

## Behaviour Policy

*To be read in conjunction with our uniform policy and student planner*

Date drafted:	October 2018
Date approved:	November 2018
Date to be reviewed :	as required

### Rationale

At Lawnswood School, every person matters. We base our rewards and sanctions on a system of mutual respect and courtesy between staff and students, building positive relationships and having high aspirations and expectations of each other based on Lawnswood's 7 Cs: Curiosity, Collaboration, Communication, Creativity, Commitment, Confidence and Celebration.

### Aims

We aim to provide and maintain a calm, harmonious environment in which all members feel safe, valued and able to contribute. As an inclusive school, we recognise, reflect and celebrate the skills, talents, contribution and diversity of all our members. Students respond positively to positive actions from staff. Forming positive relationships in and out of the classroom can eradicate negative behaviour patterns and support behaviour management in the classroom. We want our students to be able to learn and develop into responsible citizens.

### Lawnswood's 7 Cs

The Seven Cs	Key skills and attributes
<b>Curiosity</b>	The desire to gain knowledge and understanding. Key skills and attributes include: <ul style="list-style-type: none"> <li>identifying questions to answer and problems to solve</li> <li>exploring issues, events or problems from different perspectives</li> <li>analysing and evaluating information, judging its relevance and value</li> </ul>
<b>Collaboration</b>	Working together to complete a task and to achieve a common goal. Key skills and attributes include: <ul style="list-style-type: none"> <li>adapting behaviour to suit different roles and situations</li> <li>organising time and resources and prioritising actions</li> <li>showing fairness and consideration for others</li> </ul>
<b>Communication</b>	Effectively putting your thoughts and ideas across. Key skills and attributes include: <ul style="list-style-type: none"> <li>presenting a persuasive case for positive action</li> <li>influencing others by negotiating and balancing different views</li> <li>acting as an advocate for diverse views and beliefs</li> </ul>

<b>Creativity</b>	The production of something original and worthwhile. Key skills and attributes include: <ul style="list-style-type: none"> <li>• generating ideas and explore possibilities</li> <li>• making guesses and searching for solutions</li> <li>• trying out alternatives and following through ideas</li> </ul>
<b>Commitment</b>	A willingness to give your time and energy to something you believe in. Key skills and attributes include: <ul style="list-style-type: none"> <li>• being self-motivated and taking responsibility for actions</li> <li>• dedicated and focussed on seeing a task through</li> <li>• taking on challenges and showing resilience</li> </ul>
<b>Confidence</b>	A belief or conviction that an outcome will be favourable. Key skills and attributes include: <ul style="list-style-type: none"> <li>• self-belief</li> <li>• trusting others</li> <li>• willingness to take risks and seize opportunities</li> </ul>
<b>Celebration</b>	To recognise and praise positive achievements. Key skills and attributes include: <ul style="list-style-type: none"> <li>• looking for the positives and recognising everyone's successes</li> <li>• inviting feedback and dealing positively with praise and setbacks</li> <li>• evaluating experiences and learning to inform future progress</li> </ul>

**The scope of this policy includes all students in Years 7 to 13:**

- On school premises, during school hours or during after school activities.
- On the way to and from school, including on buses.
- Under supervision on off-site visits, including trips and sporting events.
- Representing the school, for example when students are on work experience.

**The application of this policy by adults in school**

All adults in school are expected to:

- Use the behaviour policy to deal with disruptive behaviour and any disruption to students' learning.
- Model exemplary behaviour at all times and be proactive in dealing with poor behaviour in accordance with the behaviour policy.
- Never accept anything but the best conduct and behaviour.

## **Rewards and promoting good behaviour**

We aim to increase students' self-esteem through consistent, meaningful positive rewards. Many rewards are informal and given by classroom teachers. Others are awarded by staff outside the lesson environment or by staff visiting or analysing students' performance in lessons.

*The kinds of behaviour that gain reward include but are not limited to:*

- Students working above our basic expectations.
- Noteworthy effort and/or progress in a lesson / subject area.
- Students putting into practice any of Lawnswood's 7 Cs.
- Behaviour demonstrating good citizenship and care towards others.

Sustained improvement in behaviour will also be rewarded.

*Students' success is acknowledged and recorded in a range of ways including:*

- Commendations
- Positive postcards home
- Phone call home
- Year group Student of the Month
- Celebration assembly
- Gold, silver and bronze students
- Headteacher's letters home (at the end of each data collection)
- End of term whole school rewards assembly
- Presentation evening
- Rewards trips

Rewards can come in the form of verbal praise, written praise, commendations, certificates, postcards and rewards trips.

## **Sanctions**

Sanctions are used to modify the behaviour of those students not meeting our basic expectations, not following our code of conduct or not adhering to our uniform policy. Disruption to learning will not be tolerated. The sanctions used are reasonable and proportionate, taking into account the individual needs of the student and the need of the wider school community.

For Sixth Form students, sanctions are used selectively and appropriately, but the high standards of behaviour expected are the same across year groups.

All staff are responsible for maintaining a positive environment. Specific responsibilities are outlined below:

- every member of staff in the classroom are expected to deal with low level disruption in lessons and seek support as and when necessary
- every member of staff is expected to deal with any minor incidents they see around school and seek support as and when necessary
- every member of staff is expected to report more serious incidents immediately to On Call / year teams / SLT

*The kinds of behaviour that result in a sanction include but are not limited to:*

- Disruption or incidents in lesson
- Refusal to follow instruction
- Offensive language

- Lack of uniform or school equipment
- Breach of rules about internet/computer use
- Posting inappropriate material on social media or bringing the school into disrepute
- Physical aggression
- Illicit substances
- Smoking
- Theft
- Physical and / or verbal aggression
- Bullying
- Racism
- Threatening behaviour
- Dangerous weapon
- Dangerous behaviour

*Sanctions include but are not limited to:*

- Verbal warning
- Caution recorded on the student's record on Class Charts
- Withdrawal from a particular lesson
- After school detention (can be on the same day as the behaviour)
- Period 'on report', managed by year team / SLT
- Loss of social time (break and lunchtime)
- Period in Internal Exclusion in school
- Period of supervised community service (in and around school during social times)
- Period on After School Provision (in school)
- Period of Internal Exclusion in another school
- Fixed term exclusion (FTE)

Reasonable effort will be made to inform parents/carers by the end of the day if their child is:

- withdrawn from a lesson
- placed in Internal Exclusion (in Lawnswood School or another school)
- placed in After School Provision (in school)
- given a fixed term exclusion (FTE)

### **Same day detention**

We operate same day detentions when a student is withdrawn from a lesson; fails to complete home learning; is late to school/lesson; fails to wear their uniform correctly; or where a serious incident occurs.

Parents/carers are informed of the detention via a text message. It is our expectation that parents/carers support the same day detention policy. This means that the detention must take precedence over any other commitments the student may have.

Students with detention on any particular day are marked with a clock face icon below the photo on their ClassCharts record. Staff who are working with students during Period 5 in the school day are expected escort students to the detention room, which is usually the main hall, at the end of the lesson.

## **Intervention**

*Specific actions will be taken to address concerns, which may include but are not limited to:*

- Concern over progress
- Persistent disruptive behaviour
- Specific concerns about behaviour
- Inadequate work
- Truancy

*These interventions are introduced in a graduated manner as considered appropriate and include, but are not limited to:*

- Non-negotiable use of home learning clubs
- Working with Pastoral Support Workers in school
- Mentoring
- 1:1 interviews
- Observation/testing by Inclusion team
- Collection of books to check level of ability/work/differentiation
- Restorative practice
- Skills development sessions (e.g. self-esteem, anger management)
- Department report
- Referral to intervention centres within school
- Counselling
- Managed move to another school
- Use of alternative provision

## **Physical intervention**

We strive to create a calm environment and school staff consistently use positive strategies to encourage acceptable behaviour and good order.

If a student's behaviour becomes unacceptable or a conflict situation arises, staff use their skills to defuse conflict situations, distracting, cajoling, persuading and negotiating as necessary, as well as reminding students of rules, privileges, rewards and sanctions. Every effort is made to resolve situations positively and without harm to students or staff, property, buildings or the environment.

However, there are occasionally circumstances where verbal de-escalation is not sufficient to deal with the risks that present themselves, and physical steps need to be taken.

Students whose challenging behaviour is judged to pose a risk to staff or other students or whose behaviour has been continually disruptive, are likely to be the subject of an Individual Pupil Risk Assessment (IPRA) and may have an individual Positive Handling Plan (PHP) drawn up.

PHPs are usually designed through multi-agency collaboration in conjunction with the child and their parent/carer. If we draft a PHP for a disabled child or student with special educational needs (SEN) adjustments are made to reflect the particular disability and/or needs.

With parental consent, PHPs are shared with all staff and attached to pupil records in order to enable us to treat that student consistently with regard to behaviour.

Section 93 of the Education and Inspections Act 2006 states that "A member of the staff of a school may use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following;

- committing an offence
- injuring themselves or others, or causing damage to property
- compromising the good order or discipline of the school.”

The term ‘reasonable force’ is used and covers a broad range of actions that involve a degree of physical contact with students. The contact can range from guiding a pupil by the arm through to breaking up a fight or restraining a student to prevent violence or injury. It can also include passive physical contact, such as standing between students or blocking a student’s path.

Physical restraint does not include any form of corporal punishment and is limited to the minimum force necessary for the minimum amount of time.

Examples of where staff *may* use reasonable force include:

- removing a disruptive student from a room where they have refused to an instruction to do so
- preventing a student behaving in a way that disrupts a school event or a school trip/visit (including visits off school site)
- preventing a student leaving the classroom where allowing the student to leave would his/her safety or lead to behaviour that disrupts the behaviour of others
- preventing a student from attacking a member of staff or another student
- restraining a student at risk of harming themselves through physical outbursts.

We do not need to seek parents’ or carers’ consent to use force on a student but, as it is only used in very particular circumstances, we will normally talk to parents/carers about those circumstances and the fact that force has been used on their child.

Every effort is made to ensure that all staff at Lawnswood School understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where physical intervention is necessary.

When physical intervention has been used, relevant staff will complete a form (a ‘Restrictive Physical Intervention Report’)

## **Confiscating items and searching students**

There are legal provisions that enable school staff to confiscate, retain or dispose of a student’s property as a punishment, so long as it is reasonable in the circumstances.

School staff also have the power to search without consent for “prohibited items” (Section 550ZA (3) of the Education Act 1996) including:

1. knives and weapons
2. alcohol
3. illegal drugs
4. stolen items
5. tobacco and cigarette papers
6. fireworks
7. pornographic images
8. any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
9. any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography will be handed over to the police. Otherwise, staff are entitled to decide if and when to return a confiscated item.

In addition, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for “prohibited items” numbered 1 to 8 above.

Lawnswood School will use this power to search students and to use reasonable force if absolutely necessary in the circumstances. However, force will not be used to search for items banned under the school’s own rules but not listed above.

### **Mobile phone and earphones protocol**

Mobile phones and music players can cause some difficulty and disruption both in lessons and around the school. To this end, we expect mobile phones and media players to be switched off and out of sight during the school day. We also expect earphones to be out of sight.

If students are seen with mobile phones or headphones, the items will be confiscated and kept safe. Students can collect confiscated items at the end of the day. Any student who has had any items confiscated for a third time will not get them back until a parent/carer has been in to school to collect them.

### **Exclusion from school**

Exclusions will be imposed when it is considered to be the only course of action left open to the school. It will normally, but not always, be used when other courses of actions have been tried and one or other of the following criteria have been satisfied:

- a) The behaviour of an individual student has continued, over a period of time, to adversely affect the education of others.
- b) The student has behaved in a way that has endangered the physical wellbeing of others.
- c) The student has verbally and/or physically assaulted a member of staff.
- d) The student, over a period of time, has seriously and persistently behaved in a way that has challenged the authority of the school.
- e) The student has been involved in serious bullying or harassment of one or more students on more than one occasion.

The school will follow procedures in the DfE Guidance (DFE-57501-2012 or subsequent updates) which outline the requirements of recent legislation.

The following internal procedures will operate when the Headteacher decides to exclude:

- a. Notification will be given to parents in writing and if at all possible verbally. This notification will outline the reasons for the exclusion, its duration and the date of readmission. Parents will be informed of their right to make representations to the LA and the Governing Board.
- b. Leeds City Council will be informed.
- c. A notice of exclusion will be published for staff information.
- d. The police may be informed as appropriate.

Appeals against the school’s decision to permanently exclude will be dealt with using DfE Guidance.

## **Bullying**

Students have the right to receive their education in a safe and secure environment, free from humiliation, oppression and abuse.

Bullying is the wilful desire to physically or emotionally harm another person, or to put him / her under stress.

Bullying may take the form of physical, verbal or written intimidation, extortion, exclusion from groups, spreading of malicious rumours, threatening gestures, theft or vandalism of property, or harassment due to racial, sexual, homophobic or disability-based discrimination.

Bullying may take place via various forms of electronic communication e.g. email, text messaging or postings on social network sites.

*To deter and combat bullying in all its forms, we commit to:*

1. Ensuring that all students are aware of their right to a safe, secure environment.
2. Promoting a non-violent ethos. Bullying in any of its forms or aggressive play will not be accepted.
3. Making students aware of what constitutes bullying through assemblies, PSHE education and during tutor time.
4. Making parents, carers and students aware of what action to take if bullying occurs.
5. Taking action in all cases of bullying.
6. Making colleagues in school aware, as appropriate, of any students who are particularly at risk of becoming victims of bullying.

*Action required / responsibilities with regard to bullying*

- Students who are being bullied should report the matter immediately to a member of staff. On receipt of the information, Pastoral Support Workers, Year Managers and Heads of Year will take appropriate action. *The subsequent investigation may include all relevant staff, parents and even outside agencies.*
- Parents of students who are being bullied should report the matter to their child's Year Manager or Head of Year.
- Friends of students who are being bullied should report it to the Form Tutor, Year Manager or Head of Year.
- Staff should be alert to any possible incidents of bullying, particularly if forewarned via a staff briefing. Any suspicious behaviour should be tackled promptly and reported to the relevant Year Manager via the appropriate channel (e.g. CPOMS, ClassCharts). Vulnerable students should be watched especially carefully.
- Victims of bullying will be offered support within school. The perpetrators of bullying will be dealt with appropriately. Sanctions / strategies may include: involving parents; behaviour contracts; reconciliation meetings; detention/internal exclusion/after school provision and/or exclusion from school.

## **Student conduct off school site**



The law allows schools to discipline students for misbehaving outside of the school premises “to such an extent as is reasonable” (Section 90 of the Education and Inspections Act 2006). Non-criminal unacceptable behaviour or bullying that occurs off school premises but which is witnessed by a staff member or reported to the school will be considered by the school under the behaviour policy.

Sanctions may be imposed for unacceptable behaviour or bullying off school site, when a student is:

- taking part in a school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student of Lawnswood School.

Also, sanctions may be imposed for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour, we will discipline the student(s) on school premises or, only if the student is under the lawful control of the staff member at that particular time, off site elsewhere.