

# Behaviour Policy & Statement of Behaviour Principles



**Lealands**  
High School

Behaviour Policy & Statement of  
Behaviour Principles  
Lealands High School  
November 2022

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## 1. Aims

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement.

### Our aims:

Excellence in everything we do	Everyone has responsibility	Respect for all
<ul style="list-style-type: none"><li>Everyone achieves success and makes excellent progress</li></ul>	<ul style="list-style-type: none"><li>To prepare young people for life and a positive future</li></ul>	<ul style="list-style-type: none"><li>Everyone is valued for their contribution</li></ul>
<ul style="list-style-type: none"><li>We all continually improve what we do and work hard</li></ul>	<ul style="list-style-type: none"><li>To ensure that school is a safe place</li></ul>	<ul style="list-style-type: none"><li>All are cared for and supported so that needs are met</li></ul>
<ul style="list-style-type: none"><li>We care about being the best we can be and getting the best out of those around us</li></ul>	<ul style="list-style-type: none"><li>To help and support others to grow and succeed</li></ul>	<ul style="list-style-type: none"><li>We recognise and celebrate the talents, gifts and uniqueness of every individual</li></ul>

In order to achieve these aims students, parents and the school need to work in partnership.

### Vision:

Everyone **achieves excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful.

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

The behaviour policy aims to:

- Provide a consistent approach to behaviour management;
- Define what we consider to be unacceptable behaviour, including bullying;
- Outline how students are expected to behave;
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- Outline our system of rewards and sanctions.

This policy outlines the underlying principles, aims, nature, organisation and management of student behaviour at Lealands High School. It is a working document designed to enhance the development of positive relationships between students, adults working in the school, parents and other members of the wider school community.

The policy is the result of consultation with students, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. The fair and consistent implementation of this policy is the responsibility of all staff.

We believe that in order to enable effective teaching and learning to take place, a high standard of behaviour, in a safe and secure environment, is necessary in all aspects of school life and that this standard of behaviour is clearly understood and valued by all members of the school community. Such a community will have consideration and respect for individuals and property and will share values which are just, fair and humane and enable all students to develop a sense of responsibility for their own behaviour and towards others and the community. Our approach is a positive one which emphasises the benefits for the whole school offered by shared values and responsibilities.

We believe that students and adults should feel that they belong to a community where they feel secure and valued. For this reason, our procedures for dealing with poor behaviour have a restorative aim, but also a clear message that our expectations should be met.

## 2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

## 3. Definitions

**Misbehaviour** is defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- non-completion of classwork or homework;
- poor attitude;
- incorrect uniform.

**Serious misbehaviour** is defined as:

- repeated breaches of the school rules;
- any form of bullying ;
- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- vandalism;
- theft;
- fighting;
- smoking;
- racist, sexist, homophobic or discriminatory behaviour;
- possession of any prohibited items. These are:
  - knives or weapons
  - alcohol
  - illegal drugs or drug paraphernalia
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article a staff member reasonably suspects has been, or could be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This includes compasses, scissors and metal pronged combs.

## 4. Bullying

A definition of Bullying:

*"A deliberate, persistent act or actions, physical or mental, intended to hurt, threaten, frighten, humiliate or intimidate an individual or group of people."*

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our separate Anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The Governing Body

The purpose of the school's behaviour policy is to fulfil the Governors' duty of care to students and employees; to promote teaching and learning and high standards of attainment.

The Governors wish to promote an environment which aims to eliminate all forms of discrimination, harassment and bullying and promotes the welfare of students and staff.

The Governing Body believes that in order to enable effective teaching and learning to take place, high standards of behaviour in all aspects of school life is necessary. It seeks to create a caring learning environment in the school by promoting high standards of behaviour:

- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

The Governors consider that rewards exist to encourage good behaviour, enable students to understand the balance between rights and responsibilities and increase personal responsibility for their behaviour. Although many of our sanctions are restorative, they also need to demonstrate that misbehaviour is not acceptable, express the disapproval of the school community and are intended to have a deterrent effect. They should be applied lawfully, reasonably and proportionately.

The Governors recognise that the application of rewards and sanctions must have regard to the individual situation and the individual student, and the Headteacher and senior staff are expected to use their discretion where appropriate. In any situation, where facts are in dispute, the Governors have determined that the standard of proof used by both the Headteacher and themselves will be that of the balance of probabilities.

The Governing Body will:

- establish in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review;
- ensure that the policy is communicated to students and parents/carers, is non-discriminatory and the expectations are clear;
- with appropriate notice, make themselves available for disciplinary committees and, where necessary, reintegration meetings after suspensions;
- support the school in maintaining high standards of behaviour of students and staff.

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix A).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

## **5.2 The Headteacher**

The Headteacher will:

- work with all members of the school community to ensure high standards of behaviour at all times;
- be responsible for the implementation and day-to-day management of the policy, guidelines and procedures;
- make clear the school's statutory power to discipline students;
- ensure the school community is consulted about the principles of the school behaviour policy;
- enforce the school behaviour policy – including rules and disciplinary measures;
- expect students to respect the rights of other students and adults in the school;
- ensure the school behaviour policy does not discriminate against any student on grounds of race, disability, gender or sexual orientation and that it promotes good relations between different communities;
- not tolerate violence, threatening behaviour or abuse by students or parents;
- take firm action against students who harass or denigrate teachers or other school staff on or off premises – engaging external support services, including the police, as appropriate;
- ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies;
- support, praise and reward students for positive behaviour;
- apply sanctions fairly, consistently, proportionately and reasonably - taking account of SEND, disability and the needs of vulnerable children, offering support as appropriate;

- make alternative provision from day six for fixed-period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period suspension;
- take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying;
- ensure staff model high standards of behaviour and never denigrate students or colleagues;
- promote positive behaviour through active development of students' social, emotional and behavioural skills;
- keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- work with other agencies to promote community cohesion and safety;
- establish and communicate clear measures to support high standards;
- expect students' and parents' cooperation in maintaining an orderly climate for learning.

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix A). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff, including support staff, will:

- Model positive behaviour;
- Record behaviour incidents;
- be able to contribute to the development of the school behaviour policy;
- challenge inappropriate/unacceptable behaviour and inform tutors/subject leaders /pastoral staff and senior staff accordingly;
- support, praise and reward students' good behaviour;
- apply sanctions fairly, consistently, proportionately and reasonably - taking account of SEND, disability and the needs of vulnerable children, and offering support as appropriate;
- work closely with parents and carers to maintain high standards of behaviour;
- ensure that students are emotionally and physically safe in school;
- make explicit, in a constructive and positive way, what behaviour is expected of students and what is unacceptable;
- provide students with a good role model;
- ensure that the concerns of students are listened to and appropriately addressed;
- keep parents informed of their child's behaviour, using appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- have a key role in advising the senior staff on the effectiveness of the policy and procedures.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the student code of conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the school promptly;

- respect the school's behaviour policy and the disciplinary authority of school staff;
- take responsibility for the behaviour of their child both inside and outside the school;
- ensure that their child attends school and arrives on time;
- ensure that their child wears appropriate school uniform and has the correct equipment for lessons;
- contact the school promptly if their child is absent or late;
- help ensure that their child follows reasonable instructions by school staff and adheres to school rules;
- support the school if sanctions are applied to their child for inappropriate or unacceptable behaviour, in line with the behaviour policy;
- inform the school if they feel their child is being bullied so that it can be investigated / resolved as necessary in a timely manner;
- be prepared to work with the school to support their child in displaying positive behaviour;
- attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour and establish a meaningful way forward;
- if their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of suspension and, if invited, to attend a reintegration interview with the school at the end of a fixed period suspension.

## **6. Student Code of conduct**

The staff have, with involvement of the students, established a code of conduct and a behaviour ladder that clearly define the high standard of behaviour and the positive ethos that we expect in school as well as the consequences for not following the rules.

The code of conduct and behaviour ladder are displayed in the school and referred to by all staff as acceptable and unacceptable behaviours are observed. Assemblies and tutor time are used to frequently revisit the rules.

Students are expected to:

- Behave in an orderly and self-controlled way;
- Treat others in the classroom with respect, giving them the courtesy and consideration that they would want to receive from others;
- Respect the rights of other students to learn and achieve their best;
- Try their best to achieve during lessons, completing work to the best of their ability;
- Move quietly around the school;
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school;
- Arrive on time for the lessons;
- Ensure they are fully equipped for every lesson;
- Follow the instructions given by the teacher, first time of asking.

## **7. Rewards and sanctions**

### **Sanctions**

All teachers and other staff in charge of students have the power to discipline. The Headteacher limits the power to apply particular sanctions to certain staff. The school has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff. This includes behaviour on activities arranged by the school, such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place. The latter would be related to incidents such as bullying of another child, insulting a member of staff or member of the public or behaving in a way that would harm the reputation of the school.



**All staff** need to be aware of authorisation levels and should be clear about those sanctions they can apply and those which may only be applied by more senior staff. Temporary staff, trainee teachers and volunteers (providing, for example, help with educational visits or mentoring support) will be informed of the levels of sanctions they can apply.

Sanctions are needed to respond to unacceptable behaviour and to act as a deterrent. School staff will spend time explaining to individual students why any sanction is being applied and what changes in behaviour are required to avoid future sanctions. In such a way, students can move forward positively in the spirit of reconciliation. All teachers and teaching assistants have the right to impose sanctions other than suspension. Decisions over suspensions will only be made by the Headteacher and Deputy Headteacher. The use of sanctions should be characterised by two features:

- it must be clear why the sanction is being applied;
- sanctions should, whenever possible, be restorative in order to have the purpose of modifying behaviour rather than simply being punitive. Exceptions to this rule relate to persistent breaches of school rules, defiance and physical or verbal abuse to students or staff;
- it must be made clear what changes in behaviour are required to avoid future punishments.

The following sanctions are used by the school and their use is characterised by both flexibility and consistency:

The following sanctions are used by the school:

- expressions of disapproval;
- apologising to others personally;
- restorative practice conversation or conference;
- withdrawal of privileges;
- letter or phone call to parents/carers;
- meeting with parents/carer;
- referral to Tutor, Subject Leader, Pastoral Support Manager, Head of Year, Assistant Headteacher, Deputy Headteacher or Headteacher depending on the nature and severity of the misbehaviour;
- removal of break time or lunchtime privileges;
- learning conversations (detentions) – break/lunch or after school;
- community service – either during or after school sessions;
- letter of apology;
- target cards and pastoral support plans;
- subject reports;
- time in the reflection room;
- internal exclusions as an alternative to suspensions in certain cases;
- Suspension or permanent exclusions.

This is not an exhaustive list and particular sanctions are not necessarily attached directly to a particular misdemeanour as any sanction imposed will depend on the individual circumstance or situation.

The aim of sanctions is to discourage inappropriate actions and behaviours reoccurring. Good behaviour management is built on trust and respect. Where this trust is broken due to a student's actions they should be encouraged to apologise and put right any damage caused. The aim of this is to repair relationships, avoid labelling the child, help them to make good choices and meet our high expectations positively. All students should be encouraged to 'put it right' and move on positively as quickly as possible. Any sanction should be implemented as soon after the incident as practical.

If a student does not respond to a number of reasonable strategies and does not comply with reasonable expectations, or indeed if a student is involved in a serious incident, the Headteacher may ask the Governing Body to permanently exclude the student concerned. The school considers permanent exclusion only as a very last resort. Permanent exclusion is only considered for serious breaches of the schools behaviour policy or when all other options have been exhausted.

The school will use disciplinary sanctions to regulate the behaviour of students off site when they are not under the lawful control of a member of the school staff if necessary. The school expects students to behave in a positive way at these times.

suspensions are monitored termly according to age, disability, learning needs and ethnicity.

A detailed analysis of behaviour and sanctions applied are produced in the Headteacher's termly summary report to governors.

### **Rewards**

A positive and encouraging school ethos is central to the promotion of good behaviour. Rewards are one means of achieving this. Integral to the system of rewards is an emphasis on praise, both formal and informal, to individuals and groups. Our current rewards system includes:

- verbal praise, either personal or public, is the most frequent reward given;
- parents are told of their child's positive behaviour through informal conversation, Epraise Step points and parents evenings;
- Step points on Epraise for good work and academic achievement;
- Teachers are expected to give at least two Step points in every lesson;
- subject specific rewards;
- corridor/plasma displays to celebrate excellent effort and achievement;
- collective or individual praise in assemblies;
- Headteacher's Awards;
- The annual Presentation Evening.

### **Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

### **Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding Children Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

As with all written procedures, this is not designed to cover every single eventuality and there is the need for staff to use some judgement in certain circumstances.

There may be exceptional circumstances where adjustments to these rules are made for individuals, taking into account disabilities, medical needs or students at risk. Any exceptions to these rules will only be made by the Headteacher or Deputy Headteacher and in such circumstances; these exceptions will be communicated to all staff.

The guidelines aim to:

- provide the basis for the development of a positive, whole-school, ethos towards behaviour;
- outline an environment, which encourages and reinforces good behaviour;
- promote self-discipline and positive relationships;
- define the expectations that we have of each member of the school community;
- provide guidance upon the implementation of a consistent approach to both positive and negative behaviour management;
- provide guidance and support for staff when dealing with inappropriate behaviour;
- promote early intervention;
- ensure that the school's expectations and strategies are widely known and understood;
- encourage a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures;
- promote a culture of praise and encouragement in which all students can achieve.

It is important that all staff in school follow these guidelines so that consistency is maintained. As part of our whole school approach, positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the students.

In certain circumstances, where students do not follow the rules, sanctions are needed to respond to unacceptable behaviour. In these cases staff shall spend time explaining to individual students why a sanction is being applied and what changes in behaviour are required to avoid future sanctions. In such a way, students can move forward positively in the spirit of reconciliation. All staff have the right to impose sanctions other than suspension. Decisions over suspension will only be made by the Headteacher and Deputy Headteacher.

### **Uniform**

All students are expected to wear full school uniform. The school uniform criteria are clearly explained on our website and in information given to parents.

Where there is doubt about a particular item of uniform, a member of staff should seek advice from a PSM, HOY or senior member of staff. This can sometimes occur in the case of shoes, haircuts, trousers or skirts. The final judgement in these cases will be made by the Deputy Headteacher and communicated to staff.

Where students are not wearing correct school uniform, students should first be asked to correct their uniform. If this is not possible they should be referred to their HOY/PSM who may isolate them, SEND them home to change or provide them with a note for one day only. There are occasionally circumstances where a student will be allowed to wear an item of non-uniform for a short period of time (never more than 5 days). Where this is the case the student will have a dated note signed by the PSM, Head of Year or a senior member of staff. In all cases where uniform cannot be immediately corrected, parents will be contacted.

### **Jewellery**

Jewellery should not be visible. This includes rings, bracelets, and necklaces. Where jewellery is seen by staff it should be confiscated and locked away somewhere safe or passed onto the Pastoral Support Manager or Head of Year who will lock it away in their office.

The only exception to this rule is that students may wear one small stud in each ear lobe. This may be a gold, silver, white or glass stud and should not exceed 5mm. If students are wearing piercings that do not conform to these rules, the items should be confiscated and locked away or passed to the PSM or Head of Year.

In the rare occasion where a student claims that they are unable to remove a piercing, this should be reported to the PSM / HOY who will follow the issue up with parents. In these cases, students will either be kept in isolation or will remain at home until the item can be removed.

When confiscating items or jewellery, the following should be calmly explained to students:

- The student may pick up the item at the end of the school day from either the member of staff or their PSM/HOY;
- While the item is confiscated it will be looked after and locked away;
- As a record, the incident will be recorded on SIMS.

The purpose of these guidelines is to help ensure that confrontation is avoided and students are clear about the rules and how to claim back their items within a reasonable time span.

### **The wearing of coats in school**

Due to the nature of our building and the fact that some social areas are connected directly to external areas of school, students are allowed to wear coats/scarves in corridors when moving around the school in between lessons or at break and lunchtimes. They should not, however, be wearing hoods or hats anywhere inside the building including the Atrium.

All students are required to remove coats/scarves before entering classrooms, the main hall and other learning spaces. This means that it is important that staff meet and greet their students at the classroom door to ensure that these rules are followed. Students should never be sitting in classrooms or other learning spaces with coats/scarves on. Where this is seen, students will be asked to remove the items by the member of staff who sees this.

Students are permitted to put coats on as they pack away at the end of the lesson, ready to leave the class when the teacher gives them permission.

### **Mobile Phones**

The school understands that parents may wish their children to have a mobile phone with them on the way to and from school so that they can make contact directly with their child outside school hours. However, if students choose to bring these items into school the school takes no responsibility for loss or damage.

**Mobile phones should not be used by students at any time during school hours or on school grounds. This includes using them for listening to music, as a camera or any other function.**

This also includes contacting parents. If a student wishes to contact parents during school hours they should go to student services and they will allow a phone call to be made and record the request.

If a student is caught with a phone, it may be confiscated by the member of staff. If a mobile phone is confiscated, the following should be calmly explained to students.

- The student may pick up the item at the end of the same day from either the member of staff or their PSM/HOY.
- While the item is confiscated it will be looked after and locked away.
- As a record, the incident will be recorded on SIMS.
- The student will receive an automatic 30 minute detention at the end of the day.

A member of staff should only keep the mobile phone during the day if they can guarantee its safety. If this is not possible, it should be passed to the PSM/HOY or finance at the earliest opportunity. When a phone is given to the School Office it may be necessary for the member of staff to take the student to the School Office to pick up the phone. A phone should only ever be given back to the student it was confiscated from.

Whenever a mobile phone is seen, it should be logged on Epraise as a demerit and 30 minute detention.

### **Music players & Headphones**

Personal MP3 players and headphones should not be used in school. If students are seen with headphones, the item should be confiscated and returned at the end of the same day. The same rules apply to these items as for mobile phones. This should be logged on Epraise as a demerit.

### **Make-up**

Visible make-up is not allowed to be worn by students. Any student wearing make-up should be sent/taken to the medical room at the soonest convenient time to have it removed. This should be logged on Epraise as a demerit. This includes coloured nail varnish or long false nails.

There are some students who wear subtle foundation to cover blemishes or spots. Staff should use their judgement in these cases and where they are in doubt; seek advice from the relevant PSM/HOY.

### **Eating at lunchtime and break time**

Students should only eat food in designated eating areas. These include the Dining Hall, atrium, community room, and the outdoor social spaces. .

Students should not be walking around corridors with food. Where students do this they should be asked to move into one of the designated eating areas.

Students are not permitted to eat in classrooms.

In all eating areas, students should put litter in bins.

## **Non Compliance**

It is important that when staff deal with any of these issues they speak calmly and politely to students, while at the same time explaining the rules clearly. In this way, confrontation is avoided in the vast majority of cases.

In the event of non-compliance it should be explained to a student that there will be consequences to actions. Non-compliance should be logged on Epraise and reported as soon as possible to the relevant subject leader or PSM/HOY who will follow it up. In these cases, contact will be made with home about the refusal to follow instructions as well as the particular issue. Further sanctions may be necessary and where this is the case, it will be communicated with the member of staff involved.

## **Repeat offenders**

Where it is noticed by a member of staff that a student is repeatedly failing to follow the above rules, they should continue to follow the procedures above but should also contact the PSM or HOY to highlight the particular issue. This will then be followed up by the PSM.

Every week Heads of Year and PSMs analyse behaviour reports from Epraise. Particular issues will be followed up at this stage if they have not been picked up before.

## **Classroom management**

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teachers and students, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way the students behave. Overall, the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the students to work in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Teachers are expected to give at least two Step Points in each lesson to encourage achievement and effort.

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

They will:

- create and maintain a stimulating environment that encourages students to be engaged;
- display the student code of conduct and the behaviour ladder;
- develop a positive relationship with students, which includes:
  - greeting students in the morning/at the start of lesson;
  - 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;
  - checking in and out with students on a regular basis;
  - having a plan for dealing with low-level disruption and following procedures detailed in the behaviour ladder;
  - using positive reinforcement;
  - rewarding students with Step points.

## **Physical restraint**

The **Education Act 1996** forbids corporal punishment (abolished in 1986) but allows all teachers to use reasonable force to prevent a student from:

- committing a criminal offence;
- injuring themselves or others;
- damaging property;
- acting in a way that is counter to maintaining good order and discipline at the school.

## Using 'Reasonable Force'

The Education & Inspections Act 2006 strengthens the legal power for teachers and other school staff to use 'reasonable force' to prevent students from committing a crime or causing injury, damage, or disruption. **There is no legal definition of reasonable force.** In exceptional circumstances, where there is an immediate risk of injury, a member of the school staff may take the necessary action to prevent a student from, for example, hitting someone or throwing an object.

Incidents of physical restraint 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 ;

## Confiscation

Any prohibited items found in students' possession will be confiscated. Depending on the item, these will either be returned to the students at the end of school or kept for their parents to collect. In certain cases these items will not be returned and may be passed onto the police or destroyed.

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

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

## Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will 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.

- We will monitor the distribution of rewards and sanctions by age, ethnicity, gender, special educational needs (SEND) and disability.
- We will monitor and assess the impact of this behaviour policy on students, staff and parents/carers of different racial groups.
- We will avoid discriminating against particular racial groups in the application of this policy.
- We will ensure staff members are well informed about cultural differences in behaviour and their implications.
- We will support newly-arrived students in understanding and following the behaviour policy.
- We will make reasonable adjustments in the application of the behaviour policy to disabled students.
- We will make special educational provision for students whose behaviour-related learning difficulties call for it to be made, to assist them in following the behaviour policy.
- We will be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable students.
- We will identify at-risk students in advance and take action when necessary to support them.

- We will plan proactively how the school's disciplinary framework should be applied for each of these students.
- We will ensure that all those in contact with these students know what has been agreed.
- We will make sure that every vulnerable student has a key person in school who knows them well, has good links with home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- We will ensure that all staff are aware of appropriate referral procedures for support.

#### **Additional support for students**

Additional support is available, through the school's SEND and support systems, for students who have social, emotional and behavioural needs (see SEND Policy). We recognise that some students may need more support than others to develop their skills, and staff are encouraged to act on concerns about a student's learning, conduct or emotional state as early as possible. Individual students are discussed at fortnightly Core Inclusion Group meetings attended by all members of the Pastoral Team including the SENCO, Inclusion Manager, Safeguarding Team members of the ELSA staff and the Deputy Headteacher. At this meeting strategies are discussed and actions agreed to help and support students.

If necessary, students will be offered additional support through the use of mentors, attached adults, the ELSA team or referral to the Re-engagement Team who will work with individuals to help them to re-engage in their learning and to find strategies to help them behave appropriately. Students identified on the school SEND register will have an individual Inclusion Passport, which is written by the SENCO and student support team, with input from the student and parents. This supports the achievement of short realistic targets. Parents are always consulted and kept informed at every stage of the process.

For students with more significant difficulties, the school will also work in partnership with outside agencies such as the Educational Psychology Service and other external agencies as appropriate.

The school may also consider the involvement of Social Care and Health Services.

The school will use discretion where appropriate to make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order to ensure a child is not disadvantaged. This would apply to students with learning difficulties and disabilities and other students as their personal circumstances warranted it. All staff would be made aware of the reasonable adjustments they would need to make.

This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied "differently", but students, staff and parents should be reassured that adjustments are only made when absolutely necessary in order to meet a student's individual need and with a view to improving behaviour in the longer term.

#### **SUPPORT FOR PARENTS/CARERS IN DEVELOPING THEIR CHILD'S SOCIAL, EMOTIONAL AND BEHAVIOURAL SKILLS**

The school works in partnership with parents in all aspects of their child's learning. Tutors, PSMs, Heads of Year and support staff can offer support to parents and parents are continually involved when their child is on the SEND register.

The school gives high priority to clear internal communication and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a student is giving cause for concern it is important that all those working with that student in school are aware of those concerns, and of the steps that are being taken in response. The key person in this process is the PSM/Head of Year who has the initial responsibility for the student's welfare and behavioural development.

## **9. Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

## **10. Monitoring arrangements**

In common with all other policies, the Behaviour Policy will be reviewed by the Governing Body. The outcome of the review and changes to the policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

The procedures will be monitored by the Headteacher to ensure they are consistently and fairly applied, and to promote the idea of personal responsibility and that every member of the school has a responsibility towards maintaining high standards of behaviour.

- Behaviour and the use of suspension are monitored termly according to age, ethnicity and learning difficulties and disabilities.
- Student voice feedback will be used as part of the monitoring and evaluation process.
- Student attendance and retention data will form a fixed component of any evaluation.
- Quantity of concerns submitted relating to student behaviour will be reviewed regularly.
- Monitoring of incidents leading to disciplinary measures will also be reviewed regularly.
- Self-assessment and external review will be conducted throughout the academic year.
- Staff responses to training and employing appropriate strategies are compiled consistently.
- Lesson observations will be used to evaluate the effectiveness of behaviour for learning.

## **11. Links with other policies**

This policy should be read in conjunction with the school's policies on Equality, Bullying, Attendance and Teaching & Learning.

Policies and procedures related to the Behaviour Management policy:

- Safeguarding Children Policy
- Drugs & Substance Misuse Policy
- Between Lesson and Break Time Procedures
- Attendance Policy
- Anti-Bullying Policy & Procedures
- E-Safety Procedures
- Registration Procedures
- Rewards Procedures



## **Appendix A:**

### **Written statement of Behaviour Principles**

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The Governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Students will be expected to:

- be courteous at all times;
- follow the school rules;
- wear full school uniform;
- complete work and give it in on time;
- not leave the premises without permission.

#### **LEARNING:**

Students will:

- help each other learn;
- recognise their own achievements and the achievements of others;
- always do their best;
- Be on time for lessons;
- Do their work to the best of their ability;
- Bring the correct equipment to school;

#### **BEHAVIOUR:**

Students will:

- be co-operative with everyone in school;
- never bully;
- care for the school environment;
- try to resolve problems positively.
- Respect the learning environment and resources of the school;
- not bring into school prohibited items

#### **LANGUAGE:**

Students will:

- be polite and respectful to others;
- will not use offensive language including swearing, derogatory terms or anything else that goes against the ethos of the school;
- talk about the school positively to the outside world.

## Appendix B

### THE CLIMB



## Appendix C

### LEALANDS VALUES

# At Lealands, we value..

## ▲ Excellence

- ✓ Take advantage of all opportunities to learn and progress
- ✓ Complete all work to the highest ability
- ✓ CLIMB to success in all lessons

## ▲ Responsibility

- ✓ Arrive to school and all lessons on time
- ✓ Attend school as much as possible
- ✓ Dress in correct school uniform
- ✓ Carry all correct equipment

## ▲ Respect

- ✓ Follow all instructions without question or answering back
- ✓ Do not disrupt the learning of others
- ✓ Speak kindly to all members of the school community




Lealands  
High School



#worththeclimb

## Appendix D

### Behaviour Ladder and Code of Conduct

Lealands High School Classroom Behaviour Ladder (2023)		
<ul style="list-style-type: none"> <li>Positive behaviour for learning is rewarded and celebrated</li> <li>Disruptive behaviour is challenged and followed up with clear consequences</li> </ul>		
Stage	Behaviour	Consequences
1	Disruption to learning in the classroom	<p><b>Formal Warning Given</b> – Teacher will record student name for:</p> <ul style="list-style-type: none"> <li>Not listening in class</li> <li>Failing to sit in the correct seat</li> <li>Moving seat without permission</li> <li>Low level disruption</li> <li>Incorrect uniform</li> <li>Eating/drinking in class outside agreed times</li> <li>Failing to follow basic classroom expectations, standards or rules</li> <li>Putting head on desk</li> </ul> <p>Teachers must make it clear to students that they have received their first formal warning.</p>
2	<p>Continued disruption to learning as above, with no improvement of behaviour after the warning is given.</p> <p><b>*If the issue compromises student safety, they will not be returned to class and the issue will be escalated, parents will be contacted and the issue will be dealt with in a different way.</b></p>	<p><b>Teacher will ask the student to stand outside the room for a maximum of 5 minutes and will speak to the student about their behaviour and the clear expectations.</b></p> <ul style="list-style-type: none"> <li>The teacher will speak with the student to address any issues/concerns. Classroom expectations clearly outlined before they enter the classroom again.*</li> <li>The student's name should be recorded by the teacher</li> <li>A demerit will be issued by the teacher</li> </ul> <p>If the student displays a positive attitude then they are readmitted with no further action.</p>
3	<p>Student continues to significantly disrupt the learning of others or a one off significant incident occurs.</p> <p><b>*If the issue compromises student safety, they will not be returned to class and the issue will be escalated, parents will be contacted and the issue will be dealt with in a different way.</b></p>	<p><b>Support duty contacted by email</b></p> <ul style="list-style-type: none"> <li>The student will be removed from the lesson and will remain away from the lesson for the remainder of the lesson in the appropriate reflection room.</li> <li>Work will need to be provided by the teacher for the student to complete in the reflection room.</li> <li>The classroom teacher sets a 30 minute detention for the end of the day. The teacher will visit the detention for a Restorative learning conversation.</li> <li>A demerit will be issued by the teacher</li> <li>There may also be the need for the Director of Subject to be involved in a Restorative Justice (RJ) conversation at this point.</li> </ul>
4	A student becomes defiant or persistently refuses to follow instructions of support staff despite the procedures above.	<ul style="list-style-type: none"> <li>If a student demonstrates persistent defiance despite being given opportunities to comply by different members of staff, a decision will be made regarding further actions. This will include contacting parents, and may include internal or external exclusion.</li> </ul>

# Student Classroom Code Of Conduct



**Arrive on time for the lesson.**



**Ensure that you are fully equipped for every lesson.**



**Follow the instructions given by the teacher first time of asking.**



**Treat others in the classroom with respect, giving them the courtesy and consideration that you would want to receive from others.**



**Respect the rights of other students to learn and achieve their best.**



**Try your best to achieve during the lesson, completing work to the best of your ability.**



**Be proud of your successes in class and supportive of the successes of others.**

*(Written by students, for students)*

***Excellence Responsibility Respect***

## **Appendix F**

### **Summary of behaviour procedures**

**All members of the school community are expected to adhere to the School Expectations of:**

**Contribute** (positively to school life)

**Listen** (when others are speaking)

**Ignore** (distractions and negative behaviour)

**Maximise** (efforts at all times)

**Build** (on successes and learn from failure)

**This is supported by our core values of Excellence, Responsibility and Respect.**

- The school expects that staff will **focus on positive behaviour**, rewards and encouragement to promote high standards of behaviour. Systems will be applied fairly and consistently with an emphasis on **restorative practice**.
- Students are required to respect all members of the school community and environment, following the expectations and rules throughout.
- Classroom behaviour, and behaviour within individual departments, is managed by classroom teachers and Directors of Subject through the **Behaviour Ladder** (Appendix D).
- Multiple behaviour concerns across subject areas are monitored by Heads of Year/Pastoral Support Managers.
- Serious breaches of the Behaviour Policy are referred to the Senior Leadership Team and in particular the Progress, Well-being and Behaviour Group which include the Deputy Headteacher, the SENCO and the Safeguarding Team.

#### **“Red Line” Behaviour:**

Particular behaviours will not be tolerated and may result in a suspension by the Headteacher.

These are:

- **Swearing or verbal abuse towards a member of staff**
- **Physical assault on another student or staff.**

#### **Permanent Exclusions:**

Permanent Exclusion is used as a last resort when all other options have been exhausted, or there has been a serious breach of the Behaviour Policy, a result of which the Headteacher believes it is in the best interests of all concerned to no longer have that student attending the school.