



**BrightTribe**  
learn grow prosper

## **ALAT and Bright Tribe Trust Behaviour Policy**





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## 1. Mission Statement

Adventure Learning Academy Trust (ALAT) and Bright Tribe Trust (Bright Tribe) bring a new energy and approach to providing the best education for our students. Through proven practices, ALAT / Bright Tribe will transform the learning of students, raise standards and provide the highest quality learning environments, enabling students and teaching staff to thrive and be the best. ALAT / Bright Tribe's aim is to break down the barriers that limit educational progress. We do this through adopting a personal learning pathway for every child – one that takes account of individual needs, aspirations and talents.

ALAT / Bright Tribe's values:

### Learn

Provide the best education for every student.

Ensure the highest quality teaching and learning.

Work with the family, parent or carer.

### Grow

Grow our students' futures.

Develop the best teaching staff.

Provide the best learning environment and supporting technology.

### Prosper

Lead the way in education.

Realise the opportunities.

Be connected to the community.

## 2. This policy

This behaviour policy links to other academy policies and documents including:

- Special Educational Needs
- The Home-School Agreement
- Keeping Children Safe in Education
- Educational Visits Policy
- Equality Policy
- Anti-bullying Policy

It also makes reference to DfE statutory guidance and documents that should be read alongside this policy.

These include:

- The School Discipline(Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- Equality Act (2010)
- Behaviour and discipline in school: Advice for headteachers and school staff (2016)
- Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies
- DfE and ACPO Drug Advice for Schools
- Use of Reasonable Force
- DfE Screening, Searching and Confiscation
- Exclusion from maintained schools, Academies and pupil referral units in England 2012 (updated 2015)
- DfE Dealing with allegations of abuse against teachers and non teaching staff.

Where the terms 'school' and 'headteacher' are used these interchangeable with those of 'academy' and 'principal'.

This behaviour policy is published on the Academy's website and copies are also available on request. These can be obtained from the Academy's main reception.

### 3. Core behaviour principles

The core principles in this policy are set by ALAT/Bright Tribe Trust to ensure that all - pupils, parents and staff have a shared understanding of the standards of behaviour that the Trust expects from its academies. The policy's aim is to promote an environment that is most conducive to learning and that enables our pupils to achieve their best.

The Academy's Principal is responsible for developing and implementing the behaviour policy as those core principles apply to Liskeard Hillfort Primary School. This includes certain legal responsibilities with the aim of:

- Promoting appropriate behaviour, self discipline and respect
- Preventing bullying
- Ensuring that pupils comply with staff requests with regards to conduct and completion of assigned work
- Regulating the conduct of all pupils.

The Principal of Liskeard Hillfort Primary School decides:

- The precise standard of behaviour expected of pupils at the academy
- How that standard will be achieved
- The Academy Rules
- Rewards for good behaviour
- Disciplinary penalties for breaking the rules.

Liskeard Hillfort Primary School promotes standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility for self and others. We aim to foster an environment which encourages, reinforces and supports appropriate behaviour and promotes care and respect for the academy environment.

### 4. Our behaviour values

#### **High expectations**

At Liskeard Hillfort Primary School we expect all pupils to behave appropriately and to the best of their ability. There will be a rigorous approach to behaviour with high expectations set even before the pupils arrive at the Academy. Expected standards for pupil behaviour are clearly set out in our Home School Agreement. Young persons wishing to attend the academy will need to agree and sign this. Parents will also be expected to sign and to support the Academy in maintaining these standards.

#### **Leading by example**

Every effort will be made to help pupils behave appropriately. Staff will be expected to lead by example and to model courteous and considerate behaviour. Pupils will be treated with respect and good manners. In return staff and visitors will expect to be treated politely and respectfully by pupils.

#### **Supporting pupils to improve their behaviour**

We understand some pupils will be working to improve their behaviour and we will support them to achieve this. We will use a stepped approach to behaviour improvement with short term goals negotiated and agreed. There will be clear explanation of expectations in reducing instances of inappropriate behaviour and each pupil working towards set behaviour targets will have an individual behaviour plan. All staff will be made aware of the targets on the behaviour plan and will use those strategies outlined as being most successful for supporting the pupil.

### **Promoting positive behaviour**

Liskeard Hillfort Primary School seeks to create an environment which encourages, reinforces and supports positive, acceptable behaviour. Wider society expects acceptable behaviour as an important outcome of the education process. Consequently pupils at the Academy will be expected to promote and display positive, appropriate behaviour and become role models for their peers.

At Liskeard Hillfort Primary School we employ the 'Good to be Green' system which employs a staged approach to challenging poor behaviour. In turn, the teacher will:

- Offer a verbal reprimand – a reminder to make positive choices
- Ask the pupil to turn their behavior card to 'yellow' – this is accompanied by a period of reflection at the 'time-out' table
- Ask the pupil to turn their behavior card to 'red' – following which the child will be taught in the other classroom in that year group.
- If poor behavior persists, the senior member of staff who is on call attends and removes the child from the classroom. Parents/Carers will be contacted and the matter is taken from there.

### **Fairness**

Liskeard Hillfort Primary School will outline clearly what are acceptable standards of behaviour and ensure a consistent approach in responding to positive and negative behaviour.

We will ensure that the academy's expectations of behaviour are clear and understood by all staff, pupils and parents/carers.

The academy will encourage a whole academy and home involvement in the implementation of this policy and ensure that there is fair treatment for all regardless of age, gender, race, ability and disability.

## **5. The role of parents**

All parents are asked to sign a Home School Agreement that outlines their responsibilities and those of Liskeard Hillfort Primary School; including those around behaviour and attendance.

### **Attendance**

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. Where their child is a registered pupil at the Academy parents must ensure that their child attends punctually and regularly. If they do not, the Academy or local authority may ask them to sign a parenting contract or may issue a £50 penalty. The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or may apply to the courts for an education supervision order in respect of the pupil.

In the event of their child being excluded from the Academy, parents must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of the exclusion.

### **Behaviour**

Parents have a clear role in making sure their child is well behaved at Liskeard Hillfort Primary School. If they do not, the Academy or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents will also be expected to support their child and work with the Academy where their child is working to improve his or her behaviour through an individual behaviour plan.

## 6. Working with other agencies

The school recognises the legal duty of care under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN). For some pupils their behaviour difficulties may be so severe and complex that they may require a more sensitive and differentiated approach through the development of an Education Health and Care Plan. This will be determined by the SENCO and through Educational Psychologist advice. (See the Special Educational Needs and Disability Policy for more details).

We also recognise that specialist behaviour intervention is required for some situations and for pupils who continue to exhibit inappropriate behaviour despite our efforts to help them. These will be referred to the Special Education Needs Co-ordinator (SENCO) for further investigation. In some cases the advice of an Educational Psychologist will be sought.

## 7. Behaviour for learning

Rather than focusing on unwanted behaviours, at Liskeard Hillfort Primary School we believe in creating a positive 'can do' environment to help pupils understand the behaviour skills they need for learning - what the teacher wants them to do and why this will help them to learn. We believe putting a value on positive behaviours enables and maximises learning.

How our teachers establish a positive climate for learning is crucial to this. It begins with recognition that this is a core element and one that is directly under their influence. The teachers at Liskeard Hillfort Primary School will use approaches that aim to promote learning behaviour – those that develop positive relationships and an appropriate emotional climate in the classroom. These approaches will:

- Be positive – emphasising expectations, not negative behaviour
- Be centred on effective relationships between pupils, and between pupil and teacher
- Value and reward behaviour that maximises pupil learning
- Set attainable targets for behaviour, based on individual pupils' circumstances
- Be relevant and be consistently applied to all pupils at all stages.

## 8. Choices and consequences

At Liskeard Hillfort Primary School rewards will be used to encourage and reward appropriate behaviour. Sanctions are applied in cases of unacceptable or inappropriate behaviour.

At Liskeard Hillfort Primary School we believe all pupils have responsibility for their own actions.

Supporting our pupils to make choices and to understand that they must take responsibility for their own actions is an important part of their learning. It supports the Academy's aim that our pupils leave the Academy respectful of, and as positive contributors to, their communities and their peers.

At Liskeard Hillfort Primary School pupils are responsible for ensuring that they understand the Academy's rules, behave appropriately and fully understand the consequences and rewards resulting from the decisions and actions they take. Academy Rules and Codes of Conduct are clearly communicated and displayed, and all pupils are asked to sign the Academy's Home School Agreement alongside their parents.

Where there are instances of inappropriate behaviour, pupils will always be warned about the consequences of their choice – whether to continue in the behaviour or to take an alternative course of action (where required this will be clearly explained). This allows pupils to make an informed choice and to take responsibility for their actions.

Pupils will be allowed to make choices so they can take responsibility for their own behaviour (see below).



It will be made clear to pupils at all times that choosing a particular behaviour will also be choosing a consequence.

Liskeard Hillfort Primary School aims to use the above in an open and fair manner and there will be a high level of individual support, coaching and mentoring so all pupils are encouraged to achieve.

However, we reserve the right to use the full range of sanctions available, including fixed term exclusions and in the case of the most serious incidents, the involvement of the Police and permanent exclusion.

## 9. Core behaviour guidelines

In Liskeard Hillfort Primary School the following behaviour guidelines will apply:

- Liskeard Hillfort Primary School believes all teachers have the right to teach, all pupils have the right to learn and everyone has the right to be treated with respect and dignity
- Pupils, with the support of parents/carers, will attend the academy on time
- Pupils are required to attend all timetabled lessons unless written permission is obtained from the appropriate member of staff
- Any uniform or protective clothing pupils are required to wear will be correctly worn and pupils will maintain a good standard of personal presentation
- Pupils will ensure they have the required equipment to carry out their learning tasks and will complete assignments on time
- Mobile phones are to be switched off during the school day (except if directed to use them by a member of staff)
- Extremes of hair fashions and make-up are not allowed
- Medic alert bracelets and necklaces may be worn and need to be visible
- No personal jewellery is to be worn other than a wristwatch and plain stud earrings
- All academy buildings and equipment will be used properly and with respect. We expect pupils to keep any books or ICT equipment issued to them in good order and not to damage them

- All staff and pupils will aim to maintain the highest standard of appropriate behaviour at all times.

## 10. Consistent behaviour management

The Senior Leadership Team at Liskeard Hillfort Primary School will ensure that there is a consistent approach to the management and organisation of learning and teaching and the awarding of rewards and sanctions.

All staff will be expected to use appropriate behaviour management strategies including, wherever necessary, the teaching of appropriate behaviour.

There will be an ongoing programme of staff development and support in place to ensure everyone is clear about the strategies and methods staff must use to ensure a consistent approach to behaviour management. This includes regular training with regards to behaviour monitoring, management and the promotion / development of appropriate behaviour in individual pupils and groups of pupils.

The Academy will also have very effective pastoral and pupil support systems, to ensure pupils can be guided and helped to behave appropriately.

Liaison with parents is very important in promoting excellent behaviour. We will have parent/carer support systems in place to help these to develop strategies to help their child both at home and in the Academy. Where there is a more complex family need, we will liaise with other agencies as appropriate.

Rewarding positive behaviour

The Principal is responsible for deciding and implementing the reward systems used in the Academy, the circumstances of behaviour in which rewards may be made to pupils and the process by which reward recommendations are made by academy staff. The academy will use a variety of rewards to support this behaviour policy.

The reward system and the procedures for making rewards will be clearly communicated to all pupils and staff.

Praising and rewarding pupils for positive learning behaviour and for upholding the principles of honesty, respect, consideration and responsibility for self and others will be a strong feature of the Academy's approach.

## 11. Addressing poor behaviour

### Teachers' powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the legal power to discipline pupils whose behaviour is unacceptable, who break the Academy's rules or who fail to follow a reasonable instruction.

This power applies in the Academy and also outside of school in certain circumstances and includes the authority to impose detentions, to confiscate a pupils' property and to exclude the pupil where this sanction becomes necessary as a last resort.

This policy aligns with the description of what the law allows in the DfE Behaviour and Discipline in School: Advice for headteachers and school staff (2016)

## 12. Sanctions

The Academy will also use sanctions in cases of unacceptable behaviour. In the use of sanctions the following will be used:

- All staff will clearly state why a sanction is being applied and will use a process of verbal and written warnings

- Staff will clearly state the changes the pupil will have to make to comply with the behaviour policy
- Where necessary, staff will use a method of withdrawal, to restrict the pupil's opportunity to continue with inappropriate or unacceptable behaviours
- Staff will encourage the pupil to apologise for their unacceptable behaviour verbally and/or in writing as is deemed appropriate
- If deemed appropriate parents/carers will be invited to attend discussions relating to the pupil's behaviour
- A note of any discussion with parents/carers about their child's unacceptable behaviour (whether by telephone or in a meeting) will be recorded
- For serious misdemeanours/cause for concern or if there is a developing pattern of inappropriate behaviour, a written note will be made on the pupil's performance record and any subsequent action will be recorded
- In exceptional circumstances the academy may wish to involve and use specialist external support and the use of specialist teachers.

### **Unfounded malicious allegations against a member of staff**

Where a pupil makes an unfounded malicious allegation against a member of staff, the pupil will be either internally or externally excluded. The terms of the exclusion will depend on the nature and seriousness of the allegation. Some pupils may also need to be referred to an Educational Psychologist for assessment.

This does not affect the Academy's responsibilities in relation to safeguarding. Allegations of abuse must be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

### **Disciplinary measures**

The range of disciplinary measures the Academy uses will be clearly communicated to academy staff, pupils and parents. These can include:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as punishment, such as writing lines or an essay
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days)
- Missing break time
- Confiscation, retention or disposal of a pupil's property
- Detention including during lunch-time, after school and at weekends
- Academy- based community service or imposition of a task – such as picking up litter or weeding academy grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring
- In more extreme cases, Principals may use temporary or permanent exclusion.

## **13. The use of detention**

This policy aligns with the description of what the law allows in the DfE Behaviour and Discipline in School: Advice for headteachers and school staff (2016)

The Academy has the legal power to put pupils under the age of 18 in detention. The Principal decides which members of staff can impose detentions in the Academy. This may include all staff, including support staff.

Parental consent is not required for detentions.

Detentions can be imposed outside normal hours on a school day, on an inset or non-teaching day and at weekends (except the weekend preceding or following the half term break). Where a detention is outside of school hours, the Academy will give parents 24 hours' notice, in writing.

The Academy will take any safeguarding factors into account when imposing a detention – for example ensuring suitable travel arrangements can be made for the pupil.

With lunchtime detentions, the Academy will allow reasonable time for the pupil to eat, drink and use the toilet.

## 14. Exclusion

Please refer to 'Exclusion from maintained schools, Academies and pupil referral units in England 2012'.

The Government supports headteachers in using exclusion as a sanction where it is warranted. At Liskeard Hillfort Primary School exclusion will be avoided wherever possible with early intervention made to identify and address underlying causes of disruptive behaviour as soon as possible.

The Principal decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole academy community.

Wherever practical, the Principal will give pupils an opportunity to present their case before taking the decision to exclude.

While exclusion may still be the appropriate sanction, the Principal will take account of any contributing factors identified after an incident of poor behaviour has occurred. For example if a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

### **Fixed period exclusion**

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). This can include exclusion from the academy's premises for lunchtime periods (counted as a half-day exclusion). The behaviour of pupils outside school can also be considered as grounds for exclusion.

A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion where this is justified.

### **Permanent exclusion**

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the academy's behaviour policy; **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the academy.

### **Parents' right to appeal**

Depending on the type of exclusion, in most cases parents will have the right to make representations to the local governing body (or discipline committee). In all cases of permanent exclusion, parents will have the additional right to appeal to an independent appeal panel.

### **Pupils' education while excluded from school**

Liskeard Hillfort Primary School has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. The Local Authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents must take responsibility for their child if they are excluded from school, and must ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or Local Authority may issue a penalty fine.

## 15. Confiscation of inappropriate items

This policy aligns with the description of what the law allows in the DfE Behaviour and Discipline in School: Advice for headteachers and school staff (2016)

The law enables academy staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The law also protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Any item which staff consider to be dangerous or criminal must be brought to the attention of a senior member of staff immediately.

The Principal decides whether an item is to be confiscated and retained or disposed of.

### **Confiscated items**

At Liskeard Hillfort Primary School) staff confiscating items should hand these into a relevant member of the support staff as designated by the Principal as soon as possible. They must also complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff's name. The confiscated item must not be given to another pupil to hand in or be left in an unsecure area at any time.

### **Return of confiscated items**

Except where the Academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters etc., items confiscated by the Academy can be collected by parent/carers that evening or a subsequent day.

Pupils cannot collect any item themselves until the end of the half-term period. For example where a pupil has their mobile phone confiscated they cannot collect the phone themselves until the end of the day on the last day of that half-term.

Expensive items such as electronic equipment, jewellery etc. will be confiscated and held by the Academy for a period of one year. If the item has not been reclaimed at the end of the year, then the Academy reserves the right to destroy the item.

### **Confiscation of drugs and alcohol**

Where the Academy staff find controlled drugs or substances that are suspected of being controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.

Where the Academy finds other substances that are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include so called 'legal highs'.

Where alcohol is found this may be retained or disposed of. Where it is retained it may be returned to a parent/carer but not to the pupil.

### **Stolen items**

Where stolen items are found these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner, or retained or disposed of where returning them to their owner is not practicable if the Principal thinks that there is a good reason to do so.

### **Smoking materials**

Tobacco or cigarette papers may be retained or disposed of as academy staff think appropriate..

### **Fireworks**

Where fireworks are found these may be retained or disposed of but may not be returned to the pupil.

### **Pornography**

Academy staff finding a pornographic image may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the Academy carries out its own investigation.

Extreme or child pornography must always be handed over to the police.

### **Articles that have been or could be used to commit an offence, cause personal injury or damage to property**

Where found these should be delivered to the police or returned to the owner. They may also be retained or disposed of.

Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the Academy carries out its own investigation.

### **Any item banned under the Academy's rules**

Academy staff should take into account all relevant circumstances and use their professional judgement to decide whether to return the item to its owner, retain it or dispose of it.

## **16. Power to use reasonable force**

Please refer to Section 93 and 95 of the 'Education and Inspections Act 2006' and DfE guidance 'Use of reasonable force - Advice for headteachers, staff and governing bodies'.

All Academy staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This includes people who the Principal has temporarily put in charge such as unpaid volunteers or parents/carers accompanying pupils on an Academy organised visit.

The Principal and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The Academy Principal may also identify additional items in the Academy Rules which may be searched for without consent. Force cannot be used to search for these items.

### **Types of force deemed to be reasonable:**

- Passive physical contact resulting from standing between two pupils or blocking a pupil's path
- Active physical contact such as leading a pupil by the hand or arm; ushering a pupil away by placing a hand in the centre of his back; or, in more extreme circumstances, using appropriate restrictive holds.

### **When reasonable force can be used**

Decisions on whether circumstances justify the use of reasonable force will depend on:

- The seriousness of the incident
- The chances of achieving the desired result by other means
- The relative risks associated with physical intervention compared to using other strategies.

Where possible a clear oral warning to the pupil that force may have to be used should be given.

Examples of situations that particularly call for judgements of this kind are:

- A pupil attacking another pupil or member of staff
- Pupils fighting and hence causing risk of injury to themselves or others
- A pupil committing, or on the verge of committing, deliberate damage to property
- A pupil is causing, or at risk of causing, injury of damage by accident, rough play, or by the misuse of dangerous objects or materials
- A pupil persistently refuses to follow an instruction to leave the classroom
- A pupil is behaving in a way that seriously disrupts a lesson; or
- A pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

### **Recording use of force incidents**

All incidents where force has been used must be recorded, signed and dated using a pro forma which is available from the Principal and which should follow a standard format. The record will need to give the details of anyone who witnessed the incident.

## **17. The learning environment**

The Academy recognises that management of learning spaces and teaching methods play an important role in influencing pupil behaviour. The learning environment will offer a clear and visible message as to how pupils' efforts are valued.

The leadership team will also ensure that there is consistency in the organisation of spaces and facilities across the building and outside spaces so that all aspects of the academy environment help to promote good behaviour.

Where pupils experience behavioural difficulties or have communication difficulties it is recognised that acceptable behaviours may have to be explicitly modelled and taught

Some pupils with recognised behaviour difficulties may need support to achieve acceptable behaviour and it is recognised that some behaviours may not be achievable for all pupils. The Academy will ensure that every pupil understands what appropriate behaviour is for them.

We recognise that the relationship between the teacher and the pupil, strategies for encouraging appropriate behaviour, arrangements of furniture, access to resources and display will all have a bearing on how pupils behave.

Codes of Conduct for expected behaviour in the academy environment and in different learning spaces and settings will be clearly displayed for all members of the academy community. These should be accessible to all pupils and staff and explained in terms they understand.

The Principal decides the Academy's Codes of Conduct for classrooms and other learning spaces. Core principles are set out below:

- Treat others and their work with respect
- Everyone should work in a way that allows learning to take place
- Always arrive to learn well-prepared and on time
- All work and task deadlines will be clearly stated, kept to by staff and completed on time by pupils
- Take care of all learning spaces, the general environment and the surrounding local community.

Specifically this means:

- It is inappropriate to eat or chew in learning spaces
- Pupils should listen to each other and take turns to talk
- Pupils should work where directed by the appropriate adult
- Pupils should remove outdoor clothing in indoor learning spaces
- Pupils should wear any protective clothing provided
- Pupils in work experience placements will still act within the Code of Conduct.

In addition to the specific Code of Conduct for Learning Spaces (above) there are general rules for the whole academy buildings and site.

- Everyone who is part of the learning community should give and receive respect
- Pupils must have permission to be out of learning sessions
- It is strictly forbidden to smoke on academy premises
- Everyone must respect the safety and well-being of other people.

## 18. Student behaviour off the academy site

Please refer to Section 89(5) of the 'Education and Inspections Act 2006' and what the law allows in the DfE Behaviour and Discipline in School: Advice for headteachers and school staff (2016)

The Academy has the power to discipline pupils for misbehaving outside of the school premises.

Liskeard Hillfort Primary School sets high expectations for positive, appropriate behaviour, as is reasonable, when pupils are off the academy site. This includes behaviour on activities arranged by the Academy such as:

- Educational visits and sporting events
- Behaviour on the way to and from the Academy
- Behaviour when accessing other learning settings
- Work experience placements

The Academy will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account:

- The severity of the inappropriate behaviour
- The extent to which the reputation of the Academy has been affected
- Whether the behaviour in question was on the way to or from the Academy, outside the entrance, or otherwise in close proximity to Academy.

The Academy will also consider any repercussions for the orderly running of the academy and/or whether the behaviour might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Account will also be taken as to whether the pupil was on work experience, taking part in a themed enterprise or community project, or participating in a sports event with another academy i.e. when the pupil might reasonably be expected to act as an ambassador for the Academy and which might affect the chance of opportunities being offered to other pupils in the future.

Many learning activities will take place away from the academy premises. Behaviour during such activities will be dealt with in the same way as for any other on-site activity.

Behaviour during off-site extended activities which are not supervised by academy staff will be dealt with in the same in the same way as described above. The term 'staff' refers to anyone employed by the academy to deliver a learning experience or activity.

## 19. Communicating the rules for behaviour out of the academy

Liskeard Hillfort Primary School will work with any transport providers to agree how behaviour on public or contract transport should be addressed. We will make clear statements about rewards and consequences (including loss of access to transport) to improve behaviour. Expectations will be made clear through a 'safe travel' lesson as part of the PSHE curriculum.

The Academy may discuss policies relating to offsite behaviour with local groups such as Neighbourhood Watch, retail staff, street wardens and police to establish clear communication routes and operational strategies. This is often an effective way to manage complaints by individuals in the community.

The academy will, through standard communication routes, set out how parents can;

- Report inappropriate offsite behaviour of specific pupils
- Be assured that close liaison as necessary with neighbourhood police teams or other agencies, such as transport providers, can deal with the issues.

A standard procedure for applications for educational visits will include clear statements to parents and pupils about behaviour standards and processes. (See Education Visits Policy)

Information for staff will include clarity around expectations and procedures related to transport, educational visits, and work experience and college placements. It will also make clear to staff the procedures related to inappropriate conduct by pupils when off-site.

## 20. Monitor and review of this behaviour policy

The review of this policy is the responsibility of and is monitored by the Principal. This includes;

- An annual review of behaviour rewards and sanctions
- Liaison with staff to gather their views and inform them of any changes
- Carrying out a regular audit of behaviour incidents to ensure the Academy is delivering an effective programme that meets the needs of all of our pupils.

Parents and pupils will also be encouraged to give their views.

This policy is monitored on a day-to-day basis by the Principal. The Principal reports to ALAT/Bright Tribe Trust and the governing body about its effectiveness.

This policy will be reviewed formally every two years and more often if there are changes to relevant legislation.





**BrightTribe**  
learn grow prosper

**Adventure Learning Academy Trust**

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