



Lode Heath School

Name of Policy	Behaviour Policy
Lead	Mr Nicholas Burke
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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: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils 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:

- [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

Lode Heath School is determined that all students can learn in an environment that is calm, learning focussed and safe. The school ethos of STARS and Learning PRIDE clearly outline the expected character traits and learning behaviours we promote and expect of our students in school.

We expect all students to demonstrate Learning PRIDE.

Participation

A Lode Heath student demonstrates Participation in their lessons through active engagement, completing all set tasks, contributing to class discussion, and completing set homework.

Respect

A Lode Heath student demonstrates Respect for each other and their right to learn in an environment free from disruption and that all members of our community are treated with respect.

Independence

A Lode Heath student demonstrates Independence by engaging with all set work, being able to work alone and demonstrate resilience in the face of difficult tasks. Completing all homework set.

Determination

A Lode Heath student demonstrates Determination through resilience and drive to achieve good academic outcomes and overcome obstacles. They can work through difficult tasks and not give up.

Energy

A Lode Heath student demonstrates Energy in their lessons by sitting upright in their chair, focussing on the teacher, actively engaging with tasks and class discussions.

Lode Heath school has the highest of expectations for all its students in all aspects of their school lives. All students have the right to come to school and feel safe and focus on their learning. Any behaviour that contravenes this can be defined below:

Misbehaviour is defined as:

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

Serious misbehaviour is defined as (this is not an exhaustive list):

- Repeated breaches of the school rules
- Significant disruption to learning– this includes deliberate setting off the school fire alarm
- Any form of bullying
- Verbal abuse of staff
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism
- Theft
- Violence, fighting or physical assault
- Threatening or intimidating acts
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives/ bladed articles or other weapons. This includes articles 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)
 - Alcohol
 - Illegal drugs and drugs paraphernalia (such as grinders, specialist containers)
 - Tobacco and cigarette papers
 - Stolen items
 - Vapes
 - Fireworks or other incendiary items
 - Pornographic images

Any behaviours which significantly or regularly disrupt the learning and education, and/or or impacts the welfare or safety of the community will also be considered a serious misbehaviour. This includes off-site behaviours which can also harm the education, welfare or safety of the community.

As such, the governing board emphasise that serious misbehaviours cannot be tolerated and students who behave in this way face the most serious of sanctions, up to and including permanent exclusion.

4. Bullying

We want a school in which bullying of any kind is not accepted by any member of our community. This includes students, staff, and parents/carers. Every student at Lode Heath School has the right to be educated in a safe and secure environment. We believe that all children and young people have the right to be protected from bullying and abusive behaviour.

All young people will be listened to and treated fairly.

Bullying is often witnessed or encouraged by others. We believe that everyone has a responsibility to discourage bullying and to inform someone when they see it happening.

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

At Lode Heath School we strive to create a culture based on our moto Ad Astra and our character education STARS. We aim for all our students to be Sincere, Thoughtful, Aspirational, Resilient and to demonstrate Solidarity. Students must feel safe and respected if they are to learn effectively.

Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student must suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. In addition, it is important that we inform parents/carers fully about our approach to dealing with bullying, so that parents can distinguish between what is bullying and what is not.

In instances where students, parents/carers feel there is bullying behaviour we encourage all parties to inform the school as soon as possible. The school can only act when informed of issues. Students can inform any adult in school of incidents or concerns they have.

They can go directly to any of the following:

- Head of Year
- Form Tutor
- Student Support staff
- A member of the Senior Leadership Team
- Any adult in school

Parents/carers can contact school via various methods by contacting the school on 0121 704 1421 or via email office@lodeheath.org.uk or studentsupport@lodeheath.org.uk. Parents/carers may want to contact specific people in the school, we would recommend you contact your child's Form Tutor, Head of Year, or a member of the Student Support Team in the first instance.

When allegations of bullying are made, key staff will speak to all students involved in the allegation and establish a timeline of events and attempt to establish actions by all parties.

In consultation with key staff a decision will be made as to next steps. Where necessary all students that are involved will have parents/carers contacted and informed of the incident and actions the school, will be taking to prevent further issues. If necessary, both preventative measures and sanctions will be applied.

Examples of some preventative measures that school will utilise are:

- Mediation
- Resolution
- Safe space for students to go
- Key member of staff to provide support
- Change of seating plans
- Change of classes
- Change of band
- Early finish
- Late start
- Parent/carer drop off and pick up

Sanctions that may be used when dealing with acts of bullying

- A verbal reprimand
- Debits
- Sending the student out of the class
- Expecting work around bullying to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school

- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Internal Exclusion – time in the Refocus Room
- Suspension
- Managed move
- Permanent Exclusion

5. Roles and responsibilities

5.1 The governing body

The governing body will review the behaviour policy in conjunction with the Associate Headteacher and monitor the policy's effectiveness, holding the Associate Headteacher to account for its implementation.

5.2 The Associate Headteacher

The Associate Headteacher is responsible for reviewing and approving this behaviour policy.

The Associate 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 sanctions 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 students
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly

6. Behaviour expectations of students

The school wholeheartedly believe that good behaviour is vital to providing a safe environment for all students in school.

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
- Always wear correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

It is important to Lode Heath School that students are recognised for their positive contribution to our community. Students can be recognised in several ways and not just for academic success. Students at Lode Heath School are encouraged to be positive members of our community and to have a positive effect on those around them.

We aim to recognise, and rewards students conduct, demonstration of Learning PRIDE, good behaviour, positive character traits and attendance. This will be done continually through the academic year by teachers, form tutors, heads of year and senior staff. Staff will utilise different platforms to notify parents/carers and students of their positive recognition.

Sanctions will be utilised to discourage unwanted behaviours in school. Sanctions are used to demonstrate to students that certain behaviours are unwanted, harmful to the school community and not acceptable.

Rewards and sanctions are tracked to ensure appropriate recognition or interventions can take place.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Credits
- Praise postcards
- Letters, emails, or phone calls home to parents
- Special responsibilities/privileges
- Reward colours
- Reward badges

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

- A verbal reprimand
- Debits
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Internal Exclusion – time in the Refocus Room
- Suspension
- Managed move
- Permanent Exclusion

We may use the Refocus room in response to misbehaviours and/or serious or persistent breaches of this policy. Students may be sent to Refocus during lessons if they are disruptive, and they will be expected to follow their usual timetable and complete work set.

Students who do not attend detentions persistently are will also be placed into Refocus.

The Refocus room is managed by the pastoral support staff.

7.2 Off-site behaviour

Sanctions 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. Sanctions will also be applied when off-site behaviours disrupt the education or impacts the welfare or safety of the school community.

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 Associate Headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

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

8. Behaviour management within lessons

Every student has the right to learn in an environment free from disruption. To support this, the school operates a behaviour for learning system within lessons so students are clear on both the behaviours which are expected and celebrated, as well as those which cannot be accepted. This system balances positive recognition and sanctions to support and encourage students in making choices and understanding the consequences of their actions, both positively and negatively. This is underpinned by our behaviour curriculum which teaches students what we expect and why.

Teachers will employ a staged approach to student disruption ensuring the student fully understands the next stage of the process.

Teachers will issue the following as a staged and escalating response to disruptive behaviour.

Stage 1 – Verbal Warning

Stage 2 – Second Verbal warning and a debit is issued

Stage 3 – Third verbal warning about a lesson removal and a 30-minute detention is issued

Stage 4 – Lesson removal

A lesson removal will result in a day in Refocus the next day and a 60-minute detention being issued.

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
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Use the behaviour for learning system
 - 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 Detentions

As part of the behaviour for learning system, detentions are utilised to discourage negative or unwanted behaviour. Detentions are issued as a consequence to poor student behaviour.

- Detentions can be issued in 30 or 60-minutes durations
- Detentions run for 90 minutes on Tuesday, Wednesday, Thursday, and Friday
- A student can sit more than one detention per day
- We do not need to provide 24 hours' notice of a detention, but we do this out of courtesy
- Text messages are sent to parents/carers to notify them of their child's detentions the following day
- Failure to attend a detention will result in a rescheduling of the original detention and the addition of another 30-minute detention
- Persistent failure to attend detention will result in a period of internal exclusion in the Refocus room or suspension

8.3 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
- 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

8.4 Confiscation

Any prohibited items (listed in section 3) found in Students' possession will 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.

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

8.5 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.

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.

9. Monitoring arrangements

This behaviour policy will be reviewed by the Associate Headteacher and Behaviour, Safety, Inclusion, and Intervention committee every year. At each review, the policy will be approved by the Associate Headteacher and the BSII committee.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection policy
- Safeguarding policy

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to students
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students, staff, parents/ carers and all other stakeholders
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life