



**Achievement For All**

## **Long Stratton High School**

### **Behaviour (Rewards and Sanctions) Policy**

#### **Policy Consultation and Review**

This policy is available on our school website and in hardcopy from the school office on request.

This policy has been formulated in consultation with governors, staff, pupils, parents and carers.

The policy is provided to all staff and should be read in conjunction with the other school policies.

This policy will be reviewed in full by the Governing Body at least every three years.

This policy was last reviewed and agreed by the Governing Body in October 2017.

It is due for review on or before October 2020.

Signature

Head teacher

Date: October 2017

Signature

Chair of Local Governing Body

Date: October 2017



Achievement For All

## Long Stratton High School

### Behaviour (Rewards and Sanctions)

#### Table of Contents

|   |           |
|---|-----------|
| <b>Governors' Statement of Behaviour Principles .....</b> | <b>4</b>  |
| <b>Policy.....</b>  | <b>6</b>  |
| Aims.....   | 6         |
| Our expectations of pupils .....                          | 6         |
| Our expectations of parents and carers.....               | 7         |
| Our expectations of staff.....                            | 7         |
| Rewards.....  | 8         |
| Sanctions .....   | 8         |
| Screening and Searching .....                             | 8         |
| Physical Intervention.....                                | 9         |
| Support strategies.....                                   | 9         |
| Roles and responsibilities.....                           | 10        |
| <b>Procedures .....</b>                                   | <b>12</b> |
| Aims.....   | 12        |
| Classroom Behaviour Checklist.....                        | 12        |
| Recording.....  | 12        |
| Rewards.....  | 12        |
| Sanctions .....   | 12        |
| C1 and C2.....  | 12        |
| Uniform .....   | 13        |
| Mobile phones and mobile devices .....                    | 13        |
| Equipment .....   | 13        |
| Smoking.....  | 13        |
| Informing parents .....                                   | 13        |
| Detentions .....  | 14        |
| Reports .....   | 14        |
| Inclusion Room .....                                      | 14        |
| Exclusions .....  | 14        |
| <b>Appendix 1 – Commitment to Learning .....</b>          | <b>16</b> |

|   |           |
|---|-----------|
| <b>Appendix 2 - Classroom Behaviour Checklist for Staff .....</b>                                     | <b>17</b> |
| <b>Appendix 3 –Rules, Rewards and Sanctions.....</b>  | <b>18</b> |
| <b>Appendix 4 – Uniform .....</b>   | <b>19</b> |
| <b>Appendix 5 – Equipment .....</b>   | <b>20</b> |
| <b>Appendix 6 – Reports .....</b>   | <b>21</b> |
| <b>Appendix 7 – 15<sup>th</sup> June 2020 onwards: School Re-opening after Covid-19 closure .....</b> | <b>22</b> |
| <b>Legal references and associated links.....</b>   | <b>22</b> |



## **Long Stratton High School**

### **Behaviour (Rewards and Sanctions)**

#### **Governors' Statement of Behaviour Principles**

The objective of this "Statement of Behaviour Principles" is to guide the school to be a safe and structured environment in which teachers can teach and pupils can learn.

This statement sets out the principles which the Headteacher must observe when developing and implementing the school's behaviour policy. The policy should:

- Reflect the core value at Long Stratton High School of Achievement for All
- Promote good behaviour and discipline, regulate the conduct of pupils, encourage the completion of assigned work and aim to prevent bullying
- Aim to educate pupils in the expectations of good behaviour within school, the wider community and to respect the Rule of Law
- Set out the rights and responsibilities of pupils, staff, parent and carers
- Take account of the legal powers and duties of the Head teacher and the school's paid staff
- Promote the consistent, just and fair application of the rules, rewards and sanctions, having regard to special consideration (age, SEND or other equalities and human rights)
- Include the Rules, Rewards and Sanctions of the school
- Have due regard for the law and statutory guidance issued by the Department of Education.
- Detail the powers to screen and search pupils
- Include and specify the power to use reasonable force and other physical contact
- Incorporate the powers to discipline beyond the school gate
- Refer to working with other agencies if continuous disruptive behaviour warrants it
- Include the pastoral care of staff accused of misconduct
- State the high expectations for standards of behaviour from all
- Be publicised in writing to staff, pupils, parents and carers at least once a year

The Governors of Long Stratton High School support the staff, parents, carers and pupils in promoting excellent behaviour and managing behaviour that does not meet the high expectations of this school. This includes the expectation of good behaviour from everyone at all times, and encouraging strong self-discipline and respect for each other. Governors support teachers in their statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instructions.

The Governors' general responsibilities and duties will be supported by the implementation of the principles, policy and procedures. These include duties and responsibilities to:

- Promote good behaviour and discipline
- Promote high standards of educational achievement at the school
- Promote the well-being of pupils, their protection and the cohesion of the community
- Ensure that vulnerable pupils receive behavioural support
- Eliminate discrimination and promote equal opportunities for all groups of pupils
- Ensure the health and welfare of staff
- Support the teachers in the management and improvement of pupils' behaviour
- Promote safe conduct in the use of the internet
- Ensure the safeguarding and promotion of the welfare of children

The Governors respectfully request that parents and carers of children at Long Stratton High School accept our high expectation of behaviour and encourage their children to show respect to all school staff and to each other and support the authority of the School to discipline their children.

Ultimately, it is the pupils who have the most to gain from high standards of behaviour and it is they who bear the greatest responsibility in upholding standards through self-discipline, respect, mutual support and a willingness to report any incidents they feel compromise the safety, security and learning of themselves and fellow pupils.

### **Commitment to Learning**

It is vital that all members of our school community recognise that excellent commitment to learning leads to achievement for all, however, we need to identify the many behaviours that make up excellent commitment to learning. The language of commitment to learning is what we need to use when discussing behaviour.

All pupils are expected to be fully committed to their learning. We believe in approaching learning with a growth mind-set, however, a pupil's attitude and dedication are exceptionally important to achieve success. To provide clarity to pupils, parents and staff on what "Commitment to Learning" (CTL) means, the CTL grid in **Appendix 1** identifies ten categories that contribute to CTL, and includes descriptors for each category outlining what a pupil would be doing if they were outstanding, good, requires improvement or a serious concern.



Achievement For All

## Long Stratton High School

### Behaviour (Rewards and Sanctions)

#### Policy

##### Aims

**The policy is guided by the principles set out by the Governors in their “Statement of Behaviour Principles” and aims to uphold the ethos of Achievement for All. Our approach reflects the belief that children learn and progress best in an environment where they feel secure, safe and they know where the boundaries are. For this to be achieved, this policy and procedures must be used by all staff (paid and voluntary), used consistently (within, between and outside each classroom) and backed up by the managers and leaders in the school.**

##### Our expectations of pupils

- Attend school and be punctual to all lessons
- Respect all staff, other students and visitors
- Show excellent commitment to learning by participating positively and willingly in lessons
- Keeping on task and maintain consistently high effort in all lessons and school activities
- Arrive at lessons with the correct books and equipment
- Take pride in their work, their learning and their progress
- Complete all work set, including homework, and hand it in on time
- Avoid using words or actions that could hurt or threaten others emotionally or physically. This includes during the school day, on site outside normal school day, on the journey to and from school, while wearing the school uniform, during school trips or fixtures or at any other on or off-site activity where pupils are under the direction of school and over the internet or mobile devices
- Report any incidents that compromise the safety, security and learning of themselves or others
- Move around the school in an orderly and safe manner
- Listen to others carefully and follow instructions given by staff
- Wear the correct uniform and take pride in their appearance
- Avoid using mobile phones or other mobile devices during school in order to focus on learning
- Comply with school rules, expectations and instructions during the school day, on site outside normal school hours, on the journey to and from school, while wearing the school uniform, during school trips or fixtures or at any other off-site activity where pupils are under the direction of school

### Our expectations of parents and carers

- Support the highest standards of behaviour in their own children and support the school's approach to rewards, sanctions and discipline, including supporting detentions and other sanctions set by the school so as not to undermine the schools authority
- Take a keen interest in their children's learning, progress and future aspirations including attending parents' evenings and school events
- Support their children by providing a steady home environment with good routines of sleep, homework and recreation
- Keep the school well informed about issues that may affect their child (bereavement, family illness, and other significant events)
- Make every effort to ensure their children attend school or notify school as soon as possible if they are unwell or unable to do so
- Be models of speech, attitude and behaviour that are respectful of others including members of staff, visitors and pupils
- Encourage the valuing of diversity and avoid expressing discriminatory views (e.g. homophobic, racist, sexist etc.)
- Ensure their children do not engage in unsafe, bullying, threatening and unkind behaviour via the internet or mobile phones. This is not an easy task, but children need protecting from these activities. Remember that access to the internet, websites and social media is not a right and as a parent you should control their use and access
- Communicate calmly and clearly with staff over sensitive issues, particularly when they are likely to have only partial knowledge
- Deal sensitively with situations within the family around separation or divorce, recognising the needs of their children, avoiding manipulation or using their children or their education as a means of dispute with the other parent

### Our expectations of staff

- Support the approach to discipline taken by the Headteacher and whole school by following the policy and procedures to ensure a consistent approach. Whenever unacceptable behaviour is reported or a pupil shows unacceptable behaviour, breaks a rule or does not follow instructions, staff should ALWAYS act upon it – every time and every day
- Support the highest standards of behaviour in our pupils and support the school's approach to rewards, sanctions and discipline by consistently awarding rewards for good behaviour and applying sanctions for poor behaviour
- Record all rewards and behaviour issues using the school's information system
- Use specific praise liberally to acknowledge and encourage good effort and good commitment to learning.
- Be models of speech, attitude and behaviour that are respectful of others including other staff, pupils, visitors, parents and carers
- Listen carefully to students, other staff, parents and carers
- Take a keen interest in their pupils as individuals
- Remain calm and avoid shouting
- Follow the school's safeguarding and anti-bullying procedures

## Rewards

**In order to reward pupils for their high standards of behaviour and consistently good effort that the school expects, pupils may receive**

- Verbal, written or stamped praise from staff, other pupils and their parents and carers
- Credits for meeting or exceeding high expectations. Credits earn stars badges.
- Positive comments recorded in the school's information system
- Credits for contribution to the school community (e.g. assembly, represent the school)
- Acknowledgement through a phone call or postcard home
- Certificates for excellent attendance, commitment to learning, credits and Student of the Week
- Recognition through certificates and awards at the annual Celebration of Success assemblies
- Behaviour records will be taken into account for references and positions of responsibility (e.g. school captains, student leaders, ABA's, sports captains, references etc)

## Sanctions

**The school will use sanctions and consequences in response to unacceptable behaviour, breaking of school rules and failure to follow instructions. They will be applied consistently, fairly, proportionately and as quickly as possible.**

**When deciding on an appropriate sanction, the school will take into account a pupil's previous behaviour record, severity of the behaviour, extent to which the behaviour affected others, the age, health and any specific or special needs of those involved.**

**Where sanctions are used, we will explain to the pupil the reason for the sanction, what change in behaviour is required to avoid future sanctions and that the sanction is a consequence to the chosen behaviour not a criticism of the individual.**

**The following sanctions are available to the school. This list is not a hierarchy of escalating consequences. For example, a particular incident may require confiscation and loss of privileges, while another may result in permanent exclusion.**

- Verbal or visual reprimand and reminder of expectation
- Detention set by a teacher, Head of Department, Assistant Head of Key Stage, Head of Key Stage or member of the Senior Leadership Team, including immediate after school detention
- Loss of privileges including break, lunchtime, school activities, events, visits, fixtures, student leadership, ABA, sports captain etc.
- Inform parent or carer of an incident and sanction, or request consequences at home
- Removal to another classroom, Inclusion or other location within the school
- Community service (litter picking, lunch clearing, scraping chewing gum, repair or clean up)
- Confiscation of items that are being misused, causing disruption or contravene the school rules
- Supervised and documented meeting with peers
- Internal Fixed Term Exclusion (usually within the Inclusion Room) (IFEX)
- Documented meeting between school, parents and pupil
- Fixed Term Exclusion (FEX)
- Parents and pupils attend a meeting with a panel of Governors
- Permanent Exclusion (PEX)

## Screening and Searching

**The law allows school staff to screen, search for and confiscate items from pupils. A member of staff can confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the**



**circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.**

**Staff have the power to search without consent for “prohibited items” which include:**

- Knives and weapons including harmful substances such as acid
- Alcohol
- Tobacco, cigarettes, e-cigarettes, vaporisers, cigarette papers and smoking paraphernalia
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images – including digital images.
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage property
- Any item banned by the school rules which has been identified in the rules as an item that can be searched for
- Long Stratton High School bans the carrying of e-cigarettes, vaporisers, “legal highs”, illegal drug and smoking paraphernalia, mobile phones (either banned or not), energy and carbonated drinks, aerosol cans, lighters, matches and flints and empowers staff to search for them without consent.

**Knives, weapons, tobacco, cigarettes, illegal drugs, extreme pornography, legal highs, and mobile phones with suspected child abuse or sexting must always be handed over to the Police. For other confiscated items, the school will decide if, when and to whom a confiscated item will be returned.**

**Physical Intervention**

**Physical contact with a pupil may be appropriate where a pupil is in distress and needs comforting. Staff will use their professional judgement when they feel a pupil needs this kind of support. Members of staff rarely have the need to intervene physically in an incident. Staff do, however, have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline.**

**The Head teacher and all paid staff are authorised to use such force as is reasonable given the circumstances when conducting a search without consent for knives, weapons, alcohol, tobacco, cigarettes, cigarette papers, illegal drugs, stolen items, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm.**

**Force cannot be used to search for other items, even though they can be searched for without consent.**

**A search should be carried out with two members of staff present, preferably of the same gender as the pupil, however this is not always possible. If staff feel there is a need for a search, this overrides the preference for same-gender staff to conduct the search.**

**Parents and carers should be informed if a search has been carried out.**

**Where physical intervention has been used, this must be reported to the Head teacher along with a written statement of the circumstances including the names of those involved and any witnesses. For further information, please consult the Reasonable Force policy.**

**Support strategies**

**School is a place for learning how to behave acceptably in society as well as making academic progress. The school recognises its responsibility to help pupils modify unacceptable behaviour and where appropriate and feasible provide an environment in which acceptable behaviour can develop. It also recognises the responsibility of students to help themselves and the crucial responsibility of parents to provide appropriate support as well. Support strategies will be most effective when based upon**

**agreement and cooperation of all those involved, not least the student, their parents and carers and the school staff. Support strategies available to the school include:**

- Report cards (Form Tutor, Homework, Attendance, Departmental, Pastoral, SLT or Headteacher)
- Achievement Race
- Pastoral Support Plan
- Pupil Improvement Plan
- Support from SEND or Inclusion staff
- Referral for mentoring by Locksley
- Referral to Early Help Hub
- Family Support Plan
- Referral to a Behaviour Pupil Referral Unit
- Referral to external support services including Children's Services and charitable organisations
- Alternative provision
- Managed move

#### **Roles and responsibilities**

**The school is responsible for ensuring that the environment in which teaching, learning and socialising takes place is safe and secure for all members of the learning community of Long Stratton High School.**

**The school can discipline any pupil, however, it should always be either on school premises or elsewhere when a pupil is under the lawful control of the member of staff.**

**The school has the power to sanction pupils "beyond the school gate" to the extent that this is reasonable. The school will sanction pupils whose behaviour beyond school is found, upon investigation, to be unacceptable, including bullying and poor behaviour which occurs off the school premises and which is witnessed by staff members or reported to the school. This includes during the school day, on site out of normal school hours, on the journey to and from school, while wearing the school uniform, during school trips or fixtures or at any other on or off-site activity where pupils are under the direction of school.**

**Misbehaviour that can be sanctioned is also defined as behaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil, staff or member of the public or could adversely affect the reputation of the school.**

**The Governing Body will support the Headteacher and staff in maintaining the school's high standard of behaviour. The Headteacher will ensure that a behaviour policy is in place and is responsible for the implementation and management of the policy. The policy will be produced in consultation with staff, pupils, governors, parents and carers and will be published on the school's website, be available in hard copy from the school office on request and appear in the staff handbook. It will also be publicised annually to pupils, parents and carers. The effectiveness of the policy will be monitored using a variety of methods including visits to classes, student interviews, visits to social areas and an analysis of the statistics relating to behaviour.**

**Staff will be responsible for ensuring that the policy and procedures are adhered to on a day-to-day basis. Staff have a duty to model the high standards of behaviour expected of our pupils and to uphold the high quality of the learning and social environments where good behaviour and excellent progress thrive.**

**If an accusation of misconduct is made against a paid member of staff or a volunteer, it should be reported to the Headteacher immediately. The accusation will be investigated. The member of staff may choose to seek advice from their Union and the Norfolk Support Line (0800 169 7676). If an allegation is judged to be malicious, appropriate sanctions will be applied by the Headteacher.**

**Parents and carers are expected to work positively with school in developing and maintaining high standards of behaviour for their children.**



Achievement For All

## Long Stratton High School

### Behaviour (Rewards and Sanctions)

#### Procedures

##### Aims

These procedures are some of the mechanisms that help everyone in the school community carry out their duty to act upon and record both good and unacceptable behaviour. The policy outlines expectations, responsibilities and duties that guide these procedures. Where these procedures do not cover a specific event, the actions chosen should follow the spirit of the principles and policy. These procedures will be updated from time to time.

##### Classroom Behaviour Checklist

Teachers should use the Classroom Behaviour Checklist to maintain good management of classroom behaviour (Appendix 2).

##### Recording

All rewards given and sanctions imposed by a member of staff should be recorded on the school's management information system (MIS).

The current MIS is Go4Schools. Staff should record all rewards and sanctions using this system. The system is set up to show what actions are required following specific behaviours: some mandatory, some recommended and some optional. Staff must carry out the mandatory action and deselect any recommended actions they are not going to take. They may choose other optional actions.

##### Rewards

Good behaviour is an expectation and will be recognised, promoted and praised. Pupils who meet or exceed high expectations should be rewarded, as described in the policy. Staff should display classroom rules and rewards (Appendix 3) and always record them on the school's MIS.

##### Sanctions

Staff should constantly and consistently apply the behaviour policy, notice and respond to all behaviour that is unacceptable, below our high expectations or breaks the rules. All sanctions imposed should be recorded on the school's MIS.

##### C1 and C2

Class teachers should use the system of C1 and C2 in every lesson (previously C1, C2, and C3). They are short-hand for staff to communicate to pupils that their commitment to learning (CTL) has fallen below expectation and there will be consequences (C for "consequences" - hence C1 and C2).

|           |                                  |   |
|-----------|----------------------------------|---|
| <b>C1</b> | <b><u>Poor CTL</u></b>           | <b><u>20 minute detention</u></b>   |
| <b>C2</b> | <b><u>Continued poor CTL</u></b> | <b><u>Send to another classroom</u></b><br><b><u>(usually the Head of Department)</u></b><br><b><u>30 minute Department detention</u></b> |

### Uniform

**Form tutors will check uniform (Appendix 4) during form time and record it weekly, however, all staff should be vigilant about uniform, jewellery, piercings, hair, make-up and nail varnish and ensure pupils are in correct uniform, which should be worn whenever inside the building.**

**If incorrect items are being worn, they will be confiscated, later taken to the office to be collected at the end of the day by the pupil. Repeat offenders will have a longer period imposed before the item will be returned. If loan items are needed (shoes, blazer, tie etc.) or nail varnish needs removing, a pupil should be sent to the Inclusion Manager.**

**A pupil may be kept in the Inclusion Room if it is not possible to loan an item or rectify the uniform (e.g. hair colour). Parents may be asked to bring into school the correct uniform so that pupils can return to lessons, or arrange for hair to be re-dyed.**

**The Head teacher will decide, on a day by day basis, if a day is hot enough to warrant blazers off inside school. Blazers can be removed once settled in a classroom, but should be put back on to leave the classroom.**

### Mobile phones and mobile devices

**Pupils are allowed to bring mobile phones to school. They are not, however, allowed to be used in a lesson (unless given express permission to do so by the teacher) nor used inappropriately at any time. If a mobile phone is seen in a lesson or is being used inappropriately at any time, a member of staff has the right to confiscate the phone, preferably once it has been turned off. It should later be taken to the main office to be logged and locked away until a parent or carer comes into school to collect it.**

### Equipment

**Pupils are expected to have standard items of equipment with them every day in school and parents and carers are expected to provide these items (Appendix 5). Form tutors will check and record this weekly. If pupils do not have the correct equipment on two occasions in a half-term, a pastoral detention will be given. If pupils do not have the correct equipment on three occasions in a half-term an after school detention will be given. These sanctions need to be imposed by the form tutor and recorded on the MIS**

### Smoking

**If a pupil is caught smoking or with tobacco, cigarettes, lighter or e-cigarette or smoking paraphernalia they will be searched and placed into the Inclusion Room. Items will be confiscated and handed to the Police and parents will be contacted. A sanction will then be imposed, taking into account the previous behaviour record (especially concerning smoking), which is likely to be either Pastoral detentions, Internal Fixed Period Exclusion (IFEX) or Fixed Period Exclusion (FEX).**

### Informing parents

**Parents should be informed when positive and negative behaviour is displayed in school. Positive feedback can be via phone, letter, e-mail, postcards or face to face. Negative behaviour should be fed back to parents on the day it occurs, wherever possible, so a phone call is usually the most appropriate method.**

## Detentions

Teachers have the legal power to issue detentions to pupils and we use a range of detentions as sanctions. Parental consent is not required for detentions. This includes detentions outside school hours, which could be at the end of a school day, on non-teaching days (e.g. Professional Development days) or weekends (except preceding or following a half-term break).

All teachers can impose detentions, which will normally be held during break or lunchtime in a classroom for up to 20 minutes.

Heads of Department can set department detentions, which will normally be held during break or lunchtime in a classroom for up to 30 minutes.

Members of the Senior Leadership Team, Heads and Assistant Heads of Key Stage and Form Tutors can issue Pastoral detentions, which will normally be held during break or lunchtime in the Inclusion Room. Pupils will have the opportunity to eat and go to the toilet, but may be accompanied by a member of staff.

After-school detention be imposed by members of staff if sanctioned by a member of the Senior Leadership Team. Usually, parents will be informed by phone that their child will serve an after school detention from 3pm to 4pm on a Monday, Wednesday or Friday. However, the school has the legal right to impose any detention out of school hours providing it does not compromise a pupil's safety. In this case, the school takes into account if the detention would put the pupil at risk, whether they have caring responsibilities, whether parents have to be informed and if suitable travel arrangements can be made. It does not matter if making these arrangements is inconvenient for the parents or carers.

## Reports

We use a range of reports to monitor and mentor pupils, including Form Tutor, Attendance, Homework, Mentoring, Departmental, Pastoral, Senior Leadership Team (SLT) and Headteacher (Appendix 6). Pupils are required to present the report to the class teacher at the beginning of each lesson. The teacher records and initials a score for CTL for each lesson (for any ones or twos scored, the teacher will write the word rather than the figure to avoid alteration of data). If a pupil falls below acceptable standards while on report, consequences will be imposed.

If the required improvement is not evidenced, then the level of report will be escalated. Ultimately, if behaviour remains unacceptable, this can lead to permanent exclusion.

## Inclusion Room

Time spent in the Inclusion Room keeps pupils away from other pupils for a limited period and should be used as productively as possible, with pupils working on tasks set by their class teachers under the supervision of the Inclusion Manager. Pupils will still be allowed to go to the toilet and eat during break and lunchtime, however, under some circumstances they may be accompanied by a member of staff.

## Exclusions

The ultimate sanction available to any school is permanent exclusion (PEX). This sanction can only be imposed by the Headteacher or in the case of their absence, the person covering those duties. There are two other types of exclusion that the school uses as sanctions when appropriate, namely, Internal Fixed Term Exclusions (IFEX) and Fixed Term Exclusion (FEX).

Internal Fixed Term Exclusions (IFEX) can be imposed as a sanction by a member of the Senior Leadership Team. This may be following an incident or in response to receiving a two or one while on SLT report. Pupils will work in isolation from the main school, usually in the Inclusion Room supervised by the Inclusion Manager working on tasks set by their class teachers.

Fixed Term Exclusions (FEX) can be imposed as a sanction by the Headteacher (or in the case of their absence, the person covering those duties). A FEX is where a pupil is temporarily removed from school and is sometimes referred to as “being suspended”. Pupils can be removed for up to 45 school days in one school year. School will inform parents or carers of the decision as soon as practically possible and will also write a letter stating why and for how long the FEX has been imposed. If a pupil has been excluded for a fixed period, school will set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, the school must arrange full-time education from the sixth school day onwards. Parents and carers can challenge a FEX if a pupil has been excluded for more than 5 school days in a term or exclusion will mean they will miss a public examination. For exclusions of 5 school days or less, parents can ask the governing body to consider their views.

Permanent Exclusion (PEX) can only be imposed as a sanction by the Headteacher (or in the case of their absence, the person covering those duties). PEX means a pupil is permanently removed from the school and is sometimes referred to as “being expelled”. School will inform parents or carers of the decision as soon as practically possible and will also write a letter stating why the PEX has been imposed and how to challenge the decision. Norfolk County Council must arrange full-time education from the sixth school day after the PEX. Parents and carers can challenge a PEX with the governing body. If governors agree with the exclusion, parents can appeal to Norfolk County Council and the governing body must inform parents how to do this.

The type of incidents that may lead to PEX include, but are not exclusive to, bringing to school prohibited items including knives, weapons, illegal drugs (including so called “legal highs”), serious physical assault of another pupil or member of staff and repeated failure to follow school rules.

## Appendix 1 – Commitment to Learning

| Category   | Outstanding<br>(4)   | Good<br>(3)  | Requires<br>improvement<br>(2)  | Serious concerns<br>(1)  |
|--|--|--|---|--|
| <b>Participation</b><br>in lessons and additional curriculum activities.                             | I <b>love</b> learning. I take an <b>active</b> part in <b>all</b> lessons including whole class, group and individual activities.                           | I <b>like</b> learning. I take part in <b>most</b> lesson activities including whole class, group and individual activities.                     | I only take part in <b>some</b> types of lesson activities and have to be encouraged to participate or contribute.                                    | I <b>do not participate</b> in lesson activities.  |
| <b>Challenge and risks</b><br>response to challenge and willingness to take risks.                   | I <b>like to be challenged</b> with difficult tasks. I am willing to <b>risk mistakes and share</b> them with others as I know this is how to make progress. | I <b>will take a challenge or risk</b> if the teacher <b>gives me a strategy</b> to help me or when I have <b>done something similar</b> before. | I don't really like to take on challenges or risks – I might <b>copy</b> others' work or hand in <b>incomplete work if the task is unfamiliar</b> .   | I <b>avoid challenges and risks</b> – if something is too hard I have <b>copied work or not done the work at all</b> .     |
| <b>Practice and Perseverance</b><br>attitude to practice and determination to see a problem through. | I <b>enjoy practising new skills</b> as it helps me make progress. I relentlessly <b>keep working</b> at a task or problem until it is complete.             | I practise my skills but prefer to <b>practise things I'm already good at</b> . I stick at a task or problem when prompted and helped.           | I tend to <b>give up on tasks</b> unless someone helps me to overcome the obstacle. I want to <b>stop practising</b> when I find something difficult. | I <b>do not practise</b> my skills. I <b>give up as soon as I find tasks a bit difficult</b> .                             |
| <b>Questions</b><br>posed by the pupil and response to verbal and written questions.                 | I ask questions that will help me with my learning and <b>always have a go</b> at answering questions, <b>whether I'm sure about the answer or not</b>       | I ask and answer questions, but usually <b>about the part of the topic or task I feel I can do</b> .   | I don't usually ask or answer questions, especially if I think something is too hard – I say "I <b>don't get it</b> " or "I <b>don't know</b> ".      | I do not ask or answer questions.  |
| <b>Homework</b><br>effective use of homework time and independent effort.                            | I <b>always</b> complete homework on time and to a <b>high standard</b> , sometimes <b>going further</b> than the task set (research, read or work).         | I <b>almost always</b> complete homework on time and to a <b>good standard</b> .   | <b>Sometimes I forget</b> my homework or I hand in homework that is <b>not to an appropriate standard</b> .   | I do not hand in or <b>do not complete</b> my homework.  |
| <b>Feedback</b><br>response to feedback given both verbal and written.                               | I ask for and am <b>motivated by feedback</b> . I act upon advice and targets to make better progress <b>without being prompted</b> .                        | I take notice of and <b>respond positively</b> to feedback. I act upon it to improve my work <b>when prompted</b> .                              | I find it difficult to accept feedback and act upon it. I sometimes <b>ignore useful feedback</b> .   | I <b>avoid feedback</b> on my work. I sometimes see feedback, advice and targets as an <b>excuse to give up</b> .          |
| <b>Mistakes</b><br>reaction of the learner when mistakes are made and identified.                    | I have a <b>positive attitude</b> towards making mistakes as I know I can <b>learn from them</b> and do better next time.                                    | I <b>accept mistakes</b> as temporary setbacks and usually try to <b>learn from them</b> , but <b>sometimes I don't know how to do this</b> .    | I tend to <b>see mistakes as failure</b> and sometimes I try to <b>hide them</b> rather than accepting them and learning from them.                   | I think <b>mistakes prove I can't do something</b> . I <b>hide or lie</b> about my mistakes because I see them as failing. |
| <b>Behaviour for Learning</b><br>positive behaviour contributes to all pupils learning.              | I always support the learning of others with my <b>positive behaviour</b>  | On rare occasions I lose focus, but I <b>respond quickly</b> and positively to the teacher's instructions.                                       | I <b>sometimes disrupt</b> my own learning or the learning of others.   | I show a <b>lack of respect</b> for my own or others' learning.  |
| <b>Attendance</b><br>attitude towards missing time in school.  | I make sure I can be in school every day. My attendance is <b>100%</b>   | I am in school almost every day, but occasionally I am too unwell to leave the house. My attendance is <b>over 97%</b> .                         | My attendance is over <b>90%</b> , but this means on average I'm missing up to one day every fortnight.   | My attendance is <b>at or below 90%</b> , so I am a persistent absentee.   |
| <b>Equipment</b><br>prepared for learning with the right books and equipment.                        | I am <b>always prepared</b> for learning, without being reminded, with all the books and equipment I should have.  | I am <b>almost always prepared</b> for learning with all the books and equipment I should have.  | <b>Sometimes I am not prepared</b> for learning, as I am lacking my books and equipment that I should have.   | I go to lessons <b>unprepared to learn</b> because I do not have my books or the correct equipment.                        |



## Appendix 2 - Classroom Behaviour Checklist for Staff



### Classroom environment

- ✓ Line pupils up in an orderly manner outside the classroom before entry.
- ✓ Meet and greet pupils at the door when they come into the classroom.
- ✓ Have a task ready for them to start as soon as they enter the room (bell work).
- ✓ Display rules prominently in the classroom and refer to them.
- ✓ Display the tariffs of rewards.
- ✓ Display the C1, C2 and other tariffs of sanctions prominently.
- ✓ Use the C1 C2 system consistently (use cards, verbal warning or record on the board).
- ✓ Have a method to ensure you record and follow through all rewards.
- ✓ Have a method to ensure you record and follow through all sanctions.
- ✓ Choose and record seating plans using Go4Schools (display them on or near your desk).
- ✓ Know the names and roles of all adults in the room.
- ✓ Follow the school behaviour policy and procedures.
- ✓ **Consistency not severity of consequences has the biggest impact on behaviour.**

### Pupils

- ✓ Know the names of the pupils – learn them quickly.
- ✓ Know and understand individual pupils' special needs and plan for them.
- ✓ Have a plan for children who are likely to misbehave.
- ✓ Ensure other adults in the room know the plans.

### Teaching

- ✓ Make sure all resources are prepared in advance.
- ✓ Give frequent feedback to pupils on how to improve (verbal, individual, group, written)
- ✓ Praise and reward the behaviours you want to see more of.
- ✓ Praise pupils doing the right thing more than criticising those doing the wrong thing.
- ✓ Have C1 C2 cards ready to use and easy to reach (or a visible place for recording).
- ✓ Have clear routines for transitions from task to task and for stopping the class.
- ✓ Make the classroom routines explicit and teach them to the pupils.
- ✓ Differentiate and use AFL constantly to adjust to pupil needs.
- ✓ Be consistent. Stay calm. Avoid shouting.

### Parents

- ✓ Give regular and timely feedback to parents about their child's behaviour.
- ✓ Contact them about the good days as well as the bad, using phone calls or postcards.

## Appendix 3 –Rules, Rewards and Sanctions



### **CLASSROOM RULES**

Arrive on time, with the right books and equipment, ready to learn  
Listen to instructions in silence then follow them  
Allow others to work without interruption  
Do not shout out –hands up for a teacher’s attention  
Keep on task, complete all work set and behave safely

### **OUTSIDE CLASSROOM RULES**

Be respectful to staff, students and visitors  
Walk (not run) on the left when you are inside the building  
Wear full uniform when you are inside the school buildings and any incorrect uniform will be confiscated.  
Keep the school tidy and throw rubbish in the litter bins  
Lateness to school will result in an after school detention  
Repeated lack of equipment will result in a detention  
During break and lunch, pupils can go outside or in the Hall Gym, Key Stage areas and Science corridor  
Eat only outside or in the Hall, Gym and non-carpeted areas (e.g. Key Stage areas and Science corridor)  
During bad weather, pupils may also be allowed to use the Ground Floor of A block  
Other than lessons, pupil may only use classrooms with the permission of a member of staff

### **REWARDS**

Excellent Commitment to Learning – 1 credit  
Verbal, written or stamped praise given to students  
Meet or exceed expectations – 1 credit  
Record positive comments on Behaviour System – 1 credit  
Contribution to school community (e.g. assembly, represent school, newsletter) – 1 credit  
Certificates for Student of the Week, CtL, Attendance, Credit and Success – 3 credits

### **CLASSROOM SANCTIONS**

C1 – poor CTL or breaking rules. Reminder of expectation– 20 minute detention  
C2 - continued poor CTL. Sent to HoD (or other classroom) and 30 minute Department detention  
Mobile phone seen – confiscated and only returned to a parent or carer

## Appendix 4 – Uniform



### Pupils are required to wear:

- Either a black skirt or black trousers. **Please note: skirts can only be purchased from our uniform supplier (Stevensons at 67 Ber Street, Norwich, NR1 3AD) as they require the school logo and must be a suitable length.**  
Black trousers – smart and tailored (not skinny fit, jeans, leggings, jeggings, or combat). Belts can be worn provided they are not fashion belts and they fit inside the belt loops.
- Smart white collared shirt
- School tie (maroon with silver stripes) from our uniform supplier
- Black blazer with LSHS logo from our uniform supplier
- Optional grey cardigan or jumper of plain design (not PE tops nor hoodies)
- Tights should be plain black, dark grey or a natural colour.
- Sensible **black leather or leather-look shoes** – trainers are not allowed.
- Outdoor coats should be plain navy blue, grey or black and must not be worn in the school or classrooms. Hoodies of any description are not allowed. Outdoor headwear is not allowed inside the school buildings.

### Physical Education Wear:

- LSHS PE top with school logo (**only available from our uniform supplier**)
- Plain black or LSHS sweatshirt with the school logo (optional) (**only available from our uniform supplier**)
- A pair of long plain black shorts (soccer/hockey style)
- Sports socks
- Trainers with non-marking soles and studded boots for the 3G pitch (not blades or flat-bottomed trainers)
- Plain black tracksuit bottoms are an optional extra for sports activities
- Long hair must be tied up neatly and securely
- All jewellery must be removed during PE and swimming lessons

### Swimming

Pupils will require mainly plain black swimwear (no bikinis). Above the knee swim shorts are acceptable. All swimmers must have a swimming cap to protect the filters in the pool. A white t-shirt can be worn over swimwear.

### Protective clothing

All pupils need to wear protective clothing for DT and a suitable apron can be purchased from our uniform supplier.

### Jewellery

The wearing of jewellery in school is considered a health and safety risk. A single, plain stud in either or each ear is acceptable. Ear spacers, spikes and stretchers are not allowed. No body, nose, mouth or facial piercing are allowed. Badges that have been awarded by the school may be worn, but other badges are not allowed. A crucifix is allowed but other types of jewellery, including rings, may not be worn. If a pupil is wearing or has brought into school items that are not allowed, they must be removed and will be confiscated.

### Make-up

Pupils in Years 10 and 11 are allowed to use a minimal amount of subtle make-up. Nail varnish and false nails are not allowed. Pupils will be asked to remove excess make-up, nail varnish and false nails in school.

### Hair Styles

Pupils should have their hair arranged in a smart, tidy manner which conforms to health and safety considerations. Artificially coloured hair, which is not of a natural colour, is not allowed.

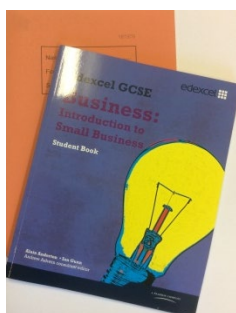
Lost property will be reduced if garments are marked with pupils names. The school recognises the diversity of its students and its obligation to equal opportunities. Any items worn or brought into school that do not conform to the school's uniform will be confiscated. If parents have specific concerns about uniform please contact the Headteacher.

## Appendix 5 – Equipment



The equipment every pupil should have with them every school day:

- ✓ Pens
- ✓ Pencils
- ✓ Ruler
- ✓ Rubber
- ✓ Scientific calculator
- ✓ Protractor (angle measurer)
- ✓ Pair of Compasses
- ✓ Books for lessons that day
- ✓ Bottle of water (optional)
- ✓ Reading book



## Appendix 6 – Reports



**We operate a system of reports to help monitor the behaviour of selected students. This can be for a number of possible reasons, for example, persistent poor commitment to learning in a number of curriculum areas, inconsistent punctuality or repeated non-completion of homework.**

**Any pupil put on report will be told what is expected of them, what their target is and what changes in their commitment to learning will lead to coming off report. They will also be made aware of the consequences of underperforming while on that report. Parents will be informed as soon as practically possible by phone or letter and will be required to check and sign the report each evening.**

**A pupil may be put onto any report at any time, but the expectation will be that to come off report they will work their way down the hierarchy of reports. The hierarchy of reports is shown below.**

| Level |  | Consequences of underperformance (any CTL score of 1 or 2)   | Consequences of no improvement against targets  |
|-------|--|--|---|
| A     | Classroom sanctions  | Imposed by teacher or Head of Department   | Move to Level B Report  |
| B     | Form Tutor Report<br>Attendance Report<br>Homework Report<br>Departmental Report | Reprimand<br>Reminder of Expectations<br>Detention   | Move to Level C - Pastoral Report   |
| C     | Pastoral Team Report   | Reprimand<br>Reminder of Expectations<br>Break/lunchtime detention in the Inclusion Room   | Move to Level D – SLT Report<br>Consider Pastoral Support Plan<br>Consider referral to other agencies         |
| D     | SLT Report   | Reprimand<br>Reminder of Expectations<br>IFEX in the Inclusion Room<br>Possible out of school detention                                    | Move to Level E – Headteacher Report<br>Consider Pastoral Support Plan<br>Consider referral to other agencies |
| E     | Headteacher Report   | Reprimand<br>Reminder of Expectations<br>IFEX in the Inclusion Room<br>Possible out of school detention<br>Possible Fixed Period Exclusion | Parents and pupil appear before a Governors panel<br>Consider Managed Move<br>Possible Permanent Exclusion    |



As school reopens to students, we will continue to expect and promote excellent behaviour, exemplified by a warm but strict approach to discipline. Our Golder Rules within the school – To always be **Ready, Respectful and Safe** – will be recognised and reinforced, as most pupils have been absent for a significant amount of time.

### **COVID-19**

It is vital to maintain all the new routines introduced to keep staff, pupils, and everyone's families as safe as possible. If pupils break these rules and routines, staff need to remind students of what is required. Staff should use phrases like "Being 2 meters apart is how we stay SAFE. Please move further apart" or "Using the hand gel when you enter the room means we are READY to learn. Please use the gel". Staff should routinely use the words Ready, Respectful or Safe and describing the behaviour needed.

If a member of staff feels a pupil is deliberately breaking the COVID-19 safety rules, the student will be removed from the group, parents or carers contacted and the pupil sent home. The incident will need recording on Go4Schools as "Dangerous Behaviour (danger to self or others) – Not SAFE".

### **New Classroom Expectations and Consequences**

Pupils will be in school to have face-to-face contact and support from staff and teaching time will be precious and limited, so we must ensure every second counts. For our pupils to derive the greatest benefit from this time, pupils need to have the maximum opportunity to think hard and learn. To achieve this aim, we need to ensure there are no lost opportunities.

To support every pupil's chance to learn and make progress, we will change the current use of C1 and C2 in the classroom, by amending the meaning and consequences.

**C1 – Correction and no consequence.** A C1 will be issued to a pupil at the first interruption to the teacher or distraction or disruption to their own or others learning. The purpose of this one and only warning is to allow a student to correct their behaviour. Staff should frame their statement positively and name the behaviour required, for example "John, we all need to be ready to learn so you need to be silent. I am giving you a C1 to remind you to be silent and so you can correct your behaviour". Issuing a C1 will need recording on Go4Schools, but there are no consequences. There is no pre-C1 warning – this is a first and final chance to correct behaviour.

**C2 – Removal and Detention.** If a pupil interrupts the teacher or distracts or disrupts their own or others learning a second time, or a more serious event occurs, then a C2 must be issued and pupil removed. During the first phase of school re-opening, pupils will be removed to the gym (or library if the gym is being used to teach) where a colleague from that teaching bubble will supervise them until the next lesson begins. The pupils name is recorded, and they should reflect on why they were removed and what they need to do differently to avoid it happening in the future. Issuing a C2 will need recording on Go4Schools. The consequence is a detention with SLT or PDT during the end of session PE lesson.

If a pupil receives two C2's in a day, we will contact parents or carers and the pupil will be sent home.

### **Legal references and associated links**

**The Governor's Statement of Behaviour Principles, the Policy and the Procedures have been drawn up with due reference to the following:**

**Education Act 1996**

**School Standards and Framework Act 1998**

**Education Act 2002**

**Education and Inspections Act 2006**

**School Information (England) Regulations 2008**

**Equality Act 2010**

**The Education (Independent School Standards) (Amended) (England) Regulations 2014**

**Education Act 2011**

**Schools (Specification and Disposal of Articles) Regulations 2012**

**Behaviour and discipline in schools – Advice for head teachers and school staff – January 2016**

**<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>**

**<https://www.gov.uk/government/publications/searching-screening-and-confiscation>**

**<https://www.gov.uk/government/publications/school-exclusion>**

**<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>**

**<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>**

**<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>**

**This policy should be read in conjunction with other school policies including:**

**Safeguarding**

**Equality**

**Anti-Bullying**

**Health and Safety**

**Home School Agreement**

**SEND Statement**

**Attendance**

**E-safety**

**Reasonable Force**

**Acceptable use of ICT**

**Non-smoking site**

**Education and Management of Drugs and Alcohol**