

Behaviour Policy

Lady Hawkins' School



Approved by:

Governors

Date: September 2024

Last reviewed on:

June 2024

Next review due by:

July 2026

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. Restorative Practice is used to provide a culture of high challenge and high support throughout LHS. (see APPENDIX I)

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 Personal Development Lead, the Safeguarding Lead, the Pastoral Lead and the SEND Coordinator.

1. Aims

- To create a culture of exceptionally good behaviour for learning and for community life.
- To promote good relationships, ensuring all members of the school community are treated fairly and shown respect.
- To refuse to give students attention and importance for poor conduct.
- To help students take control of their behaviour and be responsible for resulting consequences.
- 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) and the Special Educational Needs and Disability (SEND) Code of Practice related to:

- 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.

3. Expectations of Students

We expect students to:

- Adhere to the 'Be Ready, Be Respectful and Be Safe' LHS rules.
- Proudly collect achievement points and display reward badges.
- Seek support from the Pastoral Team to help with meeting the behaviour expectations.
- Act on intervention strategies provided by the Pastoral Team to help meet behaviour expectations.
- Provide, when asked, feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

4. Expectations of Adults

We expect parents to:

- Work with LHS to ensure their child follows school expectations and procedures.
- Encourage their child to show respect for all members of the school community.
- Support LHS in modelling polite and positive relationships.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Contact the Pastoral Team promptly with any behavioural concerns.

We expect every LHS 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' which is displayed in every teaching area.
- Model positive behaviours and build positive relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Recognise student achievement and where appropriate, record this on MIS.
- Be calm and give 'take up time' when going through the steps of the behaviour system. Each step must be verbally communicated with the individual student and not recorded on the board.
- Record on MIS B3 and B4, B1 and B2 to be recorded at the teacher's discretion.
- Engage in a restorative conversation, using the prompt questions, with any student with whom a B3 or B4 has been issued.
- Never ignore or walk past any student behaving badly.

We expect Heads of Faculty to:

- Be a visible presence around school to encourage appropriate conduct.
- 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 in relation to student conduct and behaviour are identified, targeted and acted upon.
- Track and monitor students receiving B3 and B4 referrals in their faculty, acting on issues related to Teaching and Learning within the classroom.
- Support staff, where appropriate, by sitting in on restorative conversations.
- Provide student work for After School Detention (ASD).

We expect the Senior Leadership Team to:

- Demonstrate a unified consistency to behaviour.
- Support and guide staff with the implementation of the Behaviour Policy.
- 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 MIS) 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.

5. Rewards

At LHS, we believe that recognising student achievement at all levels and in all aspects of student life is very important. Formal and informal recognition supports and encourages high levels of student motivation, commitment and the willingness to take risks in learning. All members of staff may award Achievement Points, recorded on MIS which is then overseen by the Pastoral Team. Students may track their achievements using MIS.

Achievement	Reward
Effort or achievement over or above	1 Achievement Point
Effort or achievement consistently over or above	2 Achievement Points
Headteacher Award on recommendation of staff	3 Achievement Points
Excellent progress or attitude within Faculty	Faculty Recognition (eg postcard/phone call home)
50 Achievement Points	Bronze Badge
75 Achievement Points	Silver Badge
100 Achievement Points	Gold Badge
150 Achievement Points	Platinum Badge
Top two Achievement Points scorers in KS3 and KS4 of the term	Breakfast with the Headteacher
Staff nominate a KS3 and KS4 student who has made an exceptional contribution or achievement in a subject or the life of LHS.	Governor's Award
Top three tutor group Achievement Scorers of the half term	Tutor Group awarded a non-uniform day

6. 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. The steps of the behaviour system should always be gone through with care and consideration, taking individual needs into account where necessary. Praise will be given for students exhibiting desired behaviour. 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.

Classroom Behaviour System

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating, but may seek support from Head of Faculty and Pastoral Team when appropriate. Staff will use the steps in the behaviour system for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Step	Action
1. Redirection/Reminder	<p>Gentle encouragement, a 'nudge' in the right direction.</p> <p>A reminder of the three simple rules – Ready, Respectful and Safe delivered privately if possible.</p> <p>A reminder of the B System if necessary. Take the initiative to keep things at this stage.</p>
2. B1 Teacher Warning	<p>A clear verbal warning, stating privately that they have received a B1.</p> <p>Use the phrase, 'Think carefully about your next steps'.</p> <p>The staff member may decide to record this on MIS as 'other', commenting what happened and what action the teacher has taken.</p>
3. B2 Teacher Action to move student to sit elsewhere	<p>Speak to the student privately stating that they have received a B2.</p> <p>Use 30 second scripted intervention:</p> <ul style="list-style-type: none"> • I noticed that you are • At LHS we (Refer to Ready, Respectful and Safe) • As a result of behaviour, you have chosen to (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. <p>The staff member may decide to record this on MIS as 'other', commenting what happened and what action the teacher has taken.</p>

<p>4. B3 Teacher Detention</p>	<p>Speak to the student privately stating that they have received a B3.</p> <p>Use 30 second scripted intervention:</p> <ul style="list-style-type: none"> • 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/lunch for reflection time. <p>The staff member records this on MIS as a B3, commentating on what has happened.</p>
<p>5. B4 Call-Out</p>	<p>Pastoral support is to be used when other options have been exhausted.</p> <p>Procedures for pastoral support:</p> <ol style="list-style-type: none"> 1. Use MIS to make a ‘call-out’ request. 2. Change the location if necessary. 3. Complete a yellow form and record on MIS the incident as a B4 for parents/carers to access. 4. A member of the ‘Call-Out’ Team will respond and remove the student along with the completed yellow form. <p>Unless deemed more serious by the Pastoral Team the student will return to their next lesson.</p>
<p>6. Restorative Conversation</p>	<p>As a result of a B4 a restorative conversation between the teacher and the student will take place at the next appropriate break (morning or lunch). This will be arranged by the Pastoral Team and supported if required by a member of the Pastoral Team or SLT.</p> <p>The restorative conversation involves the following scripted questions:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking/feeling at the time? • What do you think/feel about it now? • Who has been affected and how? • What do you need? What needs to happen to make things right? • How could you do differently in the future?
<p>7. Consequences and Support</p>	<p>As a result of Step 5 being followed correctly, the student will receive an After School Detention. This will be arranged by the Pastoral Team and parents/carers will be notified by the school.</p>

	<p>The Pastoral Team monitor B4 records and appropriate intervention strategies will be employed as necessary. These strategies include: parent/carer conversations, BAIT (Breakfast And Inform Time), Reflective Intervention, Pre-teaching, Head of Faculty action, Pastoral Support Plan, Alternative Provision, Designated Safeguarding Lead support, SENCO intervention.</p> <p>Referrals may be made to external agencies as appropriate. These agencies include: School Nurse, SEMH, WEST, CLD, Early Help, Mash, CAMHS, CLIMB, Purple Leaf, Educational Psychologist.</p> <p>Information related to student interventions will be shared with staff, if appropriate, weekly at the Pastoral Briefing.</p>
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Serious Breaches of Acceptable Behaviour

Serious breaches of acceptable behaviour will be dealt with on an individual basis deemed appropriate by SLT and the Head of Pastoral. Such breaches include:

- Repeatedly breaching the school rules
- Any form of bullying
- Defiance towards members of staff
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothing
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, namely:
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, e-cigarettes (vapes) or associated paraphernalia
- Fireworks
- Pornographic images
- Any article a 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)

Suspensions

Lady Hawkins' School believes that suspensions are not an effective means of moving behaviour forward. However, in order for students to achieve their maximum academic potential in school they must feel safe from physical and verbal aggression and disruption. If a student seriously breaches the school's behaviour policy and if remaining in school would seriously harm their education or welfare or that of others in the school, the Suspension Panel may take the decision to suspend them for a fixed period. If this decision is taken, work will be set for the student to complete at home. Following fixed-term suspension, the student and parents/carers meet with the Headteacher and Pastoral Lead to discuss the student's reintegration into school, setting strategies to support them further. Each day is a new day and where a student 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 a 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.

Students with Social, Emotional and Mental Health Problems

A Pastoral Support Plan (PSP) will be put in place for students that exhibit behavioural problems which will be instigated and monitored by SLT, Pastoral Lead and SENCO. For some students it will be necessary to place them on the SEND list for social, emotional, and mental health issues. Strategies already listed will inevitably be used alongside intervention and support from outside agencies and the Educational Psychology service.

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.

7. Training

Training and support will be available throughout the school year and will be identified as part of the performance management cycle. HOF will also liaise with SLT to identify any training requirements. All staff have accessed in the last two years Paul Dix's 'Behaviour Change' online training and 'Restorative Practice and Conversations' delivered by Educational Psychologists K. Khan and E. Ryan. The focus for 2024-2025 is De-escalation Training, and Emotion Coaching.

APPENDIX I: RESTORATIVE PRACTICE

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the organisation works. It involves providing a culture of high challenge and high support throughout the organisation. Restorative practice ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are important.

Our restorative approach helps students:

- Understand how their actions can affect others.
- Develop positive characteristics they can use in and out of school.
- Understand themselves and each other better.
- Learn why it's important to see another person's point of view.

- See that we all learn through making mistakes as well as through being successful.
- Learn how to move through conflict creatively.
- Repair relationships with pupils and staff following an incidence of poor behaviour or relationship breakdown.
- Restore working practices after resolving relationships.

APPENDIX II: BEHAVIOUR PRINCIPLES

- Every student understands they have the right to feel safe, valued and respected, and to be able to 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 students at all times.
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by students and staff.
- The suspension policy explains that suspensions will only be used as a last resort, and outlines the processes involved in suspensions.
- Students are helped to take responsibility for their actions.
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and students' home life.

APPENDIX III: ADDITIONAL POLICY DOCUMENTS

Bullying Policy

Child Protection Policy

Safeguarding Policy

Suspension Policy

Sexual Harassment and Sexual Violence Policy

APPENDIX IV: POLICY RESPONSIBILITIES

The LHS Governing Body

The Governing Body is responsible for reviewing and approving the policy

The Governing Body will annually review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Governing Body will not tolerate violence or threatening behaviour in any circumstances.

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.