Behaviour Policy

Approved by:	**Local Governing Board**
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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 create 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. The best behaviour for learning will enable our students to be successful learners.

We value mutual respect and collaboration and 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 working life, and for this aim to be a personal and collective endeavour.

Expectations

We have three clear and simple expectations for every member of the Lynch Hill Enterprise Academy community. 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.

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. Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Preventing and tackling bullying: advice for headteachers, staff and governing bodies
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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 complies with our funding agreement and articles of association.

This policy has evolved through consultation with a range of members of our school community, including staff, students, families, the Local Governing Board and SEBMAT.

4. Definitions

In addition to the definitions already set out in this section, the school recognises the following as serious misbehaviour and/or safeguarding concerns where applicable:

- Any form of child-on-child abuse.
- Abuse in intimate personal relationships between children.
- Sexual violence, including rape, assault by penetration or sexual assault.
- Sexual harassment, including unwanted sexual comments, physical behaviour and online sexual harassment.
- Causing someone to engage in sexual activity without consent.
- Upskirting.

- Initiation or hazing-type violence and rituals.
- Consensual or non-consensual making or sharing of nudes or semi-nudes, including material generated or altered using artificial intelligence.
- Misogyny or misandry.
- E-cigarettes or vapes.
- 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.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one 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, or any use of violence.
Prejudice-based and discriminatory	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic, including race, faith, sex, sexuality or disability.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours or 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 Behaviour Policy.

6. Roles and Responsibilities

Governing Board

The Local Governing Board is responsible for monitoring the effectiveness of this behaviour policy and holding the Headteacher to account for its implementation.

The Local Governing Board will also consider behaviour information and trends, including any evidence of disproportionality between groups of students, and will ensure that behaviour remains closely linked to safeguarding, equality and the wider school culture.

The Local Governing Board will ensure appropriate filtering and monitoring systems, cyber security arrangements and online safety measures are in place. The Board will also ensure that online safety, including risks associated with artificial intelligence and generative AI, forms part of the school's safeguarding arrangements.

Headteacher

The Headteacher is responsible for:

- reviewing and approving this policy
- Routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported ensuring that the school environment encourages positive behaviour
- Being a visible presence and modelling the culture expected from all adults.
- Celebrating staff and students whose effort goes above and beyond expectations.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy so that rewards and consequences are applied consistently and fairly.
- 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, including its rules and routines.
- 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 where necessary.
- Reviewing behaviour data regularly to identify trends and ensure that no groups of students are disproportionately impacted by the policy.

Head of Year and Assistant Headteacher Year-Group Model

The Head of Year has day-to-day responsibility for the behaviour, culture and pastoral follow-up of their year group. The Head of Year will lead communication with families, follow up behaviour concerns, oversee agreed consequences and support students to improve.

The Assistant Headteacher is the SLT line manager for the year group and provides oversight, challenge and support to the Head of Year. The Assistant Headteacher will become involved in more serious or persistent behaviour, including suspensions and suspension reintegration, in line with the school's agreed systems.

The year-group model is designed so that each year group operates as a strong and consistent community within the wider school, with clear ownership, accountability and support.

Teachers and Staff

All staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the behaviour policy consistently and fairly.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils, including providing additional support to meet the school's behaviour expectations where a pupil has SEND
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions.
- Recording behaviour incidents promptly.
- Challenging students to meet the school's expectations.
- Staff will establish clear classroom routines that promote calm, purposeful learning environments. This includes greeting students positively, maintaining high expectations, reinforcing positive conduct, responding consistently to disruption, and explicitly teaching and rehearsing expected behaviours.

The Senior Leadership Team 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.
- Celebrate their child's successes.
- Discuss behavioural concerns with the school promptly.
- Take part in pastoral work following misbehaviour, including reviews of specific behaviour interventions.
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture.

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 working in collaboration with them to tackle behavioural issues.

Students

Students will be supported to develop an understanding of the school's behaviour policy and wider culture and will receive repeated induction where appropriate. Students will be made aware during induction and throughout the year of:

- The expected standard of behaviour.
- 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 standards and the consequences they may face if they don't
- The pastoral support available to help them meet behavioural standards.
- Students are expected to challenge, report and not tolerate discriminatory, sexist, racist, homophobic, transphobic, ableist or otherwise prejudicial language or behaviour. Where concerns arise, students should report incidents to a trusted member of staff.

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

Extra support and induction will be provided for students who join the school during the academic year.

6. Behaviour Curriculum – 'The Culture Curriculum'

Our Culture Curriculum is key to the behaviour system in the school. It is designed to create a warm, friendly culture with a sense of rigour and urgency.

Every day, we teach our students what good behaviour looks like, including the 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. This is communicated home to parents and staff receive training on how the focus is delivered, taught and modelled across the school.

Culture Curriculum Student Ambassadors will be appointed each year to support the teaching and modelling of the Culture Curriculum and to lead by example for other students.

Students will be explicitly taught and expected to demonstrate positive behaviour habits including: arriving punctually, moving calmly and purposefully around the site, following staff instructions first time, showing self-control when challenged, respecting property and the environment, accepting sanctions appropriately, and representing the school positively both within the community and online.

7. Response to Behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond 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 pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

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

7.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. Specific circumstances, including being a young carer, looked-after child or living in a vulnerable household, can significantly affect behaviour.

The school will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Staff will follow the school's Child Protection and Safeguarding Policy and speak to the Designated Safeguarding Lead (or deputy) where appropriate.

Where this may be the case, the school will consider whether pastoral support, universal services, community-based early help, targeted early help or a referral to children's social care is appropriate.

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

7.2 Child-on-Child Abuse

The school recognises that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys", as this can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for students.

All child-on-child abuse is unacceptable and will be taken seriously. Most cases of students hurting other students will be dealt with under this policy. Where allegations raise safeguarding concerns, these will be managed under the school's safeguarding policy.

7.3 Mobile Phones

The school's mobile phone rules remain as set out in the mobile phone policy. The school will maintain a mobile-phone-free environment by default throughout the school day.

In applying the policy, the school will consider:

- The impact of the approach on students travelling to and from school.
- Whether an exception is required as a reasonable adjustment.
- Whether an exception is required for medical or personal reasons.
- How mobile phones will be managed on residential trips and activities taking place outside the normal school day.

Any agreed exception must be authorised by the school and recorded where appropriate.

7.4 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Achievement points & 'golden tickets'
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project

7.5 Responding to misbehaviour

When a pupil'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 pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies [insert link].

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our [SENCO, DSL and/or designated lead for inclusion] to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5.1 Removal from the Classroom

In response to serious or persistent breaches of this policy, the school may remove a student from the classroom for a limited period. Removal from the classroom is a serious disciplinary measure and is distinct from seclusion, which is a non-disciplinary safety intervention.

Students who have been removed will continue to receive education under the supervision of a member of staff. The work provided will be meaningful, although it may differ from the mainstream curriculum.

Removal will normally only be used once other behavioural strategies have been attempted, unless the behaviour is so serious as to warrant immediate removal.

Removal may be used to:

- Maintain the safety of students and staff and restore stability following a high level of disruption.
- Enable a disruptive student to continue their education in a managed environment.
- Allow the student to regain calm in a safe space.

Students will be supervised by appropriately trained staff and should be reintegrated into lessons as soon as it is appropriate and safe to do so. The school will consider what support is needed to help the student successfully reintegrate.

Parents/carers will be informed on the same day when their child is removed from a classroom.

Students who are frequently removed from class will be considered for alternative approaches, including behaviour support plans, report cards, pastoral intervention, additional adult support, pupil support provision and multi-agency assessment where appropriate.

All incidents of removal will be recorded in the behaviour log, including the circumstances leading to the removal and relevant protected characteristics, so that patterns can be monitored.

7.6 Restrictive Interventions and Reasonable Force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed at restraining pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.6.1 Reasonable force (further details can be found in the schools Use of restrictive interventions policy)

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property

- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

7.6.2 Using reasonable force to search pupils

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

The headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE's searching, screening and confiscation guidance) or an item banned under our school rules.

They **can** use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs. They **cannot** use reasonable force to search for items that are banned under our school rules only, such as mobile phones, deodorants and other items banned only by the school.

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to pupils and staff. Please see our behaviour policy for more information on how we conduct searches.

7.6.3 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or willful misbehaviour.

During seclusion:

The pupil will be secluded in a safe place that does not feel threatening or intimidating to them such as a pastoral office

The pupil will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

Significant incidents involving force

Seclusion incidents

Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty

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

7.7 Confiscation

Any prohibited items 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.

7.7.1 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 a 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 it 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 cooperation.

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

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

Where a pupil refuses a search, staff will seek to understand the reasons for the refusal. This may include anxiety, misunderstanding of the process, SEND-related needs, communication difficulties or previous traumatic experiences. Appropriate support and explanation will be provided where necessary before further action is considered.

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 causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, 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

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 and boots.

Searching Students’ Possessions

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

- 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 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

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.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, 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.

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.

7.7.2 Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search, meaning the removal of more than outer clothing.

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. Following any strip search, the school will undertake a welfare review to determine whether additional safeguarding support is required. The school will carefully consider the impact of any repeated strip searches on the child and will work with external agencies where concerns suggest wider safeguarding vulnerabilities.

Communication and Record-Keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the student's parents to inform them that the police are going to strip search the student before the 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 cannot get in touch with the parents, or they are unable to come into school to act as the appropriate adult, a member of staff can act as 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.

8. Punctuality

We value and promote punctuality daily and recognise that it is an important 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 three occasions or more in a term, they will be placed in a Senior Leadership 90-minute detention.

If students are more than four minutes late to any lesson with no valid reason, they serve a social-time or after-school detention, depending on which lesson they are late to.

9. 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.

10. 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.

This includes harmful content created, altered or shared using artificial intelligence, including nudes and semi-nudes.

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

11. 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 by gathering enough information to establish the facts of the case.

Initial investigations will be documented and the school will endeavour to preserve relevant evidence for the police.

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

The school will not interfere with police action. However, the school may continue its own investigation and enforce sanctions provided that doing so does not conflict with police action.

Where appropriate, the Designated Safeguarding Lead will make a tandem report to children's social care.

12. Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or sexual violence are met with a suitable response and are 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 will follow its safeguarding procedures, including clear processes for responding to reports and carrying out risk assessments where appropriate to determine whether an incident should be managed internally, referred to early help, referred to children's social care or reported to the police.

Please refer to the Child Protection and Safeguarding Policy for further information.

13. 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 whether 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 the Child Protection and Safeguarding Policy for further information.

14. Responding to Misbehaviour 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).

Students with SEND may react to distressing or confusing situations by displaying behaviour which may be harmful to themselves or others. Students who have difficulty communicating verbally may show their needs and discomfort through their actions.

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 SEND.

Decisions about whether SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where SEND affects their behaviour, the school will take its legal duties into account, including:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student caused by the school's policies or practices under the Equality Act 2010.
- Using our best endeavours to meet the needs of students with SEND under the Children and Families Act 2014.
- Securing the provisions set out in an EHC plan and cooperating with the local authority and other bodies.

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

We will use staff who know individual students with SEND well to help identify and manage risk, develop proactive strategies and reduce the likelihood of restrictive interventions being used.

We will also work with students, parents/carers and other professionals to develop prevention and de-escalation strategies.

Adapting Sanctions for Students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

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

If the answer to any of these is yes, the school will assess whether it is appropriate to use a sanction and, if so, whether reasonable adjustments need to be made.

Considering Unidentified SEND

The SENCO may evaluate a student who exhibits challenging behaviour to determine whether there are underlying needs that are not currently being met.

Where necessary, support and advice may be sought from specialist teachers, educational psychologists, medical practitioners and/or other professionals.

Where acute needs are identified, the school will liaise with external agencies and plan support programmes with parents/carers.

Students with an EHC Plan

The provisions set out in an EHC plan must be secured and the school will cooperate 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 matter.

Where appropriate, the school may request an emergency review of the EHC plan.

15. Suspensions and Permanent Exclusions

The headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspension and exclusion policy for more information

16. 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 two 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 five-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.

17. Monitoring and Evaluating School Behaviour

The school will collect and analyse behaviour data as already set out in this policy. This will include:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusions and suspensions.
- Use of the Inclusion Room, off-site directions and managed moves.
- Incidents involving restrictive intervention, including reasonable force.
- Incidents of searching, screening and confiscation.
- Anonymous surveys of staff, students, governors, trustees and other stakeholders about perceptions and experiences of the school behaviour culture.

The data will be analysed weekly by the Deputy Headteacher and shared with relevant leaders to support action and improvement.

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

- At school level.
- By age group/year group.
- At the level of individual members of staff.
- By time of day, week and term.
- By protected characteristic.

The school will use the results of this analysis to ensure that it is meeting its duties under the Equality Act 2010.

If trends or disparities between groups of students are identified, the school will review its policies and practice to tackle them.

18. Pupil Transition

The school will support incoming students to meet behaviour standards through an induction process which explicitly teaches the school's rules, routines, expectations and culture.

Extra support and induction will be provided for students who join the school during the academic year.

Where appropriate, behaviour information will be shared as part of transition so that staff can understand relevant needs, successful strategies and support arrangements.

19. Staff Training

As part of induction and continuing professional development, staff will receive training on behaviour management and the school's culture.

Training will include, where relevant:

- The safe and lawful use of reasonable force and other restrictive interventions.
- The needs of the students at the school.
- How SEND, mental health needs and personal circumstances can impact behaviour.

- Trauma-informed practice and behaviour management.
- Risks associated with generative AI.
- Identifying and challenging extreme online misogynistic or misandrist content.
- Emerging online harms, including financially motivated sexual extortion.

Behaviour management will form part of continuing professional development and a record of relevant staff training will be maintained.

20. Monitoring This Policy

This behaviour policy will be reviewed by the Headteacher and the Local Governing Board at least annually, or more frequently if needed, to address findings from the regular monitoring of behaviour data.

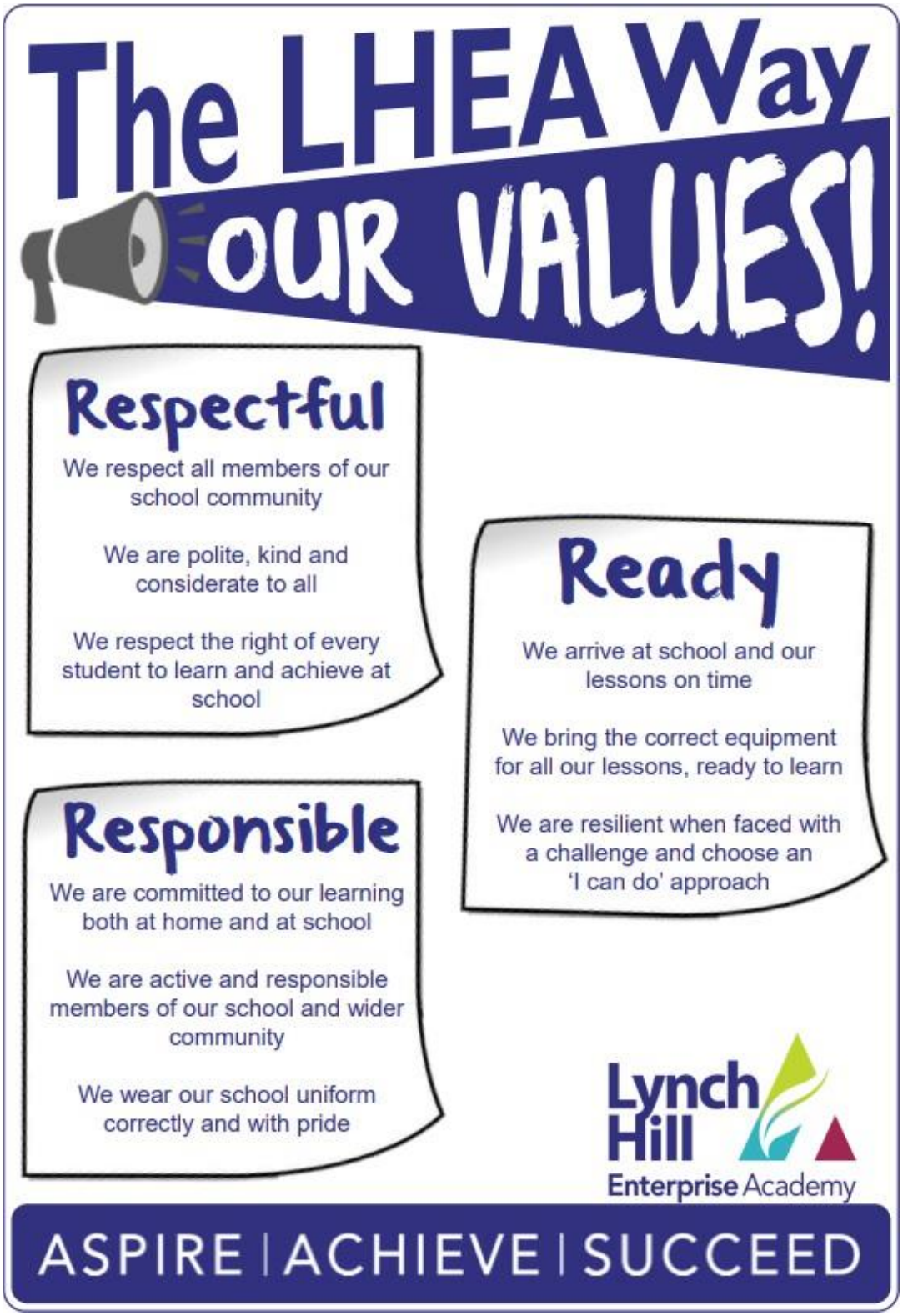
At each review, the policy will be approved by the Local Governing Board.

21. Links with Other Policies

This behaviour policy is linked to the following policies:

- Equality Policy
- Special Educational Needs and Inclusion Policy
- Charging and Remissions Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Suspension & Exclusion Policy
- Restrictive Interventions / Reasonable Force arrangements
- Mobile Phone Policy
- Artificial Intelligence (AI) Policy
- Uniform Code
- 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) <u>Post Inclusion Room support</u>

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

<u>Post Reintegration tariff for suspensions and Inclusion Room</u>

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

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

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:				

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 – **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 Building 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	

	<u>Celebrating and praising excellence</u> Excellent work is used as examples displayed on walls and students are praised for this	
	<u>Lesson ends and exits</u> Check planer: books collected; tidy and stand up behind chairs; plenary questions; quiet dismissal	
	<u>Learning modes</u> Students are always in a learning mode in lessons: • Active Listening • Silent Solo • Partner Support • On Task Talk	

Appendix 7 – **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:

• Physical violence incident 1		• 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
Sanction	Post-suspension support	Sanction

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.	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.

	• 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.	

	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