



Behaviour Policy

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“Our vision is for every student, regardless of background or circumstance to achieve the grades and develop the qualities which will open the door to the future of their choice”

Our Aims are:

- 1. To make learning our first priority**
- 2. To ensure all students are safe and able to learn**
- 3. To ensure that everyone is challenged and supported to be the best that they can be**

Behaviour in Laurus Schools

In Laurus Schools our climate is positive and optimistic. We have a learning and success culture where achievement and effort are rewarded; where all are challenged to do their best and where all are valued and respected.

Our *Behaviour policy* is designed to support this aim. The basis of our policy is positive: we wish to “catch students being good” and reward them for it. However, on occasions, students may behave inappropriately.

Students are responsible for their own behaviour. Consequences will result from their choices – be this rewards or sanctions.

Students, parents/carers and school staff share the responsibility to ensure that learning is not disrupted due to bad behaviour. The Home School Agreement details more information.

We do not tolerate anti-social behaviour in any form. However, we realise that such behaviour could be attributed to a combination of inter-related factors. Therefore, we will work closely with the student and parents/carers to develop strategies which can be adopted by both home and school to help the student overcome his/her problems within a consistent and secure environment.

In exceptional circumstances the advice of the Stockport Behaviour Support Service or the Educational Psychology Service will be sought with the consent of the parents/carers.

All admissions, other than year 7 intake, will require a meeting with the Headteacher. The Home School Agreement must be signed at this meeting by all parties

Respect for learning

A **Actions**

B **Bring**

C **Consequences**

Rewards

At LCH we believe that effort and achievement should be recognised. Through the new Rewards Policy we aim to motivate and praise students for their effort, participation and achievement both individually and within their House.

Every student will be placed in a House with other students from different year groups. House Points will be awarded to all students from Year 7 to 11. All students will receive individual points but they will also share responsibility for generating points towards their House totals.

House Events

There will be a timetabled schedule of House events being run in school over the course of the year. Each subject area within school will organise events so that there will be opportunities for all students to participate. This will culminate with Sports Day in the summer.

The winning House for each event will receive Points:

1 st place	100 House Points
2 nd place	80 House Points
3 rd place	60 House Points
4 th place	40 House Points

All students participating in team events will receive 5 House Points each.

Individual Achievement

House Points can be awarded to individual students for the following reasons:

Excellent classwork/homework	1 House Point
Excellent effort/improvement	1 House Point
Act of kindness	2 House Points
Praise Postcard (see below)	5 House Points
Badge (see below)	10 House Points

Competitions in class:

1 st place	10 House Points
2 nd place	8 House Points
3 rd place	6 House Points
4 th place	4 House Points

Praise Postcards

Praise postcards will be sent home for exceptional work, behaviour and attitude. Students will also be awarded 5 House Points per postcard.

Attendance

Individual

- 100% attendance per half term 10 House Points

Form Group

- Best Attendance per month 50 House Points
- Most Improved attendance per month 25 House Points

There will also be a trophy handed out to the winning forms in assemblies'/form time

- Best attended House per month
 - 1st place 200 House Points
 - 2nd place 150 House Points
 - 3rd place 100 House Points
 - 4th place 50 House Points

Additional Rewards

- Subject teachers will reward good and outstanding work with stickers, stamps and other department rewards.
- Leavers' Ball for Year 11 students
- KS3 Awards Evening
- Sports Awards Evening

Certificates of Achievement

These will be awarded when students have achieved a certain number of House Points

- 100 House Points – BRONZE
- 200 House Points – SILVER
- 300 House Points – GOLD
- 400 House Points – PLATINUM
- 500 House Points – DIAMOND

School Badges

The following badges are awarded for outstanding achievement in the following areas. Initially we will offer Black, Green, Orange & Navy Blue, phasing in the remainder over time.

Black	Academic Excellence	Orange	Engagement
Green	100% attendance	Navy Blue	Citizenship
Pink	Art	Mustard	Business Enterprise
Lime Green	Computing	Mid Blue	English
White+ Purple Logo	Beliefs and Values	White + Green Logo	Geography
White + Blue Logo	History	Yellow	Maths
Lilac	Media	Purple	MFL
Silver	Performing Arts	Red	PE
Violet	Psychology	Turquoise	Science
Ice Blue	Technology	Grey	Behaviour 4 Learning
Bicycle Logo	Cycle to School	Red Glitter	HOY
Silver + Pound Sign	Enterprise	Satin Silver	Spoken Language

The Winning House

All points will be collected towards the end of the Summer Term and the House with the most points overall, will receive the House Cup.

Students with the highest individual points total within each House will also be recognised for their contribution by their Head of House.

Behaviour for Learning

We will monitor closely 'Behaviour for Learning' in lessons. This will involve; how well equipped students are; their punctuality to lessons; how quickly they start their work and how they continue to work throughout lessons. This will also include the completion of P&P. Additional rewards will be given to students who show consistently good 'Behaviour for Learning'. We will record instances where we believe that a student's behaviour for learning is preventing them from making good progress. This will allow the Heads of Houses to put intervention strategies in place and alert parents/carers to this at an early stage.

BEHAVIOUR FOR LEARNING B4L



A	Actions
B	Bring
C	Consequences

Sanctions

Sanctions will be applied in line with the consequence system outlined below. Where possible the consequences system will be recorded on the whiteboard in the teaching area.

- C1** Formal warning after students have been verbally told about their behaviour. This will be recorded on the board where possible.
- C2** This will be issued if there is no improvement following a C1. This will be recorded on the board. A 10 minute detention will be issued with the subject teacher. The event will be recorded electronically.
- C3** This will be used if there is no improvement following a C2. This will be recorded on the board. A 30 minute detention will be issued with the subject teacher. This event will be recorded electronically.
- C4** This will be used if there is still no improvement. The student will be removed from the lesson, within the department, and issued with a one hour departmental detention. A phone call home will be made. The event will be recorded electronically.
- C5** Serious incident – the event will be recorded electronically. A serious incident will normally result in isolation or a fixed term or permanent exclusion.

If a student receives 3 or more C2+ in 1 week they will also receive an hour Head of Year's detention after school the following week.

CONSEQUENCES

C1	Formal warning
C2	10 minute detention
C3	30 minute detention
C4	Removal from lesson (1 hr departmental detention)
C5	Serious incident

Remember 3 x C2+ in 1 week = An additional 1 hour year detention

- C1 – C5s cannot be 'earned back' as a result of good behaviour later in the lesson.
- It is acceptable for teachers to send students out of the lesson for a very short time to 'calm down'. This need not necessarily be a C4. It may be recorded at a lower level.
- Students do not necessarily need to progress from C1 – C5.
More serious incidents can be entered directly as C4 or C5 as appropriate.

Report Cards

There will be three levels of report card

- Green – Form Tutor
- Amber – Head of Year
- Red – Leadership Team
- Lilac – B4L

Reports will be used to monitor aspects of behaviour, punctuality and attitude. Heads of House may place students on report when issues concerning progress have been raised.

Detentions

- Students who arrive late to school will be required to report to their Head of Year at lunchtime for a detention.
- Students who are persistently late to school will be dealt with by the Head of Year and receive after school detentions lasting for 1 hour.
- Students who receive three or more C2+ in any week will receive an after-school year detention of one hour. Further action will be taken against repeat offenders e.g. report card, parental interviews.
- If students fail to attend the year detention they will attend a leadership detention of 1½ hours after school. Students may also be placed into leadership detention for more serious incidents.
- If students fail to attend the leadership group detention they will be placed in isolation the next available day. The leadership group detention will still take place at the next opportunity.
- Students who are off premises, without permission, at break and lunchtime will receive an after school detention of 1 hour.

- Any incidents of misbehaviour or misconduct which occurs out of school or in the local community; on the journey to and from school, including school buses and public transport. This also includes theft from our local shops will result in appropriate sanctions.

Restorative Approach

Members of staff and students may be requested to engage in a restorative approach in order to resolve incidents of conflict.

Members of staff and students may request a restorative meeting in order to resolve concerns / conflict. This may be particularly relevant following fixed term exclusion.

Exclusions

No Headteacher likes to exclude a student from school, but there may be times when this is considered necessary. If your child has been excluded it means that he or she will not be allowed to attend school because of the difficulties that have arisen concerning a serious breach of conduct. The evidence required to exclude will need to meet the 'civil standard' of proof i.e. on the balance of probability, it is more likely than not that the student was responsible for the breach of school discipline.

Fixed period exclusions

A child who gets into serious trouble at school can be excluded for a fixed period of time. Schools can exclude a child if:

- they have seriously broken school rules
- allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other students
- your child cannot be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year
- work will be set for your child if excluded for longer than one school day. It will be your responsibility to request and collect this work

We will contact you on the day an exclusion is given and follow up with a letter including information on:

- the period and reason for exclusion
- your duty during the first five days of any exclusion to ensure that your child is not present in a public place during normal school hours, whether in the company of a parent/carer or not
- any arrangements made by us that apply from the sixth day of the exclusion
- It is your responsibility to contact school regarding readmission arrangements

Permanent exclusions

The Headteacher will usually only permanently exclude a student as a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to permanently exclude a student for a 'one-off' offence.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the Headteacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body approves the exclusion, you can appeal to an independent appeal panel organised by the local authority
- we must explain in a letter how to lodge an appeal
- we will work in partnership with other Stockport schools to provide full time education for any student from the sixth day onwards until the exclusion ends
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Specific Areas of Concern

Attention should be given to the following areas:

Uniform

All students will attend in full school uniform:

- There will be zero tolerance regarding incorrect uniform.
- If parental/carer permission has been obtained a member of the pastoral team will send the student home to get changed.
- If the student is unable go home it is expected that they will be in isolation with their form tutor or Head of Year for the day. They will also be isolation at break and lunchtime.
- It is expected that students will wear their uniform correctly on the entire journey to and from school.
- A special emphasis will be made, before and after school in the local community, in order to ensure that the school uniform is worn in the correct manner.

Smoking

The school operates a strict no smoking policy. This includes within the school buildings and grounds as well as on the way to and from school whilst in school uniform. This includes the use of e-cigarettes.

Sanctions

- In the first instance, students found smoking will receive an after school detention (Year detention – 1 hour). Parents/carers will be informed of the incident as soon as possible via a phone call from the Head of Year.
- If students are caught smoking a second time, parents/carers will be instructed to come into school to meet with the Head of Year. A leadership detention (1½ hours) will be issued.
- A third offence will result in a Fixed Term Exclusion.
- Any student can access the MOSAIC service for help and advice. Students and parents/carers will be made aware of this level of support.

Confiscation of students' property

It is appropriate and acceptable for staff to confiscate a students' property, for example, mobile technology. If students are seen with mobile technology in lessons, or anywhere other than designated areas, it will be confiscated. All confiscated property will be returned to the student or parent/carer. Staff are not responsible for the loss or damage of any confiscated items.

Searching Students

Power to search pupils without consent

In addition to the general power to use reasonable force see 'The use of force by staff to control or restrain students Policy'

Staff may conduct a search for the following prohibited items-

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Aerosols

Following advice from Asthma UK, LCH is an aerosol free zone. Appropriate sanctions will be issued for students who use aerosols in school.

Payment Towards Damages

If a student causes damage to anything in school, then they may well be asked for a contribution towards the cost of any repair. This may apply even if the damage is accidental.

Serious Incidents

These include;

- Physical assault against a student including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a student
- Verbal abuse and threatening behaviour against an adult
- Instigating violence by involving other people, not necessarily from the school community, in disputes with other students
- Involvement with Fireworks
- Bullying
- Racist abuse
- Sexual misconduct
- Theft
- Damaging property

- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of the ICT code of conduct
- Deliberate misuse of the fire alarm will result in a permanent exclusion
- Drug and alcohol related incidents – this may include the abuse of a legal substance
- Dealing with drugs at school will result in a permanent exclusion
- Repeated use of drugs or alcohol may result in a permanent exclusion
- Possession of a weapon, including replica weapons
- Misuse of medication
- Misuse of aerosols
- Misuse of electronic equipment
- Making malicious allegations against a member of staff
- Inciting others to breach the school rules
- Inciting others to commit a violent act
- Behaviour that endangers themselves or others
- Behaviour which brings the school into disrepute and tarnishes the reputation of the school, even if this behaviour occurs outside of school time/hours
- It would be treated as a serious incident if any student inappropriately recorded/filmed any of the above incidents taking place

These incidents are considered to be highly damaging to the ethos of the school and to individuals within it. In these circumstances the normal referral procedures may be by-passed.

Serious incidents should be referred immediately to the Head of Year or a member of the Leadership Group.

Reasonable Adjustments to Sanctions

All sanctions will be reasonably adjusted with regard to identified diagnosed disabilities in consultation with the SENCO and the school's educational psychologist.

Additional Information

This policy applies to all school related activities including visits, residential and extra curricular events. This also includes the journey to and from school. Other out of school incidents may be considered if the Headteacher believes that they will have a serious impact within school. This would include behaviour which brings the school into disrepute or tarnishes the reputation of the school.

Staff should use this document in conjunction with:

1. The Anti-Bullying Policy
2. The Attendance Policy
3. The Teaching and Learning Policy
4. The Single Equality Scheme
5. The Classroom routines
6. The ICT policy
7. Safeguarding policy
8. The Home School Agreement
9. Acceptable Use Policy

Monitoring and Evaluation

We will be monitoring this policy through analysis of data and our Q/A procedures.

Equality Impact Assessments

<p>Names and titles of people involved with this assessment</p> <p>Title of Policy – Behaviour</p>	<p>SENCO</p> <p>Deputy Head of school</p>												
<p>Impact assessment carried out with regard to identified characteristics</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Race</td> <td style="width: 50%; text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Disability</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Gender</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Age</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Religion & belief</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Sexual orientation</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> </table>	Race	<input checked="" type="checkbox"/>	Disability	<input checked="" type="checkbox"/>	Gender	<input checked="" type="checkbox"/>	Age	<input checked="" type="checkbox"/>	Religion & belief	<input checked="" type="checkbox"/>	Sexual orientation	<input checked="" type="checkbox"/>
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<p>Summary of any issues/proposed changes</p>	<p>Acknowledged that sanctions will be reasonably adjusted with regard to identified, diagnosed disabilities</p>												
<p>Date</p>													
<p>Date of next review</p>													