



Lady Lumley's School

Positive Behaviour for Learning Policy

Approver: Local Governing Committee
Review Cycle: Annual

Revision History			
Date	Version	Short Description of Changes	Approved by:
15/07/21	1.0	Draft approved	LGC
28/09/22	1.1	Updated September 2022	LGC
23/11/22	1.2	Review updates approved	LGC
19/07/23	1.3	Review updates approved	LGC
17/10/23	1.4	Review update	Approved by the Chair pending ratification by the full LGC
31/01/24	1.4		LGC

Positive Behaviour for Learning

Table of Contents

Table of Contents	2
Introduction	3
The Positive Learning Experience	3
Rewards	4
House Points	5
Positive Behaviour for Learning: Rules and Expectations	5
The Positive Behaviour for Learning Consequences	6
The In-Class Consequence Process	6
Consequence for reaching 15 Negative Points	7
Half-term review	7
The Role of the Curriculum Leader in the Positive Behaviour Policy	7
Immediate Negative Points	8
Serious Class Incidents	8
Around School Consequences	8
*Defiance	9
Working with Parents, Carers & Guardians	9
Monitoring	10
Detentions	11
Reasonable Adjustments	12
Approaches to Child On Child Abuse, Discriminatory Language and Behaviour	12
Very Serious Incidents	13
Setting off the Fire Alarm	13
Illegal Substances, including drugs	13
Pre-meditated Assault and refusal to follow staff instructions	13
External Agencies	13
On Call Data	13
Addendum to School Behaviour Policy, in light of Covid19 situation	14
Policy Review	15
Appendix A – Rewards System	16
Appendix B – Consequences Map	19
Appendix C – Automatic Consequences	22
Appendix D – Detentions	23
Appendix E – Principles of De-escalation	24
Appendix F – Prohibited Items	25
Appendix G – Screening, Searching & Confiscation	26
Appendix H – Power to use reasonable force	33
Appendix I – Positive Behaviour for Learning Posters	35
Context	39

Introduction

The governors and staff at Lady Lumley's School believe that high quality teaching and learning is enhanced by a clear and consistent behaviour and rewards policy, which sets out the high expectations for all members of the school community. The policy will enable all students to behave in line with the Lady Lumley's Vision of **'Being our best'** and empower students to commit to our core values of **Learning, Leading, Ambition and Progress**.

The policy promotes a happy, safe learning community, where there are positive relationships between staff and students together with a consistent rewards system and celebration of success, progress, and positive attitudes. All staff within the school have a key role to play in ensuring the success of the policy, through consistent application, and through demonstrating the high standards expected through daily interactions with students and with each other. **Behaviour for Learning is the responsibility of all members of the school community**. It is the responsibility of the staff to:

- develop an achievement culture through regular praise/rewards.
- regularly reinforce classroom and around-school expectations, (Staff should not assume that students automatically know all the behavioural expectations).
- be prepared to listen to students.
- behave in a calm, dignified yet assertive, manner.
- focus on the behaviour not the person.
- rehearse strategies for dealing with low level disruption so that we become skilled in deescalating conflict.
- avoid stereotyped or pre-conceived judgements about students.
- support students to positively change behaviours.
- celebrate cultural diversity within our community.

Lady Lumley's School aims to create an environment in which there is no low-level disruption in lessons and conduct around the school is outstanding. Students are encouraged to take responsibility for their own behaviour and actions and become increasingly independent within the school setting. Where students do not meet the high standards set out in the behaviour policy, there is a clear and consistent approach to consequences that has been explained to all stakeholders.

The school is very aware that some students have social, emotional, and mental health and wellbeing issues (SEMH&W). This policy aims to support these students by setting clear consistent rules for students. However, it is also possible for reasonable adjustments to be made for students where their expression of SEMH&W indicates additional support strategies are required. These students will be identified to staff and the strategies employed to support these students will be clearly communicated and supported through CPD; this may include support plans, notes on Class Charts, Risk Assessments or Education and Health Care Plans (EHCPs).

The Positive Learning Experience

First and foremost, staff at Lady Lumley's School will foster a culture in which **learning, leading, ambition and progress** are celebrated, and where excellent relationships between all members of the community are the driving force of a positive learning experience.

Positive Behaviour for Learning Policy			Lady Lumley's School	Page 3 of 39
Date: October 2023	Version 1.4	Review Date: September 2024		

Good behaviour and attitudes are enhanced by a challenging, engaging curriculum, supported by high quality lessons that take account of the potential barriers to learning that students may experience.

The following consistent approaches by teachers will contribute to the positive learning culture:

- arrive before the class to meet and greet the class.
- ensure that students know that they will either line up quietly outside the classroom, or enter the classroom quietly, depending on the location of the classroom.
- ensure that uniform is worn correctly.
- ensure students have the correct equipment.
- always use the Silent signal to gain the class attention.
- make sure students are aware of the learning objectives and success criteria.
- use positive language to promote co-operation and commitment.
- manage the space, monitoring all students' work and behaviour continuously.
- be mobile, not sitting at your desk.
- give feedback regularly and constructively.
- set regular home learning, in accordance with the home learning policy.
- establish and maintain a stimulating classroom environment.
- ensure that students leave the classroom in a quiet and respectful manner.

Staff at Lady Lumley's have a "Fresh Start" philosophy. Once a consequence has been served, staff will welcome the student back to the next lesson, ensuring that a positive approach is taken.

Rewards

The aim of the reward system is to recognise effort, attitude, progress, participation and success at all levels in all areas of school life. It is essential that the use of positives is a feature of every lesson and that they are used equitably across different Year Groups, ability sets, genders and that they are awarded evenly over the course of the academic year. Positives should be awarded regularly enough to encourage effort, attitude, progress, participation and success, yet sparingly enough to preserve their status and respect. All staff have a responsibility to give praise, during lessons and at other times, when they are with students. Regular recognition and praise is important in developing students' confidence and self-esteem. There are many ways to reward students who are succeeding or improving, or behaving in a positive way around the school:

- Using Class Charts to reward positive effort, attitude, progress, participation and success.
- Making constructive remarks about students' work.
- Recognising success of differing kinds in assemblies (particularly Rewards Assemblies) and Tutor time.
- Displaying work in classrooms and corridors.
- Positive phone calls to parents, carers and guardians.
- Sending letters of encouragement and praise to parents, carers and guardians.
- Ensuring that the Headteacher, Deputy Headteacher, Assistant Headteacher, Key Stage Leaders, Heads of House, Pastoral Officers, and Curriculum Leaders, are actively given opportunities to praise individuals for effort, attitude, progress, participation and success.

- Supporting the award system at Awards Presentations.
- Postcards – either given directly to students or sent through the post.
- A variety of prizes and events linked to the Class Charts reward system.

Positives should not normally be given for behaviour which merely reflects the school and classroom code of conduct e.g., not shouting out or bringing the right equipment or ingredients. Pupils experiencing these difficulties will be supported through our pastoral structure. Staff at Lady Lumley's School have high expectations and students will be rewarded for meeting these expectations.

House Points

House Points are gained from Class Chart rewards, attendance, taking part in school enrichment activities, representing the school, good behaviour and going the extra mile. Points are deducted for being late to school, incorrect uniform, using mobile phones in school and poor behaviour.

Please see Appendix A for an overview of how the Class Charts rewards system works.

Positive Behaviour for Learning: Expectations and Consequences

From time to time, young people will not behave within the expectations set out in the school rules. Governors and staff at Lady Lumley's School, understand that students sometimes make mistakes, and a strong pastoral system is in place to help students become more responsible. A consistent, whole-school approach to managing poor behaviour, in which there is clarity around consequences, is essential.

Whilst consistency is important, if students keep repeating the same behaviours and receiving the same consequences, staff should reflect on what changes could be made to make repeated poor behaviour less likely. The emphasis of this policy is on encouraging and developing positive behaviour, not punishing poor behaviour.

The Rules and Consequences Poster clarifies expectations around conduct, but the school expectations are summarised in the Expectations Matrix (Appendix I)

The high expectations of behaviour and conduct will be explicitly taught, discussed regularly with students in assemblies and tutor time and will be clearly displayed around the school.

Consistency will be achieved by: -

- all staff sharing a positive ethos to managing behaviour.
- all staff embracing and adopting the advice and the principles of this policy.
- all staff following the guidance in the Positive Behaviour for Learning Consequence Charts (In-Class and Around School)
- all staff regularly reminding students of the school's high expectations

See APPENDIX I for the Rules and Consequences Poster.

If these rules are broken the consequence will be recorded on Class Charts or in the planner as detailed in Appendix B.

The Positive Behaviour for Learning Consequences

Students need to understand the minimum consequence that will result from not following the Positive Behaviour for Learning Policy and should also be aware of the minimum consequence for their behaviour.

The Positive Behaviour for Learning Policy has very high expectations for student conduct in lessons. Low-level disruption takes time away from the learning for everyone, and expectations for conduct in lessons, including being fully engaged in all work set, will regularly be reinforced through assemblies, tutoring and by classroom teachers.

The In-Class Consequence Process

The approach to poor behaviour in lessons is based around a simple stepped approach. APPENDIX B, provides the details of how the system works, but please also see the advice below:

When students enter the classroom, **the expectation is that students have an entry task which allows them to settle down quickly and quietly to their work.** In most cases, the teacher should use whole class behaviour management techniques to deal with any unsettled behaviour as students are entering the room.

1. Once the students are settled, any students who break the clearly defined classroom rules, should receive a VERBAL WARNING, along with the reason for the verbal warning.
2. If the student continues to break the rules, a CONSEQUENCE 1 (“C1”) should be given, again with a reason for the consequence. A NEGATIVE POINT will also be recorded on Class Charts.
3. If the student continues to break the rules, a CONSEQUENCE 2 (“C2”) should be given, again with a reason for the consequence. A NEGATIVE POINT will also be recorded on Class Charts.
4. If the student needs a further CONSEQUENCE (“C3”), **the member of staff will remove the student to a C3 room on the school rota.** A NEGATIVE POINT will also be recorded on Class Charts.
5. For a refusal to go to the C3 room (or for a removal for a serious one-off incident) staff should record a brief written statement on Class Charts. The member of staff will alert the on-call team via the SIMs Alert Button, and the student will be moved to the REFLECTION ROOM. This means the student moves to a C4 (staff should record a brief written statement on Class Charts against the NEGATIVE POINT.) **If a serious one-off incident occurs or an incident that may result in an suspension, the statement should be recorded on CPOMs.**

The CONSEQUENCE CHART can be seen in APPENDIX B, which details the further consequences within the system following C3 REMOVAL.

Consequence for reaching 15 Negative Points

Any student who receives 15 negative points during the week, will have an additional consequence put in place. The first time 15 points are reached, a staff member will visit the student in the classroom, discuss the behaviour and set an after-school detention. At that detention, Key Stage Leaders/Pastoral Officers will discuss the reasons why the 15 points have been reached, and a plan will be put in place to support improvement.

The second time 15 negative points are reached the student will be required to spend planned time in REFLECTION (C4). Those who reach 15 points will be collected by SLT on rota who will have been alerted by Class Charts.

Half-Term Review

Some students may consistently reach 10-14 NEGATIVE POINTS each week. To ensure that this degree of low-level disruption also receives a consequence, students who have not had any 15 POINT WEEKS, but pick up 50 NEGATIVE POINTS over a half-term will also be required to spend time in REFLECTION (C4). A conversation with the Pastoral Officer and/or Key Stage Leader will take place when 50 & 75 negative points are reached, to remind the student of expectations.

The Role of the Curriculum Leader in the Positive Behaviour Policy

Class teachers must keep their curriculum leader informed if a student receives a C3 in their lesson and the Curriculum Leader should monitor C3s on ClassCharts. If this behaviour becomes repeated over a period of time, the class teacher should raise this with their curriculum leader. A discussion between the class teacher and the curriculum leader should take place, followed by the curriculum leader having a discussion with the student about the repeated poor behaviour and the consequences if the behaviour does not change. The class teacher should ring home and discuss the concerns and the consequences if there is no improvement. A summary of all discussions and of the call home should be logged on CPOMS, tagging the Pastoral Officer and the Key Stage Leader.

If the student's behaviour does not improve, the following consequences will be applied:

The student will be removed from the subject lessons for between 1 and 2 lessons (depending on how often the class teacher sees the student). The curriculum leader will arrange for the student to work in the back of a sixth form lesson within the department. If this is not possible, the curriculum leader should arrange for the student to work in the back of a different sixth form lesson (different subject). The student will have access to the work set but will have some time out of the lesson to reflect on their behaviour and its impact. Work will be provided by the class teacher. If the lesson is Period 4 and there are no other classes available then the Reflection Room may be used for the extraction.

Following the subject extraction and before the student returns to the lesson, the class teacher and the curriculum leader will meet with the student to discuss a fresh start and a positive change in behaviour.

At this time the Curriculum Leader will liaise with the Class teacher to break the cycle of repeated behaviour. This may include Student Voice, observation of the student in a class where they are successful, parent voice and tutor/Pastoral Officer involvement.

The student returns to the lesson with a fresh start.

If the student's behaviour continues to be poor and they receive repeated C3's again over a period of time, the process will begin again.

Increased sanctions such as issuing C4 instead of C3 could be used to increase the level of consequences for the repeated behaviour.

All discussions and consequences should be logged on CPOMS, therefore informing the Pastoral Officer and Key Stage Leader. If there are concerns from multiple subjects, the Pastoral Officer or Key Stage Leader may become involved.

NB – Where the class teacher is the Curriculum Leader, they will liaise with another Curriculum Leader who will co-ordinate the extraction.

Immediate Negative Points

The following school rule infringements will lead to an immediate NEGATIVE POINT. In other words, no VERBAL WARNING will be given.

- Uniform infringements e.g. non-uniform clothing, jewellery
- Late arrival
- No Home Learning (this includes incomplete Home Learning)
- Missing equipment
- Use of mobile phone

This type of NEGATIVE POINT will not count towards a "C3" removal.

Serious Class Incidents

If there is a serious incident in class, the member of staff may press the SIMs Button immediately for On Call support. On Call is staffed by the Senior Leadership Team on a rota with a Pastoral Officer supporting each lesson. Serious Class Incidents include:

- Swearing at a member of staff.
- Threatening or abusive behaviour to staff or other students.
- Outbursts of aggressive behaviour, such as punching a wall.
- A student leaving class without permission.
- Defiance*

Around School Consequences

Around school, it is essential that **all staff** challenge students when they do not meet the high expectations for conduct around the building. Staff will record an appropriate comment on ClassCharts. Students receiving 3 Around School Consequences will receive a school detention.

Consequences for further sets of 3 comments will lead to more serious consequences, following the protocol set out in the student planner.

- i. For low level misbehaviour around school, a comment should be recorded on ClassCharts. Examples of reasons for comments might include:
 - Swearing or inappropriate language use, which is non-threatening.
 - Minor physical contact between students or play-fighting

- Untucked shirt or other uniform infringement that can be immediately rectified.
 - Unruly behaviour on the corridor or around school.
 - Dropping litter.
 - Being out-of-bounds.
 - Eating or drinking anywhere except in designated areas.
 - Chewing gum.
 - Use of mobile phone (phone will be confiscated)
 - Being out of bounds
- ii. For more serious infringements of the policy, on-call staff should be alerted as soon as possible, and students will be removed to the REFLECTION ROOM, whilst an appropriate consequence is decided on. Staff should record the incident on CLASS CHARTS. Incidents in this category include:
- Threatening or abusive behaviour to staff or other students.
 - Prejudicial language/behaviour to staff or other students.
 - Outbursts of aggressive behaviour, such as punching a wall.
 - Fighting.
 - Truancy.
 - Deliberate damage to the school environment.
 - Defiance* or walking away from a member of staff.

***Defiance**

Defiance can be defined as a prolonged refusal to follow an instruction from any member of staff. If a student refuses to follow an instruction given by a member of staff, they should be given thinking time to make the right decision. The staff member should give the student the appropriate space to make the right decision - the thinking time should not be counted down by the staff member.

The staff member should use the words, “This is defiance. I’m going to give you some thinking time to put things right.” See Appendix D – Principles of De-escalation. If the student continues to be defiant after this opportunity, they will move to CONSEQUENCE 4 (REFLECTION ROOM).

Working with Parents, Carers & Guardians (PCG)

Managing behaviour at Lady Lumley’s School is more likely to be effective if we work with parents, carers and guardians as genuine partners in the education process. Parents, carers and guardians need to be assured that the school's way of managing behaviour is well thought out, fair and effective. It is important to have clear procedures for contact between parents and school staff through:

- Announcements via ClassCharts
- Reports that are available to parents on Class Charts
- Letters home
- Newsletter
- The school website
- Parents, carers and guardian’s consultation evenings
- Text messages & email
- Engaging the services of the Pastoral Team.
- Parent information evenings.

The first point of contact for parents, carers and guardians is the Form Tutor.

One important element of working with parent, carer or guardians is the role of the Pastoral Officers. After Tutors, this team is often the next point of contact, for parents, carers, or guardians.

It is important that parents, carers and guardians understand that violence, threatening behaviour or abuse by pupils or parents towards the school's staff either in person or online will not be tolerated. If a parent, carer or guardian does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

Monitoring

The first point of contact for monitoring students' behaviour will be their Form Tutor. On a daily basis they will check the number of POSITIVE and NEGATIVE POINTS on Class Charts, and where necessary look into the type of comments that individual students are receiving. This will also look for patterns in their behaviour and have discussions with the student and/or PCG to try to modify it where necessary.

Form Tutors will conduct a daily Equipment check and record a negative on ClassCharts. If a student has reached 3 (or a multiple of 3) negative points, the Tutor will discuss organisation strategies with the student/and or PCG. If a student has repeated incidents the Pastoral Officer will meet the student and PCG to discuss and involve the SENDCo if appropriate.

Form Tutors will liaise with Pastoral Officers and Curriculum Leaders to ensure support is put in place, if inappropriate behaviour is causing disruption to a safe, appropriate learning environment.

Form Tutors will be expected to regularly discuss with students, any inappropriate behaviour, especially with those students who are getting close to 15 negatives per week. These conversations should be motivational and aimed at de-escalating the situations in order to avoid the student being placed into REFLECTION ROOM.

For students who are regularly getting low level C3s, or higher, this will involve a formal monitoring process. This involves the key member of staff meeting with the student and identifying a plan to support the student in modifying their behaviour. The monitoring system works as follows:

Responsible for Monitoring	Some Reasons for Monitoring
Form Tutor	Regularly getting low level Consequence 3s
Curriculum Leader	Regularly receiving C3's within a subject area. Regular low level disruption within a subject area.
Pastoral Officer	No improvement while Form Tutor/Curriculum Leader monitoring or repeated number of Consequence 4s

Key Stage Leader	No improvement while Pastoral Officer monitoring or repeated C4s, 5s or 6s
SLT link	No improvement while Key Stage Leader monitoring or students who have been issued Consequence 6 (FTEEx)
Governors through the Assistant Headteacher	Students who are at risk of permanent exclusion

For any student who continues to cause issues with the normal, safe, appropriate learning environment of the school, and therefore finds themselves placed into Consequence 6, or higher, parents, carers or guardians will be expected to attend a meeting with the Pastoral Officer and/or members of the Extended Senior Leadership Team. These meetings will be held as regularly as necessary to ensure appropriate action is taken to challenge and modify the behaviour which is causing the breach of the school rules.

Detentions

Detentions are an essential part of the Positive Behaviour for Learning Policy. Detentions can take place at Break, Lunchtime and After School

Class Teacher Detentions

Class teacher detentions may be given at the following times:

- during morning break
- during lunch time
- after school

Break & Lunchtime Detentions

- Class Teachers/Subject Leaders can issue break and lunchtime detentions at a time convenient to the teacher. These detentions will be for 10 minutes to allow the student to access toilets and lunch. Break & Lunchtime Detentions can be given for the following reasons:
 - C3 Removal
 - Incomplete Home Learning (if not submitted after opportunity to complete & resubmit)
- Class teachers should not issue 'whole class' detentions, as it will always be the case that some students are blameless and undeserving of a sanction.
- These detentions can be co-ordinated within a subject area with staff on a rota.
- Failure to attend the Break/Lunchtime detention will trigger an After-School Detention
- Break/Lunch Detentions will be triggered by 3 around school Negative points and subsequent 3 x negative comments.

After School Detentions

After School Detentions will be issued through ClassCharts (see Appendix B consequences Map). Students will attend their Key Stage detention on Tuesdays and Thursdays initially. Detentions will be for 30 mins but can be extended for repeated behaviours.

All members of teaching staff will be required to do a small number of after-school detentions throughout the course of the year, and detention rotas for the year ahead will be made available at the start of each academic year. Reminders will be sent to staff via the Staff Bulletin each week. If staff are unable to complete their duty on a specific date, they must organise a swap with another member of staff.

Students who fail to attend their detention will be issued with a Thursday Head Teacher detention.

Students who fail to attend a Headteacher detention will trigger a period of time in the Reflection Room (C4) on Friday and complete their After School detention in the Reflection Room until 4pm.

Appendix D gives more details about Detentions.

Reasonable Adjustments

The Positive Behaviour for Learning Policy takes careful account of the SEN Code of Practice and the Equality Act 2010 along with the Disability Equality Duty in the Disability Discrimination Act 2005, and Special Educational Needs and Disability Act 2001. Whilst there will always be a consistent approach to rewards and consequences within the policy, it is important that reasonable adjustments are put in place for students with specific needs that may affect conduct around the school.

In most cases any reasonable adjustment will be made around the nature of the consequence; in other words, the consequence will in the vast majority of cases be put in place in line with the policy, but the manner in which the consequence is carried out may be reasonably adjusted.

Other reasonable adjustments may be put in place by the Pastoral or SEND Team. These adjustments will always be detailed in a written Pastoral Behaviour Plan and shared with all staff.

Approaches to Child on Child Abuse and Discriminatory Language and Behaviour (Please see the Child on Child Abuse Policy and Anti-Bullying Policy for full information.)

The school ethos supports the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. Students are educated in these areas throughout the curriculum.

Bullying of any form is not accepted, and any incidents of bullying brought to the attention of school staff will be fully investigated. As a minimum, a C4 will be put in place for students found to have been responsible for bullying.

Discriminatory language of any kind is not accepted at Lady Lumley's School, and any use of discriminatory language and any form of discriminatory behaviour, however minor, will receive at least a C4. The incident should also be recorded on Class Charts.

The school takes very seriously any use of social media to intimidate, harass or bully any member of the Lady Lumley's community. Inappropriate usage of social media will be dealt with in line with the school behaviour policy, even if it takes place outside of school hours.

Very Serious Incidents

The following have been identified as requiring an instant lengthy Fixed Term Suspension and consideration of Permanent Exclusion:

Setting off the Fire Alarm

Students who deliberately set off the fire alarm in school will receive a significant fixed term suspension, and the governors will consider whether permanent exclusion is the appropriate consequence.

Illegal Substances, including drugs

(Please see the Drugs Policy for full information)

The school does not permit the misuse of drugs nor the use or presence of unauthorised drugs on site or associated with any activity, anywhere, for which the school is responsible, including on journeys to and from school.

Whilst the school acknowledges the advice from the DFE that drug-related incidents should not automatically lead to suspension, the governing body believes that clear consequences form part of the school's response.

Where illegal drugs are used or supplied it is likely that a significant fixed term suspension will be put in place, and where circumstances are particularly serious, permanent exclusion may be considered. A second similar drug-related offence is likely to invoke Permanent Exclusion.

Possession or use of alcohol on site will incur at least a C5.

Pre-meditated Assault and refusal to follow staff instructions.

If a student assaults another member of the school community, and investigation shows this to be premeditated, it is likely that a significant fixed term suspension will be put in place, and where circumstances are particularly serious, permanent exclusion may be considered. If students are involved in a fight, and refuse to stop when asked by staff, the same consequences will be considered.

Possession of a weapon

If a student brings a weapon into school (including knives), it will incur at least a C5.

Threats/Assaults to adults in school

If a student threatens or assaults an adult in school, it will incur at least a C5

External Agencies

At Lady Lumley's School we value the support and guidance that external agencies can provide to support our school community e.g. Police, Children & Adolescent Mental Health Services (CAMHs), Children's and Family Services (CFS), Early Help etc. We will actively signpost and refer students and families to these External Agencies to secure support and will liaise closely with them where appropriate to support the students.

On-Call Data

Class Charts Behaviour Module will be used to provide data for SLT/Key Stage Leaders/Curriculum Leaders/Teachers/Pastoral Officers/Tutors

Positive Behaviour for Learning Policy			Lady Lumley's School	Page 13 of 39
Date: October 2023	Version 1.4	Review Date: September 2024		

Historical On-Call data will be used to inform SLT, Key Stage Leaders and Subject Leaders where 'hot-spots' may arise. The high visibility of these key staff around the school will then be better focussed in order to support classroom teachers. This data will be updated each week, so that the information is as current as possible.

Addendum to School Behaviour Policy, in light of coronavirus situation

Staff will use the reward system in the usual way to reward students for their positive contributions to school life.

It is very important that students adhere to the additional rules, put in place due to the current situation. This will help keep everybody in the school community safe:

- Arriving to and leaving school at the expected times and following the required route into school that is in place when applicable
- Sticking to the zones, toilets and break areas assigned to your learning bubble, and following one-way systems when applicable.
- Following all social distancing rules that are in place.
- Following all requirements around hygiene: handwashing and sanitising as instructed by school staff for instance.
- Following expectations about sneezing, coughing, tissues, and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands.
- Not sharing any of your personal equipment with any other student. Only sharing school equipment where you have been given permission to do so by a staff member.
- Queueing sensibly whenever necessary, for example to enter a classroom, or wash hands or use toilet facilities, maintaining the social distancing rules as directed.
- Following all instructions around mixing with other students before and after school.
- As always, following all instructions from staff first time, every time.

Staff will use the behaviour policy in the following way:

- For minor breaches of the rules above the normal system will be used- warning, followed by C1, C2 and C3. A C3 will lead to removal from the lesson.
- If staff consider that a student's behaviour is at risk of seriously endangering the safety of other students or staff, parents, carers and guardians will be asked to come into school to collect the student and a fixed term suspension will be put in place.
- (Consequences will be given for low level disruption and other infringements not related to Covid19 in the usual way.)

Students who are removed from lessons will be isolated from their peers for at least the rest of the lesson.

Students who persistently disrupt the class will be isolated for a longer period of time, in line with the school policy.

After school detentions will be put in place for any students who persistently disrupt their lessons.

Please note, students who make a joke out of the coronavirus situation - pretending to cough for example, will receive a consequence (minimum C4). This kind of behaviour will not be tolerated.

Unfortunately, we have seen nationally a small number of cases of people coughing or spitting at other people. Whilst we would not expect this type of behaviour from any Lady

Positive Behaviour for Learning Policy			Lady Lumley's School	Page 14 of 39
Date: October 2023	Version 1.4	Review Date: September 2024		

Lumley's Student, we do need to emphasise that any behaviour of this type will be dealt with in the strictest possible way, including possible permanent exclusion from school.

All students will be expected to wear their full school uniform, and all the usual uniform rules will apply. If parents, carers, and guardians are finding it difficult to find any items of uniform, they should contact the school as soon as possible.

Policy Review

The School will conduct a full review of the policy with the governing body on an annual basis.

The Positive Behaviour for Learning policy will be reviewed at least Termly and amended where appropriate in response to Student, Staff & Parent Voice.

APPENDIX A	Rewards System
APPENDIX B	Consequence Map
APPENDIX C	Automatic Consequences
APPENDIX D	Detentions
APPENDIX E	Principles of De-escalation
APPENDIX F	Prohibited Items
APPENDIX G	Screening, Searching & Confiscation
APPENDIX H	Power to use reasonable force
APPENDIX I	Behaviour for Learning Classroom Posters
APPENDIX J	Home School Agreement (TBC)

Appendix A- Rewards System

At Lady Lumley's School we will reward students for positive contributions to the life of school in many different ways. This will include:

- Positive language in the classroom.
- Making constructive remarks about students' work.
- Recognising success of differing kinds in assemblies (particularly Rewards Assemblies) and form time.
- Displaying work in classrooms and corridors.
- Positive phone calls to parents, carers and guardians.
- Sending letters of encouragement and praise to parents, carers and guardians.
- Ensuring that the Headteacher, Deputy Headteacher, Assistant Headteacher, Key Stage Leaders, Heads of House, Pastoral Officers, and Curriculum Leaders, are actively given opportunities to praise individuals for effort, attitude, progress, participation and success.
- Supporting the award system at Awards Presentations.
- Postcards – either given directly to students or sent through the post.
- A variety of prizes and events linked to the Class Charts reward system.

We will also run a whole school rewards system through ClassCharts, as outlined below:

Ongoing (1 point each)

1. Learning and Progress
 - Excellent contribution to a lesson
 - Excellent independent or home learning
 - No negative comments
2. Active Leadership
 - Acting as an ambassador for Lady Lumley's School
 - Acts of support and kindness to others
 - Excellent contribution during extra-curricular activities
 - Involvement in a House competition
 - Weekly attendance and punctuality
3. Ambition
 - Displaying Key Characteristics within the classroom and the community
 - Improving and exceeding our potential

Termly (5 points each)

1. Learning and Progress
 - Student of the term in each class.
 - Subject Awards
 - Assistant Head Raising Student's Standards Award
2. Active Leadership
 - Pastoral Officer "Lady Lumley's Citizens" Awards
 - Key Stage Leader, Student of the Term Award
 - Head of House, Student of the Term Award
 - Student Leadership Awards
 - Extra-Curricular Award

- Performing Arts Awards
 - Deputy Headteacher's Enrichment Award
3. Ambition
- Attendance Awards
 - Impressive display of Key Characteristics within the classroom and the community
 - Assistant Head Ambition Awards

One-off rewards (5 points each)

- Student of the week (a different subject will nominate student of the week each week)
- Regular member of a sports team
- Taking part in a performing arts activity
- Helping out at a school event
- Membership of one of the Student Leadership groups
- Headteacher's Reward- any member of staff can recommend a student for a Hot Chocolate Friday from the Headteacher, for a particularly impressive contribution in any aspect of school life.

A 1 in the school report (10 points)

- Any student receiving a 1 for Engagement for Learning in their school report.

How the rewards will work

At regular points throughout the term, Senior Leaders and Pastoral staff will celebrate students' achievements in assemblies, focusing on the key elements of the rewards system: learning and progress; active leadership; participation and ambition.

Rewards Assemblies

Each term there will be a rewards assembly, run by the Key Stage Leader, working with the House Leader, and supported by as many members of the leadership team as possible.

At this assembly, the termly rewards (see above) will be celebrated.

Additionally, students will receive badges for reaching certain rewards thresholds:

Badge/Certificate	Rewards
Monthly Academic Bronze Award	20
Monthly Academic Silver Award	30
Monthly Academic Gold Award	40

Possible rewards may include – (these will be trialled and reviewed dependant on student voice throughout the academic year):

Friday Hot Chocolate with Pastoral Officers

- Each week a different group of students will be invited for hot chocolate in the Pastoral office (e.g. Most improved; most reward points; students of the week etc)

Weekly Prizes

- “Q” jump + friend for top 3 students every week.
- 5 in each year group- Prize Box (students select a prize from a range of items)
- From time to time, there will be prize draws for one off prizes, which will be done through the reward system.

Half Termly Prizes

- Top 50 students in each year group to be entered into a prize draw.
- Highest scoring form group in each year to have a treat to be agreed with Pastoral Officer/Key Stage Leader
- Prizes donated by the Local Community.

Christmas Term and Spring Term

- Top 25 students in each year group for the term to choose a reward from a range of options discussed with Pastoral Officer.

Summer Term

- Top 40 students for the full year in each year group to agree an award from a range of options discussed with Key Stage Director.

Year 11 students

- Year 11 students will be able to use their rewards from year 10 and 11 to contribute towards the right to attend the school Prom.
- Prize draws may include a limited number of free Prom tickets and Hoodies.

Appendix B – Consequences Map

Stage	Description	Consequence	Staff Actions, Tracking & Communication
Verbal Warning	The VERBAL WARNING, has a clear purpose: <ul style="list-style-type: none"> To indicate that what a student is doing is unacceptable. Staff may move the student within the room to avoid further problems 	NO FURTHER ACTION	<ul style="list-style-type: none"> Clearly state the words 'VERBAL WARNING' to the individual student, and make it clear what the warning is for. Verbal warning should not be given as a blanket warning to the full class. Staff combine firmness with an acceptance that many young people will make genuine mistakes, which do not need pursuing.
Consequence 1 (C1)	During lessons, if a student continues to behave unacceptably after the 'verbal warning', the teacher issues an "C1", clearly explaining the reason for the consequence: <ul style="list-style-type: none"> A NEGATIVE POINT must be entered in Class Charts (https://www.classcharts.com/). a member of staff may move the student within the room to avoid further problems 	<p>NEGATIVE POINT</p> <p>A student who acquires 25 negative points in a week in all lessons will receive an C4 (REFLECTION ROOM)*. Students who have not triggered the 25 negative points in a week but accumulate 100 Negative Points in a ½ Term would also result in a C4 (Reflection Room).</p> <p>*If this is the first time a student has received 25 comments, there will be a discussion about the reasons for the behaviour. If this is a subsequent 25 Negative points in a half-term a C4 (Reflection Room) will be issued.</p>	<p>On Class Charts the staff member, presses the NEGATIVE POINTS BUTTON related to the type of behaviour (1 Point).</p> <p>At an appropriate time in the lesson, appropriate counselling at an earlier stage will reduce the chances of escalation to further negative points.</p> <p>If the negative point being entered is the 25th of the week, SLT on call will remove the student.</p> <p>Form Tutors will monitor Negative Points for their form, promoting positive behaviour and making the right choice. Key Stage Leaders and the Pastoral Team will also work with identified students to prevent comments escalating throughout the week.</p>
Consequence 2 (C2)	If a student continues to behave in an unsatisfactory manner, the teacher issues an "C2", clearly explaining the reason for the consequence: <ul style="list-style-type: none"> A SECOND NEGATIVE POINT should be given students must be moved to another area of the room <p>Failure to comply with the move to another area of the classroom will mean a student moves to CONSEQUENCE 3 (C3)</p>	NEGATIVE POINT	<p>On Class Charts the staff member, presses the NEGATIVE POINTS BUTTON related to the type of behaviour. (1 Point)</p> <p>If the negative point being entered is the 25th of the week, SLT on call will remove the student</p>
Consequence 3 (C3)	If the student continues to behave in an unsatisfactory manner, the teacher issues an "C3", clearly explaining the reason for the consequence: <ul style="list-style-type: none"> A THIRD NEGATIVE POINT should be given the student is now removed to another classroom on the C3 rota. <p>Failure to comply with the C3 Removal will mean a student moves to C4</p> <p>In certain circumstances, a serious incident in class may result in an immediate removal from the classroom. Further investigation could lead to a more serious consequence being put in place.</p>	<p>C3 REMOVAL & BREAK/LUNCH DETENTION</p> <p>The student must be moved to another classroom in the school and must attend a lunch detention.</p>	<p>On Class Charts the staff member, presses the NEGATIVE POINTS BUTTON related to the type of behaviour (1 Point) and instructs the student to the C3 Removal Room. SLT on call can be requested to support to remove the student to the identified C3 Removal Room.</p> <p>This will also result in a Break/Lunch Detention with the subject teacher/leader.</p> <p>When referring a student to another room it is the original teacher's responsibility to ensure that the student has sufficient work to complete.</p> <p>The class teacher should enter a brief written comment about the reason for the removal on Class Charts. Serious one-off incidents should be recorded in sufficient detail for senior staff to decide the appropriate consequence.</p> <p>The students' negative behaviour should be discussed with the class teacher as soon as possible after the lesson; if this is not possible immediately, the discussion should take place at the earliest practical opportunity.</p> <p>The member of staff responsible for issuing the third negative point should undertake this discussion. They can request the support of the Subject Leader to assist in this restorative discussion. Restorative conversations are positive ways to re-engage students.</p> <p>A timetable for the week, identify C3 Removal rooms for each lesson, at least two colleagues are always identified as being available to 'receive' students.</p>

	<p>If the C3's become a pattern within a particular subject area/class, the class teacher will liaise with the Curriculum Leader.</p>	<p>Subject extraction for a period of 1-2 lessons within the department (or in the case of small departments, within another dept). If this is P4, then Reflection Room may be used.</p>	<p>The Curriculum Leader will liaise with the class teacher. Class teacher to contact home and keeping parents/carers fully informed Curriculum leader leading discussions with the student about their behaviour and the consequences/impact Subject extraction for 1 to 2 lessons within the departments. Curriculum leader to facilitate. Fresh start and return to lessons The process will be repeated if needed All discussions logged on CPOMS so Pastoral Officer/Key Stage Leader fully informed</p>
Consequence 4 (C4)	<p>If the student persists in an unsatisfactory manner or refuses to attend the C3 REMOVAL, the student will be placed in REFLECTION. The Reflection Room is an extremely serious consequence. Reflection will be for:</p> <ul style="list-style-type: none"> • A minimum of three lessons including a break and lunchtime. This means that the consequence could carry over to the following day. An automatic After-School Detention will be issued. This will be set at 1 hour. • Anything less than full cooperation in following the rules and high expectations demanded in the Reflection Room will result in extra lessons to be served. The students' parents / carers / guardians may be asked to accompany their child to school to discuss the situation. • Following unacceptable behaviour in the room, the student will be given a final warning. If the unacceptable behaviour continues, then the consequence move to C6. The student will then complete the time in the Reflection Room on their return from the suspension. 	<p>REFLECTION ROOM & AFTER SCHOOL DETENTION Students will be placed in 'reflection' and lose the privilege of going out at break and lunch times.</p> <p>Students can purchase lunch from a limited menu in the Reflection Room or eat their own packed lunch.</p> <p>Toilets are available adjacent to the Reflection Room.</p>	<p>The Reflection Room will be staffed by Reflection Staff. It is the responsibility of the Reflection Staff to ensure the Reflection is recorded on Class Charts. Parents, carers or guardians will be informed daily if their child has been in Reflection by the Reflection staff. Pastoral Officers will monitor the student at this level and create support strategies to address barriers to learning behaviour.</p>
Consequence 5 (C5)	<p>INTERNAL SUSPENSION is the consequence for students who trigger Reflection more than four times in a half-term or who commit a particularly serious misdemeanour. This will be for a minimum of a full day. The student and Ps/Cs or Gs must sign an Internal Suspension Behaviour Contract. The contract agrees that if the student refuses to accept the internal suspension or misbehaves whilst in there, home will be contacted; most situations will be resolved over the phone and the internal suspension will continue. If not, the student will be moved to A FIXED TERM SUSPENSION for the remainder of the outstanding time. The student will not access mainstream education until the consequence has been satisfactorily completed. Internal suspension is incremental for repeat offenders and for those failing to comply. A student in Internal Suspension will be required to attend a meeting with Ps/Cs or Gs at an agreed time, with Pastoral Officers/Key Stage Leaders in the first instance. The internal suspension will take place from 8.50am to 4.00pm and with the same expectations and rules as the Reflection Room.</p>	<p>INTERNAL SUSPENSION ROOM & AFTER SCHOOL DETENTION Students will be retained and lose the privilege of going out at break and lunch times.</p> <p>Students can purchase lunch from a limited menu in the Reflection Room or eat their own packed lunch.</p> <p>Toilets are available adjacent to the Reflection Room.</p> <p>Students sign a 'contract' to acknowledge the expectations of behaviour in the Internal Suspension Room.</p>	<p>Students will be required to undertake restorative and alternative learning with the Pastoral Staff to address the issues that have arisen.</p> <p>The Assistant Headteacher may inform the Ryedale Locality Hub of students at this stage of consequences.</p> <p>Initial contact by the Pastoral Officers, Key Stage Leader, Assistant Headteacher or Deputy Headteacher to Ps/Cs or Gs.</p> <p>Internal Suspension recorded on Class Charts.</p> <p>Pastoral support strategies will also be constructed and implemented at this stage, including the investigation of alternative provision/Managed Move for repeated IS.</p>
Consequence 6 (C6)	<p>FIXED TERM SUSPENSION (FTS) Lady Lumley's School is a fully inclusive school, and we will try everything possible to avoid Fixed Term Suspensions. There are, however, some situations that will require this action, these are outlined below:</p> <ul style="list-style-type: none"> • specific serious incident • constant refusal to conform to school rules (e.g.: refusal to 	<p>FIXED TERM SUSPENSIONS & SUSPENSION ROOM REINTEGRATION</p> <p>Students will be required to stay at home for the day and complete the work provided. On returning from the FTS students will be required to undertake an Internal Suspension.</p>	<p>FTS must be authorised by the Headteacher or deputising Senior Leader in the Headteacher's absence.</p> <p>The Reflection Staff will organise relevant, appropriate ability work for the student on the first day of suspension, with support from the Subject Teacher/Leaders.</p>

	<p>complete Reflection or Internal Suspension)</p> <p>Depending upon a student's suspension history and nature of the offence the FTS pattern is incremental for repeat offenders: 1 day, 2 day, 3 day, 4 day and 5 day.</p> <p>Further FTS will be at the discretion of the Headteacher.</p> <p>Failure to comply with the FTS requirements may result in the student facing PERMANENT EXCLUSION (PX).</p>		<p>Potential investigation of alternative provision for repeat offenders - ROOSE, managed moves etc.</p> <p>Letter home to notify Ps/Cs or Gs of the FTS</p> <p>FTS recorded on CPOMs/SIMs</p> <p>Pastoral support strategies will also be constructed and implemented at this stage.</p>
Consequence 7 (C7)	<p>GOVERNORS INTERVENTION PANEL (GIP)</p> <p>At the discretion of the Headteacher, in conjunction with the Deputy Headteacher and Assistant Headteacher, a student and their Ps, Cs or Gs will be required to attend the School Governors Intervention Panel (GIP) for a pre-permanent exclusion meeting.</p> <p>Any student reaching 15 days of suspension in a term, will be required to attend the GIP. Please note, that where appropriate, students with fewer days suspensions may be asked to attend.</p> <p>Failure to comply with the GIP will result in the student potentially facing PERMANENT EXCLUSION or other alternative provision.</p>	<p>GOVERNORS INTERVENTION PANEL (GIP)</p> <p>Students will be required to attend the GIP and comply with the strategies and consequence.</p>	<p>The Assistant Headteacher will coordinate with Key Stage Leader and other pastoral staff to prepare documentation for the GIP.</p> <p>Letter home to notify Ps/Cs or Gs of the GIP.</p> <p>Minutes of the meeting will be saved on file.</p>
Consequence 8 (C8)	<p>Lady Lumley's School is a fully inclusive school and aims to avoid the permanent exclusion of students. There are, however, certain extremely serious incidents that warrant this ultimate consequence. Students and parents are notified of these offences and students are regularly reminded in assembly. Similarly, the Ps/Cs or Gs of students who have gone through the pattern of suspensions have also been warned of the consequences of further serious misbehaviour.</p> <p>Provision has been set up to prevent permanent exclusions through the Ryedale Locality Hub; this includes attendance at ROOSE if agreed by the Locality Hub Panel.</p>	<p>PERMANENT EXCLUSION</p> <p>If upheld the student will no longer attend Lady Lumley's School and alternative provision will be provided by the LA</p>	<p>PX must be authorised by the Headteacher.</p> <p>The Headteacher will coordinate with the Deputy Headteacher and Assistant Headteacher and other Pastoral Staff to prepare documentation for the PEX and any subsequent appeal.</p> <p>Letters home to notify Ps/Cs or Gs of the PEX.</p> <p>Note on the students file on SIMS and the student removed from the school roll when appeal process has been completed if upheld.</p>

Consequence Chart – Around School

Stage	Description	Consequence	Staff Actions, Tracking & Communication
NEGATIVE POINT	<p>If a student is behaving unacceptably and is breaking the clearly defined school rules, A NEGATIVE POINT must be entered on ClassCharts, and where necessary a brief descriptive comment. Staff should clearly inform the student the reason for the negative comment. The member of staff may give the student an instruction to move to another area of the school.</p>	<p>NEGATIVE POINT (1)</p> <p>A student who acquires 3 negative around school points in a half term will receive a BREAK DETENTION in the first instance. This will be supervised by Reflection Staff and their behaviour will be discussed.</p> <p>Further accumulations of 3 negative around school points in the same half term will receive a stepped consequence.</p>	<p>Form Tutors are required to monitor Around School Negative Comments for their Form and reinforce the expectations for good behaviour and attitudes around the school. If a student reaches 3 negative points in a half term Class Charts will inform the Tutor, Pastoral Officer and Key Stage Leader and award a break/lunch detention.</p> <p>The Detention is normally, if available, the next day)</p>
Consequence 4 (C4)	<p>If a student's behaviour is judged to be more serious than a negative comment, the staff member should notify the On Call staff as soon as possible.</p> <p>Serious behaviour incidents include*:</p> <ul style="list-style-type: none"> Threatening or abusive behaviour to staff or other students Outbursts of aggressive behaviour, such as punching a wall Fighting Truancy Deliberate damage to the school environment Defiance or walking away from a member of staff. <p>*More guidance provided in the full policy</p>	<p>REFLECTION ROOM & SCHOOL DETENTION</p> <p>Whilst the incident is investigated, students will be placed in the Reflection Room and lose the privilege of going out at break times.</p> <p>Food will be taken to the room after they have made the choice from the Limited menu.</p> <p>Toilets are available adjacent to the Reflection Room.</p>	<p>The serious incident should be recorded on Class Charts by the staff member who witnesses it.</p> <p>Reflection Room is recorded on Class Charts by Reflection Staff.</p> <p>The Reflection Room will be staffed by Reflection Staff. It is the responsibility of the Reflection Staff to ensure the Reflection is recorded on Class Charts.</p> <p>Parents, carers or guardians will be informed daily if their child has been in Reflection by the Reflection Room Manager/Pastoral Officer.</p> <p>If, as a result of investigation, the around school behaviour is found to be more</p>

			serious than C4, the consequence may be escalated to a higher consequence.
REPETITION OF LOW LEVEL BEHAVIOURS	For students who reach 12 or more negative points around school, they may be retained by the SLT/Key Stage Leader for the remainder of the half term at Lunch and Break Times. This consequence will be reviewed on a weekly basis by the responsible Key Stage Leader and the Pastoral Officer. If the student has demonstrated that they are able to maintain acceptable levels of behaviour, they will be allowed their independence around school again.	LUNCH & BREAK RETENTION SLT/Key Stage Leader or Pastoral Officer Each additional 5 Negative Points will result in an additional C4	SLT/Key Stage Leader record the Lunch and Break Retention on Class Charts. The Pastoral Officer will be required to meet with Ps, Cs and Gs. For students who reach 20 or more negative comments around school, the Assistant Headteacher may inform the Ryedale Locality Hub. Additional support will be put in place in school, and alternative provision/Managed Move may be considered. Further, poor behaviour after 20 comments will lead to the student moving to the high level consequences.
HIGH LEVEL CONSEQUENCES Further failure to comply with school rules and expectation will result in the school policy of High Level Consequences being followed.			

Appendix C - Automatic Consequences

Misdemeanour	Consequence
Defiance	CONSEQUENCE -4 (Reflection)
Late arrival to school	3 x a half-term -SCHOOL DETENTION
Failure to follow the uniform policy	CONSEQUENCE -4 (Reflection) if students fail to wear the provided uniform/remove inappropriate items.
High-level misdemeanours: <ul style="list-style-type: none"> Threatening or abusive behaviour to staff or other students Outbursts of aggressive behaviour, such as punching a wall Fighting Deliberate damage to the school environment Smoking including e-cigarettes Possession of e-cigarettes or cigarettes 	Minimum CONSEQUENCE -4 (Reflection)
Bullying	Minimum – CONSEQUENCE -4 (Reflection)
Inappropriate use of ICT/Social Media	Minimum – CONSEQUENCE -4 (Reflection)
Truancy	CONSEQUENCE -4 (Reflection)
Use of Mobile Phone at any time in the school day.	The phone will be confiscated and stored safely in Reception for the remainder of the day in the first instance. If repeated in a half-term it will be held until a parent, carer or guardian comes to pick it up. A negative point will be recorded. Refusal to hand over the phone will result in CONSEQUENCE -4 (Reflection)
Bringing the school into disrepute**	Minimum – CONSEQUENCE -4 (Reflection)
Dangerous behaviour on the school bus	Minimum – CONSEQUENCE -4 (Reflection)
Setting off the fire alarm	Minimum- FIXED TERM SUSPENSION; PERMANENT EXCLUSION will be considered.
Use or supply of illegal drugs, including on the way to school	Minimum- FIXED TERM SUSPENSION; PERMANENT EXCLUSION will be considered.
Pre-meditated assault	Minimum- FIXED TERM SUSPENSION; PERMANENT EXCLUSION will be considered.
Possession of a weapon	Minimum- FIXED TERM SUSPENSION; PERMANENT EXCLUSION will be considered
Threatening behaviour or assault on a member of staff	Minimum- FIXED TERM SUSPENSION; PERMANENT EXCLUSION will be considered

*Please note that repeat offences in any of the above may result in the next more serious consequence being put in place.

** Bringing the school into disrepute covers numerous types of behaviour which call into question the reputation of the school, including poor behaviour on buses and in the local community (whether in uniform or not) . On-line behaviour which directly damages the school's profile and reputation also comes under this category.

Appendix D – Detentions

Detention

What the law allows:

- Teachers have a power to issue detention to pupils (aged under 18).
- Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - a) any school day where the pupil does not have permission to be absent;
 - b) weekends - except the weekend preceding or following the half term break; and
 - c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.
- The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions.

- **Parental consent is not required for detentions.**
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
 - Whether the detention is likely to put the pupil at risk.
 - Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
 - Whether suitable travel arrangements can be made by the parent for the pupil. **It does not matter if making these arrangements is inconvenient for the parent.**

Appendix E – Principles of De-escalation

A key principle at Lady Lumley's School is the use of de-escalation techniques to better support behaviour and ensure an effective and proportionate response. Confrontation only happens when two people disagree. Behaviour can be challenged and modified without escalating the student's undesirable behaviour. Details of common de-escalation strategies are below they all adopt some of the following principles:

De-escalation techniques	Details
Building relationships	Your relationship will, of course, depend on the class or group, but a balance between a dominant and cooperative style is regarded as the most effective way to improve classroom management
Non – verbal indicator	Walking past and a tap on the desk, or stop and look.
Take-up time	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Examples include: 'Could you open your book and start work now, Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any.' To a noisy group I need silence in 5...4....3...2....1 Can everyone listen to me please.
Partial agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: 'Yes, you may have been talking about your work but I would like you to...' 'Yes, it may not seem fair but . . .' Maybe you will be able to go to the toilet but for now I need 10 minutes more work Maybe he is talking too but I have asked you to stop talking
Choice and consequence rather than confrontation	For example, Jamil, you can either work quietly by yourself or you can come up and sit with me OR James, you can go next door to work with Mr Smith or you can work sensibly with Andy as I've asked. Other examples, Richard, you can do exactly what I've asked or get a C2 as you were warned earlier
Rules and Routines	The start of a new term is a good time to set up routines e.g. Silent Signal, how you come in and out of the classroom, the noise level. Talk about it explicitly and reinforce it regularly.
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Examples include: The teacher may say to a nearby pupil "Good I've got your attention.' Repeat this to nearby pupils and the positive behaviour should ripple round to the rest of the non-conforming class.
Positive Language and praise	For example, instead of "will you stop talking,' you say "I'd like everyone listening, please". Instead of "John, stop turning around and distracting Mike," you say "John, I'd like you facing this way and getting on with your work... thanks."
Clarity of expectations and consistency	Needs to be in line with school policy and be implemented clearly and consistently. Examples include: 'Remember the school rule, Phil. If you miss my detention, it is a School one and then if you miss that, it is an after school"
Body language, positioning in the room and eye contact.	You could: use a silent and still approach. Stop what you are doing and remain silent OR Position yourself so you can scan regularly and make eye contact with as many of the class as you can.

Consistent Responses/Common Language	'It is the rule about....that you have broken. I need you to...thank you.' 'I have noticed that...' 'Be that as it may...' 'Thank you for tucking your shirt in.' "Is that Ready, Respectful and Safe?"
--------------------------------------	--

Appendix F – Prohibited Items

The following will not be allowed in school:

- chewing gum
- alcohol and/or illegal drugs
- stolen items
- fireworks
- e-cigarettes
- high energy drinks and powders
- Fizzy drinks/Energy drinks
- Elastic bands
- tobacco products, cigarette papers, lighters or matches
- knives and weapons including any kind of imitation weapon
- pornographic images and/or images that are considered unsuitable (including electronic images such as those on mobile phones)
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- solvents and aerosols (including deodorant aerosols)
- fidget spinners / toys

The school expects the highest standards of work and behaviour including being polite and considerate towards others. Students must not store/post images, statements or videos that may be perceived as being detrimental to the school or be regarded as bullying or harassment towards students/staff. This includes the storage/postings on mobile phones and any social networking sites e.g. Facebook/Twitter/Snapchat.

Mobile phones, smart phones, MP3 or MP4 players, tablets, earphones (unless directed to use by teacher) or similar communication devices must be kept out of sight and switched off from when students enter the site in the morning until the end of the day. SIM activated smart watches must not be used in school.

Students failing to comply will have their device confiscated which will only be released to the student at the end of the school day. Repeated incidents will result in confiscation until a parent, carer or guardian can collect. It is vital that students hand in these high value items i.e. phones, MP3 players etc. when they are engaged in PE. This ensures these items are kept securely.

Refusal to hand over items will be treated as defiance in line with the policy.

Please note that illegal drugs found in school will be handed to the police in line with policy; confiscated e-cigarettes and cigarettes will be destroyed. Dangerous items will not be returned, and may be given to the police.

The police will also be informed if students bring a weapon into school.

APPENDIX G – Screening, Searching & Confiscation

This policy is based upon the DfE Guidelines 2014.

Searching

School staff can search a student for any item if the student agrees (1).

Headteachers, and staff authorised by them, have a statutory power to search students or their possessions without consent where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and e-cigarettes/fluid
- 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;

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified as an item which may be searched for:

- Drug paraphernalia
- Lighters/matches
- Solvents/Glue
- Aerosols (including deodorant aerosols)
- High energy drinks/Fizzy drinks
- Unauthorised medicines
- Images that are considered unsuitable
- Any kind of imitation weapon

(1) The ability to give consent may be influenced by the child's age or other factors.

Confiscation

What the law allows

There are two sets of legal provisions which enable school staff to confiscate items from students:

- i) The general power to discipline in Schools enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully², and
- ii) Power to search without consent for "prohibited items"³
- iii) (School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

² Section 94 of the Education and Inspections Act 2006 3 Section 550ZA

³ of the Education Act 1996

Lady Lumley's School's obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8.

At Lady Lumley's School we will exercise these powers lawfully and, therefore, should have no difficulty in demonstrating that we have acted in accordance with Article 8.

Searching with Consent

Schools' Common Law Power to Search

School staff can search students with their consent for any item.

Also note:

- The school is not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy. The school can also contact the Police to conduct a search if a student refused to co-operate.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching Without Consent

What the Law Says

What can be searched for:

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco, cigarette papers, e-cigarettes fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Who can search?

Headteacher or a member of school staff and authorised by the Headteacher.

Positive Behaviour for Learning Policy			Lady Lumley's School	Page 27 of 39
Date: October 2023	Version 1.4	Review Date: September 2024		

Under what circumstances?

The member of staff must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.

Please note: There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The requirement that the searcher is the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness then the teachers wishing to conduct a search must do so.

When can a student be searched?

If there are reasonable grounds for suspecting that a student is in possession of a prohibited item.

Please note: The law also says what must be done with prohibited items which are seized following a search. *(see later)

Authorising Members of Staff

The Headteacher should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.

Staff, other than security staff, can refuse to undertake a search. The law states that Headteachers may not require anyone, other than a member of the school security staff, to undertake a search.

Staff may be authorised to search for some items, but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.

Training for School Staff

When designating a member of staff to undertake searches under these powers, the Headteacher will determine if the member of staff requires any additional training to enable them to carry out their responsibilities.

Establishing Grounds for a Search

- i. Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

- ii. In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.
- iii. The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- iv. School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Searches for Items Banned by the School Rules

- i. An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.
- ii. The school rules will be determined and publicised by the Headteacher in accordance with section 89 of the Education and Inspections Act 2006.

Location of a Search

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.
- The powers only apply in England.

During the Search

Extent of the Search – clothes, possessions, desks and lockers

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Please note:

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g., a police officer) can do.

Lockers

- i. Under common law powers, the member of staff is able to search lockers and desks for any item provided the student agrees. By having a locker the student consents to have these searched for any item whether or not the student is present.

- ii. If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent, but only for the “prohibited items” listed earlier.

Use of Force

- i. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Please read the Use of Reasonable Force to Control or Restrain Students Policy with regard to teachers’ power to use force.

After the Search

The Power to Seize and Confiscate Items – General

What the Law Allows:

- Lady Lumley’s School has the general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, which enables a member of staff to confiscate, retain or dispose of a student’s property as a disciplinary penalty, where reasonable to do so.

Also note:

- i. A member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police. Please note all e-cigarettes and tobacco products that are confiscated will be destroyed.
- ii. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items Found as a Result of a ‘Without Consent’ Search

What the Law Says

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is the items identified in this policy on page 2) or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate, but this should not include returning it to the student.
- If they find controlled drugs, these will be delivered to the police as soon as possible, but may be disposed of if the person thinks there is a good reason to do

so. Lady Lumley's School encourages the gathering and sharing of intelligence with the police in their fight against drug related crime.

- If other substances are found which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they will treat them as controlled drugs as outlined above.
- If stolen items are found, these will be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate, but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of, but will not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it will be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- If a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Statutory Guidance on the Disposal of Controlled Drugs and Stolen Items

- It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:

In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Statutory Guidance for Dealing with Electronic Devices

- Where the member of staff conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:

In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

- If inappropriate material is found on the device it is up to the member of staff to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Telling Parents/Carers/Guardians and Dealing with Complaints

- The school is not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search, however, Lady Lumley’s School will always record the search and aim to contact parents, carers or guardians within 24 hours of the search.
- Schools should inform the individual student’s parents, carers or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Appendix H

Power to use reasonable force (DfE Use of reasonable force advice)

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the

individual circumstances.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

Associated Resources

Link to Use of Reasonable Force – advice for Principals, staff and governing bodies
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

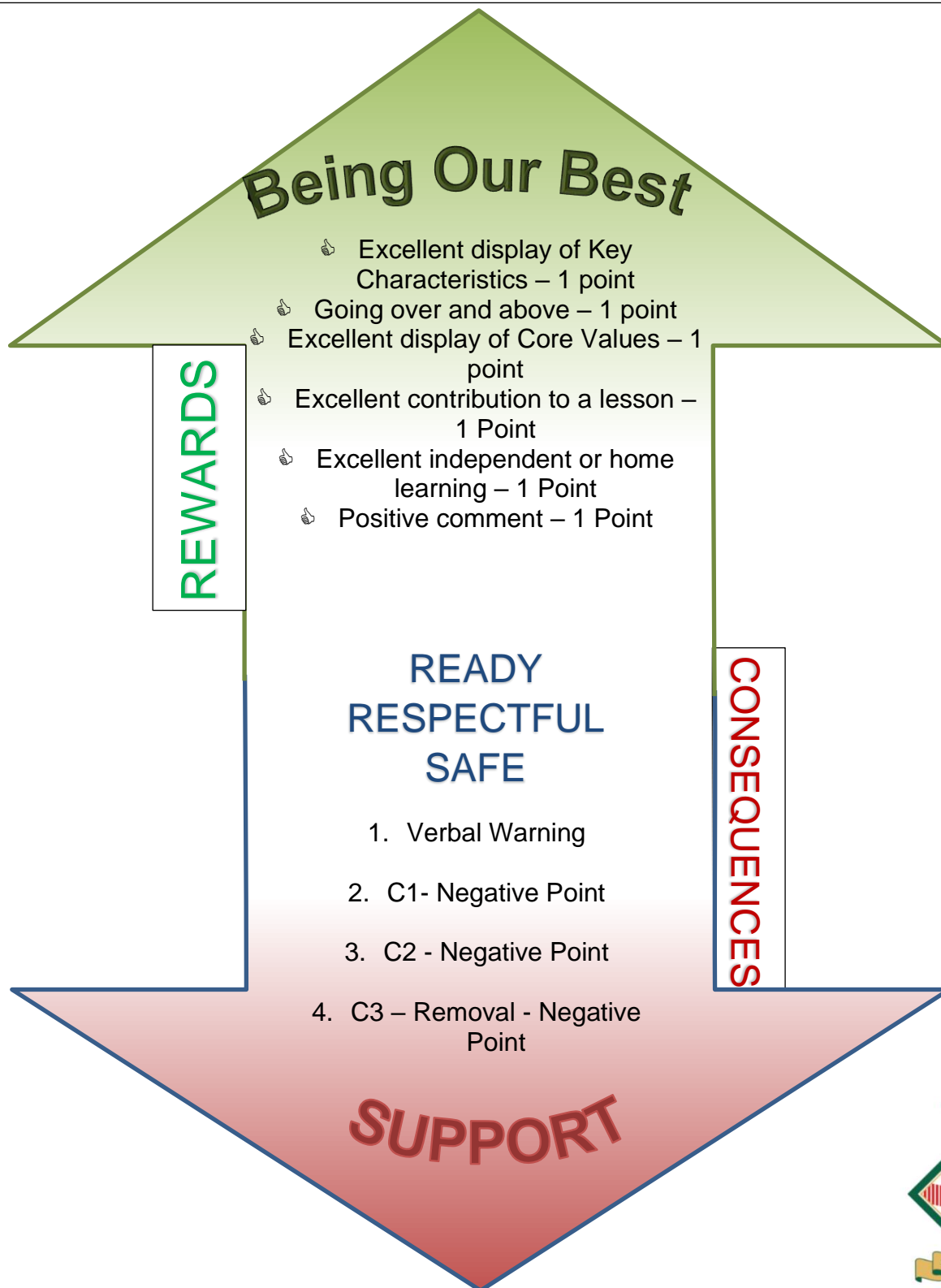
Link to Behaviour and Discipline in Schools – guidance for governing bodies and Principals
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

Link to Information Commissioner for advice on the Data Protection Act
<https://ico.org.uk/for-organisations/guide-to-data-protection/>

Link to DfE Searching Screening and confiscation guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

REWARDS & CONSEQUENCE

Learning • Leading • Ambition • Progress



Lady Lumley's Positive Behaviour Expectations

	Being Our Best	
	Will	Why
All the time	Keep hands and feet to ourselves Be considerate of others Include others Set a good example Use kind words Listen to and follow instructions Use appropriate language Wear uniform correctly Keep mobile phone in bag/locker and switched off Report problems to any adults Not bring banned items into school	Safety Everyone feels comfortable Instructions are heard Respect everyone We all arrive to lessons ready to learn
Arriving to school	Arrive on time Come straight onto school site and remain on site Enter school via the link corridor only at 8.30am Remain on the front yard, in the dining hall or the link corridor prior to 8.45am Walk calmly and carefully Move into school when the whistle is blown. Remove outdoor clothing on entry to the school	Safety Everyone feels comfortable We all arrive to lessons ready to learn
Corridors	Walk on the left Walk calmly and carefully Talk quietly Walk directly to my next lesson Hold doors open Remove outdoor clothing No food on corridors	Safety Everyone feels comfortable Instructions are heard Respect everyone We all arrive to lessons ready to learn
Front Yard	Walk calmly and carefully Stay out of "out of bounds" Stay on the front yard – not in front of the Link Corridor/Classrooms Put litter in bins Report problems to any adults Move into school when the whistle is blown. Walk directly to my next lesson Hot food only eaten in dining room Sandwiches/Packup can be eaten on the front yard/field	Safety Everyone feels comfortable Instructions are heard Respect everyone We all arrive to lessons ready to learn
Field	Walk calmly and carefully to the field Stay out of "out of bounds" Food only eaten in dining room/front yard/field Put litter in bins Games to be played safely and according to rules Dangerous behaviour will be stopped Only sit on the bank Stay out of the trees/bushes Report problems to any adults Move into school when the whistle is blown. Walk directly to my next lesson	Safety Everyone feels comfortable Instructions are heard Respect everyone We all arrive to lessons ready to learn

Dining Hall	<p>Walk calmly and carefully</p> <p>Queue in a single line without pushing</p> <p>Clear way your litter</p> <p>Eat your own food only</p> <p>Use proper table manners by not throwing or sharing food.</p> <p>Talk quietly to people on your table only</p> <p>Remove outdoor clothing</p> <p>Food only eaten in dining room/front yard/field</p> <p>Move to lessons when whistle blows/instructed</p>	<p>Safety</p> <p>Everyone feels comfortable</p> <p>Instructions are heard</p> <p>Everyone gets to eat in a pleasant environment</p> <p>Respect everyone</p> <p>We all arrive to lessons ready to learn</p>
Library	<p>Walk calmly and quietly</p> <p>Quiet voices unless instructed otherwise.</p> <p>Sit at tables in groups of no more than 4</p> <p>If playing board games – do so quietly and according to the rules.</p> <p>Computers should be used for school work only.</p> <p>Books should be returned to shelves.</p> <p>Move to lessons when instructed.</p>	<p>Safety</p> <p>Everyone feels comfortable</p> <p>Facilities are left ready for others to use</p> <p>People can read/work in peace.</p> <p>We all arrive to lessons ready to learn</p>
Toilets	<p>Use the toilets at an appropriate time e.g during break</p> <p>Wait my turn</p> <p>Enter the toilets when staff give permission.</p> <p>Go, flush and wash your hands</p> <p>Leave the toilets as soon as you have finished</p> <p>Report any issues with the facilities immediately</p> <p>Respect other's space and privacy</p> <p>Knock before entering a cubicle</p>	<p>Safety</p> <p>Hygiene</p> <p>Everyone feels comfortable</p> <p>Facilities are left ready for others to use</p> <p>We all arrive to lessons ready to learn</p>
Buses	<p>Line up in single file for your bus queue</p> <p>Only travel on your allocated bus</p> <p>Remain seated for the whole journey</p> <p>Only listen to music on headphones</p> <p>Talk quietly</p> <p>Keep belongings out of the aisles and on the floor</p> <p>Keep feet off chairs</p>	<p>Safety</p> <p>Everyone feels comfortable</p> <p>Instructions are heard</p> <p>Respect everyone</p> <p>We all arrive to school safely and ready to learn</p> <p>We all arrive home safely</p>
Community	<p>Walk calmly and quietly</p> <p>Keep off neighbour's properties</p> <p>Be a good ambassador</p> <p>Be polite to members of the community</p> <p>Take litter home</p>	<p>Safety</p> <p>We are all part of the community</p> <p>We look after our environment</p>

Verbal Warning

- **Low Level Disruption** e.g. talking, not settling to work, disrupting others.
- **Clearly state the words 'VERBAL WARNING'** to the individual student, and make it clear what the warning is for.

C1

- **Repeated Behaviour.**
- **Teacher issues a "C1"**, clearly explaining the reason for the consequence.
- **A NEGATIVE POINT** must be entered in Class Charts.

C2

- **Continued unsatisfactory behaviour**
- **Teacher issues an "C2"**, clearly explaining the reason for the consequence.
- **A SECOND NEGATIVE POINT** should be given on ClassCharts.
- **Student must be moved to another area of the room.**
- **Failure to comply with the move to another area of the classroom will mean a student moves to "C3".**

C3

- **Student continues to behave in an unsatisfactory manner.**
- **Teacher issues an "C3"**, clearly explaining the reason for the consequence.
- **A THIRD NEGATIVE POINT** should be given on ClassCharts. Issue a Break/Lunchtime detention.
- **Student removed to classroom on the C3 rota. Give the student a C3 slip and work to complete. Direct to C3 classroom**
- **Student returns to classroom at end of lesson - restorative conversation takes place.**
- **Failure to comply with the C3 Removal will mean a student moves to C4.**

C4

- **If the student refuses to attend the C3 REMOVAL, or in the case of a Serious Incident - request On Call using Sims.**
- **A member of the Senior Leadership Team will attend and remove the student to the Reflection Room.**
- **C4 logged on ClassCharts and issued with After-School Detention**
- **If Serious Incident this should be logged on CPOMs.**

Context

The policy is based on following DfE documents:

- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Equality Act (2010)
- DfE and ACPO Drug Advice for Schools;
- Use of Reasonable Force in Schools;
- Behaviour and Discipline in Schools;
- Screening Searching and Confiscating;
- Ensuring Good Behaviour in Schools.
- DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement updated May 2023

This policy should be read in conjunction with other policies and protocols at the school including:

- Child Protection Policy
- Child on Child Abuse policy
- Anti-Bullying Policy
- Computer Technology, Social Media & Internet Policy
- Screening, Searching and Confiscation
- The Use of Force to Control or Restrain Students
- Code of Conduct
- SEN Policy
- Equality Scheme
- Home School Agreement
- Uniform Policy