Behaviour policy and statement of behaviour principles

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1. Principles

At Lynch Hill Enterprise Academy (LHEA) we are committed to creating a school learning environment where excellent behaviour is at the heart of everything that we do. We aspire to creating a safe, inclusive and supportive community of students, families 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.

This policy guides staff, students and families on our approach to behaviour management, sets out our expectations and the standards we aspire to in all aspects of behaviour, and demonstrates the provision and purpose of student support.

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 endeavor.

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Culture Curriculum

Our culture curriculum is key to the behaviour system in the school. It is put in place to create as warm, friendly culture with a sense of rigour and urgency. Every day we teach our students what good behaviour looks like, to use good manners and routines we expect to be followed at Lynch Hill Enterprise Academy. These are taught during every interaction staff have with students, during lessons, assemblies, and tutor time. Each week there is a different culture curriculum focus which is communicated home to parents and staff have training on how this is delivered, taught and modelled across the school. Culture Curriculum student ambassadors will be put in place every year to support the teaching of, modelling of and leading by example to other students.

4. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour and discipline in schools: advice for headteachers and school staff, 2016

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation at school 2018

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Exclusion from maintained schools, academies and student referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022

Use of reasonable force in schools

Supporting students with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy has evolved through consultation with a range of members of our school community, including staff, students, families, the local governing body and SEBMAT.

5. Expectations

We have three clear and simple expectations that we have for every member of Lynch Hill Enterprise Academy community to uphold. These form the basis of everything we do and are displayed in every classroom and around the school:

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

See Appendix 1 for classroom displays

6. Roles and Responsibilities

Headteacher of Senior Leaders

The Headteacher and the school Senior Leaders are responsible for reviewing and approving this policy in conjunction with the local governing board and SEBMAT.

The Headteacher and the school Senior Leaders will ensure that the school environment encourages positive behaviour through:

- Being a daily visible presence, including meeting and greeting students at the beginning of the day
- Celebrating staff and students whose effort goes above and beyond expectations.
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that behaviour data is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

Teachers and Staff

All Staff members are responsible for:

- Modelling calm, consistent, polite and positive adult behaviours
- Building relationships through kindness.
- Meeting and greeting students at their classroom door and as they arrive and leave school.
- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Students

Students will be made aware of the following behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

7. Definitions

Poor Behaviour in a lesson would be considered as any student who does not meet the following expectations:

- Give their best effort
- Start task promptly and complete work to best of ability
- Be polite, kind and considerate
- Respect the environment, the equipment and classroom
- Follow adult instructions
- Remain seated or move around the class calmly when applicable
- Never use physical contact in any circumstance
- Use equipment safely
- Create a mobile phone free environment
- Respect other's values, opinions and beliefs
- Care for the safety and welfare of others.

Poor Behaviour outside of lessons would be considered as any student who does not meet the following expectations:

- Be polite, kind and considerate
- Respect the environment – the school building/site

- Follow adult instructions
- Move around the building safely and calmly
- Never use physical contact in any circumstance (either intentionally or in play);
- Create a mobile phone free environment
- Respect other's values, opinions and beliefs
- Care for the safety and welfare of others.

A serious misbehaviour would be defined as (but not exclusive to):

- A student is refusing to leave a lesson after call out has arrived;
- Verbal/threatening abuse towards a student or adult;
- Discriminatory language/abuse to include (but not exclusive to):
  - Homophobic/Biphobic/Transphobic Abuse;
  - Racist abuse;
  - Sexual harassment or violence;
  - Disability Focussed abuse.
- Any form of bullying;
- Physical assault of a student or adult;
- Dangerous behaviour;
- Damage to or theft of personal or school property;
- Truancy of a whole lesson;
- Refusal to follow adult instructions that compromises the safety of others;
- Possession of any prohibited items. Examples of these are:
  -Knives or weapons
  -Alcohol
  -Illegal drugs
  -Stolen items
  -Tobacco and cigarette papers
  -Fireworks
  -Pornographic images
  -Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

8. Response to Behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour expectations and relentlessly reinforce these
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Responding to good behaviour

Positive strategies will be used consistently by all adults in the school and recorded on Class Charts for families to see. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make students feel valued members of our community and motivated to always give their best effort. Praise is only given to students whose efforts and standards are above and beyond, this creates a culture where there is no limit to their excellent behaviour. Positive Praise that staff will use include:

- Immediate Verbal Feedback;
- Positive postcards given to the students;
- Positive messages on class charts/emails or phone calls to families;
- Excellent student work being displayed;
- Form group celebrations;
- Golden Tickets;
- Nominations for termly celebration assemblies and annual celebration evenings.

See Appendix 2 for further details of positive praise used

Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

Responding to physical violence

Physical violence will not be tolerated by any Lynch Hill Enterprise Academy student. Appendix 8 outlines the robust response to any student who uses physical violence.

Consequences

Our consequence system is used if a student has failed to respond to de-escalation techniques used by staff to give students what they need to succeed by providing timely intervention which allows

them to process and reflect on what has happened. The consequence will then focus on equipping them with the skills and values to enable them to better meet the school's expectations and allow them to move on positively from the incident.

All consequences will be communicated with families.

The school may use one or more of the following consequences:

30-minute same day detentions: These will involve an opportunity for restorative practice to help students realise how their behaviour impacts others and themselves, explore what appropriate behaviour look like and equip the student with tools they can use to avoid a similar incident occurring in the future.

60-minute detentions: These will be issued to students who choose to not attend the 30-minute same day consequence, or those who did not engage positively with the restorative conversation. It will involve restorative practice as above.

Senior Leadership 90-minute detentions: These will be held every Friday after school. They will be issued to students who choose to not attend the 60-minute detention, or those who did not engage positively with the restorative conversation. These may also be used for any student who has been involved in any serious misbehaviour.

Inclusion Room Day: This will be issued to a student who has chosen to not attend an escalated consequence or may be used following a serious incident where a school leader has decided that this is the most appropriate intervention. This may be for a single day, or period of days. ***Parental consent is not required to set an inclusion room day.***

An Inclusion room day runs from 10:00am – 3.00pm. Students cannot be on school site outside of these hours. Each day will involve sessions on school expectations, mentoring, a reintegration meeting with a school leader and appropriate level school work. At the end of the Inclusion room days set, if staff recognise that the student has processed, reflected on and is ready to return to the main school environment and not disrupt their, or the learning of others, then the student will return to lessons the following day. If not, then further Inclusion room days may be required.

Fixed Term Transfer: This is used as an alternative to a fixed term exclusion where the school believes that a suspension would not be in the best interests and / or welfare of the student. A student will be required to attend a partnered local school, where they will be supervised and work in an approved withdrawal space. This allows a student the space and time to reflect on their behaviours in a safe and structured environment before returning to school. **On returning to school a reintegration meeting will take place with families, the student and a member of the pastoral team.**

See Appendix 3 for details regarding the school consequence system.

9. Suspensions and permanent exclusions

The school adheres strictly to the Law in relation to exclusion and it has regard of the appropriate guidance issued by the Secretary of State, Exclusion from maintained schools, academies and student referral units in England.

Only the Headteacher, or acting Headteacher, can exclude a student from school. We are committed to following all statutory exclusions procedures to ensure that every student receives an education in a safe and caring environment.

Suspensions

Suspensions: The decision to suspend a student for a period of time will be taken only:

- In response to serious or persistent breaches of the school's behaviour expectations, and
- If allowing the student to remain in school would seriously harm the education or welfare of others.

Before deciding whether to suspend a student the Headteacher and the Deputy Headteacher will consider all the relevant facts and evidence, allow students the opportunity to give their voice on the events and consider students additional needs.

Families will be informed of a suspension by a phone call and a letter. Students who have been suspended from school for a fixed time period will return to lessons following a successful reintegration meeting with a school leader.

The school's expectation is that this is reintegration meeting is attended by the student, in full school uniform, and an adult family member. During a suspension, students must be in the home under the direct supervision of the parents/carers during the hours of 8.30am to 3.00pm every day. Suspended students must not be on or near the school site. The school will ensure that work is provided for the suspended student to complete at home. The completed work must be returned to the appropriate teacher.

Permanent exclusions

Permanent Exclusion: The decision to permanently exclude a student is at the discretion of the Headteacher, in conjunction with SEBMAT and the local Governing Board. A permanent exclusion will be taken as a last resort and we will ensure all statutory duties are complied with and that the Equality At (2010) and Special Educational Needs Code of Practice (2014) are considered.

Before a student is permanently excluded, the school will have explored as many possible interventions and consequences as is practicable and available. However, it is essential that the school offers an uninterrupted education and ensures the safety of the student and staff body and consequently there will be times when permanent exclusion is necessary.

10. Supporting students following misbehaviour

Following misbehaviour and/or consequences, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

Following more serious consequences, which include Inclusion room days, fixed term transfers and suspensions the student will follow a reintegration process to support their successful return to the school environment. This process is detailed in appendix 4. Students who persist with poor behaviour, despite daily intervention, may be placed in our long-term inclusion provision for a minimum of 2 weeks to complete a behaviour management course before being reintegrated back into lessons.

Behaviour trends are monitored daily and any student receiving more than one detention in a 5-day period will start a behaviour support plan. This plan escalates supportive measures if behaviours do not improve. See Appendix 5 for details of behaviour support plans.

11. Off-site behaviour and expectations

Consequences may be applied where a student has not met the school expectations off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Consequences may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

12. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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 consequences in line with this School Culture and Behaviour for Learning policy.

13. Mobile Phones

At Lynch Hill Enterprise Academy we recognise that mobile phones, including smart phones, are an important part of everyday life for our students, families and staff, as well as the wider school community. However, we also recognise that mobile phones have the potential undermine our guiding principles, pose a risk to child protection and safeguarding and can lead to a disruption to teaching and learning.

We believe that the safeguarding of our students is paramount and that we ensure disruption free teaching and learning is our priority. Therefore, the use of mobile phones is prohibited at LHEA.

Mobile phones can be brought to school, **but must remain off and out of view whenever a student is on school site**. School site is defined as the school grounds in which you pass through an external school gate. This includes ear/headphones and other attachments. Any phone that is **seen or heard** whilst on school site will be confiscated.

Further details of our mobile phone procedures can be found in appendix 6.

14. Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the either the Headteacher, the Deputy Headteacher or the Designated Safeguarding Lead, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

15. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

16. Online misbehaviour

The school can issue behaviour consequences to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

17. Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the pastoral leader or designated safeguarding lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

18. Approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information.

19. Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

20. Responding to misbehaviours from students with SEND

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

We aim to anticipate and remove triggers of misbehaviour. Examples of these include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

21. Punctuality

We value and promote punctuality daily and is part of our culture. We expect students to be in school and in lessons on time. If students are late to school with no valid reason on 3 occasions or more in a term, they will be placed in a Senior Leadership 90-minute detention.

If students are more than 4 minutes late to any lesson with no valid reason, they will spend the lesson they are late to in the removal room and serve a social time or afterschool detention depending on which lesson they are late to.

22. Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of inclusion room, off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every week by The Deputy Headteacher.

The data will be analysed from a variety of perspectives including:

At school level

By age group

At the level of individual members of staff

By time of day/week/term

By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

23. Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the local governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the local governing body.

24. Links with other policies

This behaviour policy is linked to the following policies:

Anti – Bullying Policy
Equality Policy
Special Educational Needs and Inclusion Policy
Charging and Remissions Policy
Attendance Policy
Safeguarding: Child Protection Policy (including allegations)
Exclusion Policy
Teaching and Learning Policy
Uniform code
Parent Concerns and Complaints Policy

Appendix 1: **Our Values**



Appendix 2 – **Positive Praise**

Positive Praise

Staff should use positive recognition for those meeting the expected standards so that it becomes part of our culture. Where positive behaviour is logged and rewarded it is for efforts that consistently meet the expected standards and those that are 'over and above'. By only logging excellence this raises expectations of all students. Below are the options and methods staff can use to positively praise students.

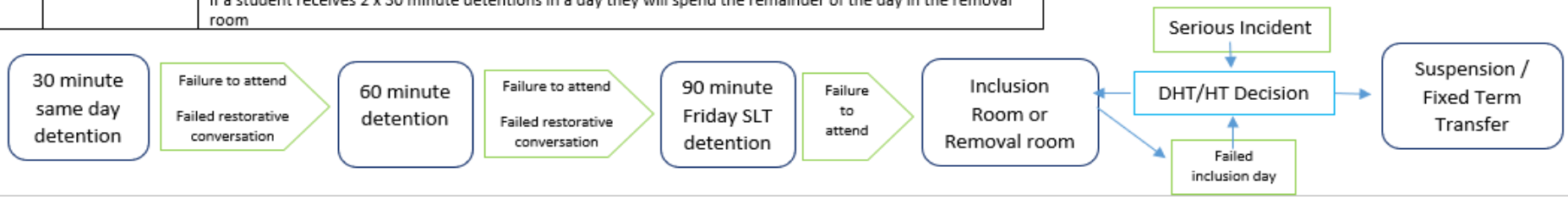
Daily	› Immediate verbal recognition	Given immediately to students or groups of students that are meeting the school expectations.	Everyone
	› Immediate verbal praise › + **Postcard to be taken home**	Given immediately to students that ***persistently*** meet the school expectations or go above and beyond. **Added to class charts for later analysis and cumulative reward.**	
	› Immediate verbal praise + › **Positive phone** calls to parents.	Made at an appropriate time for students that persistently meet the school expectations or go above and beyond. **Added to class charts for later analysis and cumulative reward.**	
Weekly	Positive points are added once a week **on class charts.**	Sent to students that persistently meet the school standards or go above and beyond. **Via class charts reward points are added to** parents at the start of every Monday meeting cycle.	
	› Golden tickets - citizenship award	Prizes awarded.	
	› Tutee of the week. **Positive phone call home. Recognised in assembly.**	Tutors choose the student with the best % pie chart and call home to congratulate.	Tutor
Half termly	› Year team celebration assemblies.	**Pastoral certificates -** Shining starts 3 Rs certificates	HOY

		Rising stars - improved (1 per form) + Any other.	
	› **Breakfast + message home** for the top 30 attending students in each year group.	10 = Monday, 7 & 11 = Tuesday, 8 = Wednesday, 9 = Thursday.	HOY
Termly	› Termly, **reward event** per year group. ›	**An event or reward activity** organised for those that have persistently shown over and above behaviours and/or met the school expectations. Organised per year group by the HOY. Highest % pie chart of positive to negative ratio.	HOY
	› Year team celebration assemblies awarded by CTH.	**Subject award certificates.** Nominated by subjects.	**HOY / CTH**
Annually	Annual celebration Evening	Whole School awards Subject awards **(certificates and prize)** Parents invited	KHA
	Thorpe Park Trip		KHA
Ongoing	› Shop system	Students can order items using their points from Feb half term onwards. Spend points will be wiped at the end of year 9.	

Triangulate praise. As you are waiting for the briefing to start, share with the people around you some praise you have given recently. Let the feel-good feeling snowball and inspire others to give praise.

Appendix 3 – **Consequence System**

	In Class		Out of class	Serious Incident	Lates
Expectations	The teacher knows the students and plans for individual needs in class. 'Chance, Warning, Removal' is used. Disruption has been caused to lesson as expectations of 'Be Ready, Respectful and Responsible' have not been met. The student has failed to: • Give their best effort • Start task promptly and complete work to best of ability • Be polite, kind and considerate • Respect the environment, the equipment and classroom • Follow adult instructions • Remain seated or move around the class calmly when applicable • Never use physical contact in any circumstance • Use equipment safely • Create a mobile phone free environment • Respect other's values, opinions and beliefs;		Disruption to the school environment has been caused. The student has failed to: • Be polite, kind and considerate • Respect the environment – the school building/site • Follow adult instructions • Move around the building safely and calmly • Never use physical contact in any circumstance (either intentionally or in play); • Create a mobile phone free environment • Respect other's values, opinions and beliefs; • Care for the safety and welfare of others.	• A student is refusing to leave a lesson after call out has arrived; • Verbal/threatening abuse towards a student or adult; • Discriminatory language/abuse to include: - Homophobic/Biphobic/Transphobic Abuse; - Racists abuse; - Sexual harassment or violence; - Disability Focussed abuse. • Misogyny/sexist attitudes or actions • Any form of bullying; • Physical assault of a student or adult; • Dangerous behaviour; • Damage to or theft of personal or school property; • Truancy of a whole lesson; • Refusal to follow adult instructions that compromises the safety of others.	A student is late if they: arrive to school later than 8.30am arrive more than 4 minutes late to a lesson If a student is late to school on 3+ occasions in a half term, they have an SLT detention
Staff Actions	Teacher logs low level disruption logged on class charts	• Student is removed from class – 'Removal' stage reached • logs this on Class Charts, • Tells the student • Phones home – this must happen by the end of the following day. Best practice is on the same day • Visits the student in the detention to hold a restorative meeting	If the issue is not satisfactorily resolved at the time by the staff member then: • Staff member must inform the student that they have a 30 minute same day detention • If the student walks off, support from the pastoral team asked to see the student with the member of staff Restorative conversation with a member of staff	• Staff member takes the student to the removal room and reports this to a member of the pastoral team or senior member of staff • Logs this as a serious incident on class charts with a statement.	Staff logs the student as late on the register and does a class charts late to lesson notification
Consequenc	Student is not removed from class. The student may be on a 'Chance/Warning'	• 30 minute same day detention issued	• 30 minute same day detention issued	• DHT/HT decide on consequence	Late to lesson: spends the remainder of the lesson in the removal room + a break/lunch or afterschool detention
	4 negative behaviour points logged in 5 days results in the student starting a behaviour plan				
		If a student receives 2 x 30 minute detentions in a day they will spend the remainder of the day in the removal room			



Appendix 4: **Reintegration Process**

From Suspension

Once a decision has been made to suspend a student the following will happen:

1) **Initial phone call**

The family of the student will receive a telephone call from the Headteacher/Deputy Headteacher**.** During this phone call the family member will be informed of the re-integration meeting and (if decided) the time of this meeting. The family will also be informed that the student should be supervised by an adult during the suspension and that work will be set and that the student must attend the re-integration meeting with evidence that they have attempted to complete the work. Finally the family should be informed that a letter will follow this conversation confirming the suspension.

2) **Legal letter**

To be sent to family with details of exclusion, legal information and expectations and reintegration meeting time.

3) **Reintegration meeting**

To be attended by the student and an adult family member preferably the parent or carer**. For the first and 2nd reintegration meeting for any student in any year group of this year OHA to attend and lead meeting with HOY**. Schedule for next academic year will be:

- 1st suspension: Assistant Headteacher lead the meeting
- 2nd suspension: Assistant Headteacher lead the meeting
- 3rd suspension: OHA to lead meeting
- 4th suspension: CTH to lead meeting, OHA present (+ HOY optional)
- 5th suspension: CTH/OHA to lead meeting, governor present

The SENDCO and DSL will be present in reintegration meetings for relevant students.

During the meeting a reintegration proforma will be used to cover:

- The incident
- The affects this has had on the perpetrator and others
- Support plan needed
- Targets
- Any further issues the student and family feel need discussed

This will be shared with relevant staff by the person leading the meeting / Amy.

Work completed or attempted during the suspension will need to be evidenced by the student. If nothing has been attempted, then a period of time in the removal room or the Inclusion Room will be put in place.

If an adult is not present the student will work in the Inclusion Room until an adult has attended.

4) **Follow-up letter**

This will be sent out to the family from Amy. Information for this is taken form the reintegration proforma. This will confirm what was said in the meeting and any further support and actions that will be taken

5) **Post reintegration support**

This will be bespoke to the individual student and may involve a range of staff and agencies. The following will be actioned along with any personalised support:

- 1st suspension: HOY report
- 2nd suspension: Report to SLT member + 2 week HOY follow up meeting
- 3rd suspension: OHA report + PSP started and lead by HOY to include 2 week review meeting + period of time in the Inclusion Room
- 4th suspension: Headteacher report and managed move process started + extended time in the Inclusion Room + 2 week follow up meeting with OHA
- 5th suspension: Alternative provision looked into/Haybrook respite + 2 week follow up meeting

From the Inclusion Room

Once a decision has been made to place a student in the Inclusion Room the following will be carried out:

1) **Initial phone call**

The HOY or senior leader linked to the year group will make a phone call to the family to inform them of the decision and how many days they will be in the centre. The reason for this will be discussed with detail of the incident itself. If this is the not the first time that the student has been placed in the Inclusion Room, then a meeting will be arranged with an adult family member, preferably a parent.

2) **Information letter**

A letter will be sent to the family from Class Charts with details of the Inclusion Room and the reason for this decision.

3) **Reintegration meetings**

Reintegration meetings will occur within 24 hours of the student finishing their time in the Inclusion Room. Depending on the number of times per term they have been placed in the Inclusion Room:

- 1st occasion: meeting with Pastoral Manager
- 2nd occasion: meeting with student and family member –HOY to lead with KDA
- 3rd occasion: meeting with student and family member – KDA to lead meeting with OHA present
- 4th occasion: meeting with student and family member – OHA to lead meeting

The SENDCO and DSL will be present in reintegration meetings for relevant students.

During the meeting a reintegration proforma will be used to cover:

- The incident
- The affects this has had on the perpetrator and others
- Support plan needed
- Targets
- Any further issues the student and family feel need discussed

This will be shared with relevant staff by KDA. A copy of the proforma will also be made and shared with parents

4) Post Inclusion Room support

This will be bespoke to the individual student and may involve a range of staff and agencies. The following will be actioned along with any personalised support, which may include a behaviour action plan:

- 1st occasion: follow up meeting with Pastoral Manager
- 2nd occasion: report to HOY
- 3rd report: Report to KDA
- 4th occasion: Report to Senior Leader

Post Reintegration tariff for suspensions and Inclusion Room

Following a suspension or Inclusion Room there will be clear expectations that the student takes responsibility for their behaviour and engages with the support plan and their targets. The student's behaviour will be closely monitored following a suspension by the member of staff that they are on report to and the HOY. If the student's behaviour is as follows:

- 1 lesson removal or serious incident within 5 days: student to spend the remainder of that day in the removal room, parental phone call arranged and option of 1 day in the Inclusion Room.
- Further lesson removals or serious incidents within 5 days: Student to spend the remainder of that day in the removal room, further parental contact and decision made by OHA if an extended period of time in the Inclusion Room / Fixed Term Transfer/suspension
- Disruption to the school environment highlighted on report (e.g poor work ethic or lateness) – member of staff in charge of report to issue a 1 hour detention or liaise with OHA regarding further consequences.
- Good report and no lesson removals or serious incidents within 5 days: Call home to congratulate from the person that the student is on report to.

Appendix 5 – **Behaviour Support Plans**

Head of Year reviews behaviour data weekly and directs student intervention

2 Lessons removals in a 5 day period

multiple subjects (over 2)/whole school standards	Date	r of staff	Details	Impact
Tutor meets with student				
Tutor mentoring report				
Restorative meetings				
Comunication home from Tutor				
Parent/carer meeting with Tutor				
Level 2 student - student's behaviour is having a significant impact on their and other learning/experiences in school				
Student meeting with Head of Year, mentoring report started and home contacted				
Communication home from Head of Year				
Specific Head of Year consequences: e.g. break or lunch exclusions. Detail:				
Head of Year Meeting with parents				
Staff Mentor				
Antisocial language session				
Withdrawn from lesson for a period of time				
Inclusion audit by Head of Year				
Change of class				
Other strategies:				
Level 3 student - In school strategies and intervention are having limited impact				
Student briefing to staff				
ELSA				
Individual support plan				
Pastoral Support Plan				
SEND needs assessment				
Inclusion room				
Meeting with middle leader (Head of Year/supported by SLT)				
Behaviour support mentor				
Risk Assessment				
Reduced Time Table				
Other Intervention:				
Level 4 Student - student is at risk of permanent exclusion				
Parental meeting with SLT				
Monitoring report to SLT				
Governors Behaviour Meeting				
Pastoral Support Plan lead by SLT				
Managed Move				
Other Intervention:				
Level 5 Student - student is moved to a more appropriate settings				
Full time alternative provision				
Haybrook Managed Move				
Extended Study Leave				
Permanent exclusion				
Other:				

2 Lesson removals from the same subject in the space of 5 lessons

Level One student - Student is causing concern in a max of two specific subjects	Date	r of staff	Impact	Notes
Meeting with student (Can be restorative meeting)				
Subject mentoring report				
Communication home from class teacher				
Parent/carer meeting with class teacher				
Level 2 student - student's behaviour is having a significant impact on their and other learning				
Student meeting with Head of Department mentoring report started and home contacted				
Communication home from Head of Department				
Head of Department meeting with parents				
Inclusion audit/first quality teacher audit by Head of Department				
Change of class				
Withdrawn from lesson for a period of time				
Other strategies:				

External support menu: Can be implemented from level 2 onwards	Date	r of staff	Impact	Notes
Educational Psychologist assessment and strategies implemented				
Attendance officer intervention				
Early Mental Health Support				
School Nurse				
Haybrook Mentoring/outreach work				
Haybrook Respite				
Social Service intervention: Youth Worker/Social Worker/Family Worker/other services offered				
CAMHS Referral				
EHCP needs assessment request				
Alternative Provision				
Tutoring				
Youth Offending Team				
Counselling				

Appendix 6 – **Mobile Phones**

Rationale

At Lynch Hill Enterprise Academy we recognise that mobile phones, including smart phones, are an important part of everyday life for our students, families and staff, as well as the wider school community. However, we also recognise that mobile phones have the potential undermine our guiding principles, pose a risk to child protection and safeguarding and can lead to a disruption to teaching and learning.

We believe that the safeguarding of our students is paramount and that we ensure disruption free teaching and learning is our priority. Therefore, the use of mobile phones is prohibited at LHEA.

Processes and Procedures

This will be managed through the following processes and procedures.

- Mobile phones can be brought to school, **but must remain off and out of view whenever a student is on school site**. School site is defined as the school grounds in which you pass through an external school gate. This includes ear/headphones and other attachments.
- Any phone that is **seen or heard** whilst on school site will be confiscated, logged and securely held for a period of time as described in the table below.
- If a student would like to contact home they must go to student services and request that the school contact home on their behalf.
- If families need to contact students during the school day, they should do so by contacting our reception on 01753691583.

Consequences

If a mobile phone is confiscated by a member of staff the following consequence and escalation process will take place.

Scenario	**Outcome**
Mobile phone or ear/headphones seen or heard.	• Item is confiscated by the member of staff and handed to reception. • Item is placed in an envelope, with the student name written on it and securely kept at reception. • Confiscation is logged and student details checked. • Owner can retrieve the item at the end of the given consequence.
Confiscation of item twice in any half-term	• Item is confiscated by the member of staff and handed to reception. • Item is placed in an envelope, with the student name written on it and securely kept at reception. • Confiscation is logged and student details checked.

	• An adult family member can retrieve the item at an agreed time. Students will not be able to retrieve the confiscated item. • LHEA admin team will notify the family of the above point.
Confiscation of item three times in any half-term	• Item is confiscated by the member of staff and handed to reception. • Item is placed in an envelope, with the student name written on it and securely kept at reception. • Confiscation is logged and student details checked. • An adult family member can retrieve the item at an agreed time. Students will not be able to retrieve the confiscated item. • LHEA admin team will notify the family of n the above point. • The student will be required to hand their phone in daily for the remainder of the half term or the family/school keep the phone for the half term.
Refusal to hand over mobile phone or ear/headphones	• Staff uses 'Call out' • Student will be taken to the removal room for a period of time until they hand their phone in. • In some cases, where rudeness, aggression or previous offences have occurred, it may be necessary to use the inclusion room/Fixed Term Transfer or suspension.
Recording and/or taking photos or sharing of unauthorised videos and/or images	• Item is confiscated by the member of staff and handed to reception. • Item is placed in an envelope, with the student name written on it and securely kept at reception. • Confiscation is logged and student details checked. • Parents/carers will attend a meeting at school where the images and/video will be deleted and they will then have the phone returned to them. • In most cases the student will be placed in the inclusion room for a period of time. • In some cases, where bullying or discriminatory behaviour is involved, or previous offences have occurred, it may be necessary to use a fixed term transfer or suspension.

	• If the video and/or photo constitutes a safeguarding or child protection concern or risk the phone may be passed to the police.

LHEA reserve the right, in cases of Safeguarding or Child Protection, to examine the content of mobile phones and to pass a confiscated phone to, or seek advice from, the police. Only members of school staff, nominated by the Deputy Headteacher and with relevant safeguarding training, are permitted to examine a student's mobile phone. When this does take place two members of staff will be present to examine the content of the phone.

LHEA reserve the right, in issues relating to unauthorised videos or photos, to ask the student responsible to delete these in the presence of a parent/carer and a representative of the school.

LHEA will not be held responsible for missing or damaged mobile phones whilst on school site and will not be investigated by the school. Mobile phones are brought into school at the owner's risk.

Appendix 7 – **Culture Curriculum**

LHEA Culture Curriculum

Teaching and setting the culture	Management of culture	Behaviour aftercare
• Weekly Culture focus • Weekly culture curriculum lesson • Tutor time • Lessons • Assemblies • Common language • Every interaction with a student • Weekly Tutor briefings • Weekly staff briefings • Staff training • Parent newsletters • Student Bulletin	Behaviour policy: • Consequences • Rewards	• Student behaviour interventions • Parental communication • Achievement awards • Celebration of continued achievement
SLT roles in this • Modelling all the time • Recognise staff who model it all the time • Picking up and correcting staff who are not modelling this • Ensuring this features in every dept meeting • Ensuring this features in every pastoral meeting • Feeding back at SLT • Including this in learning walks and lesson observations		

Warm, friendly culture with a sense rigour and urgency	
This is what we do at LHEA: • Lesson Entries • Beginning of lessons • End of lessons • Corridor movement from one lesson to the next • Break and lunch time behaviour • Movement of students to lessons from break and lunch • Politeness in greetings and interactions • Students listening • Students working their hardest in lessons • Assemblies • Standards of uniform and presentation • Interactions and conversations between adults and students • Interactions between students	• 100% clarity – of routines and rules • 100% modelling by staff – every interaction is an intervention • 100% consistency and certainty • Adult is in control and setting the culture
Connect before you correct Language Tone of voice Body Language	**Every interaction is an intervention** • Students need to know you care • Catch them being 'good'/making an effort • Make students feel important • Let other staff know and talk to them about it • Listen and act

LHEA Culture Curriculum

This is what we do at Lynch Hill Enterprise Academy

Our culture curriculum is put in place to create as warm, friendly culture with a sense of rigour and urgency. The following aspects of the culture curriculum should be visible during every lesson, lesson transitions and social times.

Routines visible at all times	Routines visible in every lesson	Routines visible during social time and lesson change
Polite welcomes Adults/students passing each other and saying, "good morning/afternoon Sir/Miss, how are you?"	**Punctuality to lessons** Monitoring, guiding students into lessons. Removing anyone 5+ minutes late	**Assembly routines** Leave tutor rooms at 12pm/12.35pm; tutor leads student into hall in silence; tutor stands at the end of the row until assembly begins; students facing the front reading the board. HOY Starts assembly.
Pride in uniform and presentation **Uniform and jewellery worn correctly.** Checked and corrected in every interaction	**Meeting and greeting** At the door until at least 10 people in the room	**Kind Corridors** Students to great each other and speak politely to each other
Pride in environment - no litter All litter put in bins; classroom left tidy; tables cleared Eating to only take place in the dining hall/seated area outside the dining hall	**Lesson entries** 7 steps followed: on time, uniform worn correctly, silent entry, sit in seat, equipment on desk, start 'do now' best effort.	**Moving out of the building at break** To leave lesson, use the toilet/check lunch balance/go to library before leaving the building (take 5 minutes max) and then go outside Once outside to stay outside
Positive interactions When a short conversation takes place, make a complement towards the other person/pick out a positive	**Equipped for learning** Learning Wallet put on table at the start of lesson, including planner (if missing record on class charts).	**Coming back into the building from break and lunch** Move straight and directly to the next lesson promptly when the whistle is blown. Staff present in corridors guiding students.
Gratitude Using please and thank you at the right times. Insistence these are used	**Planners on desk** Checked by teacher	**Being present in corridors** Step outside teaching room and guide students in the right direction
No Physical contact Students not to use physical contact with each other, ever	**Answering a register** Students answering "Here/Yes Sir/Miss" The rest of the class silent	**Movement from one lesson to the next** Walking on left directly to lessons being kind to each other with no physical contact. Staff present and guiding students
Acknowledge and praise good behaviour Use positive acknowledgement of doing the right things regularly and praise points for above and beyond	**Active listening** Students sat up straight, not fiddling, not communicating. Narrated countdown is used to start this	**Social time** Moving out of the building at break Being in the right areas Not littering

		Being kind Not encouraging or being present when there is conflict Moving back into the Buildng after break or lunch
Good manners Every conversation happens politely. Challenge and correct poor manners.	**Best effort** Students always: working/listening/on task Challenge and intervene with any student off task	
Confident 'business' voice To speak confidently, clearly, and loud enough for the rest of the room to hear their voice. To use full sentences when answering questions. To avoid looking at the ground while talking.	**Extending learning** Over plan, ambitious timers, extension task/visual tasks, independent learning, know students' ability levels.	
	Questioning One person responding Thinking time / Discussion time /Mini white boards	
	Chance, warning, removal Any poor behaviour is challenged with strategies put in place to prevent. If these are being used and poor behaviour continues, use: Chance, warning, removal	
	Celebrating and praising excellence Excellent work is used as examples displayed on walls and students are praised for this	
	Lesson ends and exits Check planer: books collected; tidy and stand up behind chairs; plenary questions; quiet dismissal	
	Learning modes Students are always in a learning mode in lessons: • Active Listening • Silent Solo • Partner Support • On Task Talk	

Appendix 8 – **Response to physical violence**

This document outlines the school's response to a student who engages in physical violence where a student deliberately harms or attempts to harm another student or two students willingly engage in a physical altercation and are deliberately attempting to hurt each other.

Physical violence could include any of the following:

- Punching
- Kicking
- Slapping
- Pulling hair
- Pushing
- Forcing someone into a physical object to cause harm e.g. a wall

Each incident will be thoroughly investigated before any decision is made. This will include staff statements who saw any of the incident, student statements of those involved in the physical altercation, CCTV if it is available and any student witness statements. This information will be corroborated with the aims or ascertaining the following information:

- Why the incident occurred?
- Who initiated physical violence?
- What happened during the physical altercation?

Consideration will be a taken if staff members are involved in stopping the violent incidents and student responses to the adult. If a staff member's instruction has been ignored or a member of staff has been struck, pushed, grabbed, or injured during the incident then this will be deemed as more serious.

Following a thorough investigation, it will be decided if each student has acted aggressively in a physical manner, with the intention of harming someone and/or willingly engaging in a physical altercation. It will also be decided if a student has acted in self-defence and tried to stop someone attacking them. Please note, self-defence is not punching, kicking slapping, or pulling hair in response to another students' actions.

If it is deemed that the student has acted aggressively with the intention of harming another student or willingly engaging in a physical altercation, then the following fight tariff will be applied:

<table>
<tr><td colspan="2">• Physical violence incident 1</td><td>• Physical violence incident 2
• If a member of staff has been struck or injured while attempting to stop students acting violently
• If a weapon is used during the physical violence to harm or attempt to harm another student</td></tr>
<tr><td>Sanction</td><td>Post-suspension support</td><td>Sanction</td></tr>
</table>

3 – 5-day suspension This will be decided depending on the level of violence used, the period of time that violence occurred for, the injuries caused to other parties and the restraint or lack of restraint shown by the student. Staff presence and responses to staff intervention will also factor into the sanctions. For example, a 5-day suspension will be likely for someone who has sustained an aggressive level of violence for a duration of time more than one or two punches/push/slap etc. Where injuries were caused to the other person and where staff presence attempting to stop the fight has been ignored.	Reintegration meeting with OHA to cover: • Clear support strategy put in place this will include interventions chosen from the behaviour escalation plan that are most appropriate for the student. • Targets for the student related to their desired improvement. • Understanding of consequence for next fight • Follow-up meeting with OHA within 4 weeks to review the support plan and progress towards targets. Restorative session with the other party • Conducted by a member of the pastoral team initially. Consent will have been given from both parties. A judgment will be made for OHA and KDA if an external agency would be best placed to run the restorative session e.g. the Police or Thames Valley Restorative Services Student culture curriculum ambassador mentor • To have sessions about aggressive behaviour and managing anger and the temptation to respond aggressively, from a trained culture curriculum ambassador. • 4 sessions would be put in place and then a decision to extend or revisit these sessions after this would be made. Staff mentor • To have sessions led by a member of the pastoral team on aggressive behaviour and how to manage the temptation to act aggressively. • Review after 4 weekly sessions to see if further sessions are needed. • If further sessions are not needed, then the student will receive; a meeting /check in every half term for 3 half terms. Go to person allocated if future issues occur: • A trusted member of staff that the student can see during non-lesson time if they are concerned about any social issues. MARF complete by safeguarding team for early help youth worker • To refer to social services to gain support for the student and family.	Option 1 and 2 explored first. If not available or failed, then resort to options 3. 1. Off- Site Direction explored. • This is when the school will contact other schools to see if anyone can take the student on a 12-week trial period with the aim of moving to the school if this trial is successful. If the trial is unsuccessful, then option 2 will be explored. If there is no space or capacity to do this then option 3 will be resorted to. 2. Placed at Haybrook long term. • This is dependent on the spaces available and would be for a 6–12-week period to work on violent behaviour with the aim of returning to Lynch Hill Enterprise Academy after. If another violent incident happened on their return, then option 3 would happen. 3. Permanent exclusion • The student is no longer allowed back to the school pending a panel review and it falls on the local authority to place the student in education.

	Session with School PCO • A scheduled session with the school police officer to talk about implications of violence and to draw up an agreement of how to respond better to conflict. Risk assessment complete • Complete by the pastoral team to outline the mitigating factors put in place to prevent further violence. This is then shared with the family and all staff. Option of an extended period of time in inclusion for suitable students • The option considered to begin a phase in the inclusion room for more intensive work on the impact of their actions. This would include daily session on this and the 'inclusion aftercare programme.' Half-termly praise point incentive. • Monitored by the HOY/Deputy Headteacher with recognition given if their praise points have increased and outweigh their negative points by over 70%	

Weapon will include anything the student uses that will harm the other student beyond their ability to do so without the weapon. some examples include, although this list is not exhaustive:

- Knife
- Any sharp object e.g. compass or afro comb
- Bat/club
- Brick