



LACON  
CHILDE  
SCHOOL

...more than just a school

# BEHAVIOUR POLICY

## 2019 - 2020

**Date of Last Review:** September 2019

**Date of Next Review:** September 2020

**Responsibility:** Mrs K Guise

**Governing Body Signature:**

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# 1. Policy Aims

At Lacon Childe School we know that good behaviour is essential to support effective learning. Good behaviour allows for orderly, purposeful and enjoyable lessons. It also allows students to thrive in a safe, inclusive, caring environment free from discrimination in any form. This policy sets out our standards for behaviour which are understood by all members of our school community.

This policy aims to:

- Provide staff with a clear understanding of the standards, expectations and procedures which relate to the maintenance of good order amongst students.
- Promote a **consistent approach** to both positive and negative behaviour that is understood by all staff, students and parents/carers.
- Promote a culture of praise and encouragement in which all students can achieve.
- Provide clear expectations on **how pupils are expected to behave**.
- Support student inclusion and minimise exclusion.
- Allow pupils to learn in an environment that is not only **free from disruption** but also **free from harassment, intimidation and bullying**.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of sanctions through the provision of a categorisation of different “Levels” to guide staff in their use of strategies and to give students a sense of perspective.
- Outline our system of **rewards**.

The majority of students at Lacon Childe School strive for, and achieve, high standards of work and behaviour. Our first duty is to ensure that the good standards of the majority are encouraged, acknowledged and supported. In every situation, teachers should aim to praise students for both good work and positive behaviour, before giving attention to those who are misbehaving.

## 2. Ethos and Values

### “More than just a school”

Established in 1735, Lacon Childe School is a forward-thinking school with reassuringly traditional values.

These core values are:

#### **Commitment:**

- showing loyalty to friends, colleagues and the school
- willing to support and showing care for those who need help
- willing to work to the highest level
- keeping the school rules

#### **Opportunity:**

- developing confidence through participation
- volunteering in a variety of school situations
- considering own strengths and setting goals for improvement
- pursuing individual interests in a manner which broadens horizons

#### **Respect:**

- valuing all members of the school community
- displaying good manners at all times
- displaying tolerance of others with different points of view and beliefs
- showing respect for the school buildings, facilities and surrounding environment

#### **Excellence:**

- being proud of personal achievement
- producing work of the highest quality
- setting high standards and personal goals for improvement
- making the best use of talents, time and resources

[Refer to Appendix 3]

### 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 or sexual harassment, 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 / drugs paraphernalia
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Principles

The Lacon Childe School Behaviour Policy is built upon the following principles:

- It is recognised that the vast majority of students in the school community are unlikely to behave in any way which may prejudice an opportunity for all to learn.
- All members of the school community have a right to a work-centred, orderly, safe environment and have a responsibility to maintain such an environment. Disruption will not be tolerated. Those who do not cooperate will be dealt with firmly, fairly and consistently in accordance with school policy.
- Support for behaviour:  
All students will be given support to improve behaviour that falls short of our community expectations. This support may take many forms, but all support will focus on empowering the individual to improve their behaviour so as not to damage the learning of others and their own learning.
- Members of the school community have different academic and social needs and, as such, will need different types and levels of support to meet those needs. The nature of the support and its accessibility will be communicated to the relevant staff.
- All staff will appropriately challenge unacceptable behaviour and reward positive behaviour through the school's Rewards System. This includes behaviour outside of the classroom.
- All staff will model the behaviour and social skills that lead to positive behaviour for learning amongst students. All staff will follow the Behaviour Policy.
- Liaison with parents and other agencies:  
The school welcomes and encourages the contribution of parents/carers to their child's education. All communication with parents/carers will be based upon the School expectation that students are "the best that they can be".
- The school environment:  
Behaviour and learning are improved when students and staff can enjoy an attractive, safe and clean environment. Students have a duty to maintain this environment. All members of staff have an accountability to promote positive behaviour throughout the school, including corridors, toilets, playgrounds and other communal areas. Staff should intervene and address any unacceptable behaviour in these areas.
- All behaviour that detracts from the smooth and positive running of the school is included in this policy. This includes behaviour that is off site, at weekends/holidays, whether the students are in uniform or not. Any behaviour that negatively influences the smooth running of the school will be addressed. This includes behaviour on ICT devices (cyber behaviour).
- Sanctions will be reasonable in all circumstances.

## **5. Expectations of Students to Promote Positive Behaviour for Learning**

### **All students are expected to:**

- Aim to be the best they can be in all aspects of life
- Attend school regularly and aspire to maintain a 100% attendance
- Treat all guests and visitors in an exemplary fashion
- Engage positively with all the staff at our school
- Attend school each day with the correct equipment in order to maximise the learning opportunities available to them
- Catch up on any work missed due to absence through illness or extra-curricular activities.
- Give their best by contributing to all aspects of school life, both within and outside the classroom
- Reject all forms of bullying or discriminatory behaviour (anti-bullying policy)
- Positively reject all forms of anti-social behaviour or attitudes at all times including travelling to and from school and when using digital technology

### **Around the school:**

- Treat school property and the school environment with respect. Dispose of rubbish in the litter bins
- Wear school uniform properly at all times and with pride
- Walk sensibly and quietly on the left side of the corridors at all times
- Follow the breaktime and lunchtime organisation procedures to assist in the smooth running of social time and safety of all students
- Assist and be courteous to others
- Only eat in the designated areas of school – school hall, dining room (all seasons); picnic benches and school field (summer term)
- Chewing gum and mobile phones are not permitted in any area of the school or on school buses

## 5.1 Expectations of Students to Promote Positive Behaviour for Learning

### In the classroom:

Time in the subject classroom is for **teachers to teach** and **students to learn**. The process is an active and positive one which demands the full involvement of all students.

### At the start of the lesson you are expected to:

- Arrive on time and line up sensibly and quietly outside the room wearing full and correct uniform
- Wait until your teacher greets you at the door and welcomes you into the classroom
- Enter the room and move quietly to your allocated seat. Place all equipment for the lesson, including log book onto your desk
- Engage in the starter activity whilst your teacher is taking the register. The register is a legal document and will be taken in **silence**

### During the lesson you are expected to:

- Engage positively in the work set
- Take responsibility for your own learning
- Listen attentively to instructions given by your teacher and to those invited to speak
- Behave positively to allow your own learning and that of other students to take place without interruption
- Be polite and courteous to all adults and students. Respecting each other is a key value at Lacon Childe School, and any answering back, rudeness or arguing with adults will not be tolerated

### At the end of the lesson you are expected to:

- Pack away equipment when told to do so
- Stand behind your chair which is tucked in. Wait in silence to be dismissed
- Leave the lesson quietly and move quickly to the next lesson

## 6. Practice and Procedures: Roles and Responsibilities

The promotion of positive behaviour is the responsibility of all members of the school community, including parents and carers. Not all members of the school will play the same part in this process, but each section of the community will have a role.

The Governing Body will continue to work with other members of the school community to review and, if necessary, revise the principles underpinning this policy. Specific responsibilities of the Governing Body include:

- approving policies, including this Behaviour Policy
- monitoring fixed term and permanent exclusions
- ensuring the needs of pupils at risk of permanent exclusion are met

The Senior Leadership Team are responsible for the content of the policy, and for its implementation in ways that maintain a school ethos that encourages positive behaviour.

All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills behaviour skills and high standards of behaviour expected from pupils.

Pupils have a role in shaping and promoting the school's Behaviour Policy. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions and consequences. This will be achieved through the School Council, class meetings, tutor time and PSHE days. Pupils have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers.

## 7. Practice and Procedures: Behaviour and Consequences

The development of good relationships between staff and students is central to the success of Lacon Childe School. All staff in the school set high standards of behaviour and endorse the school rules. If a student decides not to follow the school rules or our lesson expectations, the following consequences will be imposed:

### Stage 1 - B1

A “B1” will be issued to students who do not meet our lesson or behaviour expectations. This is a verbal warning used to redirect a student’s attention and commitment to positive behaviour actions. A teacher may also use a range of their own behaviour strategies at this stage to maintain a positive working environment for all including a quiet word, rearranged seating, time out of the classroom and so on. A whole group B1 can also take the form of a general request for the group to be quiet and listen to the teacher. **Repeat offenders for B1 will escalate to B2.**

**Refer to Appendix 4**

### Stage 2 - B2

A “B2” will be issued to students whose behaviour warrants a formal intervention. This may be due to a student’s failure to heed the B1 warning and an escalation in sanction is necessary. A B2 may also be awarded if a single behaviour act warrants the sanction. A teacher may continue to use a range of their own behaviour strategies.

**Refer to Appendix 4**

### Stage 3 - B3

A “B3” will be issued to students whose behaviour warrants a detention. This may be due to an escalation from B2 to B3, or because a student’s actions warrant a higher level of sanction. B3 detention will be set and actioned by the class teacher. It is 30 minutes in duration and is usually carried out at lunchtime with the subject teacher. This detention *may be* dealt with by the Subject Leader or Faculty Leader.

**Refer to Appendix 4**

### Stage 4 - B4

A “B4” (After-School Detention) will be issued to students whose behaviour continues to escalate despite attempts by the teacher to refocus and manage the misbehaviour. This may be due to an escalation from B3 to B4, or because a student’s actions warrant a higher level of sanction. B4 detention will be set and actioned by the class teacher. A B4 detention is 60 minutes in duration and usually takes place on a Wednesday evening. The teacher will inform the School Office of the sanction and parents/carers will receive notification of the date of the detention via ParentMail.

**Refer to Appendix 4**

### Stage 5 - B5

A “B5” will be issued to a student whose behaviour requires intervention from a member of the Senior Leadership Team. If a student receives a B5, the minimum sanction issued is a fixed period of time in the Behaviour Support Room (to be confirmed by SLT call out staff/ Year Leader) plus an after-school detention. A B5 is the highest and most severe punishment within school and should therefore only be used when all behaviour management strategies and escalation through the sanctions ladder has been exhausted.

**Refer to Appendix 4**

### Stage 6 - B6

A “B6” will be awarded when there has been persistent poor behaviour or a serious breach of the school’s Behaviour Policy. This will result in either a fixed term or permanent exclusion from school.

**Refer to Appendix 4**

We aim to apply sanctions consistently and fairly without prejudice (Equality Act 2010).

## 8. Achievement and Rewards

The vast majority of students behave in a positive manner at all times. This positive behaviour will be recognised and rewarded through the Lacon Childe School Achievement Ladder.

Achievement and rewards will be celebrated in a range of ways including:

- Assemblies
- Tutor time
- Departmental activities
- Rewards to recognise and encourage behaviour that leads to a positive learning environment
- Celebration Assemblies
- Reward activities
- Contact with home (letters, postcards, emails and telephone calls)

Frequent praise and rewards are features of teaching and learning at Lacon Childe School, so that pupils receive recognition for their positive contributions to school life. Contributions might include school work and effort, positive behaviour, adherence to school expectations or outstanding attendance. Praise and rewards are available to all pupils whenever they show progress.

The school will use both informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards (such as A1s, A1 certificates, Merit Mentions, Head's Commendations).

The Achievement Ladder for Year 7 - 11 can be found in the Rewards Policy.

Reward points (A1s) can be awarded by individual staff using the SIMS system and staff are encouraged to award these points every lesson. Points are regularly reviewed by pastoral staff and celebrated in Year Assemblies.

## 9. Support Systems for Pupils

Lacon Childe School is committed to the concept of equal outcomes for all pupils. Some pupils will, therefore, need differentiated forms of support to help them fulfil their behaviour and academic potential. The school will ensure that differentiated strategies are available to pupils to meet their particular needs.

The school monitors pupils whose behaviour causes concern and organises appropriate support to meet their individual needs.

This identification and support includes:

- Regular pastoral reviews to identify those pupils most at risk, included as part of regular academic progress reviews
- Short courses on elements of social, emotional and behavioural skills delivered through the Student Counsellor, the Learning Support Department or the Pastoral Team
- Contact with parents/carers in the early stages of a problem
- Support from the school's student support assistants and school counsellor
- If the pupil's problems are identified as having a SEN aspect, referral to the school's SENCO may lead to additional support as appropriate
- Referrals for specialist advice, either for individual pupils or, more generally, for whole school issues concerning behaviour problems
- Consultation with parents/carers and others
- Local Authority and external liaison via Pupil Planning Meetings and "outside" agency teams
- One-to-one counselling with a trained specialist

### 9.1. Support Systems for Staff

All staff have a responsibility to promote and maintain positive behaviour. Guidance is provided for staff on strategies they can employ to promote positive behaviour and respond to misbehaviour. Additional advice and support is also available from Subject Leaders or Year Leaders depending on the nature of the difficulty. Staff training is also offered by Assistant Headteacher: Pastoral; SENCO and external providers who have particular expertise in strategies for promoting positive behaviour.

The Senior Leadership Team also operate an open-door policy where staff can access advice and support as necessary. In addition, weekly drop-in sessions are available for personalised support and advice for all staff.

Standards of behaviour are monitored regularly to ensure that success is identified and recognised and, where necessary, areas for improvement may be included in specific action plans to address the problem.

## 9.2. Support Systems for Parents

Lacon Childe School is keen to facilitate and increase effective and on-going parent/carer support for all policies and practices.

Parents and carers who express concern to the Tutor or Year Leader about managing the behaviour of their child are offered support from a range of services co-ordinated by the school, including the SENCO, Educational Welfare Officer and some “outside” services. Parents/carers may also be signposted to appropriate online web sites.

If school staff have concerns about a pupil’s behaviour, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the school, for a solution to the problem.

## 10. Searching and Confiscation

### Searching with consent

The Headteacher and authorised Senior Leadership Team staff / Year Leaders have a statutory power to search students or their possessions without consent where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- Knives, including items that could be used as a weapon
- Alcohol
- Tobacco products or cigarette papers
- Vaping products
- Illegal drugs or drug paraphernalia
- Stolen items
- Fireworks
- Pornographic images
- Any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

If a member of staff suspects a pupil has a banned or stolen item in his/her possession, they can instruct the pupil to turn out his/her pockets or bag and, if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's Behaviour Policy. In this situation, SLT call out should be used to resolve the issue. Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have a prohibited item in his/her possession.

The member of staff searching the student must be of the same gender as the student and a witness must also be present, where possible of the same gender. An exception to this rule can allow for a member of the opposite gender to search alone, but only when there is reasonable belief that there is a risk that serious harm will be caused by a student if a search is not conducted immediately and it is not reasonably practicable to summon another member of staff.

Where a member of the police conducts a search, it must be done in the presence of a member of the Senior Leadership Team.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property, which are later found not to be illegal or stolen.

### Extent of school staff search

No clothing, other than outer clothing, may be removed. Outer clothing is all clothing not next to the skin, or next to underwear. Pockets may be searched. A student's possessions may include bags, desks and lockers. A student's possessions may only be searched in the presence of the student and a member of staff as a witness.

### Confiscation

#### Mobile Phones:

The presence and use of mobile phones is not permitted in school and should therefore, wherever possible, be left at home. However, the school does appreciate that many of our students live in remote rural locations and are therefore required to bring a mobile phone to school. In response to this, the School Office operates a system

where pupils can hand in their mobile phone for safe keeping until the end of the day.

In the event that a pupil is seen using, or believed to be using, their mobile phone during the school day, it will be confiscated and placed in the School Office. A parent or carer of the student will be informed of the confiscation via telephone and advised to collect the phone at their convenience. The phone will not be returned to the student.

#### Smart Watches:

Whilst these are currently allowed in school, the use of them for communication purposes is not permitted. During exam periods they are not permitted in school.

#### Prohibited Items:

The school may confiscate, retain or dispose of anything they reasonably suspect to be a prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The law protects staff from liability for any loss or damage to items confiscated, provided they have acted lawfully.

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it as they think appropriate, but this does not include returning it to the student.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible unless there is a good reason not to do so, in which case the drugs must be disposed of.
- Where they find **other substances** which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline and would include, for example, so called “legal highs”. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police unless there is good reason not to do so, in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to the owner is not practicable.
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such.
- Where pornographic images are found, these may be disposed of unless it is impossible to constitute a specific offence, in which case it must be delivered to the police as soon as possible.
- Images found on mobile phones or other electronic devices can be deleted unless it is necessary to pass them to the police.
- Where a person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. In deciding this, the question is has it or could it be used to harm, disrupt teaching or breach the school rules.
- If inappropriate material is found on the device, it is up to the member of staff to decide whether to delete it, retain it as evidence (if a criminal offence or breach of school discipline) or whether the material is of such seriousness that it requires involvement of the police.

The school is not required to inform parents/carers before a search takes place or seek consent for a search.

The school will inform parents/carers where alcohol, illegal drugs or potentially harmful substances are found, though this is not a legal requirement.

Complaints about searching will be dealt with through the normal school complaints procedure.



## Expectations of Students to Promote Positive Behaviour for Learning

### As students you must:

- Be the best that you can be in all aspects of life
- Attend school regularly. Every student should aspire to achieve a 100% attendance record
- Treat all guests and visitors politely and with respect
- Engage positively with all staff and students in our school
- Have the correct equipment in order to maximise the learning opportunities available to you
- Give your best in contributing to all aspects of school life, both within and outside the classroom
- Catch up on any work missed due to absence through illness or extra-curricular activities
- Do not eat or chew in lessons. Ask your teacher if you wish to drink from your water bottle (this is not permitted in Science Laboratories, Design Technology and ICT rooms)
- Reject and report all forms of bullying
- Positively reject all forms of anti-social behaviour or attitudes at all times, including travelling to and from school and when using technology
- Respond to instructions from all members of staff and prefects at once, politely and without fuss or question

### Around the school:

- Treat school property and the school environment with respect. Dispose of rubbish in the litter bins
- Wear school uniform properly at all times and with pride
- Walk sensibly and quietly on the left side of the corridors at all times
- Follow the breaktime and lunchtime organisation procedures to assist in the smooth running of social time and safety of all students
- Assist and be courteous to others
- Only eat in the designated areas of school: School Hall, Dining Room (all seasons); picnic benches and school field (summer term).
- Chewing gum and mobile phones are not permitted in any area of the school or on school buses.



## Expectations of Students to Promote Positive Behaviour for Learning

### **In the classroom:**

Once you have entered the classroom, this is the time for **teachers to teach** and **students to learn**. This experience is an active and positive one which demands the full involvement of all students.

### **At the start of the lesson you are expected to:**

- Arrive on time and line up sensibly and quietly outside the room wearing full and correct uniform
- Wait until your teacher greets you at the door and welcomes you into the classroom
- Enter the room and move quietly to your allocated seat. Place all equipment for the lesson, including log book, onto your desk
- Engage in the starter activity whilst your teacher is taking the register. The register is a legal document and will be taken in **silence**

### **During the lesson you are expected to:**

- Engage positively in the work set
- Take responsibility for your own learning
- Listen attentively to instructions given by your teacher and to those invited to speak
- Behave positively to allow your own learning and that of other students to take place without interruption
- Be polite and courteous to all adults and students. Respecting each other is a key value at Lacon Childe School, and any answering back, rudeness or arguing with adults will not be tolerated

### **At the end of the lesson you are expected to:**

- Pack away equipment when told to do so
- Stand behind your chair which is tucked in. Wait in silence to be dismissed
- Leave the lesson quietly and move quickly to the next lesson

**APPENDIX 3**



**APPENDIX 4**

| POSSIBLE BEHAVIOURS  | 1ST OFFENCE  | RESPONSIBILITY  | 2ND OFFENCE   | RESPONSIBILITY  | 3RD OFFENCE  | RESPONSIBILITY   | 4TH OFFENCE  | RESPONSIBILITY  |
|--|--|---|---|---|--|--|--|---|
| Late to lesson or registration with no good reason                                       | Time made up at next available break/lunchtime   | Teacher<br>Record number of mins late on SIMS   | Time made up at next available break/lunchtime with teacher. SL / YL to be informed of repeated lateness. SL, YL & FL to offer support.                   |   |  |  |  |   |
| Talking at inappropriate time  | <b>B1</b><br>Verbal warning  | Teacher   | <b>B2</b><br>Record on SIMS   | Teacher   | <b>B3</b><br>Subject detention (30 mins). Record on SIMS   | Teacher  | <b>B4</b><br>After school detention. Liaise with office & BSM.   | Teacher<br>Discuss next stage actions with SL/FL. Work set for detention.   |
| Silly Comments or Behaviour  | <b>B1</b><br>Verbal warning  | Teacher   | <b>B2</b><br>Record on SIMS   | Teacher   | <b>B3</b><br>Subject detention (30 mins). Record on SIMS   | Teacher  | <b>B4</b><br>After school detention. Liaise with office & BSM  | Teacher<br>Discuss next stage actions with SL/FL. Work set for detention.   |
| Off task   | <b>B1</b><br>Verbal warning  | Teacher   | <b>B2</b><br>Record on SIMS   | Teacher   | <b>B3</b><br>Subject detention (30 mins). Record on SIMS   | Teacher  | <b>B4</b><br>After school detention. Liaise with office & BSM.   | Teacher<br>Discuss next stage actions with SL/FL. Work set for detention.   |
| Disrupting the learning of other students  | <b>B1</b><br>Verbal warning  | Teacher   | <b>B2</b><br>Record on SIMS   | Teacher   | <b>B3</b><br>Subject detention (30 mins). Record on SIMS   | Teacher  | <b>B5</b><br>Removal from lesson. Followed up with after school detention                                  | Teacher<br>Removal maybe to SL/FL or through SLT Call out. Must be recorded on SIMS even if to SL/FL.   |
| Refusal to follow instructions.<br><br>Arguing with members of staff.<br><br>Defiance.   | <b>B1</b><br>Verbal warning  | Teacher   | <b>B2</b><br>Record on SIMS   | Teacher   | <b>B3</b><br>Subject detention (30 mins). Record on SIMS   | Teacher  | <b>B5</b><br>Removal from lesson. Followed up with after school detention                                  | Teacher<br>Removal maybe to SL/FL or through SLT Call out. Must be recorded on SIMS even if to SL/FL.   |
| Swearing in conversation   | <b>B5</b><br>Isolation for the lesson duration or break/lunchtime duration. Followed up with after school detention  | Teacher to request SLT Call Out. Incident Report completed same day by teacher.   | <b>B5</b><br>Isolation for the lesson duration or break/lunchtime duration. Followed up with after school detention. Phone call home                      | Teacher to request SLT Call Out. Incident Report completed same day by teacher. Phone call home - SLT Call Out staff. | <b>B5</b><br>Isolation for the lesson duration or break/lunchtime duration. Followed up with after school detention. Phone call home & parents in. | Teacher to request SLT Call Out. Incident Report completed same day by teacher. Work provided for isolation. Phone call home & parents in – YL             | <b>B5</b><br>Isolation for the day. Followed up with after school detention. Phone call home & parents in. | Teacher to request SLT Call Out. Incident Report completed same day by teacher. Work provided for isolation. Phone call home & parents in – Assistant Headteacher: Pastoral |
| Verbal abuse towards another pupil (Name calling / insensitive comments / ridicule etc.) | <b>B2</b><br>Record on SIMS<br>Talking to, investigation, reprimand as necessary.  | Teacher   | <b>B3</b><br>30mins detention (Teacher).<br>Record on SIMS<br>Phone call home to both parties.  | Teacher<br>Inform FT & YL of incident and actions via Incident Report Form.<br>Phone calls home (Teacher).            | <b>B5</b><br>Isolation for day. Followed up with after school detention. Parents in (aggressor). Contact parents - both parties.                   | Teacher to request SLT Call Out. Incident Report completed same day by teacher. Work provided for isolation. Phone calls home & parents in (aggressor)- YL | Fixed term exclusion. Parents in. Contact parents - both parties.  | All Incident Reports collated and staff & witness statements).<br>Work provided for exclusion (Teachers). Phone call & letter home. Parents in - YL                         |
| Verbal abuse towards another pupil (Homophobic, racist, public humiliation etc.)         | <b>B5</b><br>SLT Call Out - Removal to write statement.<br><i>Social Time:</i><br>SLT Call Out - Removal to write statement.<br><b>Possible escalation to B6</b> | Teacher/Adult to request SLT Call out<br>Incident Report completed same day by witnesses.<br>YL to investigate.<br>Outcome discussion with SLT.<br>Phone call home to both parties by YL. | Repeated incidents will be dealt with in the same way. Extended fixed periods of exclusion and escalated school sanctions will be applied as appropriate. |   |  |  |  |   |

| POSSIBLE BEHAVIOURS                       | 1ST OFFENCE   | RESPONSIBILITY  | 2ND OFFENCE   | RESPONSIBILITY   | 3RD OFFENCE  | RESPONSIBILITY  | 4TH OFFENCE  | RESPONSIBILITY |
|---|---|---|---|--|--|---|--|----------------|
| Physical assault towards another pupil    | <b>B5</b><br>Isolation & statement writing. Final sanction based on outcome of investigation. YL/BSM to undertake investigation & pupil statements.<br><b>Possible escalation to B6</b> | Teacher/Adult to request SLT Call out Incident Report completed same day by witnesses.<br>YL to investigate.<br>Outcome discussion with SLT. Phone call to both parents made by YL. | Repeated incidents will be dealt with in the same way. Extended fixed periods of isolation, exclusion and escalated school sanctions will be applied as appropriate.        |  |  |   |  |                |
| Theft                                     | <b>B5</b><br>Isolation & statement writing. Final sanction based on outcome of investigation.   | YL to investigate.<br>Involvement of KG/RCB/DR.<br>Phone call to parents made by YL.  | Repeated incidents will be dealt with in the same way. Extended fixed periods of isolation, exclusion and escalated school sanctions will be applied as appropriate.        |  |  |   |  |                |
| Vandalism                                 | <b>B5</b><br>Isolation & statement writing. Final sanction based on outcome of investigation.   | YL to investigate.<br>Involvement of SLT.<br>Phone call to parents made by YL.  | Repeated incidents will be dealt with in the same way. Extended fixed periods of isolation, exclusion and escalated school sanctions will be applied as appropriate.        |  |  |   |  |                |
| Swearing at staff                         | Isolation for remainder of day, plus fixed term exclusion. After school detention   | Teacher to write incident report - SAME DAY. YL to investigate. SLT to finalise sanctions.  | Repeated incidents will be dealt with in the same way. Extended fixed periods of isolation, exclusion and escalated school sanctions will be applied as appropriate.        |  |  |   |  |                |
| Chewing Gum                               | <b>B3</b><br>Record on SIMS & sign conduct card<br>Break and Lunchtime detention (same day)   | Teacher<br>Inform BSM to record in isolation book.<br>Detention in isolation  | <b>B3</b><br>Record on SIMS & sign conduct card<br>Break and Lunchtime detention x 3 days   | Teacher<br>Inform BSM to record in isolation book.<br>Detention in isolation.                                      | <b>B3</b><br>Record on SIMS & sign conduct card<br>Break and Lunchtime detention ( 1 week)   | Teacher<br>Inform BSM to record in isolation book.<br>Detention in isolation.<br>YL to call home. | <b>B3</b><br>Record on SIMS & sign conduct card<br>Break and Lunchtime detention ( 2 weeks)  |                |
| Number of Behaviour Points (whole school) | 5 x BPs<br>30 mins detention (in isolation)   | BSM to inform Form Tutor  | 7 x BPs<br>Phone call home – YL<br>Meeting with parents/carers – YL/SLT<br>On Amber report – YL/FT<br>Same day after school detention for every additional behaviour point. | BSM to inform parents of same day detention.   | 15 x BPs<br>Phone call home – YL<br>Meeting with parents/carers – YL/SLT<br>On Red report – YL/FT<br>Removed to isolation for every additional behaviour point.<br>Plus same day after school detention. | BSM to inform parents of same day detention.  | 3 removals from lessons due to additional behaviour points triggers next stage – Red Plus Stage.<br>Red Plus Stage will result in one day fixed term exclusion in the first instance, escalating to a maximum of 5 days exclusion for every breach of the behaviour policy.<br>On receipt of 10 fixed term days in any academic term, a pupil planning meeting will be arranged with the Local Authority Inclusion Service to discuss final action stages.<br>On receipt of 12 fixed term days in any academic term, the student will meet with parents/carers and a member of the Governing Body to receive a final behaviour warning.<br><br><b>Once at 15 days fixed term exclusions for inappropriate behaviour following a governor review, will lead to a permanent exclusion for persistent disruptive behaviour.</b><br><br><b>This will be avoided at all cost by the school.</b> |                |
| Number of B3s (subject specific)          | 2+ Same subject B3  | YL to discuss with Teacher.<br>What action is being taken?<br>Dept detention  | 4+ Same subject B3  | YL to discuss with SL.<br>What dept action is being taken?<br>Faculty detention.<br>Phone call home – Teacher / SL | 5+ Same subject B3   | Meeting with Teacher, SL, pupil & parents/carers.   | No improvement in behaviour of pupil within the lesson.<br><br>YL to discuss with SL & FL further actions / sanctions.<br>Parents/Carers in to meet relevant Dept staff.   |                |

**Notes:**

- The sanctions map has been designed as a guide to help teachers, students and parents understand what the “most likely” response to a behaviour will be.
- There will be a need at times for teachers to use their professional judgement when applying the sanction ladder as behaviour can be the result of different circumstances which will need to be taken into consideration.
- Staff will also use a range of other behaviour strategies in between the escalation of sanctions to encourage pupils to take responsibility for their behaviour and make appropriate choices and changes in behaviour in order to maintain the school’s ethos of positive behaviour management.

**Abbreviations:** FT – Form Tutor YL – Year Leader SL – Subject Leader FL – Faculty Leader SLT – Senior Leadership Team AH Pastoral – Assistant Headteacher: Pastoral SIMS – School Internal Recording System BSM – Behaviour Support Manager

## FURTHER SANCTIONS

| POSSIBLE BEHAVIOURS  | 1ST OFFENCE  | RESPONSIBILITY  | 2ND OFFENCE   | RESPONSIBILITY  | 3RD OFFENCE   | RESPONSIBILITY   | 4TH OFFENCE  | RESPONSIBILITY  |
|--|--|---|---|---|---|--|--|---|
| Haircut  | Loss of social time in isolation.<br>Parents informed.<br>Appropriate time scale agreed to rectify issue.  | FT - supported by YL.<br>FT/YL inform BSM.<br>Note on Conduct Card by YL.<br>YL to contact parents. | Loss of social time in isolation.<br>After school detention.<br>Phone call home.  | FT - supported by YL.<br>FT/YL inform BSM.<br>BSM arranges after school detention.<br>Note on Conduct Card by YL.                           | Loss of social time in isolation.<br>Referral to AH Pastoral.   | YL inform BSM.<br>Parental meeting with AH Pastoral.   | Failure to consistently comply with school uniform policy.<br>Recommendation to HT to exclude from school.   | YL to produce evidence of intervention attempts.<br>AH Pastoral to present to HT. |
| Inappropriate Uniform (Wrong skirt, trousers, trainers etc.) | Signature on Conduct Card.<br>Parents informed.<br>Appropriate time scale agreed to rectify issue.   | FT - supported by YL.<br>FT/YL inform VW.<br>Note on Conduct Card by YL.<br>YL to contact parents.  | Loss of social time in isolation.<br>After school detention.<br>Phone call home.  | FT - supported by YL.<br>FT/YL inform BSM.<br>BSM arranges after school detention.<br>Note on Conduct Card by YL.<br>YL to contact parents. | Loss of social time in isolation.<br>Referral to AH Pastoral.   | YL inform BSM.<br>Parental meeting with AH Pastoral.   | Failure to consistently comply with school uniform policy.<br>Recommendation to HT to exclude from school.   | YL to produce evidence of intervention attempts.<br>AH Pastoral to present to HT. |
| Painted Nails  | Signature on Conduct Card.<br>Loss of social time in isolation.<br>Nail varnish remover used in isolation to remove paint.   | FT - supported by YL.<br>FT/YL inform BSM.<br>Note on Conduct Card by YL.                           | Loss of social time in isolation.<br>Nail varnish remover used in isolation to remove paint.<br>After school detention.   | FT - supported by YL.<br>FT/YL inform BSM.<br>BSM arranges after school detention.<br>Note on Conduct Card by YL.                           | Loss of social time in isolation.<br>Referral to AH Pastoral.   | YL inform BSM.<br>Parental meeting with AH Pastoral.   | Failure to consistently comply with school uniform policy.<br>Recommendation to HT to exclude from school.   | YL to produce evidence of intervention attempts.<br>AH Pastoral to present to HT. |
| False Nails  | Signature on Conduct Card.<br>Loss of social time in isolation.<br>Parents informed.<br>Appropriate time scale agreed to rectify issue.  | FT - supported by YL.<br>FT/YL inform BSM.<br>Note on Conduct Card by YL.<br>YL to contact parents. | Loss of social time in isolation.<br>After school detention.<br>Phone call home.  | FT - supported by YL.<br>FT/YL inform BSM.<br>BSM arranges after school detention.<br>Note on Conduct Card by YL.                           | Loss of social time in isolation.<br>Referral to AH Pastoral.   | YL inform BSM.<br>Parental meeting with AH Pastoral.   | Failure to consistently comply with school uniform policy.<br>Recommendation to HT to exclude from school.   | YL to produce evidence of intervention attempts.<br>AH Pastoral to present to HT. |
| Bullying   | Investigations.<br>Collation of statements. Phone call home to all parties.  | FT & supported by YL.<br>YL to call homes.<br>Outcome discussion with YL/AH Pastoral.               | Investigations.<br>Collation of evidence.<br>Phone calls to all parties.<br>Parents in.   | Year Leader<br>Outcome discussion with YL/AH Pastoral.  | Investigations.<br>Collation of evidence.<br>Referral to AH Pastoral for escalation   | YL & AH Pastoral to discuss<br>AH Pastoral to contact parents. Meeting.<br>Sanctions applied | Investigations.<br>Collation of evidence.<br>Referral to AH Pastoral for escalation  | SLT to discuss.<br>Escalated outcome to be confirmed.                             |
| Bus Incident   | Discussion with bus prefects.<br>Discussion with pupil. Investigation undertaken.<br>Parents informed.<br>Sanction applied as appropriate.   | Year Leader   | Discussion with bus prefects & driver.<br>Discussion with pupil.<br>Investigation undertaken.<br>Sanction applied as appropriate.<br>Parental meeting and next step sanctions outlined. | Year Leader   | Discussion with bus prefects & driver.<br>Investigation undertaken.<br>Discussion with pupil.<br>Parents contacted and removal from transport for fixed period as agreed by DR. | Year Leader<br>SLT   | Discussion with bus prefects & driver.<br>Investigation undertaken.<br>Discussion with pupil.<br>Parents contacted and removal from transport for extended period as agreed by DR. | Year Leader / SLT   |
| Request to move tutor group                                  | YL to identify the reasons for the request. Discussion with AH Pastoral. Discussion with parents – form move is last resort and cannot be repeatedly carried out.<br>Check with the Form Tutors affected. Discuss the implications with SENCO. Discuss the move with admin team and request date of move. Request new Timetable for pupil. |   |   |   |   |  |  |   |

## APPENDIX 5

# Behaviour Intervention Programmes

## The Amber Behaviour Programme

This is set by the Year Leader and attached SLT link member when a student accumulates 7 or more behaviour points.

In the event of a student receiving 7 or more behaviour points, a meeting will be organised between the Year Leader, SLT link, the pupil and parents/carers.

During the meeting:

- The Year Leader will review the behaviour chronology of the student to establish/identify any issues or triggers that can be managed by school to limit any further accumulation of behaviour points. Targets will be set with the student and their parents/carers during this meeting and placed on **Amber** report.
- The student is responsible for the completion of this report and will take the amber card to each lesson and present it to the teacher.
- The student will report to their **Form Tutor** at the agreed times each day to review how they have performed against their targets.
- If a student fails to meet the targets on the amber card, he/she is referred to the School Office and will receive a same day after-school detention. (Wherever possible parents/carers will be given as much notice as possible via a telephone call. Should the detention be issued after lunchtime, it will be rolled over to the following day).

## The Red Behaviour Programme

This is set by the Year Leader and attached SLT link member when a student accumulates 15 or more behaviour points.

In the event of a student receiving 15 or more behaviour points, a further meeting will be organised between the Year Leader, SLT link, the pupil and parents/carers.

During the meeting:

- The Year Leader will again review the behaviour chronology of the student to establish/identify any reasons why there has not been an improvement in behaviour. Targets will be reviewed and set with the student and their parents/carers during this meeting and placed on **Red** report.
- The student is responsible for the completion of this report and will take the red card to each lesson and present it to the teacher.
- The student will report to their **Year Leader** at the agreed times each day to review how they have performed against their targets
- If a student fails to meet the targets on the red card and receives a further behaviour point, they will be removed from the lesson and placed in internal exclusion for a whole school day (SLT should be called to the lesson by the teacher). The duty member of staff in internal exclusion will refer this to the School Office, who will notify parents/carers of the internal exclusion and same day after-school detention **via ParentMail**.

## The Red Plus Behaviour Programme

- Red plus stage will result in one day fixed term exclusion in the first instance, escalating to a maximum of 5 days exclusion for every breach of the behaviour policy.
- On receipt of 10 fixed term days in any academic term, a pupil planning meeting will be arranged with the Local Authority Inclusion Service to discuss final stages.
- On receipt of 12 fixed term days in any academic term, members of the Governing Body will meet with the student and parents/carers to issue a final behaviour warning.
- Once at 15 days fixed term exclusions for inappropriate behaviour, a meeting will be called to discuss permanent exclusion for persistent disruptive behaviour.

## **APPENDIX 6**

# **The use of reasonable force**

### Power to use reasonable force:

Government guidance states teachers have the right to use reasonable force. At Lacon Childe School, Governors and Senior Leadership Team believe we should use restraint and reasonable force rarely and only in exceptional circumstances. The occasions when reasonable force is used are likely to include situations where a pupil is committing an offence or putting themselves or others in danger. If members of staff do use restraint or reasonable force, they are expected to immediately notify the Headteacher.

### Conduct of pupils outside of school:

Lacon Childe School will be responsible for pupils' conduct when they are taking part in a school organised trip or school related activity.

The school may choose to become involved in out of school behaviour when students are clearly linked to the school (e.g. wearing school uniform) or where their behaviour may impact upon the smooth running of the school.

To clarify this further, the school can apply the Behaviour Policy where behaviour out of school

- could have repercussions in school
- poses a threat to someone in the school community
- could adversely affect the reputation of the school

### Cyberbullying:

This is a growing area of concern for most schools.

Lacon Childe School cannot monitor the use of social networking sites by its students; this remains the responsibility of parents and carers.

Social networking sites may not be used in school.

The school may choose to become involved and apply the Behaviour Policy where on-line activity is likely to have an impact on the smooth running of the school or poses a direct threat to a student in school.

It is likely that the school will involve the police in such bullying issues.



### Code of Conduct on School Transport

#### At the Coach Pick-Up / Drop Off Point:

- Always arrive in good time and make sure you have your pass with you. You must show your pass to the driver each time you get on the bus/coach. If you can't produce a pass, you may not be allowed to travel. Remember: NO PASS may mean NO TRAVEL!
- You should wait on the pavement, in a safe position away from the road. You must behave sensibly without upsetting local residents or endangering other pedestrians and traffic.
- Don't go near the coach until it has stopped.
- Do not push to get onto the coach.
- Make sure that you are getting on the coach to which you are allocated.

#### On The Coach:

- Find your seat as set out in the seating plan quickly without pushing.
- Fasten your seat belt – you must wear it.
- You must listen to the driver and do as he/she says. The driver's job is to drive the coach safely, not to supervise young people.
- Do not move about the coach until it has stopped.
- You must not misbehave when you are on the coach. This is dangerous and could distract the driver. If you need to say something important wait until it is safe to do so.
- Report any incident or accident to the driver when safe to do so, preferably when the coach has stopped.
- You must not eat or drink on the coach. Take any litter off the coach with you.
- Do not damage or leave graffiti, or interfere with emergency doors, safety belt fastenings or window fittings. Your parents/carers will be charged for any damage which you cause.
- Do not use bad language.
- Keep the gangway and emergency doors clear so that other people can leave the coach safely.
- If there is an accident or breakdown, stay calm and quiet and follow the driver's instructions.

#### At Your Destination:

- You must not try to get off the coach until it has come to a complete stop.
- You must make sure that you have all your belongings, such as bags, coats and litter, as you leave the coach. If you have forgotten something you should contact the School Office.
- You must not try to get back on the coach after you have got off; this is in case it moves off suddenly.
- Older pupils should help to see that younger pupils are well clear of the coach after they have got off.

- You must not cross the road close to the front or rear of a coach or any other vehicle. You must be able to see clearly both ways. Where possible, use a pedestrian crossing.

**Remember – be polite and courteous at all times. You are representing yourself, your family and your school.**

- Unacceptable behaviour will not be tolerated and action will be taken if you do not follow these guidelines. The school, local authority and bus companies reserve the right to suspend or disallow the right of an individual to use the bus service. Your parents/carers will then be responsible for transporting you to school.

## PARENTS AND CARERS

- Please ensure that your child is accompanied to the bus stop or they follow a safe route to the bus stop and that they know the safest crossing places.
- You are responsible for ensuring that your child has a pass each time they board their coach. Drivers are required to check passes. If your child fails to produce one, he/she may be refused transport. You will then have to make alternative arrangements, at your expense, to get your child to school until a pass can be produced.
- Your child has been placed on a desinged coach. It is important that they travel on this and not another coach. It is important that the school and bus operator knows who is on the coach in case of accident or emergency.
- If your child loses or damages their pass, please contact the School Office to purchase a new one.
- Please make your child aware of the dangers of behaving in a disorderly way. Please ask them to act sensibly whilst on the coach and at the bus stop, for their own and others' safety.
- Make sure your child knows what to do if their coach is late or does not arrive.
- Please ask your child to show the driver respect and follow any instructions he/she may give. Please also encourage them to remain seated at all times and wear a seat belt. Drivers' primary function is to transport children from to school. They may not be able to do this if children are misbehaving.

**Please note – you will be held responsible for any vandalism by your child.**

- Please notify the School Office immediately of any changes to your circumstances. If your child no longer needs the bus pass, please return it to the School Office.
- If you have any concerns about school transport, please contact the School Office.

## DISCIPLINARY PROCEDURES FOLLOWING BREACH OF THE CODE OF CONDUCT

Following a report of an incident of unacceptable behaviour, or such behaviour that contravenes the school transport code of conduct, the incident will be investigated. If we find one or a group of pupils is at fault, we will contact the parents/carers to inform them what has happened and the action we are taking.

Depending on the seriousness of the incident, and the history of any previous incidents the pupil has been involved in, the course of action may be:

1. Warning phone call to parents/carers
2. Final warning letter
3. Suspension or ban from school transport

In the event of a suspension or ban, it will be the responsibility of the parent/carer to take their child to and from school. The bus company and school will be informed of the action taken so that they can ensure that any ban or suspension is upheld. In cases of criminal behaviour, the police will be informed.