



Limehurst Academy Policy Document

Behaviour

Date Approved by Governors: August 2021

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Headteacher's signature:

Chair of Governors' signature:

1. GENERAL PRINCIPLES

The emphasis is on good order and respect to enable high quality teaching and learning. Through a consistent, whole school approach to positive behaviour management, all students will be given the opportunity to fulfil their potential and to achieve to the maximum of their capabilities.

Behaviour for learning will only work if a positive climate is created where good behaviour is based on clear boundaries and known rewards and consequences.

Any attempt to improve behaviour at Limehurst must be in line with our ethos and it is important that all students, staff and parents/carers understand the general principles.

Those who apply different standards will make life difficult for their colleagues and will cause confusion amongst students. It is important, therefore, that staff do not think just in terms of discipline which works for themselves.

If our approach to behaviour management is consistent and applied by all it will make a significant difference in our ability to teach well and for our students to learn.

2. ROLES AND RESPONSIBILITIES

Expectations with regards to staff:

Staff are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.

Staff will be expected to:

- Endeavour to arrive on time to lessons.
- Greet students as they enter the room and create a purposeful start to the lesson.
- Promote and reinforce positive behaviour in and outside of the classroom.
- Reinforce clear expectations of behaviour.
- Deliver a suitably planned lesson.
- Deal with incidents of unacceptable behaviour by following the school's behaviour policy.
- Contact parents/carers if there is a problem with attendance, punctuality or equipment.

Expectations with regards to Parents/Carers:

Parents and carers will take responsibility for the behaviour of their child inside and outside of school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour.

Parents and carers are expected to:

- Work in partnership with staff to ensure good behaviour.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure students come to school regularly, wearing the correct uniform and equipped to learn.
- Ensure students arrive at school on time.
- Support the school's policies and guidelines for behaviour.
- Avoid holidays during term time.
- Get to know about their child's life at school.

Expectations with regards to students:

Students will be expected to take responsibility for their own behaviour and will be made aware of the school policy, procedures and expectations.

Students will be expected to:

- Follow the school’s code of conduct.
- Arrive on time to school and lessons or explain politely the cause of any lateness.
- Come to school regularly.
- Wear the correct school uniform (as described in the School Uniform Policy) and understand that when they are in uniform, they are representing the school.
- Bring the correct equipment for each lesson.

Any student choosing not to follow our expectations will also be choosing a corresponding consequence. These are referred to in more detail later in this document.

3. CODE OF CONDUCT

This Code of Conduct covers what is expected of all students around the school, to create the best possible learning environment and ensure that Limehurst is a safe place to study.

The five basic expectations, on display in every learning area, are:



Show respect to others.

- We will treat everyone fairly and equally.
- We will not swear or use foul language – in any language.
- We will not use violent behaviour under any circumstances.
- We will respect visitors and make them feel welcome.

Look after the environment.

- We will keep our school clean and tidy.
- We will value all property and possessions.
- We will move around the school calmly.
- We will have pride in our school.

Follow instructions from staff.

- We will write down any homework details in our planner.
- We will not challenge instructions from staff.

No eating, drinking or chewing.

- Only water is allowed to be consumed in classrooms, except for some practical areas.

Be prepared to learn.

- We will come to school in the correct uniform.
- We will arrive at lessons on time.
- We will bring any other equipment that we have been told we will need, including a pen, pencil and ruler.
- We will have kit for all PE lessons.

4. REWARDS

Behaving well, acting in a mature manner and demonstrating good citizenship skills is as worthy of reward as a good piece of work.

In lessons, rewards will consist of:

- dialogue between teachers and students valuing their contribution.
- points which can be accumulated towards certificates and more tangible rewards.
- positive written comments in students' planners, a postcard from the teacher, or a positive phone call/text/e-mail home.
- a department agreed policy on rewarding consistently good behaviour.
- contact with parents/carers, informing them of students' good behaviour.

Reward Points

Good behaviour and having a good attitude to learning will be reflected in being awarded additional reward points.

5. CONSEQUENCES

At Limehurst Academy we aim to produce caring, thoughtful young citizens with the skills to apply self-discipline in a variety of settings, both within school and outside. We operate a stage approach of consequences for inappropriate behaviour. Such an account considers the nature of an incident, a student's previous behaviour and the impact of the incident on the learning and wellbeing of other students. Students are encouraged to take responsibility for their own learning and behaviour and the development of a positive behaviour culture within the school. They will also be helped to recognise the consequences of inappropriate behaviour. Consequences are more likely to promote positive behaviour if students see them as fair. This is achieved through the certainty of the consequence rather than the severity.

We encourage staff to:

- Make it clear that they disapprove of the chosen behaviour, not the young person.
- Not belittle or shout at students.
- Avoid aggravating/inflaming a situation.
- Treat young people with respect and model to them how to respect themselves and each other.
- Consider the needs of students that are more vulnerable and those with SEN and/or disabilities and make reasonable adjustments in the application of our behaviour policy.

The school will actively promote positive behaviour management strategies and seek to develop good relationships at all levels.

Any students choosing to break the rules will also be choosing a corresponding consequence.

5.1 Students who are not meeting behaviour expectations.

The school will implement a range of strategies through the schools staged response system to deal with inappropriate behaviour by students including but not limited to:

- Low Level Disruption in the classroom setting system;
Improve, Move, Remove.
- Positive reinforcement (a focus on positive behaviours)
- Target Report/Behaviour Report
- Refer to Interventions Unit (Pupil Support)
- Referral to external agencies, where appropriate
- Internal exclusion
- Fixed term exclusion (for a length of time to be determined by the Headteacher).
- Community Service (a student might be required to carry out some litter-picking or similar as a response to a behaviour having a detrimental effect on the fabric of the school site)
- Talking “privately” with the student
- Referral to Head of Year
- Letters to parents/carers
- Meetings with parents/carers
- Mediation and resolution
- Restorative justice
- Readmission Interview with student and parent /carer
- Permanent exclusion
- Partnership Hosting
- Managed move

We encourage staff, in times of more serious behavioural difficulties to:

- Ask for help, either through a member of staff that is nearby and/or using the learning walk email, and then try and resolve the situation with the students.
- Not stand in the way of a student that is upset and just wants to leave a situation. Generally, let the student walk away.
- Avoid comforting any student with any physical interaction.
- Always follow up these situations with a conversation with the Head of Year or a member of the Senior Leadership Team.

The school will monitor the use of rewards and consequences to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

5.2 Low Level disruption in the classroom.

At Limehurst Academy we operate a system in lessons which serves to allow the student opportunities to address their negative behaviours whilst remaining in the lesson.

This is a staged response escalating from 1 to 3:

1. **IMPROVE** = Verbal reminder – students not making the right choices, so reminded what they should be doing.
2. **MOVE** = Verbal warning – given further opportunity to make the right choices. This could include a short ‘Time-out’ of the classroom or student is moved to another seat. Loss of reward point.
3. **REMOVE** = Student is removed from the classroom to work, supervised by a member of staff. A negative point is added.

* Any removal from the classroom will result in a phone call home and a 15-minute detention to be served after school on the same day.



5.3 Removal detentions

Detentions for removal will take place on the same day as the removal and will last for 15 minutes. If a student fails to attend the detention, then they will be given the opportunity to sit the detention again the following day. Failure to attend the subsequent 15-minute detention will result in a day's Inclusion.

The school will inform parents of any after school detentions issued, so that transport arrangements can be made. It should be noted that the school does not seek the permission of parents, merely to inform them of the action. Detentions can be undertaken during staff training days identified in the school calendar. Notification of any detention will be given by an email or external mail if not available. If a student is off school on the day of the detention, then it will be rescheduled for the next day the student returns to school.

When incidents that are more serious occur, it is crucial that parents are involved at this stage and informed, usually with a telephone conversation.

When a sanction has been completed, staff will reinforce expectations and steps going forward. The student will then be given a fresh start.

6. GO4SCHOOLS

Any incident of **Move** or beyond will be logged on Go4Schools. For **Remove** incidents, or beyond, a short report should also be added. The report should be written as soon as possible, and the head of department should be informed. Contact with parents could be made by the class teacher, the head of department, or another member of staff on their behalf. The form teacher, head of year and pupil support staff will also be informed for information. After sanctions have been applied, the head of department will mark the incident as complete.

All staff will receive a list of behaviour events each week. Form tutors should monitor the behaviour records of their tutees and liaise with the head of year and pupil support about any concerns.

7. BREAK TIMES AND LUNCH TIMES

Incidents of misbehaviour will be dealt with in the same manner as misbehaviour in lessons, i.e. parents will be informed and a Go4Schools report will be completed. However, the detention will be with student support/heads of year or a member of the senior leadership team rather than in departments.

8. INCLUSION ROOM

The inclusion room should only be used rarely, because:

- A student has persistently refused to complete consequences.
- A student has been guilty of serious misbehaviour.
- A student has failed to resolve a uniform issue in an agreed time frame.

Departments and class teachers should ensure that work is sent to the inclusion room, which can be accessed by students who would ordinarily be in their lessons.

Only the senior leadership team, Heads of Year and Student Support can decide to use the inclusion room with a student.

9. STUDENT REPORTS

Some students may be exhibiting poor behaviour in several subject areas. It may then be appropriate, after conversations with relevant staff, for the student to be issued with a school report.

There are three levels of school report; A green, amber and red report. Each student on report will have a named member of staff (supervisor) to report to. Parents will be made aware when students are placed on report and, in some cases, may be invited in for a meeting.

Supervisors of green reports will be the Form Tutor and will last for 1 week. Supervisors of amber reports will be the Head of Year, with the report lasting for 2 weeks. The reports will be set with very clear targets set and guidelines laid out. A successful report would lead to the student being taken off report.

Supervisors of red reports will be a member of the Senior Leadership Team. These reports will be like amber reports but will carry more severe sanctions. Two successful weeks on a red report would lead to the student being moved to an amber report.

Sanctions on School Report will usually be applied by the supervisor but department sanctions may still apply in addition to the sanctions from the report.

10. UNIFORM/MAKE-UP/JEWELLERY

Guidelines for uniform are set out in the uniform policy, which can be found on the school website.

Form tutors should monitor their students' uniform during morning registration and class teachers will monitor it in their lessons. If students are not in the correct uniform, form tutors, will issue them with a uniform slip and establish any reasons for incorrect uniform. They must phone parents or let reception staff know who will text parents. The form tutor or head of year will give a reasonable time frame to correct their uniform (normally 24 hours).

If it has not been corrected by the agreed date, then a 15-minute detention at the end of the day will be issued. If students fail to complete this detention, the detention will escalate in the usual way.

11. ELECTRONIC DEVICES

If a parent/carer needs to contact a student urgently during the school day this should be done through student reception. Electronic devices, notably mobile phones are an increasing part of students' daily lives however if used inappropriately they can be disruptive to learning. If students choose to bring devices into school, they do so at their own risk. The school accepts no responsibility if devices are lost, stolen or damaged. We will not use our resources to investigate missing or damaged devices.

If a student is seen with a mobile phone in school, staff will ask for it to be put away. If a student persistently fails to follow these instructions the incident will be recorded as a refusal to comply and the appropriate sanctions will apply. Persistent problems with devices will lead to parents being contacted and more severe sanctions applied.

12. PUNCTUALITY

Staff must mark a student as late on Go4Schools if they arrive after the following times without a valid reason:

Registration	8.50
Period 1	9.00
Period 2	10.00
Period 3	11.15
Period 4	12.15
Period 5	13.45

In addition, it is very important that students are not allowed to leave until lesson changeover times, i.e. 8.55, 9.55, 11.10, 12.10 and 13.40 except in exceptional circumstances.

Lateness to P2, P4 or P5 should be sanctioned immediately with a detention at the end of that lesson. Lateness to P1 or P3 should be sanctioned as quickly as possible, on the same day in most cases. Persistent offenders should be referred to the head of year who will decide whether a Punctuality Report or other sanctions are required.

Students arriving at school after 8.50 will be marked as late and the following consequences will be adhered to on a weekly basis:

- 1st Late = Warning
- 2nd Late = 15 min same day detention
- 3rd Late = 30 min same day detention
- 4th Late = 45 min same day detention
- 5th Late = 1 day in Inclusion

13. PARTNERSHIP HOSTING

Students may be required to work in another school within the Loughborough inclusion partnership (LIP) for a day or more. This may be required because:

- They have failed to complete a day in inclusion appropriately.
- There is a persistent level of poor behaviour or refusal and previous interventions have had little impact.
- They have been involved in a serious incident requiring a more severe sanction.

14. FIXED TERM EXCLUSION

Students may be excluded from school for serious or repeated offences. Students are not allowed to attend school for a fixed period of days up to a maximum of 45 days in an academic year. If a student is given a fixed term exclusion of more than 5 days, then a partnership hosting will be provided from the 6th day to meet DFE guidance.

Following a fixed term exclusion, parents/carers are expected to attend a reintegration meeting before the student returns to school. The purpose of this meeting is to ensure the student understands and takes accountability for their actions and why they were deemed unacceptable. The student will also be required to make a commitment to ensure this behaviour is not repeated in the future. In the event of the meeting not reaching a successful conclusion, i.e. where the parents, student and the school are not able to agree on how to move forward then the meeting will be adjourned and a subsequent meeting may be arranged with the headteacher and other professionals. A student will not return to normal lessons until a productive reintegration meeting with agreed outcomes has taken place.

Parents are expected to fully support the school's behaviour policy and procedures to allow all our students to progress.

15. PERMANENT EXCLUSION

Where there is a serious breach, and/or persistent breaches, of the school's behaviour policy, and where allowing a student to remain in school would seriously harm the education and/or welfare of the student, and/or others at the school, a permanent exclusion may be imposed, albeit as a last resort.

A decision to permanently exclude will usually only be made following advice from a range of personnel and other agencies, and usually only after other appropriate strategies have been used to improve and/or moderate the student's behaviour without success. However, permanent exclusion may also be imposed for a single serious breach of the school's behaviour policy following a serious one-off incident, where it is appropriate to do so.

The following are examples of where permanent exclusion may be imposed:

- Behaviour that endangers the safety or welfare of the student, or another student, member of staff or member of the public.
- Serious actual or threatened violence, or aggressive behaviour, against another student, member of staff or member of the public.
- Sexual violence or sexual harassment of another student, member of staff or member of the public.
- Sustained discriminatory and/or prejudicial behaviour.
- Setting fires or causing substantial damage to property.
- Stealing property belonging to another student, member of staff or member of the public.
- Supplying (including socially supplying for no financial gain), being in possession of and/or being under the influence of an illegal drug or other substance.
- Bringing alcohol onto the school's site, consuming alcohol on the school's site, or being under the influence of alcohol.
- Being in possession of an offensive weapon, or any other object intended for use as a weapon.
- Serious disrespectful and/or defiant behaviour towards a member of staff.
- Serious misuse and/or abuse of the school's resources.
- Persistent misbehaviour.

This is not an exhaustive list, and there may be other types of misbehaviour where permanent exclusion is imposed.

16. LOUGHBOROUGH INCLUSION PARTNERSHIP (LIP)

Students who are having difficulty in meeting the expectations of the school will be referred to LIP. A behaviour profile will be drawn up with further strategies to improve the students' behaviour. This may involve some outreach work and/or alternative provision. Parents will always be involved in this process and are expected to support the school to move their child forward.

If these interventions fail to improve the behaviour of a student, a managed move may be considered to another school within the partnership. This gives the student an opportunity to experience education at another school. A plan will be put in place to help a successful transition.

If a managed move fails, senior staff at Limehurst will decide the best course of action. For students who have become disengaged with mainstream education, programme management at LIP may be the only option. Students remain on our school roll but are educated off site through LIP with a more bespoke programme of study.

A student may be permanently removed from the school if they are involved in a very serious incident, a managed move has failed, or a student has received several exclusions. Again, the student will remain on our school roll but are educated off site through LIP with a more bespoke programme of study.