



# Limehurst Academy Policy Document

## Behaviour

Date Approved by Governors:

Review Date:

August 2024

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**

Behaviour of students at the Academy is a matter for the Academy as a whole, not a select few members of staff. In addition to the Headteacher/SLT, all members of staff and parents/carers have important responsibilities.

**The Headteacher/SLT:** has responsibility for the day-to-day management of all aspects of the school's work, including behaviour of all students. The Headteacher will work closely with other members of SLT and the Governor with responsibility for behaviour. The Senior Leadership Team are to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents/carers when required. School leaders are visibly and consistently supporting all staff in managing student behaviour through following the behaviour policy.

**All Staff:** are to implement the Academy policy consistently and fairly throughout the Academy by setting the standards required to promote positive behaviour. All staff will be trained in the policy and given scenarios to talk through and raise any questions.

**Students:** are responsible for behaving responsibly and respectfully in all areas of Academy life, including in lessons, around the Academy site and when representing the Academy. This includes travelling to and from the Academy. Students are taught explicitly what good behaviour looks like.

**Parents/Carers:** are responsible to working with the Academy to ensure that home and Academy are working together to ensure that there are high expectations each day within the Academy. Parent/Carers can always contact the Academy should they feel that their child needs more support with their behaviour.

## **3. EXPECTATIONS**

### **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.

## **4. 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.

**5. 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.
- 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.

**6. 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.

## 6.1 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.

## 6.2 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 30-minute detention to be served after school on the same day.



### **6.3 Removal detentions**

Detentions for removal will take place on the same day as the removal and will last for 30 minutes. If a student fails to attend the detention, then they will be given a 60-minute detention the following day. Failure to attend the subsequent 60-minute detention will result in a 90-minute SLT detention.

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.

A resolution meeting will take place between the student and the member of staff that removed them in the PE Room during their detention. These meetings are designed for a conversation to take place between the staff member and student on what went wrong that led to the removal from lesson, how to behave more successfully next time and create more positive relationships.

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.

### **6.4 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:

- A verbal reprimand
- Detention at lunchtime, or after school
- Time in Inclusion room
- Suspension
- 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 children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information Safeguarding & Child Protection.

### **6.5 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).

### **6.6 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 discipline the student in accordance with this policy.

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 discipline the student in accordance with this policy.

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 for more information on responding to allegations of abuse against staff or other students Safeguarding & Child Protection

## **7. 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.

## **8. Break times and Lunchtimes**

Incidents of misbehaviour will be dealt with in the same manner as misbehaviour in lessons, i.e., parents will be informed and Go 4 Schools report will be completed. However, the detention will be with student support/year heads or a member of the senior leadership team rather than in departments.

## **9. 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.

Students have to sign an inclusion room contract (Appendix 1) and will be given work to complete following their timetable whilst in the room.

Only the senior leadership team, heads of year and student support can decide to use the inclusion room with a student. A student will be in the Inclusion Room until 3.30pm if placed in there on the same day. For those students placed in the Isolation Room for the next day, the times will be 9.15am-1.15pm.

## **10. 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.

## **11. 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, then a call home will be made to rectify the situation, which may involve the student being sent home to change. If this is not possible, then the student will be placed in the Inclusion Room until the matter is resolved.

## **12. 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 and earpods, 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.

Electronic devices, including mobile phones and earphones, are not to be seen or heard during the school day. If a student is seen with these items in school, staff will ask for it to be put away and log the incident on Go4Schools. If a student persistently fails to follow these instructions the following consequences will apply:

**2nd electronic device log** = 1st confiscation. The device will be collected by students HOY and passed to reception, where the student can collect at the end of the day.

**3rd electronic device log** = 2nd confiscation. Device collected by students HOY and passed to reception. Reception will call parents/carers to advise them that the device has been confiscated twice now and will be kept in reception until parents/carers can collect it.

**4th electronic device log** = 3rd confiscation. Students HOY will keep the device and ask parents/carers to collect. Student will then hand in the device everyday, for a fortnight, as a further deterrent to prevent repeat behaviour.

## **13. PUNCTUALITY**

Staff must mark a student as late on Go 4 Schools if they arrive after the following times without a valid reason:

Registration	8.45am
Period 1	8.55am
Period 2	9.55am
Period 3	11.15am
Period 4	12.15pm
Period 5	2.00pm

The following consequences will be adhered to in relation to lates to lessons:

Late to 2 lessons = 15 min next day lunch detention

Late to 3 lessons = 30 min next day lunch detention  
Late to 4 lessons = 45 min next day lunch detention  
Late to 5 lessons = 60 min next day after-school detention

In addition, it is very important that students are not allowed to leave until lesson changeover times, i.e., 8.55, 9.55, 10.55, 12.15, 1.15 and 3.00 except in exceptional circumstances.

KS3 students arriving at school between 8.45am and 8.55am 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 = 60 min same day detention

KS4 students arriving at school between 8.45am and 8.55am will be marked as late and the following consequences will be adhered to on a weekly basis:

1st Late = 15 min same day detention  
2nd Late = 30 min same day detention  
3rd Late = 45 min same day detention  
4th Late = 60 min same day detention  
5th Late = 90 min SLT same day detention

Students arriving after 8.55am will be issued with the following consequences:

Arrival during Period 1 = 15 min same day detention  
Arrival during Period 2 = 30 min same day detention  
Arrival during Period 3 = 45 min same day detention  
Arrival during Period 4 = 60 min same day detention  
Arrival during Period 5 = 90 min same day SLT detention

Persistent offenders should be referred to the head of year who will decide whether a Punctuality Report or other sanctions are required.

#### **14. Partnership Hosting**

Students may be required to work in another school within the Loughborough and North Charnwood Inclusion Partnership (LNCIP) 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.

#### **15. Suspension**

Students may be suspended 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 suspension of more than 5 days, then a partnership hosting will be provided from the 6<sup>th</sup> day to meet DFE guidance.

Following a suspension, 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.

## **16. 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.

## **17. Loughborough and North Charnwood Inclusion Partnership (LNCIP)**

Students who are having difficulty in meeting the expectations of the school will be referred to LNCIP. 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 LNCIP 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 LNCIP with a more bespoke programme of study.

## **Inclusion Room Contract**

<b>Name of student</b>	
<b>Date</b>	
<b>SLT</b>	
<b>Reason</b>	

You are in inclusion because you have not followed our school expectations in terms of behaviour in the classroom and / or expectations of behaviour around the school.

You will be in the inclusion room until we are certain that you can meet our expectations.

During your time in the inclusion room, we will expect you to follow the rules.

Please tick to show that you understand the rules and are prepared to follow them:

*In the event of not ticking all boxes I understand that I will be sent home and will have to complete a day in referral on my return:*

- ☐ I will remove my outside clothing and wear full school uniform.
- ☐ I will hand over my mobile phone to the teacher in inclusion if asked.
- ☐ I will work in silence.
- ☐ I will complete work to the best of my ability.
- ☐ If I need help, I will ask in a polite way.
- ☐ I will not communicate with anyone outside of the inclusion room.
- ☐ I will not leave inclusion at breaktime unless I am told by a member of the Senior Leadership Team that I can do so.

Signed \_\_\_\_\_ (Name of student)

Signed \_\_\_\_\_ (SLT)