
Behaviour Management Policy



Leytonstone School

Signed by Chair of Governors:

Date Ratified by Governors:

Date to be Reviewed by Governors: 1/7/19

Behaviour for Learning Policy

Written by:

First reviewed: October
2015

Reviewed: June
2018

Reviewed by:

Next Review Due: June
2019

HoD = Head of
Department

HOY = Head of
Year

SLT = Senior Leadership
Team

SEN/D = Special Educational
Needs/Disabilities

Rewards and consequences

Actions students choose will have consequences. Good choices will result in praise and rewards: poor choices will result in consequences.

What are the purposes of the Behaviour for Learning policy?

To improve standards of behaviour in the learning environment and eradicate low level disruption

- To reduce the number of internal and external exclusions
- To encourage students to take responsibility for their own actions
- To communicate to students what good behaviour means
- To use constant positive reinforcement in the pursuit of high standards of work and behaviour
- To provide a clear set of rewards and sanctions which all students, parents/carers and staff understand

Rewards

Actions students choose will have consequences. Good choices will result in praise and rewards (AP points): poor choices will result in consequences. Woodside High School's AP points are awarded to students for going above and beyond basic expectations. AP points may be given out by members of staff for a range of categories and are shared and celebrated in a number of ways:

WEEKLY

Students with the most number of AP points in each category will be shared in assemblies and in form times

FORTNIGHTLY

Students with the most AP points in a category on a rotating basis or who have made excellent progress or have done something to support the school values in a great way will be invited to a special “hot chocolate ” celebration with Headteacher.

TERMLY: Leytonstone Ambassadors

Students with the most number of AP points will be invited to a special afternoon tea event with their parents/carers. They will be awarded the Ambassadors s award and will be presented with a badge. Students with the most number of AP points will be celebrated at the end of term assembly. Students with the most number of AP points in each category as well as those with 95% and 100% attendance will be celebrated via a postcard home.

YEARLY: Leytonstone Ambassadors

Students’AP points, per category, will be published and shared with parents/carers via their school report.

Students with the most number of AP points will be celebrated at the end of year with reward trips assembly and their names will be added to the Leytonstone School Award wall.

Leytonstone School Ambassadors will be awarded a special end of year trip.

Consequences

The Consequence System is used when students make the wrong choices. The system is consistent across the school and gives students the opportunity to reflect on their actions and change their behaviour. Like the consistent expectations regarding Teaching and Learning (Do Now, No Dead Time etc.) the expectations regarding behaviour are also consistent across the school. This supports new teachers and supply teachers in particular.

It is essential that L1 and L2 warnings are recorded on the whiteboard (if in the classroom) so that students can see that the system is being fairly and consistently applied.

If students reach a L4 or L5 sanction it is essential that this is recorded on SIMs.

The 5 Levels of Consequence poster (below) should be clearly visible in all classrooms.

5 Levels of Consequence

L1	Verbal warning recorded on board
L2	Final verbal warning recorded on board
L3	Detention for minimum of 20 minutes (with class teacher or other adult)
L4	Possible removal to Shadow Detention for 60 minutes after school (whole Same Day detention). Logged on SIMs
L5	Possible permanent exclusion from lesson, referral to HOD/HOY/SLT. Investigation and further sanction.

<p>L1 Verbal Warning</p>	<p>A student who is rude, shouts out, disobeys instructions or behaves inappropriately will be issued with a first warning - Consequence One (L1) by the class teacher or support staff. These verbal warnings are not to be centrally recorded but should be noted by the class teacher e.g. on the board, in notebook etc. Teachers need to be calm and decisive in giving a warning to a student. Examples of where a L1 can be communicated to a student are;</p> <ul style="list-style-type: none"> • Rudeness e.g. chatting back to a teacher or other adult, talking whilst teacher is talking, making comments to other pupils which cause them to react • Shouting out • Disobeying instructions of a teacher or other adult • Behaving inappropriately e.g. moving around without permission
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	Remember - as part of the Leytonstone School strategies for effective teaching and learning to take place; we need to give students a time and a chance to correct any misbehaviour e.g. I will give you time to pick up that pen but if you refuse to do so then there will be a consequence.
L2 Final Warning	<p>If a student persists in being rude, shouts out, disobeys instructions or behaves inappropriately then a second, final warning is issued, and a tick is made against their name on the board (if in class).</p> <p><i>The issuing of L2 gives a student the choice and chance to make the final, right, decision</i></p>
L3 Detention	<p>If a student does not meet the expectations for a third time they receive a detention.</p> <p><i>A detention will be issued for minimum of 15 minutes.</i></p> <p>This detention could take place at break, lunchtime or after school.</p>
L4 Detention	<p>If a student does not meet the expectations for a fourth time, the length of their detention is extended.</p> <p><i>A detention will be issued for 60 minutes after school.</i></p> <p>This must be entered on SIMs and parents/carers must be given notice. A L3 or L4 could be given due to an escalation of warnings, (L1, L2 etc.) or may jump straight to this category due to the severity of the incident (see automatic L4 behaviours below):</p> <p><i>L3 or L4 after escalation of warnings in classrooms</i></p> <ul style="list-style-type: none"> • Continued rudeness e.g. chatting back to a teacher or other adult, talking whilst teacher is talking, making comments to other students which cause them to react • Continual shouting out • Continual disobeying instructions of a teacher or other adult • Continual inappropriate behaviour e.g. moving around without permission, throwing pens or paper across room • Failure to complete, satisfactorily, classwork, homework or coursework. <hr/> <p><i>Automatic L4 around the school or in class</i></p> <ul style="list-style-type: none"> • Persistent inappropriate uniform e.g. no blazer, consistently not wearing uniform correctly • Rudeness to staff • Deliberately offensive language directed at an individual e.g. swearing etc.

	<p>Students will also receive a L4 detention if they have their mobile phone confiscated for use on the school site. Parents/carers are notified by letter.</p> <p>Students receive a 'same-day' L4 detention for lateness to school. Parents/carers are notified by text.</p> <p>Students receive a 'same-day' L4 detention if not meeting expectations in the corridor regarding behaviour and uniform (see corridor code).</p>
L5	<p>If a student does not meet the expectations for a fifth time they may be removed from the lesson and behaviour will be investigated by HOD/HOY/SLT.</p> <p>This challenge to the staff member's authority has to be over and above all of the reasons listed for a L3 or L4. Any adult in the school who feels that the authority of the school has been challenged may issue a L5. L5 incidents must be referred to the HOD/HOY/SLT for further investigation.</p> <p>Automatic L5 leading to investigation and further sanctions and in some very serious cases permanent exclusion as a last resort:</p> <ul style="list-style-type: none"> • Repeated L5 behaviours • Absolute refusal • Swearing at staff • Intimidating/threatening behaviour • Fighting • Carrying anything with intent to use as a weapon

Remember - reasons for giving the consequence must be made clear. Students should know why they have received the consequence, how to modify their behaviour and what the consequences will be if they continue to behave inappropriately.

The Contribution of Parents/Carers to Good Behaviour

Leytonstone School expects parents / carers to;

- Follow the principles of the school behaviour policy.
- Work together with the school to ensure their child follows instructions and school rules.
- Send their child to school punctually every day, properly clothed, rested and fed.
- Inform the school of any SEND-related (Special Educational Needs or Disability) or other personal factors which may make it difficult for their child to behave in an appropriate manner.
- Be supportive and take an active interest in their child's experiences in school
- Attend meetings with the Head of Year or other school staff, if requested, to discuss their child's behaviour.

The Contribution of Students to Good Behaviour

Leytonstone School expects students to:

- Arrive on time to school every day, fully equipped and wearing school uniform.
- Have a positive attitude at all times towards staff, students, other members of the school community, the property of others and the school environment.
- Act as positive ambassadors for the school when off school premises.
- Never harm, put down or bully any member of the school community (see 'anti bullying').

- Listen to and be respectful of the opinions, views and beliefs of other members of the school community.
- Co-operate with all members of the school community.
- Co-operate with systems in place designed to promote positive behaviour.
- Follow school rules.
- Not bring inappropriate or unlawful items to school including weapons of any type and illegal substances.

Direct involvement of students to the behaviour management at Leytonstone School

We actively seek to include our students in the promotion and maintenance of a calm, healthy and productive environment for all at Leytonstone School. We are currently developing this through the following areas with students from all year groups having access to using their voice and their skills to the process.

- School Council
- Student Leadership Team
- Pupil Parliament

Misbehaviour off school premises

Leytonstone students are expected to be positive ambassadors for the school at all times. The expected standard of behaviour described in this behaviour policy therefore applies to students on educational trips and visits, work experience placements, sporting events, on their way to and from school and when wearing School uniform in a public place.

Students acting as positive ambassadors for their school and in support of their local community will be rewarded. Any Leytonstone student misbehaving off school premises will receive an appropriate sanction, if possible at the time of the incident, if the student is under the supervision of a school staff member when the incident happens. Otherwise, students will receive an appropriate sanction on their return to school. Intimidating or threatening behaviour from Leytonstone School students towards our school neighbours, the local community or general public will not be tolerated.

Inclusion and Behaviour

At Leytonstone School we consider it of the utmost importance that all students are able to achieve academic success and develop the ability to become a good citizen. There is, therefore, a strong pastoral system in place to support pupils whose additional need, disability or personal difficulties may cause them to behave inappropriately, thus affecting their academic progress.

For students experiencing personal difficulties, there are a number of support mechanisms in place. Each student has a form tutor whom they see on a daily basis and who will invariably detect problems. Equally, subject teachers or support staff may become aware of students experiencing personal difficulties. In all of these cases, the student's Head of Year will be informed and appropriate support put in place. We have a supportive group Room, key worker provision and an emotional support team including counsellors in school. The school may access support from specialised agencies within the borough. Discussions with parents/carers will take place before any referrals are made.

Prejudicial and Discriminatory Behaviour and Peer On Peer Abuse

Using any form of prejudicial or discriminatory language or peer on peer abuse is forbidden Leytonstone School. This includes but is not limited to: racism, xenophobia, sexism, homophobia and discrimination based on religion or faith. We are clear that this directly contravenes our 3Rs.

For consistency, the following procedure should be followed in instances where students use prejudicial or discriminatory language.

First Offence: A third-party member of staff to hold an educational conversation with student about the origins/history of the language used and the impact that it may have on others. Encourage student to reflect. Dependent on the nature of the language used and whether it is directed at another person, the student may require a day's internal exclusion.

Second Offence: If a student uses prejudicial or discriminatory language or is thought to have displayed peer on peer abuse on a repeat occasion, a Fixed Term Exclusion should be agreed. Parents/carers need to be involved in discussions about the seriousness of this behaviour.

If prejudicial or discriminatory language is used maliciously and/or in an extreme manner (whether first or second offence) the student will receive a Fixed Term Exclusion from school. (also see disceet policy on peer on peer abuse)

Other Sanctions Used by the School

Confiscation

We will not accept students bringing banned items into school or having items such as speaker, I-pods or phones out in school. If a teacher sees a phone/I-pod they will take it from the student and pass it to the office to be stored in the school safe. On the first occasion students are able to collect the item at the end of the school day to take it home. If it happens again, Parents/Carers will be contacted and invited to come into school to collect the item. In a meeting with a member of pastoral team, the confiscated item will be presented to parents/carers and a discussion will be had about the importance of following school rules. The student will also receive a 60 minute same day L4 detention.

We do not allow students to bring merchandise into school to sell onto other students. Staff will take these items away from students and place them in the possession of the Headteacher or the school safe. The student in possession of these items will receive an appropriate sanction.

Students who wear inappropriate items of clothing to school, including hoodies and trainers may have them confiscated by any member of staff. They will then be available to collect at the end of the school day or by parents/carers.

Items banned in school include illegal substances, drugs, anything that can be used as a weapon, fireworks, fun snaps, laser pens, cigarettes, lighters/matches, alcohol, energy drinks, vape pens, shisha pens, fidget spinners, metal combs. Students bringing any of these items into school will have them confiscated and receive a sanction.

School-time Detention

Detentions at break time or lunchtime are possible if the teacher concerned is able to administer this. These will be in connection with the L system and will be for L3 incidents

After School Same Day Detentions

Detentions are one of the most widely used sanctions and a student may receive detentions from any member of staff, usually to be completed after school. A student may be kept after school for up to 20 minutes without prior notice. For detentions of more than 20 minutes (L4 behaviour 60 minute detentions) a text will be sent home to inform parent/carers that the detention will take place.

Same day detentions (45 minutes) are given for lateness to school and parents/carers are notified by text message or phone-call.

Same day detentions (45 minutes) are given for students not meeting corridor expectations and parents/carers are notified by text message or phone-call.

Community service

This type of consequences includes cleaning away graffiti and picking up litter. This will usually take place in detentions that are the result of a community or social interaction type incident.

Pastoral Report Card System

Green, Amber, Red and White Report Cards are used by form tutors, Heads of Year, and SLT respectively to monitor students' progress and attitude across the school for a minimum of one week and a potentially half a term. During the monitoring all class teachers, parents/carers and the supervising teacher signs each day and evaluates how well the student is getting on. If students do not consistently achieve the targets set by the report they get a second week and then are escalated to the next card in the system and a more senior member of staff. Students will receive sanctions for failing their report, including detentions and internal or external exclusions.

Informing Parents/Carers

For most students a really significant sanction is to contact parents/carers and seek a meeting with them. It is useful to involve/inform the Head of Year or Head of Department.

The Exclusion Room (Internal Exclusion)

The Reflection Room is an internal isolation room that caters for up to eight students at any one time. They are referred to the Reflection Room for a variety of reasons including: a single serious or dangerous incident, persistent poor behaviour in or around school, during investigation pending a decision, persistent disruption to learning.

Fixed Term Exclusion

This strategy is a last resort and should be seen as such. At Woodside High School we see this as a break down in all other means of resolving a situation or behaviour around a student. Exclusion from school is used as a sanction for serious offences such as:

- Fighting with another pupil
- Extreme rudeness or defiance to a member of staff
- Theft of another person's property
- Deliberately damaging school property
- Bullying (see 'anti-bullying' policy)
- Repeated racism, homophobia, sexism and other forms of prejudice and discrimination
- Persistent disruption to learning
- Bringing banned items into school (see p7)

Fixed Term Exclusions can be for from 1-45 days in duration depending upon the seriousness of the offence. After this the student returns to school with his parent/carer and a reintegration meeting takes place, where the seriousness of the incident is emphasised and the consequences of continued behaviour of this type is explained. Exclusion takes place in consultation with the Head of Year and must be sanctioned by the Co-Head Teachers.

Parents/carers have the right to appeal against exclusion if they feel there have been grounds for claiming unfair treatment of their child. Such appeals procedures are included in the exclusion letter. During the first five days of exclusion it is the parent/carer's responsibility to ensure their child is not found unsupervised in a public place.

At the end of an external exclusion, parents/carers are asked to attend a return to school (reintegration) meeting with their child and the Head of Year or an SLT member. Any student excluded for more than 5 days will remain at home for the first 5 days but will be provided suitable full-time education by us from the 6th day. The arrangement of this provision will be discussed with parents / carers at the time of the exclusion. It is the responsibility of all teachers of excluded students to provide adequate and appropriate work for the period of the exclusion. The collection and collation of this work is to be coordinated by the Head of Year.

When a student has had repeated fixed term exclusions or has reached 10 days of exclusion, the school considers them to be at risk of permanent exclusion. At this point, the school may decide to call a behaviour review meeting chaired by a member of the school's governing body. This meeting must be attended by parents/carers with their child.

In the case of weapons or drugs being brought onto site the school will use affixed term exclusion to allow time for a proper and thorough investigation of the events and circumstances. At the end of this investigation which will typically be 5 days. The Headteacher has the discretion to issue a permanent exclusion. (Please see section following).

The Fair Access Panel (FAP) and Managed Moves

At Leytonstone High School we are part of a consortium of Secondary schools in Waltham Forest. As a group we regularly meet and attempt to support each other by offering students a range of options that are available within the remit of FAP. Students may be offered a fresh start at another mainstream school or specialist pupil referral unit or alternative provision if the school feels that they have reached a point where the relationship with school is untenable. As well as application to FAP we can also offer a Managed Move. This usually consists of a six week trial (which may be extended), where the student remains on roll at Leytonstone. Following

review, the receiving school may decide to offer a permanent place to the student. If a managed move to another secondary school is unsuccessful, Woodside will be left with no alternative but to pursue a permanent exclusion.

Permanent Exclusion

This is very much the last resort after all other sanctions have proved ineffective or the offence is so serious (e.g. Bringing a weapon or drugs to school) that no other sanction is appropriate. Leytonstone School will consider permanent exclusion when the decision for a child to remain in the school would be detrimental to the safety, wellbeing or learning of other students. Permanent exclusions involve governors and the Local Authority. The Headteacher will investigate the incident and apply the civil law standard to the evidence. If the Headteacher believes that the evidence provided demonstrates that on the balance of probabilities the student or student’s actions would be detrimental to the safety, wellbeing or learning of other students

Leytonstone School School operates a zero tolerance policy regarding weapons and drugs. Any student who brings a weapon or drugs onto the school premises will be permanently excluded from the school.

Administration and Record Keeping

The correct paperwork must be used when dealing with all behaviour concerns. All forms are available on the Z drive and as hard copies in the media resource room.

All forms should be completed and have a blue action summary attached. They should then be passed to the relevant HOY/HOD/SLT and

Links with other policies

Policy	Why
<i>Anti-Bullying Policy</i>	Bullying sanctions
<i>Safeguarding Policy</i>	Child protection
<i>E-safety policy</i>	Cyberbullying and e-safety
<i>Equalities policy</i>	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
<i>Confidentiality Policy</i>	Reporting and recording
<i>PRS</i>	Strategies to prevent bullying and promote good behaviour
<i>Peer on peer abuse Policy</i>	To highlight the importance of not accepting any form of ‘banter’ or discriminatory language or behaviours as aspects of growing up or acceptable teenage behaviour

References Documents and Related Policy/Guidance

Safe to Learn- DFE Guidelines

Exclusion from Maintained Schools, Academies and Pupil Referral Units - DFE-57501-2012

BEHAVIOUR FOR LEARNING AT Leytonstone : CONSEQUENCE PYRAMID



RED STAGE

EXAMPLE ACTIONS: alcohol, drugs, fireworks, weapons, threatening/assaulting staff, group attack on student, systematic bullying, persistent disruption to learning, repeated discriminatory behaviour or language

CONSEQUENCE RANGE: Fixed Term Exclusion, Permanent Exclusion, Managed Move, referral to Governors, Referral to PRU, parental/carer involvement, involve school Police Officer, Pastoral Support Programme, Red Report to SLT

LEAD STAFF: Deputy Headteacher Headteacher.

ORANGE STAGE

EXAMPLE ACTIONS: Persistent L4 and L5, truancy, smoking, prejudicial/discriminatory behaviour, theft, swearing at staff, fighting, vandalism, bullying, persistent disruption to learning

CONSEQUENCE RANGE: Fixed Term Exclusion, Internal Exclusion, Restorative Meeting, meetings with parents/carers, involve school Police Officer, Orange Report to HOY

LEAD STAFF: SLT/HOY/HOD

GREEN STAGE

EXAMPLE ACTIONS: Persistent disruption to learning, anti-social behaviour in social areas, disobeying instructions, rudeness, inappropriate uniform, lateness, failure to complete homework, use of mobile phone

CONSEQUENCE RANGE: L1, L2 and L3 warnings, L4 detentions, subject teacher/tutor detentions, meeting with parents/carers, Green Report to Tutor

LEAD STAFF: Subject Teacher/Tutor

All consequences are indicated as a guideline and are context based. Final consequences will depend on the precise nature of the incident, including the age and SEN status vulnerability of the student involved.

Bringing a weapon - including knives, guns (including BB guns) and fireworks will result in a permanent exclusion.

All incidents at **ORANGE** or **RED** stages should be recorded on SIMS