

BEHAVIOUR & CONDUCT POLICY



Next Review: Summer 2019

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This policy has been drawn up with reference to government guidelines documentation – Behaviour and Discipline in Schools January 2016.

1. Introduction and school ethos

At Laurence Jackson School, our core purpose is to 'Improve the Life Chances' of ALL students regardless of ability, background or circumstance. We achieve this by setting and maintaining high standards and expectations, emphasising the positive and instilling a 'can-do', aspirational approach to learning and life's challenges.

Positive behaviour maximises learning, enables students to reach their full potential and gives them every opportunity to fulfil a meaningful role in society when they leave school. Laurence Jackson School Behaviour Policy is based around the rights and responsibilities of students and is delivered through our Behaviour for Learning (B4L) and Conduct Policy. This is all supported by a clearly defined system of rewards and a restorative approach to our consequences.

Laurence Jackson School believes that to facilitate high quality teaching and learning, and therefore ensure that all students can make progress they can be proud of, appropriate behaviour must be exhibited in all aspects of school life.

We are committed to:

- Recognising and promoting outstanding behaviour.
- Building self-esteem, self-discipline, proper regard for authority and positive relationships based on respect, ensuring equality and fairness of treatment for all.
- Rewarding high standards of behaviour, with a culture of praise in which all students can achieve.
- Challenging and consistently managing poor behaviour.
- Providing a safe environment; free from disruption, violence, discrimination, bullying and any form of harassment where all relationships are built around respect.
- Encouraging positive relationships with students, parents, carers and external parties.

2. Standards & Expectations

Students will be expected to follow the school B4L agreement, built around 3 fundamental principles.



Ready

Students are expected to arrive at school **Ready** for learning, such that they:

- Arrive to school punctually, and are in form tutor rooms by 08:30 and in assembly by 08:25 for registrations.
 - Be in the right place at the right time through the day.
 - Support a prompt start to lessons, aiding the learning of themselves and others.
 - Whilst inside the school building, leave mobile phones/MP3 players/electronic devices/smart watches etc. switched off in bags **at all times** so full focus can be given in lessons.
 - Be a good ambassador for the school at all times.
- Attend all lessons with their planner and the correct compulsory equipment: 2 black pens, a green pen, a pencil, an eraser, a ruler and a scientific calculator.
 - Have the correct subject specific equipment where it is required.
 - Approach their learning positively.
 - Ask and answer questions.
 - Work hard to reach their full potential, always trying their best.
 - Work independently and show resilience when undertaking more challenging activities and tasks.
 - Are team players and lead by example.
 - Take risks with their learning.
 - Expect, respect and inspect 'mistakes' as part of their learning.
 - Record all homework in their planner.

- Follow school uniform regulations (Refer to Appendix 1: Uniform Standards and Expectations).



Respectful

- Do not display any racist, homophobic or intolerant behaviour towards others, and report those who do.
- Speak to staff and other students with respect, in the manner they would wish to be spoken to.
- Conduct themselves sensibly in lessons, respecting every student's right to learn.
- Meet and greet their teachers and other students with a smile and 'good morning' or 'good afternoon'.
- Listen to contributions to lessons from teachers and other students without talking.
- Ensure that all learning environments are left tidy.
- Look after the school environment and put litter in the bin and eat in designated areas.

Students are expected to conduct themselves in a **Respectful** manner, such that they:

- Respect all school property.
- Be polite and courteous to all members of the school community, never displaying any confrontational, aggressive or threatening behaviour.
- Take care of their own property and not mistreat that of others.
- Treat everyone with respect, and not humiliate or hurt them verbally or physically.



Safe

- Do not bring smoking materials or nicotine products into school. This includes but is not limited to cigarettes, e-cigarettes, vaping materials, lighters, matches or pipes. Keep our school a smoke free environment.
- Refrain from smoking or using any smoking materials within the proximity of the school boundary.
- Do not bring any banned substances into school such as alcohol, drugs and/or anything that might endanger another person

Students are expected to conduct themselves in a **Safe** manner, such that they:

- Act and move sensibly in and around school in a calm manner using the designated one way systems and entrances/exits.
- Use the school's ICT facilities in line with the school's Acceptable User Policy, which is signed at the beginning of each academic year.
- Use any Social Media platforms responsibly, without any intimidation or threat towards any member of the school community or school itself.

Non-negotiable expectations of conduct

To ensure students meet these standards, Laurence Jackson School has several non-negotiable expectations of student conduct. These are set out below and are displayed throughout school. In addition, staff utilise these non-negotiable expectations to help clarify what our 'Ready Respectful Safe' expectations mean in terms of daily student conduct.

Ready	Respectful	Safe
Be in full correct uniform and fully equipped for learning	Be polite and show good manners to everyone	Behave safely towards others
Be in the right place at the right time	Follow instructions without refusal or challenge	Treat the school site with respect

Failure to comply with these non-negotiable expectations of conduct will be dealt with through our behaviour systems.

3. Rewards

At Laurence Jackson School, we use rewards to sustain a culture where praise, rewards and achievements are accepted and celebrated, to support the school's standards and expectations and to reinforce the school ethos whilst promoting a praise and celebration culture within school. Examples of rewards used to create this culture are:

- Achievement points which are recorded by staff and can be viewed on the Gateway App.
- Positive postcards.
- Star Student Awards.
- Achievement Assemblies.
- Good Attendance reward draw.
- Milkshake Mondays
- Headteacher's commendation certificates.
- Well done letters from Year Leaders.
- Rewards Trip.
- Attendance at the Prom (Year 11 only).

Further information about rewards and the reward systems can be found in Appendix 2: Rewards Policy.




4. Behaviour systems

Sanctions will be imposed if students do not comply with the LJS Standards and Expectations or Non-negotiable expectations of conduct.

Behaviour and systems of consequence in classrooms

We follow a stepped approach to behaviour which is displayed in all classrooms.

Step 1: CLEAR CAUTION	Students are all aware of the school expectations ' Ready, Respectful, Safe ' and the non-negotiable conduct expectations . A reminder may be delivered if necessary where the intention is always to prevent any escalation and keep things at this stage. The reminder should come with a clear verbal caution delivered discretely wherever possible, making the student aware of their behaviour and outlining consequences should the behaviour continue. Other strategies used to encourage appropriate behaviour – move seats, quiet word, praise and encourage if possible, asked to leave class for a few minutes to reflect on their behaviour.
Step 2: TEACHER DETENTION	Students will be spoken to privately and be issued with a Teacher Detention . A Teacher Detention is a 15 minute detention which takes place at break or lunchtime with that member of staff. This detention should be recorded in student planners . Students will be offered strategies to use from this point in the lesson to meet expectations. At this stage staff will log this conversation on ClassCharts for their records. 1 behaviour point will be given. Within the detention a restorative conversation will take place. Failure to attend will result in a Subject Detention being issued.

<p>Step 3: SUBJECT DETENTION</p>	<p>At this point, the student will be managed within their subject area. The student will be issued with a Subject Detention which will take place after school within the department area. A Subject Detention is a 45-minute detention which will take place in department areas after school on designated nights for each subject. Part of the detention will be a Restorative Conversation.</p> <p>The teacher will make the student aware of when the detention will take place and this detention should be recorded in student planners. At this stage, staff will log the incident on ClassCharts for the school's records and a further 1 behaviour point will be given. The teacher will contact home to discuss the behaviours with the parent/carer. Details of the incident will be available for the parent/carer to view on School Gateway. In addition, a reminder text will be sent to parents/ carers the evening before the day of the detention to alert/ remind them of their child's detention.</p> <p>Failure to attend the detention will mean it is referred to Senior Leaders in school and rearranged, increasing to 1 hour in length. The Senior Leadership Team Detention takes place on Friday after school. Failure to attend will result in further sanctions, which will including a period of time in the Reflection Room.</p>
<p>Step 4: REFERRAL</p>	<p>This only applies if either:</p> <ul style="list-style-type: none">  A serious behaviour incident takes place that may result in a fixed term exclusion  A student is behaving in a manner which means they need to be removed from their learning area due to sustained disruption to learning or behaviour which threatens the safety of others. The subject detention will still stand. 3 behaviour points will be logged by the Middle Leader.  In this instance, a member of staff 'on call' will be called to collect the student and they will be taken to Reflection. In the event of an exclusion, our procedure for exclusions will be followed.

The Reflection Room

The purpose of the Reflection Room is to ensure that our removal from circulation sanctions are a timely and effective deterrent to poor behaviour. Students will be placed in the Reflection Room for a variety of reasons. These are set out below:

- Internally excluded students.
- Students who are out of circulation whilst a serious incident is investigated.
- Students who have been removed for a lesson by on call for persistent disruption of the learning environment. When students are in Reflection for this reason they will leave at the end of the lesson and return to their lessons. They may be accompanied by a behaviour support assistant in order to ensure the success of their following lesson. Where the same student is brought to Reflection by on call for a second time in the same day they will then spend the remainder of the day in the room. In order to be dismissed from the Reflection Room students must meet our expectations. Where students do not do this they will be expected to complete additional time in the room to demonstrate that they have reflected on their behaviour choices, understand our expectations and are able to meet them. This system also ensures that students are not returning to lessons to disrupt the learning of others.

The expectations of all students in the Reflection Room are identical, regardless of the reason they are accessing the provision and are set out below.

- Complete a reflection booklet.
- Stay in their seat unless instructed otherwise by the supervising member of staff.
- Be silent at all times.
- Complete the work that is set for them.
- Put their hand up if they wish to speak.
- Follow instructions at all times.

At breaktime and lunchtime, students remain in the Reflection Room and are expected to continue to meet these expectations. They will be provided with a grab bag or may eat a packed lunch.

Behaviour and systems of consequence in the Reflection Room

Step 1: CLEAR CAUTION	Students are all aware of the school's expectations ' Ready, Respectful, Safe ' and the non-negotiable conduct expectations . Where a student does not meet expectations in the Reflection Room they are reminded clearly what is expected.
Step 2: REPEATED DISRUPTION	Following a clear caution and reminder of expectations, when a student's behaviour continues to not meet expectations, they will be required to complete an additional period of time in the Reflection Room in order to demonstrate that they can meet the school's standards and expectations and that they are in the right frame of mind to return to lessons.
Step 3: CONTINUED DISRUPTION	A third incident of poor behaviour in the Reflection Room will result in the student remaining in the room for the remainder of the day. If this disruption occurs during period 5, then the student will be recalled to the Reflection Room for a period of time the following day.
Step 4: PERSISTENT DISRUPTION	Where students continually and deliberately disrupt the Reflection Room an external exclusion will be issued. (Students will be expected to complete a full day in the Reflection Room on return to school if they are excluded from the Reflection Room due to inappropriate behaviour).

5. Incidents during unstructured time/ off site incidents and out of lesson behaviour

Laurence Jackson School has developed a good reputation over the years. Students at Laurence Jackson School must agree to represent the school in a positive manner.

Our non-negotiable expectations of conduct apply both inside school and out in the wider community, particularly if dressed in school uniform. Complaints from members of the public about bad behaviour from students at Laurence Jackson School are taken very seriously and will be fully investigated and logged.

Our principles of Ready, Respectful, Safe are an expectation both in and out of lessons. Poor behaviour outside of lessons will result in the incident being logged by staff and an appropriate follow up sanction being expected.

During unstructured time (travelling to and from school, break, lunch and movement around school between lessons) students must meet the Laurence Jackson School Standards and follow the non-negotiable expectations. If students do not meet these expectations, students will be detained during lunchtime on the following day.

Smoking

Students are not permitted to bring smoking materials or nicotine products to school. This includes but is not limited to cigarettes, e-cigarettes, vapour cigarettes, tobacco, cigarette papers, lighters, matches, flints and pipes.

Staff reserve the right to search students, their lockers and personal belongings if they have reasonable suspicion a student may have any of the above materials. (See point 8. Confiscation of inappropriate items/Use of reasonable force).

Depending on the nature and amount of material confiscated, an appropriate sanction will be put in place.

Offsite incidents

Offsite incidents of non-criminal inappropriate behaviour and bullying which is witnessed by staff members or reported to the school will be investigated and parents/carers contacted regarding their child's/children's behaviour. This includes the use of social media. (p9 of Behaviour and Discipline in Schools January 2016).

Use of social media inside and outside of school

If an incident occurs on social media that causes distress or disruption to a student in school, then action will be taken against the individual/ individuals who have been involved; even if the initial incident occurred outside of school hours. School sanctions will be applied to the individual/individuals involved as appropriate. The school will also consider contacting parents/carers to inform them of the incident and consider contacting the police as appropriate.

6. Bullying

Repeated incidents of poor or intimidating behaviour from one individual or group towards another individual or group which causes distress is bullying. This behaviour can include, but is not limited to, racism, homophobia, transgender discrimination, and any other form of discrimination, and physical, verbal or online activity which causes distress to another person. The school may consider a single incident bullying behaviour.

Any incidents which the school feel is a bullying behaviour will be dealt with seriously. Sanctions will be applied to the individual/individuals involved as the school see fit. For further information, please see the Approaches to Bullying policy.

Where an incident occurs outside of school which may have an impact on an individual in school, we would encourage parents and carers to contact school with information. Parents and carers should inform the Year Leader or Student Manager for their son/ daughter's year group. The school will respond in an appropriate manner which is supportive of making young people safe in school. Regarding incidents which occur online or through social media please see guidance in the above section.

7. Mobile phones and electronic devices

Mobile phones, iPods, personal electronic devices and the current range of multimedia devices have the capacity to store, send and receive video footage, photographs and audio tracks. Students should be aware that storing inappropriate or offensive material on a device that is brought into the site creates the chance that other students may view or listen to them.

Where a device is used inappropriately in school, and is confiscated, the school reserves the right to view/listen to such material when investigating serious incidents with up to 3 days to give sufficient time to investigate any such offensive material. Action may be taken on the content of such material.

Students should think very carefully before recording, sending or receiving anything that may cause offence to students, their parents or teachers, or bringing such images onto the site on their mobile /multimedia devices.

If a student uses or has their mobile device on display during the school day inside the school building it will be confiscated by a member of staff. If it is the first incident of this kind the student will be able to collect their mobile device from the main office at the end of the day. Further incidents with the misuse of mobile devices will require parental collection.

8. Attendance and Behaviour Expectations

There is a direct link between being successful in school and good punctuality. In the morning, students who do not arrive by 8.30 are late for school. After this time, they should enter school by the main entrance where they will be expected to account for their lateness to a member of staff, they will then be detained at break time that day. **Students late to school will be issued with 5 behaviour points.** Where students arrive at their lesson after the late bell they will be issued with a Teacher Detention and **issued with 1 behaviour point.**

A student is classed as truanting if they are not in their timetabled lesson without permission from a member of staff. If a student is found to be truanting either from school or from individual lessons sanctions will be applied.

If the student is absent from their timetabled lesson and cannot be found in the school grounds the school will contact parent/carers and police to inform them that the student is missing.

9. Consideration of inappropriate items/ Use of reasonable force

School retain the right for staff to confiscate items from students which fall into two legal provisions. (See Page 11 of Behaviour and Discipline in Schools January 2016). These two categories are General power to discipline and Power to search without consent. Confiscated items may be retained by staff in the main office and collected by the student's parents/ carers at the end of the day. Any prohibited items will be passed to the appropriate external agency and parents/carers will be informed.

School implement a minimal force policy. However, in exceptional circumstances school retain the right for staff to use reasonable force in the following circumstances: –

- To prevent students committing an offence.
- Injuring themselves or others.
- Damaging property.
- To maintain good order and discipline in the classroom.

School will follow the guidelines in 'Behaviour and Discipline in Schools January 2016' and Use of Reasonable Force – advice for school leaders, staff and governing bodies.

The ability to give consent may be influenced by the student's age or other factors. DfE Guidance 2014 Searching, Screening and Confiscation states:

"Headteachers and staff authorised by them have 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
- Substances identified as 'legal highs'
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Other potentially harmful materials which cannot immediately be identified
- 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 the property of, any person (including the student).

Headteachers and other authorised senior staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Laurence Jackson other authorised senior staff are the Deputy Headteachers and Assistant Headteachers. Staff members may use common law to search students with their consent for any item. They may:

- Ask any student to turn out their pockets.
- Search a student's bag or locker.
- Require a student to remove outer clothing including hats, scarves, boots, coats and scarves.

A student's possessions will only be searched in the presence of the student, another member of staff and a member of the Senior Leadership Team, unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.

Personal searches

Under Part 2, Section 2 of the Education Act 2011, teachers are authorised by the Headteacher to search for any prohibited item, including but not limited to tobacco and cigarette papers, as well as illegal drugs and alcohol, without the consent of the student if they have reasonable grounds for suspecting that the student is in possession of a prohibited item (outlined above).

If the search is detailed under "search of possessions" is not considered to be sufficient the Headteacher will contact the police and if possible the parent.

In the unlikely event that school staff do conduct the search, these will be conducted by a same sex member of staff with another same sex member of staff as a witness, unless 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 practicable to summon another member of staff.

Staff members may use such force as is reasonable given the circumstances when conducting a search for alcohol, illegal drugs or tobacco products.

10. Involvement of the police

Laurence Jackson School works closely with the local Neighbourhood Police Team and will liaise with them over serious incidents in and out of school.

It will be for the Headteacher to decide whether the police should be involved in any given incident. Broadly speaking, the police may be contacted in cases of:

- Actual bodily harm to students or staff.
- Serious criminal damage.
- Serious theft.
- Possession or misuse of drugs (in this case, defined local authority procedures exist and will be followed).
- Bringing offensive weapons on site.
- Misuse of social networking sites/unauthorised photography/videoing in school of students/staff/uploading images to internet sites without permission.

The police also have the right to enter the school and intervene in cases where they believe a weapon may be being carried by an individual.

11. Exclusions

At Laurence Jackson School, we take behaviour breaches very seriously. We will act in the best interests of the students within the school. Exclusions will only be used as a last resort and agreed only by the Headteacher. A student can be excluded for failing to meet Laurence Jackson's non-negotiable expectations. This can include (but is not limited to):

- Persistent refusal.
- Non compliance.
- Verbal/ physical aggression towards a member of staff/student.
- Physical violence towards a member of staff/student.
- Dangerous behaviour which puts the student/other students/staff at risk of harm or injury.
- Bullying of staff/student.
- Possession of materials as described above or prohibited by school policy.
- Behaviours as described above or prohibited by school policy.

There are three types of exclusion: –

1. An internal exclusion for a fixed period.
2. An external exclusion for a fixed period (to a maximum of 45 days in total in any one year).
3. Permanent exclusion which must be considered by a Governors' Disciplinary Committee meeting 15 days from the commencement of the exclusion. In the case of a permanent exclusion, for a serious incident or breaches of the behaviour policy, Laurence Jackson School follows the Department for Education guidance.

Class teachers will set and monitor work for excluded students to do at home or in the Reflection Room. On return to lessons following a period of fixed term exclusion, whether internal or external, parents will be invited to attend a re-admittance meeting with their child to enable a discussion to take place about ways in which the student can be supported to modify his/her behaviour.


If the student was excluded for inappropriate behaviour in the Reflection Room they will be expected to successfully complete a full day in the Reflection Room before they return to lessons.

12. Parental conduct on site


All of our students and staff have the right to work in a safe and secure environment in which they are treated with respect. We expect all visitors to our site, or those who communicate with us via telephone or email, to model the behaviours we expect of our students. Any interactions that we consider to be disrespectful, rude or aggressive are not acceptable and the Headteacher reserves the right to inform parents and visitors of this in a letter reminding them of the expected conduct. If the incidents are repeated or severe, we reserve the right to refuse to engage with these individuals and ban them from the site. Individuals will be notified of this by letter.

Appendix 1


Uniform Standards for September 2018



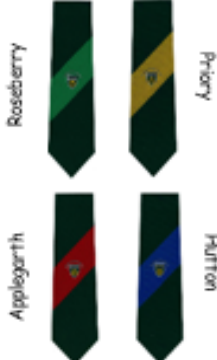
Green blazer with school logo
(purchased from school approved suppliers only
ie Trutex Direct or Bambini)



White school shirt
(long or short sleeved)




Trousers Plain Black Loose Fitting
(No fashion trousers, eg jeans/skinny trousers/trousers tapered to the ankle)
OR
Plain black pleated knee length skirt (purchased from school approved suppliers only
ie Trutex Direct or Bambini)



Roseberry
Priory
Applegarth
Hutton

Green tie (Lower School)/Black tie (Upper School) with coloured stripe depending on House



Plain black tights or black, grey or white socks

NOT ALLOWED IN SCHOOL

Jewellery – for Health & Safety reasons no jewellery except one pair of small stud earrings, gold or silver (one in each lobe) is permitted. No body piercing (including ear stretchers and clear facial piercings). No tattoos or body modification are allowed.

Heavy make up – discreet make up only is allowed ie not noticeable. The following are not allowed in school:

- False eyelashes
- False nails – gel, acrylic etc
- Nail varnish, including gel nail varnish
- Fake tan
- Unnatural colours, eg blue mascara etc

Hair – extremes of fashion, as determined by the school, eg bright colours, bands of colour, hair sculpting/tramlines, will not be acceptable. No large hair accessories. Hair accessories must be functional, not decorative. Only plain green, black or white hairbands are permitted.

Bags - All students are expected to carry a school bag for equipment and kit, **not a handbag**, and **MUST** be big enough to hold an A4 book/file

Mobile phones, electronic devices, smart watches and earphones will be **confiscated** if visible in the school building

No aerosols allowed in school

Consequences in line with the Behaviour for Learning Policy will be applied

AS A HEALTHY SCHOOL

- LJS is a no smoking site (including e-cigarettes)
- We recommend that students drink water regularly through the day
- Fizzy/caffeine/high energy drinks are not allowed in school

ACCEPTABLE FOOTWEAR

BOYS



GIRLS



FOOTWEAR

ONLY LEATHER UPPER SCHOOL SHOES (not patent leather) which are business-like and professional. (See acceptable styles left).

NOT ALLOWED – canvas type footwear, designer leisure leather upper footwear (Vans, Converse, Kickers, Nike, brand names etc), trainers or footwear with stripes or logos.

Appendix 2

Rewards Policy

In order to be kept updated with your child's rewards and sanctions please ensure you have access to the school Gateway app. For instructions on how to access this please visit this link on our school website:

[School Gateway FAQ](#)

AIMS

- To sustain a culture where praise, rewards and achievements are accepted and celebrated.
- To develop a system of rewards that are known, understood and are **consistently** applied.
- To support the school's Code of Conduct.
- To reinforce the school ethos and promote a **praise and celebration culture** within school.

HOW WILL I BE REWARDED AS A STUDENT?

- Positive attendance will be rewarded / recognised throughout the school year
- Verbal praise/encouragement during lessons, registration or whenever appropriate.
- Displaying your work - in class and around school.
- Phone calls home
- Positive postcards
- Nominated for half term 'Star Student' Reward by your subject teachers
- Nominated for achievement assemblies at end of each term by your subject teacher/form tutor
- Achievement points which can be logged electronically on Class Charts
- Nominated and invited to 'Milkshake Mondays'

HOW CAN STUDENTS EARN ACHIEVEMENT POINTS?

A1	A2	A3
<ul style="list-style-type: none">Classroom expectations met	<ul style="list-style-type: none">Examples include:Working to a high standard in a lessonExcellent standard of homeworkEqual to 2 Achievement points	<ul style="list-style-type: none">Examples include:Consistent high standard of workBeing a good ambassadorInvolved in a school event / productionEqual to 5 Achievement points

ACHIEVEMENT POINTS

- These are electronically recorded by staff on [Classcharts](#). They feed into the whole school rewards and over time demonstrate the positive behaviour students are showing in the school.

POSITIVE POSTCARDS:

- Positive postcards can be sent out by any member of staff to a student.

STAR STUDENT AWARD:

- 'Star Student' – nominations are made prior to half term (see calendar dates)
- All members of staff can nominate their "Star Student" by completing a form in the staff room.
- All nominated "Star" students receive a certificate issued in assembly and a letter is sent home.
- Certificates will include the staff's nomination quote about the student

ACHIEVEMENT ASSEMBLIES:






- A Celebration Assembly will take place at the end of each term e.g. Christmas, Easter and Summer
- Certificates and prizes will be issued per subject per year for 3 categories
 - Progress
 - Achievement
 - Subject "fair play" award
- DOL/SL will issue an A3 to all students nominated by the department in recognition of their nomination.
- A Form tutor prize will also be issued during the Celebration Assembly based on the following
 - Form "Fair play" award

Attendance – The following are ways in which student's positive attendance will be celebrated:





<ul style="list-style-type: none">Fridays – Be in to win!<ul style="list-style-type: none">Each week 2 students per year group who were in school on the previous Friday will be randomly selected to receive a break time canteen voucher (waffle/bacon sandwich / sausage sandwich).
<ul style="list-style-type: none">100% attendance in a term.<ul style="list-style-type: none">All students will receive a positive postcard, receive a Manjaro's meal voucher (when available) and be entered into a prize draw to win a £25 shopping voucher.
<ul style="list-style-type: none">100% attendance throughout the whole academic year<ul style="list-style-type: none">All students will receive a positive postcard and be entered into a £50 shopping voucher prize draw.
<ul style="list-style-type: none">100% attendance over 5 years<ul style="list-style-type: none">All students will receive a cinema voucher and be entered into a £100 shopping voucher prize draw.

Behaviour - The following are ways in which student's positive behaviour will be celebrated:

<ul style="list-style-type: none">Positive postcards
<ul style="list-style-type: none">Achievement assemblies and Star Student assemblies throughout the year.<ul style="list-style-type: none">Staff will nominate students in their subject area based on their approach to learning, behaviour and effort to receive a certificate in assembly.
<ul style="list-style-type: none">Milkshake Mondays<ul style="list-style-type: none">Year leaders will invite students from their year group each month to discuss their positive contribution to LJS with Mrs Jukes over a milkshake.

 Every half term:
 The top 10% of students with the highest conduct points (Achievement points – Behaviour points) will receive a letter home from Mrs Jukes
 The boy and girl in the whole school who received the highest number of conduct points (Achievement Points - Behaviour points) will receive a cinema voucher and a Headteachers commendation certificate.
 In order to attend the end of year rewards trip at KS3, a student’s conduct points must be 100 or more (Achievement points - Behaviour points)
 Students who receive all 1’s on their progress checks will receive a ‘Well Done’ letter from their Year Leader

Specifically, for KS4 (Y10 & 11)

 Every student must have at least 96% attendance in school throughout Y11 to be allowed to purchase a prom ticket, visit Alton Towers or watch the hypnotist show in Year 11. Unauthorised absence will be deducted from your student’s overall attendance. Only evidenced medical reasons or other authorised exceptional circumstances will be accepted as reasons for absence.
 Every student who has a 100% attendance record in KS4 will have their name put into a prize draw and three students will have their prom tickets (or a shopping voucher to the same value) paid for by the school.
 In order to attend Alton Towers a student’s conduct points must be 100 or more (achievement points minus behaviour points) by 15th March
 In order to attend the Prom a student’s conduct points must be 150 or more (achievement points minus behaviour points) by 24th May

Appendix 3

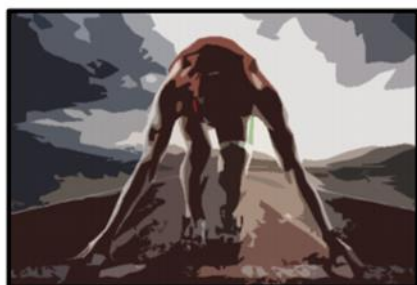
ANTI-BULLYING APPROACH

This policy outlines systems and processes that are followed to prevent bullying in any form, including details of our:

STANDARDS AND EXPECTATIONS
SYSTEM OF CONSEQUENCES
STRATEGIES AND SUPPORT

1 STANDARDS AND EXPECTATIONS

The expectations of all students are based around our 3 fundamental principles set out in the school's Behaviour for Learning Policy:



Ready



Respectful



Safe

This sub-section of the school behaviour policy outlines

- 1 The aims of the anti-bullying philosophy
- 2 Definition of bullying
- 3 Identification of types of bullying
- 4 Dealing with bullying incidents

1 Aims

- To reduce significantly incidents of bullying
- To encourage students and adults to show respect and consideration for others
- To ensure incidents of bullying are dealt with effectively
- To ensure that all members of the school community (staff, students, parents) are aware of and apply the school anti-bullying protocols
- To involve all members of the school community in the policy review process
- To work as a whole school to reduce bullying incidents and raise anti-bullying awareness

2 Definition

Bullying can be defined as;

'Unwanted, aggressive behaviour among children that involves real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.'

3 Identification

Bullying can take many forms and has been categorised in many different ways.

Verbal bullying – this includes name-calling, parodying speech or accent, teasing, taunting, making racist or homophobic, offensive or insulting remarks, and making verbal threats.

Physical bullying – this includes threatening gestures, pushing, prodding, hitting, kicking, taking or destroying possessions that belong to the victim and forcing others to do something they do not want to do.

Social bullying – this is bullying that is intended to harm a person's relationships with others and includes spreading rumours about the victim and excluding the victim from the group.

Cyber bullying – (see E-Safety Policy for further details). Cyber bullying includes harassing or threatening messages or e-mails, the setting up of hate websites, internet notice boards and a sharing of inappropriate images or videos.

Bullying of specific groups – bullying is totally unacceptable whoever is involved. Bullying can occur when any difference may be perceived by the bully as a weakness or a reason to isolate and bully. In this way, any child or young person may be at risk of being bullied, for example perceived social class, accent, hair colour, or not conforming to social stereotypes such as gender.

Racist bullying - Racist bullying is the targeting of an individual because they are of a particular ethnic origin. The bullying may take a variety of forms:

- Racist name-calling, racist jokes, offensive mimicry
- Physical assault because of colour and/or ethnicity
- Wearing provocative badges or insignia
- Showing/talking about racist literature
- Writing racist graffiti
- Socially excluding the victim
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion in lessons
- Ridicule of individual for cultural difference eg food, music, dress etc
- Refusal to co-operate with other people because of their ethnic origins

Laurence Jackson School will ensure that the Borough Council's Policy on Race Equality recording and monitoring arrangements are followed.

Religious bullying

Although a significant amount of religious bullying is associated with other discriminatory behaviour such as racism, it is not confined to inter-ethnic conflicts. Some forms of religious bullying can occur within the same ethnic group; religion can be used as a focus for bullying behaviour.

Religious bullying can occur

- Against individuals on the basis of their perceived affiliations or spiritual beliefs e.g. an individual being picked on because of being Muslim
- Between members of different religious groups e.g. as in sectarian violence as has occurred between Protestant and Catholic groups in Northern Ireland
- Within single religious groups where individuals may be subject to coercive behaviour such as discouraging them from associating with members of other faiths or religious groups

Sexual bullying

The bullying may take the form of:

- Abusive name-calling
- Comments about looks or appearance
- Inappropriate and uninvited touching
- Sexual innuendo
- Showing material of sexual nature, intended to cause upset
- Sending text messages of a sexual nature, intending to cause upset

Sexual orientation

Homophobia is an irrational hatred of individuals who are lesbian, gay, bisexual or transgender or questioning sexuality.

The DfES Guidelines on Bullying state “Pupils do not necessarily have to be lesbian, gay or bi-sexual to experience such bullying. Just being different is enough”.

Disability and special educational needs (SEN)

The inclusion of students with a disability and/or special educational needs in mainstream settings requires careful consideration – all aspects of their vulnerability and individual needs should be taken into account to ensure there is not an increased risk of bullying.

Looked after children

There is evidence that bullying is a common occurrence in many Children’s Homes and that bullying is sometimes evident in children’s lives when at school. School will monitor Looked After Children closely and discuss relationships with other students during structured reviews.

4 Detecting bullying

Dealing with bullying incidents is not always easy or obvious – but the following may be signs:

- Cuts, bruises or aches and pains, which are not adequately explained
- Clothes or possessions are damaged or lost
- The child requests extra money or starts stealing
- The child starts going to or returning from school at an earlier or later time or starts using a different route
- The child starts refusing to go outside at break times or refuses to stay at school for school dinners
- The child requests to change classes, options or school
- Reluctance or refusal to attend school
- The child’s behaviour may become immature, i.e. the child reverts to a previous behaviour such as thumb-sucking or tantrum behaviour
- The child may become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative
- The ability to concentrate and school performance may deteriorate
- There may be sleep or appetite problems

Dealing with bullying incidents

The school will seek to control, as well as prevent bullying. It is important to recognise that that bullying is not the odd or sporadic falling out with individuals or groups, an argument or occasional joke played on others.

It is bullying when it is done Several Times On Purpose (STOP)



There may be instances in school and out of school where students fall out with one another, and may say things when they are upset. When occasional problems such as this arise it is not classified as bullying. In school we work hard to reinforce how to deal with managing friendships, and encourage students how to learn to deal with difficult situations and rebuild relationships with one another.

The following procedures will be followed in school when incidents of bullying are reported or detected. It is really important that any information about bullying is shared with staff in school so that appropriate actions can be taken.

2 SYSTEM OF CONSEQUENCES

Each case will be treated individually and action taken will be appropriate to the individuals concerned and the specific circumstances, in line with the B4L policy.

On the **first instance** of unpleasant or unwanted behaviours happening between students the following procedures will be implemented:

Students will be spoken to 1:1 by a member of the Pastoral Team to gather as much information as possible about the alleged incident.

The context and any previous behaviours of the students will be considered that may have influenced the incident, and chronologies reviewed.

Students who have been directly involved or have witnessed the alleged incident will be spoken to and where relevant may be asked to provide a written statement of what happened.

Where evidence confirms or suggests that unpleasant behaviour has happened students will be spoken to and relevant sanctions in line with our B4L policy implemented.

Details of the incident will be kept in student files, added to ClassCharts and chronologies where appropriate.

Based on the severity of the incident. Information will be shared with parents and carers.

Pastoral staff will carefully monitor these students in school.

On the **second instance** of unpleasant or unwanted behaviours happening between students the following procedures will be implemented:

All of the procedures above would be repeated, as well as:

All sources of evidence would be explored, including liaising with class teachers where students are banded together, or form tutors.

Students would be invited to a **RESTORATIVE CONVERSATION** with the Pastoral Team or involved in appropriate **MEDIATION** supervised by staff.

Relevant staff in school may be alerted to any incidents that have happened so that they can closely monitor students inside and outside of the classroom.

Parents and carers will be informed by Pastoral staff in school.

These procedures and interventions may be repeated if deemed appropriate, or where the unpleasant behaviour is deemed equal from both parties.

On the **third instance** of unpleasant or unwanted behaviours happening between students the following procedures will be implemented:

All of the procedures above would be repeated, as well as:

Students who are confirmed as being involved in repeated unpleasant behaviour towards any other student or group of students will be placed in **REMOVE**.

Parents and carers would be invited into school for a meeting with Pastoral Staff to agree an appropriate course of action. Between all parties a **CONTRACT** would be created for students to adhere to, with the intention of preventing any further unpleasant behaviours. All relevant parties would sign the agreed contract.

Minutes and agreed outcomes of the meeting would be recorded and kept in school.

On the instance of unpleasant or unwanted behaviours being repeated between students or **contracted advice or guidance not being followed** the following procedures will be implemented:

Students involved will spent further time in **isolation**, or where deemed serious will be **EXCLUDED** in line with the B4L policy.

A further parental or carer meeting will take place in school, which will be attended by the relevant Pastoral Staff and Assistant Headteacher.

Where appropriate, the Safeguarding Lead in school may be asked to provide advice or guidance on next steps, or external agencies may be consulted, such as the PCSO team.

It is important to recognise that **physical assault, homophobic or racist** behaviours towards other students will **ALWAYS** result in an **EXCLUSION**.

3 STRATEGIES AND SUPPORT

Children who are bullied

Strategies that may be employed

- 1 "Face to face" meeting (with adult support) with bully to discuss issues resulting in/contributing to bullying.
- 2 Information sharing with relevant members of staff i.e. Form Tutor, Subject Teachers and Support Staff.
- 3 Change of seating plan within individual lessons, class groups or form groups.
- 4 Support and regular contact with named adult in school.
- 5 'Safe haven' area of school for out of lesson time.
- 6 Support to raise self-esteem.
- 7 Support of other students, promotion of peer friendship/support, involvement of relevant outside agencies.
- 8 Advice and support to Parent/Carer.

Advice for children on keeping safe

- Suggest that they always tell a teacher, parent or some other person they trust that they have been bullied.
- Suggest that they avoid situations and places where bullying is likely to occur.
- Suggest that they stay close to other children or adults who will provide support.
- Suggest that trying to buy off bullies by giving them things seldom works. The bully is likely to ask for more.
- Suggest that they should be wary of fighting back. The bully is likely to win and it may well make the situation worse.
- Advise against staying off school. This is likely to make the problem worse.

- Tell them that they must not start bullying other children as a response to being bullied. All children have the right to go to school without being bullied.
- Suggest that, when possible, they should walk away from the bullying, looking as confident as they can. If they make a fuss (e.g. shouting) or show that they are frightened (e.g. crying) the bully will know they are unsure of themselves and more likely to keep on bullying.

Children who bully

Strategies that may be employed

- Take action to discourage the bullying. Where possible, use sanctions that are ‘a natural consequence’ of the behaviour. For example, if the bullying took place at break time, as the child to stay with an adult for a certain number of break times.
- Direct the disapproval at the behaviour not the child.
- Do not bully the bully. The use of strong-arm tactics will confirm the bully’s belief that ‘Might is Right’.
- In extreme cases, Police involvement or the initiation of exclusion or Child Protection procedures might need to be considered.
- Take steps to ensure that there is a monitoring of whether further bullying takes place.
- In addition to taking action to discourage the bullying, employ a range of measures to encourage appropriate non-bullying behaviour, either informally or using targets or contracts.
- Try to re-direct the enjoyment of exercising power over others, e.g. encourage the bully to take on a caring or tutoring role with a younger student.
- Encourage other children to disapprove of the bullying.
- Try to change the way bullies view their situation, e.g. bullies often perceive that their status is being challenged when this is not in fact the case.
- Break up bullying groups by not allowing the children to sit, eat or socialise together.
- Develop their ability to empathise with others, e.g. provide clear feedback on the extent of the distress their behaviour has caused.
- Give reasons for the actions you take.

Children who bully and are bullied

Some children both bully children and are themselves bullied. The characteristics of these children are similar to those of the small number of ‘provocative victims’ but they are stronger and more assertive. The help offered to these children should consider both their bullying and being bullied.

The role of the bystander

The presence of an audience is often a key component in bullying. The bully may be motivated by the desire to impress the ‘audience’. Bystanders should be encouraged to show by their behaviour that they disapprove of the bullying, that they will take no part in it and should be encouraged to tell a teacher or other adult what has happened.

Prevent bullying

At Laurence Jackson School there will be a clear message that bullying is unacceptable behaviour. The school ethos encourages positive behaviour and consideration for others.

- The School Vision Statement – “everyone equally valued”
- The Code of Conduct – “respect each other”
- B4L policy encourages an environment where teachers can teach and students learn

All members of the school community will take bullying seriously

- Use of anti-bullying posters and advice around the school
- Students encouraged to be open and honest about bullying

- All concerns of/about bullying should be discussed with an adult in school
- Use of Impero confide tool as a means of raising bullying concerns
- Students encouraged to have positive self-image
- Positive relationships encouraged by staff and areas of conflict discussed as and when necessary
- Adults within classrooms ensure students aware of acceptable behaviour and rules
- Adults visible around school buildings/site during out of lesson periods ie before and after school, break times and lunch times
- Adults take all allegations seriously and take appropriate action
- Staff training and regular awareness raising of anti-bullying strategies
- Form tutor group work on anti-bullying strategies
- Assemblies to raise awareness of anti-bullying
- Awareness of hot spot areas around school with close monitoring and strategies put in place
- Involvement in anti-bullying week.

Reporting, recording, monitoring and evaluation

- All incidents of bullying should be reported to a member of staff
- Correct procedures should be followed (see action taken sections)
- Paper copies of statements and action taken to be stored in student's file
- Student(s) files to be marked to identify victim and bully
- Written records to be kept for SEVEN YEARS
- School based monitoring through feedback from Student Welfare Managers and SIMS reports to identify students who are repeatedly involved as either victim or bully
- Use of school council to evaluate and review effectiveness of anti-bullying policy when required – 'Student Action Group' formed to carry out student lead initiatives
- Anti-bullying policy to be reviewed every year

Anti-bullying training

- All existing members of staff will receive annual 'awareness raising' of anti-bullying procedures through staff training day in September of each new school year
- New members of staff will receive training re school anti-bullying procedures as part of behaviour policy

Appendix 4

The Use of Reasonable Minimum Force Policy

INTRODUCTION:

Guidance issued by the DfE in 2013 states:

'Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.'

(Use of Reasonable Force – Advice for Headteachers, staff and governing bodies – July 2013)

The DfE issued detailed guidance in 2012 which was reviewed in July 2013. The Campus guidance below is based on the DfE guidance and must be followed by all staff. It is essential that you are aware that the Children's Act 1989 which states: 'positive handling should be used rarely and only to prevent a child from harming himself or others or from damaging property. Force should not be used for any other purpose, nor simply to secure compliance with staff instruction.'

OBJECTIVES:

This policy aims to:

- Maintain the safety of children and staff.
- Prevent serious breaches of Campus discipline.
- Prevent serious damage to property.

MINIMISING THE NEED TO USE FORCE:

Although preventative measures will not always work there are a number of steps which all staff can use to help to reduce the likelihood that the power to use force will need to be exercised:

- Developing effective relationships with children that are central to good order.
- Creating a calm, orderly and supportive environment.
- Developing the social and emotional awareness of children to teach them how to manage conflict and strong feelings.
- Recognising that challenging behaviours are often foreseeable.
- De-escalating incidents if they do arise: communicating calmly with children, using non-threatening verbal and body language and ensuring that the child can see a way out.
- Wherever practicable warning a child that force may have to be used before using it.
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force.

DECIDING IF USE OF FORCE WOULD BE APPROPRIATE:

Decisions on whether the precise circumstances of an incident justify the use of force must be reasonable. Typically, such decisions need to be made quickly with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or disorder, the more likely it is that using force may be justified.
- The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that the use of force may be justified.

- The relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with using other strategies, the more likely it is that the use of force may be justified.

LAURENCE JACKSON SCHOOL GUIDANCE:

1. The use of any form of physical contact with, or force on a child by a member of staff is fraught with both legal and professional hazards for that person, and should only be used:
 - When any other course of action would be deemed likely to fail.
 - As a last resort where all other courses of action have failed.
 - With the minimum degree of intrusion required to resolve the situation.
2. In such situations only reasonable minimum force must be used and only if:
 - The member of staff is acting to prevent serious injury to the student or others.
 - The member of staff is acting to prevent serious damage to property.
 - The member of staff is acting in self-defence.
3. Staff should be absolutely clear in their minds that the situation is an emergency, with potential consequences of serious injury to one or more participants, or serious damage to property if immediate action is not taken.
4. Physical force should never be used to deal with disruptive children or as part of behaviour management, except in the extreme and particular circumstances outlined above.
5. Particular attention must be given to the age, understanding, difficulties or emotional state of the child involved.
6. The child should be warned quietly but clearly and firmly, of the likelihood of reasonable minimum force being used.

USING FORCE:

The DfE guidance 2012 states:

“Reasonable in the circumstances’ means using no more force than is needed”

“It is always unlawful to use force as a punishment”

Before using force staff should wherever practicable tell the child to stop misbehaving and communicate in a calm measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish a child, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

The types of force used could include:

- Passive physical contact resulting from standing between children or blocking a child’s path.
- Active physical contact such as:
 - Leading a child by the hand or arm;
 - Ushering a child away by placing a hand in the centre of the back;
 - In more extreme circumstances e.g. to prevent high or immediate risk of death or serious injury, using a more restrictive hold;

However:

- Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury.
- Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct.

7. Staff should not act in a way that might reasonably be expected to cause injury, (for example, in any way that could restrict breathing), so the least personally invasive method of reasonable minimum force should be employed.

8. Staff should always seek help immediately, and if possible have another member of staff present as a witness before taking action.

RECORDING AND REPORTING INCIDENTS:

It is essential that where any degree of force has been used a proper record is kept. This will prevent misunderstanding or misinterpretation of an incident and provide a record for any future enquiry. In deciding whether an incident is significant and requires a written record the following points should be considered:

- Did the incident cause injury or distress to a child or member of staff?
- Even though there was no apparent injury or distress was the incident sufficiently serious in its own right to require a written record? Any use of a restrictive hold would fall into this category.
- Is a written record needed to be able to justify the use of force?
- Is a record needed to help identify patterns in the child's behaviour?
- Were other agencies involved such as the police?

9. Details of the incident must be recorded.

POST INCIDENT SUPPORT:

For the protection of staff and children it is essential that the incident is followed through in detail. This will include consideration of whether it was appropriate to use force, whether the situation could have been avoided and what responsibility the student must take for the incident. It is also important that staff and students receive any necessary medical attention to ensure that there is clarity over what injuries, if any, were sustained.

10. All injuries must be recorded in accordance with school procedures.
11. The student and member of staff should be given the opportunity to talk through the incident afterwards.
12. The parent/carer of the student must be informed of the incident as soon as possible.

POWER TO SEARCH STUDENTS WITHOUT CONSENT

The 2012 guidance allows Headteachers and authorised staff to "use such force as is reasonable given the circumstances to conduct a search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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"

13. Only the Headteacher or Deputy Headteacher may carry out or authorise to be carried out such searches, and must do so in line with the DfE Guidance 'Screening, searching and confiscation'

COMPLAINTS AND ALLEGATIONS:

The Education Act in no way removes the possibility of parental complaint, referral under Child Protection legislation or internal disciplinary action. In fact, it reaffirms the illegality of corporal punishment. An action seen as 'reasonable' by the member of staff may be viewed very differently by the parent, with all the attendant problems. It is therefore vital to follow the guidelines given, and use reasonable force only in the circumstances given in the bullet points 1 to 6 above.

MONITORING AND REVIEW:

The number of incidents where force is used will be monitored and each case considered for implications for staff training or review of guidance to students. This policy will be reviewed biennially or earlier should legislation change.