

School Culture and Behaviour for Learning Policy (full version)



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Contents

1. Key Principles.....	3
2. Our shared aims are:	3
3. Objectives:	3
4. The LHEA Way – Our Charter. Our Values. Our Rules.....	3
5. LHEA School Rules.....	4
6. Visible Consistencies – from all staff.....	4
7. Relentless Routines.....	5
8. LHEA Student Code of Conduct.....	6
9. Behaviour beyond the school site	6
10. Our Social (British) Values.....	6
11. Working with Parents.....	6
12. Expectations of Behaviour	7
13. The Quality of Relationships and Restorative Approaches.....	7
14. Teaching, Learning and Best Behaviour at LHEA and The Role of School Staff	8
15. Staff development and behaviour for learning.....	8
16. Teaching and Learning	9
17. Praise, Recognition and Rewards Programme.....	9
18. Student Support - Information, Strategies and Services to Support Students and Behaviour	11
19. Sanctions.....	12
20. Hierarchy of sanctions:	13
21. Detention.....	13
22. Internal exclusion.....	14
23. Internal Exclusion from specific lessons.....	15
24. Formal External Exclusion.....	16
25. Managed Move	18
26. Anti-Bullying.....	18
27. Taking into account students with Special Educational Needs and Disability (SEND)	18
28. Breakages or damages to school premises /equipment.....	18
29. Confiscation (including retention and disposal) of inappropriate items	18
30. The Power to Search.....	19
31. Screening and Searching.....	19
32. The Use of Force and Physical Restraint	20
33 a) Reasonable force.....	21
34. Allegations of abuse against staff	22
35. Practice and Procedures: Roles and Responsibilities	22
36. Behaviour (Conduct) Data	23
37. Monitoring, Review and Evaluation	23

1. Key Principles

At Lynch Hill Enterprise Academy (LHEA) we are committed to creating a safe, inclusive and supportive community of students, parents and staff where diversity is celebrated and equality is promoted. We have the highest expectations for every young person's achievement and are united by our aim to help all to excel.

We believe learning is life enhancing and should be enjoyable and challenging; best behaviour for learning will enable our students to be successful learners. We value mutual respect and collaboration and we promote self-discipline to enable our students to:

Aspire: be the best that you can be

Achieve: high achievement is the shared responsibility of all

Succeed: aim for success in academic, personal and future work life, and for this aim to be a personal and collective endeavour.

2. Our shared aims are:

- To establish and develop a positive school ethos which promotes and supports the highest standards and expectations of student learning, conduct, welfare and responsibility.
- To encourage all members of the school community, but primarily our students, to value themselves and each other by respecting rights, embracing difference and building positive relationships.
- To promote and build a culture of achievement and make explicit what is considered unacceptable behaviour and the sanctions that will be imposed on the latter as a consequence.
- To build a community which values kindness, care, good humour and empathy for others
- To further raise and maximise teaching and learning outcomes for every student.
- To ensure that all members of the school community feel and are safe.
- To prevent bullying.
- To develop and maintain strong, mutually supportive home-academy working partnerships to impact on the behaviour, learning and personal development of every student.

3. Objectives:

Our behaviour for learning policy will:

- Support the education and welfare of all our students.
- Provide clear guidance to staff on expectation and procedure in order to maintain consistency in its application and together, create a positive school ethos in which behaviour is managed effectively.
- Be high profile and accessible to all stakeholders, primarily students, staff and parents.
- Promote school improvement.
- Make the school accountable for the decision making process.
- Comply with national legislation and DfE guidance.

4. The LHEA Way – Our Charter. Our Values. Our Rules (see appendix 1)

Be RESPECTFUL

- We respect all members of our school community
- We are polite, kind and considerate to all
- We respect the right of every student to learn and achieve at school

Be READY

- We arrive at school and our lessons on time
- We bring the correct equipment for all our lessons, ready to learn
- We are resilient when faced with a challenge and choose an 'I can do' approach

Be RESPONSIBLE

- We are committed to our learning both at home and at school
- We are active and responsible members of our school and wider community
- We wear our school uniform correctly and with pride

5. LHEA School Rules

LHEA has 3 rules that underpin all others: Be Respectful, Be Ready, Be Responsible.

We understand that providing a clear structure of predictable outcomes has the best impact on behaviour. The LHEA Blueprint sets out the rules, relentless routines and visible consistencies that all children and staff follow relevant to our context. It is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than just rewarded. Students are praised publicly and reminded in private.

LHEA has adopted three simple, yet powerful rules, that underpin all others - 'Ready, Respectful and Responsible' - which can be applied to a variety of situations and are taught and modelled explicitly.

RESPECTFUL - Are we/you being respectful?

READY - Are we/you ready to learn?

RESPONSIBLE- Are we/you safe?

6. Visible Consistencies – from all staff

Establishing a number of visible consistencies across the school from Year 7 to Year 11 contributes to cultivating a visible culture of well-behaved conduct and produces young people who are respectful, responsible and feel ready to learn.

1. Meet and greet, for the start of each lesson, from your door

- A step further – a daily handshake, a range of greetings (literacy opportunities), greet in another language.

2. Recognition boards (names on white boards for positive behaviours only)

- Write at the top of the board the behaviour on which you want to focus
- Social behaviours e.g. 'One Voice' or learning behaviours e.g. 'Accurate peer feedback.'
- When you see students demonstrating the behaviour well write their name on the board.
- No names written for those pupils misbehaving (have private conversations with them).

3. Daily student lesson routines

- Arrive at your lesson on time.
- Enter and leave your classroom or work space in a calm, orderly manner.
- Place your student handbook, and full equipment, on your desk at the start of every lesson.
- Tuck your chair in and stand behind it at the end of the lesson.
- Wait in silence. The member of staff in charge will dismiss you one row at a time.

4. Quiet and Calm Corridors

Quiet and calm corridors are also a visible consistency and form part of LHEA's culture so that students arrive on time and ready to learn at their next lesson. Students respect each other by talking quietly on their transition inside the buildings where they will be met by their teacher standing on the door. This approach generates a calmer atmosphere where all students should feel reassured and safe.

All staff

1. Meet and greet at the door.
2. Refer to 'Respectful, Ready, Responsible'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all pupils.
5. Use a visible recognition mechanism throughout every lesson.
6. Are calm and give 'take up time' when going through the staged responses. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with students.
8. Never ignore or walk past students who are behaving badly.

Senior Leaders (SLT)

Senior leaders are rarely expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to empower, support, guide, model and show a unified consistency to the students.

SLT will:

- Meet and greet students at the beginning of the day
- Celebrate staff, leaders and students whose effort goes above and beyond expectations
- Support middle leaders in managing students with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for students who fall beyond the range of existing interventions and support
- Be a daily visible presence around the corridors and the site, particularly at times of mass movement.

7. Relentless Routines

LHEA sees the importance of being relentless in our classrooms and with our expectations to ensure all students know what to expect and thus know how to behave. Our relentless routines are all linked to our School's three rules to be respectful, ready, and responsible and are made explicit to all students from day one. We do expect their uniform to be worn with pride and all students should be on time – in the morning for school ready to learn and on time for each of their five lessons – being respectful to their teacher and their own learning.

All staff are expected to demonstrate kindness in their words and actions and this is also shown in the quiet and calm corridors around the school. As staff we relentlessly use consistent language by referring to our 3 school rules in any incident related to behaviour, just as we recognize students for going over and above what is expected. By explaining what our routines and expectations are and teaching them explicitly with positive constant reinforcement around the school, routines become established as just part of 'how we do it' at LHEA.

8. LHEA Student Code of Conduct (see appendix 2)

Our Code of Conduct created in consultation with the staff and students, is based on our rules and values and is designed to set high standards of behaviour which will be consistently applied by members of staff.

Courtesy should be shown at all times. Everyone should always demonstrate consideration for other people, their safety and property. Examples of conduct which will make our school a more pleasant place for all to use, are:

- Everyone should walk on the left of corridors and stairs
- Those waiting to enter a room should wait in single file
- All litter should be placed in the litter bins
- Doors should be held open, for others to pass through
- Students should observe appropriate Health and Safety regulations in and around the school.

9. Behaviour beyond the school site

The student code of conduct also applies outside of school. In liaison with parents/carers/guardians the school will aim to respond to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is reported to the school.

Students of LHEA are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Students may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school. LHEA cannot be responsible for student behaviour when students are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve its students.

10. Our Social (British) Values

In addition to the daily expectations of the LHEA Way our students must also embody our values whilst at school and outside of the school gates:

- P** Personal Tolerance
- R** Rule of Law
- I** Individual Liberty
- D** Democracy
- E** Equality

11. Working with Parents

Parents are the first educators and play a crucial role in shaping the attitudes which produce good behaviour in schools. We believe that there should be close co-operation between parents/carers and teachers; together we educate young people to make the right choices and to take responsibility for their actions.

It is our policy to work closely with parents to strengthen partnerships and build relationships between school and home. By sending their child to LHEA parents are seen to be 'buying into the school' and supporting the school. On entry to the school the Home-Academy Partnership Agreement (see appendix 3) in the student handbook is signed by students, parents and the Headteacher. This contract carries responsibilities and expectations for all.

Parents/carers are encouraged to contact the school if they have a concern regarding their child.

- Subject related matters should be addressed to the subject teacher
- More general matters of a pastoral nature should be addressed to the tutor in the first instance
- Contact with the Year Leader or Subject leader may then be appropriate if the problem is more significant or persistent

Equally, all members of staff may contact parents when there is an opportunity to share success or any cause for concern.

LHEA is keen to facilitate effective and on-going parent/carer support for all its policies and practices. All parents receive a New Intake Booklet when their child starts at the school; this includes expectations for best behaviour, opportunities for praise, rules and routines and disciplinary procedures. If school staff have concerns about a student's behaviour, parents and carers will be informed about these concerns at the earliest opportunity and invited to work together with the school for a solution to the problem.

At parents' consultation evenings, teachers are encouraged to discuss behaviour and attendance of students; individual appointments can be made with a member of SLT if there are serious concerns. Parents and carers who express concern to the Form Tutor about managing the behaviour and attendance of their child are offered support which draws on a range of services.

12. Expectations of Behaviour

Our priority at LHEA is to teach, encourage and promote best behaviour by:

- Creating a climate for success in which the management of behaviour is firm, fair and consistent
- Developing and strengthening, respectful trusting relationships and 're-building' them through carefully planned and skilfully delivered restorative approaches.
- Working closely with families / carers and their child to develop effective, constructive communication strategies which foster improved relationships.
- Teaching students the skills required to moderate and temper inappropriate behaviours.
- Helping students to take responsibility for their own actions and to be accountable for their behaviour.
- Dealing with unacceptable behaviour promptly and fairly in a consistent and logical manner.
- Promoting a consistent approach to rewards and sanctions from all staff.
- Ensuring that all staff are appropriately trained to manage behaviour and the complex needs of young people.
- Encouraging young people at LHEA to support each other with self-regulation of behaviour, providing opportunities for independent leadership in doing so.

13. The Quality of Relationships and Restorative Approaches

LHEA holds a fundamental belief that young people are at their happiest when relationships with their peers and staff are strong and they are behaving well. The principles of restorative justice are used daily when managing conflict between members of the school community and this reflects the School's belief that young people can modify their behaviour and learn from their mistakes.

Restorative approaches teach behaviour and provide important reflection time. The following restorative questions can be used to follow up most incidents and issues, repair relationships and enable those involved to learn what to do differently next time:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

14. Teaching, Learning and Best Behaviour at LHEA and The Role of School Staff

High quality learning takes place when expectations and aspirations are high, teaching is creative, motivating and engaging, and when consistent approaches towards behaviour management are applied by all teaching staff, support staff and professional colleagues within the school community. It is the responsibility of all school staff to model best behaviour and implement the behaviour policy consistently and fairly (meeting the Teacher Standards in doing so).

The school has a comprehensive behaviour management training programme that meets the needs of all staff including intensive support for those experiencing difficulties and those engaged in initial teaching training. The school makes the behaviour for learning policy, and its consistent application, high profile to new staff, guest teachers, support staff and volunteers and is a key focus for induction to the school. Staff are made clear on the school's procedures for reporting and investigating incidents of student misbehaviour at all levels and receive training and guidance on this.

The school recognises the need for, and is committed to, teaching good behaviour. School assemblies, the tutor time programme and PSHCE lessons, for example, provide important opportunities to communicate, raise and reinforce expectations, giving clear direction and guidance to students to achieve high standards of behaviour. To assist and suitably prepare students in transition, including newly arrived students or students returning from long absences or exclusions, all students and parents/carers are made aware of the behaviour policy and strategies to ensure that they are able to comply.

All staff play an important role in positive behaviour management and student self-discipline. Form tutors and class teachers will, in the first instance, manage the behaviour of their students. If behaviour continues to be unacceptable, Subject Leaders and/or Year Leaders may be required to support the member of staff. Senior Leaders within the school will support all staff in ensuring a positive learning environment.

15. Staff development and behaviour for learning

LHEA are committed to the modelling and teaching of best behaviour and recognise that all interactions within school provide the opportunity to demonstrate it. We aim to support staff in teaching approaches which promote positive behaviour and high attendance.

Regular staff training inset is provided with input on teaching, policies, behaviour and SEND approaches and with the opportunity to share good practice. These sessions equip staff with the skills to actively engage students in their learning and to overcome barriers to their learning.

The 5 Pillars of Practice.

Our key focus for staff development and implementation:

- Consistent, calm, adult behaviour.
- First attention for best conduct.
- Relentless routines.
- Scripting difficult interventions.
- Restorative follow up.

'It is certainty that is at the heart of all exceptional behaviour practitioners. Many confuse this with strictness or being tough. They couple it with huge sanctions and crushing punishment. But anger and aggression is unnecessary; certainty is powerful enough on its own.....what they (exceptional practitioners) have honed is a certainty around their expectations for behaviour that are expected, respected and unquestioned'

All teachers are encouraged to discuss, with their line managers and other colleagues, the behaviour of specific students and classes that they teach to share strategies that are effective to impact positively on behaviour. Staff will receive further support in dealing with instances of significant misbehaviour from their SLT line management. Coaching for individuals is available to enable staff to develop skills in an identified area and new staff induction is delivered on the school's behaviour management systems.

16. Teaching and Learning

Engaging teaching plays a significant role in a students' attitude towards learning and achieving best behaviour. Well-prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure good standards of behaviour and progress. Effective lessons are those in which students enjoy learning, are fully engaged, make progress and improve their attainment through sustained effort and commitment. (see appendix 5. 'The Nuts and Bolts': Classroom Basics)

17. Praise, Recognition and Rewards Programme

We recognise and reward pupils who go 'over and above' our expected standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. 'It is not what you give but the way that you give it that counts.' (Paul Dix). The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those students who are hardest to reach. Students will be recognised for their 'over and above' behaviour.

The Recognition and Rewards Programme is reviewed by staff, at least annually, with the Student Voice to ensure it is meaningful, valued and inclusive.

Recognition of our students' excellence, effort, improvement and contributions across all aspects of school and community life is a key feature of our behaviour policy and school ethos. LHEA recognises that our students respond best to praise, reward and encouragement. All types of achievement are recognised and valued whether it is academic, sporting, creative, social or community based. The student voice is integral to the formulation of our behaviour policy, including the Recognition and Rewards Programme (see appendix 6).

LHEA believes in building a culture of success and achievement. Our ethos is "catch them being good". We

recognise, praise, reward and celebrate success at departmental, tutor, year team and whole school level. We also recognise those who make outstanding contributions to the school, local, national and international community. Students are provided with a multitude of incentives to succeed in their own individual right and at their own respective level. We strive to motivate students with both intrinsic and extrinsic rewards underpinned by the delivery of a stimulating, high quality learning and teaching programme. The Recognition and Rewards Programme recognises that praising students' efforts and successes has a strong motivational effect. Motivated students are less likely to present behavioural problems.

We recognise and reward in order to:

- Encourage an ethos where all types of achievement are openly recognised, valued and celebrated by the whole school community, students, staff, parents/carers and governors alike.
- Foster a culture in which praise and rewards are accessible to all students. In this way it is anticipated that standards and expectations of work and behaviour will be high.
- Help students to accept praise in an appropriate manner.
- Build self-esteem and feelings of self-worth in individual students.
- Motivate and encourage students to reach the highest standard of which they are capable of achieving.
- Raise the aspirations of all students.
- Encourage, recognise and reward 'over and above' behaviour in the classroom, around the school and in the local community.
- Provide written evidence of success in important documents such as school reports and references for students.

A structured system in which different levels of achievement are recognised, clearly understood and valued by students is consistently applied by teachers and support staff. Our ways of recognising, rewarding, and celebrating achievement at all levels and across all aspects of school life include the following:

- Verbal praise - a quiet word and encouraging smile, a public word of praise in front of a group, a form, a year cohort or the whole school.
- Written comments in the student handbook for the tutor and parent to read.
- Written comments on students' work.
- A visit to another member of staff, which may include the Year Leader, Subject Leader, member of the Senior Leadership Team or Headteacher.
- Public acknowledgement by announcement or presentation at an assembly.
- A positive phone call home.
- Post cards of recognition from teachers and support staff.
- Letters to students and their parents/carers.
- Display of students' work inside and outside study areas and around the school.
- Achievement points awarded for "Positive Contributions to School Life" including (but not limited to), positive attitudes to learning, academic endeavour, extra-curricular participation, leadership, daily
- Smart appearance, consistent or improved punctuality and attendance, community service.
- All points earned by students are accrued on SIMS and student contributions are recognised with termly certificates (bronze, silver, gold and platinum).
- Colours – for sporting achievement.
- Service badges.
- End of Term Celebration Assemblies.
- Extra-curricular, community based and national recognition and reward programmes, including the bronze award on the Duke of Edinburgh Award Scheme.
- An invitation to take part in Reward Trips, visits and social events, (including the Year 11 Annual Prom). Criteria for participation will be directly related to attitude towards learning and behaviour.

- Attendance at sporting events and lectures.
- Election to posts of responsibility including: Head Boy, Head Girl, Prefect (School and subject)
- Positive references and recommendations to potential employers, Further Education and Higher Education establishments.

All members of staff are expected to praise students with frequent use of encouraging language and gestures in lessons and around school so that positive behaviour and regular attendance are instantly recognised. More formal praise is provided through written comments when marking and assessing students' work. Achievement points are awarded and monitored throughout the year and curriculum certificates are awarded in the end of term rewards ceremony.

When using rewards staff:

- a) ensure they are fully earned by students so that they are valued;
- b) are seen to distribute them fairly;
- c) recognise effort, contribution, achievement and improvement.

18. Student Support - Information, Strategies and Services to Support Students and Behaviour

Proactive initiatives include:

- The Recognition and Rewards Programme.
- Restorative justice meetings.
- Small group intervention work and support.
- Mentoring and tutoring programmes for individuals/groups through the Behaviour Management Team.
- Parent/carer meetings – solution focused thinking and a restorative approach to rebuild and develop relationships and partnerships.
- Special Educational Needs and Disabilities (SEND) input where appropriate.
- Our Attendance Officer – monitoring attendance, meeting students and parents making regular phone calls home to support attendance at school.
- Our Student and Family Support Worker – working in partnership to support families and students.
- Referral to external agencies such as the Educational Psychology Service, Child and Adolescent Mental Health Services [CAMHS], Educational Welfare Service and the Youth Service
- Social Care - Partnership work is undertaken with social care professionals to access support for children and their families.
- Multi-agency meetings to support students.
- English as an Additional Language (EAL) support programme.
- Personalised learning programmes/timetables within LHEA and at alternative educational establishments (part and full-time), including Haybrook College.
- Extended work experience/placements.
- Learning to Work – careers service support, information and guidance.
- Peer mentoring.
- Community liaison – including the support from our police link officer and Police Community Support Team.

Systems and Procedures to support learning and sustain high standards:

- Parental contact – note in the Student Handbook and Organiser, meeting, phone call home.
- Home-Academy Partnership Agreement.

- SIMS behaviour logs, to track behaviour and action deteriorating behaviour with early intervention.
- Attendance Report to monitor attendance at lessons.
- School reports, reporting on attainment, achievement and attitudes to learning.
- Senior Leadership Team (SLT) lesson visits – to support learning in systematically targeted lessons.
- ‘Call-Out’ – removing a student who is disrupting the learning and teaching process (when strategies have been applied and proved unsuccessful) to an alternative supervised work area so that learning and teaching can continue with the ‘certainty’ of ‘follow up’ from the class teacher.
- Detentions: staff, Subject Leader / Year Leader and SLT detention.
- SLT/Year Leader/Department Report – for a student. Issued by the subject leader/Year Leader for subject specific or pastoral concerns.
- Individual Educational Plan (IEP) – school, parental, student, formalised targets with the student being placed on a target report to monitor progress.
- Pastoral Support Plan (PSP) – in house expertise and /or multi professional agencies contribute to formalised targets with the student being placed on a target report to monitor progress.
- Risk assessments to support behaviour management with bespoke strategies and explicit procedures.
- Extended day and internal exclusion 8.30-4pm.
- Internal exclusion hosted by a Slough (SEBMAT) Partnership School.
- Fixed Term Exclusion – for serious breaches of the behaviour policy and Code of Conduct.
- Governor early intervention panels for students where serious incidents of misbehaviour have taken place and students are deemed ‘at risk’ of Permanent Exclusion.
- Formal Governors Disciplinary Meetings – in line with Department for Education Guidance.

Arrangements to evaluate and monitor the impact of support strategies are varied. They will include time-banded PSP reviews; IEP reviews; Tutor reviews; Progress Reviews; SEND reviews; Attendance reviews and will invariably include student, parents/carers, form tutor, Year/deputy Year Leader, SENDCo and/or senior management including the Headteacher.

19. Sanctions

The school Culture and Behaviour for Learning Policy, through its promotion of self-discipline and respect for others, encourages positive behaviour, but there will at times be occasions when disregard for such values requires sanctions to be in place as a response to misbehaviour. Students are accountable for their behaviour. They will be given clear warnings, informed of the likely consequences of their continued actions and encouraged to make the right choices and decisions regarding their behaviour to avoid sanctions being applied. By law, the power to discipline students for misbehaviour which occurs in school, and in some circumstances outside school, rests with all staff. Teachers’ powers to discipline include the power to discipline students from the school even if they are not at school or in the charge of a member of staff.

Sanctions should be used to help students make appropriate choices about their behaviour. Sanctions are best applied by the member of staff concerned, with the aim of repairing and improving relationships or teaching the consequences of actions. **It is the certainty, not the severity,** of a sanction that ensures a consistent approach among staff members and a greater understanding and acceptance of the boundaries from students.

Sanctions are more likely to promote positive behaviour if students see them as fair. The following guidelines for staff should be followed when implementing sanctions:

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs);
- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use sanctions that are a logical consequence of the student's inappropriate behaviour (for example, if work is not finished in class the teacher might make the student stay behind at break time to finish it off);
- use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour and when appropriate put right harm caused;
- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- ensure that sanctions are seen as certain and inevitable (no empty threats or promises);
- attempt to link the concept of sanctions to the concept of choice, so that students see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Sanctions should not be used where low-level interventions (such as giving a non-verbal signal or reminding a student of a rule are all that is needed.) Staff should also consider when it might be more appropriate to, rather than impose a sanction, encourage pupils to reflect on the harmful effects of their misbehaviour, through producing a written account of the problem or through individual or group discussions aimed at repairing relationships.

Set out below are the sanctions that all students who choose to show disregard for the clear warnings given by staff, should expect as a response. Failure to attend a restorative meeting (agreed by both/all parties), detention, or follow instructions at the detention, will result in a more severe sanction being applied.

20. Hierarchy of sanctions:

- Detention
- Internal exclusion
- Formal external exclusion

21. Detention

Detention is a sanction applied by the school. All staff (teaching and support) at LHEA have been authorised by the Headteacher to exercise their statutory power, under the Education and Inspections Act 2006 and 2011 to put students in detention after school **without** parent consent providing that:

- The school has taken reasonable steps to ensure that parents are aware of the behaviour policy.
- The detention is justified and proportionate to the offence.
- Account has been taken of special circumstances about individual pupils, for example, age, special educational needs, day of religious observance, the need for transport home. If the parent cannot collect the pupil that day or make reasonable alternative arrangements, the detention may be deferred to another date after consultation with the appropriate member of staff.

However, the school continually strives to strengthen partnerships between home and school and communication, with a detailed explanation where required, is expected in order to achieve this. 24 hours written or verbal notice to parents will be given for any detention longer than 15 minutes, unless it has been agreed with the parents that a detention may be served on the actual day that it is set (Same Day Sanction – SDS). The severity of the sanction for the student will escalate for non-attendance at a set detention, and may result ultimately in a fixed-term exclusion if the defiance is repeated.

Detention - Philosophy, Value and Purpose

Detentions are, whenever possible, to:

- Serve an educational, constructive purpose.
- Seek to repair and rebuild positive relationships based on mutual respect.
- Be relevant to the offence whenever possible.
- Seek to ensure closure of an issue.
- Address the issue of breakdown with the individual(s) concerned.
- Seek to ensure students leave the detention on improved terms, with a clear understanding of expectations and supportive strategies that aim to avoid a repeat of the same incident or situation arising.
- Be set for students whose attitude to learning, class work or homework does not meet requirements.
- Be 'community based' for the individual when the environment or the facilities have not been respected.

See appendix 7 for the LHEA 'Consequences staged response' and detention structure.

SLT Detention:

Referrals for a Headteacher's detention are made by members of Senior Leadership Team after liaison with respective Year and/or Subject Leaders. Referrals will also inform intervention programmes to support students and modify student behaviour. A refusal to attend a Headteacher's detention will result in an extended day of internal exclusion from the school community 8.30-4pm.

22. Internal exclusion

This involves the student either spending the school day working in the Internal Exclusion Room (IER) primarily under the supervision of the Behaviour Management Team or under the supervision of the Deputy or Headteacher in the Deputy or Headteacher's corridor and having the lunch break apart from their own year group or separately from the entire school community. The decision on which of these locations is deemed to be most suitable to ensure that the student successfully completes their internal exclusion to expectation, will be at the discretion of either the Headteacher or Deputy Headteacher and Year Leader, taking individual student needs and capacity in each area into account. An extended working day for the student 8.30-4pm will be part of the arrangement. Examples of serious breaches of the school behaviour policy resulting in a period (1-10 days) of internal exclusion include:

- Repeated incidents of disruption to learning and teaching across the curriculum, primarily evidenced by the daily SLT 'Call-Out' log and SIMS behaviour log.
- Theft, vandalism damage to school property/fabric or graffiti. In cases of theft, police involvement will be the norm.

- Bullying. First offence. Repeated bullying offences will warrant an external exclusion.
- Racist comments. First offence. Repeated racist offences will warrant an external exclusion
- An act of physical aggression towards another student.
- Fighting.
- Using or being under the influence of alcohol or drugs on the school premises. (Providing and supplying will warrant an external exclusion).
- Smoking or vaping, on or outside the school premises, in school uniform or having smoke on one's breath in school. Smoking is seen to put at risk the health and safety of the school community, impact negatively on others by creating an intimidating, damaging environment for our students and significantly damaging the reputation of the school and its standing in the community. LHEA is a learning organisation where smoking is prohibited in all areas.
- Failure to accompany a member of the Behaviour or 'Call-Out' team to a detention.
- Defiant behaviour – refusal to comply with reasonable requests from staff, including senior members of staff or Year Leaders.
- Truancy from tutor time, a lesson or from school.
- Inappropriate use of mobile phones. Videoing or photographing staff in any capacity with a mobile phone is strictly forbidden. Students are not permitted to use mobile phones on the school site, without specific permission from a member of staff, and mobile phones must be kept completely out of sight.
- Setting off the fire alarm.
- Extreme hairstyles/haircuts – non-compliance with the uniform code and deemed 'extreme' by Year Leader and senior management.

The breaches above are illustrative only and other similar breaches not listed may result in an internal exclusion.

Internal Exclusions – Lunch times

Students whose behaviour at lunchtime is repeatedly disruptive will be internally excluded for the duration of the lunch time periods (for a limited number of days).

Internal Exclusion – at a Slough Partnership School

Where a student repeatedly chooses not to meet expectations of the Internal Exclusion Room (IER) supervision he/she will be required to complete the internal exclusion at another partnership school. LHEA in turn provides this service for our partnership schools.

23. Internal Exclusion from specific lessons

As a result of persistent disruptive behaviour, a Subject Leader, in consultation with SLT line manager and Year Leader, may arrange for a student to work under supervision in another classroom or work space for a fixed number of lessons. Parents will be informed in writing by the Subject Leader or Year Leader that this arrangement has been implemented. The student should be monitored by subject report for several lessons after reintegration to evaluate their progress.

Situations that prevent teaching and learning from continuing or where a serious incident has occurred will necessitate the removal of a student from the class by a member of the 'Call-Out' team. In most cases it will be appropriate to supervise this student elsewhere within the subject department or in the Internal Exclusion

Room (IER) for the remainder of the lesson or in some cases, the remainder of the day in the first instance depending on the circumstances.

24. Formal External Exclusion

A separate document, the Exclusion Policy, details the statutory guidelines and regulations (DfE September 2017 guidance) which the school will stringently follow when applying exclusions.

The decision to exclude a student from school will be taken only:

- in response to serious breaches of the school's Behaviour for Learning Policy, and
- if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The Headteacher (or designated senior leader teacher acting on his behalf) should inform the parent immediately by telephone when he has made the decision to exclude a student. This should be followed up by a standard letter within one school day.

Students should always be allowed to give their version of events as part of the process of investigation and follow up and be given the opportunity to write a statement. Any witness statements should be signed and dated.

The exclusion period will be for the shortest time deemed necessary by the Headteacher so that the student and others in the school understand that their behaviour has been unacceptable. The exclusion should normally begin on the day after the incident has occurred. If a student is excluded during the morning session this counts as an exclusion for 0.5 day. Arrangements will be made for the student to receive school work to complete at home and to have it marked on their return from exclusion.

There are two types of formal external exclusion.

- **Fixed-term exclusion (FTE)**

This is a formal period of exclusion, usually of between one and five days depending on the nature of the offence and the length of previous exclusions. The Local Authority is informed. In the rare event of a FTE lasting more than 5 days the school has collaborative Day 6 provision with a local SEBMAT partnership school. Work is set and marked for the student by the school during the FTE period. On their return to school, the student and their parent(s) should attend a meeting with the Headteacher (or a designated senior member of staff).

Targets will be set with the student, whose progress against these targets will be monitored closely at home and at school. The meeting will be restorative in its nature, with the individuals directly involved (be it staff or student) in attendance whenever possible, to ensure that the issue leading to exclusion is addressed and not repeated.

If a student accumulates more than 15 days of external exclusion in any one term both parents and the student will be required to attend a formal Governors' Disciplinary Committee meeting. A student may be excluded for up to a maximum of 45 days in any one academic year.

For extremely serious breaches of the school behaviour policy and Code of Conduct, a student may face a fixed period of exclusion from the school. These include:

- Persistent defiant, disruptive behaviour when the student's behaviour is beyond the control of the Headteacher.
- Swearing or verbal abuse towards any member of staff (this may result in internal exclusion taking individual needs into account)
- Physical assault on any member of the school community
- Repeated bullying offences
- Repeated racist, discriminatory or homophobic comments, taunts or abusive language towards any member of the school community. Police involvement will be the norm
- Providing, supplying or bringing on to the school premises drugs or alcohol.
- Behaviour or actions that are deemed to put the health and safety of the school community at risk, including being in possession of banned or dangerous items such as knives, potential weapons and fireworks.
- Deliberate, unfounded, malicious allegations against a member of staff at this school, or against a member of staff at an alternative educational establishment which provides an education for the students of LHEA.

Additional consequences will include periods of internal exclusion of up to 10 days or more, an extended day 8.30-4pm or later depending on the circumstances of the situation.

- **Permanent exclusion**

If a student consistently cannot conform to the normal life of the school, repeatedly disrupts teaching and learning or is deemed to put the safety, health and well-being of the school community at serious risk by his or her actions, the Headteacher may make the decision to exclude a student permanently. It will then be a matter for the governing body to decide on the legitimacy of the Headteacher's decision.

- **Serious 'one off' incident**

In exceptional circumstances, permanent exclusion may be appropriate for a first or 'one off' offence. These might include:

- a) Possession and/or distribution of illegal drugs
- b) Hacking into the school network
- c) Possession of sexually inappropriate material
- d) Violence or arranging violence towards any member of LHEA
- e) Criminal offences
- f) Sexual abuse or assault
- g) Malicious unfounded allegations against staff
- h) Harassment of staff or student impacting on their wellbeing.

Every effort will continue to be made to work with challenging students but the Headteacher will set the standards of behaviour. Otherwise, the school will continue to follow the DfE guidelines on exclusion (September 2017). The student body will be informed of exclusions, when deemed appropriate, to reinforce the school's expectations of standards of behaviour and conduct, and to reinforce measures that have been taken to secure their right to learn, well-being and safety at LHEA.

Permanent exclusion is referred to the Governors Disciplinary Committee for ratification. Should the exclusion be upheld, return to school is only possible following a successful appeal against the exclusion. Appeals are held before an Independent Review Panel (IRP).

All staff must remember:

- Exclusion is never to be threatened by any member of staff.
- Only the Headteacher may authorise an exclusion.
- A returning student has a re-integration meeting and is then to be given a fresh start by all staff and be supported in the case of any provocation from other students.
- Restorative Justice is often a means to rebuild relationships following a conflict. It is also used to role model the language that can be used to demonstrate that remorse is felt and a desire to start afresh is wanted.

25. Managed Move

A managed move may be arranged with a local school as an intervention that seeks to avoid permanent exclusion or to provide a student with a 'fresh start' when exceptional circumstances deem this to be appropriate. This arrangement is subject to a trial period (usually 12 weeks but can be extended) after which the student joins the roll of the new school or returns to their own school.

26. Anti-Bullying

LHEA is determined that all students should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school is aware of the pressures and dangers that may be present through new technology and our anti-bullying policy makes explicit how we will educate and protect our students. Students who are involved in any form of bullying behaviour will be subject to the school's sanctions in line with this School Culture and Behaviour for Learning policy.

27. Taking into account students with Special Educational Needs and Disability (SEND)

The school will ensure that sanctions for misbehaviour are proportionate and take into account SEN, disability and the circumstances of other vulnerable students in the decision making process, by having due regard for the Equality Act 2010. Reasonable adjustments are made through the SEN Code of Practice and teaching and learning policy for those students, for example, that have significant and complex Social Emotional and Mental Health (SEMH) difficulties.

28. Breakages or damages to school premises /equipment

In line with our Charging and Remissions Policy, charges will be made to parents by the school where damage results from a student's inappropriate behaviour. Charges are determined on an individual basis and are non-negotiable.

29. Confiscation (including retention and disposal) of inappropriate items

The Education and Inspections Act 2006 and 2011 provide school staff with the statutory authority to seize, retain or dispose of pupils' property. The aim of confiscating property is to maintain an environment conducive to learning, one which safeguards the rights of other pupils to be educated. As with other sanctions, the sanction of confiscation will be applied in a reasonable and proportionate way.

Staff have the power to confiscate any item which is illegal or banned from school (see appendix 8) and any item, however found, which is considered potentially harmful or detrimental to school discipline.

Jewellery, fizzy drinks/energy drinks and items of clothing that are additional to school uniform, for examples, will be confiscated and returned to the student at the end of the school day. Mobile phones and electronic devices will be confiscated, kept in the academy's safe, and will be returned when a parent or carer comes in to collect it at the end of the school day.

LHEA adopts the Department for Education (DfE) advice and guidance on the law regarding screening and searching pupils, and confiscating property which states that:

- Pornographic images may be disposed of/deleted unless an image constitutes a specified offence; in these cases, it is necessary to pass images to the police
- Weapons or items that are evidence of an offence must be passed to the police as soon as possible
- Controlled drugs should be passed to the police unless the member of staff believes there is good reason to dispose of them.

It would not be reasonable to involve the police in dealing with stolen low-value items such as pencil cases. However, school staff may judge it appropriate to contact the police if stolen items are valuable (for example, mobile phones or laptops) or illegal (for example, alcohol and fireworks).

30. The Power to Search

Senior staff, authorised by the Headteacher, may exercise their right under the Education and Inspections Act 2006 and 2011, to search suspected students for banned items listed in appendix 8, such as knives or weapons, without consent. Otherwise students will be asked to turn out their pockets or to hand over an item which is causing disruption or contravenes school policy. If it is felt necessary for a student to be searched for (say) illegal drugs or stolen property, the police will be contacted to do so. The school will seek advice and guidance from the school community police as and when it feels necessary and appropriate to do so.

The Headteacher will involve the police in matters when their discretion deems this to be necessary. Our school continues to build strong partnerships with the community police and their expertise and advice will be utilised to the full to maintain the health and safety of all members of the school community.

31. Screening and Searching

The staff reserve the right to screen all students for banned objects – this may involve asking students to turn out their bags, searching lockers, or using a hand held wand or arch. Throughout the screening students will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.

It may occasionally be necessary to search a student with their consent, on the very rare occasion when timing is such that the police are not immediately available to attend the school site to conduct a search. (Police involvement and expertise will be normal practice at LHEA regardless of the power granted to schools to conduct searches themselves). This will only be done when the school has reasonable grounds to believe a student may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by senior members of the teaching staff and Behaviour Management team
- Searches will be carried out, out of sight of other students.
- Suspicion may be aroused:
 - As a result of a positive screening
 - Because a student is acting suspiciously (e.g. attempting to hide something)
 - As a result of a 'tip off' – by a parent/carers or another student
 - Because of something said by the student

- There will always be two members of staff present when a search takes place. Wherever possible, both members of staff will be of the same sex as the student.
- Students will **NOT** be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- If students refuse to be searched or if they abscond the Police will be informed. If students become abusive or threatening the search will be stopped, the student isolated and the Police contacted.
- All searches will be logged:
 - name, year, sex, ethnicity of every student searched
 - grounds of suspicion
 - time and place
 - who searched
 - who else was present
 - what if any reasonable force was used, and if so why
 - how the search began and progressed
 - the student's responses and how staff managed them (eg steps taken to calm the student)
 - outcomes and follow-up actions.
- Parents will always be informed if a student has been searched and the result of that search.

The school has the right to search students without their consent for weapons (or anything that could reasonably be used as a weapon), alcohol, stolen items, illegal drugs, tobacco and cigarette papers, fireworks, pornographic images and any other item that could reasonably be used to commit an offence or cause injury or damage. This power will only be used in extreme circumstances. Normally if the school has reason to believe a student requires searching and he/she refuses consent the Police will be called and parents informed.

32. The Use of Force and Physical Restraint

At LHEA we aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a student in order to guide or reassure. We are alert to students whose personal circumstances may make even this inappropriate.

Force will only be used by staff as a last resort and when considered absolutely necessary. The Education and Inspections Act 2006 and 2011 confirms the statutory power of the school to use such force as is reasonable in circumstances that, by doing so, will prevent a student from:

1. Committing any criminal offence
2. Causing personal injury to, or damage to the property of any person (including the student himself)
3. Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise. (Section 93 of the Education and Inspections Act 2006 makes it clear that force may be used to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence)

This power applies to:

1 Any member of staff (teaching or support) who works at the school.

2 Any other person whom the Headteacher has authorised to have control or charge of students, including:

- People to whom the Headteacher has given temporary authorisation to have control or charge of students (e.g. catering or premises staff) and unpaid volunteers (e.g. parents accompanying students on school-organised visits).

This power may be used where the student (including a student from another school) is on school premises or elsewhere in the lawful control of the staff member (e.g. on a school visit).

The school will keep systematic records of every incident in which force has been used.

33 a) Reasonable force

1) The term 'reasonable force' covers the broad range of actions used by most teachers and support staff at some point in their career that involve a degree of physical contact with students.

2) Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3) 'Reasonable in the circumstances' means using no more force than is needed.

4) Schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

5) Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example, when two students are fighting and refuse to separate without physical intervention.

6) School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

33 b) Use of reasonable force

1) All members of school staff have a legal power to use reasonable force.

2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

33 c) When reasonable force will be used

1) Reasonable force will be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.

2) At this school, force will be used for two main purposes – to control students or to restrain them.

3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

4) The following list is not exhaustive but provides some examples of situations where reasonable force can be used at LHEA and all schools:

- preventing a student behaving in a way that disrupts a school event or a school trip or visit;
- preventing a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- preventing a student from attacking a member of staff or another student, or to stop a fight and
- restraining a student at risk of harming themselves through physical outbursts

The school cannot and will not use force as a punishment. **It is always unlawful to use force as a punishment.** Whenever force is used, it will be logged on the student's file and parents will be informed.

As a mainstream school we do not 'routinely' train our staff in positive handling but such training has been and will continue to be provided for key staff (the school's Pastoral and SLT Team) and if a student's Individual Behaviour or Pastoral Support Plan indicates this may be necessary.

33 d) Recording and review

If a member of staff has deemed it necessary to use force to address an incident this will be:

- 1) Reported verbally and in writing to the Headteacher as a matter of priority
- 2) Recorded on a central logging system
- 3) Followed by both a debrief of the handling of the incident and post incident pastoral care for that member of staff to safeguard their own health and well-being.

34. Allegations of abuse against staff

The school takes all steps necessary to safeguard students at LHEA. 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 'Allegations against staff' policy will be followed. Students who are found to have made malicious allegations will have breached school behaviour policy. The Headteacher will, in these circumstances, apply an appropriate sanction, which could include fixed term exclusion.

35. Practice and Procedures: Roles and Responsibilities

The promotion of positive behaviour is the responsibility of all members of the school community, including parents and carers.

The Governing Body will work with other members of the school community to review and revise the principles underpinning this policy, providing support, guidance, challenge and accountability for the fair and consistent implementation of the policy. The governing body approves the School Culture and Behaviour for Learning policy with the Headteacher.

The **Headteacher**, with the assistance of the Senior Leadership Team, is responsible for the for the consistent implementation of the policy and for promoting, achieving and sustaining a school ethos that encourages, embeds and recognises positive behaviour at all levels by all members of the school community.

All staff have been consulted on the principles and values on which the policy is based. It is the responsibility of all staff to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have the key responsibility of modelling the social, emotional and behaviour skills and high standards of behaviour expected from students.

Students have an important role in shaping and promoting the school's behaviour policy. They contribute to the detail of the policy through their involvement in defining LHEA expectations, values and rules and through developing and reviewing the recognition and rewards programme. This is achieved primarily through the School Council, respective Year Councils and consultation through tutor time with all tutees.

Students are expected to be ambassadors for the school and uphold the policy and its principles by modelling best behaviour to other members of the school and wider community. They have a responsibility to report incidents of bullying, intimidation and breaches of the school rules in order to uphold and support the LHEA Way.

Parents and carers have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage students' progress at home. A representative group of parents play a key role reviewing and advising on the impact, development and improvement of the policy.

36. Behaviour (Conduct) Data

The school maintains accurate and consistent records of conduct data to evaluate the impact of the Behaviour for Learning Policy over time including:

- Termly learning walk data to assess, monitor and report on the quality of Behaviour for Learning across the school.
- Exclusions, both external and internal, by student groups.
- Student behaviour logs
- Detentions.
- Attendance and punctuality.
- Referrals to 'In house support'.
- Incidents, rewards and sanctions.

The school ensures that its student record keeping systems provide analysis of the impact of its behaviour policy on particular groups of students including 'disadvantaged' and vulnerable groups, SEND, Pupil Premium funded and Looked after Children (LAC).

The school ensures that there is appropriate confidentiality within its monitoring and reporting. The school keeps a range of data on students attending alternative provision including attendance, behaviour and progress.

Student and 'student group' behaviour data is analysed by key staff that include the Form Tutor, Year and Subject Leaders, the SENDCo, Behaviour Manager and Senior Leadership Team (SLT). It is used to inform referrals to school based interventions, Individual Education Plans (IEP), Pastoral Support Plans (PSP) and referrals to outside agencies. Data is presented at a range of forums including whole staff, Pastoral and Curriculum, SLT, and Governors' meetings with Governors holding the school to account for the impact of the Behaviour policy.

37. Monitoring, Review and Evaluation

All achievements and behaviour incidents are to be recorded on SIMS behaviour management system. The member of staff who first dealt with the behaviour incident will report the details and the action s/he has taken. The data collected will be used to identify patterns and trends of behaviour for individuals, year groups and across the school.

- **Tutors** track behaviour and achievement summaries within their form group
- **Heads of Year** will undertake SIMS analysis of their Year Group 'conduct data' each fortnight and use the information to plan appropriate intervention strategies at a year group level, for example assembly focus. **Heads of Year** will discuss trends and strategies with their line manager fortnightly

and review intervention and impact for key students at fortnightly coordinated Student Intervention Support meetings.

- **Subject Leaders** should monitor the use of rewards within their department and incidents of negative behaviour to identify 'hotspots' and types of behaviour. Strategies for tackling these should be discussed in department meetings and effective practice shared across all departments.
- **The Data Manager** will produce a report each half term for the **Deputy Headteacher** to identify with colleagues the patterns and trends of student behaviour across student 'focus groups' (SEN, gender etc) year groups and the whole school
- **The Deputy Headteacher** will report on the impact of the behaviour policy termly to SLT half termly and to the governing body termly
- The evaluation of the effectiveness of the policy will be undertaken by the **Senior Leadership Team** at least once annually, predominantly through staff and student feedback and a statistical analysis of data to measure and report impact.

38. Policy Links, primarily:

1. Anti – Bullying Policy
2. Equality Policy
3. Special Educational Needs and Inclusion Policy
4. Charging and Remissions Policy
5. Attendance Policy
6. Safeguarding: Child Protection Policy (including allegations)
7. Exclusion Policy
8. Teaching and Learning Policy
9. Uniform code
10. Parent Concerns and Complaints Policy

Appendix 1 – The LHEA Way – Our charter. Our values. Our rules.

Appendix 2 – Home Academy Partnership Agreement

Appendix 3 – Student Code of Conduct

Appendix 4 – Positive Behaviour Management

Appendix 5 - Teaching and Learning: The Nuts and Bolts: Classroom Basics

Appendix 6 - Rewards Ladder

Appendix 7 - Consequences staged response

Appendix 8 - Items banned at school by the law and by the school rules.

38. Legislation and DfE statutory guidance underpinning and integral to the Behaviour Policy:

Education Act 2006; Education and Skills Act 2008; Apprenticeship, Skills, Children and Learning Act 2009. Equality Act 2010. Education Act 2011. DfE publication Use of reasonable force - Advice for Headteachers, staff and governing bodies July 2013. DfE publication 'Behaviour and discipline in schools – Advice for Headteachers and school staff' February 2014. DfE Behaviour and Discipline in Schools January 2016. Exclusion from maintained schools – academies and pupil referral units in England (DfE September 2012- updated September 2017).

Signed: Chair of Committee.....Date.....



The LHEA Way – Our Charter. Our Values. Our Rules.

Be RESPECTFUL

- We respect all members of our school community
- We are polite, kind and considerate to all
- We respect the right of every student to learn and achieve at school

Be READY

- We arrive at school and our lessons on time
- We bring the correct equipment for all our lessons, ready to learn
- We are resilient when faced with a challenge and choose an 'I can do' approach

Be RESPONSIBLE

- We are committed to our learning both at home and at school
- We are active and responsible members of our school and wider community
- We wear our school uniform correctly and with pride

Appendix 2 - The Student Code of Conduct

Our Code of Conduct, created in consultation with the staff and students, is based on rules designed to set high standards of behaviour which will be consistently applied by members of staff.

As a student at Lynch Hill Enterprise Academy I agree to ...

Care for others by ...

- ✓ Having good manners, being cooperative and using courteous language
- ✓ Listening carefully when instructions are being given
- ✓ Behaving in an orderly fashion when moving around school as well as when travelling to and from school
- ✓ Being respectful of classmates' rights to express different views
- ✓ Looking after the safety of others by ensuring that no dangerous or illegal items are brought into school including aerosols
- ✓ Respecting each other's personal space

Show respect by ...

- ✓ Taking care of my property and that of others
- ✓ Treating all school equipment and furnishings thoughtfully
- ✓ Keeping the school environment clean and tidy and using litter bins
- ✓ Staying on site and in designated areas
- ✓ Being punctual
- ✓ Only eating and drinking in designated areas of school- no chewing gum or fizzy drinks
- ✓ Asking for permission to be able to drink water in class
- ✓ Visiting the toilet during break and lunch times only

Take personal responsibility for myself in school by ...

- ✓ Following the classroom rules
- ✓ Having mobile 'phones and personal music players switched off and out of sight
- ✓ Completing classwork, homework and coursework to the best of my ability
- ✓ Keeping an accurate record of work set and other relevant information in my school planner
- ✓ Wearing the school uniform correctly so that I am smartly presented and a credit to myself, our school and my family
- ✓ Ensuring that I don't wear make-up
- ✓ Keeping my hair tidy and not dying/colouring my hair or having extreme haircuts and styles
- ✓ Remembering that the only permitted jewellery is plain ear studs – one per ear
- ✓ Leaving valuables at home and not bringing any large sums of money to school

Appendix 3 – Home Academy Partnership Agreement

As a Lynch Hill Enterprise Academy **student** I agree to meet the expectations of my parents/carers and the Academy by:

- wearing my uniform correctly, with pride, and bringing the right equipment to school;
- coming to school every day on time;
- being safe and thinking about the safety of others;
- taking care of our school and equipment;
- listening to my teachers and working hard;
- doing my homework;
- behaving well inside and outside school and being polite and helpful to others;
- letting an adult know if I have any worries, and taking all letters and messages home;
- showing concern and consideration for others.

As the **parent(s)/carer(s)** of a Lynch Hill Enterprise Academy student I/we agree to meet the expectations of my/our child and the School by:

- seeing that my/our child goes to school regularly, on time and properly equipped, and letting the school know, as soon as possible, if my child cannot attend;
- letting the school know about any concerns or problems that might affect my / our child's work or behaviour;
- supporting the school's code of conduct for behaviour (enclosed within on page 32);
- supporting my / our child in homework; attending Parents' Evening and discussions about my / our child's progress;
- looking at and signing the Student Handbook and Organiser on a weekly basis.

Lynch Hill Enterprise Academy agrees to meet the expectations of parents/carers and students by:

- contacting parents if there is a problem with attendance, punctuality or equipment;
- letting parents know about any concerns or problems that affect their child's work or behaviour;
- providing an annual Report; set, mark and monitor homework and providing facilities for children to do homework in school;
- arranging Parents' Evenings during which progress will be discussed;
- keeping parents informed about school activities through regular letters home, update and notices about special events.

Signed : _____ (Parent / Carer)

Signed : _____ (Headteacher)

Signed : _____ (Student)

Appendix 4

Positive Behaviour Management

The following behaviour management strategies should be used before sanctions are employed.

<p>Praise and Positive reinforcement</p> <p>Eg.</p> <p><i>'Excellent, you have settled down really quickly and got your books out.'</i></p> <p><i>'Good, the majority of you are ready to listen.'</i></p> <p><i>'I'm really pleased with your level of concentration.'</i></p>
<p>Positive correction</p> <p>Eg.</p> <p><i>'You need to have this piece of work finished by the time the bell goes.'</i></p> <p><i>'What should you be doing?'</i></p> <p><i>'I am waiting for everyone's attention.'</i></p> <p><i>'We will continue when everyone's settled.'</i></p> <p><i>'Jamie, we're looking at page 33.'</i></p>
<p>Verbal reprimand</p> <p>Eg.</p> <p><i>'Rashida, look this way, thank you.'</i></p> <p><i>'No, that's not acceptable behaviour.'</i></p> <p><i>'We don't use language like that.'</i></p> <p><i>'Speak to me politely as I do to you, thanks.'</i></p> <p><i>'The rule is boy/girl seating.'</i></p>
<p>Language of choice</p> <p>Eg.</p> <p><i>'Gavin, finish your work now or at break. Make a good choice now – thanks.'</i></p> <p><i>'Either be quiet or you'll have to move over here. What's your choice?'</i></p> <p><i>'Aisha, the instruction is working on your own. I'd like you to choose that now – thanks.'</i></p> <p>Choice options:</p> <p>Move seat.</p> <p>Stay behind at break/lunchtime</p>

Appendix 5 – Teaching and Learning. The Nuts and Bolts – Classroom Basics

At the start...

1. **Meet and greet students at the door** – act as gatekeeper (smile)
 - Where appropriate, students need to line up outside the classroom before entering
 - Ensure orderly entrance, checking uniform
 - Where the teacher is not in the room at the start, students must line up outside – at no point are **Always have the highest expectations of everyone – do not accept anything else**
 - students to be left unsupervised in classrooms
 - Implement the **seating plan**
 - Student Handbook and Organiser, and equipment, should be on the desk/workspace
2. Provide a stimulating **starter activity**, a “Do it Now” task, to engage and hook the students in
3. Take the electronic **register** at the start
4. Share the learning objectives and success criteria with the students at the start of every lesson

During the lesson...

5. **Model everything** and model high – including a love of your subject, a calm voice to elicit calm behaviour, and a belief that there is no glass ceiling to success
6. Provide **opportunities for students to be the teacher** and/or lead others
7. Plan for higher order targeted **questioning** and answers (use the 5 second rule/ questioning based on Bloom’s) - students should only raise their hand to ask a question
8. **Challenge** students throughout – always have a challenge activity to stretch students
9. Deliver effective formative assessment (for example, **mini plenaries** to review learning against success criteria)
10. Reward and praise/ encourage
11. Students should not generally be allowed to leave lessons (such as for toilet breaks) and in all cases need to be provided a lanyard to show permission granted

At the end...

12. Finish with a plenary to summarise the learning against the success criteria and to connect in with new or previous learning
13. Explain the **Homework** (if appropriate) and ensure details are uploaded to SMHW
14. Students stand behind desks before leaving
 - Check uniform
 - Release students one row at a time
 - Teachers follow students out into main corridor and supervise their movement away from the classroom

‘Keep it simple for everyone, stick to the nuts and bolts’

Appendix 6

Rewards Ladder

LEVEL	During Lessons	Outside Lessons	Reward	Staff Responsible for Authorising
R1	Active participation in the lesson Improved work ethic Excellent work in class Excellent home work Effective collaborative work Being particularly helpful (assisting in lesson organisation – handing out books, tidying up etc.) Sporting achievement/contribution Effective leadership Achieving a particular target	Being helpful Being kind and considerate towards others	Verbal Praise 1 Achievement point	All Staff
R2	Any typical R1 behaviour sustained over a period of several lessons	Regular attendance at an extracurricular activity Assisting the school community (Open Evening, Parent Consultation Evening etc.)	2 Achievement points	All Staff
R3	Tutee of the week		Phone call home	Tutor
R4	Good Citizenship Award		Golden tickets	All staff
R5	Tutor group per year group with highest achievement points for the week		Trophy and sweets	Head of Year
R6	Good Citizen Awards		Half termly raffle draw	AHT
R7	Tutor group per year group with highest attendance for the half term		Attendance trophy and Tutor Group breakfast	Head of Year
R8	Tutor group per Year Group with highest conduct points for the whole term		Pizza and film Race to Thorpe Park	Head of Year
R9	100%, 99%, 98% attendance for the term		Gold, silver, bronze certificates	Head of Year

R10	Individual Conduct Award (Highest achievement points minus behaviour points) Head of Year Award Student Choice Award	Half termly Celebration Assembly: Certificate and Rewards Token Certificate and token Certificate	Head of Year
R11	High Achiever Award for outstanding work, excellent effort, most improved in a subject and highest achievement	Termly Rewards Ceremony: Certificates	AHT
R12	Outstanding ATL (attitude to learning) scores from termly reports (top 20%)	Formal Letter home	Head of Year
R13	One tutor group per year group with the highest number of conduct points across the year	End of year celebration event: Race to Thorpe Park	Head of Year
R14	100% attendance for the whole year	Platinum certificate Tea with the Head	Head of Year AHT

Achievement point totals are cumulative across the year	
Acquiring 20 achievement points	Phone call from tutor
Acquiring 40 achievement points	Postcard home from Tutor
Acquiring 60 achievement points	Phone call home from HOY
Acquiring 80 achievement points	Postcard home from HOY
Acquiring 100 achievement points	Letter home from AHT
Acquiring 120 achievement points	Bronze Certificate
Acquiring 140 achievement points	Silver Certificate
Acquiring 160 achievement points	Gold Certificate
Acquiring 200 conduct points	End of year tea with HT

Appendix 7 – Consequences Staged Response

LEVEL	During lessons & tutorials	Outside lessons	Likely consequence	Staff responsible for authorising
C1	Examples of behaviour Off task chatter Interruption of staff or other students Lack of cooperation Disobeying instructions Out of seat without permission Shouting out Late to lesson (less than 5 minutes) Item of clothing additional to uniform	Being in school building at lunch 1 or 2 beyond the first or last 5 mins. Pushing in queues Item of clothing additional to uniform Kicking footballs too hard	Positive correction Verbal warning Language of choice Change of seating Confiscation Confiscation	All staff
C2	Misbehaviour after two warnings/failure to comply with C1 request Late to lesson (more than 5 minutes) Argumentative behaviour Inappropriate use of language Rudeness Failure to complete homework Eating in lessons Name calling Misuse of equipment Late to school without a note Incorrect uniform Incorrect equipment No planner Planner not signed Mobile phone Make-up/nail varnish	Spitting Dropping litter Eating in the school building Mobile phone Make-up/nail varnish Poor corridor / playground behaviour including play fighting	Lunch time detention or after school up to 15 minutes (no parental notice) Spontaneous bag checks to ensure prohibited items are not brought into school (KSL/SLT) Pastoral lunch detention for 15 minutes. Tutor detention up to 15 mins Confiscation (returned to parent at end of the day) Removal Lunchtime internal exclusion 1 behaviour point (Sims)	Subject teacher Duty staff Student Support Officer Learning Mentor Tutor HOY
C3	Continued C1 or C2 behaviour Failure to attend a C2 detention Persistent lateness to lessons Refusal to work or follow instruction Chewing gum Incorrect equipment twice in a week	Chewing gum	30 minute detention with parental notice Place on subject report 30 minute detention with parental notice (Head of Year)	Subject teacher 30mins class teacher detention Form tutor Subject teacher

	<p>No planner twice in a week</p> <p>Failure to attend a uniform or late break detention</p>		<p>Lunch detention</p> <p>2 behaviour points</p>	<p>Student Support Officer</p>
C4	<p>Persistent C3 behaviour</p> <p>Failure to attend a C3 detention</p> <p>Continued failure to complete homework</p> <p>Call-Out from a class/support teacher</p> <p>Truanting from lesson</p>		<p>1 hour department or pastoral detention with parental notice 'On 'Call-Out' (with follow up sanction from teacher)</p> <p>Place on HOD report</p> <p>Place on tutor report (for issues in more than 1 subject)</p> <p>Place on HoY report (serious issues in more than 1 subject)</p> <p>3 behaviour points</p>	<p>HOD</p> <p>HOY</p> <p>Subject teacher</p>
C5	<p>Continued C4 behaviour</p> <p>Failure to attend a C4 detention</p> <p>Aggressive language/insults/swearing</p> <p>Name calling (racist, sexist, homophobic)</p> <p>Threatening and intimidating behaviour</p> <p>Inciting others to fight</p> <p>Graffiti</p>	<p>Bringing the school into disrepute</p>	<p>SLT detention</p> <p>4 behaviour points</p>	<p>HOD or HOY</p>
C6	<p>Continued C5 behaviour</p> <p>Failure to attend a C5 detention</p> <p>Inappropriate physical behaviour</p> <p>Behaviour that compromises the safety of others</p> <p>Theft</p> <p>Behaviour that seriously disrupts the school day</p> <p>Persistent disruptive behaviour</p> <p>Defiance to staff, including senior staff</p> <p>Racist abuse</p> <p>Bullying</p> <p>Repeated truancy from school/lesson</p> <p>Leaving the school site without permission</p> <p>Unnatural hair colour/ extreme hair cut/ shaved markings in eyebrow</p>		<p>Internal exclusion 8.30-4pm</p> <p>5 behaviour points</p>	<p>HOY & SLT</p>
C7	<p>Continued C6 behaviour</p> <p>Aggravated and persistent bullying</p> <p>Failure to comply with the conditions of an internal exclusion</p> <p>Verbal abuse/threatening behaviour</p> <p>Compromising the health and safety of the school site</p> <p>Dangerous behaviour likely to hurt themselves or others</p> <p>Intimidating behaviour</p> <p>Violent conduct/physical attack/fighting</p> <p>Malicious allegations of abuse against staff</p> <p>Bringing banned substances into school</p> <p>Wilful damage to school property</p> <p>Extreme defiance – beyond the management of the Headteacher</p> <p>Misusing the internet, technology, mobile 'phones (see 'acceptable use' policy)</p> <p>Possession of a weapon or items that may be used as weapons</p> <p>Possession and/or use of illegal drugs</p> <p>Hacking into school network</p> <p>Possession of sexually inappropriate material</p>		<p>Re-sit/re-sit at a SEBMAT school</p> <p>Fixed term exclusion ranging from 1 – 45 days. SLT report (following reintegration meeting)</p> <p>Managed Move to another school</p> <p>Considered for Permanent exclusion</p>	<p>HT</p>

	Violence or arranging violence towards any member of LHEA	6 behaviour points	
C8	Continued C7 behaviour Persistent behaviour that repeatedly breaks the school code of conduct Behaviour that compromises the health, safety and well-being of the school site and member(s) of the school community.	Permanent exclusion	HT

Behaviour Response and Sanction Summary

Out of class behaviour: Duty teams and Duty Leader will deal with behaviour as it happens and sanction immediately if appropriate or Duty Lead will place student in the internal exclusion room (IER). All follow ups and unresolved issues are undertaken by HOY.			
In class behaviour: Classroom teacher is responsible for his/her classroom environment and works with HOD			
C1 – C3 Behaviour	C4 – C5 behaviour	C4 – C5 behaviour	C6 – On call
Classroom teacher deals with the behaviour in the lesson	Department approaches undertaken	When a Call-Out has been made	Call-Out removes the student to the IER and leads on statements (where possible) with IER supervisors
If the teacher does call 'Call Out' then this is recorded on daily sheet	Classroom teacher sets 60 min department detention	Internal Exclusion for the rest of the lesson (if behaviour warrants it)	IER emails the pastoral team
Head of Department has discussion with teacher	HOD report SLT detention via line management	Teacher sets 1 hr detention	Teacher keeps ownership and supervises the detention, including RJ with support from HOD/SLT link
		HODs check the daily Call-Out sheet	HoYs check the daily Call-Out sheet
	Parental meeting	HOD ensures that behaviour Sims is updated and detention set Repeated Calls – Outs employ department approaches	Class teacher fills in Sims with details of the incident. HOD coordinates investigation, follows up and contacts home










Behaviour point tariff: for behaviour not standards	
Acquiring 10 behaviour points	Phone call home from tutor
Acquiring 25 behaviour points	Tutor report
Acquiring 40 behaviour points	Parent meeting with tutor
Acquiring 50 behaviour points	Phone call home from Head of Year

Acquiring 60 behaviour points	HOY report
Acquiring 70 behaviour points	Parent meeting with HOY
Acquiring 80 behaviour points	Parent meeting with KSL & AHT + KSL report
Acquiring further behaviour points	Additional interventions eg PSP

All report stages are 2 weeks and a log will be kept for each week.

Standards: Lates, uniform, equipment

Lines of reference/support

Ongoing behaviour issue in classroom	Ongoing behaviour issue in tutor time	Ongoing behaviour issue during social time
Subject teacher 	Tutor 	Duty staff 
Subject teacher & Head of department 	Tutor & Head of Year 	Duty staff & Duty Team Leader 
Subject teacher & Head of department & SLT line management 	Tutor & Head of Year & SLT line management 	Duty staff & Duty Team Leader & Head of Year 
DHT/HT	DHT/HT	DHT/HT

Appendix 8

Items Banned at School by Law

- Knives and weapons;
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, e-cigarettes and vapes
- 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; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Items banned at school by the school rules

In addition to all of the above:

- Items worn or possessed that are not in line with the School Uniform Code
- Scissors (provided by the school)
- Shisha Pens
- Energy drinks and fizzy drinks
- Laser pens
- Chewing gum
- Fidget spinners
- Aerosols

Note: the school reserves the right to add to or update this list subject to the approval of the Headteacher and Governing Body.

Appendix 9 - Grade descriptors for behaviour and attitudes

In order for behaviour and attitudes to be judged outstanding, it must meet all of the good criteria securely and consistently and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately⁸² as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Requires improvement (3)

- Behaviour and attitudes in the school are not good.
- Pupils are safe and they feel safe

Inadequate (4)

Behaviour and attitudes are likely to be inadequate if any one of the following applies.

- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. They do not support staff adequately in managing behaviour.
- Pupils' lack of engagement and persistent low-level and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other and/or staff and a lack of self-discipline. Pupils frequently ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes towards the value of good manners and behaviour as important factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully.

