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# BEHAVIOUR POLICY

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Reviewed and Adopted by VALT Board  
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Responsible Officer: School Behaviour AHT

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## Introduction

Vision Academy Learning Trust and Laurence Jackson School is dedicated to ensuring that our school environment supports the learning and the wellbeing of students and staff. Effective routines, respect and relationships are the foundations of our community and we work hard to provide a safe environment to ensure our students grow into respectful, reflective and resilient citizens and feel included in every aspect of School life.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. Good behaviour, self-discipline and positive relationships have strong links to effective learning and supports our high expectations in which students can thrive in a positive, safe and structured environment.

All staff, volunteers, and anyone else who comes to the school must act responsibly and professionally and will never denigrate students or colleagues. The Trust will ensure discipline is consistent across all schools so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, considering SEN needs and disabilities as well as the additional challenges that some vulnerable students may face. All staff are given training and CPD to update on policies, procedures, expectations and strategies to deal with behavioural strategies.

We will work with parents/carers to understand their children and their behaviour and how our behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour support building an effective learning community. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will support parents as and when they need it.

There will be a constant Staff presence around the school, in-between classes, during breaks and at lunch times, to check that students are using the school grounds respectfully and behaving appropriately. The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills.

## Legislation and statutory requirements

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

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

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

In addition, this policy is based on:

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

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

## Aims

This policy aims to:

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

## Values

Our behaviour policy and system is underpinned by Ready, Routines, Respect, Resilient, Reflective and Relationships. These guide and support our students in developing the characteristics that will enable them to be effective learners who are happy, successful and contribute to the school community.

## Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Bullying of any kind will not be tolerated
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Trust and governing committee at the school also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Definitions

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Refusing to follow instructions
- Swearing
- Arguing back to a member of staff
- Any form of bullying
- Sexual assault: any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft

- Fighting / Assault
- Smoking
- Maliciously setting off fire alarm
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers, e-cigarettes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person

## Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. The Trust and the school have an ethos where all students feel safe and accepted in the school community where inclusion and equality are valued. Bullying of any kind is regarded as a serious breach of our Behaviour and Rewards Policy and will not be tolerated. Refer

Bullying can be verbal, physical and virtually and can be directed at both staff and students. The School has an anti-bullying policy is a key part of the curriculum.

Students are made aware of what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual or sexting	Explicit sexual remarks, displaying sexual material, sexual gestures, unwanted physical attention, sexual reputation or performance comments or inappropriate touching
Direct / indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Online Bullying such as social networking sites, messaging apps or gaming sites

If an allegation of bullying does come up, the school will:

- Acknowledge the seriousness and act as quickly as possible to establish the facts
- Record and report the incident
- Provide support to the victim
- Inform the 'bully' that this behaviour will not be tolerated. The School will make sure that they understand what they have done and the impact of their actions
- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- Consider a fixed term exclusion in cases of repeated bullying.

Further details are in the school anti bullying policy.

## **Roles and Responsibilities**

All members of our school have certain responsibilities to support, develop and create a positive culture and climate that supports effective learning, respect for all and a safe environment.

### **Local Governing Committee**

The Local Governing Body is responsible for:

- monitoring the behaviour policy's effectiveness
- holding the headteacher / Head of School to account for its implementation.

### **The headteacher / Head of School**

- The headteacher / Head of School is responsible for reviewing this behaviour policy with the Trust.
- The headteacher / Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

- Follow the behaviour policy and system consistently
- Establish class routines
- Deliver the aims and values of the school
- Lead by example and model enthusiasm for learning and your subject
- Have high expectations of the students and praise students doing the right thing
- Model the positive behaviour expected by students
- Model consistent and respectful behaviour
- Meet the educational, social and behavioural needs of the students
- Praise good behaviour and celebrate success
- Give feedback to parents about their child's success and behaviour

### **Parents / Carers**

We ask parents/carers to be aware of, support and promote the school's values and expectations:

- Ensure students arrive on time each day in full school uniform and with the correct equipment
- Communicate with the school any necessary information that will help to support the education of your child
- Build positive relationships with the school, by working together to improve behaviour difficulties
- Support the school in having high expectations for behaviour, engagement and conduct
- Support the homework policy

### **Students**

All students are expected to show respect to one another, staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Students are ambassadors to our school even when off premises, and we expect them to act accordingly. They are expected to obey rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive.

- Be ready to learn, good organisation and good time keeping
- Work hard all the time and take responsibility for their actions
- Hand work in on time
- Respect themselves and others
- Conduct themselves so that they and others are safe.
- Support and care for each other and to treat others fairly and with respect
- Respect each other's property and work
- Good manners and honesty

- Listen to others and respect their opinions
- Self-regulate behaviour and behave in a way that allows other students to learn.
- Follow all staff instructions
- Follow the school rules

### **School Rules and Code of Conduct**

- Always be on time
- Wear school uniform correctly at all times
- Walk in the school buildings and corridors
- Do not shout out during lessons, or shout to one another in the school building
- Disobeying staff is not tolerated.
- Be considerate of your peers and the extended community.
- Rude, derogatory, racist or defamatory language will not be tolerated.
- Be polite and respectful at all times to staff, students, visitors to the School and members of the public.
- Respect the school environment, keep it tidy, do not litter or vandalise property in any way.
- False allegations against staff will not be tolerated
- Unauthorised absence from school will not be tolerated.

To ensure each member of our school community has a right to be treated with respect and to work in a calm and safe environment, we expect our students to:

- Show respect for others by working sensibly in lessons and not disrupting the learning of other students.
- Show consideration for others by moving around the school quietly and safely.  
This means:
  - Following the one-way system in the school
  - Walk around the building quietly, calmly and do not run
  - Open doors for others.
  - Entering and leaving school by the correct routes / doors.
- Come prepared each day wearing the correct uniform and bringing the necessary equipment. This means:
  - Having the correct equipment
  - Following the school uniform code.
  - Not bringing valuable items to school.
  - Not bringing to school anything which could injure/harm another student. This includes knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images and any article that could be used to commit an offence, cause personal injury or damage to property.
- If you bring a mobile phone to school, it MUST be switched off and in your bag. You must not use it at all whilst on site. If you need to make a call for any reason, please see your Head of House. Pastoral Manager or member of the Admin Team.
- Attend school regularly and arrive in plenty of time for the start of lessons.  
This means:
  - Being punctual for registration and lessons. If you arrive late this will be recorded in the register.
  - Bringing a parental note to school following an absence to be handed to the office.
  - Holidays are not permitted during term time. However, if in exceptional circumstances your child requires absence from school, the parent / carer must seek permission from the school.
  - Ensure you sign out at the office if you are leaving the school premises for a medical appointment

## Mobile Phones

Mobile phones must be switched off and in bags. Any phones found switched on will be confiscated, placed in the school safe for parents/carers to collect

The school takes seriously instances where a mobile phone has been used to film, photograph or record staff or students without their permission. In such cases the mobile phone will be confiscated and the student's parent/carer contacted for a meeting.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. DFE guidance also states that there is no need to have parental consent to search through a young person's mobile phone. These data or files may be erased before returning the item if they believe there is good reason to do this.

## Classroom Expectations

Classroom expectations are important so that staff and students can work successfully, safely, and enjoy their learning. Our classroom expectations are underpinned by strong classroom routines:

### 1. Students ready to learn at the start of each lesson:

- 1) Arrive on time to all lessons
- 2) Wear school uniform correctly
- 3) Teachers will meet and greet students welcoming them to their lesson.
- 4) Enter the classroom quickly and quietly, stand behind chair in silence.
- 5) Students have the correct books and equipment out.
- 6) Complete the recall / review / recap task immediately.
- 7) Remain silent during the register (except when your name is called)

### 2. During the lesson:

- a) Work hard on the assigned tasks and start them immediately.
- b) Remain silent when the teacher is talking.
- c) Remain seated in the seat assigned to you by the teacher.
- d) Do not shout out, raise hand to ask a question.
- e) Do not interrupt or disrupt others learning
- f) Ask permission to leave the room to visit the toilet.
- g) Keep mobile phones switched off and in your bag.
- h) Eating and chewing are not allowed. If you want to drink water from your own bottle, you may do this at the start or end of the lesson, but bottles need to be put away during the lesson.

### 3. At the end of the lesson students should:

- 1) Only pack away your books and equipment when instructed by the teacher.
- 2) Return all loaned equipment and ensure the classroom is tidy.
- 3) Stand behind your desks before the teacher dismisses small groups in a calm and purposeful way.
- 4) Move quickly, calmly and quietly to your next lesson following the one way system.

## Rewards

We pride ourselves on a highly effective reward system that acknowledges and celebrates the achievements and successes of all our students and that they can 'be the best you can'.

Students will be recognised for their:

- Academic achievements and progress,
- Resilience and effort
- Contribution to the school community,



- Acts of kindness,
- Teamwork
- Positive behaviour
- Good attendance

To acknowledge and celebrate students' work, contributions and positive behaviour we will use either class charts or E-Praise to log these as well as:

- Positive attendance certificates (termly and annually).
- Verbal praise/encouragement during lessons, registration or whenever appropriate.
- Display work - in class and around school.
- Phone calls home.
- Positive postcards sent to parents / carers.
- Achievement assemblies at the end of each term by your pastoral lead
- Commendations and / or Star Student' Nomination each half term by your subject teachers.
- Star of the Week nomination by your form tutor.

Examples of work / contributions that will be acknowledged:

<b>Resilience</b>	<ul style="list-style-type: none"> <li>● Persisting in order to overcome a problem</li> <li>● Revisiting / revising a previous piece of work</li> <li>● Seeking help when struggling</li> <li>● Half termly most improved in attitude to learning</li> <li>● Excellent sustained effort.</li> </ul>
<b>Scholarship</b>	<ul style="list-style-type: none"> <li>● Achievement in a competition</li> <li>● All expected targets achieved for a term</li> <li>● Extra-curricular extension work</li> <li>● Outstanding /excellent home work</li> <li>● Outstanding class contribution</li> <li>● Knowledge from outside of the curriculum</li> <li>● Bringing in a book, article on a topic to add to the lesson</li> <li>● Completing work independently to plug gaps in knowledge</li> </ul>
<b>Progress</b>	<ul style="list-style-type: none"> <li>● Wider Reading</li> <li>● Improving relative to a previous assessment</li> <li>● Progress on a specific subject skill</li> <li>● Opting to redo and improve on last assessment</li> <li>● Opting to complete additional exam questions</li> <li>● Making More than Expected Progress in an assessment</li> <li>● Making significant improvements on the last assessment</li> </ul>
<b>Compassion</b>	<ul style="list-style-type: none"> <li>● Helping others</li> <li>● Act of kindness</li> <li>● Opting to complete community service</li> <li>● Showing respect for a different view point</li> <li>● Assisting with a charity event</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>● Contributing to paired / group work</li> <li>● Contributing to the whole class</li> <li>● Helped others with a difficulty</li> </ul>

## Management of Poor Behaviour

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and other school staff to discipline students and the Trust acknowledges its legal duties under the Equality Act 2010 in respect of Safeguarding and in respect of those with Special Educational Needs and Disabilities (SEND). Subject to the school's Behaviour Policy, a teacher may discipline a student for any misbehaviour when the student is:

- Not adhering to the schools rules
- Taking part in a school-organised or school-based activity.
- Travelling to or from school.

- Wearing a school uniform.
- In some other way, identifiable as a student from the school
- Misbehaving at any time, whether or not the conditions above apply, in a way that could have repercussions for the orderly running of the school; or posing a threat to another student or member of the public and in doing so adversely affecting the reputation of the school

All staff have the right to impose a range of sanctions in accordance with the policy although only the Executive Headteacher, Headteacher and/or Head of School can suspend or expel a student.

### **Sanctions and Consequences**

The establishment and maintenance of good order allows effective learning to take place and promotes a positive and safe ethos in school. Sanctions help to underpin the boundaries of acceptable behaviour, but they must not be seen in isolation. They are part of the Behaviour Policy which seeks to reward and encourage high standards of conduct and achievement.

The behaviour management system and procedures are designed to offer any student failing to meet the required expectations opportunities to rectify their behaviour and maximise learning. Teachers will use a range of strategies to ensure positive behaviour such as reminding students of expectations, using eye contact or standing next to students to keep them focused.

If students fail to follow the code of conduct or expectations the school has a 4 stage sanction process. The school 4 stage sanction process is in appendix 2.

### **Classroom management**

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

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct
- Adhere to the behaviour policy and procedures
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in conjunction with the policy
  - Highlighting and promoting good behaviour
  - Using positive reinforcement

### **Management of behaviour outside of academy trust schools including on school buses**

Teachers may discipline students for:

- Misbehaviour on any school organised or school related activities
- Misbehaviour while travelling to and from school
- Misbehaviour in any way whilst identifiable as a member/student of the school (i.e wearing uniform)

Or misbehaviour

- That could have repercussions for the orderly running of the school
- That poses a threat to another student or a member of the public
- That could adversely affect the reputation of the school

In all cases, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of a staff member.

## Behaviour on school buses

Teachers have the power to discipline students for misbehaving outside of the school gates. (Education and Inspections Act 2006). Non-criminal behaviour that is witnessed by a member of staff or reported to the school will be dealt with as if the event had happened in school. This includes travel to and from school on the school buses. We expect the same standard of behaviour on the school bus as we would in a classroom. Please refer to the Home School Transport policy for further details. If students do not meet these basic expectations then sanctions will be imposed in school and their right to travel on the school bus could be withdrawn for either a fixed time or permanently by the school or local authority. Please refer to the Bus Transport Policy for further information about expected behaviour on school buses

## Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## Confiscation

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

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

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

## Pupil support

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

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## Behaviour Support Plan

Behaviour Support Plans (BSPs) may be used to identify precise and realistic behaviour outcomes and will operate for a period of approximately twelve weeks but this may be longer where appropriate.

BSP's will be used for student who has had several exclusions, internal or fixed term, or who has been identified as being 'at risk' of failure at school through disaffection. BSP's will be shared with parents/carers, who are also informed regarding their child's progress and will be invited to a meeting with one of the Assistant Head Teachers for Pastoral Care. BSP's do not replace any Special Educational Needs assessment procedures.

In drawing up a student's BSP's, the school will review and consider:

- Any learning difficulties, including literacy and, if necessary, put in place a support programme.
- The curriculum offer and dis-applying the National Curriculum.
- Changing the student's set or class.
- A managed move to another school with the agreement of the student's parents/carers,
- Whether specialist support is appropriate.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher or Head of School will discipline the pupil in accordance with this policy. The safeguarding policy has further information on responding to allegations of abuse.

The headteacher or Head of School will also consider the pastoral needs of staff accused of misconduct

### **Sanctions**

Sanctions will occur if students fail to meet the school expectations, rules and code of conduct

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

- A verbal reprimand
- Sending the pupil to complete work in another class (*not used while pupils in year group bubbles*)
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school (*NB: Only after school detentions will be used in the period in which the pandemic is still prevalent*)
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use the reflection room in response to serious or persistent breaches of this policy. Pupils may be sent to the reflection room during lessons if they are disruptive, and they will be expected to complete the work for their subjects for the remainder of the lesson. Repeated misbehaviour/failure to meet school expectations may result in a student being placed in The Reflection room for a set period of time or in some instances.

### **Detentions**

The Department of Education (GOV.UK) states that the rules for Detention are: 'Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given. We will always contact parents when issuing an after-school detention using the school based system.

After school detentions will be in an assigned room with supervision and some detentions may be given during break and / or lunch. The details of detentions are in appendix 2.

### **Other Sanctions**

In addition to the four point plan for managing behaviour, where a student behaviour is a serious concern this may result in:

- Withdrawal from lessons
- Break, lunch and/or after school detention
- Internal exclusion

- Convene a Governors' Behaviour Review Panel to which the student and student's parents will be invited (*NB. If behaviour escalates and a formal Behaviour committee is called, different Governors will form the committee*)
- Fixed-term exclusion
- Permanent exclusion (in specific circumstances)

## School Suspension and Permanent Exclusion

'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.' ([DfE 'Exclusion from maintained schools, Academies and Student Referral Units in England 2017'](#)). Further details are in the schools exclusion policy.

Suspensions and permanent exclusions will only be used as a last resort and issued by the Headteacher, Head of School or Executive Headteacher. A student can be suspended for failing to meet the schools behaviour 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 about or prohibited by school policy

The school may bypass the sanction steps should a student's behaviour warrant such action. It may be appropriate to move a student to a higher step if behaviour is escalating or of such a serious nature. This may mean recommending a student's is expelled from the School in response to a single, serious breach of the school rules. For example, supplying drugs on the school premises would result in an immediate recommendation of expulsion.

### Suspensions (Fixed Term)

- The decision to exclude a student must be lawful, reasonable and fair. The School will give particular consideration to vulnerable students before a fixed term exclusion is given
- Only the Head Teacher can exclude and it must be on the grounds of discipline. A student can be excluded for up to 45 days within an academic year.
- All children have the right to an education and the School will take reasonable steps to set work and mark work for the first 5 days of an exclusion period.
- Alternative provision for education must be made by the sixth day (known as sixth day provision). This will be provided in consultation with parents/carers, SLT, and the appropriate provider
- Following an exclusion the parent/carers will be required to attend a reintegration meeting where a plan for reducing the likelihood of further FTE will be discussed.
- Further guidance can be found at <https://www.gov.uk/government/publications/school-exclusion>

### Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying), persistent and serious

disruption of teaching and learning across the Academy / school or repeated possession and/or use of an illegal drug on academy premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug (on or off the premises)
- Possession or use of an illegal drug (see Drug Related Exclusions).
- Carrying an offensive weapon.
- Arson.

The academy / school will consider police involvement for any of the above offences.

Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him." Please note: any person found in possession of an illegal weapon (e.g. knife) must be reported to the Police.

The Head Teacher and authorised staff have the statutory power to search students without consent when they have reasonable grounds for suspecting that serious harm will be caused to a person if the search is not conducted immediately. This extends to instances where a member of staff has lawful control or charge of a student

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the academy / school.

General factors the academy considers before making a decision to exclude:

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the academy / school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head Teacher will:
  - Ensure appropriate investigations have been carried out.
  - Consider all the evidence available to support the allegations taking into any appropriate academy / school policies.
  - Allow the student to give her/his version of events. NB. These views may be taken retrospectively.
  - Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.
- If the Head Teacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

### **Exercise of discretion**

In reaching a decision, the Head Teacher will always look at each case on its own merits. While it is important to ensure that decisions are both fair and consistent it is also true that the circumstances of each case will be different and therefore it will inevitably be the case that students will receive different sanctions and differing exclusions for what may seem to be similar offences.

In considering whether permanent exclusion is the most appropriate sanction, the Head Teacher will consider:

- a) The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Academy / School's Behaviour Policy and
- b) The effect that the student remaining in the academy / school would have on the education and welfare of other students and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Behaviour Committee, when it meets to consider the Head Teacher's decision to exclude. This Committee will require the Head Teacher to explain the reasons for the decision and will look at appropriate

evidence, such as the student's record, witness statements and the strategies used by the academy / school to support the student prior to exclusion.

### **Alternatives to Exclusion**

The academy / school will work closely with its regional LAs and other secondary schools to undertake a managed move where such a course of action would be of benefit to the student.

### **Lunchtime Exclusion**

Students whose behaviour at lunchtime is disruptive may be excluded from the academy / school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the Head of School and Governors annually.

### **Links with other policies**

This Behaviour Policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Equality Policy
- Anti-Bullying Policy
- Child Protection Policy
- Attendance Policy
- Online Safety Policy
- Use of Reasonable Force Policy
- Inclusion Policy

## **Appendix 1                      Specific Incidents**

### **Deliberate Vandalism of School Property**

Any student found to have deliberately vandalised school property will receive an appropriate sanction ranging from a detention through to exclusion depending on the severity of the incident.

In all cases parents/carers will be billed for the cost of making good the damage.

### **Alcohol**

- Any student who brings alcohol on to school premises will receive a fixed term exclusion.
- If the student brings alcohol onto school premises a second time, a recommendation of expulsion will be made.
- Any student who 'spikes' the drink of another student with alcohol will be permanently excluded.

### **Weapons**

- A student who brings a weapon on to school premises is likely to be expelled. The Headteacher / Head of School will make a judgement of the level of threat the weapon itself represents to the health and safety of the other students. Weapons include knives (including objects fashioned together to resemble a knife), darts, guns of any description, including air pistols and BB guns.
- In all cases of a weapon being brought on to school premises, the school will inform the police

### **Illicit Substances**

Any student that uses illicit substances in Huntcliff School will result in an expulsion. The school will also notify the police and the student's parents/carers


### **Fighting**

Students involved in fighting with other students will be excluded. This will be a suspension or expulsion, depending upon the circumstances.




## Appendix 2: School 4 stage sanction process

### Management of Behaviour in Lessons:



# Laurence Jackson School



**Expected Behaviour for Learning**

At LJS we are **RESILIENT** and **REFLECTIVE** in our approach to learning. If you do not demonstrate these attributes, it will be addressed according to this 2-point plan. This will be the case for example if you

- are not engaging with learning
- talk over anyone including the teacher

Step 1	Clear Caution	CC	→	Your teacher will issue a reminder about Expected Behaviour for Learning or Respectful Routines. They will state the reason for the reminder.
Step 2	Teacher detention	TD	→	If another incident of any nature occurs the teacher will issue you with a second reminder and state the reason and a teacher detention will be issued
Step 3	Subject detention	SD	→	At the third offence of any nature a subject detention will be issued
Step 4	Exit: On Call	OC	→	If behaviour continues to be unacceptable you will be removed from the lesson.

**We expect students to be RESPECTFUL and will not tolerate the following behaviour:**

- Swearing directly at a member of staff
- Mimicking a member of staff
- Getting into someone else's personal space OR making physical contact with anyone
- Raising your voice inappropriately

**To maintain the safety of yourself, staff and students, the following expectations must be adhered to at all times**

- Do not cough or spit at anybody
- Do not walk out of a lesson or away from a member of staff
- Remain in your year group designated area
- Wear a face covering inside the school building unless you are exempt from doing so

**TO ENSURE THE SAFETY OF ALL STAFF AND STUDENTS in these situations, you will be removed from the classroom immediately**

**Respectful Routines** happen every day. Students are expected to

- Be on time
- Follow hygiene routines in school, cleaning your hands every time you enter and exit a room
- Not enter your teacher's space
- Follow the one-way system to move around school, maintaining the social distance rule where possible
- Sit up straight and show you are listening carefully
- Use good manners and address adults as Miss or Sir |

The four-point plan clearly outlines when it is appropriate for a teacher to sanction disruptive behaviour. The system works as follows:

- Clear Caution– given where a student has not met expectations for the first time (for example, by calling out or interrupting another student).
- Teacher Detention – given if the previous behaviour is repeated, or another inappropriate behaviour is evident.
- Subject Detention – given on the third time that a student presents disruptive behaviour.
- Exit; on call – on the fourth offence, the teacher contacts on-call and the member of staff who is on-call at the time will collect the student from the lesson and bring them to Reflection, where they will be asked to write a statement. These statements will be reviewed by the Headteacher and/or Associate Senior Leader for Behaviour, who will decide about the appropriate sanction and/or support.

Possible sanctions may include:

- Withdrawal from lessons
- Break, lunch and/or after school detention
- Internal suspension
- Fixed-term suspension
- Permanent exclusion (in specific circumstances)

In addition to the four-point plan for managing behaviour, where a student's behaviour is the cause of serious concern, on call will be sent for immediately without any prior warnings. At Laurence Jackson behaviour that is of serious concern is termed Red Box Behaviour. The following incidents will always be considered to be Red Box Behaviour:

- Swearing directly at a member of staff
- Mimicking a member of staff
- Getting into someone else's personal space and making physical contact inappropriately
- Raising your voice inappropriately
- Walking out of lesson or away from a member of staff

Where a student has displayed Red Box Behaviour the teacher contacts on-call and the member of staff will collect the student from the lesson and bring them to Reflection, where they will be asked to write a statement. These statements will be reviewed by the Headteacher and/or Associate Senior Leader for Behaviour, who will decide about the appropriate sanction and/or support. The student will remain in Reflection for the rest of the school day, including break and lunchtime. Possible further sanctions for the incident may include:

- Break, lunch and/or after school detention
- Further withdrawal from a lesson or lessons
- Internal suspension
- Fixed-term suspension
- Permanent exclusion (in specific circumstances)

The Associate Senior Leader for Behaviour will ensure that at the end of every day the behaviour across the school is reviewed. If it is decided that a student will receive a sanction the following day, the Associate Senior Leader for Behaviour or Year Leader will make a phone call to parents/carers that evening to inform them of the decision that has been made.

### Management of behaviour outside of lessons:

**We expect all students to be READY to learn for the school day to be in correct uniform:**




Ties and blazers must be worn at all times to move around the school building.

If you are not in full uniform you will be challenged by staff and need to have a note in your planner showing when the uniform infringement will be resolved.

**Expected Behaviour around the school building and at break and lunchtime:**

**Respectful Routines** happen around school. Students will be expected to:

- Remove coats and outdoor clothing as they enter the building
- Use good manners by saying Please, thank you and Excuse Me
- Address adults as Sir or Miss
- Put litter in the bins provided
- Travel sensibly to designated areas in school following the one-way system
- Respect other people's personal space
- Respect social distancing measures where possible

Step 1	Reminder		A member of staff will issue a reminder about Expected Behaviour for Respectful Routines around school. They will state the reason for the reminder.
Step 2	Detention		Failure to meet expectations following a reminder will result in an out of lesson detention.
Step 3	Reflection or Exclusion		A serious breach of these expected behaviours will result in time in Reflection or Exclusion.

We expect students to be **RESPECTFUL** and will not tolerate the following:

- Swearing or using inappropriate language directed at another member of the school community
- Arguing back to an adult
- Refusing to follow instructions
- Being in an area of school not designated for your year group
- Attempting to enter the building by a prohibited door or access point.
- Inappropriate use of plastic water bottles
- Removing your tie or taking a tie from another student
- Damage to school property

**In these situations, you will lose your social time and be taken to A17 by a member of staff**

**Respectful Routines** happen at lunchtime. Students are expected to:

- Queue for food without pushing in
- Sit down to eat
- Clear their table when they have finished
- Use the designated exits and entrances
- Respect social distancing measures where possible
- Remain in your year groups designated area

#### Rules about Mobile Phones:

Mobile phones, electronic devices and earphones are not allowed to be used in the school building and must be out of sight.

If you are using or your mobile phone in the school building it will be confiscated and you will be able to collect at the end of the day from the school office. If you have had your phone confiscated previously your parent or carer will need to come to school to collect it.

### Detentions:

Laurence Jackson School operates a detention system for students who fail to meet our expectations. Under the Education and Inspections Act 2006, the school has the right to issue a detention within school hours (for example, at break or lunchtime), after the school day ends, during PD days or at the weekend.

Parental consent is not required for detentions; however, school will also provide advance notice of after school detentions so that parents can make appropriate transport arrangements for their children.

<b>Misdemeanour</b>	<b>Sanction</b>
Failure to meet homework deadline after extension	Teacher detention during the school day
TD	Teacher detention set during the school day - up to 15 minutes
One SD in a day	30 minutes after school detention
Two or more SD in a day	60 minutes after school detention
Late	After school detention (late to school and significantly late to lessons) Teacher detention (late to lesson)
Truancy	60 minutes after school detention
Failure to attend detention	Escalation of detention:
Failure to meet expectations in detention	<ul style="list-style-type: none"> <li>• 30 minutes would become 60 minutes the following evening</li> <li>• 60 minutes becomes one day internal suspension</li> </ul>

**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 student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.’

It is essential that staff 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

**Deciding if use of force would be appropriate:**

Decisions on the use of force must be reasonable. Typically, such decisions need to be made quickly with little time for reflection. Staff need to make the clearest possible judgements about:

- seriousness of the incident, assessed by effect of the injury, damage or disorder
- potential for injury, damage or disorder
- the relative risks associated with physical intervention compared with using other strategies.

**School Guidance:**

1. Only to be used as a last resort where all other courses of action have failed.
2. Wherever practicable warning a child that force may have to be used before using it.
3. 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.
4. 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.
5. 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.
6. Particular attention must be given to the age, understanding, difficulties or emotional state of the child involved.
7. The child should be warned quietly, clearly and firmly, of the likelihood of reasonable minimum force being used

**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. All written records should consider the following points:

- 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?

Vision Academy Learning Trust and the School understand the benefits technology can have on enhancing the curriculum and pupils' learning; however, we must ensure that pupils respect school property and use technology appropriately. To achieve this, we have created this acceptable use agreement which outlines our expectations of pupils when using technology, whether this is on personal or school devices and on or off the school premises.

Please read this document carefully and sign below to accept that you agree to the terms outlined.

### 1. Using technology in school

- I will only use ICT systems and devices as instructed by school staff.
- I will only use ICT systems and devices for school related activities.
- I will only use my school provided account for educational activities and I will not use personal accounts at school.
- I understand that my use of school ICT systems, the websites I visit and the messages I send can be monitored and logged and if necessary shared with staff, parents/carers and the police.
- I will adhere to the online safety guidelines I have been taught.
- I will only use the internet for personal use out-of-school hours, including break and lunchtimes or when given explicit permission to do so by a member of staff.
- I will delete any emails from unknown sources/senders without opening them.
- I will not share my account details or passwords with anyone.
- I will not attempt to download and run/install any software onto school devices.
- I will not attempt to bypass the internet filtering system or any other safeguarding systems employed by the school.
- I will not use the school's ICT systems and devices to access, download, upload, send, receive, view or display any of the following:
  - Illegal material
  - Any content that could upset, now or in the future, any person as this is bullying
  - Any content that could constitute a threat, bullying or harassment, or anything negative about other persons or the school
  - Content relating to a person's sexual orientation, gender, religion, race, disability or age
  - Online gambling
  - Content which may adversely affect the reputation of any organisation (including the school) or person, whether or not they are known to be true or false
  - Any sexually explicit content
  - Any personal data or information

### 2. Mobile devices

- I will use school-owned mobile devices, e.g. laptops and tablets, for educational purposes only.
- I will only use personal mobile devices in accordance with the school's expectations and rules.
- I will ensure that my mobile device is either switched off or set to silent mode whilst on site, and will only use my device when I have explicit permission to do so from a member of staff.
- I will seek permission from my teacher before using a school-owned mobile device to take images or recordings.
- I will not use any mobile devices to take pictures of fellow pupils unless I have their consent.
- I will not use any mobile devices to send inappropriate messages, images or recordings.
- I will ensure that personal and school-owned mobile devices do not contain any inappropriate or illegal content.
- I will not access the Wi-Fi system using personal mobile devices, unless explicit permission has been given.

- I will not take or store images or videos of staff members on any mobile device, regardless of whether or not it is school-owned.

### 3. Social media

- I will not use any school-owned devices to access personal social networking platforms.
- I will not communicate or attempt to communicate with any staff members using personal accounts on any social networking platforms.
- I will not accept or send 'friend' or 'follow' requests from/to any staff member using personal accounts on any social networking platforms.
- I will ensure that I apply the appropriate privacy settings to all social networking platforms.
- I will not publish any comments or posts about the school or members of staff on any social networking platforms which may affect their reputation.
- I will not post or upload any defamatory, objectionable, copyright-infringing or private material, including images and videos of pupils, staff, visitors or parents, on any platform.
- I will not post any material online that:
  - Is offensive.
  - Is private or sensitive.
  - Is illegal
  - Infringes copyright laws.
  - Damages the school's or person's reputation.
  - Is an image or video of any staff, parent or nonconsenting individual.

### 4. Misuse

- I will ensure that I report any misuse or breaches of this agreement by pupils or staff members to the school designated safeguarding officers.
- I understand that my use of the devices, systems and the internet will be monitored and logged and I recognise there may be consequences and disciplinary action may be taken against me if I breach the terms of this agreement in accordance with the school's Behavioural Policy.

I acknowledge that I have read and understood this agreement, and ensure that I will abide by each principle.

<b>Name:</b>	
<b>Signed:</b>	
<b>Date:</b>	