

LUTTERWORTH HIGH SCHOOL



BEHAVIOUR POLICY

Reviewed: By the Achievement and Attainment Committee

Adopted: By the Governing Body – 6th October 2020

Signed: Chair of Governors: Janet Jones

Date: 6th October 2020

Signed: Headteacher: Julian Kirby

Date: 6th October 2020

Review: October 2022

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Definitions

Poor behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious poor behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers including vaping equipment
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/progress leader promptly

6. Student Code of Conduct

Lutterworth High School is committed to providing a high quality, inclusive educational experience in a caring environment. Our core purpose is to provide personalised support to students. We actively encourage students to have a sense of responsibility and respect for others. We aim to develop positive attitudes towards individuals, the family, community and society.

We aim, at all times to be positive in our treatment of students and to use positive reinforcement to encourage good behaviour. The priority of Lutterworth High School is to develop positive attitudes to learning and to encourage positive attitudes between students, teachers and other adults. This is the ongoing responsibility of us all.

Key Processes

We will achieve this through:

- Having five outcomes underpinning all policies and processes;
- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being
- Providing clear educational aims and objectives which are shared by all members of staff
- Having clear guidelines for, and high expectations of, acceptable behaviour
- Providing a positive system of rewards and privileges which are valued by all students
- Having a system of sanctions which is seen to be firm, fair and consistent
- Establishing close partnerships and effective communication with parents and carers

Key Structures

In school:

- Student Support
- School Nurse
- Vulnerable List

External Agencies

- Specialist Teaching Services
- Specialist Agencies (CAMHS; Social Services; Youth Offending Team etc)
- Multi Agency Meetings
- South Leicestershire Inclusion Partnership

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other

- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and Consequences

At Lutterworth High School we follow a system called Discipline for Learning, this approach works on a reward and consequence system, we endeavour for students to have 5 rewards to 1 consequence. Students have the D4L guidelines in their school planner and the student also sign the school-home agreement in receipt of reading and agreeing to the school terms. Parents also have the SIMS Parent App, this enables them to track their child's achievements and conduct in school on a daily basis.

7.1 List of Rewards and Consequences

Positive behaviour will be rewarded with:

- House Points
- Letters, emails or phone calls home to parents
- Department Postcard merit awards
- Distinction work awards
- Hot Choc Friday with the Headteacher
- Sneak N' Eat key stage 4 award
- Celebration awards evening for year 7-10 at the end of the academic year
- Celebration awards evening for outgoing year 11 in November for GCSE certificates
- Display of work and students' achievement
- Publicly promote student achievement through our school newsletter and via social media (twitter/Instagram, school website)

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Placing a student 'on report praise report ,department report or Progress Leaders report, Senior Leadership Team Report
- Removal from lesson

This is a graduated, five tier system of response, which must be applied consistently.

Tier 1

Verbal redirection from staff aimed at reengaging the student back into their work in lesson

Tier 2

Level 1: Recorded on SIMS

Level 2: Recorded on SIMs and 10 minute Department detention

Level 3: School detention and letter home

Together with the loss of free time if Tier 1 has failed to effect a re-engagement with the lesson and monitoring of student engagement over subsequent lessons.

Tier 3

Level 4: Removal from lesson, detention and letter home from SLT

With these levels the following will occur:

- Referral – this could be to the Curriculum Leader; Student Support; Progress Leader; Mentor etc.
- Contact with parents should be established

Tier 4

Internal exclusion Level 5: Prelude to fixed term exclusion

With this level the following will occur:

- Formulation of a fixed term report to the Progress Leader or SLT link. This would set individual targets for students and necessitate consultation with parents

Tier 5

Internal exclusion 5: Prelude to fixed term exclusion

With this level the following could also occur:

- Exclusion from school

See appendix 4 for sample letters to parents about their child's behaviour.

We may use the Student Support Room in response to serious or persistent breaches of this policy. Students may be sent to the Student Support Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention are also given a L3 whole school lunchtime detention. The Student Support Room is managed by the Student Support Manager and a Student Support Assistant.

7.2 Off-site Behaviour

Consequences may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

Discipline for Learning (D4L) is our behaviour management system. D4L is about focusing on students' learning and progress. It is a positive system of behaviour management which focuses on rewarding students for behaviours which allow for good learning experiences to take place. Good behaviour is routinely rewarded and so embedded in the classroom. D4L gives students chances to do the right thing and to earn rewards. The emphasis is on the student making the right choice and being rewarded for those choices. A clear and graduated system of consequences (tiers 1 – 5) is used whenever a student's actions or behaviour is addressed formally. For tiers 1 – 3 the D4L systems allow for students to be given multiple opportunities to correct their behaviour before sanctions are applied. For tiers 3 – 5 and therefore, more serious behaviour issues, sanctions may be used immediately.

D4L is based on the principle that students take responsibility for their behaviour. All good behaviour is rewarded with house points. All house points go on students' SIMS profile and towards their house. The Code of Conduct is the cornerstone to which all rewards and sanctions are related. Each lesson is a chance for students to start afresh. A key feature of the D4L system is consistency – the rules apply to everyone in the school, and they apply everywhere in the school.

If a student chooses to behave in a way that does not comply with our school rules; they are redirected and encouraged to change their behaviour. If they choose to continue anyway, they will receive a level 1 consequence. The more severe the behaviour, the higher level consequence is given.

All information of D4L for both rewards and consequences must be recorded on SIMS, communication logs need to be completed on SIMS if contact with parents is made.

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the D4L School Expectations or their own classroom rules
- Develop a positive relationship with students, which may include:
- Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible and where and when possible by a member of staff who has received Team Teach training.
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession would be confiscated. These items will not be returned to students.

We will also confiscate any item, which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Mobile phones may be confiscated if used without permission, on the first occasion the device will be returned at the end of the school day and a Level 3 consequence will be issued, along with a lunchtime detention. For repeat offenders, devices will be collected by the parents at a time agreed by the Headteacher.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met, this is done through a referral.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

We have forged strong links over time with the following agencies; however, this list is by no means exhaustive:

- **School Psychotherapist – 1:1 and family/group counselling service**
- School Nurse - 1:1 appointments/group work/parent support
- Local Police & Community Support Officer
- School Counsellor - 1:1 for students and parents

9. Student Transition

To ensure a smooth transition to the next year, if needed, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, and if applicable including proper use of restraint, as part of their induction process. D4L logs are produced weekly and training and support is identified and provided by Miss Mariska Niemeijer who is has responsibility for D4L.

Behaviour management and D4L will also form part of continuing professional development. A staff training log can be found in appendix 2.

11. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and full governing board every year. At each review, the policy will be approved by the Headteacher.

12. Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy

Appendix 1: Written Statement of Behaviour Principles

Name of student:

Form:

We believe that a strong relationship between home and school is the most effective way for **each student to fulfil his or her potential and make the most of the wide range of opportunities available at Lutterworth High School.**

Lutterworth High School will:

- provide a broad and balanced curriculum that allows students' talents to flourish.
- ensure high standards of teaching and learning.
- provide a secure and caring environment where students are valued.
- encourage every student to do his/her best.
- provide a clear framework for ensuring students make the right choices and reward success.
- set homework regularly.
- maintain a positive environment for learning.
- keep parents informed about the academic progress of their child and if any concern arises.
- provide a range of extra-curricular activities and visits.

Signed:



Julian Kirby, Headteacher on behalf of the staff and Student Council at Lutterworth High

School.

As a parent/carer I will:

- take an active interest in my child's education.
- encourage my child to do their best.
- provide a conducive environment for homework.
- actively support the school's approach to behaviour and standards.
- ensure that my child has full school uniform and is appropriately presented for school.
- encourage my child to take a pride in the school and play a full part in school activities.
- contact the school at an early stage in the event of any concerns.
- attend Parents' Evenings and other school events whenever possible.
- support my child in extra-curricular activities.
- ensure that my child attends school in accordance with the school's attendance policy.
- act as a responsible digital role model in the use of social media and to contact school directly if a concern.

Signed: _____ Parent/Carer.

As a student I will:

- do my best and demonstrate a desire to learn.
- complete homework on time and to the best of my ability.
- be independent, show resilience and not give up.
- take an active part in extra-curricular activities.
- take a pride in my appearance.
- keep to the school's expectations to support learning.
- show courtesy and respect to all members of the school community in the real and online worlds.
- respect the school environment.

Signed: _____ Student.

Together we will:

Uphold the values of the school and support our students learning so they can be proud of themselves, our school and our community.

Signed:  Janet Jones, Chair of Governors

Please sign and return this form

«Parental_addressee»

«AddressBlock»

«M_2b_Address_Split_Fam»

Dear «Parental_Salutation»

«Forename» «Surname» «Reg»

D4L Level 5a Letter

I am writing to confirm that «Forename» has been placed in Internal Exclusion for <<1 day>>. The reason for this Internal Exclusion is for «Description».

Internal Exclusion (Level 5 consequence) is our most serious in-school sanction and is only given in response to very serious incidents / continued disruption to the learning of other students, and after consideration by a member of the Senior Leadership Team. Internal Exclusions are logged on a student's school record. Should there be no improvement in «Forename»'s conduct then a fixed term Exclusion may incur.

I would ask that you attend a meeting with myself and <<xxxxxxxxxxxxxx >>, <<Forename's>> Progress Leader on xxxxxxxxx at xxxxxxxx to discuss our expectations and how we can support <<Name>> in school.

At the end of the period of Internal Exclusion will be placed on a Behaviour Report, which will clearly detail the targets «Forename» needs to meet in order to be a successful member of our school community. Additionally, it will detail the support the school will put in place to help «Forename» achieve these targets. You will be informed of «Forename»'s progress at the end of the Behaviour Report period.

Your support for the school's action in this instance is much appreciated as we need to work together to effectively support «Forename»'s progress at school.

Yours sincerely

Assistant Headteacher

«Parental_addressee»

«AddressBlock»

Appendix 3

«M_2b_Address_Split_Fam»

Dear «Parental_Salutation»

«Forename» «Surname» «Reg»

D4L Letter - Level 5b

I am writing to confirm that «Forename» has been placed in Internal Exclusion for <<? days>>. The reason for this Internal Exclusion is for «Description».

Internal Exclusion (Level 5 consequence) is our most serious in-school sanction and is only given in response to very serious incidents / continued disruption to the learning of other students, and after consideration by a member of the Senior Leadership Team. Internal Exclusions are logged on a student's school record. Should there be no improvement in «Forename»s conduct then a fixed term Exclusion may incur.

I would ask that you attend a meeting with myself and <<xxxxxxxxxxxxxx >>, <<Name's>>Progress Leader on xxxxxxxxxx at xxxxxxxx to discuss our expectations and how we can support Name in school.

Your support for the school's action in this instance is much appreciated as we need to work together to effectively support «Forename»'s progress at school.

Yours sincerely

Assistant Headteacher