice from behavioural support at DLT or the local authority, Early Help or refer to Social Care.

All staff are legally authorised to use reasonable, proportionate and necessary force to prevent children injuring themselves or others, committing an offence, damaging property or to maintain good order and discipline in the classroom – see Positive Handling Policy.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on Arbor.

The Headteacher will ensure that the reporting of these incidents is sent to the LA, DLT and DfE as requested.

Suspensions

There may be occasions where the headteacher may feel that a formal process should be activated to remove the child from the school temporarily. Such suspensions are an extreme step and will only take place when long-term misbehaviour is not improving as a result of the strategies implemented. Very occasionally, an incident may be serious enough to warrant an immediate suspension, e.g.:

- the use of racial or homophobic language when the child is aware of its meaning and impact causing another child significant harm (including emotional, physical, social, racist, sexual, verbal or through cyberbullying)
- physically assaulting a member of staff
- causing permanent damage to the school building and property
- when an incident of extreme seriousness has occurred, and all parties need a short period to consider the best course of action.

At the end of the suspension period, the pupil and parent/carers will be invited to a reintegration meeting, where criteria will be set down between the head teacher, parent and pupil in order that they can return to school successfully.

The Academy will take the behaviour of individual children in the community, out of academy hours, into consideration if it is deemed a risk to the safety and welfare of the academy community. Any such incidences reported to staff will be dealt with by senior leadership team at their discretion.

Anti-Bullying Strategy



Bullying is defined as behaviour by an individual or group, repeatedly over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and can be motivated by prejudice against particular groups or by actual or perceived differences between individual children. Stopping violence and ensuring immediate physical safety is obviously a academy's first priority but emotional bullying can be more damaging than physical; teachers and academies have to make their own judgements about each specific case. We ensure children understand.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, following the wider use of available technology. The wider search powers included in the Education Act 2011 give the academy stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. The Academy will contact parents in these cases and may contact other agencies such as the Police or Social Care.

Online Safety forms an integral part of our computing curriculum and children are taught how to keep themselves safe when using devices in academy and at home.

It is our aim to create an environment of good behaviour, tolerance and mutual respect that prevents bullying from being a serious problem in the first place. However, we do acknowledge that instances of bullying can occur between children and we will always listen to concerns from children or their parents. There is no single solution to bullying which will suit all parties and all incidences so we will listen, respond and deal with each concern/issue as it arises.

Our strategy will follow this process:

Prevention – we promote tolerance, understanding and mutual respect throughout our curriculum. Children are encouraged to consider the impact of their own actions on others and take responsibility for those actions. Whole academy events and assemblies also promote these values.

Intervention – we listen to concerns from children and/or parents and investigate each issue appropriately. If deemed necessary and appropriate by staff we apply disciplinary measures to children who bully in order to show clearly that their behaviour is wrong. We consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator and will provide support as well as sanctions as required.

Review – we will continue to monitor any identified incidents in order to ensure that there is no repeat.

Communication - we involve parents/carers to ensure that they are clear that the academy does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We want parents to feel confident that we treat the safety and wellbeing of their child as a priority.

Wider Community - Teachers have the power to discipline pupils for misbehaving outside the academy premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the academy premises. Where bullying outside academy is reported to staff, it will be investigated and acted on as appropriate. We may also consider whether it is



appropriate to notify the police or other agencies.

The Parent – Teacher Partnership

We believe that a successful partnership between the Academy, the child and their parents/carers is essential. Class teachers or senior leaders will take the lead role in communicating with parents/carers where the academy has concerns around their child's behaviour. We will actively encourage all parents/carers to engage with us and work in partnership to improve behaviour and outcomes for their children. All staff at the academy will respect the relationship with parents/carers and strive to ensure this is a positive relationship which supports their child's achievements.

Where parents do not engage positively the senior leadership team may have to take a decision as to whether the parent/carers in question should be asked not to come on to the academy premises. In extreme cases senior leadership team reserve the right to ban parents/carers from the premises and seek support from the police.

Inclusion & Equity

We are all responsible for our actions and we will help all pupils learn to make the right choices, understanding the effect of their actions on others. Where it is the case that a pupil is finding it difficult to respect the rights of others, or where a pupil's behaviour has been identified as a barrier to their own or other learning, then academy and parents will work swiftly together to plan a way forward.

A behaviour plan will be implemented which will identify strategies that will be used at academy (and maybe at home) to support positive changes.

Class teachers will liaise with the SENDCO/Learning Mentor and leadership team for advice on strategies and to discuss support.

The academy will work with other professionals such as Behaviour Support and Educational Psychologists to gain the best advice and support for children, academy staff and families.

The academy recognises its legal duty under the Equality Act 2010 to prevent children 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 academy's SENDCO 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. Staff will not explain or justify to parents or other children about the needs of others, or their approaches to managing certain behaviours.



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 and 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. 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 for more information on responding to allegations of abuse against staff or other pupils.

Confiscation and Safe-Searching

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. The academy will not be responsible for any damage to prohibited items brought in.

We will also confiscate any item that is harmful or detrimental to academy discipline. These items will be returned to parents after discussion with senior leaders.

Searches will only be carried out by two members of staff, known to the child under the authorisation of the SLT. Parents would be informed before a search is conducted and invited to be present, where possible.

- Subject to the exception below, the authorised members of staff carrying out the search will be of the same sex as the pupil.
- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or



deputy) or pastoral member of staff who may have more information about the pupil.

During this time the pupil will be supervised and kept away from other pupils.

- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the pupil has agreed.
- An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the academy premises or where the member of staff has lawful control or charge of the pupil, for example on an academy trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation
- The authorised member of staff can use reasonable force to search for any prohibited items, harmful to themselves or others.
- An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.
- ‘Outer clothing’ includes:

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes or boots

Informing the designated safeguarding lead and SLT

The staff members who carried out the search should inform the DSL or SLT without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.
- If they believe that a search has revealed a safeguarding risk

All searches will be recorded on MyConcern.

Support after a search

Irrespective of whether any items are found as the result of any search, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed.

If this is the case, staff will follow the academy’s safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.



Behaviour monitoring arrangements

This behaviour policy will be reviewed by the headteacher every year and will report to the governing body on its effectiveness and if necessary make recommendations for further improvements. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. Racial or bullying incidents including child on child abuse, sexual harassment and sexual abuse of any kind are reported and records of such instances are reported to Governors on a termly basis. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the policy is administered fairly and consistently.

Monitoring and evaluating academy behaviour

- The academy will collect data on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and fixed term suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

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

- 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. If any trends or disparities between groups of pupils are identified by this analysis, the academy will review its policies to tackle it.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Anti-Bullying Policy Legislation and statutory requirements
- Positive Handling Policy
- Academy Values

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

- Behaviour and discipline in schools and academies
- Searching, screening and confiscation at academy
- The Equality Act 2010
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2023 (applies from 1 September 2023)
- Use of reasonable force in academies



- Supporting children with medical conditions at academy It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.