

Behaviour Policy

Policy date : May 2014

Review Date: April 2015

The welfare of all pupils is our primary concern. Rules are kept to a minimum and are based on self-discipline and respect for other people, for school buildings, equipment and resources. Behaviour that endangers self or others is not acceptable and we look to the support of all parents in maintaining high standards and a caring, learning community. At Lynch Hill Enterprise Academy (LHEA), children learn to relate to others and take responsibility for their actions. Good relationships are seen as fundamental in forming positive pupil attitudes and the whole school community is encouraged to share in this process. As a Rights Respecting School, in each class, staff and pupils work together to agree a class charter, which highlights everyone's rights and responsibilities in accordance with the UN Charter of the Rights of the Child. We try to involve parents at the earliest stage with any concerns over behaviour or learning. The staff exercise the same kind of control over the pupils as that of a careful and reasonable parent. It is considered very important that teaching and learning takes place in a calm environment. Teachers have reward systems and continually emphasise and encourage responsible behaviour and positive attitudes to others and to work. Praise awards are given weekly to recognise individual achievements.

Expectations of Behaviour

It is essential that the children make the most of every opportunity to learn whilst in school. We have therefore set an absolute expectation that all children will behave in class, staying in their seat, listening to the teacher, working quietly, completing the work set and allowing other children to work uninterrupted. A positive attitude in school is essential if all children in the class are to be allowed to learn and we know that parents as well as teachers are keen for this to happen.

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Purpose of Policy

The purpose of the Behaviour Policy is to ensure the following;

- Good conduct of pupils at Lynch Hill Enterprise Academy
- To clearly explain the rules that the school operates
- To ensure good conduct
- To clearly outline sanctions that will be issued if pupils do not comply with the school rules
- To clarify the legal powers of the Executive Head teacher/Head of School and staff at the school relating to behaviour of pupils
- To clearly explain the responsibilities of parents in ensuring their children meet the expectations of the school.

The content of the Behaviour Policy is based on the DFE guidance which draws on the Education Act (2002) and the Education and Inspections Act (2006); parents are referred to throughout this document and are taken to mean any person who has parental responsibility for a pupil which includes the Local authority for Children Looked After and any adult (for example, a foster carer) with whom the student lives.

Policy objectives

- To maintain clear expectations and a Code of Conduct that is adhered to by all members of the school community
- To support effective teaching and learning
- To contribute to mutual respect
- To create a positive learning culture based upon mutual respect in which all students are valued equally

Associated policies and documents

Anti-Bullying

Attendance

Safeguarding

School Uniform

Mobile Phone Use

Processes and Procedures

The LHEA will offer a proactive, sympathetic and supportive response to pupils who are the victims of a bullying incident. School life is characterised by a calm, ordered, purposeful environment underpinned by relationships built upon mutual respect. Our expectation is that all pupils and staff will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour. We aim to provide an exciting and stimulating environment for learning through a high quality curriculum, teaching and resources. LHEA aims to provide a safe, secure, supportive environment where pupils can learn and teachers can teach. It is the job of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour.

General code of Behaviour

At LHEA we will:

- Treat pupils, staff, visitors and the local community with courtesy and consideration.
- Respect each other's property, individuality, culture and background.
- Be responsible for our own behaviour and ensure that school and our neighbourhoods are safe and happy places for everyone.
- Strive to achieve our true potential and support others to do the same.
- Attend school regularly, on time, wearing the correct school uniform.
- Complete all set homework to the expected standard and ensure that it is handed in on time.
- Know that any behaviour that falls short of our expectations will be dealt with appropriately and reasonably.
- Recognise efforts and achievements on a regular basis and celebrate success
- Model exemplary behaviour
- Encourage confidence and self-esteem through positive reinforcement
- Avoid using critical or sarcastic language

Expectations

Every pupil is expected to be aware of, understand and follow the codes of behaviour. These expectations apply to pupils at all times both in and out of school as pupil conduct reflects heavily on the reputation of the Academy. This includes when they are travelling to and from school, on school trips or participating in extra-curricular activities.

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour
- Tell the child what we find unacceptable and why
- Explain how they could have behaved differently, modelling what they could have done or said
- Try to find out why the child is this way
- Refer to the HOY/PL

ALL GOOD BEHAVIOUR IS BASED UPON COMMON SENSE, GOOD MANNERS AND MUTUAL RESPECT

We will not accept the following behaviour:

- Disrupting the learning of others
- Rude or inappropriate language
- Acts of aggression or any kind of physical violence
- Bullying or intimidation
- Racist, sexist or homophobic comments
- Vandalism

SCHOOL RULES

- Conduct must be courteous and orderly at all times whether in or out of school.
- The school uniform (as described in the letter to parents) is to be worn.
- Homework is an integral part of school life and should be properly completed to the best of each individual's ability.
- It is to be handed in on time.
- The school playing field, leisure centre and other specialist rooms are out of bounds, unless pupils are given permission by the Head of Site or delegated member(s) of staff.
- All litter should be put in the bins provided.
- Keep your hands, feet and objects to yourself.
- Staff are not responsible for the loss of any banned item.
- School commences at 8.15am. Pupils late three times in one week will be placed in detention for an appropriate length of time decided by the Head of Year – this will include being late for lessons.

ACCEPTABLE BEHAVIOUR IN SPECIFIC AREAS

THE DINING ROOM

- Pupils to line up in an orderly manner.
- Food and drink must be consumed in the dining room.
- Return your trays and cutlery to the designated areas, leaving your table clear and tidy.
- Be courteous and polite to all others in the dining hall.

THE LIBRARY

- Leave your bag and outdoor clothing in the designated area.
- Keep noise to the minimum.
- Do not interrupt other pupils when they are working.
- Do not look at or download inappropriate material from the internet.
- Do not chew or drink.
- Do not use mobile phones.
- Do not use head phones

IN THE CLASSROOM

- Respect yourself, others and environment in your lessons.
- Pupils are to come into the classroom and settle quickly with all the necessary equipment out of bags and ready to start work.
- Pupils are to make sure they are dressed in the correct school uniform and have all the necessary equipment.
- Follow the routines agreed with your teacher at the start of the year.
- Follow instructions given by the teacher without discussion.
- Sit where you are asked by the teacher.
- Listen to the teacher and to other students when they are contributing to the lesson.
- Make your best effort at all times.
- Do not call out during a lesson.
- Leave the classroom quietly and calmly.

Electronic Devices:

Electronic devices are not allowed to be visible, or to be used on the school site, or on school organised activities off-site. If a pupil fails to comply with this rule, then the item will be confiscated by a member of staff, placed securely at reception and returned at an appropriate time depending on the circumstances. The school cannot accept any responsibility for loss or damage to confiscated items and parents are strongly advised not to allow their children to bring expensive items to school which do not relate directly to learning.

Detentions:

The school operates detentions which are issued by staff. Detentions may be issued by staff when students do not comply with the school rules. Where possible, the school will notify parents, typically by text, when a detention is issued. The school wishes to work in partnership with parents, however, there is no requirement for the school to notify parents in advance of detentions, or seek permission to detain a pupil.

Serious Misconduct:

Isolation: Ibase - Inclusion base
Serious misconduct is dealt with through Isolation or exclusion. The HOY may place a pupil in Isolation for misconduct. The school will write to parents/guardians when

this sanction is used, but there is no right of appeal. Pupils are likely to be placed in Isolation in the following reasons:

- Failure to comply with staff instructions;
- Use of poor language;
- Failure to successfully complete a HOY detention
- Failure to successfully complete a Senior Staff Report Card;
- Wearing incorrect uniform where it is impractical to send a pupil home to change.

Pupils may also be placed in Isolation by a Curriculum/Subject Leader or member of Senior Staff for a subject lesson when they have been disrupting the learning of that subject. When a pupil has been placed in Isolation for a day then the pupil will be placed on Head of Year /Assistant Head teacher report.

Discipline Beyond the School Site

The school adopts its policy for enforcing school discipline beyond the school gate in line with DFE guidance which is based on the Education Act (2002) and the Education and Inspections Act (2006).

The school reserves the right to take appropriate action when a pupil acts in an inappropriate way beyond the school site and normal time of day when a pupil is:

- Taking part in any school-organised or school-related activity;
- Travelling to, or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- The school will also act in an appropriate way when the conduct of a pupil off site or beyond the normal school day could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public and could adversely affect the reputation of the school

Searching pupils

The school adopts its policy for searching pupils in line with DFE guidance which is based on the Education Act (1996) and the Education and Inspections Act (2006). The Executive Head /Head of School and designated staff (Senior Staff, HOY/PL, Curriculum Leaders and Subject Leaders) all have the power to search pupils. Where possible, permission will be sought from the pupil, but the Head and designated staff do have the legal power to search students without consent for the following items:

- Knives and weapons;
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

- Any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property.

When a search is carried out, it is logged on the pupil's file and parents will be informed. Random searches may also be carried out as part of reintegration procedures or where a pupil has had a history of bringing any of the above onto the school site.

Reasonable force

The school adopts its policy for reasonable force in line with DFE guidance which is based on the Education Act (1996) and the Education and Inspections Act (2006). All school staff have the power to use reasonable force as is necessary. Where necessary, reasonable force will be used to control or restrain pupils. Staff may use reasonable force in the following circumstances:

- Remove disruptive children from the classroom where they have refused to follow an instruction.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk the safety, or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Force will not be used as a punishment under any circumstances. Whenever force is used it will be logged on the student's file and parents will be informed.

Allegations of abuse against staff

The school takes all steps necessary to safeguard students at LHEA. This section of the behaviour policy is based on DFE guidelines which draw on: The Children Act (1989); Sections 157 and 175 of the Education Act (2002); Education Regulations (2010) and the Children Act (2004). The school ensures that all members of staff conduct themselves in an appropriately professional way including ensuring that staff have not:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicated he or she would pose a risk of harm if they work regularly or closely with children.

If an allegation is made against a member of staff, the quick resolution, normally within one month, should be a clear priority to the benefit of all concerned. In response to an allegation, staff suspension will not be the default option.

An individual will only be suspended if there is no reasonable alternative.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded, or malicious, should not be referred to in employer references. Pupils that are found to have made malicious allegations will have breached school behaviour policy. The Head of School will, in these circumstances, consider whether to apply an appropriate sanction, which could include temporary, or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Parents

Parents have the responsibility to ensure that their child is well behaved at school. When this is not the case, the school may ask parents to sign a parenting contract and if this is not effective, then the school can apply for a court-imposed parenting order.

Parents have the legal responsibility to ensure that if their child is excluded then the child is not in a public place without good reason during school hours within the first 5 days of the exclusion. If they do not, then parents may be subject to a fine. Parents are also expected to attend any reintegration meeting following a period of fixed term exclusion.

Failure to attend may make it more likely that the court will impose a parenting order if the school applies for one.

Rewards and sanctions

Rewards.

The successful management of behaviour and rewards is central to the schools' ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within school and the community. We aim to encourage and reward pupils who apply themselves and behave in a commendable way to support the ethos of the school as role models and to develop their own potential.

Its purpose relates to improving behaviour for learning, with pupils achieving changes in their behaviour and taking responsibility for their actions. It is based on robust principles consistent with the schools' behaviour policy

All children are placed into one of four houses. Every class keeps a record of merit points / achieved each week. These are put onto (SIMs) by staff.

A whole range of rewards is used to promote good behaviour these include:

- Verbal praise from adults in the school including the Head teacher
- Stickers

- Team points
- Visits to show work to other members of staff
- Teachers or HOY/PLs contact parents to praise good behaviour of a child
- **Class rewards which are negotiated with the teacher e.g. A special class event**
- **Certificates awarded during the termly Awards Assembly**

Sanctions

Teachers have statutory authority to discipline pupils who behave in an unacceptable manner, break school rules or fail to follow a reasonable instruction

Teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose sanctions.

Students can be disciplined at any time in school or elsewhere under the charge of the school e.g. on school visits Pupils can be disciplined for misbehaviour outside of school All sanctions must be fair, reasonable, proportionate and not in breach of any legislation such as disability, (SEN)and race

Teachers have the right to set a detention in and outside of school hours. This may also include, weekends and INSET days; parental consent is not required for detention although may be sought.

Pupils will be detained for no more than 15 minutes at the end of the school day without prior parental notice. A text will be sent home.

Every pupil is responsible for his/her behaviour own behaviour and learning. Every pupil has a responsibility to behave in a way that allows others to learn. They make choices about behaviour. If a pupil decides to behave in a way that disrupts learning the following consequences will apply:

There are **Six Levels of Consequences**

C1 A verbal warning

- Any form of inappropriate behaviour, which may include:
 - Rudeness
 - Backchat
 - Disobeying instructions
 - Moving around the room without permission
 - Shouting out
 - Preventing others from learning

C2 A second verbal warning

Any continued level of disruption, where the pupil has not responded to an initial warning about inappropriate behaviour.

C3 A detention and intervention

If the pupil does not respond to strategies the teacher has used to ensure appropriate behaviour, then the following consequences may happen:

A detention referred to as a C3. The pupil will also be placed on HOY report

Any adult at LHEA can issue a C3 to a pupil

The C3 will be recorded on the school's system and parents and parents are informed via the text messaging service.

A pupil may receive a C3 for any of the following: the list is not exhaustive and **any adult** in the school may issue a C3 on the grounds that the pupil's behaviour is inappropriate, for example:

- Being very rude
- Eating in class
- Running shouting in the corridor
- Being late for lesson
- Not having the right equipment
- Dropping litter
- Inappropriate uniform
- Pushing in the corridor
- Homework failure
- Inappropriate haircut

C4 Internal exclusion

If a pupil challenges a teacher's authority directly by behaving inappropriately, this will lead to an internal exclusion

This means that the pupil will be removed from all lessons from that day. **The teacher who issues the C4** will immediately contact the **pupil's parents/guardians. Parents/Guardians should come into school once an appointment is made and discuss the matter with the adult; the meeting may also be in the presence of the FT, HOY/PL or member of SLT.**

A pupil who is issued a C4 may not return to the class until parents/guardians have had a meeting with the HOY.. It is imperative that C4 situations are resolved as soon as possible, preferably within 24 hours. C4s are issued when the challenge to the teacher's or any adult's authority is deemed to be serious; it means that other strategies have been tried unsuccessfully to ensure that the pupil complies with the rules.

C5 Fixed term exclusion

A C5 is a 'Fixed term exclusion' and may be only issued by the Executive Head Teacher, Head of School or the Deputy Head

'Fixed term exclusions' are very serious; any disruption to a pupil's learning denies the child the opportunity to be part of LHEA and therefore part of the learning community.

If a pupil is unable to behave appropriately or has seriously challenged the authority of an adult in school, a C5 may be issued.

The period of exclusion may be from ONE day to FORTY FIVE days, depending on the seriousness of the matter and may lead to a 'permanent exclusion'.

After a fifth day of exclusion, the school will make arrangements for the child to receive education. From the first day of a 'fixed term exclusion' arrangements must be made for work to be sent home to the student via the HOY/PL.

A reintegration meeting will be arranged for any pupil returning from a 'Fixed Term exclusion'. The Head teacher and Governors will lead the meeting. The pupil must be accompanied by their parents/guardians. The pupil will spend half a day with the Inclusion worker before going back to lessons.

A C5 is issued in very serious circumstances (a 'one off' incident) or for inappropriate behaviour issues such as :

- Fighting
- Bullying - physical/verbally
- Failing to attend detention
- Writing graffiti
- Misusing the internet
- Persistent poor behaviour

Pupils may also receive a C5 for inappropriate behaviour outside school when wearing LHEA uniform

C6 Executive Head, Head of School and Governing Body

A C6 is otherwise known as 'Permanent exclusion'

The Executive Head or the Head of School are the only people in the school with authority to exclude a pupil permanently.

It is a very serious decision and cannot be taken lightly. The decision to exclude a pupil permanently may be the result of a number issues or it can be on the basis of a 'one off' serious misdemeanour. Matters regarding permanent exclusion are referred to the Governors' Disciplinary Panel; a meeting will be held with parents/pupils, Executive Head, Head of School and/or other relevant parties. Matter will be discussed and the Heads decision will be upheld or over-turned by the Governing Body.

Reasons for permanent exclusion:

- Persistent disruption to learning and no commitment to changing their behaviour
- Bringing an offensive weapon into school
- Serious violent behaviour towards a member of staff or other pupils/bringing arranging for others or carry out violence on any member of LHEA

- Bringing drugs to school.

All the above lists provide examples: they are not exhaustive. The Head of School will use discretion and professional judgement in these matters

The policy acknowledges the schools' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN)

Review date : June 2015