



# Lampton School

## Behaviour Policy

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SLT Responsible: **Deputy Headteacher / Assistant Headteacher**

Trust Board Committee: **Outcomes**

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## 1 Introduction

Lampton School Trust (“the Trust”) 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

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.

Trustees 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.

This policy outlines the high behavioural standards the School expects from all our pupils and sets out the sanctions that will follow if this policy is not adhered to. This policy will be reviewed annually by the Board of Trustees.

## 2 Aims and Objectives

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.

### **3 Application of Policy**

- 3.1 This policy applies to all members of the school community. The school will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying taking place outside of school hours are reported to the school.
- 3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school staff will consider:
- 3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or
- 3.2.2 the severity of the misbehaviour, whether the pupil’s behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or Trust.

### **4 Roles and Responsibilities**

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

#### **4.1 Board of Trustees**

The Trustees will work with school’s Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the Headteacher to account for its implementation. Trustees will ensure that they receive relevant training on exclusions, behaviour and discipline at least every two years.

## 4.2 The Headteacher

The Headteacher will ensure that this Behaviour Policy is applied consistently across the school and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

## 4.3 Deputy Headteacher ABC & Assistant Headteacher Behaviour

The Deputy Headteacher, with support from the Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies.

The Assistant Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. The Assistant Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

## 4.4 Staff

All staff will:

- apply this policy fairly, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole School community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and consider designing an Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

## 4.5 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend meetings at the school with staff to discuss their child's behaviour;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning; and
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible
- in the case of exclusion, provide appropriate supervision for their child during the first 5 days of exclusion, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

#### **4.6 Pupils**

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school rules to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

#### **5 Rewards**

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. See Annex B: Praise Overview.

#### **6 Sanctions**

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the school will impose sanctions (also known as 'disciplinary penalties'). All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:

- verbal reprimand
- requiring a written apology
- confiscation of a pupil's property
- missing break time
- extra work or repeating unsatisfactory work until it meets the required standard (Homework Support)
- the setting of written tasks as punishments, such as writing lines or an essay
- school-based Community Service- such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti
- loss of privileges - for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom

- removal from a class or groups - (Timeout / Parking)
- internal exclusion (Reflection Room)
- detention including during lunch-time, after school and at weekends
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring
- education off-site for a designated period
- fixed or permanent exclusion

See Annex A for full details for examples of how sanctions may be applied, and Annex C for 2020 Covid protocol.

- 6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child’s behaviour and put in place a clear support strategy for modifying and addressing that behaviour. The School recognises the importance of effective home-school communication and will endeavour to communicate with parents regarding students’ behaviour when necessary. Parents will be notified via text message when a student has a Homework Support or Community Service. When a more significant sanction (internal exclusion) is imposed, parents will be informed in writing. See the Exclusions policy for details of communicating FTEs and permanent exclusions.
- 6.4 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school’s safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.
- 6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils 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
  - any form of bullying (to the extent not covered above)
  - indecent behaviour
  - damage to property
  - gambling on school property
  - recording or taking images of pupils or staff without their express consent
  - consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”
  - carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason
  - theft
  - serious actual or threatened violence against another pupil or a member of staff
  - sexual abuse or assault
  - 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

- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the school rules (see Annex)

6.7 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a fixed-term or permanent basis.

## **7 Pupils with Special Educational Needs and/or Disabilities**

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The School is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The School is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a lesser sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.

7.3 An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps will be used for children with SEND whose condition causes them to display challenging behaviour and 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.

## **8 Investigating Incidents**

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences must be carried out by two staff together. In secondary academies pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

8.2 The School uses Close Circuit Television ("CCTV") within its premises. One reason why the School uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the School's CCTV policy and privacy notices for more information.

8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the

staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

- 8.4 In the immediate aftermath of an incident, a student may be taken to the Reflection Room while an investigation is carried out. This is a neutral act, and allows for the full circumstances of the incident are investigated. Students may be kept in the Reflection Room for up to two days while an investigation is carried out, and students will receive work from their teachers to ensure that their education is not disrupted.
- 8.5 In exceptional circumstances, pupils may receive a fixed term exclusion pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

## 9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.
- 9.2 Staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school rules and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items.
- 9.3 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.
- 9.4 The Headteacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:
- knives or weapons
  - alcohol
  - illegal drugs
  - "legal highs"
  - stolen items
  - e-cigarettes, tobacco and cigarette papers
  - fireworks
  - pornographic images or
  - articles that have been or could be used to commit an offence or cause harm
- 9.5 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

- 9.6 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable.
- 9.7 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.
- 9.8 The school may require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the pupil of having a weapon and without the pupil's consent. If the pupil does not agree to undergo the screening the school has the right to stop them from entering the premises and will treat the pupil's absence as unauthorised.

## **10 Use of reasonable force**

- 10.1 The School strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.
- 10.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents where pupils need to be held to help them to calm down will be recorded, any Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps reviewed and parents will be informed as a matter of course.

## **11 Bullying**

- 11.1 The School will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 11.2 The School wants to make sure that all pupils feel safe in the school and are accepted into the School community. The School's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The School practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the School's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. 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.

- 11.4 If an allegation of bullying does come up, the school will:
- take it seriously
  - investigate 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 staff will make sure that they understand what they have done and the impact of their actions
  - discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person’s point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions
  - 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 whether exclusion is appropriate in light of the circumstances.
- 11.5 The School believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the School community, the member of staff should report this to a member of the school’s Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

## 12 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with the School’s complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions guidance will be followed.

## 13 Annex A: Overview of Behaviour Protocols

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school. (Department for Education)

<b>Student Action</b>	<b>Consequence</b>	<b>Teacher Action</b>
<p>Poor learning behaviour: e.g. calling out, talking over another student or teacher, not completing set work.</p> <p>Persistent poor learning behaviour</p>	<p>Reminder, Time Out, Parked</p> <p>Parked = restorative conversation with subject teacher</p> <p>2<sup>ND</sup> Parked = meeting and restorative conversation with Subject leader and on report</p> <p>(if on more than one SL report to be referred to form tutor)</p> <p>3<sup>rd</sup> Parked = Subject leader to refer to HOY</p> <p>Failure to attend or engage in RP = Formal Reparation with Ashmi Kapila</p> <p>Isolation</p> <p>Fixed term Exclusion</p> <p>Permanent Exclusion</p>	<p>Class teacher to log on to SIMS from Time Out to when SL refers to HOY</p> <p>Parked = student completed a Parking Reflection Form to discuss in the restorative conversation</p> <p>Phone call home</p> <p>Refer to information on restorative conversations for each department (use RC slips to make it more of a formal inconvenience)</p> <p>Form tutor will monitor students first layer of intervention- students with 5 or more negative behaviour points in a two week period will go onto form tutor report</p> <p>HOY will monitor persistent offenders and target students and contact parents. HOY will need to make an assessment of student's needs, and pastoral intervention as necessary</p>
<p>Missing Equipment: e.g. pens, pencils, pencil case etc (update to fully show what equipment students should have)</p>	<p>Students to be sent to the Equipment shop by form tutors /class teacher if they do not have equipment or the correct uniform</p>	<p>Right click – Equipment Shop/ Uniform</p> <p>AR- refer to Library</p>
<p>Not 'ready' to learn:</p> <p>Uniform persistently being worn incorrectly</p> <p>Chewing gum persistently</p> <p>Persistent lateness</p> <p>(3 times in a row for all above)</p> <p>Extreme hair cut</p> <p>Truancy</p>	<p>Students will be placed into community service after school or on a Saturday</p>	<p>Right click for community service</p> <p>Parents will be sent a text message and teacher should also call home to explain the concern</p> <p>Persistent poor punctuality and or truancy- Saturday community service</p>

Failure to bring in PE kit		
Homework deadline missed	If a student misses the deadline they will receive a Homework Support	Right click for homework support Individual teacher to follow up to ensure it is completed Phone call home
Mobile phone use	In and out of lessons if mobile phones are seen they will be confiscated immediately	Phones to be put into student services and can be collected by the end of the day by the student

### 7.1 RESPECTFUL

Student Action	Consequence	Teacher Action
Challenging teachers authority: persistently arguing with a teacher	Isolation	If this occurs in a lesson patrol needs to be called and the student is taken to Isolation until an investigation takes place and an appropriate consequence is decided upon
Swearing at a peer or a teacher	Fixed term Exclusion	
Bullying /cyberbullying (verbal)	Permanent Exclusion	Teacher needs to complete a SIMS behaviour report – it will automatically be sent to HOY/ AKA
Racist, homophobic, sexist or any other inappropriate comments		
Physical fighting		
Indecent behaviour		
Serious actual or threatened violence against another pupil or a member of staff		
Sexual abuse or assault		

### 7.2 SAFE

Student Action	Consequence	Teacher Action
Dangerous behaviour	Community service	Complete an incident on SIMS and put action taken- community service
Truancy (persistent)		
Damage to property / theft		

<p>Possession and use of illegal drugs use of other substances including "legal highs" supplying an illegal drug carrying an offensive weapon</p> <p>Bringing a banned item onto the school site: alcohol and drugs including "legal highs"</p> <ul style="list-style-type: none"> <li>• e-cigarettes, cigarettes, matches, and lighters</li> <li>• chewing gum</li> <li>• weapons of any kind or instruments/substances intended to be used as weapons</li> <li>• material that is inappropriate or illegal for children to have such as racist or pornographic material</li> <li>• any article which a staff member 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)</li> </ul>	<p>Saturday community service</p> <p>Saturday community service</p> <p>Isolation</p> <p>Fixed term exclusion</p> <p>Permanent exclusion</p>	<p>Teacher needs to complete a SIMS behaviour report</p> <p>If this occurs in a lesson patrol needs to be called and the student is taken to Isolation until an investigation takes place and an appropriate consequence is decided upon</p> <p>SIMS report needs to be completed by teacher</p>
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## 14 Annex B: 6.0 Praise Overview

<b>Student Action</b>	<b>Reward/ Action</b>	<b>Teacher response</b>
<p>Demonstrating one of the BLP capacities</p>	<p>Achievement point</p> <p>Certificates given at the end of term assemblies for highest achievement points</p> <p>Bronze / Silver / Gold awards which equate to certain opportunities/privileges</p>	<p>Right click on achievement and select a BLP capacity that is appropriate</p> <p>Teacher to give verbal feedback to the student in the lesson or through marking about their achievement point</p>
<p>'Above and beyond' exceptional behaviour, work, effort, service</p>	<p>Shout Out message sent home to parents</p> <p>HOY use shout outs in assemblies</p>	<p>Teacher to complete a Shout Out via SIMS</p>
<p>Students have demonstrated consistent good work, attitude, behaviour, effort, homework in class or improvement in lessons</p>	<p>Phone call home</p> <p>SHOUT OUTS home SIMS in touch</p>	<p>Right Click on achievement</p> <p>Use SIMS to call home or complete a postcard and send home</p> <p>Hand in to reception to be posted home</p>
<p>Students who have excellent attendance and punctuality / excellent academic reports / Star tutee / School Council work</p>	<p>Positive Fridays with HOY- students are invited to hot chocolate with HOY to celebrate their achievement (once a month)</p>	<p>Tutors will be asked by the HOY to nominate students</p>

or service to school / exceptional performance in sport or music  (or targeted groups PP/ SEN etc...)		
Students who are persistently hardworking / good role models and who have been consistent in terms of good behaviour and effort	Head teacher Hot chocolate KS3 / KS4 Autumn term	Nominated by HOY (use relevant data and knowledge of students)
Students who have excellent or improved attendance and punctuality / excellent academic reports / service to school and persistent effort	Reward Trips twice a year	Form tutors / HOY can nominate  Use of data to target students
Form groups with the highest number of achievement points in each year group at the end of spring and summer term	Tutor groups receive £50 - they can decide how they want to spend it - on the form / something for the year group or to give to a charity  (could be a pizza party / equipment for the year group or disco etc...)	Teachers to right click on SIMS for Achievement points BLP capacities  HOY to monitor and to announce through end of term assemblies which form group has won
Individuals / Forms who have read the most words / books	Individuals will be recognised in an end of term assembly and will receive a certificate and form groups will have a pizza party	AR Lead to look at data and liaise with HOY to ensure students are awarded
Department prizes	Individuals will be recognised in an end of term assembly and will receive a subject badge	Subject leaders to give out badges in year assemblies

## 15 Annex C: Overview of Protocols COVID 2020

<b>Ready to learn....</b>	
Students are expected to wear full uniform, bring all equipment and have a school bag and face mask	In student services we have new uniform and shoes- please send students during registration if necessary
Equipment shop will be open for students to purchase equipment during morning 10min registrations	Please log on SIMS students persistently not bringing in equipment
During lesson time no students should be sent to student services unless it is an emergency- patrol should be called to take a student if necessary (219 to be called for first aid)	Student services will be open for the whole of lunch time for students to come there in their 'bubbles'
Patrol member of staff/ SLT to patrol zones between lessons- (patrol member of staff to support teacher and settle students to make a clear distinction it is the next lesson)	LIS to go through Lampton 7 bubble pedagogy – Do Now, Meet and Greet and End and Send
All lessons to start with establishing non-negotiables created as a class together and to establish positive routines in the lesson	

Lateness to lessons still to be recorded on SIMS	The minutes that pupils are Late to lessons will be added together and once a pupil exceeds 30 mins in a half term they will have a Saturday morning detention in their year bubble area
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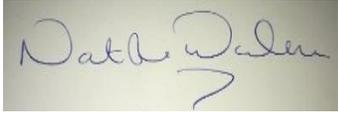
- Reflection Room where possible will continue- however, it will be necessary to use other spaces due to 'bubbles' – Room 16
- Homework support and community service will be implemented from Monday 14<sup>th</sup> September-

<b>Day</b>	<b>Year Group</b>	<b>Homework support Room</b>	<b>Community service Room</b>	<b>Lates Room</b>
<b>Monday</b>	<b>Year 7</b>	<b>Room 16</b>	<b>Room 13</b>	<b>Room 13</b>
<b>Tuesday</b>	<b>Year 11</b>	<b>Room E</b>	<b>SG18</b>	<b>SG18</b>
<b>Wednesday</b>	<b>Year 10</b>	<b>Room 27</b>	<b>Room 25</b>	<b>Room 25</b>
<b>Thursday</b>	<b>Year 9</b>	<b>Room E</b>	<b>SG1</b>	<b>SG1</b>
<b>Friday</b>	<b>Year 8</b>	<b>SG22 (history laptops) OR Room E</b>	<b>SG23</b>	<b>SG23</b>

<b>Respect and Safe</b>	<b>What to do?</b>
Students are to stay in their seats- they need to put their hand up and ask for permission to move first	Follow protocols- Reminder, Time-out and parked log on SIMS
If students cough or sneeze in the classroom –	Students need to use the sanitiser
No physical touching between students-	If this does happen teacher reminds students of protocols of social distancing
No play fighting- please follow normal protocols	Check why students are behaving like this- investigate/ refer to student services and HOY/ AKA to be called In lessons- call patrol
Mobile phones should be confiscated if seen out around school site unless the teacher has explicitly allowed students to do	
If students make any inappropriate and offensive comments about virus / coughs on a student on purpose	Teacher to call patrol and log onto SIMS

**Key focus:**

- Praise and re-engagement in learning
- Implementation of subject reports for persistent offenders
- Review of students on contract through 1:1 meetings
- Continuing with (re) knowing our students- restorative conversations
- Embedding routines- creating a safe environment for them
- Supporting our most vulnerable through targeted conversations in class about motivation, specific strategies to support academic progress
- We will be adding Vulnerable students and High-Risk students to the Inclusion website as well as students of concern in relation to attendance and punctuality- this will now be called the Student Support Website

A rectangular image showing a handwritten signature in blue ink on a light-colored background. The signature appears to read 'Natasha Woolman'.

Signed by: Chair of Trust Board, Ms Natasha Woolman  
Review date: July 2021

A handwritten signature in black ink, appearing to read 'S. Davis', with a horizontal line underneath the signature.

Signed by: Headteacher, Mr Stephen Davis  
Review date: July 2021