

Lampton School: Behaviour Policy



Adopted: 5th September 2017

Review date: 5th September 2019

Our Vision:

Lampton School is dedicated to providing exceptional learning experiences where there are no limits to achievement. We provide inspirational teaching and support all pupils to become superb learners and good citizens. This is done within a harmonious, diverse and safe environment where all members of the school community are valued and respected. We celebrate excellence and take pride in ourselves, our school and our community.

Our Values:

- **Excellence** – we are the best that we can be in everything we do;
- **Equality** – everybody has an equal chance to achieve their potential;
- **Celebration** – all achievements are celebrated;
- **Respect** – we treat all members of our school community with care and consideration;
- **Integrity** – we do the right things at all times;
- **Collaboration** – we work together and with others to achieve the best possible outcomes

Our Behaviour:

- **Ready:** To learn
- **Respectful:** Of everyone
- **Safe:** In our behaviour

This policy outlines what we expect from all our students in terms of their behaviour. It extends to all members of our community. Good behaviour and self discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years. Our behaviour policy guides staff to adhere to a framework of restorative principles that helps learners

recognise the importance of self-regulation and good behaviour. It echoes our core values with an emphasis on mutual respect, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The Lampton School community values diversity and seeks to give everyone in the school an equal chance to learn, work and live, free from the action, or fear, of racism, discrimination, or prejudice. By our actions we will work together to develop the potential of all pupils and to establish a community that is just and fair for all people who work at or visit Lampton School.

At Lampton School we value good behaviour in the classroom and elsewhere to promote the school as a learning community and to ensure that classrooms are safe and effective learning environments. The highest regard is given to the quality of relationships between staff and pupils. At Lampton School we seek to develop independent and autonomous young people who are self-disciplined and who are able to self-regulate and manage their behaviour.

Governors will contribute to school life on a wider scale, acting as a critical friend to support the school in becoming a nationally recognised centre of excellence.

1. Aims

We believe that all pupils should be aware of the standards of behaviour that are expected of them and that working with pupils we will help them to take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of individual and social responsibility.

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships in line with our Restorative Practice model.
- To use “affective language “ which encourages the learner to engage positively and understand the impact of their behaviour.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good relationships and empathy for others.
- To adhere to a framework of “restorative principles that help learners recognise their part in relationship breakdown and be part of the solution so that reintegration back to learning can happen.
- To ensure that excellent behaviour is a minimum expectation for all.

2. Purpose of this policy

- To provide simple, practical procedures for staff and students that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promotes self -esteem and self -discipline
- Teach appropriate behaviour through positive interventions

3. Standards of behaviour

3.1 School

The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are trained to deal with behavioural issues as part of their continual professional development.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff must be a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times in order to check that students are using the school grounds respectfully and behaving appropriately. This will support the building of positive relationships outside the classroom. Leadership will patrol the local area at the end of the school day to as far as possible ensure appropriate behaviour of students to and from school.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of mental health needs. If such needs are identified we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of students with SEN and/or disabilities. Whilst all students identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these students often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all students. An Individual Behaviour Support Plan will be used for students whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to

assist with putting in place appropriate support strategies, which will be monitored and reviewed. *Please read the school's special educational needs policy for more information.*

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills such as restorative practice and conflict resolution strategies. For more information, **see Appendix 1**

3.2 Working with Students

The school expects all of its students to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Pupils are ambassadors for our school including **when travelling to and from school premises**, and we expect them to act accordingly. They are expected to obey school rules, listen and follow instructions. School work and homework should be well presented, completed to a high standard, and handed in on time. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan. The school asks that pupils (and parents) carefully read and then sign a **home-school agreement** when they first join the school to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

All staff (Individual responsibilities)

- 1. Meet and greet at the door.**
- 2. Refer to “ Ready, Respectful, Safe in terms of how we do things (3 Rules)**
- 3. Model positive behaviours and build relationships.**
- 4. Plan lessons that engage, challenge and meet the needs of all learners.**
- 5. Use a visible recognition mechanism throughout every lesson.**
- 6. Be calm and give ‘take up time’ when going through the steps. Prevent before sanctions. Staff will work hard to prevent off task behaviour and the three step warning system gives students the opportunity to turn behaviour around prior to being collected by a patrol team member’ – trying to emphasise the de-escalation approach**
- 7. Follow up every time, retain ownership and engage in reflective dialogue with learners.**
- 8. Never ignore or walk past learners who are behaving badly.**

Managing behaviour in departments

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Steps Actions

- 1) **Redirection** Gentle encouragement, a 'nudge' in the right direction.
- 2) **Reminder** A reminder of the expectations . Ready, Respectful, Safe delivered privately. Repeat reminder if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
- 3) **Caution** A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
- 4) **Time Out** Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. Students may be moved to another seat away from distractions or to another teacher's room in the department.

5) ****Internal Parking**

At this point the learner will be referred internally to another room in the department for the remainder of the lesson. All internal referrals must be recorded. (see below for further details)

- 6) **Reparation** A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.

- 7) **Formal** A meeting with the teacher, learner and Head of Department, recorded with agreed targets that will be monitored over the course of two weeks.

A Serious Breach is an incident that may lead to a fixed term or internal exclusion.

** An internal parking system will be established by Heads of Department.

This will involve a formal parking rota whereby students are 'parked' into another classroom after receiving three warnings from their original teacher.

- This process will be followed when the "steps" above have been gone through, not in the case of an extreme on off incident (repeated refusal to follow instructions rather than a physical altercation for example).
- There will be a rota established and distributed in curriculum teams so that staff know the parking rooms for each period and other staff members are aware they are a parking classroom. Heads of Department should be supportive in their selection of parking rooms and choose more experienced staff to be on the parking rota/sixth form classes/small group classes/any classes with more than one adult present. Trainee teachers or NQTs should not be a part of the parking rota system.
- In the case of smaller departments, the expectation is that you organise a rota collaboratively with linked departments for example Art, Drama, Music, Dance could form a Performing Arts parking rota.
- Teachers will call patrol and inform the patrol staff member what classroom to 'park' the student in and provide work for their student (s).
- If a student has been parked from a lesson, it is the responsibility of their class teacher to follow this up with a RP conversation so that the relationship can be repaired and the student knows how to make a positive contribution to the next lesson.

Unacceptable Behaviour

Under no circumstances will illegal or inappropriate items be brought into school, and all students will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- bullying (including cyberbullying in any form which takes place both in and out of school)
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances including "legal highs"

- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Our School Rules: Ready, Respectful, Safe

Ready to learn

- We arrive at school on time.
- We arrive in lessons on time.
- We wear our correct uniform with pride, removing outdoor coats, hats and scarves in lessons.
- We do not use mobile phones or headphones unless directed by a teacher as part of our learning.
- We have the correct equipment at all times and for all lessons.
- We participate fully in lessons, using appropriate academic language.

Respectful of everyone

- We listen attentively when the teacher is talking, including in assembly.
- We show respect to staff and each other, behaving maturely and using positive and courteous language.
- We look after all school equipment.
- We respect our school environment, not littering, spitting or chewing gum.
- We queue in an orderly manner in the dining area, clearing our litter after our lunch.

Safe in your behaviour

- We will not tolerate bullying in any form.
- We never bring alcohol, drugs or weapons into school.
- We move quickly and safely on our way to and from lessons, following directions and with the minimum of noise.

Rewards

Where pupils'/students' work within this code of conduct, their work in school and in the community will be celebrated. All members of staff have committed to sending two postcards home and making one positive phone call home on a weekly basis. Positive telephone calls and postcard home will also be sent to students on a regular basis for going "above and beyond"

CRS points are awarded for being: • Resourceful • Reflective • Resilient • Having good relationships.

If pupils/students produce high standards of work or display high standards of behaviour consistently they will be rewarded with a CRS 'Exceptional Achievement' award. A postcard will be sent home informing a parent/carer of this.

3.3 Working with Parents and carers

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that all parents sign the **home-school agreement** to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, parents must provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

4. School rules that apply at all times to all members of our school community

- Always be on time.
- Keep your appearance smart and tidy, and wear school uniform or dress code at all times and to and from school.
- Rude, derogatory, racist or defamatory language will not be tolerated.
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.

- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- The following items are not allowed in school under any circumstances:
 - Alcohol and drugs including "legal highs" (see below 4.1 & 4.2)
 - E-Cigarettes, Cigarettes, matches, and lighters
 - Chewing gum
 - Weapons of any kind
 - Material that is inappropriate or illegal for children to have; such as racist or pornographic material
 - Mobile phone (when used in school during school day)

- Gambling is not allowed on school grounds.

4.1 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs responsibility very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school. If they need medication they can go to the student services.

Medication

We are aware that it may be necessary for some students to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts taking the medication. *Further details around medication is set out in the "Supporting children with medical needs" policy.*

4.2 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

All of these rules also apply when travelling to and from school and also on any school trips.

5.1 Bullying

Lampton School wants to make sure that all students feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action. All pupils sign a statement before they commence studies at the school stating that they will not be involved in any form of bullying.

If an allegation of bullying (including cyberbullying) does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim

- make it clear to the ‘bully’ that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the ‘bully’ will be told why it is being used
- consider a fixed term exclusion in cases of repeated bullying.

5.2 Disciplinary sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. *Lampton School* operates using the following disciplinary measures:

Late detentions, early morning and lunch-time.

Teacher sanctions for poor learning behaviour including reparation meeting.

Homework Support for non- completion

Formal Reparation

Supervised Attendance (internal exclusions)

Fixed Term Exclusions/Permanent Exclusions

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

6. Attendance

Regular attendance at school is required by law, and *Lampton School* takes attendance very seriously. There is a register taken in the morning before lessons *and at the start of each lesson*, and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school’s **attendance policy**.

7. Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively.

Signed by



Chair of governors

5th Sept 2017

Date:



Headteacher

5th Sept 2017

Date:

This policy will be reviewed annually

Appendix 1

Consistency in practice

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
Ready, Respectful, Safe
- Consistent follow up: Ensuring ‘certainty’ at the classroom, middle and senior management level. Not passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating. Using the RP framework, giving clear warnings using the above before sanction.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour. Verbal, phone calls and postcards for above and beyond,
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours. Using detention with staff having RP conversation in or before next encounter.

- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage EG. One Way system, All staff reinforcing rules and modelling good behaviour.
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good secondary school, consistent visual messages and echoes of core values, positive images of learners

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation

Rather they are to stand alongside colleagues to support, guide, model and show unified consistency to the learners.

Middle leaders (Heads of Year and those with pastoral responsibility, Subject leaders and those with departmental responsibility)

Meet and greet learners at the beginning of the day

- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Take time to welcome learners at the start of the day

Recognition and rewards for effort

We recognise and reward learners who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be overestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

Behaviour for excellent teaching and learning – One page summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Code of Conduct, Ready, Respectful. Safe must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

- 1 Meet and greet at the door.**
- 2 Model positive behaviours and build relationships.**
- 3 Plan lessons that engage, challenge and meet the needs of all learners.**
- 4 A mechanism for positive recognition is used in each classroom throughout the lesson.**
- 5 Refer to Ready, Respectful. Safe in all conversations about behaviour.**
- 6 Be calm and give ‘take up time’ when going through the steps. Prevent before sanctions.**

- 7 Follow up every time, retain ownership and engage in reflective dialogue with learners.**
- 8 Never ignore or walk past learners who are behaving badly.**