

Behaviour for Learning Protocols at Lacon Childe School

Version Control

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1.0	June 2023	New Policy
2.0	September 2024	General Updates
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The purpose of this document is to provide clarity on our expectations and approaches in managing student behaviour to achieve a disciplined and purposeful environment. We believe that sharing our expectations with parents and students is important in ensuring that all stakeholders understand our expectations and procedures regarding implementation of the behaviour policy.

Introduction

Our aim is to establish the highest possible standards of behaviour at Lacon Childe School. We create a culture of hard work and good behaviour, so that our students will learn more and go on to have improved life opportunities. Unsurprisingly, research has shown that students who practise and put effort into tasks, are more motivated and have good attitudes make better progress than those who do not. The converse is true. Where there is a culture of failure or of opting out, this needs to be turned around, so that becoming more knowledgeable is seen as desirable.

It is important that our school is always a warm, caring, friendly and happy place where learning can flourish. Students' behaviour around the school should be impeccable; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times.

We have extremely high expectations of our students and believe that every student is capable of meeting them, however, we also understand that some students will require additional support and guidance. Where support and guidance are required, we will provide this so that the rules can be followed. Everyone must follow the rules so that the systems work, and everyone benefits.

Our behaviour for learning system has been developed by learning from the best practice in different schools across the country. It is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of humour and love.

At school, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules must be clear and the consequences need to be consistent for this to work and that is our aim in implementing this system.

Lacon Me Values

We encourage every student at Lacon Childe School to achieve both their personal and academic potential. Lacon ME advocates that four personal characteristics, four learning characteristics and four learning skills are key to unlocking this potential. We know that students in our care need, not only the knowledge and skills for academic achievement, but also to develop habits that will help them prepare for their future career. We believe the following characteristics and skills will provide our students with the personal and academic attributes required to be happy, safe and successful. They are the foundation of our climate for learning as well as our culture and ethos.

Personal Characteristics	Caring	Empathetic	Kind	Respectful
	I share and am helpful and polite	I can share emotion and see things from someone else's perspective	I want to do well and bring happiness to others	I treat someone or something with consideration

Learning Characteristics	Determined	Independent	Curious	Resilient
	I never give up no matter what!	I can think and act for myself	I am inquisitive and have a desire to learn and know more	I try even when something is challenging

Learning Skills	Innovative	Organised	Reflective	Resourceful
	I love to experiment and find new ways to do things	I have the equipment I need and know what I need to do and when	I know what I am doing and why. I can question and decide if there is a better way	I can find ways to deal with new and challenging situations

Student Code of Conduct

At Lacon Childe School and in the local community, students must do whatever it takes to help create a safe school and local community. All students must demonstrate respect by:

- Listening to members of staff and following instructions politely, calmly and without question
- Going straight to lessons and holding doors open for others when the corridors are busy.
- Never damaging school property, defacing the building, dropping litter, or spitting
- Never insulting, undermining, swearing, or making derogatory comments to anyone
- Leaving school and making their way home in an orderly, responsible way
- When travelling on transport, students will respect those around them, speaking to other students, transport staff quietly and politely.
- Respecting the local environment, by being considerate to their local community, obeying shop rules, and never dropping litter, defacing, or trespassing on private property.
- Remembering they are always ambassadors for Lacon Childe School.

Teachers will ensure that students understand that there will be consequences if students do not observe the code of conduct. Lacon Childe School is based upon mutual respect. To reach our expectations, we expect the guidance below to be followed by all students.

Classroom Expectations

Lost learning time matters and therefore, students must turn up to lessons on time. If they are two minutes late to each lesson every day that equates to 50 minutes per week and over 32 hours per academic year. Following our classroom expectations is vital so that more time can be spent learning. To meet these expectations, teachers will promote the expectations below so students aim to:

- Be polite and welcoming.
- Refer to teachers as "Sir" or "Madam." It is a sign of respect. It is polite. Teachers will treat students with respect and are extremely polite. Students will treat all teachers with respect and be extremely polite at all times.
- Say "thank you", "excuse me" and "please."
- Smile when they greet people, both inside and outside school.
- Teachers give rewards for the right behaviour choices, and they will take action to remind students of the consequences of the wrong choices.
- Teachers will care enough to be strict. Every time a teacher gives a behaviour point, they will remind students of the behaviour they really want and the behaviour that is unacceptable.
- If somebody drops something, students will help him or her pick it up.
- If someone trips up, students will check to see they are all right. Students should not laugh at other people; they should help them.
- If a student hears about anybody being unkind to another student, they tell a teacher immediately; otherwise, the unkindness will continue and increase.
- Work hard and be respectful of one another.
- Hold doors open for one another. Students will not barge past and they will politely let people pass.
- Pass books along carefully, efficiently and politely when asked to hand out books.
- Queue for lunch politely and efficiently.
- Line up to enter classes or enter classrooms and then wait behind their chairs where lining up is not possible.
- Be especially polite and respectful in corridors, on the stairs and when queuing.
- Treat all members of staff and visitors with the highest respect, regardless of status.

Our expectations of are that students will:

- Sit as directed by the seating plan
- Sit up straight and never slouch.

- Listen carefully to all instructions and follow instructions the first time of asking.
- Follow the behaviour for learning protocols, allowing teachers to teach and students to learn.
- When reading follow the text with a ruler, with both hands on the ruler.
- Work in silence when instructed to do so.
- Stay on task and work hard even when they find work challenging.
- Complete their homework as specified, to a good standard and on time.
- Produce their best work; otherwise, they will be instructed to do it again.
- Ensure books/folders to be neat and tidy e.g., no pieces of paper will stick out/fall out of books.
- Include the title and date and underline them.
- Not graffiti/doodle in their books.
- Not interrupt teachers, if a question is to be asked, a hand should be raised.
- Not answer back or question a teacher's judgement when sanctions are applied.
- Make corrections to their work where highlighted and improve their work after feedback.

To support this, teachers will:

- Have a seating plan that places students in the best arrangement for learning.
- Use a 'no hands up' approach.
- Start every lesson with a recall activity.
- Provide whole class, group and individual feedback.

What is meant by good behaviour?

Good behaviour is not simply the absence of 'poor behaviour.' Good behaviour includes students' flourishing as scholars. The following are examples of what we mean by good behaviour:

- Being ambitious and wanting to do as well as possible. Students should seek to extend themselves through additional effort, reading, research and target setting.
- Being motivated to improve and achieve. For example, asking questions to further knowledge, acting as a role model, and accepting responsibility.
- Being caring towards others for example demonstrating politeness, care, concern, and respect for all other members of Lacon Childe School and for members of the public
- Being attentive and looking others in the eye when they are talking.
- Being courageous in the face of adversity for example having several more attempts if students think they have failed, attending school even if they feel a little under the weather.
- Being determined to succeed even when things get difficult, for example following instructions, speaking when spoken to and not challenging instructions.
- Being friendly towards others, always saying 'please' and 'thank-you,' holding the door open for others to pass without being prompted to do so.
- Being sympathetic towards others for example asking how they are
- Being positive, even when things are tough.
- Being open minded to the views, religions, and cultures of others
- Playing their part in keeping the school buildings, furnishings, and site in good order free from graffiti and litter for example emptying pockets of rubbish before running around at break or lunchtime.

Developing Student Character

Student character is developed through our academic curriculum. We are what we repeatedly do. Schools do influence students' characters with a combination of high expectations, accountability, and modelling. We teach resilience by given students challenging work to do. We teach respect and politeness by modelling it; we teach students how to be functional, happy citizens through applying systems which hold them to account for their behaviour.

We will develop student character through:

- Teachers will encourage positive responses to our questioning and not accepting "I don't know," to encourage resilience.
- Structuring time in lessons for the deliberate of practice activities.
- Allowing time to struggle during lessons so students develop independence.
- Providing reading books/tasks that are challenging.
- Plan opportunities for reading aloud in class to develop student confidence and improve comprehension.
- Responding positively to academic failure and disappointment encourages the attitude 'I've not failed; I've just found 10,000 ways that don't work'.
- Not accepting poor responses to consequences and they deal with secondary behaviours to develop discipline.
- Teachers reinforcing the importance of demonstrating politeness, care, and concern for all other members of Lacon Childe School and for members of the public.
- Ensuring students uphold and adhere to all rules and routines without question, even when they may feel hard done by.

- Holding assemblies based on positive character traits and positive role models.
- Teachers defining good behaviour.
- Arranging extra-curricular and house activities to develop support and competition between students and houses.
- Promoting charity work to develop empathy for others.

Specific guidance

This section of the Behaviour for Learning Protocol provides clarity on different phases of learning, both in and out of school. We believe that by adhering to routines, students know precisely what is expected of them and therefore are supported to behave and perform to their very best. We ask all parents to be familiar with our expectations as there are habits that we are promoting at school that should also apply at home when students are undertaking schoolwork.

The beginning and end of lessons

Every second is precious. We expect that all students will make their way very quickly and efficiently between classes.

At the start of each lesson:

- Students will go their classroom where they will be met by their teacher. They will enter the room, unpack their bags for what is needed for the lesson, sit down and begin the recall activity.
- Students will be on-time, if students arrive after the scheduled time they will be officially recorded as late.
- Students will receive a recall activity and will complete this in silence.
- A register will be called.
- The recall activity will be reviewed.
- The lesson continues.

At the end of each lesson:

- Teachers finish bringing the lesson to a close three minutes before the end time to allow efficient and calm packing away.
- Students must listen carefully to packing away instructions and act immediately when instructions are complete.
- Students will be instructed to stand behind their chairs ready for their next lesson.
- Uniform will be checked and students will leave lessons in perfect order.
- Students will be dismissed in an orderly manner.

Lining up

Students in Years 7 to 10 line up at the beginning of the day. The purpose of this is to establish calm and to provide an opportunity to remind students of our expectations. Lining up will be conducted in silence. It is led by either the Head of Year or a designated member of staff. The lead member of staff will blow a whistle as a call for students to form lines and settle to silence.

During lining up all teachers will insist that:

- Lines is straight and students are silent
- Uniform is worn correctly by each student
- Equipment is checked to ensure that this does not provide a barrier to their education
- Dismissal of lines is orderly
- Forms are to remain in straight lines as they move to their lessons.

Toilet visits

Students without medical needs should not use the toilet during lessons unless it is absolutely necessary. We encourage students to go to the toilet between lessons or at break and lunchtime. If students visit the toilet once a day for five minutes that equates to 25 minutes per week and over 16 hours per academic year; this is lost learning time. Members of staff will use the on call system for students to use the toilet during lesson time.

Outside of school

Even when students are outside of school, they still represent Lacon Childe School. We expect them to think about how their actions reflect on themselves and the school. Students may receive consequences for behaviour outside school that affects their education or brings the school into disrepute.

- **Before and after school:** Students are in our uniform and therefore representing Lacon Childe School. We expect students to be polite, courteous, and calm in their conduct. Any poor behaviour out of school that is witnessed or reported will be investigated and sanctioned accordingly.
- **At home:** Homework takes priority over any hobbies students may have. There are no excuses for not completing homework.

Homework

Homework is an important addition to the structured learning that takes place at school. It is an opportunity for students to practice new skills, practice retrieval of knowledge and develop extended pieces of work. As such:

- Students are issued with a homework timetable.
- While students complete their homework, they should keep away from mobile phones or any computers that might distract them.
- Homework should be conducted in a quiet place to work where students can concentrate.
- Once homework is complete, students are advised to pack all their equipment, and homework, in their school bag so that it is not forgotten.
- In the event of not completing homework students will be given a B2 in the first instance and a B3 for a second and subsequent incident.

Being ready for School

We will encourage student to be ready for school and understand that prior planning prevents poor performance through continually delivering the messages:

- Part of being ready for school is checking timetables for the following day to ensure that everything needed (for example, a PE kit) is packed.
- Teachers will not accept excuses such as "I forgot" or "I slept in."
- It is important students get a good night's sleep and have enough rest to properly study at school. As a guide, students need around nine hours of uninterrupted sleep every night. If they do not sleep enough, they will not learn effectively and will not remember what has been taught.
- Mobile phones or computers should be kept away from student's beds so they are not tempted to look at them in the night.

We expect all parents to support us in making sure their child is ready for school.

The internet and social media

We will encourage student to use the internet and social media correctly and ask that parents support us in this. A consistent approach will be achieved if parents deliver the same messages that we will deliver in school. These are:

- Students must not be nasty about other people on social media.
- Students should be polite and kind online, just the same as when in school.
- If a student is bullying, rude, or disrespectful online, they may receive a consequence in the same way as if it had taken place in school.
- Students should think about how much time they spend online and whether they could make better use of time.
- Students should talk to their tutor or head of year should they be concerned about something that is happening on social media or that they have seen on the internet.

Rewards

We acknowledge and celebrate achievement in all its forms, including academic success, sporting success and attitude to learning and operate a comprehensive rewards system through awarding achievement points, positive acknowledgements and Lacon Outstanding Pupil Awards (LOPAs), Tutor, Year Lead and Headteacher's awards, rewards trips, and rewards lunches. We do not believe it is appropriate to give rewards for good behaviour day-to-day; we should learn to behave well as a matter of principle, not in response to short-term incentives.

Students can earn reward points for academic achievement, effort, attendance, and punctuality.

Rewarding academic achievement and effort and attendance

- In the classroom: within lessons, teachers will award achievement points for students that demonstrate the Lacon Me Values.
- At Lacon Childe School, our aim is that every student is in school 100%. Therefore, for every week that a student achieves 100% attendance, they will receive an additional achievement point.
- Fortnightly LOPA postcards: Presented by Year Leads.
- Throughout the week members of staff will handwrite praise postcards for students who have overtly demonstrated the Lacon Me values. These students will receive their praise postcards in front of their year group with the praise postcard read out to give them the recognition they deserve and reinforce the positive behaviour, values and contributions they have made to Lacon Childe School.
- Celebration assemblies each half term, we will hold a celebration assembly. During this assembly, we will have an opportunity to celebrate the fantastic achievements of our students. This will involve achievement certificates and badges, Tutor, Year Lead and Headteacher awards and subject awards.

Presentation Assemblies: at the end of the school year, we will be holding Year group presentation assemblies. This is to recognise the successes of our students across the academic year. Each subject will nominate two prize winners for their subject. In each subject; one for outstanding effort and one for outstanding attainment. Alongside these subject awards, there will also be awards for sporting achievements.

Attendance and Punctuality

Promoting high attendance and good punctuality is everyone's responsibility. We will support this through:

- Setting an attendance target of 100% for every student i.e. every student attends every session. This is an ambitious target and reflects the emphasis placed in time spent learning.
- All teachers will praise good attendance publicly and engage in challenging conversations privately where attendance is less than 100%
- Form tutors will share students attendance every week, drawing attention to any patterns of poor attendance with individuals.

Stationery and equipment for lessons

We place high importance on personal organisation and getting the 'basics' right. It is vital that students come to school every day with the right equipment 'ready to learn' each lesson. When students arrive to lessons without the correct equipment, there is a disruption to learning for every student. Therefore, not having the expected equipment results in a consequence.

All students in Years 7-11 are requested to bring the equipment below:

- exercise books.
- pencil case
- black pen
- purple pen
- white board pen
- pencil
- ruler
- protractor
- rubber
- glue stick
- scientific calculator (CASIO fx-83GT CW)

Those underlined represent the compulsory equipment that should be held by every student, every lesson. Form tutors will check that student have this equipment at the start of the day. If a student does not, equipment will be loaned, and no sanction will be applied. If later in the day a student does not have this basic equipment with them, a B2 will be applied.

In addition to the equipment above, we expect every student in Years 7-11 to bring the following:

- Subject specific equipment including PE kit (details found on the website), compass, and cooking ingredients.
- Other useful equipment but not specified in the 'basics' would be coloured pencils and a highlighter.

The Consequences System

The consequence system is underpinned by our core values. In the first instance, some identified low-level classroom disturbances will be dealt with by the teacher issuing a verbal warning (B1). If the verbal warning does not lead to an improvement in the student's behaviour or if the student's behaviour is deemed disruptive, then the next stage of the consequences system will be used.

A consequence may be issued when a student does not act safely, respectfully, or responsibly or does not accept responsibility for their actions. When determining the consequence to be issued, the member of staff will consider the student's circumstances (including their age and any special educational needs and/or disabilities) alongside the circumstances of the case. The sanction issued will be appropriate to the seriousness of the incident, taking those factors into account. Consequences will be part of a graduated response to incidents of inappropriate behaviour, although there may be occasions where the serious nature of an incident requires a greater sanction to be issued. The consequences are described below.

Rule Reminder	Verbal reminders will be given to students at the start of day by their tutor and at the start of each lesson. These reminders will concentrate on the core behaviour standards.
B1	A first warning, firmly given. This is a signal warning a student that their behaviour is unacceptable, is affecting learning, and therefore needs to be changed. For a B1, a student's name will be listed on the whiteboard but if no further problems arise, no further action is taken.

B2	This indicates that the student has repeated some disruptive behaviour and is continuing to affect the learning taking place in the classroom. Again, the student's name is listed on the white board and they are expected to serve a 20-minute lunchtime detention the following Monday or Thursday. Parents/carers will be informed of the B2 detention through Arbor. All B2 detentions should be completed without negotiation. Students can continue the work from the lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read. If the student does not attend a B2 detention, a B3 detention will be issued for the next available slot. If a student receives up to four B2 detentions in a day they will serve all the detentions the following day, with 20 minutes during lunchtime and up to a maximum of 1 hour after school. If a student receives more than four B2 detentions in one day, then a day in Pastoral Support Room (PSR) will be issued. If a student frequently receives a large number of B2s (defined as 3 or more on consecutive days or more than 5 in a week) a day in the PSR will be served. Students who do not complete homework will be issued with a homework detention. This will take place after school providing an opportunity for students to complete the missed homework. Parents/cares will be informed of the B2 and B3 Homework detentions via Arbor
B3	Students will be issued a B3 for persistently or significantly disrupting learning. Students will be removed from the classroom and expected to serve a 60 minute detention after school (Tuesdays / Wednesday / Thursdays). Parents/carers will be informed of the B3 detention through Arbor. A member of staff will be called, and the student will be parked in another lesson or PSR. During this time, the student is expected to do work provided by the member of staff. Students will return to lessons the following lesson having been spoken to by the member of staff. Any student who receives two B3s in one day may remain in the PSR and not return to lessons that day following a conversation with a member of staff. This will also result in a phone call to the parents/carers. Any B3 detentions that are issued always take precedence over other activities (e.g., after-school clubs or fixtures) and appointments. All B3 detentions should be completed without negotiation. It is the responsibility of the individual student to attend and to use the time productively. Students can continue the work from the lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read.
B4	This is a very serious sanction and signifies that the student has made choices that are unacceptable within our community. It will result in time in PSR. Students will be required to sit in PSR from 8.45am until 4.15pm, work in silence and complete the work set. The time in PSR gives them a chance to reflect on the choices they have made. If the incident happens during a lesson, the student will be taken straight to PSR. This sanction will involve a phone call to the parents/carers or possibly a meeting with a member of the senior leadership team and/or the head of year. Every effort will be made to contact parents/carers to explain why this sanction has been issued, but if contact cannot be made student will still be expected to complete the sanction. Whilst inconvenient there is an expectation that parents/carers make themselves available to attend a meeting if this is deemed necessary. Students who misbehave during their time in the Pastoral Support Room or refuse to complete a B4 sanction they can receive a suspension.
B5	Could result in a longer period in PSR, a suspension (combined with days in PSR), a governor behaviour panel, and a managed move to another school or permanent exclusion.

The table below indicates the severity of certain types of behaviours. Senior leaders will make the final decision as to which sanction will be applied when serious incidences or those not listed within this table occur.

B1	B2	B3	B4	B5
Examples of low-level disruptive behaviour are:	Given for repeat of B1 offences or:	Given for further repeat of B1 or B2 offences or:	Examples of serious incidents are:	Examples of very serious incidents are:
▪ Not listening ▪ Off task behaviour ▪ Calling out or talking out of turn ▪ Lack of effort ▪ Running in corridors ▪ Shouting in corridors ▪ Over physical play ▪ Excessive make-up	▪ A poor response to being given a B1 e.g., shrugging shoulders, answering back, tutting, smirking etc. ▪ Failure to have a pen, pencil and ruler in lessons ▪ Eating in a lesson ▪ Uniform not worn correctly. ▪ In possession of a fizzy drink. ▪ In possession of chewing gum ▪ Late mark to school or lessons without a valid reason. ▪ Homework not completed on time. ▪ Mobile phone seen/heard at any time during the school day. ▪ Being out of bounds (In the wrong area of the school) ▪ Unkind or insensitive behaviour towards another student ▪ In possession of chewing gum ▪ Insufficient Work completed in lesson.	▪ Disturbing an exam ▪ Foul / sexual language ▪ Defiance. For example- walking away when being spoken to by any member of staff, refusal to follow instructions etc. ▪ Truancy from lessons or school ▪ Third late mark to school or lessons without valid reason. ▪ Swearing in conversation	▪ Harassment or bullying (including cyber-bullying and public humiliation). ▪ Significant and/or sustained disruption to the learning environment and learning of others. ▪ Threatening behaviour. ▪ Abusive behaviour / swearing towards a student ▪ Rude and challenging behaviour towards a member of staff ▪ Videoing on mobile phones ▪ Vandalism, damage to property or theft ▪ Dangerous behaviour ▪ Being in possession of smoking related material or vapes	▪ Significant and/or persistent disruption to the learning environment, learning of others and the order of school. ▪ Drug related issues. ▪ Alcohol related issues. ▪ Carrying an offensive weapon. ▪ Swearing or abusive behaviour to a member of staff (including online abuse) ▪ Serious actual or threatened violence against another student or a member of staff. ▪ Racist, sexist, misogynistic, or homophobic language. ▪ Sexual harassment. Sexual violence. ▪ Bringing the school into disrepute. ▪ Smoking, including e-cigarettes or vapes

Quality Assurance

Quality assurance walks will be undertaken by the senior leadership team in order to ensure that the consequence system is being applied consistently by all members of staff.

The Report system

To support students in correcting their behaviour, we will issue students with report cards where we feel this is necessary. The trigger for the use of a report card include:

- Deteriorating behaviour
- A large number (or increasing number) of B2, B3 or more serious sanctions
- To closely monitor student behaviour across a range of lessons or individual subjects
- Return to school from suspension

For clarity the reporting system will operate so that:

- Actions that do not relate specifically to poor behaviour in or out of class will not accrue behaviour points.
- All students on report at the end of a term must successfully complete the report before being taken off.
- Heads of Year may use discretion when evaluating the appropriateness of a student being placed on report.
- The behaviour of students on report should be exemplary. The consequences are stated on the report cards.

Uniform

For detailed information about school uniform, please refer to the uniform policy on our website. Of specific note, hoodies or any other clothing that is non-school uniform should never be worn under blazers on the school premises. These items can be confiscated by teachers and returned to parents/carers when they come to school to pick it up.

The school keeps a stock of uniform items, including shoes. If students attend school dressed inappropriately, the school will use a number of processes to rectify the issue. If the issue cannot be rectified the student may be placed in isolation (please see the uniform and appearance policy for more details)

We will periodically conduct formal uniform checks. These are used to check that standards are being maintained.

Prohibited Items

There are a number of items, which are not permitted in school. Possession of these items carries a consequence that students can expect if they are in breach of the rules (see consequence table above). To encourage honesty, the consequence for bringing any contraband items into school may be lessened if students own up before a search takes place.

- Chewing gum
- Energy/fizzy drinks as they are linked to obesity, tooth decay and high blood pressure resulting in poor concentration
- Matches
- Lighters
- Cigarettes
- Electronic cigarettes (also known as 'vapes', 'e-cigarettes' or 'e-Lites')
- Mobile Phones, MP3 players and hand-held games consoles (if suspected of being used in contravention of the 'Mobile phone, MP3 player and Games Console Policy')
- Illegal substances
- Weapons

Please refer to our 'Behaviour Policy' for any other prohibited items.

Mobile phones

It is our policy to allow students to have a mobile phone with them in school should they choose to do so. However, they should always be turned off and not used for any purpose. We operate a policy of 'never seen, never heard'. Please see the 'Mobile phone Policy' for details.

Discretion

No behaviour policy or set of protocols can cover all eventualities. The Head Teacher reserves the right to use discretion to help Lacon Childe School students make better choices and learn the right lessons.

Reasonable adjustments

Where appropriate we will make reasonable adjustments for students, including those with special educational needs and/or disabilities, who have specific needs that mean they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means some students need additional support to ensure that they meet the high expectations that we have for all our students.

Supporting our students to reach the expected standard:

We will support our students to meet the high expectations by offering the following:

- Report cards;
- Pastoral support plans to improve their chances of successfully climbing the pyramid;
- Part-time timetables (for a designated period) to reintegrate back to a full-time timetable;
- Students who persistently fail to complete their homework are supported with homework club after-school;
- Additional pastoral support;
- Regular meetings with parents/carers;
- Additional careers advice and guidance from a specialised career advisor;
- Reflection letters to members of staff as part of restorative justice;
- Counselling from a trained counsellor;
- Allotted time with the social prescriber;
- Behaviour panel meetings if a student has been in isolation 5 times or more during a term;
- An alternative provision placement. See the 'Offsite/Alternative Provision Policy.'