



Lode Heath School

Name of Policy	Behaviour Policy
Lead	Mr Nicholas Burke
Governor Committee	BSII Committee
Date Last Reviewed	October 2020
Review Frequency	Annual
Annual Review Date	October 2021

Philosophy

Lode Heath is a safe learning family which helps everyone within its community to work together to develop their full potential. Lode Heath has high expectations for all of its students – their learning, their progress, their dress, their conduct and their behaviour. We encourage three kinds of respect:

Respect for Myself as a Learner

- Respect for my rights to learn and to the best teaching and facilities available
- Excellent attendance – punctuality with good uniform and equipment
- Participation and full effort in all lessons “doing our best”
- Respect for my own individuality, talents and skills

Respect for Others

- Conduct and behaviour towards staff, other students and the community that shows my respect for them
- A clear understanding that bullying of any kind is totally unacceptable at Lode Heath School
- Contributions to the life of the school, lessons and community activities that are positive
- A commitment never to disrupt the learning of others

Respect for the Environment

- Respect for the buildings and facilities
- Respect for the equipment which has to be shared and re-used
- Respect for the environment and grounds

Rights and Responsibilities

My Rights and Responsibilities

- I have a right to the best teaching and to the best facilities available
- It is my responsibility to attend School, be punctual with good uniform and the right equipment
- It is my responsibility to participate fully in all lessons and to do my very best
- It is my right to have my individuality respected - talents, skills and abilities

My Rights and Responsibilities Towards Others

- It is my responsibility to show good conduct and behaviour towards staff, other students and the community – this demonstrates my respect for them
- It is both my right and my responsibility to understand that bullying of any kind is totally unacceptable at Lode Heath School
- It is my right and my responsibility to contribute to the life of the School, lessons and community activities
- It is my responsibility ***never*** to disrupt the learning of others

My Rights and Responsibilities Towards the Environment

- It is our responsibility to look after the facilities and buildings of the School
- It is our responsibility to look after the property of other people and never to abuse it
- It is our responsibility to eradicate litter, graffiti and vandalism
- It is our responsibility to take an active part in protecting the local and worldwide environment

Procedures

We hope that all students operate within our expectations and understand their rights and responsibilities. Should a student struggle to live up to the expectations we have of them there are a variety of different strategies and support systems we can implement.

- Classroom management strategies by the classroom teacher
- Intervention by Head of Department (HOD)
- Revised Curriculum
- Examination of grouping
- Tutor support
- Head of Year (HOY) intervention and report systems
- Counselling
- Senior staff intervention
- Pastoral support programme
- External agency support (where appropriate)

We hope that these interventions will offer the opportunity to transform behaviour to acceptable standards. The support path which is put into place will, in the first instance and if it is lesson based, be devised by the classroom teacher as the manager of their learning environment. If the behaviour is not improved it will be referred to and managed by a HOD who will put various strategies in place and where applicable sanctions to help modify behaviour and engage learning. If these strategies do not have a positive outcome and the student's learning is still impacting on the learning of others the HOD will generate a letter sharing with parents/carers the strategies which have been implemented and sharing their concerns about the learning. A copy of the letter will then be shared with the HOY who will work with the HOD to support the student into appropriate learning behaviour

Teaching Appropriate Behaviour

We have agreed staff expectations about what is acceptable and what is not.

Expectations of behaviour are shared by senior staff and HOYs in assemblies and by form tutors. Each classroom teacher shares their expectations with their classes and ensures that seating plans are used to help promote an optimum learning environment.

- Our behaviour expectations are displayed around the building.
- Our expectations apply in all situations
- Our expectations are based on consultation

The PSHE curriculum defines many of the principles – it helps students as they come into the School to define what appropriate learning looks and feels like.

Valuing Appropriate Behaviour

At Lode Heath we encourage our students to value themselves. We try where possible to notice, acknowledge and reward behaviour.

We do this through the use of

- praise postcards
- personal praise
- letters and phone calls home
- Zero Hero events
- End of year reward assemblies
- Lode Heath Stars newsletter

Praise is the best way value is communicated.

Discouraging Anti-Social Behaviour

At Lode Heath we reject the anti social behaviour of the child not the child. We have a range of support structures to help students to reshape their behaviour choices. However behaviour which disrupts the learning of others is taken very seriously and a variety of sanctions may be put into use.

Departments can implement:

- Detentions
- Departmental Reports

Pastoral system can implement:

- Detentions
- Pastoral Reports
- Internal exclusions
- External exclusions

In all of these modifications of poor behaviour and a willingness to learn will be encouraged.

In certain circumstances students will be excluded from the school for a fixed period of time and in exceptional circumstances permanently.

It is our firm belief that we do not have a tariff system in the school because at Lode Heath each incident is dealt with individually and takes the circumstances, surroundings and history of the individuals into consideration when deciding on sanctions.

Lode Heath School is an inclusive school and exclusions are a last resort.

Who has responsibilities for Behaviour?

- The student
- Parents/carers
- Classroom teacher
- Head of Department (HOD)
- Form Tutor
- Head of Year (HOY)
- Subject Leader
- Senior Leadership Team
- Associate Headteacher

Working with Parents/carers

- Working with parents/carers is essential as they are our partners in supporting their child's progress.
- Part of the school procedures for dealing with inappropriate behaviour is to involve the parents/carers in helping our students to modify their behaviour.
- When the HOD has tried a variety of methods to support inclusion including sanctions and still the student is of concern a letter is written to parents/carers.
- HOYs work closely with parents/carers and may implement a report system to help monitor and improve behaviour.
- Persistent anti-social or disruptive behaviour will result in a pastoral support programme and the implementation of an IBP (Individual Behaviour Plan). This is a programme of wrap around support to ensure that the School uses all the support agencies and strategies within its power to modify behaviour.

Use of Mobile Phone

- Use of mobile phone is prohibited in the School. If a mobile phone is visible or being used on the school premises at any time it will be confiscated and on the second occasion will require to be collected by parent/carers. Persistent offenders will receive further sanctions. (See Appendix)

Bullying and Cyber-bullying

- The school is clearly against any form of bullying. This is dealt with under our Anti-Bullying Policy.

Drugs Related Incidents

- The school has a strong anti-drug curriculum – any drug-related incidents are likely to result in a permanent exclusion.

Parent Responsibilities

- To accept and support the school's student behaviour policy
- To recognise the school's need to balance the rights of the individual student with the effective conduct of the school as a whole
- To provide practical support to ensure that the child abides by the school's rules, for example: ensuring correct uniform; daily punctuality; home work undertaken in line with the school policy
- To actively participate in school related procedures, for example, monitoring diaries, report cards (for students 'on report') and attending meetings with school staff to discuss the child
- To inform the school of any personal circumstances that may affect the child's behaviour at the school
- To follow the appropriate procedures for contacting the school when it is necessary
- Not to drive vehicles onto the school site

Governor Responsibilities

- To fulfil the requirements of the law in relation to governors' responsibilities regarding discipline in the School
- To contribute to the formulation or review of the school's behaviour policy including the expectation about student behaviour

- To take positive steps to attempt to understand the complexities of ensuring high standards of student behaviour and the challenge this presents to the school staff
- To celebrate positively the standards expected and achieved by our students, both within the school, on the boards and in the wider community
- To support the Associate Headteacher and staff in the operation of all behaviour related procedures pertaining to the day-to-day running of the school
- To judge the school both by directly observed behaviour and behaviour analysis
- If appropriate, to assist in the monitoring and evaluation of standards of behaviour
- To receive any representations by parents/carers regarding the fixed term exclusions of their child
- To ensure a fair and consistent application of the policy regarding permanent exclusion

How the policy is monitored

Annually with groups of students and staff and by the Governing Body.

Appendix

The role of school organisational factors in the prevention of behaviour difficulties.

We recognise the importance of organisational factors in creating a positive environment.

Interactions between what the individual brings to the situation and the situation itself. The importance of quality classroom management.

Curriculum developments

Student groupings

Curriculum balance and variety

Cover supervision arrangements

Differentiation

Systems of support

System of support for students

Letters from HOD



Lode Heath School
Head of Year Report



STAGE 3

Name:		Form	
Target	1		
	2		
	3		

INSTRUCTIONS TO PUPILS: You must take this report with you to every lesson and leave it with the subject teacher who will complete it at the end of the lesson. It is your responsibility to see it is taken to your next lesson. Please ask your parents/guardian to sign the report each week.

INSTRUCTIONS TO STAFF: Please complete at end of lesson recording any warnings, debits or detentions, credits with AtL and BfL grades plus comments

MONDAY						Date						
Period	Subject	W	D	DT	SLT	Teacher Comments	Hwk	Credits	AtL	BfL	Staff Sig	
1												
2												
3												
4												
5												

HOY Signature	Parent Signature
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TUESDAY						Date					
Period	Subject	W	D	DT	SLT	Teacher Comments	Hwk	Credits	AtL	BfL	Staff Sig
1											
2											
3											
4											
5											

HOY Signature	Parent Signature
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WEDNESDAY						Date						
Period	Subject	W	D	DT	SLT	Teacher Comments	Hwk	Credits	AtL	BfL	Staff Sig	
1												
2												
3												
4												
5												
HOY Signature						Parent Signature						
THURSDAY						Date						
Period	Subject	W	D	DT	SLT	Teacher Comments	Hwk	Credits	AtL	BfL	Staff Sig	
1												
2												
3												
4												
5												
HOY Signature						Parent Signature						
FRIDAY						Date						
Period	Subject	W	D	DT	SLT	Teacher Comments	Hwk	Credits	AtL	BfL	Staff Sig	
1												
2												
3												
4												
5												
HOY Signature						Parent Signature						

Please note: **WHITE** - Failure to comply will result in automatic progression to Stage 2 (yellow) Report.

YELLOW - Failure to comply will result in loss of 'recreational time' or detentions. Possible progression to Stage 3 (red) Report

RED - Failure to comply will result in withdrawal from lesson and exclusion

APPENDIX ONE

NO SMOKING POLICY

The development of healthy lifestyle is important to us. To this end students are taught about the value of good eating and exercise habits for their long term health and fitness. Along side this students are also taught about practices which could be hazardous to their health and well-being and required to reflect on the situations in which they may be affected. These range from basic health and safety practices in classrooms and around the school site to awareness of ways in which they can protect themselves in vulnerable situations.

One of the most serious health hazards for which individuals often develop an addiction under the influence of peer-pressure whilst at school is smoking. This school believes it is important to act responsibly in adopting practices which dissuade students from smoking and also protect them from the dangers of passive smoking. To this end all students will be subject to the procedure listed below from July 2007.

Students caught smoking:

- 1st occasion: Student's name recorded with date, time, location and staff. Parents/carers notified. Internal exclusion (Refocus)
- 2nd occasion: Student's name recorded with date, time, location and staff. Parents/carers notified. Internal exclusion (Refocus), warning of external exclusion.
- 3rd occasion: Student's name recorded, with date, time, location and staff. Exclusion given.

Students who persist in smoking on or in close proximity to the school site will be excluded for up to 5 school days on each subsequent occasion.

Students receiving 15 days of exclusions are required to attend a meeting of the Governors Discipline Committee to explain their behaviour.

Students who express a desire to break their smoking habit can be referred to "Quit" and NHS resources.

APPENDIX TWO

CONFISCATION POLICY

In order to maintain an atmosphere conducive to learning and protect the health, safety and well-being of students and staff, the school asserts the right to remove items from students that may impinge on these principles.

In most cases items which do not present a physical danger are returned at the end of the day and students warned not to bring the item into school again. In the case of students who repeatedly have the same item(s) confiscated parents/carers will be asked to collect the item and ensure their child no longer brings it (them) into school. If this does not prove effective a meeting will be arranged to discuss the consequences of failing to observe the school rules.

Items which 'threaten' the health, safety and well-being of students and staff will not be returned to either students or parents/carers but forwarded to the Police for further action. It should be noted that the item(s) in question need only to be present for action to be taken.

Items which are deemed to be disruptive to the learning atmosphere of the school which will be confiscated **include (this is not an exhaustive list):**

Mobile phones	Keys (other than house keys)
IPODS	Any item which is not dangerous which adversely affects the learning atmosphere of the school.
Helium balloons	
Rings	Lighters
Nose studs	Bracelets
Earrings (see uniform policy)	
Aerosals	

Items which are deemed to be a threat to the health and safety of students and staff which will be confiscated and passed to the **Police (this is not an exhaustive list):**

Laser pens
Knives
Guns
Tools eg. Spanners, Screwdrivers, Stanley/craft knives.
Any item for which there is no legitimate use if school which may be used as a weapon.
Alcohol/Cigarettes
Drugs (All prescription drugs should be housed in, and dispersed from the Pastoral office).
Pepper sprays or similar/Inflammable liquids

APPENDIX 3

MOBILE PHONE IN SCHOOL POLICY

Action to be taken.

Mobile phone must be switched off and securely placed in bags whilst in school.

Mobile phones will be confiscated by staff if students are seen with these.

On the first occasion the phone will be returned at the end of the day with a letter to be taken to parents/carers warning that should the phone be confiscated a second time it will be placed in a school safe for collection by them on each occasion thereafter.

A record is kept of the frequency of which a student has their mobile phone confiscated. Persistent offenders will be subject to further disciplinary proceedings.

Appendix 4

Advice on professional practice regarding the use of physical intervention and restraint

Section 93 of the 2006 Education and Inspections Act enables teachers and authorised school staff to use 'reasonable force' in such circumstances as to prevent a student from attempting to or continuing to do any of the following:-

- a. Committing a criminal offence.
- b. Causing personal injury to, or damage to, the property of any person (including the student him/herself).
- c. Prejudicing the maintenance of good order and discipline of the school or among any students on roll at the school whether during a teaching session, recreational/break times or on school trips.

When making the decision to use 'reasonable force' all staff must be mindful of the following principles of good practice.

1. Reasonable force can only be used by teachers and authorised staff.
2. It is not recognised as part of normal disciplinary or control procedures.
3. Reasonable force can only be used in situations in which no other strategy can be used to maintain good order and safety.
4. Staff should always try to de-escalate potential physical confrontation situations by the use of appropriate body language and tone of voice. (Do not hesitate to use the emergency rota if you feel immediate help is needed).
5. If possible approach such situations in the company of another member of staff and, if practical, remove other children away from the immediate vicinity.
6. If practical warn the student that reasonable force will be used if they don't calm down.
7. When applied, the force used must be proportionate to need and not excessive.
8. In the process of using reasonable force staff should avoid touching or restraining a student in such a way that it could be interpreted as sexual.
9. Inform the Leadership and Pastoral Teams immediately, ideally before any contact has to be made.
10. After any incident involving reasonable restraint staff and student(s) should go to Pastoral in order to allow other staff to assess immediate emotional and physical states and, if necessary, receive appropriate input.
11. The parents/carers of the student should be informed by a member of the Pastoral Team.
12. The member of staff should complete the incident record proforma and write a statement detailing the events leading to and the incident itself.
13. Pastoral staff should record the incident in their log in red to allow the information to be filtered into a separate file.