



BEHAVIOUR POLICY

Approved/reviewed by	
Date of review	March 2022
Date of next review	March 2023

BEHAVIOUR POLICY

1. Introduction

Lindsworth School caters for pupils with Social, Emotional and Mental Health Difficulties, for whom assessment has identified a need for a provision away from the mainstream environment.

Inappropriate responses, which are usually associated with other complex conditions or circumstances, are the main barrier to achievement for our pupils. Therefore effective provision to meet their needs, through an appropriate Behaviour Policy, is key to promoting learning.

Lindsworth School strives to empower pupils to effectively address and manage their SEMH to promote social and academic 'inclusion' and to facilitate eventual reintegration into the mainstream, where this is appropriate.

The Positive Engagement Policy embodies the Mission Statement and aims of the school and is continually reviewed and modified. Each revision adds new impetus and purpose to staff efforts and recognises the fact that any system is interactive; involving staff, pupils and other stakeholders.

2. Aims of the Behaviour Policy

- To ensure pupils have full access to their curricular entitlement across Key Stage 2, 3 and 4.
- To promote a whole school ethos concentrating upon positive aspects of behaviour.
- To encourage the development of:
 - Self-respect
 - Respect for others
 - Positive interpersonal relationships
 - Respect for the fabric of the school
 - Accepting personal responsibility for one's actions
- To provide consistency between individual staff across all year groups.

3. Value Statement

Lindsworth School is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society;
- providing equal access to a broad and balanced curriculum which:
 - (a) meets statutory requirements;
 - (b) reflects the cultural diversity of society;
 - (c) meets the needs of all pupils;
- maintaining close contact with the home: making parents/carers welcome in the school to enable them to play a full part in the education of their children.

“The aim of the policy is to promote positive behaviour in order to establish an ethos where support and encouragement is provided to enable all pupils to learn, work and play successfully together.”

To achieve this we agree that:

- all pupils are of equal value and must be respected and supported appropriately;
- all pupils can demonstrate measurable progress in their learning;
- all pupils can behave in an appropriate manner.

We will do this through:

- creating an orderly and safe working environment where staff, pupils and parents/carers can work together;
- by ensuring the health and safety of every pupil;
- a consistent procedure and fair approach to managing behaviour and supporting each other to achieve this;
- a relevant and challenging curriculum which will enhance learning and self-esteem and which reinforces positive behaviour and high standards;
- a commitment to continuous staff development to effectively meet individual needs;
- developing a school environment which is an attractive and stimulating place in which to work, reflecting the achievements of our multicultural community.

4. Parental Involvement

We value our partnership with parents/carers and encourage involvement in all aspects of school life. Staff welcome early contact if parents/carers have a concern about their child. We believe that pupils engage more positively and achieve better outcomes through partnership working.

We value parent/carer contributions in a number of ways including:

- Ensuring that pupils arrive punctually for the start of the school day.
- Attend all scheduled meetings to assist in the progress of the pupil.
- Supporting the school expectation that pupils respond in a responsible manner, showing consideration, courtesy and respect for other people at all times.
- Ensuring that pupils show a proper regard for other people’s property, buildings and the environment.
- Ensuring regular attendance at school and avoiding unnecessary pupil absence.

We aim to:

- Welcome parents/ carers into school regularly and make them feel valued.
- Develop good communication between parents/carers and school including emails, calls and text messages.
- Ring all parents/carers on a weekly basis and provide additional text messages home re: behaviour / attendance and all positive aspects of school life.

Parents/carers are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements. Should pupils damage the school environment or buildings, parents/carers may be invoiced for the cost of any repairs.

5. Detention

At Lindsworth School we are committed to promoting a learning culture of mutual respect, which allows all to achieve their full potential. The school recognises that all members of its community have rights and responsibilities which we as a school are determined to safeguard. We will not allow the disruptive actions of an individual to affect the learning of others. The school's detention procedures are designed to support the school's commitment to learning and to reinforce the school's values. The school insists all its members feel safe and valued, and behave towards each other in ways that are:

- Respectful
- Reasonable
- Responsible
- Supportive
- Caring and considerate
- Dignified
- Fair and just

Aims

Detentions are one of the sanctions used by the school in response to unacceptable behaviour or breaches of our Behaviour Policy. Teachers record positive and negative behaviour using Behaviour Watch.

Objectives

To ensure that behavioural sanctions are fairly and consistently used to reinforce positive behaviour and discourage negative behaviour.

5.1 Break and Lunchtime Detention

The school follows an agreed behaviour system that is based on responses during six periods of the day. Pupils earn a score, from 1-5, which is recorded on Behaviour Watch. Should pupils receive a negative score for their behaviour during the morning session, they are expected to pay back the time allocated during their free time. The expectations to avoid receiving a one or a two score are exemplified below.

Lesson score/ Engagement points	Reason for score				Reward/ Consequence
5	Fully engaged in the learning experience	Fully or partially independent work	Task fully complete	Excellent attitude and behaviour	2 Merits to be awarded 5 Engagement Points to be awarded
4	Fully engaged in the learning experience	Initial level of learning support needed	Task complete to a good standard	Good behaviour and attitude or Striving to improve	1 Merit to be awarded 4 Engagement Points to be awarded
3	Engaged in the learning experience	Some level of learning support and guidance needed	Task completed to an acceptable standard	Minor periods off task	1 Merit available 3 Engagement Points available (staff discretion)
2	Partially engaged in the learning experience	Consistent learning support and guidance needed	Task incomplete	Increased periods of off task behaviour or Low level disruption	No Merits 2 Engagement Points available 10 minutes catch up time in Home Units
1	Not engaged in the learning experience	Regular staff input to re-focus pupil	Work avoidance	Substandard work or no work produced	No Merits /1 Engagement Point 20 Minutes Catch Up at Lunchtime for Lessons 1-4 20 Minutes Catch Up after school for Lessons 3-5 Consequences may escalate depending on behaviour during Catch Up.
	Off task and distracting others	Serious levels of disruption	Threats to pupils and staff	Lateness to lesson	
	Walking out of class without permission	A cause for concern			

5.2 Afternoon Detention

In response to unacceptable behaviour or breaches of the school's rules, pupils are allocated negative points (1 and 2s) by members of staff. If a pupil gains 3 (1s) in a day, behavioural entry's on Behaviour Watch (for example; negative point or poor punctuality, lack of equipment or no homework) they will attend a one hour detention on the same day between 3.15pm and 4.15pm.

Parents/guardians will be immediately informed by the Pastoral Team on that day.
The detention will be supervised by members of the Pastoral team.

(See Appendix B for Pupil Behavior Flow Chart)

Pupils are expected to:

- Follow all staff instructions
- Adhere to the school's rules and policies
- Attend the detention promptly and complete academic work during the detention.

Pastoral staff are expected to:

- Monitor their year group allocation of positive and negative points.
- Follow behaviour expectations in response to negative behaviour, using the agreed negative point strategies to intervene.
- Support colleagues to improve classroom management within their year group.

Form Tutors are expected to:

- Inform pupils of their positive and negative points totals.
- Ensure pupils are informed of their detention using Behaviour Watch.

Parents are expected to:

- Support the school in maintaining a positive ethos in which good behaviour is the norm.
- Work in partnership with the school.

The Headteacher is expected to:

- Ensure that the policy is implemented and report to the governors on its impact.
- Carry out the statutory duties with regard to behaviour as defined by the DFE.

The Governing Body is expected to:

- Carry out the statutory duties of the Governing Body with regard to behaviour and exclusions as defined by the DFE Monitoring and Evaluation.

The Pastoral Lead with responsibility for behaviour will evaluate and review the impact of this policy by analysing data by year group, incidents and significant group trends.

Behaviour Expectations

Positive behaviour and a positive attitude to learning are expected from all pupils (see Appendix B).

Expectations of pupils include:

- Arrive on time for school and lessons.
- Model and uphold school expectations, conventions and rules within the classroom, as well as around the site and within the local community.
- Pupils to wear full school uniform.
- Work constructively with other pupils in all activities, showing respect for and tolerance of each other.
- Have the required equipment for learning and activities within the school day.
- Be ready to enter a room purposefully and demonstrate the intention to learn through prompt self- management of the teacher's expectations.
- Focus on learning.
- Recognise that mobile phones are not to be used anywhere on site or in lessons.
- Co-operate with instructions promptly.
- Support adults and each other through modelling good behaviour and not creating or providing an audience for poor behaviour.
- Leave a room if asked to do so and be ready to work elsewhere to ensure that work is completed.
- To ensure there are no gaps in understanding, in the event of any absence, pupils are expected to seek advice from their teacher in order to complete missed work.
- Be willing to reflect upon inappropriate behaviour, its consequences for themselves and the school community and to accept support to modify it.
- Be polite, respectful and courteous towards staff and pupils.
- Listen carefully and respond immediately to the instructions given by a member of staff.
- Be quiet and listen in silence when the teacher or others are speaking to the class.
- Refrain from eating or drinking anything but water in class (excluding Science Labs).
- Stay focused and complete all tasks to the best of their ability.
- Pupils will remove hats and hoods whilst inside the building.
- Wait to be dismissed, leave the classroom quietly and sensibly.

6. Positive Handling/Physical Intervention

At Lindsworth School we recognise that, at times, some of the pupils may significantly deviate from the Behaviour Policy. The overriding principal relating to positive handling is that the best interests of the child take precedence over every other consideration. The Children Act 1989 in the UK states that "the welfare of the child shall be the paramount consideration". Therefore when physical restraint is considered, it is regarded as a last resort and should only be used in exceptional circumstances. We also recognise that the use of any degree of force is unlawful if the particular circumstances do not warrant such force. It is unlawful for a member of staff to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or humiliation. Physical interventions should only be used when dialogue and diversion have failed to stop the behaviour and should always be the minimum needed to achieve the desired result, taking into account the age and size of the child. The decision to use a restrictive physical intervention must take account of the immediate circumstances of the situation, coupled with prior knowledge of the child and be based upon an assessment of the risks associated with the intervention. Staff will always ascertain whether restrictive physical intervention is appropriate, necessary and proportional. All staff need to follow set guidelines on handling

children and should be trained. Restrictive physical intervention should avoid contact that might be misinterpreted as sexual and restraints need to respect the cultural expectations of the individual.

Physical restraint is permitted at Lindsworth School but will only be used in order to stop pupils causing injury to:

- themselves
- other pupils
- damaging property

Physical restraint will always act as the last resort as staff will attempt to deescalate the situation and talk down a potentially aggressive and physical situation. All staff are trained in the use of MAPA techniques and undergo regular (annual) refresher training to ensure good practice and high quality care, welfare, safety and security.

Power to Search Pupils without Consent (July 2015).

In addition to the general power to use reasonable force described above, senior leaders and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for the following “prohibited items”

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco 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).

Headteachers and authorised staff can also search for any item banned by school rules which has been identified in the rules as an item which may be searched for.

School Policy for Weapons Possession

It is essential that we work together to reduce the chances of children bringing a weapon to school. Ours, like most other schools, will take firm action in relation to any pupil found to be carrying a weapon such as a knife for example, both on and off the school premises, the Police will be informed and the incident recorded on Behaviour Watch. This may include the use of permanent exclusion as a sanction.

Additional information can be found at the links below:

[Weapons Policy.docx](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

7. Reporting and Monitoring:

If a restraint takes place it is the Pastoral Manager's responsibility to ensure that staff:

- Complete the slip on Behaviour Watch, which is time and date stamped, and save as it immediately informs SLT/ Pastoral Managers of the event in real time. This must be completed within 24 hours of the incident.
- If the slip is not completed on the same school day the SLT and Pastoral Manager must be informed verbally or by email in regard to the incident.
- Make contact/ring the parent/carer of the pupil prior to them arriving at home that evening.
- The slip will be read by senior staff and a meeting will take place between the pupil and the members of staff involved about why the intervention was needed and possible strategies moving forward. Pupil views will be recorded on the RPI slip recording system.
- The risk assessment will need to be revisited depending on the severity of the incident.
- If injury occurs to the pupil during a restraint the Headteacher should be notified and the LADO team will be contacted. First Aid should administer if required.
- If an unauthorised RPI is used then the staff member should report this to the Headteacher
- The Headteacher will contact the LADO team.

8. Exclusions

Internal Reflection (Appendix D)

We will encourage children to understand that following the rules and complying with instructions is the best way to achieve at Lindsworth School. If a child does not respond to any of the previous consequences, continues to disrupt the learning of others or presents a danger to themselves or others, they will be educated away from their peers. This will be supervised by members of staff, often within the year group team.

- Parents/carers will be informed of the internal reflection.
- The period of reflection and its staffing will be discussed at the before or after school meeting.
- The reason for the internal reflection will be fully explained to the pupil by a senior member of staff.
- There will be an opportunity for the pupil to discuss and reflect on their behaviour.
- The pupil will be given work in a separate, identified, room (reflection room).
- When one task is finished the next will be offered.
- If the reflection carries over a lunch period then the meal and the break will also take place away from other pupils.

External/ Permanent Exclusion

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education. However, in exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exclusion is usually the last resort when all other positive strategies and sanctions have failed to bring about any improvement in behaviour. It may also operate in very serious cases of unprovoked violent or abusive behaviour towards staff and/or children.

Criteria for the Exclusion of Pupils from School

Only the Headteacher can exclude a pupil from school for a fixed term period. No pupil is to be permanently excluded without the express agreement of the Headteacher and the Governing Body (see Exclusion Policy for further details).

Exclusions will be of a fixed term of one or more days depending on the nature and severity of the incident. Parents, carers, any other involved agencies and the LA will be informed, in writing, of the exclusion and the date of return to school. The aim is always to return the child to school as soon as possible once a formal reintegration meeting has been completed.

Parents or carers will be expected to attend a 'reintegration meeting' with their child after a period of exclusion to discuss the incident and explore strategies to prevent a reoccurrence. During this meeting, the child will be included and asked to contribute. This will be conducted in a way that is appropriate to the age and ability of the child concerned and shared with relevant staff. The details of this meeting are recorded on the Behaviour Watch.

9. Anti-Bullying

There is a separate document (Appendix A) for bullying containing:

- procedural guidelines;
- support mechanisms.

The school as a community will not tolerate bullying, racist behaviour or any form of harassment under any circumstances. However, it would be unrealistic to think that these undesirable behaviours do not occur from time to time. All colleagues have responsibility for monitoring any evidence of such behaviour and dealing promptly with incidents. **Instances of such behaviour must always be completed on Behaviour Watch and referred to Pastoral Managers/SLT without undue delay.**

10. Enrichment

Rationale:

The purpose of Curriculum Enrichment is to raise achievement by motivating young people to become more effective learners through activities which enrich the curriculum, improve key skills and raise achievement. These activities take place both in and out of school hours.

There are three strands – out of school hours learning and experiential learning opportunities designed to enrich the curriculum, where pupils can trial and develop new skills in areas not accessible in the school curriculum, developing the pupil holistically.

Curriculum Enrichment is grounded in the belief that all young people can achieve success through three key ingredients:

- opportunities to learn
- sustained support for learning
- a challenge to succeed

Lindsworth School aims to provide a range of out of class study and leisure activities designed to encourage good study habits and promote the idea that learning can be fun.

Curriculum Enrichment at Lindsworth School aims to raise achievement by enabling pupils to:

- Build upon work done previously in class and give a real purpose for follow up work within the classroom
- Work individually
- Develop good study strategies
- Support and work cooperatively with others
- Work in a safe and supportive environment including the outside environment
- Take part in activities unavailable during the normal school day
- Develop self-esteem
- Enjoy a broader range of direct experiences of activities, people, cultures and places
- Develop communication in English
- Take a cross-curricular approach to learning with all year groups teaching key skills within a topic area.

Curriculum Enrichment benefits the school by:

- Better use of resources and outside spaces.
- Closer partnerships with parents.
- Improved links with the community, through volunteer activities, as well as improved parental understanding of the importance of CE.
- Extending opportunities for family learning.
- Extending the skills of staff.

Activities include:

- ICT
- Sport
- Music
- Drama
- Art
- Cookery
- Forest School
- Trips and visits

Staffing: Curriculum:

Enrichment is managed by the Pastoral Manager for Year groups 7/8 weekly, and Year 9 half termly with the support of the senior leadership team. Activities are staffed by pastoral and teaching staff, and at times other school staff.

Evaluation:

The success of curriculum enrichment is to be measured by:

- Levels of pupil attendance
- Numbers of pupils taking part in activities
- Higher levels of attainment as measured by national/end of year assessment
- Pupil/teacher relationships
- Pupils' attitudes to learning.

Rewards

To reinforce high expectations, high attendance, behaviour for learning and respect and courtesy to all, Lindsworth School employs the following reward strategies;

In Class

- Verbal praise
- Praise postcards/text messages/emails home
- The awarding of merit points for every four and five score awarded on the pupils scoring system
- Written feedback in books
- Use of stickers
- Teacher/PALs choice daily
- Year 7 and Year 8 weekly enrichment afternoon
- Year 9 half termly enrichment afternoon
- Half termly raffle awards
- Pupils nominated for weekly reward certificates/prizes at celebration assemblies.

KEY STAGE 2 BEHAVIOUR POLICY

Introduction & Rationale

Our pupils are aged 9–11 (Year 5 and Year 6) and experience social, emotional and mental health difficulties. In previous settings our pupils have exhibited challenging behaviours which are frequently associated with a wide range of complex conditions, including ASC, ADHD and Attachment Disorder; Pupils may also have experienced or are currently experiencing (ACE's) Adverse Childhoods Experiences.

Many of our pupils will have had a disrupted period of time to their education prior to joining our school. We provide a nurturing environment, with firm boundaries, where we support pupils to develop strategies to manage their responses appropriately. We celebrate success and achievements to build self-confidence and esteem whilst allowing space and time to reflect. We aim to provide an engaging curriculum that is tailored to the individual behavioural needs and learning styles of each pupil. Positive engagement is embedded throughout the life of the school, enhanced through; planned activities (group or individual), circle time, modelling and a de-brief after incidents.

With a focus on prevention, our MAPA (Management of Actual or Potential Aggression) programme teaches management and intervention techniques to help staff cope with escalating behaviour in a professional and safe manner. MAPA® Training is certified by BILD-ACT under the Restraint Reduction Training Standards.

It is crucial that staff work closely with parents/carers, other interested parties and the pupils themselves to ensure a consistent approach to positive engagement is implemented which actively develops each pupil's own ability to take responsibility for and control of his/her own behaviour. The approach used draws from the school's own experience of 'best practice' combined with the principles and practices of the MAPA approach.

MAPA is the system the school follows for positive handling interventions. The approach promotes the use of de-escalation strategies and the reduction of risk and restraint. Staff are able to respond to behaviours that challenge whilst promoting and protecting positive relationships.

At Lindsworth School we have a positive ethos, celebrating both behavioural and academic achievement. We aim to provide an engaging curriculum that is tailored to the individual behavioural needs and learning styles of each pupil.

The philosophy and ethos of the school reflects respect for all pupils' irrespective of their age, gender, religion or ethnicity and includes a clear set of values that are seen as important both within the school and the wider community. These include respect for all, for property and for honesty, trust and fairness. The school recognises that pupils are entitled to feel safe, cared for and free to learn and to know that they will receive appropriate praise, reward and encouragement to achieve their potential. However, if they or other pupils impinge upon this process they need to be made aware that sanctions will be imposed. Within such an environment the school aims to ensure the growth of each pupil's self-respect and self-discipline/self-esteem.

It is crucial to the maintenance of this ethos that the staff recognises the importance of their leadership role and present positive models to pupils. They should not act in any way that is likely to destroy trust and/or respect. Therefore, staff should never act or comment in a way that lessens a child. Rather they should set clear, appropriate and attainable goals for which pupils can be rewarded when they are achieved. Pupils should be helped to work with the knowledge of their rights and be encouraged to recognise and respond to their responsibilities. They should be taught strategies and given support to enable them to show tolerance, empathy and understanding and to demonstrate this through their daily actions.

Behaviour Policy 2020-2021 Covid-19 Addendum

At Lindsworth School we aim to maintain a secure, caring and stimulating environment in which pupils are encouraged to have respect for themselves and each other. Whilst expectations in our Positive Engagement Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, Safeguarding Policy, Anti-Bullying Policy, E-Safety Policy and the Health and Safety Policy.

The Policy Addendum adjustments are set out below:

Arrivals, departures and moving round the school

Pupils will enter school through the designated entrance at the agreed times. There will be markers on the floors to support pupils with social distancing. At home time, pupils will leave the building from their designated exits.

Movement around the school will be limited and pupils will use the one way systems in place around each building. Only classrooms that are being used will be unlocked.

When the pupils leave their learning group to go outside for break, lunch or outdoor learning, they must ensure they stay 2m from peers and adults.

- Pupils will follow their PAL from their learning bubble on their designated one way route.
- Pupils will be expected to tell a member of staff if they are or feel unwell.
- Pupils must have a responsibility for their own equipment e.g. pencil cases and ensure that these are not shared with other pupils.

Hand washing and Hygiene

Pupils will be expected to follow all hand washing and hygiene routines while in school. This means they will be expected to clean hands thoroughly more often than usual.

We are asking pupils to follow the “*catch it, bin it, kill it*” mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Pupils will be reminded not to touch their face, mouth, nose or eyes while at school. Should a pupil refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social times

Pupils will have a designated place during break/lunchtimes. Pupils will be encouraged to stay in their designated area at all times.

KS2 – KS2 play area and games room

Year 7 – garden area at side of the building and games room

Year8 – garden area at rear of the building and games room

Year 9 – Year 9 games room and MUGA

Years 10 and 11 - MUGA /gymnasium and games room in Shakespeare House

Rewards

Teachers and PALS welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all, verbal praise and encouragement should be used as much as possible.

Walking through/around school to show their work to an adult outside of their bubble for acknowledgement and praise during this time will not be permitted.

Behaviour in School

Prior to returning to school, all pupils' COVID risk assessments must be updated and evaluated. Where a pupil's behaviours deem them to be too high risk, they will not yet return to school (such as pupils who spit regularly). All pupils and parents will be required to sign the home school agreement prior to a pupil returning to school, to acknowledge the expectation that these rules should be followed at all times.

If a child's behaviour is deemed high risk during the school day, for example, and they have displayed frequent and significantly challenging and disruptive behaviour which includes refusal to accept the following:

- Refusing to adhere to safety measures
- Adhere to government guidance when/where necessary
- Robust hand washing
- Good social distancing
- Remaining in their learning bubbles
- Deliberate behaviours that put themselves or others at risk (such as deliberately coughing at pupils and staff.

The following sanctions and disciplinary procedures could be used:

Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current Behaviour Policy. Contact must be made with the pupil's parent/carer.

A three strike rule will be implemented - once a pupil has had three phone calls home, in any one week. Once Risk Assessments have been reviewed and all appropriate behaviour management strategies have been exhausted, the pupil will continue their learning at home for an unspecified time until we have spoken with parents and carers.

If the health and safety of other pupils and staff members are put at serious risk by the pupils not adhering to any of these control measures, then the parent/carer will be expected to, if at all possible, collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance at this time.

Expectations for pupils working from home

Remote learning

If pupils are not in school, we expect them to follow the expectations set out below.

Parents should also read the expectations and ensure their children follow them. Parents should contact the School if they think their child might not be able to comply with some or all of the expectations, so we can consider alternative arrangements with them.

- Complete work to the deadlines set by teachers
- Seek help if they need it, from teachers or PALs
- Alert teachers/PALs if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages.

Dealing with problems

If there are any problems with pupils adhering to expectations around remote learning, including if they don't engage with the remote learning set for them, we will make contact with the family in order to discuss any barriers to learning which can be removed. We recognise the challenging times faced by all and will work with families to ensure a most appropriate solution for everyone.

Monitoring arrangements

We will review this policy as guidance when the Local Authority or Department for Education is updated

LINDSWORTH SCHOOL – APPENDIX (A)

Category	Behaviour Management
Document Name	Anti-Bullying Procedures Whole School
Approval By	Lindsworth School
Last Update	March 2022

Related Policies - Anti Bullying Policy, Safeguarding Policy

Bullying is defined as - “**the repetitive, intentional hurting of one person or group, where the relationship involves an imbalance of power**” (Anti-Bullying Alliance 2014).

Bullying can take many forms, but three main types are:

- Physical — hitting, kicking, pushing and taking belongings.
- Verbal — name calling, insulting, making offensive remarks e.g. racist language, Homophobic language.
- Indirect — spreading nasty stories about someone, exclusion from social groups, tormenting (i.e. hiding bag/books), offensive graffiti, being made the subject of malicious rumours; cyber bullying - misuse of internet chat rooms and social networking sites, sending malicious emails or text messages on mobile phones and misuse of other technology such as camera and video and the uploading of images on to the web.

Anti- Bullying Taking Action (Whole School)

When bullying is known to have happened or on-going PALS/Teachers/Pastoral Managers will discuss the incident with the pupil being bullied. It is very important that they are listened to and believed, and the correct support is offered where necessary.

- The incident will be logged on Behaviour Watch.
- The pupil displaying the bullying behaviour will be spoken to and the facts of the incident established. (Pastoral Manager or PAL).
- Information will be gathered from witnesses to explain what they saw/what they heard.
- **The schools DSL must be informed (via Behaviour Watch).**

The pupil/pupil(s) displaying the bullying behaviour

Sanctions in line with the school's Behaviour Management Policy will be used where appropriate.

These will include:

- Official warnings to cease offending or withdrawal of certain school privileges i.e. (enrichment, school trips). Parents/carers will be informed. (Pastoral Manager)
- Catch-up (lunchtime/for slips put onto BW). Conversation with Pastoral Manager and Anti-Bullying Team (ABT). Parents/carers informed. (Pastoral Manager)
- A detailed range of interventions with the victim/s of this behaviour (ABT/PALS).
- A range of interventions to work with pupils displaying bullying behaviour (ABT/PALS).

- Anti-bullying behaviour contract that both the pupil displaying the unwanted behaviours must sign and his/her parents/carers. This will be countersigned by the PM from the pupil's pastoral team or by DW/ABT.
- Immediate Internal exclusion for three slips being recorded on the system (up-to 3 days). Parents/carers informed (PM).
- Exclusion from certain areas of the school's premises. Parents informed (DW/ABT/SLT). Parents/carers informed.
- Records will be kept on pupil files (PM).
- A detailed range of reflective interventions to work with pupils who are displaying bullying behaviour (PALS).
- Involvement of the school young person's officer/key stakeholders (the Police/SW/YOTS) for persistent offenders (DW/SLT/PC Anthony Harris).
- Lead Pastoral Coordinator to present evidence of all plans and strategies before SLT.
- All strategies/intervention work must have been exhausted before the pupil gets to this stage.
- Meeting with Headteacher and Lead PM.

Bullying is defined as - **“the repetitive, intentional hurting of one person or group, where the relationship involves an imbalance of power” (Anti-Bullying Alliance 2014).**

Anti-Bullying Ambassadors

Dean Williams	Pastoral School Lead
Kira Cameron	Pastoral Learning and Support Worker
Vicky Cook	Pastoral Learning and Support Worker
Kayte Meredith	Pastoral Learning and Support Worker
Emma Gunn	Pastoral Learning and Support Worker
Louise Stanley	Pastoral Learning and Support Worker
Meera Ghai	Pastoral Learning and Support Worker
Diane Wilcox	Teacher
Harrison Parkes	Teacher
David Lowe	Teacher

Preventing peer-on-peer abuse

The school has a zero-tolerance approach to all forms of peer-on-peer abuse, including sexual harassment and sexual violence. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual violence refers to the three following offences:

- Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or

anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

- Sexual Assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

The school's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered. To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum and PSHE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, relationships education and group sessions. Such content will be specific to age and stage of development, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up". Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing/initiation-type violence.

Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

Staff will be aware that LGBTQ+ pupils are more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils.

The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

Managing disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim

has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of DSL where necessary. Staff will report all allegations of abuse against pupils to the DSL. If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.

Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm. The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to Children's services.
- Rape, assault by penetration and sexual assault are crimes – reports containing any such crimes will be passed to the Police.

More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

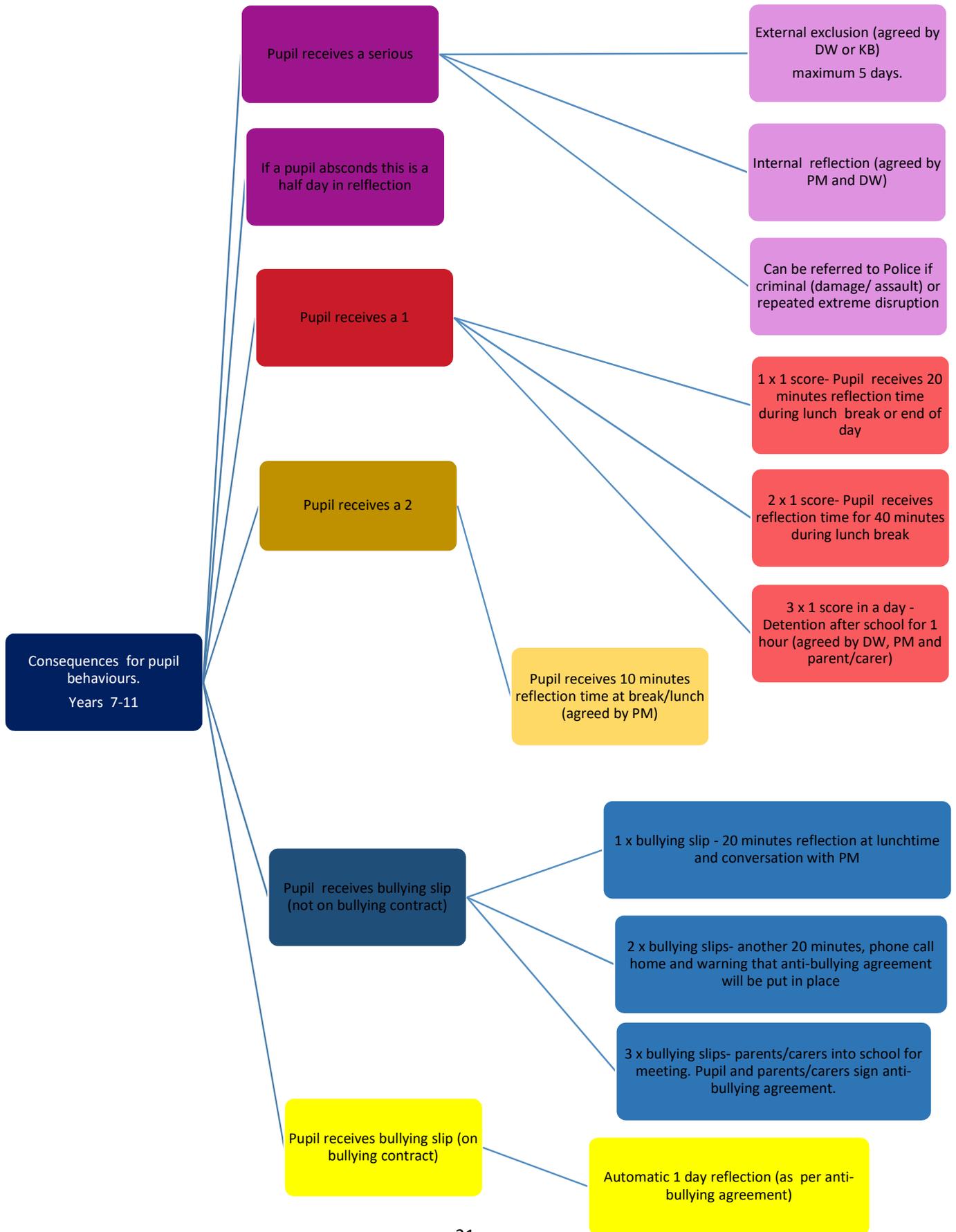
Mobile Phones

There is an expectation that all pupil mobile phones are to be handed in to staff from the time pupils arrive at school in the morning until the time they leave the school site at the end of the day. If a pupil's mobile phone is used, seen or heard during these times there will be an expectation that this is handed to nearest member of staff.

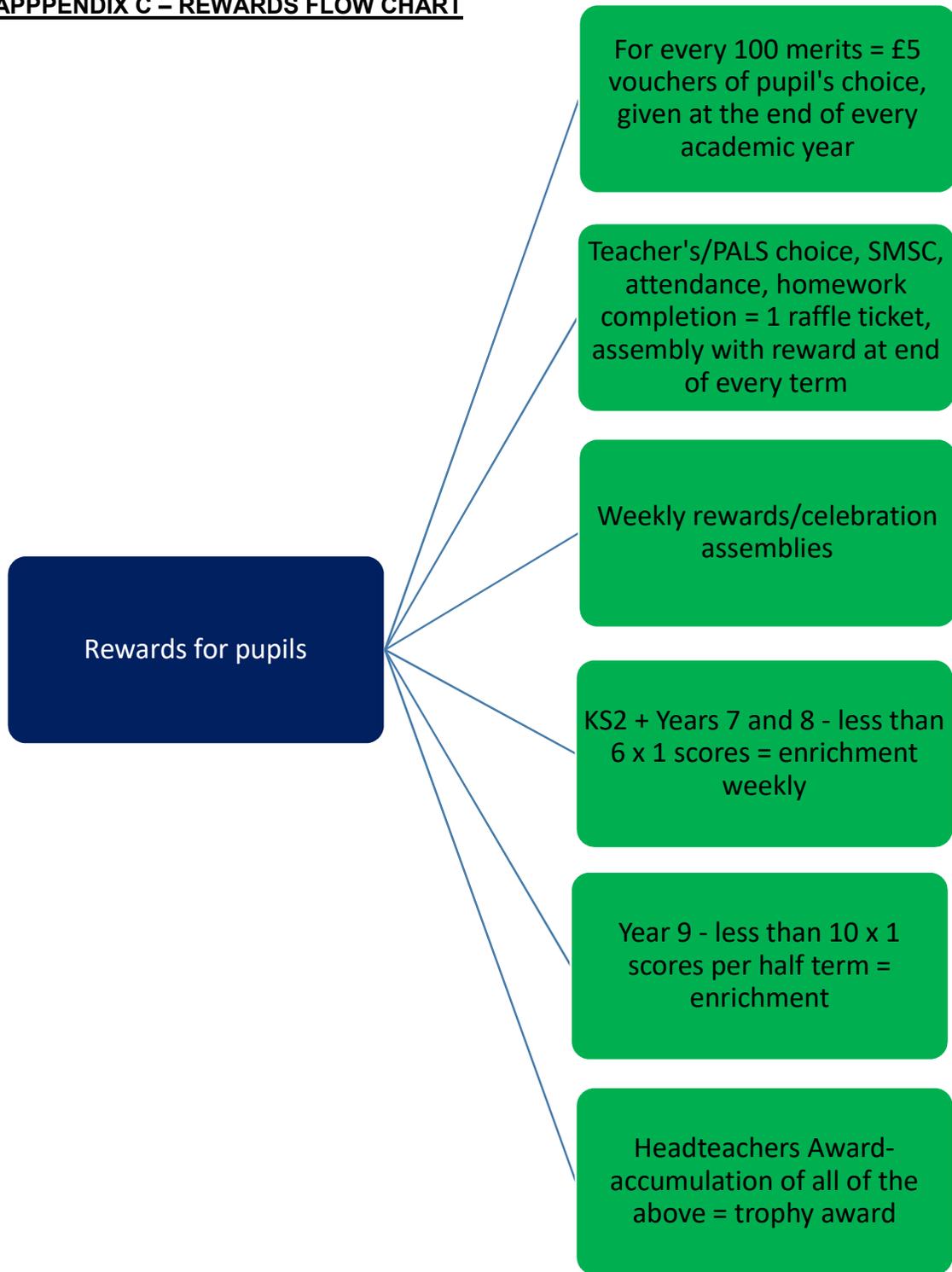
If a pupil refuses to give their phone to a member of staff when asked it will be treated as an act of defiance and the pupil will be sanctioned in line with school policies.

Parents/carers should not contact pupils on their mobile phones during school hours (9.00am -3.00pm). Urgent messages can be relayed to pupils via the school office.

APPENDIX B – BEHAVIOUR FLOW CHART



APPENDIX C – REWARDS FLOW CHART



APPENDIX D – REFLECTION ROOMS

Lindsworth School's Behaviour Management Policy states that every pupil and staff member has the right and responsibility to learn and work in an environment that is:

- Inclusive
- Safe and secure
- Free from bullying, harassment, intimidation and victimisation

The Behaviour Management Policy clearly outlines the consequences for unacceptable behaviour so that all pupils, parents/carers and staff are aware of the high expectations held by Lindsworth School.

Places these behaviours are expected includes, and is not limited to classes, playground, excursions, sports, video conferences and in the community.

The key principles embedded in our policy include:

- Positive relationships are the foundation of any classroom-based approach to positive behaviour support. They are the key to a safe and caring classroom climate that invites and supports positive behaviour and skilled problem solving.
- The key to any behaviour management system is a focus on preventing the development of new cases of problem behaviours.
- Prevention occurs with the creation of a positive classroom environment that meets the learning needs of all pupils.
 - ❖ Develops a sense of community
 - ❖ Establishes and maintains positive relationships
 - ❖ Values all pupils
- The best behaviour intervention occurs when the problem behaviour is not happening.
- Incorporating the principles of procedural fairness.

Our school values:

1. Respect
2. Responsibility
3. Cooperation

If pupils need support to meet the expected behaviours of the school, teachers/PALS will provide time for pupils to reflect upon their behaviour at break or lunch by either a one or a two score on their behaviour contract.

If this is repeated, persistent and/or of a serious nature, the pupil will then be referred through the serious slip on Behaviour Watch. Pupils will then attend the reflection room. This is consistent for both primary and secondary pupils.

Pupils will complete a Reflection Plan, which will then be discussed with the supervising Pastoral Manager. Discussions will consist of a restorative conversation approach.

Pupils referred to the reflection room are to be entered and tracked through a Behaviour Watch tab.

If completion of the Reflection Plan does not result in a positive response from the pupil or they do not attend the reflection room, the following actions will occur (at the discretion of the Pastoral Lead Coordinator or the Headteacher):

1. Multiple detentions
2. Parent contact
3. Further time in the reflection room
4. External exclusion.

Support rooms (previously called quiet rooms)

Lindsworth has Support Rooms: 1 in KS2 and 2 in each of the Year 7 and Year 8 buildings. The Tolkien Building has 1 Support Room.

The Support Rooms are used primarily for pupils that have presented challenging behaviour and need to be supported by staff away from other pupils for a limited period of time, enabling them to regulate their behaviour.

Support Room protocol will be displayed in classrooms. The protocol is:

- The pupil is only placed in this room if they are presenting challenging behaviour and require time away from the classroom to regain control of their behaviour. Pupils are also able to go to the Support Room if they require some time out of class to regulate their behaviour.
- The pupil will be supported in the room using physical intervention if necessary until the pupil is calm enough to safely be released from the support (**within the legal framework**).
- The pupil is always offered the use of the chairs to sit on whilst they regain control of their behaviour.
- Staff is present at all times.
- Any use of the support room must be recorded on the reflection room incident slip on Behaviour watch.
- Teaching staff can also contact PM's for additional support.
- PM must be contacted immediately if a support room is in use.
- The room is to be used for the shortest period of time possible and once the behaviour of the pupil has improved staff will decide on the next steps.

The Aims

- The reflection room is designed as an alternative for pupils whose behaviour or actions require that they be removed from the regular classroom setting. The reflection room should set an atmosphere of care and respect for the school. The purpose of the room will be for the pupil/s to reflect on their behaviour with a member of staff and discuss with the staff member strategies that will support them in the future.
- To preserve the learning and teaching environment and protect it from serious, systematic disruption.

- To complete reflection work with staff.
- To prevent and reduce fixed term and permanent exclusions.
- To work in an environment that will promote positive attitudes, high standards of behaviour and high expectations.
- Locations for expected behaviours include, and is not limited to, classes, playground, excursions, sports and in the community.
- To provide a consequence for poor behaviour in a strict controlled environment.
- To create a place of hard work where pupils will, wherever possible, continue to follow the curriculum and their learning is uncompromised.
- To support the pupils to develop strategies to self-regulate independently.

Reflection Room Entry

A decision to exclude a young person from the school will never be taken lightly and will always be the result of an internal discussion with the Lead Pastoral Coordinator/ Headteacher which will review the circumstances of the incident, including the incident's antecedents, and will only be used in circumstances where serious issues have arisen as a result of the young person's inappropriate behaviour.

An internal reflection will always be discussed as an alternative to an external exclusion but each serious incident will be discussed on its own circumstances.

Behavioural incidents requiring reflection or behavioural support are referred directly for the reflection room using the serious slip referral on Behaviour Watch.

Pastoral Managers will arrange for the pupil to be collected from lessons if required.

Pastoral Managers are **expected** to start the reflection with PAL support at the start of the day.

The day of reflection is then **finished** by the Pastoral Manager in the form of an exit interview.

Pupils will enter the reflection room for engaging in any of the following:

- Persistent classroom disruption which affects the learning of others.
- A one off incident that seriously breaches our school Health and Safety Policy and Procedures.
- Continual defiance/disobedience to staff/refusal to follow instructions.
- Bullying behaviour/Bullying Contract (automatic 1 day) to begin with.
- Abusive /racist /sexist/homophobic comments to staff or other pupils.
- Pupils who carry out verbal/physical violence or an act that warrants them being excluded will be accommodated in reflection whilst arrangements are made for them to be sent home.
- Pupils requiring time out to re-evaluate and reflect on their behaviour.
- Pupils who disrupt examinations, tests or fail to follow examination conditions.

- Pupils having problems in a particular lesson may be accommodated whilst issues are addressed. A referral to the Pastoral Lead or SLT by the PM is needed.

Internal / External Procedures

Half day – a lesson for a cooling off /time out or regain control of their behaviour.

Full day - for a more serious misdemeanour i.e.

- Verbal threats to pupils and staff
- Physical threat/violence towards pupils and staff dependent upon all information being scrutinised by SLT
- Anti-bullying agreement breach
- Damage to school property i.e. vandalism/graffiti
- Continuous disruptive behaviour

Continuous disruptive behaviour can result in a pupil incurring a longer spell in reflection in place of a fixed term exclusion or in combination with a fixed term exclusion.

Should a pupil be constantly referred to the reflection room, evidence from Behaviour Watch will show they are not responding to the counselling/advice given. Parents/carers will be invited into school for a meeting with the Pastoral Manager and Lead Pastoral Coordinator where future actions will be discussed. This will include the use of PALS in some cases.

When placed in the reflection room pupils will:

- Have a 1:1 conversation with a PAL or the relevant Pastoral Manager at the start of the reflection period. Pupils will complete reflection sheets.
- Follow the curriculum wherever possible. Work is collected by reflection room staff, completed by pupils and returned to the subject teacher by reflection room staff or the Pastoral Manager.
- Work on Key Stage 2/3/4 coursework as required.
- Be encouraged to take responsibility for their actions and remedy situations wherever possible. Reflection sheets/slips completed and verbal or written apologies may be required.
- Work in an environment that will promote positive attitudes, high standards of behaviour and high expectations.
- Receive feedback at the end of reflection before returning to normal timetable.
- The Pastoral Lead to liaise with Pastoral Managers and Headteacher on a daily/ weekly basis to scrutinise Behaviour Watch data identifying pupils repeat patterns and trends.
- Parents/carers of pupils who incur six lessons of reflection will automatically receive a letter informing them of the detail of the incident. Recording, report writing and up to date Behaviour Watch data stored on the system.

- Analysis of statistical information will be exchanged at meetings with Pastoral Managers and Pastoral Lead weekly. This will be shared to with the SLT and the Governing Body termly.
- Pupils who continue to behave inappropriately may be put on report to a member of the SLT.

Parent/Carer Communication

- Pupils who incur six lessons in reflection, will automatically have a letter sent to parents/carers informing them of the details of the incidents.
- Parent/carers contact is made by the Pastoral Manager or by a member of the pastoral team.
- Further escalation to Lead Pastoral Coordinator where necessary if all other strategies have been exhausted.