Leicester Tigers Foundation Behaviour Policy

1. Introduction

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define unacceptable behaviour, including bullying.
- Outline expected student behaviour.
- Outline our system of rewards and sanctions.
- Encourage students' academic success.
- Create a safe, supportive, and inclusive learning environment for students to excel.
- Prepare students for success in adult life.

2. Roles and Responsibilities

Children:

- Act as positive role models for peers.
- Support the implementation of this policy and adhere to agreed rules and consequences.
- Conduct themselves with sensitivity to others' feelings.

Delivery Staff:

- Serve as positive role models.
- Manage student behaviour using varied strategies and outside agency recommendations.
- Follow procedures for addressing all types of behaviour.
- Set targets to improve students' understanding of appropriate behaviour.

Outside Agencies:

- Include Behaviour Support Team, Special Needs Teaching Service, Educational Psychology Service, Child Behaviour Intervention Initiative, The Princes Trust, and YOTs.
- Participate in meetings to discuss and advise on individual behaviour plans.
- Consult on policy development.

Parents:

- Maintain communication with the Foundation Team.
- Support the policy and its implementation.
- Attend meetings about their child's needs, including behaviour reviews.
- Liaise with the Foundation Team for consistent behaviour management.

3. Definitions of Inappropriate Behaviours

- Refusal to follow instructions.
- Truancy.
- Rudeness or swearing towards staff.
- Physical aggression and fighting.
- Bullying (see below).
- Racism, homophobia, transphobia, and religious bigotry.
- Possession of drugs, alcohol, or weapons.
- Vandalism and theft.
- Striking or threatening staff.

Note: Zero tolerance for knives/weapons, drugs, and physical aggression towards staff will result in permanent exclusion.

4. Bullying

Definition: Bullying involves repetitive, intentional harm by one person or group to another, where there is an imbalance of power.

Types of Bullying:

- **Prejudice-based:** Racial, faith-based, gendered, homophobic, transphobic, and disability-based.
- **Sexual:** Sexual remarks, material, gestures, unwanted attention.
- **Verbal:** Name-calling, sarcasm, spreading rumours.
- **Emotional:** Excluding, tormenting.
- **Cyber-bullying:** Online harassment via social networking sites, messaging apps, or gaming sites.
- **Physical:** Hitting, kicking, pushing, and other forms of violence.

5. Responding to Behaviour and Classroom Management

Positive Behaviour:

- Create and maintain a stimulating environment.
- Develop positive relationships with students.
- Use positive reinforcement and rewards such as praise, awards, and certificates.

Inappropriate Behaviour:

- Consider whether SEND impacts the student's behaviour.
- Use supportive interventions and consequences, including verbal reprimands, parental contact, and behaviour contracts.

Sanctions:

- Verbal reprimands.
- Confiscation of property.
- Time out or removal from class.
- Parental meetings and behaviour contracts.
- Withdrawal from activities, managed moves, suspensions, or permanent exclusion.

6. Exclusions

Short-Term Exclusions:

- For up to 5 school days.
- Immediate parental notification.
- Arrangements for completing missed work.

Long-Term Exclusions:

- For more than 5 school days and up to 45 school days.
- Formal meeting with parents.
- Written notification with appeal information.
- Education plan for continued learning.

Permanent Exclusions:

- Decision made after all other measures.
- Detailed investigation and formal meeting with the Board of Trustees.
- Written notification with appeal rights and alternative provisions.

7. Safety When Sending Children Home

- Contact parents/guardians immediately to arrange collection.
- Supervise the student until collected.
- Provide clear instructions on behaviour and follow-up actions.
- If collection is not possible, contact social services or make alternative arrangements.

8. Reintegration Process

Planning:

- Develop a reintegration plan with parents.
- Review student's behaviour and academic progress.

- Set clear expectations and goals.

Support:

- Assign a key staff member for support.
- Regular check-ins and adjustments to the behaviour plan.

Review:

- Assess student's progress after reintegration and make necessary adjustments.

9. Confiscation and Searches

Confiscation:

- Prohibited items will not be returned.
- Harmful items will be returned after discussion with parents.

Searching a Student:

- Searches conducted by authorised staff with safeguarding support.
- Ensure dignity and safety.
- Record and report searches.

Reasonable Force:

- Use as a last resort.
- Minimum force, maintaining safety and dignity.
- Record and report incidents.

10. Safeguarding and Support

- Monitor behaviour for signs of harm or safeguarding issues.
- Follow Child Protection and Safeguarding policy.
- Support for vulnerable pupils and those with SEND.

Suspected Criminal Behaviour:

- Assess and report to the Police if necessary.
- Preserve evidence and follow up with Children's Social Care.

11. Legislation and Statutory Requirements

- Behaviour and discipline advice from DfE.
- The Equality Act 2010.
- Keeping Children Safe in Education.

- Exclusion and suspension guidelines.
- Use of reasonable force.
- Special Educational Needs and Disability (SEND) Code of Practice.

Policy reviewed in Sep 24. Next review in Sep 25