



**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 volunteers. It 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 December 2020.

It is due for review on or before December 2023.

Signature

Headteacher

Date:

December 2020

Signature

Chair of Local Governing Body

Date:

December 2020



Achievement For All

## Long Stratton High School

### Behaviour (Rewards and Sanctions)

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## **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 supportive environment where opportunities to learn are maximised.

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 excellent 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 excellent behaviour within school, the wider community and to respect the Rule of Law
- Set out the rights and responsibilities of pupils, staff, parents and carers
- Take account of the legal powers and duties of the Headteacher 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, gender 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 excellent 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 excellent behaviour and discipline
- Promote excellent 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 exceptionally 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 exceptionally high standards of behaviour and it is they who bear the greatest responsibility in upholding excellent standards through self-discipline, respect, mutual support and a willingness to report any incidents they feel compromise the safety, security and learning of themselves, fellow pupils or staff.

### **Ready, Respectful and Safe**

The Golden Rule at Long Stratton High School is:

Always be Ready, Respectful and Safe

The ethos and language of Ready, Respectful and Safe is applicable to any situation and should be used when referring to positive or negative behaviour as it contributes to creating a supportive environment. This includes Commitment to Learning which describes the excellent behaviours expected from pupils to maximise their learning opportunities.



Achievement For All

## Long Stratton High School

### Behaviour (Rewards and Sanctions)

#### Policy

The Behaviour Policy operates in conjunction with other policies, particularly Anti-Bullying and Safeguarding policies and also Attendance, Drug and Alcohol, E-safety, Equality, Non-smoking and Use of Reasonable Force policies.

#### 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 a safe and supportive environment, where learning opportunities are maximised. For this to be achieved, this policy and associated procedures must be used by all staff (paid and voluntary), used consistently (within, between and outside each classroom) and supported by all managers and leaders in the school.

We use behavioural systems which support and reinforce the efforts of individual members of staff to reinforce the positive behaviours that are expected from all LSHS pupils and challenge unacceptable behaviour. Systems have been devised to enable the individual member of staff to retain responsibility for tackling behaviour issues where appropriate, whilst providing support to manage more serious infringements.

#### Parameters

This policy applies to all students of Long Stratton High School (LSHS):

- when at school
- on the way to or on the way from school
- while on any school activity
- when wearing the school uniform away from the school premises
- who are, in any other way, identifiable as students at LSHS

It applies to:

- actions within the school – inside and outside the classroom
- actions outside school which may harm, threaten or bully another student
- any action by a student (whether in school or outside of school) which: may adversely affect the reputation of the school; could have repercussions for the orderly running of the school; or poses a threat to staff, another student or a member of the public. However, we are not able to routinely sanction inappropriate behaviour in the community that takes place outside of school hours, for example on a weekend.

We have high expectations of all students and acknowledge our legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEND.

## Roles and Responsibilities

### **The Local Governing Body**

The local governing body have the responsibility to ensure that there is no differential application of the policy and procedures on any grounds (including those regarding ethnic or national origin, culture, religion, sex, gender, sexuality or disability). They will also ensure that the concerns of students are listened to and appropriately addressed.

### **Headteacher**

The Headteacher is responsible for the: implementation and day-to-day management of the policy and procedures; the regularly monitoring of the use of the various sanctions to identify any inconsistency or potential discrimination; and the review and evaluation of any support and sanctions to ensure their effectiveness.

### **All staff**

All staff (paid and voluntary) are responsible for ensuring that this policy and its attendant procedures are followed and that they are consistently and fairly applied. All staff, both teaching and support staff at LSHS, have the responsibility to:

- consistently apply the school rules
- implement procedures to confront poor behaviour and bullying in any form
- take appropriate action according to the procedures and consequence system
- promote the strategies which encourage excellent behaviour and challenge poor behaviour and bullying
- model the values we believe in; 'banter', teasing and other such behaviours have no place at LSHS

Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a supportive, high quality learning environment, teaching positive commitment to learning and implementing the agreed policy and procedures consistently.

### **Student Leaders and Anti Bullying Ambassadors (ABA's)**

The Student Leaders and ABA's have an important role in ensuring good behaviour and that bullying is tackled. As well as reviewing the contents of this policy, they also:

- report general student concerns regarding behaviour and bullying
- contribute to ensuring the positive behaviour and anti-bullying message is communicated to all students
- help to produce publicity materials that tackle poor behaviour and bullying and provide advice to students

### **Students**

Students should rise to the school's high expectation, follow the school rules, take responsibility for their own behaviour but also to take care of the needs of others. Students are made fully aware of the school expectations, policy and procedures. Students are also encouraged to take responsibility for their social and learning environments making them both safe and enjoyable by reporting all undesirable behaviour. Students are expected to report bullying whenever they see it.

### **Parents and Carers**

The most effective form of behaviour management occurs when parents, carers and school staff work in partnership. Parents and carers are encouraged and supported to take responsibility for the behaviour of their child. Partnership between parents and carers and the school is promoted to assist in maintaining high standards of desired behaviour. Parent and carer contact is actively encouraged in order to raise any issues arising from the operation of this policy. We encourage parents and carers to contact us if they have concerns about behaviour in the school or if they feel that their child is a victim of bullying.

## Promoting Positive Behaviour

Promotion of positive behaviour is integral to this policy.

- Staff will use praise and rewards for good behaviour
- Staff will make clear the high behavioural expectations of all students
- Pupils are expected to follow the school rules and routines
- Staff and pupils will use Restorative Approaches when resolving issues including conflict

Behaviour expectations are communicated daily to students through staff feedback, Form time, assemblies, and posters displayed in each classroom. In addition, the message that bullying is unacceptable is reinforced at every opportunity and made clear to students through the school Anti Bullying Ambassador scheme, Life Skills and PSHE curriculum, theme weeks, on the website and in Form time. Bullying is taken seriously and is dealt with promptly.

## School ethos

The school's ethos of Achievement for All through being a community that develops personal growth and excellence is supported by having a clear behaviour policy and established procedures and routines that are consistently implemented by all staff. At this school, bullying is taken seriously and is dealt with promptly. Bullying in any form is unacceptable and this message is made clear to students.

Rewards are an integral means of achieving our aims. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued. Opportunities to highlight good behaviour by individuals and groups both within school and within the wider community are continually used (for example, Form time, assemblies, website, newsletters, Twitter, Team LSHS etc). The school rewards system is used to celebrate positive behaviour.

Parents and carers are informed of exemplary behaviour as well as achievements (for ( praise postcards, parents' evening, or informally through a phone call or e-mail).

## The Role of the Pupil Development Team (PDT)

The Head of Pupil Development or the Assistant Heads of Pupil Development (who comprise the PDT) may become involved in behaviour and discipline issues when:

- poor behaviour occurs outside of lesson time (before or after school, break or lunchtime or in lesson 'transition')
- a department has exhausted the strategies available to them
- the incident represents a bullying incident
- where there is repeated bad behaviour, either within a department or between several departments
- an incident is sufficiently serious to warrant immediate escalation

Except in the case of a serious individual incident or poor behaviour outside of lesson time, before a problem is handed on to the PDT, department staff need to demonstrate that they have used the strategies available to them to impose consequences for a transgressor to modify their behaviour.

## The Role of the Senior Leadership Team (SLT)

Incidents that are sufficiently serious may be escalated by the PDT to a member of the Senior Leadership Team (SLT). Failure of a student to respond to lower level interventions also results in referral. The relevant member of SLT has a range of strategies to draw upon. They include:

- referral to the Internal Exclusion Unit (IEU)
- fixed term exclusion
- meetings with parents or carers
- recommendation for managed move
- recommendation for permanent exclusion

## Parent and Carer Contact and Support

Parents and carers have an integral role in ensuring good behaviour both in and outside school. For this reason, we aim to inform parents and carers about any concerns at an early stage, so that they do not escalate to become more serious. Minor infractions will be recorded and communicated via Go4School and an automated Go4Schools behaviour e-mail is sent to parents and carers at the end of each day. More serious infractions will be communicated by phone, e-mail or letter.

Parent and carer response is encouraged. If a behavioural issue is of sufficient magnitude, or if lower level behaviour interventions have been ineffective, parents and carers will be invited, where appropriate, to attend meetings to formulate joint interventions and to support us in implementing individual behaviour targets.

Parental and carer concerns are always taken seriously by the school and any contact by a parent or carer (whether email, phone call or letter) is acknowledged and actioned as soon as possible. Working together with effective two-way communication is at the heart of effective discipline and parents and carers are encouraged to contact the school if they have any concerns regarding behaviour.

## Support strategies

School is a supportive environment where learning how to behave acceptably in society is taught 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 pupils 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:

- Restorative approaches, including restorative meetings
- Pupil Improvement Plan
- Pastoral Support Plan
- Achievement Race
- Thrive assessment from a Thrive practitioner followed by Thrive activities
- Support from SEND or Inclusion staff
- Report cards (Form Tutor, Homework, Attendance, Departmental, Pastoral, SLT or Headteacher)
- 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

## Sanctions and Consequences

The school will use sanctions and consequences for 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, 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, staff explain the reason for the sanction, what change in behaviour is required to avoid future sanctions and that the sanction is a consequence to their chosen behaviour not a criticism of the individual.

The following sanctions are available to LSHS. This list is not a hierarchy of escalating consequences. For example, an incident may require confiscation and loss of privileges, while another may result in a fixed term or permanent exclusion.

- Verbal or visual reprimand and reminder of expectation
- Detentions including break, lunch and immediate after school
- Loss of privileges school activities, events, visits, fixtures, student leadership, ABA, sports captain etc.
- Request consequences at home after informing parent or carer of an incident and sanction
- Removal from a classroom to Removal Room, another classroom, IEU or other location within the school
- Community service (litter picking, lunch clearing, scraping chewing gum, repairs or cleaning)
- Confiscation of items that are being misused, causing disruption or contravene the school rules
- Documented meeting between school, parents and pupil
- Internal Fixed Term Exclusion (IFEX) usually in the Internal Exclusion Unit
- Fixed Term Exclusion (FEX)
- Parents and pupils attend a meeting with a panel of Governors
- Permanent Exclusion (PEX)

### Detention

Under current legislation (Education Act, 2006), teachers have a legal power to put students (aged under 18) in detention. LSHS reserves the right to place students in detention at break time, at lunch time and after school. Any member of staff can set a detention. If a student is placed in break or lunch time detention, we will allow reasonable time for the student to eat, drink and use the toilet.

Please note, that under current legislation, parental consent is **NOT** required for detentions – including after-school detention. In addition, please note that under the 2011 Education Act, we do **NOT** need to inform parents and carers that a student has been placed in after-school detention. However, we shall endeavour to always inform parents and carers when an after-school detention has been set, especially when we wish to detain a student on the same day. In addition, we will not issue a detention when:

- the detention is likely to put the student at risk.
- the student has known caring responsibilities which mean that the detention is unreasonable.

Under the legislation, we do not have to consider travel implications; this remains the parents or carers responsibility. However, if keeping a student behind at the end of the day would result in them missing the school bus and alternative arrangements cannot be made (including alternate school arranged transport, for example by minibus), the detention will not be enforced and an alternative day or consequence will be implemented.

### Searching, Screening and Confiscation

Under the Education and Inspections Act (2006) the Headteacher and authorised staff have a statutory power to search a pupil or their possessions, without consent, where we have reasonable grounds for suspecting that the pupil may have a prohibited item. The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. A member of staff can confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances. The law protects staff from liability for damage or loss of any confiscated items provided they have acted lawfully.

Prohibited items are:

- knives or weapons including harmful substances such as acid
- alcohol
- illegal drugs
- stolen items
- Tobacco, cigarettes and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil)

At Long Stratton High School, the rules also extend to empower staff to search without consent for:

- Any drugs or pharmaceuticals (including over the counter, prescription or unidentifiable substances)
- New psychoactive substances (NPS) (also called “legal highs”)
- Electronic cigarettes and vaporisers (also known as “e-cigarettes”, “e-lites” and “vapes”)
- Mobile devices including mobile phones, games consoles, smart watches and other internet enabled devices
- Bluetooth devices including speakers
- Portable music devices
- Chewing gum
- Carbonated or energy drinks
- Aerosol cans
- Lighters, matches, flints and other smoking paraphernalia
- Illegal drug paraphernalia

Any student found to be in breach of any aspect of this policy will have the offending articles confiscated. The type of incidents that may lead to permanent exclusion include, but are not exclusive to, bringing to school prohibited items including knives, weapons or illegal drugs including NPS.

In most cases (fireworks, alcohol, tobacco, smoking items and mobile devices) will be returned to a parent or carer only, although depending on the seriousness of the offence, they may be disposed of or surrendered to the police.

Illegal drugs, stolen items, pornographic images featuring children or any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury, or damage to the property of any person (including the student) will be surrendered to the police. For other confiscated items, the school will decide if, when and to whom a confiscated item will be returned or whether to dispose of items.

The Headteacher and all paid staff are authorised to use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items (knives, weapons, alcohol, tobacco, cigarettes, cigarette papers, illegal drugs, stolen items, fireworks, pornographic images, or articles that have or could be used to commit an offence or cause harm). Force cannot be used to search for other items, 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 to carry out a search, this must be reported to the Headteacher 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.

For regulations regarding searching, screening and confiscation within schools, please refer to the DfE guidance at

<http://www.education.gov.uk/aboutdfe/advice/f0076897/screening-searching-and-confiscation>

### Physical Contact and the Use of Reasonable Force

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.

Reasonable Force will be avoided except in the most exceptional of circumstances. Please refer to the ‘Use of Reasonable Force Policy’ for more detail.

## Malicious Allegations

Students that are found to have made malicious allegations are likely to have breached our behaviour policy. The school will therefore apply an appropriate sanction, which could include temporary or permanent exclusion as well as referral to the police if there are grounds for believing a criminal offence may have been committed, even if they are not a student. In September 2010 The Crown Prosecution Service provided guidance on harassment under the Protection of Harassment Act 1997. This can be found at:

[www.homeoffice.gov.uk/about-us/corporate-publicationsstrategy/home-office-circulars/circulars-2012/018-2012/](http://www.homeoffice.gov.uk/about-us/corporate-publicationsstrategy/home-office-circulars/circulars-2012/018-2012/)

## Criminal Offences

In cases of serious risk, behaviour infractions and of any criminal activity, Long Stratton High School reserves the right to inform the police without first contacting the parent or carer. This may apply to behaviour incidents in or outside of school time, while travelling to or from school, during a school-organised event or on social media.

## Mental Health and Wellbeing

LSHS fully recognises its responsibilities for students with mental health and wellbeing needs. We want our students to:

- Be mentally and physically fit to equip them for a successful adult life
- Be independent and ambitious
- Develop resilience
- Be confident, happy and feel safe
- Be friendly, respectful, caring and polite
- Learn in a supportive environment, where behaviour is exemplary and routines are established and followed

We

- have exceptionally high expectations of staff and students
- are committed to learning and achieving our best
- value the role of parents and carers
- welcome people into our community

## Mental Wellbeing Intentions (prevention and support)

- We aim to provide a supportive, calm, warm and purposeful working atmosphere, where students feel safe and cared for
- We aim to identify, support and monitor students who we believe may be suffering from mental health issues
- We aim to increase the level of awareness and understanding amongst pupils, staff and parents and carers of issues involving the mental health of young people, in particular with self-harm, eating disorder, anxiety, depression, loss and bereavement
- We aim to detect and address problems in the earliest stages where they exist in thinking and attitudes to self-image, self-esteem and self-control
- We recognise that school staff are not necessarily trained to deal with mental health issues but should liaise with parents and carers and refer students to outside agencies and support where necessary
- The school aims to continue to promote positivity around mental well-being and reduce the stigma associated with Mental Health.
- Early intervention and referral to the appropriate professionals is paramount to successful intervention

The process of referral (Identification)

- If staff are concerned about the mental health and wellbeing of a pupil, they should record it on CPOMS
- The Safeguarding Team will review the concerns and take the appropriate action
- If staff feel that the student is in immediate danger of harm, then they follow the child protection procedures
- If the student needs first aid or medical support, then follow the medical emergencies procedures and alert the Office so that the appropriate first aid can be given and if necessary, contact the emergency services

We can sign post students and parents to support and outside agencies including:

- Kooth ([www.Kooth.com](http://www.Kooth.com)) an online mental wellbeing community for 11 to 25 year olds
- School nurse via Chat Health
- Just One Norfolk ([www.justonenorfolk.nhs.uk](http://www.justonenorfolk.nhs.uk))
- GP
- Point One and Child and Mental Health Services (CAMHS)
- Children's Services at the local authority



Achievement For All

## Long Stratton High School

### Behaviour (Rewards and Sanctions)

#### Procedures

##### Aims

Our aim is to establish the highest possible standards of behaviour at LSHS. We feel that the peer culture is an important factor in pupil success at school. If our pupils' value the culture of hard work and good behaviour, they will learn more and have improved life opportunities. Unsurprisingly, research has shown that pupils who attend, practise, put effort into tasks, are motivated and have good attitudes make better progress than those who do not. The converse is true. Where there is an attitude of failure or of opting out, this needs to be turned around.

It is important that the school is a supportive, warm, caring, friendly and happy place where learning can flourish. Students' behaviour around the school should be impeccable. Every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are ready to learn, respectful to everyone and feel safe.

We have very high expectations of our students and a belief that every student is capable of meeting them. The rules are only there because we need them to help us make sure learning can happen in the best possible conditions. Everyone has to follow the rules so that the systems work and everyone benefits.

Our behaviour system has been developed by learning from research and best practice in different schools. It is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of humour and love.

At school, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear and the consequences need to be consistent for this to work and that is our aim in implementing this system.

##### Student Code of Conduct – LSHS Expectations

At LSHS and in the local community, students do whatever it takes to be ready, respectful and safe and to meet school expectations. These are displayed in classrooms and show in Appendix 1 but is not an exhaustive list.

##### Ready

- Always arrive at school every day on time with correct equipment and ready to learn
- Always arrive at every lesson on time and ready to learn with the correct equipment
- Always show you are ready to learn by taking pride in wearing the correct uniform

## Respectful

- Always be safe kind, caring, and respectful with the actions and language you use
- Always hold open doors for others when the corridors are busy
- Always respect other people's views and feelings even if they are different to yours
- Always follow instructions immediately and respectfully from any member of staff
- Always listen silently and respectfully to anyone when they speak to you
- Always speak respectfully using clear and full sentences, maintaining eye contact
- Always help others – do not laugh, but help if someone needs it
- Always respect the right to learn from an expert – the teacher – both yours and others
- Always be respectful to staff and other passengers when traveling by bus - acting and speaking calmly, politely and quietly

## Safe

- Always walk on the left, quickly and safely on school corridors, not running
- Always challenge or report bullying, unsafe or disrespectful behaviour
- Always be kind and safe on-line and report bullying, unsafe or disrespectful behaviour
- Always be safe and treat other people with respect by observing personal space
- Always help keep to school site safe – never drop litter, damage or deface the school

Pupils must understand that there will be consequences if they do not meet these expectations. To support them to reach our expectations, we expect students to follow the guidance below.

- They are polite and welcoming
- They smile when they greet people, both inside and outside school
- Pupils always say "Sir" or "Miss" to all staff. Students always treat all staff with respect and are extremely polite
- Teachers will treat students with respect and are extremely polite
- They say "please" and "thank you" and "excuse me"
- Teachers give rewards for the right behaviour choices and act to correct the wrong choices
- Teachers care enough to be warm and strict. Every time a teacher gives a consequence, they are helping change a behaviour or prevent it from happening again by reminding students of the behaviour they really want and the behaviour they cannot allow students to hold onto
- They should not laugh at other people - they should help them. If somebody drops something, students help them pick it up. If someone trips up, they check to see they are alright. If students see anybody being unkind to another student, they challenge or tell a teacher, otherwise the unkindness will continue and increase
- Pupils work hard and are kind to one another
- In school, pupils and staff hold doors open for one another. People do not barge past and they politely let people pass. Pupils pass books along carefully, efficiently, politely, in silence. They queue for lunch politely and efficiently, in single file. They line up to enter classes in silence
- Students do everything smoothly and efficiently. They are polite and respectful to classmates, pupils they do not know, and all members of staff. That includes office, site, canteen and cleaning staff. There are no exceptions

## Classroom Rules

We aim to maximise opportunities to learn and recognise every second is precious. Pupils should turn up to lessons on time – lateness is disruptive to learning. If pupils are two minutes late to each lesson every day that equates to 50 minutes per week and over 32 hours per year. Following the classroom rules is vital so that more time can be spent learning. In order to support students to reach the expectations, teachers guide them to follow the classroom rules below.

At LSHS pupils must be ready, respectful and safe and follow the classroom rules. These are displayed in classrooms and show in Appendix 2.

#### Ready

- Silence when the teacher is talking to the class
- Follow instructions immediately

#### Respectful

- Never disrupt learning - What is disruptive to learning? Anything the teacher says is disruptive!

#### Safe

- Only move around the room with your teacher's permission

Pupils must understand that there will be consequences if they do not follow the classroom rules. To support them to reach our expectations, we expect pupils to follow the guidance below.

#### Pupils will:

- Sit up straight and never slouch
- Follow the rules and routines to fulfil expectations allowing teachers to teach and students to learn
- Work in silence when instructed to do so
- Stay on task and work hard even when they find work challenging
- Complete their homework as specified, to a good standard and on time
- Produce their best work otherwise they can be asked to do it again
- Ensure books and folders are neat and tidy. Set out work as instructed
- Ensure no pieces of paper stick out of books or fall out of books – they are neatly secured
- Include the title and date and underline them
- No graffiti or doodles on pupil books or folders – not inside nor out
- Make corrections to their work where highlighted and improve their work after feedback

All teachers and pupils must follow the Signal, Pause, Insist (SPI) whole-school routine (see Appendix 3) when the teacher requires silence and the full classes attention, including when transitioning from one part of the lesson to another.

#### Signal

- Teacher faces class and clearly raises their hand
- Scan room and make eye contact
- Prepare to count down from 3 (3 – 2 – 1 )
- Begin countdown (verbally)
- Make positive comments about pupils who comply quickly during countdown

#### Pause

- Crucially, allow a momentary pause for pupils to swap from what they are doing to eyes on teacher, empty hands & paying full attention
- Scan room and make eye contact
- When all pupils are ready, give a simple “Thank you”

#### Insist

- Before moving on, be sure everyone is complying
- Never continue while pupils are talking
- Use eye contact and body language first then low-level reminders
- Use C1 and C2 if needed -never give a pre-warning as C1 is the warning

#### Begin activity

The whole process of SPI to last as long as it takes (aim for very swift)

Teachers have a seating plan that is recorded on Go4Schools and is provided for any cover lessons. Pupils always sit at the seat they have been allocated by their teacher. When pupils read, they follow the text with a ruler, with both hands on the ruler. This helps them concentrate, so they remember more and understand more. When they are not writing or reading, they sit up straight. They listen to every single word the teacher says very carefully, especially when listening to instructions.

When students ask or answer questions, they always put their hand straight up in the air and wait for the teacher to choose them. They must wait for the teacher. Calling out is never permitted. Even if they have their hand raised, they must wait for the teacher to choose them by name. If they didn't do this, people would be interrupting the teacher all of the time. If they are confused, or unsure what to do, they should let the teacher finish what they are saying and then put up their hand up to ask a question. When pupils ask or answer questions, they should speak confidently with clear and full sentences.

Teachers are the experts. Students never interrupt their teacher when they are talking.

Students should keep their eyes on the teacher whenever they are talking or look where the teacher directs them. They should never turn around even if they hear a noise behind. They should not look out of the window or lose focus. Deliberate individual practice should be in silence as directed by the teacher. Pupils should deliberately try hard to understand and to memorise the information and the processes they have been taught.

Sometimes students will receive detentions. Sometimes they may even be put into the IEU. This will be because their teacher has decided that their actions were not ready, not respectful or not safe. The teacher may have decided behaviour was disruptive to the learning in the room. Students may think the teacher was unfair. The teacher's decision is final. Students never answer back.

### **The beginning of lessons**

Every second is precious. It is essential that students make their way very quickly and efficiently between classes. Pupils and staff will all follow the Meet, Greet, Stand & Seat whole-school routine (see Appendix 3)

#### **Meet, Greet, Stand & Seat**

##### **Meet**

- Teacher stands at the door
- Teacher checks pupils are moving in single file
- Ensure the class is lined up in single file & silent

##### **Greet**

- Ask pupils to enter
- Greet each pupil by name – apply hand sanitiser
- Remind them to enter and stand behind their chairs in silence
- Remind them to get out their equipment so they are ready
- Have bell work ready

##### **Stand**

- Seating plan decided by teacher to maximise CTL
- Pupils stand behind their seats silently and wait
- Pupils get equipment and books out

##### **Seat**

- Teacher finished greeting pupils
- Teacher takes up teaching position (eg. front of room)
- Teacher thanks class for their behaviour on entry
- Teacher tells class to sit but insist all are silent

##### **Begin lesson**

The whole process of MGSS to last no more than 1-2min

### **End of lessons**

Every second is precious. It is essential that students make their way very quickly and efficiently between classes. Pupils and staff will all follow the Stand, Silent, Single-file & Send-off whole-school routine (see Appendix 3).

### **Stand, Silent, Single file & Send-off**

#### Stand

- Teacher ends lesson before the bell, not “go up to the bell”
- Instruct pupils to pack away equipment
- Teacher tells pupils to stand behind chair in silence
- Check all pupils are in correct uniform using the language ‘so that you are ready for your next lesson’ – blazer on, shirts tucked in, no coats, hoodies, hats etc

#### Silent

- Insist on silence. Use signal, pause insist if needed
- Teacher reminds pupils of a positive expectation relevant to the next phase of the day

#### Single file & Send off

- Teacher moves to the door to supervise exit of class and behaviour in corridor
- Once bell rings, reinforce that pupils need to be in silence
- Teacher reminds pupils to walk in single file on exit so they are safe
- Teacher dismisses pupils in small groups – those nearest the door first
- Send-off with positive reinforcement of good exit behaviour.

#### Be ready for the next class

Whole process of SSSS to last no more than 1-2mins

Teachers will use the last minutes of each lesson to pack away and get students ready to go off to our next lesson. At the end of lessons, teachers can ask pupils to help prepare for the next lesson by getting books and equipment out. This helps a smooth and prompt start to the following lesson. Lessons start and end very efficiently and calmly. Teachers do not teach right to the very last second and then pack away in a rushed and inefficient manner. Students pack away as instructed. They remain focused on the task of packing away and follow instructions.

When pupils get to the next lesson, students wait outside for the teacher. They never enter a room without the teacher’s express instruction. Being on time is a sign of politeness. Being late is rude and disrespectful. Students move along corridors in single file, students move quickly, efficiently and politely between lessons. They remain in single file when moving around inside school.

#### Toilet visits

Students without a timeout card for medical needs should not use the toilet during lessons. Every second is precious. Visiting the toilet during lessons once a day for five minutes equates to 25 minutes per week and over 16 hours per year of teaching and learning time missed. Students can go to the toilet at the following times:

- Before school starts (8.00 am-8.30 am)
- At break-time (10.55 am-11.15 am)
- At lunchtime (1.15 pm-1.55pm)

### Rules Outside the Classroom

At LSHS pupils must be ready, respectful and safe and follow the rules for outside the classroom. These are displayed in classrooms and show in Appendix 4

#### Ready

- Be in school. Be on time to school and to lessons

#### Respectful

- Never disrupt learning (What is disruptive to learning? Anything the teacher says is disruptive.
- Follow instructions first time, every time

- Always wear full uniform when you are inside the school buildings
- Keep the school tidy and throw rubbish in the litter bins
- Treat peers and staff with respect in the words and actions you choose

#### Safe

- Pupils can go outside, Hall, Gym, Key Stage areas and Science corridor, but not A Block, Music Block or DT (or Year Group Zones during Year-Group Bubbles)
- Eat only outside or in the Hall, Gym and non-carpeted areas
- In bad weather, pupils may be able to use the Ground Floor of A block (Form Rooms in Year-Group Bubbles)
- Observe other people's personal space and no aggressive behaviour
- Always act safely

#### Behaviour Motivation

The pyramid below shows the reasons why students behave well. LSHS want all students to aim for the top.



#### **What is meant by good behaviour?**

Good behaviour is not simply the absence of 'poor behaviour'. Good behaviour includes aiming towards pupils flourishing as scholars and human beings. The following are examples of what we mean by good behaviour:

- Being ambitious and wanting to do as well as possible. Pupils should seek to extend themselves through additional effort, reading, research and target setting
- Being motivated to improve and achieve. For example, asking questions to further knowledge, acting as a role model and accepting responsibility
- Being caring towards others for example demonstrating politeness, care, concern and respect for all other members of LSHS and for members of the general public
- Being attentive and maintaining eye contact during a conversation

- Being courageous in the face of adversity, for example having several more attempts if pupils think they have failed, attending school even if they feel a little under the weather
- Being determined to succeed even when things get difficult, for example following instructions, speaking when spoken to and not challenging instructions
- Being friendly towards others, always saying “please” and “thank-you”, holding the door open for others to pass without being prompted to do so
- Being sympathetic towards others, for example asking how they are
- Being positive, even when things are tough
- Being open minded to the views, feelings, religions and cultures of others
- Playing their part in keeping the school buildings, furnishings and grounds in good order, in particular, free from litter and graffiti and for example emptying pockets of rubbish before running around at break or lunchtime.

### 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, the specific behaviours that make up excellent commitment to learning need to be explicitly identified. All pupils are expected to be fully committed to their learning, approach learning with a growth mind-set and know that 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 5 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.

### Attend, Try and Practise to Achieve

It is important that all pupils know what is expected of them so that they can achieve. We want all our students to attend school, try hard and practice. LSHS want all students to aim for the top of the podium.



### Developing Student Character

Pupil character is developed through our academic curriculum. We are what we repeatedly do. Schools do influence students’ characters with a combination of high expectations, accountability and modelling. LSHS feels the best way to teach resilience is to give students challenging work to do; the best way to teach respect and politeness is to model it; the best way to teach students how to be functional, happy citizens is to set up systems which hold them to account for their behaviour. Here are some practical ways to develop student character:

- Teachers encourage positive responses to questioning and not accepting “I don’t know,” to encourage resilience
- Time for deliberate practice activities
- Time to struggle during lessons so students develop independence
- Reading books and tasks that are challenging

- Reading aloud in class to develop student confidence and improve comprehension
- Responding positively to failure and disappointment encourages the attitude “I haven’t failed; I’ve just haven’t found the way to succeed yet”
- Demonstrating growth mindset
- Teachers reinforce the importance of being ready, respectful and safe
- Demonstrating politeness, care and concern for all other members of LSHS and for members of the public.
- Teachers ensure pupils uphold and adhere to all rules and routines without question, even when they may feel hard done by
- Assemblies based on positive character traits and positive role models
- Extra-curricular activities develop independence, team spirit, competitiveness and a sporting attitude
- Charity work to develop empathy for others

### Outside of school

Even when students are outside school, they still represent LSHS. They should think about how their actions reflect on themselves and the school. Students may receive consequences for behaviour outside school that affects their education or brings the school into disrepute.

- **After school:** Students are in our uniform. They are representing LSHS. If we hear of disrespectful behaviour outside of school, those concerned can receive a consequence. They should use “please”, “thank you” and “excuse me”. They are polite to anyone outside the school community especially shopkeepers and bus drivers.
- **At home:** Homework takes priority over any hobbies, clubs or jobs pupils may have. When they do their homework, they should keep away from mobile phones or any devices that might distract them. They should find a quiet place to work where they can concentrate. Once homework is complete, they pack all their equipment and homework into their school bag. They check their pencil case. They check their timetable to ensure that they have everything they need for the next school day (e.g. PE kit, ingredients for Food). Teachers will not accept excuses such as “I forgot” or “I slept in”. It is important students get a good night’s sleep and have enough rest to properly study at school. As a guide, students 9-10 hours of uninterrupted sleep every night. If they do not sleep enough, they will not learn effectively and will not remember what has been taught. Mobile phones and computers should be kept away from their bed, so they are not tempted to use at them in the night.
- **The internet and social media:** Students must not be nasty about other people on social media. They should be polite and kind online, just the same as when in school. If they are bullying, rude or disrespectful online, they may receive a consequence in the same way as if it had taken place in school. They should think about how much time they spend online and whether they could make better use of time.

### Rewards

We acknowledge and celebrate success and achievement in all their forms, including academic effort and attainment, sporting success and commitment to learning and operate a comprehensive rewards system through awarding credits, positive acknowledgement certificates for attendance and commitment to learning and postcards and letters home. Parents and carers are able to view their child’s credits via Go4Schools.

#### Reward for Commitment to Learning

- Students should be awarded credits when they show outstanding commitment to learning
- Students with the highest number of credits are presented with a certificate to recognise their achievements
- At the end of each academic year we award pupils certificates for outstanding commitment to learning in the annual “Celebration of Success” assembly

#### Attendance and Punctuality

- A credit is awarded every week for all students who have achieved 100% attendance
- All students who achieve 100% attendance during a term, or whose attendance improves dramatically, will receive a certificate to celebrate this achievement

### **Bronze, Silver and Gold Star Badges**

Pupils accumulate credits over their five years at LSHS. Star badges and certificates are awarded each time a pupil reaches a specific number of credits, as set out below. Negative points are recorded when negative behaviour occurs but at LSHS we do not subtract negative points from positive credits as we believe any credit given should always count. Poor behaviour has consequences and should not have a second consequences of taking away credits earned.

	<b>1 Star</b>	<b>2 Stars</b>	<b>3 Stars</b>
<b>Bronze</b>	50 credits	100 credits	150 credits
<b>Silver</b>	225 credits	300 credits	375 credits
<b>Gold</b>	475 credits	575 credits	675 credits

### Stationery and equipment for lessons

We place high importance on personal organisation and getting the 'basics' right. Equipment should be carried in a ruck sack or messenger bag (not a shopping style or handbag). It is vital that students come to school every day with the right equipment 'ready to learn' each lesson. When students arrive to lessons without the correct equipment, there is a disruption to learning for the whole class. All students are expected to bring the right equipment below (pictures in Appendix 6):

- ✓ Pens - Black or blue to write with and Green Pens to mark with
- ✓ Pencils
- ✓ Ruler
- ✓ Rubber
- ✓ Scientific calculator
- ✓ Protractor (angle measurer)
- ✓ Pair of Compasses
- ✓ Books for lessons that day
- ✓ Bottle of water (optional)
- ✓ Reading book

### **Additional Equipment**

In addition to the equipment above, we expect every pupil to bring the following:

- ✓ Subject specific equipment e.g. PE kit (details found on the website) and cooking ingredients.
- ✓ Other useful equipment but not specified in the 'basics' would be coloured pencils and a highlighter.

To offer support in getting the basics right, pupils can buy any missing equipment from the school library before school (pens, pencils, rulers and rubbers are available).

### The Consequences System

We work hard to create a supportive environment and maximise opportunities to learn. We therefore have a system of consequences to help support the high behaviour expectations to help achieve these aims.

### **Behaviour in the classroom – consequence system**

In the first instance, teachers should use their professional skills to maximise the learning opportunities in each lesson – managing time and resources effectively to maximise productivity and minimise wasted time, giving clear instructions so pupils understand what they should be doing and using and explicitly teaching routines. Teachers should also ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied. Teachers should also minimise the likelihood of disruption to learning by using strategies to prevent, anticipate and not exacerbate disruption – reinforcing positive student behaviour, signalling awareness of what is happening and responding appropriately.

When a teacher judges that a pupil is disrupting teaching and learning in the classroom, they will issue a C1 or C2.

## **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. What constitutes disruption to learning – whatever the teacher says it is. 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. Examples of behaviour that could lead to a C1 would include talking when the teacher is speaking to the class, turning around, distracting other pupils, not proceeding with instructions, not putting equipment down when asked to, not tracking the teacher, slouching or rocking on a chair, taking too long to get equipment out and not following when reading.

## **C2 – Removal and Detention.**

If a pupil interrupts the teacher or distracts or disrupts their own or others learning a second time, or if there is a serious event, then a C2 must be issued and the pupil sent to the Removal Room with the PDT. The teacher should send an e-mail to the “On-Call” team – simply stating the name of the pupil being removed, then the PDT know who to expect. If the classroom teacher requires assistance to remove the pupil, that should be put in the e-mail. In the Removal Room the pupil should carry on with schoolwork, reflect on why they were removed and what they need to do differently to avoid it happening in the future. The C2 will need recording on Go4Schools as soon as possible but before the end of the lesson for the after-school detention list to be compiled. The non- negotiable consequence detention takes place for 30 minutes after school the same day. If a pupil does not attend the detention or misbehaves in the detention, they will spend the next day in Internal Exclusion Unit (IEU) and still serve the after-school detention. If a pupil receives two C2’s in one day, they will be removed from lessons for the rest of the day and be internally isolated the next day in the IEU. The after-school detention for the first C2 still needs to be served.

## **Behaviour outside the classroom – consequence system**

Alongside the use of C1 and C2 in the classroom, there are also consequences for poor behaviour outside the classroom. When a pupil does not act in a ready, respectful or safe way or does not accept responsibility for their actions, then the Pupil Development Team or Staff member can impose consequences.

When determining the consequence to be issued, the member of staff will consider the student’s circumstances (including their age and any special educational needs and/or disabilities) alongside the circumstances of the case. The sanction issued will be appropriate to the seriousness of the incident, taking those factors into account. Consequences will generally be part of a graduated response to incidents of inappropriate behaviour, although there may be occasions where the serious nature of an incident requires a greater sanction to be issued.

The consequences are described below.

<b>Verbal reminders</b>	Verbal reminders will be given to students if their actions are not Ready, Respectful and Safe, including not taking responsibility for their actions. Examples would be not being in the correct place at break or lunchtime, not following a direct instruction from a member of staff, dropping litter, using bad language, not wearing correct uniform, not following queuing instructions, not socially distancing, not being in single file, running not walking
<b>Final warning</b>	A final warning, firmly given. This is a signal warning a student that their behaviour is unacceptable, (not Ready, Respectful or Safe), and therefore needs to change immediately.

<b>Pastoral Detention</b>	<p>This indicates that the student has repeated some unacceptable behaviour, and is continuing to not be Ready, Respectful or Safe. The incident is recorded in Go4Schools.</p> <p>All Pastoral detentions (lunch or breaktime) should be completed without negotiation. It is the responsibility of the individual student to attend the Removal Room at the correct time and to use the time productively. Students can continue schoolwork, complete assignments, engage in productive study or, if they have no other work to do, they can read. A Pastoral Detention may be served with the Pupil Development Team or SLT. We will act if students contact their parents or carers using a mobile phone during the school day to protest about their detentions. This will undermine the system. Any detentions that are issued always take precedence over other activities (eg lunchtime clubs or fixtures) and appointments.</p> <p>If there are no students in IEU, the Inclusion Manager may supervise Pastoral Detentions, otherwise the PDT will supervise the detention held in the Removals Room or other appropriate location.</p> <p>If the student does not attend a Pastoral Detention, the consequences will be escalated - increased time in Pastoral detention or escalated to a 30 minute After-School Detention, depending on circumstances.</p>
<b>After-school detention</b>	<p>A 30-minute after-school detention should, wherever possible, take place the same day as it is issued.</p> <p>The incident will be recorded in Go4Schools. Parents or carers will be informed of the after-school detention by telephone. The phone calls will be made as soon as we can to give as much notice as possible. We will act if students contact their parents or carers during the school day in order to protest about their detention. This will undermine the system. Even pupils who take the bus home will be expected to serve the detention the same day. Inconvenience to parents is insufficient reason to rearrange the detention. In exceptional circumstances, for example where a pupil has significant caring responsibilities, the school will work with parents or carers to make alternative arrangements. The school may also arrange alternative transport home to ensure the detention is served as planned. Any detentions that are issued always take precedence over other activities (eg after-school clubs or fixtures) and appointments.</p> <p>All after-school detentions should be completed without negotiation. It is the responsibility of the individual student to attend and to use the time productively. Students will be given a reflection sheet to complete then may continue the work from a lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read.</p> <p>The Inclusion Manager will normally supervise afterschool detentions.</p> <p>If the student does not attend an afterschool detention, a day in IEU will be the consequence and the after-school detention will still be served. If a student receives two afterschool detentions in one day, they can serve two detentions back-to-back of 1 hour, with the additional optional consequence of a day in the IEU. If a student receives three or more afterschool detentions in a week, this will result in a day in the IEU.</p> <p>Please note that the reception closes at 4pm. If a parent or carer wishes to contact the school to check for your child's attendance at a detention, they can call the office on 01508 530 418.</p>
<b>IEU</b>	<p>A serious event can result in a fixed period in the IEU or as a behaviour transfer to another Trust school for time in their IEU. The length of time can be from 1 up to 5 days, depending on the specific circumstances, previous events and the seriousness of the incident.</p>

<b>Fixed term Exclusion, Governor Panel, Managed Move or Permanent Exclusion</b>	<p>Any very serious event will be reported verbally to the Pupil Development Team by the member of staff who witnesses the incident. PDT will discuss with the Headteacher the exact consequences upon completion of investigations. The pupil will be held in isolation until a decision is made.</p> <p>A very serious event or repeated serious incidents could result in a Fixed Term Exclusion (combined with a day in the IEU on return), a governor behaviour panel, a managed move to another school or permanent exclusion.</p> <p>Pupils who receive a Fixed Term Exclusion may also be placed on the first step (or the next step) of the three stage SARPE monitoring system (Student At Risk of Permanent Exclusion – Appendix 7)</p>
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Below are examples of behaviours that would lead to these specific consequences; however, this table is not exhaustive and should be used for illustration.

<b>Final Warning</b>	<b>Pastoral Detention</b>	<b>Afterschool detention</b>	<b>IEU</b>	<b>Exclusion</b>
<ul style="list-style-type: none"> <li>▪ Not following instructions</li> <li>▪ Not being in the correct place at break or lunchtime</li> <li>▪ Dropping litter</li> <li>▪ Not wearing correct uniform</li> <li>▪ Not following queuing instructions</li> <li>▪ Not socially distancing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeatedly not bringing the correct stationery and equipment</li> <li>▪ Answering back</li> <li>▪ Uniform repeatedly not worn correctly.</li> <li>▪ In possession of a fizzy drink.</li> <li>▪ Excessive makeup</li> <li>▪ Mobile phone seen or heard at any time during the school day</li> <li>▪ Chewing gum or in possession of chewing gum</li> </ul>	<ul style="list-style-type: none"> <li>▪ C2 removal from lesson</li> <li>▪ Subject-specific detention for significant CTL issues</li> <li>▪ Disturbing an exam</li> <li>▪ Foul/sexual language</li> <li>▪ Being out of bounds</li> <li>▪ Smoking</li> <li>▪ Harassment</li> <li>▪ bullying (including cyber-bullying)</li> <li>▪ Persistent failure to complete homework</li> </ul>	<ul style="list-style-type: none"> <li>▪ Two C2's in one day</li> <li>▪ Not completing a C2 after-school detention</li> <li>▪ Repeated days with C2 incidents (for example 4 C2 days in a half term)</li> <li>▪ Repeated defiance</li> <li>▪ Truancy from lessons or school</li> <li>▪ Threatening behaviour</li> <li>▪ Verbal abuse towards a student or member of staff</li> <li>▪ Videoing on mobile phones</li> <li>▪ Vandalism, damage to property or theft</li> <li>▪ Dangerous behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeated days with C2 incidents (for example 7 C2 days in a half term)</li> <li>▪ Repeated IEU incidents</li> <li>▪ Drug or alcohol related issues.</li> <li>▪ Carrying an offensive weapon.</li> <li>▪ Serious actual or threatened violence against another student or staff.</li> <li>▪ Racist, sexist or homophobic language.</li> <li>▪ Sexual harassment</li> <li>▪ Sexual violence</li> <li>▪ Bringing the school into disrepute</li> </ul>

### Report system

We may operate a system of reports to help monitor the behaviour of pupils. This can be for several possible reasons, for example, frequent C1 or C2 for classroom behaviour, truancy or repeatedly not submitting homework. The Headteacher may select an appropriate level of report when a pupil is re-introduced after an exclusion and will consider whether to begin or escalate the SARPE process (student at serious risk of permanent exclusion).

Any pupil put on report will be told what is expected of them, what their target is and what changes 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 level of 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 in appendix 8.

### SARPE Process (Student At Risk of Permanent Exclusion)

The school recognises that if a pupil is excluded as a consequence of their behaviour (Internal, External or on a Behaviour Transfer to another Trust School) there is an increased risk of permanent exclusion.

The SARPE process is in place to help lower the risk of a pupil being permanently excluded and monitor their progress. There are 3 levels of increasing seriousness. The process is summarised in Appendix 7.

### Punctuality and arrival to school each day

All students must arrive to school and all lessons on time.

- If a student arrives late to school without an appropriate reason (for example a medical appointment, supported by a letter or appointment card) they will be issued an afterschool detention for double the time they were late.
- If a student is marked as late to lessons without an appropriate reason (medical appointment, mentoring session) twice or more in a week, they can be given an afterschool detention for double the time they were late.

### Homework not completed or not submitted on time

Class teachers are responsible for setting and monitoring completion of homework. If homework is not complete or not submitted on time, this should be recorded by the class teacher on Go4Schools. A break or lunchtime detention of up to 30 minutes should be served with the class teacher (Covid rules permitting). Repeated failure to complete homework should result in an additional department detention run by the Head of Department at lunch or after school. Pastoral detentions take precedence over homework detentions.

### Uniform

Information about the school uniform is in Appendix 9 and on the school website. Hoodies or any other clothing that is non-school uniform should never be worn on the school premises. These items will be confiscated by staff and will be returned to pupils or parents and carers if they are asked to come to school to pick them up.

The school keeps a stock of spare uniform and shoes. If students attend school dressed inappropriately, they will be expected to borrow items and change. If this is not possible, we reserve the right to place students in isolation until the issue has been rectified and our expectations have been met.

### Prohibited Items

There are several items which are not permitted in school. Possession of these items carries a consequence that students can expect if they are in breach of the rules (see consequence table above). To encourage honesty, the consequence for bringing any contraband items into school may be lessened if students own up before a search takes place.

- Chewing gum
- Energy/fizzy drinks as they are linked to obesity, tooth decay and high blood pressure resulting in poor concentration
- Matches
- Lighters
- Cigarettes
- Electronic cigarettes (also known as 'e-cigarettes' or 'e-lites')
- Mobile Phones, MP3 players and hand-held games consoles
- Illegal substances
- Any drugs or pharmaceuticals
- Weapons

Please refer to our 'Behaviour Policy' for detail on all prohibited items and the right to search.

## Mobile phones

It is our policy to allow students to have a mobile phone with them in school should they choose to do so. However, they should always be turned off and not used for any purpose. Please see the 'Mobile Device Agreement' (appendix 10) for more details.

## Discretion

No behaviour policy or set of procedures can cover all situations nor all eventualities. The Headteacher reserves the right to use discretion to help LSHS pupils be Ready, Respectful and Safe - to make better choices and learn the right lessons.

## Reasonable adjustments

Where appropriate we will make reasonable adjustments for students, including those with special educational needs and disabilities, who have specific needs that mean they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means some students need additional support to ensure that they meet the high expectations that we have for all our students.

## Supporting our students to get to the top of the pyramid

We will support our students to meet the high expectations by offering the following:

- Pastoral support plans to improve their chances of successfully climbing the pyramid
- Part-time timetables (for a designated period) to reintegrate back to a full-time timetable
- Regular meetings with parents or carers
- Additional careers advice and guidance from a specialised careers advisor
- Restorative conversations wherever appropriate
- Report cards
- Reflection letters to members of staff as part of restorative approaches
- Participation in the Thrive programme to supplement consequences system to alter behaviour

## 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 headteachers and school staff – January 2016

Protection of Harassment Act 1997

<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-2020>

<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>

## Other school Policies

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

Bereavement

## **EXPECTATIONS – HOW WE DO THINGS HERE**

### **Always be Ready, Respectful and Safe**



### **What does it mean to be Ready, Respectful and Safe?**

#### **Ready**

Always arrive at school every day on time and ready to learn

Always arrive at every lesson on time and ready to learn with the correct equipment

Always show you are ready to learn by taking pride in wearing the correct uniform

#### **Respectful**

Always be kind, caring, and respectful with the actions and language you use

Always respect other people's views and feelings even if they are different to yours

Always follow instructions immediately and respectfully from any member of staff

Always listen silently and respectfully to anyone when they speak to you

Always answer questions respectfully using full, clear sentences and eye contact

#### **Safe**

Always walk safely around school corridors (not running)

Always challenge or report bullying, unsafe or disrespectful behaviour you see or experience

Always keep safe on-line and challenge or report any bullying, unsafe or disrespectful behaviour

Always be safe and treat other people with respect by observing personal space

**CLASSROOM RULES – HOW WE DO THINGS  
HERE**

**Always be Ready, Respectful and Safe**



**What are the Classroom Rules?**

<b>Ready</b>	Silence when the teacher is talking and follow instructions immediately
<b>Respectful</b>	Let others get on with their work uninterrupted
<b>Safe</b>	Only move around the room if the teacher says you can

**Rewards**

Verbal and written praise for excellent behaviour and commitment to learning  
Credits are awarded including for excellent commitment to learning  
Bronze Silver and Gold stars are awarded for accumulating credits

**Consequences for not following the Classroom Rules**

C1 Warning to CORRECT commitment to learning as it is not meeting expectations.  
This included anything the teacher says is disrupting the learning.  
No consequences if behaviour is corrected and continues to meet expectations.

C2 Sent to Removal Room if commitment to learning is still not meeting expectations.  
Automatic same day afterschool detention.

## Appendix 3 – LSHS Routines

### ROUTINES – HOW WE DO THINGS HERE

**Always be Ready, Respectful and Safe**



**Achievement For All**

### What are the Whole-School Classroom Routines?

<b>Ready</b>	Meet, Greet, Stand & Seat	
<b>Respectful</b>	Signal, Pause, Insist	
<b>Safe</b>	Stand, Silent, Single file send off	
At the start of every lesson	To regain full attention	Calm exit from every lesson
Meet, Greet, Stand & Seat	Signal, Pause, Insist	Stand, Silent, Single file send off
<p><b>Meet</b></p> <ul style="list-style-type: none"> <li>Teacher stands at the door</li> <li>Ensure the class is lined up in single file &amp; silent</li> </ul> <p><b>Greet</b></p> <ul style="list-style-type: none"> <li>Ask pupils to enter</li> <li>Greet each pupil</li> <li>Remind them to stand in silence</li> <li>Remind them to get out their equipment</li> <li>Have bell work ready</li> </ul> <p><b>Stand</b></p> <ul style="list-style-type: none"> <li>Seating plan decided by teacher to maximise CTL</li> <li>Pupils stand behind their seats silently and wait</li> <li>Pupils get equipment and books out</li> </ul> <p><b>Seat</b></p> <ul style="list-style-type: none"> <li>Teacher finished greeting pupils</li> <li>Teacher takes up teaching position (eg.front of room)</li> <li>Teacher thanks class for their behaviour on entry</li> <li>Teacher tells class to sit but insist all are silent.</li> </ul> <p>Begin lesson</p>	<p><b>Signal</b></p> <ul style="list-style-type: none"> <li>Teacher faces class and clearly raises hand</li> <li>Scan room and make eye contact</li> <li>Prepare to count down from 3 (3 – 2 – 1 )</li> <li>Begin countdown (verbally)</li> <li>Make positive comments about pupils who comply quickly during countdown</li> </ul> <p><b>Pause</b></p> <ul style="list-style-type: none"> <li>Crucially, allow a momentary pause for pupils to swap from what they are doing to eyes on teacher, empty hands &amp; paying full attention</li> <li>Scan room and make eye contact</li> <li>When all pupils are ready, give a simple “Thank you”</li> </ul> <p><b>Insist</b></p> <ul style="list-style-type: none"> <li>Before moving on, be sure everyone is complying</li> <li>Use eye contact, body language first then low-level reminder.</li> <li>Use C1 and C2 if needed</li> </ul> <p>Begin activity</p>	<p><b>Stand</b></p> <ul style="list-style-type: none"> <li>Teacher ends lesson before the bell</li> <li>Instruct pupils to pack away equipment</li> <li>Teacher tells pupils to stand behind chair in silence</li> <li>Check all pupils are in correct uniform – no coats, hoodies, hats etc</li> </ul> <p><b>Silent</b></p> <ul style="list-style-type: none"> <li>Insist on silence. Use signal, pause insist if needed</li> <li>Teacher reminds pupils of a positive expectation relevant to next phase</li> </ul> <p><b>Single file send off</b></p> <ul style="list-style-type: none"> <li>Teacher moves to the door to supervise exit of class and behaviour in corridor.</li> <li>Once bell rings, reinforce that pupils need to be in silence</li> <li>Teacher dismisses pupils in small groups – those nearest the door first.</li> <li>Send-off with positive reinforcement of good exit</li> </ul> <p>Be ready for next class</p>

**OUTSIDE CLASSROOM RULES –  
HOW WE DO THINGS HERE**

**Always be Ready, Respectful and Safe**



**What are the Basic Rules for Outside the Classroom?**

<b>Ready</b>	Be in school. Be on time to school and to lessons Mobile devices away from 8.30 am to 3 pm
<b>Respectful</b>	Follow instructions immediately Wear full uniform when you are inside the school Keep the school tidy and throw rubbish in the litter bins
<b>Safe</b>	Walk sensibly and safely when you are inside the building Pupils can go outside and need to be in their Year Group area. Eat only outside or in the Hall, Gym and non-carpeted areas In bad weather (two bells), pupils use their form room for break or lunch

**Consequences for not following the Outside Classroom Rules**

Consequences will depend on the nature and severity of not complying with the rules.

These consequences include:

PDT break and / or lunch detention

Confiscation

After school detention

Exclusion

## Appendix 5 – Commitment to Learning

Category	Outstanding (4)	Good (3)	Requires improvement (2)	Serious concerns (1)
<b>Participation</b> 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> 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> 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> 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> 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> 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> 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> 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> 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> 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 6 – LSHS Equipment



**Pupils must bring equipment to school in a ruck sack or messenger bag.**

**Every pupil should have with them every school day:**

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



## Appendix 7 - LSHS SARPE - Students at Risk of Permanent Exclusion



When a pupil is excluded for a fixed term or internally excluded in the Internal Exclusion Unit (IEU) or serves an exclusion at another Trust school via our Behaviour Transfer arrangements, we recognise that a pupil's risk of permanent exclusion is increased.

The SARPE (student at risk of permanent exclusion) process is in place to help lower the risk of a pupil being permanently excluded and monitor their progress. A risk assessment is carried out that analyses probability and seriousness of elements including harm to peers, staff and self, disruption, damage, criminal offences and absconding alongside identifying needs and planning intervention strategies for implementation and review.

A meeting between the school and parents or carers must take place when a pupil reaches Stage 1 of the SARPE process. The seriousness of the situation, the risk assessment and the action plan will be discussed and documented. We are committed to undertake supportive measures to help reduce the risk of continued poor behaviour and thereby reduce the risk of permanent exclusion. Further periods of exclusion will lead to a review and possible escalation of level on SARPE as the risk of permanent exclusion increases.

Below is a summary of the stages through the SARPE process.

Level	Placed onto this stage because	Actions at this stage
<b>Level 1</b> <ul style="list-style-type: none"> <li>The risk of permanent exclusion is raised but at a low level – as long as the student improves their behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>The student has been placed in the Inclusion room (both on and off-site) or has had a Fixed Term Exclusion</li> </ul>	<ul style="list-style-type: none"> <li>Agreed supportive measures by the school and home.</li> </ul>
<b>Level 2</b> <ul style="list-style-type: none"> <li>The risk of permanent exclusion is at a medium level.</li> <li>If the student improves their behaviour, they will move back down to Level 1.</li> </ul>	<ul style="list-style-type: none"> <li>Despite supportive measures, the student has continued to be placed in the IEU (both on and off-site) or has had a further Fixed Term Exclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Agreed supportive measures by the school and home.</li> </ul>
<b>Level 3</b> <ul style="list-style-type: none"> <li>The risk of permanent exclusion is at a high level unless the student improves their behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Despite supportive measures, the number of days of internal or external exclusion has now reached 11+</li> </ul>	<ul style="list-style-type: none"> <li>Agreed supportive measures by the school and home which may include looking for a Managed Move to another school.</li> </ul>

## Appendix 8 – LSHS Reports System



We operate a system of reports to help monitor the behaviour of pupils. This can be for several possible reasons, for example, frequent C1 or C2 for classroom behaviour, truancy or repeatedly not submitting homework.

Any pupil put on report will be told what is expected of them, what their target is and what changes 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 level of 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 in below.

Level		Consequences of underperformance (any CTL score of 1 or 2)	Consequences of no improvement against targets
A	Classroom sanctions	Imposed by teacher	Move to Level B Report
B	Form Tutor Report Attendance Report Homework Report	Reprimand Reminder of Expectations	Move to Level C - Pastoral Report
C	Pastoral Team Report	Reprimand Reminder of Expectations	Move to Level D – SLT Report Consider Pastoral Support Plan Consider referral to other agencies
D	SLT Report	Reprimand Reminder of Expectations	Move to Level E – Headteacher Report Consider Pastoral Support Plan Consider referral to other agencies
E	Headteacher Report	Reprimand Reminder of Expectations	Parents and pupil appear before a Governors panel Consider Managed Move Possible Permanent Exclusion

The reports will be printed on white card, so that the level of report cannot be seen or potentially glorified by simply seeing the colour.

## Appendix 9 – LSHS Uniform



### Pupils are required to wear:

- Either 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 discrete, 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 nor sweatshirts)
- Tights should be plain black, dark grey or a natural colour
- Sensible **black leather or leather-look shoes** – trainers are not allowed
- Outdoor coats must not be worn in the school or classrooms
- Hoodies of any description are not allowed
- Outdoor headwear is not allowed to be worn 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

### 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 hoops or dangling earrings are 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 religious symbol (for example a crucifix) is allowed but other types of jewellery, including rings, are not allowed. 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. Exceptionally long or false nails are not allowed. Nail varnish is not allowed. Pupils will be asked to remove excess make-up, nail varnish and false nails in school. A pupil can be kept in isolation until the situation is resolved.

### Hair Styles

Pupils should have their hair arranged in a smart, tidy manner which conforms to health and safety considerations.

### Other Information

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 10 – LSHS Mobile Devices

### **LONG STRATTON HIGH SCHOOL Mobile Device Agreement**



(Mobile devices include mobile phones, smart watches, games consoles and any other electronic, internet-enabled or messaging gadget).

#### **Conditions of Use**

Mobile devices will be allowed within the school premises under the following conditions:

- They must be turned off or to 'silent' and put away out of sight by 8.30am and are not permitted to be used or seen until after 3pm
- They must not be used to take photos or videos of staff or other students
- They must not be used for cyber bullying
- They must be handed in to invigilators if any examinations are being taken
- They must be handed over immediately to a member of staff if requested

#### **Understanding**

- Mobile devices will be confiscated if any of the above conditions are broken or if a member of staff feels that the phone is being used inappropriately
- Mobile devices confiscated will be kept in a locked cabinet and will only be returned to the parent by the Headteacher (or representative)
- If photos or videos are taken (which are shot at school) and then uploaded to a public forum such as 'You Tube', the telephone will be confiscated and returned only to a parent or carer

#### **Confiscation**

- Legally, we have the authority to search any electronic device to examine any data or files if we think there is good reason to do so. We may also retain the device or dispose of any data as we see fit. If inappropriate material is found on the device it is up to the member of staff to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school rules) or whether the material is of such seriousness that it requires the involvement of the police. In order to determine what is a "good reason" for examining or erasing the contents of an electronic device we must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules
- Mobile devices confiscated by staff will be taken to the office and put in the secure cabinet. They will be labelled with the name of the student
- If there are repeated incidents, refusal to hand over the phone or one significant event, the Headteacher can impose a phone ban so the phone must be handed in when the pupil is in school. If the ban is broken, the consequence can be an exclusion

On days of formal examinations, it is especially important for a pupil not to have a mobile device on them.

The Headteacher may, at any time, withdraw a pupil's permission to have a mobile device in school.

It is the school's recommendation that mobile devices are simply not brought to school at all.

#### **Liability**

The school staff are not liable for the loss or damage of any mobile devices. In the case of theft, the school will seek to help to recover the device, but this will be in the context of resources available. The student is responsible for the safe keeping of their mobile devices.

## Appendix 11 – September 2020 onwards: School Opening after Covid-19 closure



As school reopens to students, we will continue to expect and promote excellent behaviour, exemplified by a warm but strict approach to discipline. Our Golden 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 (including deliberately coughing on others), the pupil will be removed from circulation, parents or carers contacted and the pupil sent home on a fixed term exclusion. The incident will need recording on Go4Schools as "Dangerous Behaviour (danger to self or others) – Not SAFE".