Behaviour Policy

Lady Hawkins' School

Approved by:		Date: 5th September 2022
Last reviewed on:	New Policy	
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Contents

Introduction

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". (Paul Dix, Pivotal Education)

Lady Hawkins' School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some students following our behaviour expectations are beyond their developmental level. In this case, these students will have bespoke behaviour plans, developed in consultation with the Pastoral Lead and the SEND Coordinator.

1. Aims

- To create a culture of exceptionally good behaviour: for learning, for community for life.

- To ensure that all members of the school are treated fairly, shown respect and to promote good relationships.

- To refuse to give students attention and importance for poor conduct.

- To help students take control over their behaviour and be responsible for the consequences of it.

- To build a community which values kindness, care, good humour, good temper, obedience, and empathy for others.

- To promote community cohesion through improved relationships.

- To ensure that excellent behaviour is a minimum expectation for all.

2. 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
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting students with medical conditions at school

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

3. The Five Pillars of Pivotal Practice

Our Behaviour Policy is based on the Five Pillars of Pivotal practice
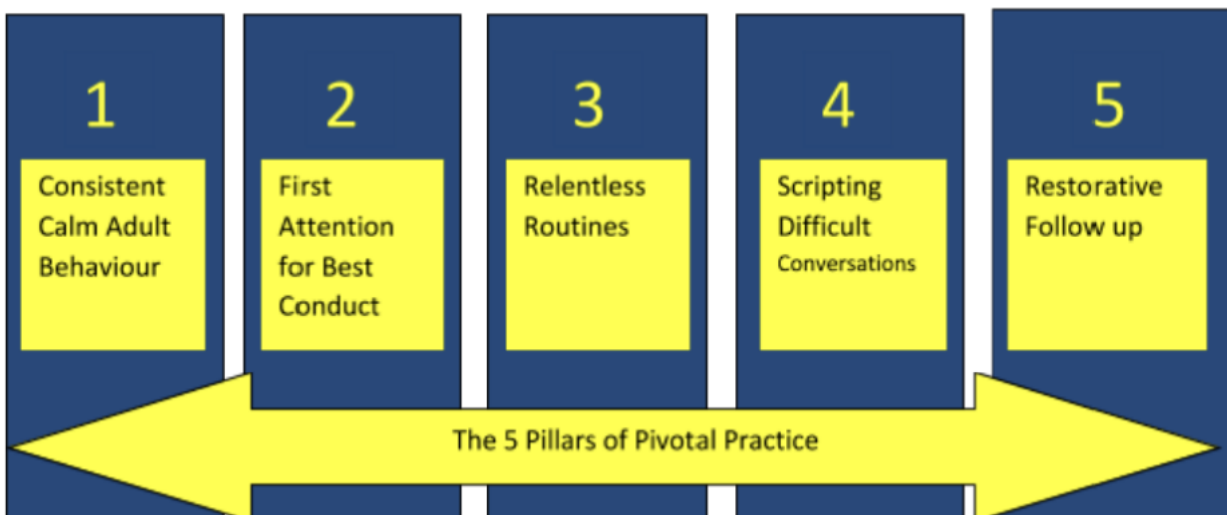
Adult Behaviours *"When the adults change, everything changes"* (Pivotal Education)

4. Expectations of Adults

Consistent adult behaviour will lead to students consistently conforming to our expectations.

We expect every adult to:

- Meet and greet at the door or have an appropriate routine if meet and greet is not possible.

- Refer to 'Ready, Respectful, Safe'.

- Model positive behaviours and build relationships.

- Plan lessons that engage, challenge and meet the needs of all learners.

- Consider using a visible recognition mechanism throughout every lesson (eg, Recognition boards)

- Be calm and give 'take up time' when going through the steps. **Prevent** before sanctions.

- Follow up every time, retain ownership and engage in reflective dialogue with learners.

- Never ignore or walk past learners who are behaving badly.

Head of Faculty and Pastoral Lead

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the students.

They will:

- Be a visible presence around school to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and students whose efforts go above and beyond expectations.
- Encourage use of positive rewards in line with the faculty policy. E.g Postcards home
- Ensure staff training needs are identified and targeted.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and students whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on Edulink/SIMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for students who fall beyond the range of written policies.
- Ensure that staff training needs have been addressed in consultation with Heads of Faculty.

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

5. Managing Behaviour

Engagement with learning is always our primary aim at Lady Hawkins'. For the vast majority of our students a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a student to leave the classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Sanctions steps

Steps	Actions
1. Redirection/Reminder	Gentle encouragement, a 'nudge' in the right direction
	A reminder of the three simple rules – **Ready, Respectful and Safe** delivered **privately** wherever possible.
	Repeat reminders if necessary. Take the initiative to keep things at this stage
2. Caution	A clear verbal warning delivered **privately** wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue
	Use the phase, 'Think carefully about your next steps'.
3. Last chance	Speak to the student privately and give them a final opportunity to engage.
	Use 30 second scripted intervention:
	• I noticed that you are ………
	• At LHS we ……. (Refer to ready, respectful and safe)
	• As a result of behaviour, you have chosen to ……. (see me at break/move to a different table etc..)
	• Do you remember last week when …… (refer to positive behaviour)
	• Thank you for listening …… then give some take up time.
	If the warning in not heeded and the behaviour continues this must be recorded in Edulink/SIMS. At this point the student will be informed that they will have to see you at break/lunch for reflection time.

	Student will be expected to have a reflective dialogue. **For serious breaches related to health and safety and/or abuse SLT callout to be used for immediate removal of student.**
4. Cool off	Cool off might be used for a short time away from the classroom with another class/TA/HOF. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves. The intention always being for the student to return to the lesson. Cool off should not take place in the corridor unsupervised. In certain situation, such as a HOF lesson. SLT may be called to assist with a cool off period.
5. Behaviour Support	Behaviour support is to be used when other options have been exhausted. Procedures for behaviour support: 1. Call reception on 201 to ask for support. If reception is not available, then call finance office on 200. 2. The behaviour support colleague on duty will respond ASAP. 3. If it's possible to keep the student in lesson, then support will stay with the class while the class teacher has a private conversation with the student. 4. If removal from the lesson is necessary, then support will remove the student to a suitable place and a conversation about learning is held. 5. Work should be sent with the student whenever possible. 6. The teacher making the call is responsible for recording on SIMS/Edulink

	7. When possible, communicate with student when you would like to see them. - (picking up the tab)
	8. Unless deemed more serious (Headteaher/Assistant Headteachers) the student will return to the next lesson
	9. Record when the restorative conversation has taken place in SIMS/Edulink.
6. Repair – Restorative conversation	This should take place with the class teacher and facilitated where appropriate by: 1. HOF 2. Pastoral Lead 3. SLT

5 questions are usually enough from the following:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Imposition is then given if needed. This can be additional work that must be completed before the next lesson. This should be countersigned by a parent/carer.

A teacher/faculty detention might be needed for those that fail to complete the imposition. |
| 7. Consequences

Communication with parents/carer | If a student has two incidents in a week requiring reflection, then the class teacher is to contact parents. This must be recorded in Edulink/SIMS.

If a student has three or more incidents in a week (or regular incidents) requiring reflection a meeting with the Pastoral Lead and parents/carers will be arranged. This must be recorded in Edulink/SIMS.

Students who regularly receive more that 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour with a member of SLT or the Pastoral Lead. If necessary, a further |

	meeting with parents/carers and a member of SLT will take place and a behaviour plan agreed. A serious breach may lead to a fixed term exclusion.

Serious incidents

Depending on the age of the student these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive/sexualised language
- Physically striking adults.
- Bringing onto site any prohibited items (appendix 3)

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in appendix 3 or any other item prohibited by the school as an item which may be searched for. Details of the procedures for searching screening and confiscation can also be found in appendix 3.

Fixed Term Exclusions

Lady Hawkins' School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for students to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a student seriously breaches the school's behaviour policy and if the student remaining in school would seriously harm the education or welfare of the student or others in the school, the Headteacher may take the decision to exclude them for a fixed period. If this decision is taken, work will be set for the student to complete at home. Following fixed-term exclusion, the student and parents/carers meet the Headteacher to discuss the student's reintegration into school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Lady Hawkins' School agree with this stance and all policies and procedures are in place to support inclusion of all students. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the student concerned, or to other students at the school.

Restorative Practice

Lady Hawkins' School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all students' access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(See Appendix 2 – Restorative Practice approach at LHS)

Students with Social, Emotional and Mental Health Problems

A student who exhibits behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some students it will be necessary to place them on the SEND list for social, emotional, and mental health issues. A Thrive assessment and support may also be appropriate.

In these cases, the Head/SENCo/SLT/Pastoral Lead/Pastoral Support Officer will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered

- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include fixed term exclusion or permanent exclusion.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to students' social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider the use of fixed or permanent exclusion.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider the use of fixed or permanent exclusions.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy.

6. Roles and responsibilities

The governing body

The governing body is responsible for reviewing and approving the policy

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

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording and responding to behaviour incidents

Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the relevant staff promptly

7. Rewards

The use of rewards are a means of promoting positive behaviour within the school community.

Positive behaviour will be rewarded with achievement points and in line with faculty policies.

8. Training

All staff have been given access to a 7-hour online behaviour change course run by Paul Dix. Further training and support will be available throughout the school year and will be identified as part of the performance management cycle. HOF will also laisse with SLT to identify any outstanding training needs.

Appendix 1

The LHS Behaviour Blueprint

LHS Rules		
READY RESPECTFUL SAFE		
Stepped Sanction	**Micro script (30 second intervention)**	**Visible Adult Consistencies**
1. Reminder (3 rules) privately if possible. 2. Caution (outline behaviour and consequence) 3. Last chance 4. Cool off 5. Repair (restorative conversations)	• **I noticed that you are**……… • **At LHS we** ……. (Refer to ready, respectful, and safe) • **As a result of behaviour, you have chosen to** ……. (see me at break/move to a different table etc..) • **Do you remember last week when** …… (refer to positive behaviour) • **Thank you for listening** …… then give some take up time.	• Meet and greet • First attention to best conduct • Calm and caring •

Restorative Conversation

- What happened?
- What were you thinking at the time?
- What have you though since?
- How did this make people feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Appendix 2 – Restorative practice approach

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

• building safer schools

• changing behaviour not punishing

• adults modelling restorative approaches

• finding ways to repair harm

• supporting staff, students and families to use RP to build community

Why use a restorative approach?

• Punishment doesn't meet needs of those who suffered

• May be kudos or 'street cred' attached to the punishment

• Offenders don't have to face full effects of actions

• Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive

• If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

• What happened?

• What were you thinking about at the time?

• What have your thoughts been since?

• Who has been affected by what you did?

• In what way have they been affected?

• What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

• What did you think when you realised what had happened?

• What have your thoughts been since?

• How has this affected you and others?

- What had been the hardest thing for you?

- What do you need to do to make things right?

Appendix 3 – Searching, Screening and Confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare and to maintain high standards of behaviour through which pupils can learn and thrive.

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items include:

- knives and weapons

- alcohol

- illegal drugs

- stolen items

- tobacco and cigarette papers

- Vapes

- fireworks

- pornographic images

- Mobile phone

- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in the prohibited items. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. This should be done by using Myconcern.

Before a search

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

• are in possession of a prohibited item;

• do not understand the instruction;

• are unaware of what a search may involve; or

• have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to cooperate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items, but not to search for items which are identified only in the school rules.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

During a search

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

• if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

• in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

After a search

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of

Keeping children safe in education. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate

Informing parents

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Schools should consider that in some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.