

Lift Schools documents

Behaviour Local Arrangements

Name of school	Lift Lea Forest
Last reviewed	September 2025

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Introduction

As part of Lift Schools, Lift Lea Forest follows the trust wide behaviour policy which in turn, follows the [DfE guidance on behaviour in schools](#), which was updated in February 2024, largely with respect to mobile phones in schools.

These local arrangements are designed to give more details about how the school will fulfil the trust wide policy and outline the school values, expectations, praise systems, response to poor behaviour and systems to address contributing factors eg. SEND needs and the use of mobile phones.

School culture and values

This school is committed to the very highest standards of behaviour. We are relentless in our pursuit that no student's learning will ever be negatively impacted by the behaviour of others.

We intend all our students, regardless of background, to become thoughtful, brave, inquisitive and independent thinkers. We aim to challenge our students through a rich learning journey, and, as a result of a broad and balanced academic curriculum and the wider curriculum experiences we offer, students are empowered to broaden their interests, develop their character and become responsible people who contribute positively to their community.

It is every student's right to study in an environment that is calm, purposeful and orderly.

Where students are unable to comply with these expectations, there will be both sanction and support. The school believes sanctions help students to understand that they have fallen below our expectations and those of society generally and support helps them to be able to better shape their future choices.

School expectations

At Lift Lea Forest, we are committed to maintaining the highest standards of behaviour, both within the school environment and beyond the school gates. Our expectations are

designed to ensure that all pupils conduct themselves in a respectful, responsible and safe manner at all times, reflecting the values and ethos of our school community.

Punctuality and Attendance

Pupils are expected to arrive at school and to lessons on time, fully prepared and ready to learn. Consistent punctuality is an important part of developing responsibility and respect for others. Any repeated lateness will be followed up in line with the school's attendance and punctuality procedures.

Expectations in Lessons

During lessons, pupils are expected to:

- Follow staff instructions promptly and respectfully.
- Remain engaged and focused on learning activities.
- Treat peers and staff with courtesy and respect at all times.
- Take pride in their work and strive to do their best.
- Contribute positively to the classroom environment and avoid behaviour that disrupts learning.

Behaviour in lessons is managed through the school's **warning system** and, where necessary, **negative Dojos** may be issued in line with our behaviour procedures.

Movement Around School

We place strong emphasis on positive behaviour in shared spaces. To ensure a calm and safe environment, pupils are expected to:

- Walk quietly and sensibly around school, keeping to the **left-hand side** of corridors and stairways.
- Show consideration to others by allowing space for movement and keeping noise levels low.
- Follow instructions from all members of staff at all times.

Each fortnight, the school introduces a **behavioural focus** (e.g. corridor etiquette, playground conduct) to support pupils in developing specific social and behavioural skills.

Conduct Outside the Classroom and Beyond the School Gates

High standards of behaviour are expected at all times, including during break and lunchtimes, school visits, and when travelling to and from school. Pupils represent Lift Lea Forest in the wider community and should demonstrate respect and responsibility in all settings.

Uniform and Presentation

Pupils are expected to wear the correct school uniform, which consists of:

- A **blue sweatshirt** (branded or unbranded)
- A **white shirt or polo shirt**
- **Grey trousers, shorts, or skirt**

Details of the full uniform requirements are outlined in the **School Uniform Policy**. Failure to adhere to the uniform expectations may result in a sanction in accordance with the school's behaviour procedures, unless there is a valid reason communicated by parents or carers.

Promoting positive behaviour

At Lift Lea Forest, we are committed to cultivating a positive and respectful school environment. To reinforce good behaviour choices among our pupils, we employ a multifaceted approach that includes:

Verbal Praise: Our teachers and staff consistently employ verbal praise to acknowledge and appreciate pupils' positive behaviours. Encouraging phrases like "Well done" or "Great effort" serve to reinforce these behaviours.

Dojos: Throughout the academy, we employ an electronic reward system known as 'Dojos.' This system enables staff members to promptly recognise and reward pupils for their positive behaviour. Dojos are tracked electronically, and parents have convenient access to their child's Dojo account, ensuring transparency and allowing them to stay informed about their child's received Dojos and the reasons behind the rewards.

House Points: Our school is divided into houses, with pupils learning house points for exemplifying positive behaviour. Regular competitions and rewards are integral to promoting a culture of good behaviour throughout the school.

Congratulations Assemblies: On a weekly basis, we conduct special assemblies to acknowledge and celebrate the remarkable achievements of individual pupils or groups. Certificates are presented to recognise their outstanding efforts, fostering a sense of accomplishment and pride.

Wonderwalls: At Lea Forest Academy, we've designated spaces referred to as 'Wonderwalls' where we proudly display exceptional work and achievements by our pupils. This platform showcases their outstanding efforts and accomplishments, inspiring the wider academy community.

Child of the Day/Week: We bestow special recognition upon pupils from across our academy who consistently demonstrate remarkable efforts and achievements. This recognition serves as a unique status symbol, celebrating their accomplishments and inspiring others to strive for excellence.

Our commitment to fostering a positive behaviour culture is unwavering, and through these strategies, we aim to create an environment where pupils not only thrive academically but also grow as responsible and respectful individuals. By consistently reinforcing and celebrating positive behaviours, we empower our pupils to become confident and considerate members of our academy community.

Responding to poor behaviour

At Lift Lea Forest, we employ a range of sanctions and behaviour management strategies to create a nurturing and conducive learning environment where pupils can thrive. By addressing disruptive behaviour choices promptly and consistently, we instil in our pupils a sense of responsibility, self-discipline, and respect for others. Through these measures, we aim to guide them towards making better choices, developing essential life skills, and achieving their full potential. We work collaboratively with parents and external agencies to support holistic development and ensure the well-being of each child. Our ultimate goal is to prepare pupils to become responsible, compassionate, and successful individuals who can positively contribute to their communities.

Negative Dojos:

If a pupil's behaviour results in the issuance of negative Dojos, it serves as an initial indicator that their conduct requires attention and correction. Negative Dojos are recorded electronically, allowing parents to stay informed about their child's behaviour and its impact.

Restorative Justice and Reflection Time: Pupils are provided with designated reflection time. During this period, they are encouraged to contemplate their actions, consider the consequences, explore alternative choices, and develop strategies for making better decisions in the future. Staff members may engage in supportive discussions with pupils to facilitate their reflection and guide them towards making amends and improving their behaviour.

Time-Out:

In cases where behavioural issues persist or escalate, a time-out may be considered as a temporary measure to ensure the safety and well-being of all pupils and staff. Time-outs are implemented in accordance with our behaviour policy, prioritising a safe and respectful learning environment.

Repeat Tasks or Activities:

We maintain high expectations for all children and expect them to put forth their best effort. If a child does not meet these expectations, they may be asked to repeat a task or activity to reinforce the importance of completing it to the best of their ability.

Detention:

In cases of more serious misbehaviour, a detention may be given. The class teacher accompanies the pupil in the classroom for an "age-appropriate" duration at the start of the lunch break.

Withdrawal of Privileges:

Privileges such as leisure times, participation in clubs, or access to Breakfast club may be temporarily withdrawn from children who display repeated disruptive behaviour choices. This serves as a consequence and an opportunity for them to reflect on their actions.

Isolation:

At Lea Forest Academy, we prioritise the safety and well-being of our school community, and in severe cases where a pupil's behaviour poses a significant threat, isolation may be implemented.

Parental Involvement:

If a child consistently acts in a manner that disrupts or upsets others, the academy contacts the child's parents or carers to arrange a meeting. The purpose of this meeting is to discuss the situation and work together to improve the child's behaviour, with the full cooperation of the parents. All teachers, teaching assistants, and learning mentors have the authority to impose sanctions, excluding exclusion.

Supporting pupils to improve behaviour

Behaviour for learning reports	A variety of reports which are monitored and reviewed by a member of staff in consultation with teachers and parents. These may be used when an improvement in students' attitude, behaviour, homework or organisational skills is required and where appropriate will focus on positive reinforcement At Lift Lea Forest, we understand the significance of Behaviour for Learning Reports in supporting our pupils to develop positive behaviour, attitudes, and essential skills. These reports play a pivotal role in fostering a conducive learning environment and promoting personal growth. Behaviour Reports: Weekly check-in cards, issued by the pastoral lead and / or SLT, provide a comprehensive view of a pupil's progress and behaviour patterns over a broader timeframe. Daily behaviour reports are issued promptly by class teachers when isolated incidents of poor behaviour choices occur. These reports address isolated incidents
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	and minor behavioural issues. Green Reports are utilised when pupils exhibit low-level disruption or engage in minor behavioural issues. These reports are promptly issued by the class teacher to address and rectify isolated incidents of poor behaviour choices. The focus is on positive reinforcement, empowering pupils to make better choices. Amber Reports are put into place when behavioural concerns persist or escalate. We issue amber reports to address behaviours such as verbal abuse, continued disrespect, defiance, and other persistent disruptive behaviours. The involvement of the behaviour lead and pastoral support manager ensures additional support and intervention for the pupil. The aim is to correct ongoing behavioural issues with a focus on personal growth. Red Reports are reserved for instances of physical violence or severe behavioural infractions, red reports indicate a serious breach of conduct that poses a threat to the school community's safety. Phase leaders become actively involved, working with relevant stakeholders to develop strategies and interventions. The primary focus is on safeguarding all members of the school community and supporting the pupil towards positive change. These Behaviour for Learning Reports are not punitive measures but rather tools for growth, intervention, and collaboration. We believe that every pupil has the potential for positive change, and our reports are designed to empower them on their journey towards becoming responsible, respectful, and successful individuals within our school community.
Attendance & punctuality report	To support students to improve attendance as a result of poor punctuality or unauthorised absence. In accordance with the SOL Attendance Tracker, measures are implemented to address poor punctuality and unauthorised absence. Students receive weekly attendance updates and are supported through a structured system of rewards recognising daily, weekly, half-termly, and annual attendance milestones. Parents of pupils whose attendance falls below the expected standard are required to attend half-termly attendance meetings, at which concerns are addressed and appropriate interventions agreed.
Individual behaviour plans	In more serious situations, the principal or another senior member of staff may ask for an individual support plan to

	be used. These may be used when a pupil • has had several suspensions or repeated removals from lessons • is at risk of permanent exclusion
Pastoral support plans	PSPs may be used for those pupils who: • have had several suspensions or repeated removals from lessons • are at risk of permanent exclusion • display changes in behaviour that have been triggered through special circumstances or needs Pastoral Support Plans may be implemented for pupils who have received multiple suspensions, experienced repeated removals from lessons, are considered to be at risk of permanent exclusion, or whose behaviour has changed significantly due to specific circumstances or identified needs. As part of a PSP, a range of supportive measures may be offered, including soft starts, nurture groups, and free access to breakfast and after-school clubs. The school works in partnership with families and, where appropriate, external agencies to ensure that tailored support is provided to meet the needs of the pupil and promote positive outcomes.
Other strategies	We may also help pupils behave better through: • off site direction (temporary) and managed moves (<i>permanent</i>) to another provision • use of alternative learning provisions • referrals to other agencies for support • working closely with parents • Use of counselling • multi agency assessment • use of suspension from school as a last resort

Reasonable adjustments and SEND

All pupils with SEND and additional needs that affect behaviour have special arrangements in place according to the SEND code of practice coordinated by the SENCo and pastoral team to ensure appropriate adjustment for their needs.

Mobile phones in school

Responsible Use: Use mobile phones and electronic devices only during designated times and for educational purposes when permitted by teachers.

Privacy: Respect the privacy of others by not photographing or recording them without their consent.

These Academy Expectations are designed to create a positive and conducive learning environment at Lea Forest Academy while respecting the principles of restorative justice and the rights of children as outlined in the United Nations Convention on the Rights of the Child (UNCRC). We expect all pupils to adhere to these expectations to ensure the well-being and success of the entire school community. Violations of these expectations will be addressed through our behaviour policy, which includes both support and appropriate sanctions, always with a focus on restoring positive relationships and respecting children's rights.

School contacts for behaviour

Role	Designated Person	Contact details
Principal	Mark White	mwhite@liftleaforest.org
Senior leader responsible for behaviour	Mark White	mwhite@liftleaforest.org
Contact for day-to-day behaviour queries	Mark White	mwhite@liftleaforest.org
Contact for detailed support on behaviour	Mark White	mwhite@liftleaforest.org
Designated safeguarding lead	Jen Wale	jwale@liftleaforest.org
SENDCo	Rachael Ward Sarah Cunningham	rward@liftleaforest.org scunningham@liftleaforest.org
Designated mental health	Jen Wale	jwale@liftleaforest.org

lead		
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