Limehurst Academy Policy Document

Behaviour

Date Approved by Governors: December 2019

Review Date: January 2021

Headteacher’s signature:

Chair of Governors’ signature:
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.

ROLES AND RESPONSIBILITIES

Expectations with regard 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

Expectations with regard 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 correctly dressed and equipped to learn
- Ensure students arrive at school on time

Expectations with regard 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:

- Conduct themselves in a safe and sensible manner and show regard to others
- Arrive on time to lessons or explain politely the cause of any lateness
- Bring the correct equipment for each lesson
- Follow instructions given by a member of staff
• Co-operate with others
• Show respect for the opinions and beliefs of others

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.

**CODE OF CONDUCT**

This Code of Conduct has been reviewed by the School Council and 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.
REWARDS

Behaving well, acting in a mature manner and demonstrating good citizenship skills is as worthy of reward as a good piece of work. The system of rewards for choosing to follow the basic expectations is:

- Verbal Praise
- Additional Contact with Department Headteacher
- Keep Point
- Point parent award
- Recognition

In lessons this 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 by the headteacher, 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.

CONSEQUENCES

The school aims to produce caring, thoughtful young citizens with the skills to apply self-discipline in a variety of settings, both within school and outside. The consequences shown below should aid the student in thoughtful decision-making and self-discipline.

The school will actively promote positive behaviour management strategies and seek to develop good relationships at all levels. It should always be made clear that we disapprove of the chosen behaviour, not the young person. Staff will not belittle or shout at students and will avoid aggravating/inflaming a situation. Self-respect is an essential component of good, responsible behaviour; as adults, we will treat young people with respect, in order to model to them how to respect themselves and respect each other.

Staff will consider the particular 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.

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

The following consequences are based on all students receiving one engagement reward point at the start of each lesson:
<table>
<thead>
<tr>
<th>Stage</th>
<th>Example of behaviour</th>
<th>Responsibility</th>
<th>Action to be taken</th>
<th>Sanction</th>
</tr>
</thead>
</table>
| S1    | • Talking unnecessarily  
        • Calling out  
        • Slow to follow instructions  
        • Distracting others  
        • Showing a lack of respect for others | Class teacher | • Teacher to explain inappropriate behaviour and state required outcome from the student  
        • Teacher gives student reasonable amount of time to improve their behaviour | N/A |
| S2    | • Inappropriate behaviour continues  
        • Incorrect uniform | Class teacher | • Teacher to explain inappropriate behaviour and state required outcome from the student  
        • Teacher gives student reasonable amount of time to improve their behaviour  
        • Lose reward point  
        • May be appropriate for student to move seat | Loss of reward point |
| S3    | • Inappropriate behaviour continues  
        • No homework  
        • Unexplained lateness to lesson (more than 5 mins) | Class teacher/Dept | • Teacher to explain inappropriate behaviour and state required outcome from the student  
        • Teacher gives student reasonable amount of time to improve their behaviour  
        • Record on Go4schools and complete sanction | 5-15 mins |
| S4    | • Inappropriate behaviour continues in lesson  
        • Failure to follow instructions from a member of staff  
        • Failure to complete a S3 sanction  
        • Smoking | Class teacher/Dept/HOY | • Teacher to explain inappropriate behaviour and state required outcome from the student  
        • Teacher gives student reasonable amount of time to improve their behaviour  
        • Record on Go4schools and complete sanction  
        • Contact parent | 15-30 mins |
| S5    | • Inappropriate behaviour continues in lesson  
        • Persistent refusal to follow instructions from staff  
        • Failure to complete a S4 sanction  
        • Truancy  
        • Theft  
        • Persistent refusal to comply  
        • Swearing/aggression at a member of staff  
        • Physical aggression  
        • Bullying  
        • Discriminatory language  
        • Dangerous behaviour | HOD/HOY/SLT | • Student is removed from the classroom to work in another area in the department  
        • Record on Go4schools and complete sanction  
        • Contact parent | 60 mins  
        **Inclusion Room**  
        **Hosting**  
        **Exclusion** |
Verbal warnings should be made discreetly where possible and students should be made aware that if they choose to continue to misbehave they will also choose a corresponding consequence. Detentions will usually take place with the class teacher as soon as possible after the incident.

When incidents that are more serious occur, longer detentions will be completed by the head of department, head of year or with a member of the senior leadership team. 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.

**Go 4 Schools**

Any incident of Stage 2 or beyond will be logged on Go 4 Schools. For incidents at Stage 4 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.

**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.

**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.
- A student has been involved in a serious stage 5 incident.

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.

**School Reports**

Some students may be exhibiting poor behaviour in a number of 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. Daily (green reports to be used as early intervention), amber and red. 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 many cases may be invited in for a meeting.

Supervisors of daily reports would usually be the Form tutor. Supervisors of amber reports will be either the form tutor or the head of year. It is recommended that no member of staff supervise more than two students on report, as they will be responsible for applying any sanctions. Each report is weekly, with very clear targets set and
guidelines laid out on the back of the report. Two successful weeks on an amber report would lead to the student being taken off report.

Supervisors of red reports would usually be heads of year, the student support team or the senior leadership team. These reports will be similar to 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.

**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 with their period 5 class teacher. If students fail to complete this detention, the detention will escalate in the usual way.

**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 increasingly a part of students’ daily lives however if used inappropriately they can be disruptive to learning. Devices can be left in reception until the end of the school day for safe keeping. If students choose not to give devices in to reception, 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 Stage 5 refusal to comply and the appropriate sanctions will apply. Persistent problems with devices will lead to parents being contacted and more severe sanctions applied.

**PUNCTUALITY**

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

- **Registration**: 8.50
- **Period 1**: 9.00
- **Period 2**: 10.00
- **Period 3**: 11.20
- **Period 4**: 12.20
- **Period 5**: 2.05

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.

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 the majority of 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 8.45 will be kept for 15 minutes at the end of the school day, by the P5 class teacher who will be alerted by a note on the register. Parents will be informed by text. Further consequences will be put into place for students who repeatedly arrive at school late. Parents will also be informed.

**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

**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 of our students to progress.

**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 a number of exclusions. Again, the student will remain on our school roll but are educated off site through LIP with a more bespoke programme of study.