LACON CHILDE SCHOOL
PART OF FOUR STONES GATEWAY

ACHIEVING TOGETHER

LACON CHILDE SCHOOL

BEHAVIOUR FOR LEARNING PROTOCOLS

DATE POLICY WAS APPROVED	02.10.2026
DATE POLICY WILL BE REVIEWED	SUMMER 2027
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	Assistant Headteacher

Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- **Lacon Childe School – this protocol applies to this school**
- SHaW (Shropshire, Herefordshire, and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

"CEO" includes the Chief Executive Officer

"CFOO" includes the Chief Financial Officer

"Trust Senior Leadership Team" includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

"Headteacher" includes the appropriate School Headteacher.

"Trustees or Trust Board" are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

"Local Academy Boards (LAB)" are appointed Governors at a local level. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

"Chair" responsible for leading the board and ensuring its effectiveness.

"Stakeholders" are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB or Trust members, trade unions, local business leaders etc.

The school is a busy, friendly, and thriving place; in order that it can function efficiently and for the benefit of the whole school community, it is expected that each individual will adopt a positive and self-disciplined approach to school life. We believe that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

We aim to create an inclusive caring, learning environment in the school by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- teaching students the behaviour we expect through assemblies, the tutor programme, and Ethics lessons (which incorporate the PSHE curriculum);
- promoting early intervention to support a student if behaviour concerns become apparent;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- providing a mobile phone free environment during the school day;
- encouraging students to behave in such a way that furthers the interests of the local and wider community.
- encouraging a positive relationship with parents/carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve to their full potential;

We have high expectations of behaviour and believe that all students are capable of meeting these. All students have the right to an environment free from distraction to ensure that they can learn and make progress, and for this reason we have systems for staff and students to follow.

Parents/carers will be expected, encouraged, and supported to take responsibility for the behaviour of their child/children both inside and outside School. The school will encourage parents/carers to work in partnership with the school to assist in maintaining high standards of behaviour.

Parents/carers are asked to sign the Home School Agreement which supports the behaviour policy. Parents/carers will be actively encouraged to raise with the school any issues arising from the implementation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the behaviour policy and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

School Values

We are committed to helping students to develop their character by encouraging all students to live and breathe the Four Stones Gateway Trust (the Trust) values of Ambition, Commitment, Creativity, and Integrity. We believe that this will allow Lacon Childe students to achieve academic excellence and become well-rounded individuals who will be successful beyond school.

Students are expected to show:

- **Ambition,** always setting high expectations for themselves by working hard and trying their best, reading challenging books, reading aloud in class, and responding positively when questioned in lessons rather than saying 'I don't know;'
- **Creativity** by proactively acquiring a wide range of knowledge to ensure that have the tools to be innovative so they can achieve everything that they are capable of;
- **Commitment** to improving themselves to achieve excellence ensuring that they aim for 100% attendance, represent the school or their House in competitions and play an active role in charity events;
- **Show integrity,** choosing to always do the right thing, taking responsibility for their own actions and behaviours. They should show kindness and take care of each other, reporting any incidents of unkindness or bullying.

To ensure that students are achieve excellence, the behaviours they display in school and when they are in the local community should always be in line with our school values. We would expect Lacon Childe students:

- Are obedient and compliant, following instructions without question;
- Put maximum effort into their work, including homework, and catch up if they are behind;

- Are polite, respectful, and kind to all staff and students. They say ‘please’ and ‘thank you,’ hold doors open for others and reply when wished a ‘good morning’ by staff;
- Demonstrate a positive attitude, in both their speech and their body language;
- Strive to have a growth mindset and are resilient learners;
- Are calm when moving around the school, keeping to the left when on corridors or staircases;
- Wear uniform correctly and with pride in school and in the community; and
- Are reflective, in terms of their own learning and their attitude and behaviour, taking responsibility for their behaviour.

Classroom Expectations
Lesson time is precious, and no time should be wasted. Lateness to lessons, disruptions to learning and lack of effort have an impact on progress made by students, so we ask teachers to support students in demonstrating the behaviours below.

Students will:
- Follow instructions the first time of asking;
- Sit up straight in their designated seat, face the front, and not slouch;
- Follow the behaviour for learning protocols, allowing teachers to teach and students to learn;
- Put their hands up if they want to speak and wait for the teacher to choose them. Students should never call out;
- Put pens down and give eye contact to teachers when they are talking. Staff will use phrases such as ‘eyes on me’ and ‘pens down’ so that the expectation is clear;
- Work in silence unless instructed to talk. Students should expect all starters in lessons to be in silence;
- Display good manners, have patience, and respect others. This includes listening, not talking when others are talking and being kind in what you say;
- Complete all work set to the best of their ability;
- Arrive prepared for the lesson by having the correct equipment;
- Ensure that all books/folders are tidy and neat with no pieces of paper sticking out;
- Write the title and date and underline them;
- Not graffiti/doodle on their books/folders/planner; and
- Correct their work in green when self-assessing or responding to feedback.

Students will never:
- Interrupt the teacher when they are talking. The teacher is the expert;
- Turn around even if they hear a noise behind them;
- Talk when they have not been instructed to as this is disruptive and damaging to the education of others; and
- Answer back to the teacher if they are issued with a sanction.

The beginning and the end of lessons
It is essential that there is a swift and calm start to each lesson to ensure that disruption is minimised and so that teachers can make the most of every minute of learning time.

At the start of every lesson students will:
- Arrive on time to the lesson;
- Enter the classroom on instruction of the teacher;
- If the teacher is not already at the lesson, line up in silence outside the classroom;
- Enter the classroom in silence;
- Sit down in silence and get all their equipment out quickly as soon as they sit down; and
- Write the date, title, and begin the starter activity in silence as soon as they are sat down, and their equipment is ready.

At the end of every lesson students will:
- Only pack their equipment away when asked to do so;
- Pack away in silence and stand behind their chairs in silence;
- Wait until the teacher dismisses them before leaving the room; and
- Say thank you to the teacher as they leave the room.

Social time expectations
Our expectations are not lowered during social time, and we would expect that students learn to regulate their own behaviour in their free time. Students are supported in doing this by following the guidelines below. If a student's behaviour is unacceptable during social time, they may be removed to a quiet reflection area. Poor behaviour will be reported to the Head of Year, who will decide an appropriate sanction. Extremely poor behaviour should be reported to the assistant/deputy headteacher(s) with responsibility for overseeing behaviour in the school.

- Students should follow all instructions from all the duty staff, always showing respect;
- Students should show respect to the kitchen staff by saying please and thank you to those who serve their food;
- Whilst queuing for break or lunch uniform will be checked and students should queue up quietly without pushing or shoving;
- Sandwiches are eaten in the Hall in the winter and under the canopy in the summer – if students are eating sandwiches in the Food Pod they may be asked to move;
- Hot lunches are eaten in the Food Pod;
- Whilst eating students should be calm;
- Litter should be placed in the bin immediately and any dropped food or litter should be picked up immediately – this is the only way we can prevent seagulls;
- Students' behaviour outside should be calm and sensible;
- Students are not allowed behind buildings or on the top field;
- Students are not allowed inside buildings during break or lunchtime except for the Food Pod, the Hall and the library, or a designated toilet;
- The library is for silent reading or homework – if a member of staff asks students to leave, they should do so without arguing; and
- If it rains students will use their allocated wet areas/rooms;
- Litter should be placed into the bins provided. Students who drop litter on purpose will receive a sanction
- Students are expected to treat each other with respect and kindness in social times.

Behaviour Outside of School
When students are in their uniform outside of school, they must remember that they are representing the school. We expect students to wear their uniform correctly before and after school, and we expect their behaviour to be exemplary.

Students should:
- Be kind, polite and courteous, and never be rude, to other students or anybody else they encounter in the community;
- Walk and not run on the pavement, and not push and shove each other, especially when they are near to the road;
- Cross the road safely and not walk diagonally across the road;
- Move out of the way when members of the public are walking on the pavement in the opposite direction;
- Not play in the park on the way to school – they should walk directly to school;
- Not congregate outside shops in large groups blocking entry to members of the public.

Inappropriate behaviour outside of school may be sanctioned if the inappropriate behaviour is dangerous or poses a threat to another student or member of the public or if the inappropriate behaviour could adversely affect the reputation of the school, for example displays of poor behaviour when students are in uniform. Whenever a student is in school uniform they are representing the school. We are not, however, able to routinely sanction inappropriate behaviour in the community or online that takes place outside of school hours, for example on a weekend. Students must not be nasty about other people on social media. They should be polite and kind online, just the same as when in school.

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, unless the student has been given special permission.

Students should treat the toilets with the same respect as any other part of the school property. Any wilful damage will be sanctioned appropriately and the school reserve the right to request that students pay for the damage caused.

Rewards
Our rewards system focuses on reinforcing the values of Ambition, Creativity, Commitment, and Integrity by recognising good behaviour and praising students formally and informally. This will be communicated with students and parent/carers in several ways.

Rewards at Lacon Childe will include:
- Use of verbal praise;
- Phone calls home with positive news for parents/carers;
- A1's that are awarded in lessons to students which recognises effort, academic excellence, an improvement in work or behaviour, or other achievement which can be linked to the school values;
- Certificates which are sent to awarded to recognise accrual of A1's;
- Praise postcards from head of year for students who have received no behaviour points in a half term;
- Postcards (LOPA – Lacon Outstanding Pupil Award) from individual teachers which recognise effort, academic excellence, an improvement in work or behaviour, or other achievement which can be linked to the school values;
- Praising students' individual efforts in form time and morning line up;
- Nominations for Character Awards which are awarded to students for consistently displaying the values of the school. These students will receive a letter home from their Head of Year commending their efforts and the student will be mentioned in assembly;
- Nominations for a Headteacher's award which recognise excellence. These students will receive a letter home informing them of their nominations and will also be mentioned in the rewards assembly. One student in each Key stage will win the termly Headteacher's award;
- Nominations for Character Awards at Prize Giving which recognise sustained commitment towards one of the school's values and the award of Value Badges to recognise the successes of individuals:
- Attendance certificates and badges which are awarded for excellent attendance across the school year.
- An invitation to Year 11 prom for sustained good behaviour and attendance over time.

During lessons staff are encouraged to praise students as much as possible.
- Staff will meet and greet students as they enter the room as the students exit staff will reinforce the positive behaviour seen in the lesson;
- Students will be rewarded for displaying positive behaviours. This might take the form of verbal recognition from the teacher, an A1, or other reward as outlined above in the 'rewards' section;
- All staff are expected to give at rewards during lessons, ensuring classrooms remain a positive rewarding environment.
- Staff will aim to recognise students who go 'over and above' and recognise the consistently hard work of the 'silent majority.'

Equipment
Bringing the correct equipment to lessons ensures that students are ready for the lesson so that no time is wasted. This allows students to maximise lesson time and make as much progress as possible.
- Equipment will be checked periodically by tutors at the start of the day and throughout the day by your teachers;
- Missing equipment will be recorded, and you will be given a B2 for equipment issues which will result in a 20-minute break time detention.

All students should always have the following equipment with them:
- 2 x black pens
- Purple pen
- Pencil
- A whiteboard pen
- Pencil sharpener
- Ruler
- Eraser
- Glue stick
- Calculator (CASIO fx-83GT CW)

- Highlighters

Some subjects will also require students to bring specific equipment to their lessons:
- An apron as necessary for art lessons (an old long-sleeved shirt is fine to use) and an apron for food lessons for Years 7 - 11;
- The school PE kit on the days you have PE. This must be the school approved PE kit only.

The Consequence System
Sanctions are needed to respond to undesirable behaviour. Students are made fully aware of the sanctions that may be used within school and a range of sanctions is clearly defined in the behaviour management protocols for staff and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. In the most serious cases we may use our pastoral support room (PSR) room, suspensions, or permanent exclusions. Where detentions are used students and/or parents/carers will be informed, giving at least 24 hours' notice for an after-school detention, via email. It is important to state that we are not required to gain parental consent for detentions. Sanctions may include confiscation of property and can be applied if students are off site but still representing the school. Undesirable behaviour also includes smoking/vaping, or possession of smoking/vaping paraphernalia on site. Students who smoke/vape on site or are caught with students who are smoking/vaping on site will be sanctioned accordingly, as will the possession of smoking/vaping paraphernalia. In relation to drugs or offensive weapons, please refer to the 'Drug, Alcohol and Misuse policy' and 'Suspensions and Exclusion Policy.'

The sanction system means that students start every lesson with a fresh start.
- Where behaviour falls below the expected standard then the students will move up the behaviour levels and receive the appropriate sanction;
- It may be deemed appropriate to allow a student a short amount of time outside of the classroom to de-escalate a situation and allow the student time to reflect, staff will use the on-call system. This time should not exceed five minutes;
- All student staff interactions should be calm, consistent, and fair; and
- Automatic actions will be triggered once certain thresholds are reached.

Before a B1 is reached teachers will usually have given a positive re-enforcement of the desired behaviours to the whole class or used reminders of the expected behaviours.

Examples of disruptive behaviours that would warrant a level are:
- Talking when entering or leaving the classroom;
- Questioning a teacher who has given a level – this discussion should take place at the end of the lesson;
- Not putting equipment down when asked to;
- Slouching or rocking on a chair;
- Untidy work;
- Not completing enough work;
- Calling out to make a comment, ask or answer a question; and
- Not listening.

B1	A student is issued with a verbal warning by the teacher, and the students name will be listed on the whiteboard but if no further problems arise, no further action is taken. This is recorded in Arbor.
B2	This indicates that the student has not corrected their behaviour and is continuing to affect the learning taking place in the classroom. Again, the student's name is listed on the board, and they are expected to serve a 15-minute breaktime detention the following day. The incident is recorded in Arbor. Students will also receive a B2 sanction for equipment, uniform, and punctuality issues Multiple B2 detentions in a day will result in an escalation of the sanction 2 x B2s is escalated to a 40-minute detention at lunchtime 3 or more B2s is escalated to 15-minute detention at breaktime and a 40-minute detention at lunchtime

B3	Students will be issued a B3 for persistently or significantly disrupting learning. Students will be removed from the classroom and are expected to serve a 40-minute detention at lunch the following day. Any student who receives two B3s in one day will remain in the Pastoral Support Room (PSR) and not return to lessons that day and will receive a 60 minute after school detention All B3 sanctions will be recorded in Arbor
B4	A student will be allocated time in PSR for a period of time to work in silence.

Sanctions will be part of a graduated response to incidents of poor behaviour. However, there may be instances where the serious nature of an incident requires greater sanction. Some behaviours are considered extreme and will mean that sanctions beyond the behaviour levels are necessary. In these incidents the behaviour will be recorded on Arbor and reported directly to the Head of Year and the Assistant/Deputy Headteacher(s) with responsibility for overseeing behaviour in the school. These behaviours could include:

- Running away from staff or acting in a manner that endangers themselves or others;
- Deliberate physical violence towards staff, students, or property;
- Refusal to follow clear instructions;
- Having a mobile phone during the school day;
- Racist, Sexist, Homophobic language, or taunts; and
- Swearing at a member of staff.

These behaviours will trigger a serious sanction which, depending on the seriousness of the incident, will result in a period in PSR or a possible suspension from school.

Detention Protocols

- Parent/carer(s) will receive an email with a detention notification informing them of their child/children's detention the day before the detention is due (more advance warning will be issued where possible);
- Students must report to the member of staff on duty, to be registered and will be directed where to sit;
- Students must remain silent for the duration of all detentions;
- Students should raise their hand and wait for a member of staff to give them permission to speak;
- Students should not ask obtuse questions that disrupt to detention;
- Any student who disturbs the detention will be issued with a verbal warning – this is the only warning that should be issued before a student is removed by a member of SLT. Disruption will not be accepted;

- If a student does not attend a breaktime detention, they will receive a 40 minute after lunchtime detention;
- If a student does not attend a lunchtime detention they will receive a 60 minute after school detention;
- If a student does not attend an after school detention, they will receive an SLT detention; and
- If a student does not attend an SLT detention the student will spend a period of time in the PSR room

Homework
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.

Reports
Students who accrue a large number of behaviour points will be placed on report to support them in taking responsibility for their behaviour. The student will be closely monitored by the Head of Year and parent/carers will be contacted to discuss the behaviour of the student. Report cards should be signed daily by the Head of Year and the parent/carer. If a student's behaviour improves, they will be taken off report. However, if a student does not improve, they will be placed on report to a member of SLT. If this report is unsuccessful a student will be placed on a Pastoral Support Plan (PSP). Heads of Year may use discretion when evaluating the appropriateness of a student being placed on report.

Punctuality
Punctuality is essential to ensure that students do not lose valuable learning time.

- Students should be onsite no later than 8.40am and at their line up by position by 8.45am.
- Students arriving onsite after 8.45am should sign in at reception. If they do not have a valid reason they will be marked as late to school and a sanction will be issued.
- Students arriving to line up/ tutor time or lessons late and without a valid reason will be marked as late - sanctions will be issued for persistent lateness to lessons.
- Students who are late at the start of the day or to lessons will be issued with a B2 sanction for punctuality

Uniform
Details of appropriate uniform can be found on the school's website here. Students will have their uniform checked on the gate as they arrive and will be given the chance to correct it. If their uniform is not appropriate and cannot be corrected, we reserve the right to place the student in isolated tuition until the issue has been rectified. We do have some items in school that can be borrowed, such as shoes, ties, and skirts. Students may be asked to change into other items provided by the school.

If a student's uniform is not correct throughout the day, it will be recorded on Arbor and students will be given a B2 sanction for uniform

Arguing with a teacher's decision about uniform is not acceptable and may mean a further level is issued.

Prohibited items
Under the Education and Inspections Act (2006) the Headteacher and authorised staff have a statutory power to search a student or students or their possessions, without consent, where we have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:
- mobile phones
- wearable recording devices (e.g. smart watches and glasses)
- knives or weapons
- alcohol
- illegal drugs
- snus / caffeine pouches
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used: - to commit an offence - to cause personal injury to, or damage to the property of, any person (including the student) The Associate Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

At Lacon Childe School, the rules also extend to:
- new psychoactive substances (NSP) (also called 'legal highs')
- electronic cigarettes (also known as 'vapes' 'e-cigarettes' or 'e-lites')
- smart watches and wearable devices (if suspected of being used in contravention of the 'Mobile Devices and Wearable Devices Policy')
- chewing gum
- energy drinks

Any student found to be in breach of any aspect of this Policy will have the offending articles confiscated.

In most cases, fireworks, alcohol, tobacco and cigarette papers and mobile phones will be returned to the parent/carer (only) although depending on the seriousness of the offence, they may be surrendered to the police.

Illegal drugs, stolen items, pornographic images featuring children or any article that the member of staff suspects has been or is likely to be used: to commit an offence to cause personal injury to, or damage to the property of, any person (including the student) will be surrendered to the police.

For regulations regarding searching, screening, and confiscation within schools, please refer to the latest DfE guidance at:
https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Mobile Phones
All students across the Trust are encouraged not to bring their mobile phone to school. However, we recognise that many families want their child to have a mobile phone for their journey to and from school, particularly for safety and communication purposes. If a student chooses to bring a mobile phone into school they are expected to hand their mobile phone in.

Our system has been designed to support the reality of students travelling independently, while also meeting the Department for Education (DfE) guidance and ensuring that mobile phones are not used during the school day.

We understand that some parents and carers may feel anxious about their child handing in a mobile phone at school, especially where the mobile phone is expensive. However, our priority must be student safety, behaviour, learning, and compliance with the national requirement for schools to be mobile free. Our system is not designed to provide secure storage for high-value items; it is designed to ensure that students do not have access to mobile phones during the school day.

All schools are now expected to be mobile phone free environments as such every student is expected to hand in their mobile phone at the start of the day. As a school, one of our core values is integrity and we expect students to be honest by handing in their mobile phone. If a student chooses not to and is subsequently seen/heard or known to have a phone/device in their possession, the student will receive a sanction of an after-school detention the following day. The phone will be returned to the student at the end of the day.

For a second incident during academic year the student will spend an equivalent of a full school day, including social time, in the PSR. The phone/device will be kept and not returned to the student until a parent/carer arranges collection. Parents/carers will be contacted and informed of this.
Sanctions will escalate for repeated breaches of the policy including additional time in the PSR area suspension from school. In all cases after the first instance, the phone/device will be kept and not returned to the student until a parent/carer arranges collection.

Students who refuse to hand the phone/device over to a member of staff will result in further escalated sanctions being considered in line with this policy and parents being asked to attend school.
In exceptional circumstances, a student may be permitted by the Headteacher to use their mobile phone during the school day. For example, medical needs of a child with diabetes who uses an app to monitor blood sugar levels. Parents/carers should discuss any exemptions with the school.

Reasonable Adjustments
Reasonable adjustments may be made, at the discretion of the Headteacher, for example students who are diabetic and use their mobile phone to measure blood sugar readings, students who are visual impaired who use the scanning facility on their mobile phone etc. Parents/carers should contact the school to discuss where they think reasonable adjustments are required.

We would not expect teachers to make reasonable adjustments in lessons unless they have been directed to do so by senior staff or by Heads of Year.

Supporting Students to Take Responsibility
It is the aim of the school to encourage good behaviour and to encourage students to improve their behaviour once sanctions have been applied. As a result, as well as the application of sanctions for poor behaviour, the member of staff responsible for investigating the cause of an incident of poor behaviour may make referrals to various student support services such as the SEND Department, student counselling and the school nurse. Several monitoring strategies may be applied by the Tutor and/or Head of Year to monitor and track behaviour and progress such as academic and pastoral reports.

Involvement of outside agencies

- The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the external support available;
- Students needing support from external agencies are identified through the SENCo (special education needs co coordinator) and may be identified under the category of SEND Support. If necessary, a student may move immediately to this stage to access support. This decision will be made by the SENCo;
- Children Looked After are supported by the Virtual School and/or their identified Social Workers, where appropriate.