Behaviour for Learning Policy

1. Principles

At Lynch Hill Enterprise Academy we are committed to creating a **safe**, **inclusive** and **supportive** community of students, parents and staff where **diversity** is **celebrated** and **equality** is promoted. We have the **highest expectations** for every young person's **achievement** and are **united** by our aim to help **all to excel.**

We believe learning is **life enhancing** and should be enjoyable and challenging; good behaviour for learning will enable our students to be successful learners. We value **mutual respect** and **collaboration** and we promote **self-discipline** to enable our students to:

Aspire: be the best you can be.
Achieve: high achievement is the shared responsibility of all.
Succeed: aim for success in academic, personal and future work life, and for this aim to be a personal and collective endeavour.

2. Working with parents

Parents are the first educators and play a crucial role in shaping the attitudes which produce good behaviour in schools. We believe that there should be close co-operation between parents/carers and teachers; together we educate young people to make the right choices and to take responsibility for their actions.

All parents receive a copy of the **Code of Conduct** and the **Home-Academy Partnership Agreement** when their son or daughter enters the school. All students also receive copies of these annually in their School Planner.

These documents put in writing the commitments and responsibilities which each person involved in education at Lynch Hill Enterprise Academy agrees to undertake and are signed by parents, the student and the tutor. In this way, expectations are made clear and there are no misunderstandings about the type of behaviour that is expected and what is unacceptable at LHEA.

Parents/carers are encouraged to contact the school if they have a concern regarding their child.
- Subject related matters should be addressed to the Subject Leader
- More general matters of a pastoral nature should be addressed to the tutor in the first instance
- Contact with the Year Leader may then be appropriate if the problem is more significant or persistent

Equally, all members of staff may contact parents when there is an opportunity to share success or

any cause for concern.

3. Promoting good behaviour and setting high standards

We believe that as our students advance through the school, there should be regular opportunities for them to learn how to act in keeping with the school's values, attitudes, expectations and beliefs.

The 5Rs framework forms the structure of the Behaviour for Learning Policy. This framework: rights, responsibilities, rules, routines – provides a clear basis for helping students to develop the social, emotional and behavioural skills they need to become effective learners. The 4Rs are overarched by a fifth 'R' – 'relationships'. Positive relationships are a fundamental prerequisite for effective behaviour management.
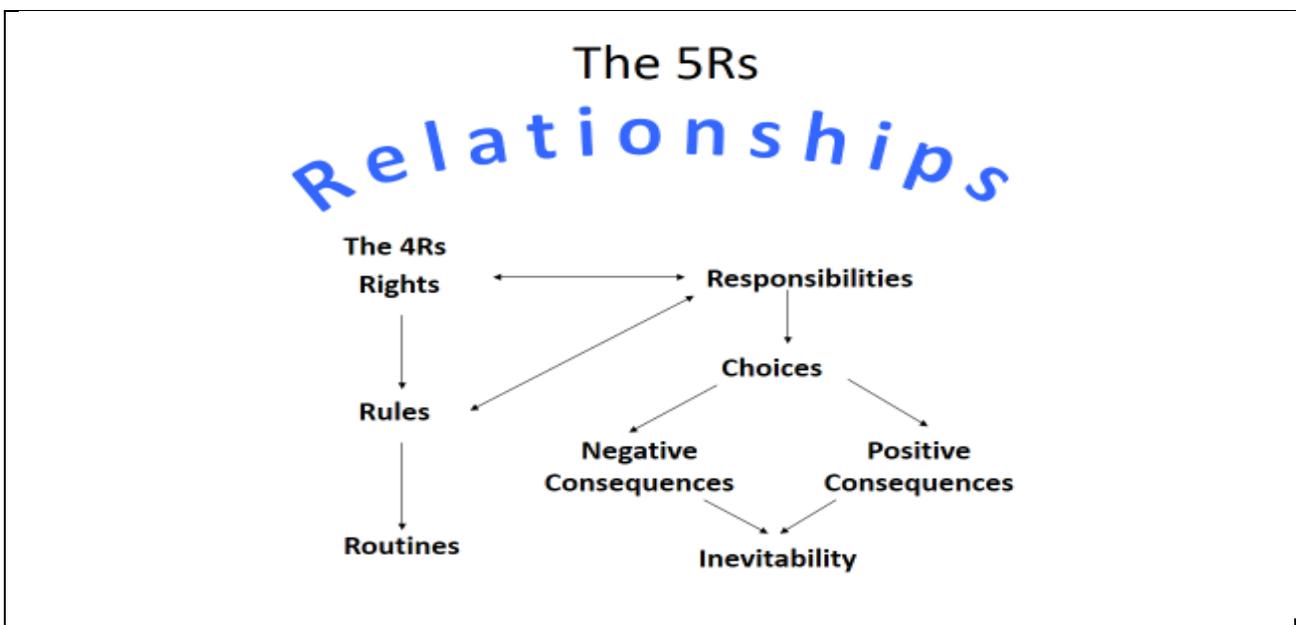
Choices lead to actions; actions lead to consequences.

Consistency is achieved through all members of the school sharing the same principles, values and beliefs and working within the 5Rs behaviour framework.

Students need to be taught the connection between the parts of the 5Rs framework. For example, they need to understand that to enjoy the right to feel safe, they have a responsibility to behave in a way that lets other pupils feel safe.

We stress the relationship between the choices that students make about their behaviour and the consequences applied by the adult. For example, good behaviour for learning is promoted and encouraged by the use of rewards. However, when behaviour interferes with basic rights or breaks rules, our usual response would be to apply a consequence designed to help the student make a better choice next time. Students learn to take responsibility for their own behaviour by understanding that their actions have consequences.

Our **Code of Conduct,** created in **consultation with the staff and students,** is based on rules designed to set high standards of behaviour which will be consistently applied by members of staff.

As a student at Lynch Hill Enterprise Academy I agree to …

Care for others by …

√ Having good manners, being cooperative and using courteous language

√ Listening carefully when instructions are being given

√ Behaving in an orderly fashion when moving around school as well as when travelling to and from school

√ Being respectful of classmates' rights to express different views

√ Looking after the safety of others by ensuring that no dangerous or illegal items are brought into school

√ Respecting each other's personal space

Show respect by …

√ Taking care of my property and that of others

√ Treating all school equipment and furnishings thoughtfully

√ Keeping the school environment clean and tidy and using litter bins

√ Staying on site and in designated areas

√ Being punctual

√ Only eating and drinking in designated areas of school- no chewing gum or fizzy drinks

√ Asking for permission to be able to drink water in class

√ Visiting the toilet during break and lunch times only

Take personal responsibility for myself in school by …

√ Following the classroom rules

√ Having mobile 'phones and personal music players switched off and out of sight

√ Completing classwork, homework and coursework to the best of my ability

√ Keeping an accurate record of work set and other relevant information in my school planner

√ Wearing the school uniform correctly so that I am smartly presented and a credit to myself, our school and my family

√ Ensuring that I don't wear make-up

√ Keeping my hair tidy and not dying/colouring my hair or having extreme haircuts and styles

√ Remembering that the only permitted jewellery is plain ear studs – one per ear

√ Leaving valuables at home and not bringing any large sums of money to school

For the purposes of this policy, consistency is taken to mean that:

a) Any breach of the Code of Conduct will be challenged; individual circumstances will be taken into consideration when deciding on consequences.

b) Teachers will create a logical and dependable behaviour framework within their classrooms which is clearly understood and operates on the basis of certainty of consequence rather than severity.

c) There will be zero tolerance of the following: the chewing of gum, the wearing of jewellery, bringing electronic devices to school, and the possession of illegal substances. The standardised response for dealing with each is located in the consequences staged response (appendix 3).

4. School Expectations in the Classroom

4.1 The classroom rules, agreed **in consultation with the school council, members of staff, tutors and tutees**, clearly set out the **expected behaviour** in every lesson. Together, the code of conduct, 5Rs behaviour framework and classroom rules, promote a consistent approach to behaviour and create the foundation for a safe and positive learning environment.

Established routines enable students to adhere to the classroom rules; teachers will teach the students their routines for these key elements of lessons:

• Entry into classroom • Distribution and collection of materials • Gaining teacher attention and assistance • Transition between activities or tasks • Teacher gaining attention of class • Clearing away	• Homework – completed tasks / setting tasks • Use of equipment • Group work • Speaking in class • Late arrivals • Close of lesson feedback • Exit from classroom

4.2 Teaching and Learning

Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour. Students learn more effectively when teaching styles and approaches accommodate individual learning styles and preferences. Engaging teaching plays a significant role in a students' attitude towards learning.

- Staff should use the most appropriate methods of teaching, which draws on students' experiences and values their contributions.

- Students should be received into a classroom where routines are established and high standards expected.

- Explicit and regular praise should be used for all types of achievement.

The school follows a 'Positive Behaviour Management' system which encourages all staff members to create a learning environment to motivate students to behave appropriately in lessons. Effective classroom management skills are developed through experience and appropriate support from colleagues. Training and reflection on personal practice is very important.

In addition, well-prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure good standards of behaviour and progress. Effective lessons are those in which pupils enjoy learning, are fully engaged, make progress and improve their attainment through sustained effort and commitment.

Effective lessons:
- give the big picture
- use positive language
- have high expectations of teachers and learners
- address different learning styles
- review learning and adapt teaching accordingly
- move pupils' learning on
- acknowledge and praise effort and progress
- have high challenge and low stress

To achieve this staff should:
- set **behaviour for learning objectives**, when appropriate, as well as other learning objectives for the lesson
- **meet and greet** students as they arrive to the lesson.
- ensure that pupils **enter and leave the room quietly** and sensibly
- use a **seating plan**
- display **lesson objectives** clearly and have differentiated learning objectives
- **refer** regularly to the **Code of Conduct**
- ensure that all **pupils are able to participate** fully in the lesson
- Plan for **different groups** and specify **how** each of the focus groups **needs** will be **met**
- Plan for **challenge**.
- **emphasise the positive** in learning and behaviour
- motivate, encourage and engage the pupils; **use praise and rewards fairly** and consistently
- **model** and **teach positive behaviour**, including respect, empathy and social skills
- make **sparing**, effective and **fair use of reprimands**
- **avoid sarcasm, shouting and threats**
- **avoid humiliating** pupils
- **avoid punishing a class** for the behaviour of individuals
- Include **mini-plenaries** to check students' progress.
- Use **targeted questioning** and allow for **dialogue**.

5. 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 specific role.

5.1 **The trustees** will work with other members of the school community to review and, if necessary, revise the principles underpinning this policy. For example, they will ensure that the policy and its implementation is consistent with the school's equal opportunities policy. Specific responsibilities of the governing body include:
- approving policies, including this behaviour policy
- monitoring fixed term and permanent exclusions

5.2 The **Headteacher**, with the assistance of the other members of the Leadership Team, is responsible for the form and content of the policy, and for its implementation in order to maintain a school ethos that encourages positive behaviour.

5.3 **All staff** have been consulted on the principles and values on which the policy is based. A representative group of staff has written key sections of the policy. It is the responsibility of all staff 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 and high standards of behaviour expected from students.

- **Subject Teachers and cover teachers** – promote an effective learning environment where the highest standards of behaviour are insisted upon and ensure there is a fair use of rewards and sanctions. Provide work for students who have been isolated or excluded.

- **Teaching Assistants** – Assist the classroom teacher to promote an effective learning environment. Utilise the school's rewards and sanction procedures as appropriate.

- **Tutors** - have an overview of the rewards and sanctions distribution within their tutor groups. They will initiate intervention strategies for tutees when required. Promote good behaviour through the tutorial programme.

- **Key Stage Leader and Heads of Year** - have an overview of the rewards and sanctions distribution within their year groups. Investigate and resolve behaviour incidents; refer as appropriate to duty team leader; communicate with parents and carers. Promote good behaviour through assemblies and work with individuals and groups of students to enable them to overcome barriers to learning. Coordinate work for students who have been isolated.

- **Student and Family Support Officer** – provides one to one mentoring for students who require additional support in overcoming barriers and accesses further support from other agencies. Coordinates work for students who have been excluded.

- **Subject Leaders** – prepare the subject's certificates for the end of term Rewards Ceremony and tracks the distribution of the rewards over the year.

- **Assistant Head** – ensures good behaviour for learning is promoted throughout the school, measures the use of rewards and sanctions, coordinates behaviour interventions and monitors the impact of the policy in practice. Manages the referral of exclusions and the reintegration process.

5.4 **Students** have a role in shaping and promoting the school's behaviour policy. They contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions and consequences. This is achieved through the School Council and consultation through tutor time. Students are expected to be ambassadors for the school and uphold the policy and its principles when in uniform by modelling good behaviour to other members of the school and wider community. They have a responsibility to report incidents of bullying, intimidation and breaches of the school rules.

5.5 **Parents and carers** have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage students' progress at home. A representative group of parents have had a role to play in advising on the continuing development and improvement of the policy.

6. Praise and rewards

The school's code of conduct and classroom rules are supported by a coherent system of rewards (Appendix 1). A positive school climate is created through the use of praise, acknowledgement and formal rewards. The school recognises that rewards are a significant factor in motivating students

to aspire to higher levels of good behaviour for learning and progress in their attainment.

All members of staff are expected to praise pupils with frequent use of encouraging language and gestures in lessons and around school so that positive behaviour and regular attendance are instantly recognised. More formal praise is provided through written comments when marking and assessing students' work. Achievement points are awarded and monitored throughout the year and curriculum certificates are awarded in the end of term rewards ceremony.

When using rewards, the following points should be considered:
    a) ensure they are fully earned by students so that they are valued;
    b) be seen to distribute them fairly;
    c) they recognise effort, contribution, achievement and improvement.

7. Sanctions

Sanctions should be used to help students make appropriate choices about their behaviour. Sanctions are best applied by the member of staff concerned, with the aim of **repairing** and **improving** relationships or teaching the consequences of actions. It is the certainty, not the severity, of a sanction that ensures a consistent approach among staff members and a greater understanding and acceptance of the boundaries by pupils.

Sanctions are more likely to promote positive behaviour if students see them as fair. The following guidelines should be followed when implementing sanctions:

- make clear they are dealing with the behaviour, rather than stigmatising the person;

- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;

- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs);

- avoid whole group sanctions that punish the innocent as well as the guilty;

- wherever possible, use sanctions that are a logical consequence of the student's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);

- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour and when appropriate put right harm caused;

- never issue a sanction that is humiliating or degrading;

- use sanctions in a calm and controlled manner;

- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used);

- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so

increasingly take responsibility for their own behaviour.

Sanctions should not be used where low-level interventions (such as giving a non-verbal signal or reminding a pupil of a rule are all that is needed.) Staff should also consider when it might be more appropriate to, rather than impose a sanction, encourage pupils to reflect on the harmful effects of their misbehaviour, through producing a written account of the problem or through individual or group discussions aimed at repairing relationships for example.

See Appendix 3 for the school's sanctions staged response.

7.1 Students out of lessons
Learning comes first and students need to be in lessons; they are not to leave lessons to run errands or to go to the toilet (unless the student has a specific medical problem). The medical pass in the planner must be issued to a student if s/he is leaving the classroom for medical attention.

Instructing a pupil **to stand outside the classroom unsupervised** for any reason other than in an emergency is **not acceptable.**

7.2 Exclusion from specific lessons
As a result of persistent disruptive behaviour, a Subject Leader, in consultation with SLT line manager, may arrange for a pupil to work under supervision in another classroom for a fixed number of lessons. Parents will be informed in writing by the Subject Leader that this arrangement has been implemented. The pupil will only be reintegrated back into their timetabled lesson after an agreement from the pupil that they intend to significantly improve their behaviour and/or attitude to learning and teaching. The pupil should be monitored by subject report for several lessons after reintegration to evaluate their progress.

Situations that make it impossible for a pupil to remain in a classroom require implementation of the On Call procedure. (See appendix 4)

7.3 Behaviours that are classified as 'serious'

- Verbal abuse/threatening behaviour
- Compromising the health and safety of the school site
- Dangerous behaviour likely to hurt themselves or others
- Intimidating behaviour
- Racist abuse

- Bringing banned substances into school
- Wilful damage to school property
- Violent conduct/physical attack/fighting
- Extreme defiance
- Misusing the internet, technology, mobile 'phones

The incident should be reported promptly to a member of SLT who will then manage the response to the incident and determine any actions to be taken.

A pupil should always be allowed to give his or her version of events. This should be recorded as a statement written by the pupil or notes made by the member of staff during an interview. Accounts of the incident should always be signed and dated.

If it becomes necessary, at the end of the response, to warn a pupil that a repetition of their behaviour may result in exclusion, this should be recorded in writing to parents and a copy of the school's exclusion policy enclosed with the letter.

8. Disciplining students

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

• Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

• Teachers have a power to impose detention outside school hours.

• Teachers can confiscate pupils' property.

8.1 **Detentions after school**
Section 5 of the Education Act 1997 gives schools the authority to detain pupils after school on disciplinary grounds without the consent of the parent/carer providing that:

- The school has taken reasonable steps to ensure that parents are aware of the behaviour policy.
- The detention is justified and proportionate to the offence. In most circumstances the detention should be no longer than 1 hour.
- Account has been taken of special circumstances about individual pupils, for example, age, special educational needs, day of religious observance, the need for transport home. If the parent cannot collect the pupil that day or make reasonable alternative arrangements, the detention may be deferred to another date after consultation with the appropriate member of staff.

A member of staff may keep a student for up to 15 minutes either during or after the school day without informing a parent or carer in advance.

For longer detentions, the school will notify parents at least 24 hours in advance by contacting the parent/carer by telephone.

All detentions should be recorded on SIMs.

8.2 **Searching pupils**
The school adopts its policy for searching pupils in line with DFE guidance which is based on the Education Act (1996) and the Education and Inspections Act (2006). The Headteacher and designated staff (AHTs, Key Stage Leader, Head of Year and Heads of Department) all have the power to search pupils. Where possible, permission will be sought from the pupil, but the Head and designated staff do have the legal power to search students without consent for the following items:

- Knives and weapons;
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property.

The police could be contacted to assist with searches.

8.3 Confiscation (including retention and disposal) of inappropriate item

The Education and Inspections Act 2006 provides school staff with the statutory authority to seize, retain or dispose of pupils' property. The aim of confiscating property is to maintain an environment conducive to learning, one which safeguards the rights of other pupils to be educated. As with other sanctions, the sanction of confiscation will be applied in a reasonable and proportionate way.

Jewellery, fizzy drinks/energy drinks and items of clothing that are additional to school uniform will be confiscated and returned to the student at the end of the school day.

Mobile phones and electronic devices will be confiscated, kept in the academy's safe, and will be returned when a parent or carer comes in to collect it at the end of the school day.

We adopt the advice published in February 2014 by the Department for Education (DfE) on the law regarding screening and searching pupils, and confiscating property which states that:

- Pornographic images may be disposed of/deleted unless an image constitutes a specified offence; in these cases, it is necessary to pass images to the police

- Weapons or items that are evidence of an offence must be passed to the police as soon as possible

- Controlled drugs should be passed to the police unless the member of staff believes there is good reason to dispose of them

- It would not be reasonable to involve the police in dealing with stolen low-value items such as pencil cases. However, school staff may judge it appropriate to contact the police if stolen items are valuable (for example, iPods or laptops) or illegal (for example, alcohol and fireworks)

8.4 Reasonable Force

The school adopts its policy for reasonable force in line with DFE guidance which is based on the Education Act (1996) and the Education and Inspections Act (2006). All school staff have the power to use reasonable force as is **necessary**. Where necessary, reasonable force will be used to control or restrain pupils. The degree of force used should always be:

- **in proportion to the consequences it is intended to prevent; and**
- **the minimum needed to achieve the desired result.**

Staff may use reasonable force, as a **last resort**, in the following circumstances:
- Remove disruptive children from the classroom where they have refused to follow an instruction. (Following the consequences staged response.)

- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk the safety, or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.
- Acts of vandalism to school property.

Whenever force is used it will be logged on the student's file and parents will be informed. Force will not be used as a punishment under any circumstances.

8.5 Discipline beyond the school site

The school adopts its policy for enforcing school discipline beyond the school gate in line with DFE guidance which is based on the Education Act (2002) and the Education and Inspections Act (2006).

The school reserves the right to take appropriate action when a pupil acts in an inappropriate way beyond the school site and normal time of day when a pupil is:
- Taking part in any school-organised or school-related activity;
- Travelling to, or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- The school will also act in an appropriate way when the conduct of a pupil off site or beyond the normal school day could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public and could adversely affect the reputation of the school

8.6 Isolation

An isolation is a formal internal exclusion within the school and its objective is to remove the pupil from class for disciplinary reasons. It is used where a pupil's behaviour is escalating and more serious measures need to be taken. Students will be provided with the work to be completed for the day, will have breaks at a different time to the rest of the students and for planned isolations students will have an extended day until 4.00pm.

8.7 Exclusion [External]

A separate document, the Exclusion Policy, details the statutory guidelines and regulations which the school will stringently follow when applying exclusions.

The decision to exclude a student from school will be taken only:
- in response to serious breaches of the school's Behaviour for Learning Policy, and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The Headteacher (or designated teacher acting on her behalf) should inform the parent immediately by telephone when a decision has been made to exclude a pupil. This should be

followed up by a standard letter within one school day.

Before exclusion, in most cases, a range of alternative strategies should be tried:

1   In-house sanctions
2   Meeting between pastoral leader, e.g. Year Leader/Assistant Headteacher, and parents to discuss strategies and targets
3   IEP (Individual Education Plan) – if appropriate
4   PSP (Pastoral Support Programme)
5   Restorative justice
6   Internal isolation
7   Involvement of outside agencies
8   A managed move to another school

Pupils should always be allowed to give their version of events and record it; any witness statements should be signed and dated.

The individual exclusion should be for the shortest time necessary so that the pupil and others in the school understand that their behaviour has been unacceptable. The exclusion should normally begin on the day after the incident has occurred. If a pupil is excluded during the morning session this counts as an exclusion for 0.5 day.

Arrangements will be made for the pupil to receive school work to do at home and to have it marked throughout their exclusion.

Serious 'one off' incident
In exceptional circumstances, permanent exclusion may be appropriate for a first or one off offence. These might include:
- a) Possession of a weapon or items that may be used as weapons
- b) Possession and/or use of illegal drugs
- c) Hacking into school network
- d) Possession of sexually inappropriate material
- e) Violence or arranging violence towards any member of LHEA
- f) Criminal offences
- g) Sexual abuse or assault

Exclusions during lunchtime
Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period (for a limited number of days). This is a fixed period exclusion equivalent to 0.5 day.

Reintegration
On their return to school, the pupil and their parent(s) should attend a meeting with the Headteacher (or a designated senior member of staff).

9. Support systems

9.1 **Support for students**
In addition to teaching about positive behaviour and regular attendance, some pupils require extra support to help them manage their behaviour and attendance.

By monitoring the progress of individual students via behaviour points, termly assessments, as well as informal discussions with subject teachers, pupils requiring additional help are identified. Parents are also encouraged to contact tutors if changes in family circumstances are likely to impact on their children's education.

In order to break cycles of behaviour and help students to make better choices, interventions are delivered and these may include:

- Target setting with the pupil
- Daily effort report (Appendix 5)
- Restorative justice meetings
- Small group intervention work and support
- Mentoring by a member of staff
- Risk assessments
- Referral to external agencies such as Educational Psychology Service, Child and Adolescent Mental Health Services [CAMHS], Educational Welfare Service, Youth Services
- Individual Education Plans [IEPs]
- Pastoral Support Programmes [PSPs]
- Multi-agency meetings

Parents/carers should be contacted in the early stages of a problem before there is a risk of exclusion.

9.2 Parents/Carers

Lynch Hill Enterprise Academy is keen to facilitate effective and on-going parent/carer support for all its policies and practices. All parents receive a New Intake Booklet when their child starts the school; this includes expectations for good behaviour, opportunities for praise, rules and routines and disciplinary procedures.

If school staff have concerns about a student'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.

At parents' consultation evenings, teachers are encouraged to discuss behaviour and attendance of pupils; individual appointments can be made with a member of SLT if there are serious concerns. Parents and carers who express concern to the Form Tutor about managing the behaviour and attendance of their child are offered support which may include a range of services coordinated by the Assistant Headteacher (Pastoral).

Parents / carers will receive a letter if their child is placed on report. The letter will clearly explain the length of the report period and the reasons why the student was placed on report.

We will do our best to engage parents and carers who are hard to reach through a range of additional measures including Early Help Assessment (EHA.)

9.3 Support for staff

We are committed to the modelling and teaching of good behaviour and recognise that all interactions within school provide the opportunity to demonstrate it. We aim to support staff in teaching approaches which promote positive behaviour and attendance.

Regular staff training inset is provided with input on teaching, policies, behaviour and SEN approaches and with the opportunity to share good practice. These sessions equip staff with the skills to actively engage students in their learning and to help break down barriers to learning.

All teachers are encouraged to discuss, with their line managers and other colleagues, the behaviour of specific pupils and classes that they teach to share strategies that are effective in encouraging positive behaviour. Staff will receive further support in dealing with instances of significant misbehaviour from their SLT line management (Appendix 4). Coaching for individuals is available to enable staff to develop skills in an identified area and new staff induction is delivered on the school's behaviour management systems.

10. Involvement of Police and/or other external agencies

Where appropriate, the school will work with outside agencies and refer matters to them.

10.1 The Police
In the event of an emergency, colleagues should contact a member of SLT and the police will be called. An emergency could be an assault, an intruder or a major theft.

The school has police liaison officers, PC Andy Moore and PC Gary Ryan, who are available to talk to students in a formal and informal setting and who also contribute to our educational provision. They may be involved in investigations of serious breaches of the behaviour policy.

10.2 Social Care
Partnership work is undertaken with social care professionals to access support for children and their families.

11. Allegations of abuse against staff

The school takes all steps necessary to safeguard students at LHEA. This section of the behaviour policy is based on DFE guidelines which draw on: The Children Act (1989); Sections 157 and 175 of the Education Act (2002); Education Regulations (2010) and the Children Act (2004). The school ensures that all members of staff conduct themselves in an appropriately professional way including ensuring that staff have not:
- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicated he or she would pose a risk of harm if they work regularly or closely with children.

If an allegation is made against a member of staff, the quick resolution, normally within one month, should be a clear priority to the benefit of all concerned. An individual will only be suspended if there is no reasonable alternative.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, unfounded, or malicious, should not be referred to in employer references. Pupils who are found to have made malicious allegations will have breached school behaviour policy. The Headteacher will, in these circumstances, consider whether to apply an

appropriate sanction, which could include referral to other agencies.

12. Associated policies and documents

Anti-Bullying
Attendance
Safeguarding
Exclusion policy
School Uniform
Mobile Phone Use
Education Act 1996 and 1997
DfE Behaviour and Discipline in Schools January 2016
Curriculum

13. Monitoring and evaluation

To ensure that high standards of behaviour in Lynch Hill Enterprise Academy are maintained, the school has systems for monitoring behaviour and punctuality to lessons. These systems include monitoring the behaviour and attendance of individual pupils, so that actions to promote positive behaviour are constantly improved.

All achievements and behaviour incidents are to be recorded on SIMS behaviour management system. The **member of staff** who **first dealt with the behaviour incident** will report the details and the action s/he has taken. The data collected will be used to identify patterns and trends of behaviour for individuals, year groups and across the school.

- **Tutors** track behaviour and achievement summaries within their group through weekly reviewing of their SIMs home page.

- **Year Leaders** will undertake SIMs analysis of their Year Group each fortnight and use the information to plan appropriate intervention strategies at a year group level, for example assembly focus. **Year Leaders** will discuss trends and strategies with their line manager fortnightly.

- **Data Manager** will produce a report each half term for the **Assistant Head** (Personal Development, Behaviour & Wellbeing) identifying the patterns and trends at a whole-school level focusing on:
- Achievement points overview
- Achievement points by type
- Achievement points by member of staff
- Top 30 conduct points
- Behaviour points overview
- Behaviour by type of incident
- Behaviour incidents by PP/SEN
- Behaviour incidents by time of day
- Behaviour incidents by member of staff
- Top 30 behaviour points
- On calls

- Isolations by date
- Isolations by student
- Exclusions overall against national
- Exclusions by student
- Exclusions by student and date
- Exclusions by type of incident
- Exclusions – disproportional representation

- **Subject Leaders** should monitor the use of rewards within their department and incidents of negative behaviour to identify "hotspots" and types of behaviour. Strategies for tackling these should be discussed in department meetings and effective practice shared.
- **Assistant Headteacher** will measure the impact of behaviour interventions each half term.
- The evaluation of the effectiveness of the policy will be undertaken by the **Assistant Head** (Personal Development, Behaviour & Wellbeing) via staff and student surveys.

Rewards Ladder

LEVEL	During Lessons	Outside Lessons	Reward	Staff Responsible for Authorising
R1	Active participation in the lesson Improved work ethic Excellent work in class Excellent home work Effective collaborative work Being particularly helpful (assisting in lesson organisation – handing out books, tidying up etc.) Sporting achievement/contribution Effective leadership Achieving a particular target	Being helpful Being kind and considerate towards others	Verbal Praise 1 Achievement point	All Staff
R2	Any typical R1 behaviour sustained over a period of several lessons	Regular attendance at an extracurricular activity Assisting the school community (Open Evening, Parent Consultation Evening etc.)	2 Achievement points	All Staff
R3	Tutee of the week		Dining Hall pass	Tutor
R4	Tutor group per year group with highest achievement points for the **week**		Trophy and sweets	Head of Year
R5	Good Citizen Awards		Monthly raffle draw	AHT
R6	Tutor group per year group with highest attendance for the **half term**		Attendance trophy and Tutor Group breakfast	Head of Year
R7	Tutor group per Key Stage with highest achievement points for the **whole term**		Pizza and film	Key Stage Leader
R8	100%, 99%, 98% attendance for the **term**		Gold, silver, bronze certs	Key Stage Leader

R9	Conduct Award (Highest achievement points minus behaviour points) Key Stage Students of the half term	**Half termly Celebration Assembly** Certificates and Rewards Token Certificates and token	Key Stage Leader
R10	High Achiever Award for outstanding work, excellent effort and most improved in a subject	**Termly Rewards Ceremony** Certificates	AHT
R11	Outstanding ATL (attitude to learning) scores from termly reports (top 20%)	Formal Letter home	Key Stage Leader
R12	One tutor group per year group with the highest number of achievement points across the year	End of year celebration event	Key Stage Leader
R13	100% attendance for the whole year	Platinum certificate Tea with the Head	Key Stage Leader AHT
R14	Annual Prize Day – A prize for 1 student per subject in each Key Stage		

Achievement point totals are **cumulative for each term**	
Acquiring 20 achievement points	Postcard home from tutor
Acquiring 30 achievement points	Postcard home from Head of Year
Acquiring 50 achievement points	Letter home from AHT

Appendix

Consequences staged response (staff version)

LEVEL	During lessons & tutorials Examples of behaviour	Outside lessons	Likely consequence	Staff responsible for authorising
C1	Off task chatter Interruption of staff or other students Lack of cooperation Disobeying instructions Misuse of equipment Out of seat without permission Inadequate effort in lesson Shouting out Name calling Late to lesson (less than 5 minutes) **Item of clothing additional to uniform**	Being in school building at break/lunch Pushing in queues **Item of clothing additional to uniform** **Kicking footballs too hard**	Positive correction Verbal warning Language of choice Name on board Change of seating **Confiscation** **Confiscation**	All staff
C2	Misbehaviour after two warnings/failure to comply with C1	Spitting Dropping litter	Break, lunch time detention or after school up to 15 minutes	Subject teacher

	request Late to lesson (more than 5 minutes) Argumentative behaviour Inappropriate use of language Rudeness Failure to complete homework Eating in lessons Name calling (racist, sexist, homophobic) **Late to school without a note** **Incorrect uniform** **Incorrect equipment** **No planner** **Planner not signed** **Mobile phone** **Make-up/nail varnish**	Eating in the school building **Mobile phone** **Make-up/nail varnish** **Poor corridor / playground behaviour**	(no parental notice) Spontaneous bag checks to ensure prohibited items are not brought into school (KSL/SLT) **Key Stage break detention for 15 minutes.** **Tutor detention up to 15 mins** **Confiscation** **Removal** **Lunchtime isolation** **1 behaviour point (Sims)**	Duty staff **Student Support Officer** **Learning Mentor** **Tutor** **HOY**
C3	Continued C1 or C2 behaviour Failure to attend a C2 detention Persistent lateness to lessons Intimidation of other students Refusal to work or follow instruction **Chewing gum** **Incorrect equipment twice in a week** **No planner twice in a week** **Failure to attend a uniform or late break detention**	Intimidation of other students **Chewing gum**	30 minute detention with parental notice Place on subject report **30 minute detention with parental notice (Head of Year)** **Key Stage lunch detention** **2 behaviour points (Sims)**	Subject teacher **Form tutor** **Subject teacher** **Student Support Officer**
C4	Persistent C3 behaviour Failure to attend a C3 detention Continued failure to complete homework Inciting others to fight Truanting from lesson Leaving the school site without permission Graffiti Racism Bullying	Inciting others to fight Leaving the school site without permission Graffiti	1 hour department or pastoral detention with parental notice 'On call' (with follow up sanction from teacher) Place on HOD report Place on tutor report (for issues in more than 1 subject) Place on HoY report (serious issues in more than 1 subject) **3 behaviour points**	HOD HOY KSL Subject teacher
C5	Continued C4 behaviour Failure to attend a C4 detention Aggressive language/insults/swearing Threatening and intimidating	Bringing the school into disrepute Aggravated and persistent bullying	SLT detention	HOD or HOY/KSL

	behaviour Aggravated and persistent bullying		**4 behaviour points**	
C6	Continued C5 behaviour Failure to attend a C5 detention Inappropriate physical behaviour Behaviour that compromises the safety of others Theft Behaviour that seriously disrupts the school day Persistent disruptive behaviour Truancy from school Unnatural hair colour/ extreme hair cut/ shaved markings in eyebrow	Internal isolation **5 behaviour points**	SLT
C7	Continued C6 behaviour Failure to comply with the conditions of an internal exclusion Verbal abuse/threatening behaviour Compromising the health and safety of the school site Dangerous behaviour likely to hurt themselves or others Intimidating behaviour Violent conduct/physical attack/fighting Bringing banned substances into school Wilful damage to school property Racist abuse Extreme defiance Misusing the internet, technology, mobile 'phones (see 'acceptable use' policy)	Fixed term exclusion ranging from 1 – 45 days SLT report (following reintegration meeting) **6 behaviour points**	HT
C8	Continued C7 behaviour Persistent behaviour that repeatedly breaks the school code of conduct Possession of a weapon or items that may be used as weapons Possession and/or use of illegal drugs Hacking into school network Possession of sexually inappropriate material Violence or arranging violence towards any member of LHEA Criminal offences	Permanent exclusion	HT

Behaviour point tariff	
Acquiring 5 behaviour points	Phone call home from tutor
Acquiring 10 behaviour points	Tutor report
Acquiring 15 behaviour points	Parent meeting with tutor
Acquiring 20 behaviour points	Phone call home from Head of Year
Acquiring 25 behaviour points	HOY report
Acquiring 30 behaviour points	Parent meeting with HOY
Acquiring 40 behaviour points	Parent meeting with KSL & AHT + KSL report
Acquiring further behaviour points	PSP