





**Leytonstone**  
SCHOOL

# Behaviour Policy

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## 1. Policy

- 1.1 Leytonstone School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-regulation not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

### Mission Statement and Schools Ethos

- 1.2 The principal priority for our school is to provide our young people with life chances – good qualifications and the capacity to be successful, fulfilled, healthy, happy and confident adults with a rich range of personal resources upon which they can draw. We need to be driven by the desire to make a lasting difference to our pupils, their families and our wider community through the education we provide and the associated services we offer to support the fulfilment of this vision

### Aims

- 1.3 The Whole School behaviour policy aims to:
- create a culture of exceptionally good behaviour: for learning, for community, for life
  - empower staff, students and their families to manage behavior through the use of resolution in which staff can guide stakeholders.
  - ensure that all learners are treated fairly, shown respect and to promote positive relationships.
  - help learners self-regulate behaviour and be responsible for the consequences of poor decisions.
  - build a community which values kindness, care, good humour, good temper, good mental health, wellbeing and empathy for others.
  - promote community cohesion through improved relationships.
  - ensure that excellent behaviour is a minimum expectation for all

## Objectives

- 1.4 The Objectives of the School Behaviour Policy are to:
- Ensure that the School, is a safe and supportive environment for all staff and students in which resolution sits at the heart of everything we do;
  - Ensure that all members of the School community are shown respect and show respect for others upholding the school's ethos;
  - Endeavour to ensure that all members of the School community feel safe and are not subject to physical or verbal abuse, aggression or harassment both on, and outside of the School site, when incidents involve members of the School community;
  - Encourage a positive approach to behaviour by good example and praise and reward for good behaviour;
  - Ensure that the environment, curriculum, and other factors within the school's control are monitored to ensure the promotion of good behaviour and that students are able to self-regulate their own behaviour
  - Ensure that where behaviour falls short of accepted standards, procedures are followed
- 1.5 As a community, it is essential that we recognise that this policy must apply to the behaviour of all its members both in and outside of the school site: to adults (teachers, other staff, parents/carers, and visitors) as well as to Student behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.
- 1.6 We also recognise that the success of the policy depends on the full support of parents. The Home School Agreement (Appendix 1) has had input from the School, Governors and Local Authority and is reviewed annually. In order for there to be a positive relationship between home and the school, parents and students must sign the Home/School Agreement when the student starts at the School.
- 1.7 The Student Code of Conduct (Appendix 2) makes clear the general principles of good behaviour which will ensure a happy and successful working and social environment for all students.

## 2. Taking Account of Individual Student Needs

- 2.1 The following groups of vulnerable students may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's Behaviour Policy:
- Minority ethnic and faith groups, travellers, asylum-seekers and refugees;
  - Students who need support to learn English as an additional language (EAL);
  - Students with special educational needs;
  - Children looked after by the local authority;
  - Sick children;
  - Young carers;
  - Children from families under stress;
  - Pregnant schoolgirls and teenage mothers and
  - Any other student at risk of disaffection and exclusion
- 2.2 Examples of taking care of individual needs are given in Appendix 4.

## 3. Expected Standards of Behaviour and the Student Code of Conduct

- 3.1 Expected standards of behaviour are stated in the Student Code of Conduct and are regularly reiterated formally, in assemblies, and informally by all members of staff.
- 3.2 The Student Code of Conduct is printed around the school and states clearly the expected general behaviour at all times and precise behaviour at key times in the School day (Appendix 2) and will also be printed in a parent/student friendly version.
- 3.3 In recognition of the fact that not only students but also teachers have responsibilities in their relationship with each other, a Staff Code of Conduct has also been drawn up and is published in the Staff Handbook.

## 4. The Role of Rewards in Recognising and Promoting Good Behaviour

- 4.1 At Leytonstone we believe that good behaviour is best promoted and developed by drawing attention to, and rewarding, well-behaved students.
- 4.2 At Leytonstone the rewards system centers on the awarding of merits linked to the school values for achievement. Achievement Merits are awarded for the full range of effort and achievement in all areas of School life, and for positive behaviour such as politeness, helpfulness, and co-operation. In this way all students have the means to receive positive recognition and taste success. Students are rewarded for excellent attendance throughout, and at the end of, the academic year.

## 5. Rewards System

- 5.1 At Leytonstone school rewards are all about how we demonstrate our school ethos. As a Member of the Leytonstone family there is plenty of opportunity to earn rewards because we value so many areas of your development both inside and outside of the classroom. We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.
- 5.2 The Achievement system: Students are awarded merits for:
- Community
  - Challenge
  - Reflection
  - Curiosity
  - Bravery
  - Knowledge
  - Healthy
- 5.3 Merits awarded for each of the values. Values are colour coded. Merits are received by all staff and they can be given by any member of staff at any time in the day, the staff member giving the merit writes it into the student's planner on the merit pages along with the value they have met.
- 5.4 For e.g. a student responds well after a resolution conversation with their teacher, this teacher could award them with a reflection merit, they sign the planner and write reflection. Only one Merit should be awarded for any type of incident or behaviour. Once a student has met a milestone they will take their planner to their form tutor to be signed off and added to sims.

Students can gain achievements in each value based on the accumulation of merits, these awards are celebrated termly in achievement assemblies:

15 = Bronze certificate in diversity

30 = Silver certificate in diversity afternoon tea with year team (award winners and slt year team lead, form tutor, head of year)

50 = Gold certificate in diversity: Yellow diversity badge, afternoon tea with head teacher and fellow gold certificate winners from all categories.

- 5.5 **Special awards:** Every term student's will have the opportunity to win a special award in each of the Leytonstone family values. Not all values have to be awarded each term. For EG. Davina has shown exemplary dedication to the development of her and others health by becoming a mental health champion, she has been awarded the special award for HEALTH. Special awards will be given a trophy in that category for a term and the badge colour for that value. They will be delivered a speech in achievement assembly by the SLT line lead for the year group.
- 5.6 **Rewards Evening:** There will be a special rewards evening in the final term of school where students with the highest number of merits and special awards will be celebrated. The family Values award will be presented here alongside the year team and form group dedication to values awards. outstanding achievements in particular subjects can also be celebrated here. There will be art, drama and music displays.
- 5.7 **Leytonstone Family Values award:** 1 student a year will receive the Leytonstone Family values award. Teachers will be given the opportunity to vote for the student who receives the award, the final decision sitting with the Head teacher and SLT. This student will have a framed picture in the Assembly hall, a trophy that they keep for the year and a special family values badge. The head teacher will write a speech and deliver it to the student in a special awards ceremony.

- 5.8 **Additional awards:** In addition to the above rewards, certificates are awarded for PE at the Sports Award Evening annually, Music, Drama and the literacy scheme, Lexia.
- 5.9 **Special awards:** The Head teacher award is given to those students who have excelled and these are given out termly.
- 5.10 In addition to this formal rewards system, effort and achievement are also acknowledged in various other ways including:
- Verbal praise;
  - Personal praise in comments in exercise books or a text message home;
  - Mention on the school's website or Twitter account and
  - Displays of work.

## 6. Negative Behaviour

- 6.1 Whilst actively encouraging and rewarding good behaviour, Leytonstone's Behaviour Policy makes clear that negative behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when a student ignores the code of conduct.

### Leytonstone School's Consistency in practice – what we do here?

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom, faculty and senior leader level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent **respect from the adults**: Even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
- Consistent **environment**: Display the quality of a good secondary school, consistent visual messages and echoes of core values, positive images of learners.

All staff (Please see Appendix 10 Routines and Micro scripts)

1. **Meet and greet** at the door.
2. Refer to '**Chance, Chance, Action**' i.e. (warning, warning, intervention). Each student is given two chances to self-regulate and an action will be issued on the third occasion by the classroom teacher if a change hasn't happened.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners, having a seating plan in place.
5. Use a **visible/verbal recognition** mechanism throughout every lesson.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions but if a situation escalates please get support and log.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.
9. **Dismiss** learners in a calm and orderly fashion at the end of each lesson.

Middle leaders

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

Middle leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on resolution meetings and supporting staff in conversations using the schools restorative practice questions
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes/Postcards and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Demonstrate what 'Ready to Learn' looks like in their departments and ensure their staff and students are clear on these expectations.

### Senior leaders

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

Senior leaders will:

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

### Negative Behaviour cont.

- 6.2 In order for negative behaviour to be dealt with effectively, it is considered important to have the fullest picture of a student's behaviour so that any incident may be seen in the widest possible context. Such information will not only be used in judging what sanction is appropriate but will also inform efforts to identify any underlying cause for the behaviour and to work with the student to improve their behaviour in future. Exceptions to this principle might, for example, pertain to School 'non-negotiables', such as a refusal to follow staff instructions or walking away from a member of staff.
- 6.3 The recording of negative behaviour is therefore considered important and helpful.  
(See Appendix 6 – Consequences and the implementation of Resolution).

### Recording Negative Behaviour and responsibility.

- 6.4 If a complaints procedure is to be effective:
- Every complaint must be logged in SIMS, in the Behaviour Log and
  - The decision taken is to be noted, and resolution needs to take place
- 6.5 Adherence to the above will ensure compliance with the objectives set out in DfE circular 10/94: Exclusions from Maintained Secondary Schools. It will ensure:
- That a pattern of behaviour be recognised;
  - That the Pastoral Team will be aware when intervention is warranted, thus avoiding more serious consequences;
  - Abnormal behaviour patterns are observed, which may be an indication of underlying factors. Appropriate action may then be taken and
  - In the event of exclusion all supporting material is available
- 6.6 It is important that staff familiarise themselves with recording negative behaviour on SIMS. Reports of negative behaviour are sent out daily to the pastoral teams to be picked up and resolved.

### Heads of Department

Heads of Department are responsible for picking up daily negative behaviour reports and supporting colleagues in resolving situations so they do not arise again. If resolution is unsuccessful then support can be sought from the Head of Year, Form tutor or SLT link.

### Heads of Year

Heads of Year are responsible for their year groups behaviour outside the classroom but also where there are incidents of regular poor behaviour in subject areas, heads of Year are available to support Heads of department in these incidences. They will also have oversight for their Year groups overall behaviour and will make planned interventions when necessary, such as parental contact, LA referrals or Pastoral support plans.

### SLT linelink

The SLT line link will play a support role for the Year team or department in which they line manage. They will actively be aware of all incidents within their Year groups and have oversight for the line management of Heads of Year. SLT will also ensure timely transparent communication with staff when behaviours in school escalate to a certain level.

## FormTutors

Repeated poor behaviour or a change in pattern of behaviour giving rise to concern should be recorded on SIMS, in the Behaviour Log. Form tutors should check the entries in the log every two weeks and should complete the 'Form Conduct Log' for the Head of Year. If an incident is considered serious or if a student is displaying inappropriate behaviour or having difficulties throughout the curriculum Form Tutors should inform the Head of Year. This will trigger monitoring of the student and investigation into the possible cause of the behaviour. This will not always involve disciplinary action.

## SEMH Referral/Support Panel

Teachers should also consider whether it is necessary to liaise with the Head of department Head of Year and SENCO which may result in a referral for an SEMH Initial Concern Meeting. The Head of Year meets weekly with the SENCO and Safeguarding team to discuss Students causing concern at support panel.

## Procedures for Dealing with Serious Disciplinary Problems in Lessons

- 6.7 Should a member of staff encounter a serious disciplinary problem within a lesson, there are two possible courses of action.
- Relocation to shadow timetable with in subject area. This would normally be the HOD or HOY and, where possible, by prior arrangement.
  - The student should be sent, with a note, and accompanied by a sensible student or another staff member to the senior member of staff. This should only be done if the whereabouts of the other member of staff is known;
  - The teacher sending the student must follow this up by logging the incident in the SIMs Behaviour Log and consulting as soon after as possible with the HOD or HOY to arrange for resolution to take place;
  - Should the student actually refuse to leave the room or if the incident is so serious that relocation is neither appropriate nor adequate, then the alternative course should be followed:

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<sup>1</sup> A **serious incident** is one in which a student is openly challenging the authority of the teacher with sustained rudeness or other unacceptable behaviour, which makes it impossible for the teacher to continue with the lesson or which poses a threat to the safety of the students or the teachers.

On Call System (see Appendix 8 On call protocol):

- The teacher should send another student (with note signed) to Reception;
- The relevant member on call will then be contacted and come to the class. The Student will be removed from the lesson and
- The teacher concerned must follow up by recording the incident in the Behaviour Log on Sims.

### Anti-Bullying Policy

6.8 The School places high importance on creating and maintaining a happy, safe learning environment for all students. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Students are reminded regularly that Leytonstone School has a culture of communication and disclosure. There exists a separate Anti-Bullying Policy. There is an expectation that parents inform School staff should they suspect, or know, their child is being bullied.

## 7. Harassment

7.1 Definition: Harassment may be defined as any hostile or offensive act or expression by a person against another person who interferes with the peace and security of that person, makes them fear for their safety, or reduces their quality of life.

7.2 Implicit in our ethos as a maintained secondary school is the fact that we believe we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. The ethos of the School therefore fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and will not be tolerated.

### Presentation of Harassment

7.3 Harassment may present itself in the following ways:

- ☐ Physical assault because of race, colour, culture, gender, sexual orientation or religion;
- ☐ Derogatory name-calling, insults and jokes;
- ☐ Offensive graffiti;
- ☐ Provocative behaviour such as the wearing of racist badges or insignia;
- ☐ Bringing offensive materials such as leaflets, comics, magazines into the School;
- ☐ Verbal abuse and threats;
- ☐ Incitement of others to behave in an offensive way;

- ☐ Attempts to recruit other student to certain organisations and groups;
- ☐ Ridicule of an individual for cultural differences, e.g. food, music, dress, etc. and
- ☐ Refusal to co-operate with other student because of race, colour, culture, gender, sexual orientation or religion.

### Procedures for Dealing with Harassment

- 7.4 Harassment, including racism, in any form is totally unacceptable and will be dealt with in the following ways:
- ☐ Reported to Head of Year and Deputy Head Pastoral;
  - ☐ Recorded in the SIMs Behaviour Log as Bullying/Harassment;
  - ☐ Full reports to both victim and perpetrators parents/carers;
  - ☐ Staff must not ignore any form of verbal abuse;
  - ☐ Persistent offenders must be reported to Head of Year and the procedure for physical assault then followed;
  - ☐ All other categories of harassment will be dealt with in accordance with the DfE guidelines;
  - ☐ Any graffiti will be removed immediately, offensive materials must be removed, and offensive remarks in the course of discussion must be challenged and
  - ☐ All incidents must be recorded on the SIMs Behaviour Log and referred to the Head of Year who will then take further appropriate action.

### Victim Support

- 7.5 The School will take steps to comfort and support any student who experiences harassment. The actions taken to deal with the offender will be explained and the attitude of the School towards such behaviour clearly stated. The victim (whether staff or student) will be given the opportunity to express their own concerns and feelings, and counselling will be provided where necessary. In serious student cases, the School will arrange a meeting with the parents of the victim to explain the action taken and to discuss the matter with them. Restorative justice may also be used and managed by Year teams and led by the HOY. For restorative justice to be successful all parties must be fully willing to participate.
- 7.6 In order to further promote an environment which celebrates racial and cultural diversity and mutual respect the school will:
- ☐ Ensure display reflects its racial diversity and recognises the religious and cultural diversity of Waltham Forest;
  - ☐ Challenge any racism within the classroom;
  - ☐ Challenge racism in books, materials and comments in written or spoken form;
  - ☐ Take care that students do not have access to racist materials via their use of ICT in School and

- ☐ Encourage students to share and celebrate their cultural experiences through the curriculum (See PSHRE Policy to be consulted on in Autumn 2019).

## 8. Violent Behaviour

- 8.1 The School operates a no physical contact rule for students to follow; this includes aggressive and non- aggressive physical contact. This rule must be managed and enforced in a measured way.
- 8.2 It is made clear to all students that physical contact of any nature will not be tolerated. Incidents of physical contact will be dealt with immediately, logged on SIMs and parents will be informed, if the student's HOY decides it is necessary.
- 8.3 Leytonstone will not tolerate the use of physical violence toward staff or students resolving any situation or conflict with provocation is not seen as justification for resorting to violent behaviour.
- 8.4 It is highly likely that any student involved in an incident of physical aggression, whether provoked or otherwise, will be excluded for a period of time, as deemed appropriate by the Head teacher.

### Procedure for dealing with fights

- 8.5 The member of staff who first attends to the incident should:
  - ☐ Ensure that the students involved are checked to confirm that they do not need medical attention;
  - ☐ Remove them to a quiet area and keep them isolated from each other;
  - ☐ Inform the HOY, or if not available, the Deputy Head (Pastoral)
  - ☐ The parents of a student actively involved in violent incidents should always be informed;
  - ☐ A formal warning should be given to the student who has been violent and also to those who have incited such violence. This should be recorded in the SIMs Behaviour Conduct Log and in the student's file and
  - ☐ Action should be taken to prevent reoccurrence.
  - ☐ Details of all such incidents (with dates) and copies of all letters should be placed on the student's file.

**\*\*\*The seriousness of the incident may lead to a fixed terms exclusion or permanent exclusion straight away\*\*\***

### Procedure for dealing with knives and offensive weapons

This is shown in Appendix 4

## 9. Drug Education and Management of Drug-Related Incidents

**Note:** This section refers to illegal drugs and solvents. The Schools policy on smoking and alcohol is set out in the section that follows.

### 9.1 Key Contacts for Drug-related School incidents:

- ☐ Pastoral/Safeguarding Team
- ☐ Drug Education Co-ordinator: Head of PSHRE

### Aims

- 9.2 In accordance with our mission statement, which recognises the value of each and every student, the School's commitment is to ensure that all are given the fullest encouragement and support to achieve their potential. Leytonstone aims to provide support, both educationally and pastorally to enable its students to make informed choices and to receive positive help should drug-related problems arise. This policy on drug education and the handling of drug related incidents follows the same principles as all other School policies, acknowledging that young people are very vulnerable and meeting their needs must be our main concern and responsibility;
- 9.3 This policy will be made clear to our student through the PSHRE programme and Parents are informed that all policies are available from the Schools website.

### Objectives

- 9.4 To provide a high quality drug education programme, delivered primarily through PSHRE but also through the wider curriculum, which will provide knowledge and understanding about the dangers of drug misuse and therefore to make informed decisions;
- 9.5 To provide opportunities for students to develop the attitudes and skills needed to avoid drug misuse;
- 9.6 To enable and encourage students who are misusing drugs to seek help;
- 9.7 To make clear the School's attitude and response to drug education and to students who have drug-related problems, in order to facilitate a clear and consistent approach to dealing with drug-related incidents and drug education;
- 9.8 To ensure students receive the maximum support, the School welcomes the services of a School Nurse. Students may self-refer or be referred by staff;

### Drug-related Incidents and Situations

- 9.9 The School's response to any suspicion or evidence of drug abuse is a carefully controlled and planned one in keeping with the DfE guidelines. Any incident of suspicion or evidence of drug abuse should be reported to the Head of Year/ Pastoral leads immediately.

### Referral of concerns

- 9.10 Any member of staff hearing of or suspecting the use of drugs or solvents should report the matter to the Head of Year, or the Deputy Headteacher Pastoral following safeguarding protocol;
- 9.11 The Head of Year, a member of the safeguarding or inclusion team or the Deputy Head Pastoral in the absence of the HoY, has responsibility for coordinating responses and referrals. Disclosure by the student is not a prerequisite for taking action and
- 9.12 All information gathered, reasons for action and inaction are kept separately and confidentially on CPOMS.

### Response to concerns

- 9.13 All incidents will be responded to individually, taking into account all aspects of the situation. These include the age, background, physical and mental health of the young person, those involved, the drug involved, the risks, whether the school's rules were broken, and whether the activity was illegal. Having considered these aspects, decisions will then be made regarding whether to involve the parents, the police, the counsellor, and whether the matter will be dealt with confidentially or not;
- 9.14 The School has no legal right to break confidentiality without the student's permission unless there are issues of safeguarding, terrorism, illegal activity, or breach of School rules;
- 9.15 Possession or supply of drugs on School property is a clear example of illegal activity and breach of school rules in which case confidentiality may be broken
- 9.16 The Head teacher will make the final decision of how to respond to drug-related incidents. The decision to permanently exclude any student who is in possession or is implicated in the concealment of illegal substances on the School site is most likely, though the Head teacher maintains the right to make the final decision and
- 9.17 Where the decision is taken that neither parents nor police will be involved, the student will be encouraged to speak to his/her parents. In addition, the School will refer the Student to Social Care. This will be confidential.

### Health and Safety

- 9.18 The School will be watchful when taking students on trips, when the opportunity for drug use may present itself. This includes smoking and the drinking of alcohol. The rules regarding this and the sanctions for breaking these rules should be made clear at the beginning of all such trips.

### Medical Emergency

- 9.19 Acute intoxication, physical collapse or unconsciousness can result from drug or solvent abuse. In a drug-related emergency staff should contact the School Medical Officer, or another trained first-aider, so that medical help can be given. The Headteacher, Deputy Head Pastoral and Lead Safeguarding Officer should also be informed immediately.

### Discovery of Drugs on the School Premises

- 9.20 Any drugs found on School premises, when the owner cannot be identified, should be passed to the Deputy Head teacher Pastoral who will contact the Police Community Support Officer immediately. This section of the police has an established working relationship with the School, and already plays a part in the PSHRE programme providing input on a variety of issues to the students in a classroom situation.

### The Supply of Drugs

- 9.21 In cases where staff become aware that drugs are being supplied to students either on or off the School premises, whether being sold or shared, whether by adults or other young people, the Head teacher, Deputy Head Pastoral and Lead Safeguarding Officer must be informed. The Police Youth and Community Support team will be contacted. All students involved, whether supplying or receiving drugs will be referred to external agencies, as appropriate. School sanctions will be decided by the Head teacher having followed the previous mentioned considerations when dealing with a drug-related incident.
- 9.22 It is highly likely that any student found to be in possession of illegal substances on the School site will be permanently excluded from the school.
- 9.23 It is highly likely that any student found to be responsible for bringing illegal substances onto the School site will be permanently excluded from the School.

### Smoking and Alcohol

- 9.24 Students are not permitted to smoke on the premises or on any School trip. Students found smoking or believed to be smoking, because of the situation in which they are found, will be given an appropriate sanction and their parents will be informed. Students will be referred to external agencies, as appropriate. Should a teacher be suspicious that a student has been smoking or drinking alcohol or be found to be smoking or drinking alcohol, the SLT link and Head of Year must be informed immediately.
- 9.25 Students are not permitted to consume alcohol on the premises of any School visit or trip.
- ☐ If a student is found in possession of alcohol at the School or under the influence of alcohol, the same procedure for dealing with drug-related incidents will be followed;
  - ☐ If the student is under the influence of alcohol, the Deputy Head teacher Pastoral should be informed and all aspects of the situation will be taken into account before the School's response is decided and
  - ☐ In most cases the parents will be informed, however whether or not parents are informed, the Student will be referred to relevant support services.

## 10. The Use of Behaviour Interventions

- 10.1 Where a student's attendance, behaviour or work is unsatisfactory, there should be a response appropriate to suit the needs of that particular student or situation.

### Principles

- 10.2 Whole groups should not be punished for the activities of individuals; every effort should be made to identify individuals or ringleaders;
- 10.3 A behaviour intervention should not be humiliating or degrading;
- 10.4 Interventions should be in proportion to the situation and
- 10.5 Student should be clear about why they are receiving an intervention and how.

### Behaviour interventions

- 10.6 A range of interventions exist, and care is taken to apply the most appropriate to the student concerned and the nature of the incident. These include:

- ☐ Moving a student's position in class;
- ☐ Loss of break/lunchtime;
- ☐ Withdrawal of other privileges;
- ☐ Resolutions (see resolutions policy);
- ☐ Informing parents by letter, phone call or inviting to a meeting;
- ☐ Referral to the Head of Year/ Form Tutor;
- ☐ Being placed on report;
- ☐ Isolating the student by removing them from class for a time (only with approval of the Head of Year and HOD);
- ☐ Drawing up a contract with HOY;
- ☐ Issuing a formal warning;
- ☐ Placing student on Individual Behaviour Plan or Pastoral Support Plan (see Appendix 9)
- ☐ Resolution meeting (see Resolution policy);
- ☐ Internal exclusion and
- ☐ Exclusion (see exclusion policy - procedure).

### Behaviour Intervention Policy (formerly known as Detention Policy and Procedure)

- 10.7 Detention is one of the sanctions schools can use in cases of misbehaviour. Section 5 of the Education Act 1997 gives school's authority to detain pupils after the end of a school session on disciplinary grounds. The following section of the policy details the legal position for schools as laid down in the 2011 Education Act:
- 10.8 The Education Act 2011 removes the legal requirement to give parents 24 hours' notice before detaining pupils after school. The Act confirms school's powers to use detentions by making it lawful for schools to put students
- 10.9 aged under 18 in detention without parental consent at a variety of times outside school hours.

Other legal requirements as regards detentions remain unchanged:

- 10.10 Whilst no longer statutory, and thus not obligatory, the School will endeavour to give parents 24-hours' notice. This period is intended to inform parents of where their child is expected to be, and to allow parents an opportunity to make alternative arrangements for travel for the child and
- 10.11 The times outside normal school hours when detention without parental consent may be given are evenings, plus weekends and certain non-teaching days (INSET Days).
- 10.12 Although legally the School does not have to give notice, where detentions of 20 minutes or more are given, the parents/guardians will be notified via the school texting service or a telephone call home.
- 10.13 This policy is made clear to parents on the school's website and in the Behaviour Interventions policy.

#### Department Interventions

- 10.14 Departments will have their own arrangements for holding an intervention for unsatisfactory work, behaviour, homework, or lateness to lessons, these can last for 20 minutes to 1 hour;
- 10.15 When these are set, the teacher setting it must, in addition to informing the parents log it on the SIMS Conduct Log. This ensures that the Form Tutor, HOY and SLT line link can monitor the student's behaviour.

#### Intervention and Resolution

- 10.16 In addition to department interventions, further work may be needed to improve behaviour this takes the form of 'Level 4 Intervention and Resolution'. These are held every night until 4.10pm. This is supervised by members of all departments. As written in the Home School Agreement, resolutions are set for serious misdemeanours and student will be expected to sit the resolution on the same day. Senior Leader Detention for two hours on a Friday may be set for:
- 10.17 Student who have exhibited repeated disruptive, poor behaviour or who have not shown up to L4 interventions throughout the week;
- 10.18 Students whom HOYs/HODs wish to detain for any reason and
- 10.19 All Level Interventions and Senior Leader Detention must be recorded on the SIMS Behaviour Log

### Supporting Students Whose Behaviour Needs to Improve

- 10.20 At Leytonstone we believe the most effective way of managing behaviour is to praise and reward good behaviour.
- 10.21 Where students are having difficulty conforming to the expected standards of behaviour in the School, various strategies may be employed to help them to improve.
- 10.22 The use of the Daily Report Card, although listed as an intervention, serves the dual purpose of enabling the monitoring form tutor and year head to keep a check on behaviour and of giving the student an instant feedback on good aspects of behaviour. This is particularly effective because it is taken home for parental signature. Many students actually enjoy being 'on report' and ask to be put on report when they feel their behaviour is slipping.
- 10.23 One to one sessions with specialist teachers or form tutors/HOY are also used to help students to develop strategies to improve their behaviour.
- 10.24 Although very rare, where appropriate, and when agreed in advance in a parental meeting, 'time out' will be allowed for students to withdraw themselves from a situation they feel they may not be able to manage appropriately and take themselves to an agreed teacher/HOY.
- 10.25 Where drugs, solvents, alcohol or smoking are the issue counselling may be provided.
- 10.26 For those students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or of dropping out of the School altogether due to disaffection, a Pastoral Support Programme (PSP). The PSP will be organised which will sometimes involve external services. More detail is provided in the following section.
- 10.27

### Level 5 Pastoral Intervention/ Reset Program:

A further part of intervention and resolution within the schools practice is the introduction of the Reset Program. For serious /near serious one off incidents or for continual disruption to learning a student may be required to attend a Reset Panel or spend a period of time in the Reset Room. The idea behind introducing a disciplinary panel for students is to provide well discussed and thought out consequences for negative behaviour with the aim of providing alternatives to exclusion through remedial work.

The panel would meet provisionally once a week on a Tuesday P5 (when there is need) and would be comprised of 3 members of staff. At this particular time, many members of SLT are free and could be joined by other members of the pastoral team, or classroom teachers. In some instances, it may be appropriate for a police representative to be there.

The panel should discuss the behaviour with the student and provide an opportunity for the student to present their case to the panel. The student will have a chance to demonstrate they have reflected on their behaviour. Once the panel has reached a decision this will be carefully explained to the student so the expectations are clear.

### The panel operate with the following in place:

- Must be a mixed panel
- Must be non-discriminatory
- Provide for matters to be dealt with promptly
- Ensure evidence is readily available – statements etc
- Tell students what disciplinary action *might* be taken
- Make it clear what behaviours might be in line with what consequences
- Require students to be informed of the complaints against them and supporting evidence, before a disciplinary meeting
- Give students a chance to have their say before panel reaches a decision
- Provide that no student is excluded for a first breach of discipline, except in cases of gross misconduct

### Possible consequences are:

- Restorative work with a member of staff, in a group or individually – outcomes to be presented back to panel or to SLT
- Research work – outcomes to be presented to panel or SLT
- Community service e.g litter picking, lunch duty, gate duty etc
- Loss of free time
- Recommended reading in free time – outcomes to be presented
- Meeting and subsequent research work with Police, affected parties, members of the school community, members of the wider community

### These consequences may also be in conjunction with:

- Mentoring
- EST referral
- Inclusion referral
- PSP
- Report
- Early Help referral
- Risk assessment

- Individual Behaviour Plan
- Restorative meeting

### The Pastoral Support Programme (see Appendix 11)

- 10.28 The Pastoral Support Programme will identify precise and realistic behavioural outcomes for the student to achieve.
- 10.29 It will be agreed with parents as a result of a meeting with them to which an external agency will be invited if required.
- 10.30 This meeting will consider the causes for concern and the steps suggested improving the situation. Agencies such as Educational Welfare, Early Help, the Educational Psychological Service, Social Services, Housing, and voluntary organisations, should be involved as appropriate.
- 10.31 In drawing up the plan the School will, in discussion with others:
- ☐ Set targets for the student and parents to agree to;
  - ☐ Review any learning difficulties and put in place a remedial programme where necessary by holding TAC meeting;
  - ☐ Consider changes of sets or class;
  - ☐ Consider the risks if behaviour should continue and
  - ☐ Explore the options of external agency help if required in the form of Early help;
  - ☐ Consider offering specialist support and counselling.
- 10.32 The programme should have an automatic time limit, be monitored and should be reviewed at 2,6,8 weeks through its duration. Rewards for meeting targets and interventions for non-compliance should be made clear at the outset.
- 10.33 At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:
- ☐ Be reduced or removed;
  - ☐ May be continued for a further period of with or without amendments or where there has been no improvement at all there may be a permanent exclusion
- 10.34 The programme should have an automatic time limit, be monitored and should be reviewed at 2,6,8 weeks through its duration. Rewards for meeting targets and interventions for non-compliance should be made clear at the outset.
- 10.35 At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:
- ☐ Be reduced or removed;
  - ☐ May be continued for a further period of with or without amendments or where there has been no improvement at all there may be a permanent exclusion.

## 11. Restraint: Summary Guidance on the Use of Restraint with Student

- 11.1 The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- 11.2 The Education and Inspections Act 2006 enables school staff to use:  
“...such force as is reasonable in the circumstances to prevent a Student from doing or continuing to do” any of the following:
- ☐ Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
  - ☐ Causing personal injury to any person (including the student themselves);
  - ☐ Causing damage to the property of any person (including the student themselves)
  - ☐ Prejudicing the maintenance of good order and discipline at the school, and among any student receiving education at the school, whether during a teaching session or otherwise”
- 11.3 This may be on the School premises or "elsewhere at a time when as a member of staff has lawful control or charge of a Student concerned". Refer to the following for details regarding:
- ☐ What circumstances might require the use of restraint;
  - ☐ What action is and is not acceptable;
  - ☐ Procedures to be followed when using restraint
  - ☐ Recommended techniques.

**\*\*\*ALL SUCH INCIDENTS MUST BE REPORTED AS SOON AS POSSIBLE TO THE HEADTEACHER. THEY WILL BE RECORDED BY THE SAFEGUARDING TEAM IN THE SCHOOL'S RESTRAINT RECORD ON CPOMS]\*\*\***

## Records

- 11.4 The following points should be recorded:
- Details of date, time and location of incident;
  - Circumstances and significant factors which led to the incident;
  - The duration and nature of any physical restraint used;
  - The names of the student(s) and staff involved;
  - A description of any injury sustained by the student(s) or staff member;
  - A description of any action taken after the event;
  - The full name and job title of the person making the report and
  - The signatures of: the person who applied the restraint, the person making the report, the Head teacher.

## When to use

- 11.5 Examples of cases in which restraint might be used:
- When the safety of (an)other student(s) is threatened;
  - When self-injury is being, or is likely to be caused;
  - When a child or vulnerable young person is exposing him/herself to potential danger by seeking to leave the premises or a vehicle;
  - When the safety of a member of staff or a visitor is threatened and
  - When there is risk of serious damage to property.

## Acceptable Forms

- 11.6 Acceptable Forms of Restraint:
- \*\*\* In all cases, there should be only the use of minimum force. \*\*\***
- ☐ A safe holding tactic by which a student is restrained as far as possible without injury to any parties or until he/she calms down;
  - ☐ Physical contact with a student designed to limit his/her movements, which are posing a danger or involving serious disruption;
  - ☐ The physical removal of a child from one place to another and
  - ☐ The use of minimum physical force to remove a weapon/dangerous object from a student's grasp, when he/she is in the act of assaulting another person or evidently about to do so.

## Unacceptable Forms

- 11.7 Unacceptable Forms of Action
- ☐ Any act, or the threat of an act, examples of which are hitting, kicking, slapping, punching, poking, prodding, biting, throwing an object, unnecessarily rough handling or shaking which causes or threatens harm or the expectation of harm, even in the heat of the moment. Such acts would constitute an application of force as punishment and would fall under the definition of unlawful corporal punishment, which is illegal under Section 548 of the Education Act 1996, unless they have been undertaken within the context of self- defence and/or the defence of others.

## Procedures

- 11.8 Before taking action, which may involve physical restraint a member of staff should endeavour to follow these procedures:
  - 11.9 Give clear instructions to the student/person as to what is required of him/her;
  - 11.10 Warn the student, wherever possible, of the possible consequences of failure to comply (e.g. "If you continue to do that, I will have to stop you"). Whatever warning is used must not contain any threat of physical assault;
  - 11.11 If at all possible, summon a second colleague. This reduces the risk of the first member of staff suffering physical violence or becoming emotionally involved and additionally provides a witness in case a complaint is subsequently received and
  - 11.12 Physical restraint should not normally be attempted until an assessment has been made by the teacher(s) concerned, that the restraint can be undertaken successfully.
  - 11.13 During the exercise of physical restraint staff must:
  - 11.14 Use only minimum force;
  - 11.15 Use only such force for the minimum period necessary;
  - 11.16 Keep talking to the student to try to calm the situation;
  - 11.17 Keep his/her own temper under control;
  - 11.18 Seek to avoid any injury to the student and
  - 11.19 Cease the use of restraint as soon as safety is re-established
12. **Monitoring and Review**
- 12.1 The Leytonstone School Behaviour Policy will be reviewed annually.
13. **Effective Home School Liaison**
- 13.1 As a School we firmly believe that it is always in students' best interests to involve parents in decisions and when there are concerns. We welcome the involvement of parents and carers in all aspects of students' progress and recognise that working alongside parents and carers is instrumental in enabling a child to fulfil their potential. There is an insistence and an expectation that both staff and parents and carers interact in a professional and polite manner.
  - 13.2 The School takes the safeguarding of its students and teachers very seriously. There may be occasions where the School needs to exercise discretion in terms of where a student receives his or her education. To this end, the School may elect to find alternative locations for the provision of a student's education, if it is deemed that in so doing, the safety and wellbeing of either students or teachers is enhanced.





<b>School's Responsibilities</b> <i>We acknowledge our responsibility to support parents in their task of nurturing their children towards becoming active citizens within a caring community.</i>	<b>Parental Responsibilities</b> <i>As parents/carers we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning and development at Leytonstone school.</i>	<b>Students responsibilities</b> <i>I acknowledge the talents I have been given and my responsibility to use them wisely</i>
<b>Therefore, the school will:</b> <ul style="list-style-type: none"> <li>• Provide a friendly welcome to students and a secure, stimulating, moral environment in which to learn</li> <li>• Ensure students are valued for who they are and is helped to make good progress in their spiritual, moral, emotional and academic development</li> <li>• Treat students with the dignity and respect they deserve</li> <li>• Do the utmost to provide the best possible education for all students</li> <li>• Provide information about students' progress and provide opportunities for parents/carers to talk to teachers</li> <li>• Provide regular feedback and monitor classwork and homework suitable to each student's needs</li> <li>• Contact parents/carers if there is an issue with a student's attendance, punctuality, behaviour, health or progress</li> <li>• Challenge students to strive for the highest standards of personal, social and intellectual development and aim for excellence in all that they do.</li> <li>• Listen respectfully to parents/carers and students views</li> </ul>	<b>Therefore, I/we will:</b> <ul style="list-style-type: none"> <li>• Ensure that my child attends school every day, on time, in correct uniform and suitably equipped.</li> <li>• Support all school initiatives which enable my child to reach their full potential including revision classes and extra-curricular classes.</li> <li>• Ensure that family holidays are taken outside of term time.</li> <li>• Inform the school of any concerns regarding my child's learning or welfare.</li> <li>• Inform the school of any change of address or contact details</li> <li>• Support the values and ethos of Leytonstone school and encourage my child to do their best</li> <li>• Provide my child space and equipment to support the completion of home learning</li> <li>• Fully support the school's Behaviour policy</li> <li>• Attend all Parent's evenings and meetings about my child as deemed necessary</li> <li>• Ensure my child behaves in an appropriate manner that upholds the school's code of conduct for students.</li> </ul>	<b>Therefore, I will:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend school regularly and on time.</li> <li><input type="checkbox"/> Wear Leytonstone school uniform correctly and bring all the equipment I need daily.</li> <li><input type="checkbox"/> Attend all lessons including revision classes and extra-curricular classes which may take place outside of regular school hours.</li> <li><input type="checkbox"/> Treat fellow students, staff and visitors with respect and kindness.</li> <li><input type="checkbox"/> Help keep the school environment free of litter and tidy up after myself.</li> <li><input type="checkbox"/> Share my feelings honestly and politely and show consideration for others.</li> <li><input type="checkbox"/> Allow follow instructions from staff.</li> <li><input type="checkbox"/> Attend all resolutions or detentions, if set.</li> <li><input type="checkbox"/> Take responsibility for my actions.</li> <li><input type="checkbox"/> Complete all classwork and home learning to the best of my ability</li> <li><input type="checkbox"/> Travel directly to/from school without congregating in the local area</li> <li><input type="checkbox"/> Never bring any banned items into the School</li> <li><input type="checkbox"/> I will uphold and contribute positively to The Leytonstone School Family Values.</li> </ul>
(for and on behalf of the Governing Body) Date: October 2019	Name (please print): ..... Signed ..... (Parent/Carer)	Name (please print): ..... Signed ..... (Student)



### Appendix 2: Student Code of Conduct

- ☐ Be polite and respectful to my peers, all staff and any visitor to the school.
- ☐ Be punctual to school and all my lessons. Only be absent for a genuine reason and bring a note or other confirmation from a parent or guardian on my return to school.
- ☐ Bring the correct equipment to school every day, using the essential equipment document and my timetable as a guide.
- ☐ Dress smartly and appropriately in my Leytonstone uniform. Ensure I never wear trainers or sportswear other than P.E lessons or sporting extracurricular.
- ☐ Do all my classwork and home learning as well as I possibly can and ask for support or guidance if I need it.
- ☐ Follow instructions from all members of staff without argument. If I feel I have been unfairly treated, then I should speak to the teacher or another trusted staff member at an appropriate time.
- ☐ Leave all areas of the school in a tidy state, understanding that they are a shared environment.
- ☐ Have respect for Leytonstone School's neighbours and try to be helpful and considerate in the community.
- ☐ Leave School by the correct exit and go home without lingering around the area. All students must be cleared from outside the front of school by 3.20pm, 1.50pm on Wednesdays.

**The following items are strictly prohibited from being on site. These items will be confiscated and the Head of Year informed.**

- ☐ Visible Mobile phones (please see the mobile phone policy for further clarity on Mobile phone usage.)
- ☐ Sweets and fizzy drinks, including energy drinks.
- ☐ Chewing gum
- ☐ Headphones and speakers
- ☐ Any illegal and/or contraband substance
- ☐ Any item which is deemed dangerous or unsafe
- ☐ Any item which is intended for use as a weapon
- ☐ Trainers and hoodies

### **Before the start of the day**

- ☒ Students on school site should be in full school uniform with no prohibited items e.g mobile phones
- ☒ Students should not be playing inside buildings.

### **When the bell sounds for morning registration 8.35am**

- ☒ All students should arrive to their form rooms appropriately dressed
- ☒ Outdoor coats should be removed prior to entering any classroom
- ☒ Students should immediately make their way to their form rooms.

### **In the form room**

- ☒ Students should enter calmly and quietly
- ☒ Students should stand silently behind their chairs
- ☒ When instructed, students should sit in their places preparing for the day by having their planner and pencil case on the desk.
- ☒ Students should engage with the daily form time task
- ☒ The room should be left in good order, ready for the next class
- ☒ Students to stand silently behind their chairs and leave quietly and calmly when dismissed by their form tutor
- ☒ All students must participate in PSHRE lessons during form time

### **At lesson change**

- ☒ Students should move quickly, calmly and quietly between lessons
- ☒ and always remain on the left when walking through corridors
- ☒ Students should not visit the toilet, medical room or any other teacher without prior permission and a classroom exit pass

### **At the start of lessons**

- ☒ Students should arrive punctually
- ☒ Students should ensure they have the correct equipment
- ☒ Students should enter the classroom quietly and stand behind their desks silently or they should begin their do now activity given by the teacher
- ☒ Equipment should be out on desks ready for a prompt lesson start
- ☒ Bags and coats/outdoor items should be placed underneath or on the back of chairs.
- ☒ Be Ready to Learn by the 2<sup>nd</sup> bell.

### **During lessons**

- ☐ Students should not speak when the teacher is speaking to the whole class
- ☐ Students should listen carefully and follow instructions
- ☐ Students should concentrate and do their best at all times
- ☐ Students should not disrupt the lesson in any way
- ☐ Students should write any home learning set into their planners if their online homework system is unavailable for any reason.

### **At the end of the lesson**

- ☐ Students should pack away, ensuring they leave the classroom tidy.
- ☐ Students should stand silently behind their chairs
- ☐ Students to leave only when dismissed by the teacher

### **At the end of the school day**

- ☐ Students should leave school promptly and through the correct exit
- ☐ Students should not linger around the school entrance or immediate surrounding area after reasonable time has passed (3.20pm)
- ☐ Students staying for extra-curricular activities should ensure they arrive to these promptly and continue to treat the school staff and site with respect
- ☐ Students required to stay behind by staff should do so

### Appendix 3: Dealing with Knives and Offensive Weapons

- 8.6 It is illegal to carry knives or other offensive weapons both outside of the School or on and around School premises. The Governing Body at Leytonstone School recognises that the presence of weapons, or items which could potentially be offensive weapons, in School would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the School.
- 8.7 Accordingly, it is School policy to forbid the possession, custody and use of weapons by unauthorised persons in, on or around, the school premises and during school activities.
- 8.8 These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at the School or is required by School for the purposes of teaching and learning, as necessary, for the delivery of the curriculum. Misuse of such items will be dealt with as though possession was not authorised.

#### Definition

For the purpose of this policy a “weapon” is:

- 8.9 A firearm of any description, including starting pistols, air guns and any type of replica or toy gun;
- 8.10 Knives, including all variations of bladed objects i.e.: pocket knives, craft knives, scissors etc.;
- 8.11 Explosives, including fireworks, aerosol sprays, lighters, matches and
- 8.12 Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use i.e.: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon

#### Dealing with weapons cont.

- 8.13 Any student found to be in breach of the policy shall be subject to action under Leytonstone School’s Behaviour and Discipline Policy.
- 8.14 The permanent exclusion of any student in possession of an implement which the School believes is intended for use as a weapon, possession of a weapon or use of an implement as a weapon is most likely, though the Head teacher maintains the right to make the final decision. In some circumstances the police might also be contacted.

#### Staff involvement where a weapon is suspected

- 8.15 Under most circumstances, both the Police and the Safer School’s Police Officer should be informed of any incident believed to involve a weapon. However, where, in the judgement of the staff, the circumstances are wholly innocent and there is no suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

- 8.16 When contacting the Police and the Safer School's Police Officer, the School should give their evaluation of the seriousness of the incident, (i.e. in progress, threat to life, or down to weapon, secure for collection only) to help the police to make their own judgement on the nature and immediacy of the response required.
- 8.17 Police Community Support Officers, have no powers to act under this legal framework, it is only Police officers or School staff.
- 8.18 There may also be some exceptional circumstances where members of staff who have been made aware that a weapon may be on School premises, decide that they need to take action before the Police arrive. If this is the case:
- Designated staff should always be called to assess and manage any situation where an offensive weapon is suspected;
  - Where there are reasonable grounds to suspect that a student might have in their possession an offensive weapon, knife or blade, it might be appropriate for the Head teacher, or an authorised member of staff, to conduct a search of that student or his/her possessions with or without the student's consent;
  - In making that decision, a risk assessment approach should be adopted and it should be noted that such immediate preventive action could either prevent a potentially dangerous situation escalating or could, conversely, inflame the situation and
  - Such a search may only be carried out where the member of staff and student are on school premises or are elsewhere and the member of staff has lawful control or charge of the student

#### Searching Students

- 8.19 The Head teacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
- 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 student) and
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for

- 8.20 A member of staff carrying out a search:
- May not require a student to remove any clothing other than outer clothing, ie: any item of clothing not being worn wholly next to the skin or immediately over a garment being worn as underwear;
  - Must be of the same sex as the student;
  - May carry out the search only in the presence of another member of staff;
  - A student's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of staff and
  - If in the course of a search, the member of staff finds anything he/she suspects of falling within the knives and offensive weapon category or any other thing he/she suspects is evidence in relation to an offence, they may seize and retain it

### Screening

#### What the law allows:

- 8.21 Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students;
- 8.22 Schools' statutory power to make rules on student behaviour, and their duty as an employer to manage the safety of staff, students and visitors, enables them to impose a requirement that students undergo screening and
- 8.23 Any member of school staff can screen students
- 8.24 If a student refuses to be screened, the School may refuse to have the students on the premises. Health and safety legislation requires the School to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- 8.25 If a student fails to comply, the School will not permit the student to attend. This will not be considered exclusion but the absence will be treated as unauthorised.
- 8.26 This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

#### Weapons or knives confiscated by the School

- 8.27 Members of staff may, on occasion, take possession of a knife or other weapon brought to the School by a person in circumstances which contravene the Offensive Weapons Act 1996.
- 8.28 Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority, and thus not an offence under the Act. But a member of staff in possession of a weapon in such circumstances should secure it, and:

- 8.29 Pass immediately to the Headteacher or in the Headteacher absence the Deputy Headteacher Pastoral and arrange without delay to surrender it to the Police or Safer School's Police Officer;  
or  
Where satisfied that it is reasonable to do so, arrange for it to be taken away by the parent or carer of the person from whom it was taken
- 8.30 However, some weapons are by their very nature offensive (e.g. flick knives and knuckle dusters) and should, under no circumstances, be returned.

**Appendix 4: Taking Account of Individual Student Needs**

The following are examples of unfortunate situations which schools should avoid. They illustrate the importance of sensitivity to individual needs. Please refer to provision map for information on students. Some of the inappropriate school responses described here contravene legislative requirements and could result in the school's actions being subject to challenge.

- A student is admonished for failure to follow a long and complicated instruction given by an adult, but the student has speech and language difficulties, and cannot process complex language;
- A more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them.
- A looked-after student is sent out of class after an emotional outburst. This happens despite the staff member being aware that the student had been told by her social worker the night before that her foster family could no longer keep her and that she would shortly be moving to another family and school;
- A more appropriate response would be to use a pre-agreed means for the student to take herself to a place where she could calm down, and if necessary talk to a sympathetic listener.
- A refugee student dives under the desk at a sudden noise that reminds him of a terrifying event in his past. Other student laughs and the teacher, thinking he is playing the clown, requires him to miss the first ten minutes of his break time;
- A more appropriate response would be to let the class know there are special circumstances and offer the student re-assurance and support.
- A Gypsy/Roma child is put on report for speaking in a seemingly over-familiar way to a teacher when they had not previously had expectations made clear to them, had no intention of being rude but was simply using the register considered appropriate in his culture;
- A more appropriate response would have been to explain and demonstrate to the student what is expected in school, and consider involving the Traveller Education Service in providing support.

Appendix 5: Behaviour management Implementation

Consequences of wrong choices – Restorative Practice

The Intervention System is used when students make the wrong choices and cannot effectively self-regulate their own behaviour. 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 etc) the expectations regarding behaviour are also consistent across the school. This supports new teachers and supply teachers in particular.

It is essential that Level 1 and 2 are verbal warnings and may be done privately or publicly depending on student need (these do not need to be logged)

If students reaches a Level 3, 4 or 5 it is essential that this is recorded on SIMs.

Level 3 is a 15-minute same day intervention, Level 4 is a centralized same day 45 minute intervention and Level 5 requires further consultation to ensure the most effective intervention type is put into place.

5 Levels of Interventions

1	Verbal warning given privately
2	Final verbal warning given
3	A level 3 intervention is 15 minutes can be anything from keeping a student behind, having a conversation, making a parent phone call etc or simply giving an opportunity for a young person to fix the situation. Make sure you log the reason and the intervention on SIMs.
4	Resolution after school for 45 mins. Failure to attend will result in a 2 hour Senior Leader detention on a Friday - Logged on SIMs
5	Possible removal from lesson, referral to relevant teams. Investigation and further sanction. Inc Internal exclusion, Fixed term Exclusion. Pastoral Support Plan, Risk Assessment may be conducted.

<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Verbal Warning</b></p> <p>1<sup>st</sup> Chance</p>	<p>A student who is rude, shouts out, doesn't follow instructions or behaves inappropriately will be issued with <b>a first warning</b> - (1) by the class teacher. These verbal warnings are not to be centrally recorded. Teachers need to be calm and decisive in giving a warning to a pupil. Examples of where a Level 1 can be communicated to a student are;</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Shouting out</li> <li>• Not following instructions of a teacher or other adult</li> <li>• Behaving inappropriately e.g. moving around without permission 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. Always give thinking time to help students make the correct choice.</li> </ul>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Final Verbal Warning</b></p> <p>2<sup>nd</sup> Chance</p>	<p>If a student persists in being rude, shouts out, disobeys instructions or behaves inappropriately then a <b>second</b>, final warning, is issued.</p> <p><i>The issuing of Level 2 gives a student the choice and chance to make the final, right, decision</i></p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Action</b></p>	<p><b><i>A behaviour intervention will be issued for 15 minutes with you.</i></b></p> <p>If a student does not meet the expectations for a <b>third time</b> they receive a private conversation and additional thinking time during or after the class so that the behaviour might be fixed. A Level 3 needs to be logged on SIMs.</p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Intervention and Resolution</b></p>	<p>If a student does not meet the expectations for a <b>fourth time</b>, a resolution will be required</p> <p><b>Teacher non-negotiables: A Teacher logging a Level 4 is expected to inform the student they have done so and to attend the centralized intervention after school to have a conversation with that student.</b></p> <p><b><i>A behaviour intervention will be issued for 45 minutes after school.</i></b></p> <p>This must be entered on SIMs and parents/carers must be alerted. This will be done through the schools texting system. Staff can also make a telephone call if they wish. A Level 3 or 4 could be given due to an escalation of warnings, or may jump straight to this category due to the severity of the incident (see automatic Level 4 behaviours below):</p> <p><b>Level 3 or 4 after escalation of warnings in classrooms</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Continual shouting out</li> <li>• Continual not following instructions of a teacher or other adult</li> </ul>

	<ul style="list-style-type: none"> <li>• Continual inappropriate behaviour e.g. moving around without permission, throwing pens or paper across room</li> <li>• Failure to complete, satisfactorily, classwork, homework or coursework. (R3 only)</li> </ul> <p><b>Automatic Level 4 around the school or in class</b></p> <ul style="list-style-type: none"> <li>• Persistent inappropriate uniform e.g. no blazer, consistently not wearing uniform correctly</li> <li>• Rudeness to staff</li> <li>• Deliberately offensive language directed at an individual e.g. swearing etc.</li> </ul>
5	<p>If a student does not meet the expectations for a <b>fifth time</b> they may be removed from the lesson (on called) 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 Level 3 or 4. Any adult in the school who feels that the authority of the school has been challenged may issue a Level 5.</p> <p>Level 5 incidents must be referred to the HOD/YAM/SLT for further investigation.</p> <p>Automatic Level 5:</p> <ul style="list-style-type: none"> <li>• Absolute refusal</li> <li>• Swearing at staff</li> <li>• Intimidating/threatening behaviour</li> <li>• Fighting</li> <li>• Carrying a weapon</li> <li>• Carrying/use of drugs</li> </ul>

*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.*

#### Other Interventions Used by the School

**Confiscation:** We will not accept students bringing banned items into school or having items such as mp3 players or phones out anywhere in the school unless given permission by a member of staff. If a teacher sees a phone/MP3 they will take it from the student and pass it to reception for safekeeping, the teacher will then log on sims. On the first occasion during a term it will be returned at the end of the day. Second occasion the item is presented to parents and a discussion is had to explain that on the third occasion the student will be banned from having their phone in school for the rest of the term or one month whichever is longer.

We also 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 Pastoral lead or the school safe. They will then be available for parents to collect from the Head teacher.

**15-minute Opportunity:** Opportunities to fix student behaviour may be given by a member of staff at break time. These will be in connection with the Intervention system and will be for R3 incidents such as not completing home learning.

#### **After School Behaviour Intervention**

Resolutions are one of the most widely used intervention and a student may receive one from any member of staff, usually to be completed after school.

A pupil may be kept after school for up to 20 minutes without prior notice. Resolutions are normally 45 minutes in the main restaurant and parents will be informed via text message. These are noted in a pupil's diary at least 24 hours before it. Teachers may also wish to have a dialogue with parents about the students' behaviour.

Community service: This type of consequences includes cleaning away graffiti and picking up litter. This will usually take place as a result of a community or social interaction type incident.

**Using Colleagues:** Students can be referred to the Form Tutor, Head of Department or Head of Year. SLT might become involved. However, initially the Head of Department is usually the most appropriate colleague to use (or another member of your department) but the form tutor should be informed, and details logged on sims centrally.

**Shadow timetables:** Every department has a shadow timetable that can be used if a student has reached a level 4 and is repeatedly disrupting learning. Teachers will need to log as an Level 4 and resolve at the end of the day through the centralised behaviour resolution system.

**Pastoral Report Card System:** Report cards are used by form tutors, Head of Year, and SLT respectively to monitor students' progress and attitude across the school for a minimum of one week and potentially half a term. During the monitoring all class teachers, parents and the supervising teacher signs each day and evaluates how well the student is getting on. All students go onto a monitoring card following internal or external exclusion monitored by HOY.

**Informing Parents:** For most pupils a really significant intervention is to contact parents/guardians and seek an interview with them. This procedure should always involve the Form Tutor and usually the Head of Year or Head of Department.

**On-Call:** SLT and middle leaders are 'on-call' every lesson to support teachers around the school. If an incident should occur or if a student affects the progress of a lesson so much that the teacher feels it would not be safe or reasonable (after they have used all of the usual classroom strategies to support that student.) to continue with that student in the classroom. The on-call SLT teacher for that lesson will come and remove the student.

Shadow timetable should be tried in the first instance.

#### **The Internal Exclusion Room**

Internal Exclusion is an isolation room that caters for up to eight students at any one time. They are referred to the Internal Exclusion Room for a variety of reasons including:

- ☐ Sanctuary if there has been concern regarding other students.

- ☐ A single serious or dangerous incident.
- ☐ Persistent poor behaviour in or around school.
- ☐ During investigation pending a decision of the Head Teacher

We use the Internal exclusion option for several reasons:

- ☐ Allow students a further layer before and hopefully instead of exclusion.
- ☐ Offer tremendous potential for intervention and investigation into how to avoid the behaviour being exhibited by the student.
- ☐ It will allow the students to continue with their studies and not become disengaged with school.
- ☐ Offer parents a support in terms of child care and home/work arrangements which is positive in gaining their support when we need to do work to improve relationships and progress.
- ☐ It will end the trawl around school behind a head of year we currently get.
- ☐ It has built into it the chance to offer mediation between students or between staff and students to resolve ongoing or stubborn issues.

Internal Exclusion rules:

- ☐ working during lessons
- ☐ a 8.40-4.00pm day
- ☐ leisure time spent in the space
- ☐ Failure to follow rules will lead to a repeat or exclusion.
- ☐ It is firm in its boundaries and expectations.
- ☐ Days end with reflection and discussion and mediation in the whole school resolution room.
- ☐ Follow up based on information gathered during internal exclusion and constructed to avoid the same repeat incidents.

### Exclusion

This strategy is a last resort and should be seen as such. At Leytonstone 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
- possession of a weapon
- extreme rudeness or defiance to a member of staff
- theft of another person's property
- having an illegal substance on the school premises
- deliberately damaging school property
- bullying (see the Anti-Bullying Policy)
- racism
- Assaulting a member of Staff

It can be for from 1-15 days in duration depending upon the seriousness of the offence. After this the student returns to school with his or her parent/carer and an interview 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 Heads of Year and must be sanctioned by the

## *Behaviour Policy*

Head teacher (or in the absence of the Head teacher by a Deputy). Parents have the right to appeal against exclusion if they feel there have been grounds for claiming unfair treatment of their son/daughter. Such appeals procedures are included in the exclusion letter. During the first five days of an exclusion it is the parent's responsibility to ensure their child is not found unsupervised in a public place. At the end of an external exclusion, parents are asked to attend a return to school (reintegration) meeting with their child and the Head of Year and/or SLT line link.

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 6<sup>th</sup> 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.

### *Fair Access Panel (FAP)*

At Leytonstone School we are part of a consortium of all state Secondary schools in Waltham Forest as a group we regularly meet and attempt to support each other by offering students fresh start and alternative provision if the school feels that they have reached a point where the relationship with school is untenable. At Leytonstone we will use the FAP if a student is facing permanent exclusion or the level of fixed Term exclusion is such that we feel they cannot continue with us and reach their full potential.

### *Permanent Exclusion:*

This is very much the last resort after all other sanctions have proved ineffective or the offence is so serious that no other sanction is appropriate. Permanent exclusions involves governors and the education Waltham Forest Social Inclusion Team (See Exclusion Policy).

Appendix 6: Mobile Phone & Mobile Device Policy

Introduction:

This policy sets out the schools' framework for determining what is 'acceptable' and 'unacceptable' use of mobile technology by students while they are at school.

The purpose of this policy is to prevent unacceptable use of mobile phones, and thereby to protect the school's staff and students from undesirable materials, filming, intimidation, or harassment.

(This policy will operate in conjunction with policies including the E-Safe Policy and Internet Acceptable Usage Policy.)

It is recognised that these documents must be reviewed and revised regularly in response to developments on technology.

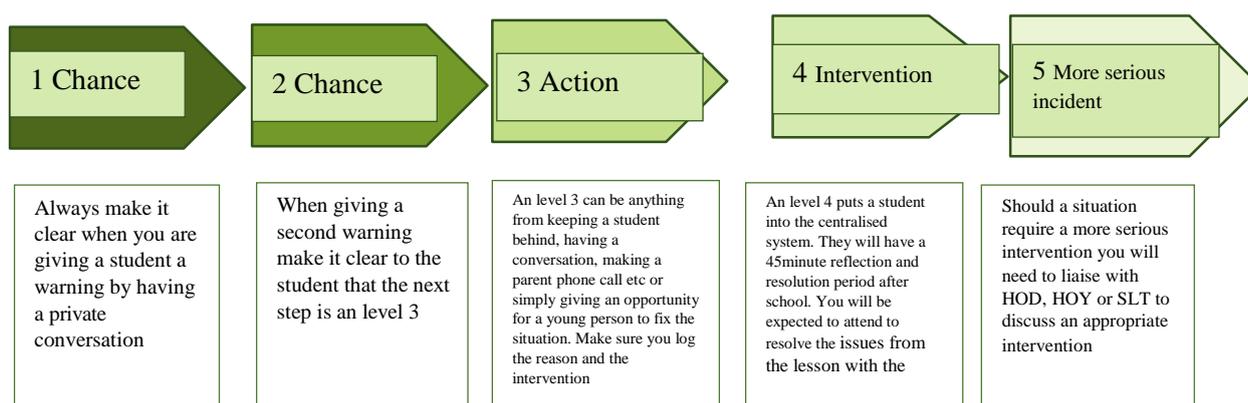
The Policy:

1. The school strongly advises that mobile phones should not be brought into school at all. Students have no legitimate need to use a mobile phone at all during the school day.
2. The school accept that there may be particular circumstances in which a parent wishes their child to have a mobile phone for their journey to and from school.
3. Where a mobile phone is brought into school, it is entirely at the student's & parents' own risk. The school accepts no responsibility for the loss, theft or damage of any phone, or other mobile device brought in to school.
4. Mobile phones which are brought in to school must be turned off (not placed on silent) and stored out of sight immediately the student arrives at the school gate. They must remain turned off and out of sight until the student has left the school site at the end of the day. This includes their use at break time and lunch time.
5. If a mobile phone is seen by a member of staff, that member of staff will be required to confiscate it immediately. The member of staff will take it straight to the office for safe storage, or store it in a locked, safe, area and take it to an office as the earliest opportunity, clearly identifying to the office staff the name of the pupil.
6. When a mobile phone is confiscated, the matter will be recorded on the child's behaviour log so that the consequence given by the staff member is fair and consistent.
7. On the first occasion on which a student's phone is confiscated, they will be able to collect it from the office at the end of the day. On the second or subsequent occasion

on which their phone is confiscated, their parent/guardian will be contacted and asked to collect the phone in person.

8. Any student who refuses to hand over a mobile phone when requested to do so will be removed from their lesson by a member of the Senior Leadership Team and the refusal will be treated as a disciplinary matter.
9. It is forbidden to record photographic images (still or video) or sound recordings of staff or students at any time without their explicit permission.
10. Any student caught filming another person (and/or uploading images or videos on to the internet) will have their phone confiscated. It will be treated as a disciplinary matter and their parents will normally be informed. If the action is repeated, flagrant or of a serious nature, the matter will be treated as a serious disciplinary issue. In such circumstances, the child's parents will be informed and the Governing Body may be notified.
11. The school reserves the right to search the content of a confiscated device where there is a reasonable suspicion that it may contain undesirable material, including those which promote pornography, violence or bullying.
12. The PE changing rooms are locked once students have left to go to their activity and re-opened when they return. Students are responsible for supervising their own belongings during the time in the changing facility. Students and parents should be aware that mobile devices are particularly vulnerable to being stolen in changing rooms, hence the school's advice in point 1 above that mobile phones should not be brought in to school at all, but especially PE day. Lockers are available in the Sports Hall for students to store valuable items during PE.
13. Where parents or students need to contact each other during the school day, they should do so only through the school's telephone system and not via a student mobile phone.
14. During the trial period next term, phones should not be used by students in lessons for any reason.
15. It is expected that school staff will not use their mobile phones during lessons, meetings or whilst on duty unless it is as a learning tool or if they are dealing with an urgent matter.

## Appendix 7: Centralized Intervention System

**What happens when a student reaches a Level 3 and 4?**

A level 3 is still a class teacher/department intervention. This could be anything from a 20-minute detention to a conversation at the end of a lesson. Level 3s are still logged on SIMs so there is a clear behaviour record for each student, departmental interventions should be included in the logging of Level 3 incidents.

A level 4 is a 45-minute intervention/ resolution after school in the centralised system. Students you have logged will be brought down to the restaurant by their period 6 teacher and will spend the time reflecting before and after they have had a structured resolution conversation with you. All Level 4s take place on the same day, teachers logging incidents are expected to attend to have a restorative conversation. SLT, Middle leaders and teaching staff will be in the restaurant to offer support with this process.

**What happens at the end of the day?**

All students that have been logged with a level 4 will appear in red on the SIMs register. Period 6 teachers are expected to escort all students in red to the restaurant at 3.10. Students will then be registered by staff on resolution duty and remain seated and reflective whilst they wait for their resolution conversation.

**What happens with incidents outside the classroom?**

Incidents outside the classroom still need to be logged with the appropriate information by any staff member who witnesses it. These incidents will then be picked up by the relevant HOY or SLT. If an incident happens outside the classroom that requires a resolution the student will need to be logged as a Level 4 and the member of staff involved will be required to attend the resolution conversation.

**What happens when a student has multiple incidents in one day?**

If a student has multiple incidents across the school in one day, they will still be required to attend a level 4 intervention and so logging teachers should still attend to have those restorative conversations. The wider concerns will be picked up, again, by the relevant HOY, HOD or SLT following this and an action plan put in place.

**What are effective interventions for home-learning, equipment, lates, uniform etc?**

Lates are separate from a Level 4 intervention, Late detention takes place in M015 on the English



## *Behaviour Policy*

corridor each day and this is monitoring and supervised by Heads of Year.



## *Behaviour Policy*

Organisational issues can usually easily be resolved by a conversation with the student and a phone call home. Any persistent issues should be discussed with parents, Form Tutor, HOD and/or HOY.

### **When is it appropriate to refer a student to ER?**

Serious incidents can mean a referral to the ER. Referrals can only be made by HOD, HOY or SLT. In this case a referral form is filled out and sent to Jo Letson and Tess Reedy for review.

### **How much of my time does the centralised system require?**

Class teachers will be required to be on duty in the restaurant twice per term. Middle leaders will be required to be on duty in the restaurant twice per half term. There will be a member of SLT on duty in the restaurant daily.

Other time taken up by the system will be for any Level 4s you have logged. You will then need to come to the Restaurant after school and have a restorative conversation with the student.

Appendix 8 On Call Protocol

**On Call Protocol**

In order to make a request for On Call, contact Abi at the main office reception and she will send the message to the member of staff on duty via walk talkie. Always include location and nature of incident leading to On Call being used.

Any On Call's will need to be recorded by the class teacher on SIMs on the same day with details explaining the lead up to On Call being needed.

Each member of staff with an On Call duty should follow the same following procedure:

- ☐ Arrive promptly at reception to collect the On Call walkie talkie
- ☐ Circulate both buildings to ensure everything is running smoothly and no students are truanting
- ☐ Return to your work space/classroom/office
- ☐ Respond to any on call requests promptly, the main aim is to diffuse the situation and get to a calm end point.
- ☐ Once the end of your on call duty arrives return the walkie talkie to the main office so the next person has it ready for them to start.

**Responding to an incident**

- ☐ Remove the student from the classroom using quiet private conversation and positive coaxing terms for any reluctance, give thinking time if needed.
- ☐ Get the member of staff to provide you with a brief overview of what has led to the on call, this should also be calmly explained to the student.
- ☐ If a resolution can be had, facilitate this and return the student to the class.
- ☐ If a resolution cannot be had or the circumstances are too severe find out where shadow timetable allocated room is and place the student there.
- ☐ The main aim is to create a calm end point to a potentially emotionally volatile situation, you should use a calm and caring approach to ensure the situation is being deescalated.

**Reasons for an On Call**

On call should only be used when all other options have been exhausted and a child is unable to remain in the classroom.

- Violent or dangerous incident (to the extent that shadow is not appropriate)
- Known truancy (in which case on call is used to locate a child)
- Extreme disruption with no shadow timetable in place (only teacher in dept./staff absence etc.)
- Extreme disruption which interrupts teaching and learning

## Appendix 9 – Individual Behaviour Plan

## INDIVIDUAL BEHAVIOUR PLAN

In conjunction with ER referral forms, each student internally excluded must have an IBP completed.

PUPIL NAME:		CLASS:	YEAR GROUP:
Date plan starts:		Medical conditions/needs:	
Date of next review:		Staff working with the pupil:	
<b>Challenging behaviour</b> What does it look like? What triggers it?		<b>Targets</b> What are we working towards? How do we get there?	
<b>Strategies for positive behaviour</b> How do we maintain positive behavior? <ul style="list-style-type: none"> <li>Phrases to use</li> <li>Rewards, motivators</li> </ul>		<b>Early warning signs</b> How do we prevent an incident? <ul style="list-style-type: none"> <li>What to look out for</li> <li>How to respond (reminders, alternative environment)</li> </ul>	
<b>Reactive strategies</b> How do we diffuse the situation? <ul style="list-style-type: none"> <li>What to do and what not to do</li> </ul> At what stage should another member of staff be informed? Who should this be?		<b>Support after an incident</b> How do we help the pupil reflect and learn from the incident? Are there additional supports that need to be put in place for this student?	
<b>Student Strengths</b> What is the student good at? How can we use these in difficult situations? How can we use these in day-to-day management?		<b>Parental input</b> What do parents think? Is this type of behaviour demonstrated outside of school time/on social media? How is this managed by parents?	
<b>Agreement:</b> Student name Student signature Date		Staff name Staff signature Date	

**IBP evaluation and next steps:**

How effective is the plan?

Record suggestions to be considered when this plan is reviewed.

**PASTORAL SUPPORT PLAN**

Name		Tutor Group	
DOB		SEN Status	
Tutor		HOY	
Date of Meeting			
Supporting Information to be presented at the meeting: (attached where appropriate)	Information		Collected?
	Positive Achievement Report		
	Behaviour Report		
	Attendance and Punctuality information		
	Teacher/Tutor Feedback		
	Academic Attainment/Predictions		
Student Self-Assessment			
Attendance at PSP	Role	Contact Details	
Areas of Concern:			
?			
?			
?			
Number and length of exclusions – please specify reasons	External	?	
	Internal	?	
Interventions in school with dates (attach information where appropriate)	?	Impact	?
Input from outside agencies with dates (attach information where appropriate)	?	Impact	?
Feedback from Staff	?		
Focus of discussion	?		
Student comments	?		
Parent comments	?		
Targets	Responsible for Target		
1.			
2.			
3.			
Support by School	?		
Support by Family	?		
Support from outside agencies	?		
PSP Coordinator			
Agreed Rewards	?		
Date of review meeting			
Date of final meeting			
Name and Signature	Pupil	Parent	School

Appendix 10- Micro-scripts and Routines

Micro script for the start of the lesson

Before the start of the lesson ensure the classroom is set up and ready. A do now activity on the board, resources where they need to be, neat and tidy.

When the bell goes ensure you are at your classroom door waiting, you should be able to see down the corridor so position yourself accordingly.

As the students approach your classroom make sure they are walking quietly and calmly in full school uniform and on the left hand side.

Be prepared for a quiet private conversation for any student not adhering to school expectations at this point.

Greet each student as they enter with a smile and either a handshake or a phrase 'Good morning' or 'How are you?' works well.

Set students instructions as they enter, tell them what you are expecting them to do 'Bags and coats off, pens out, make a start on the do now activity on the board nice and quietly'

Have any further private conversations about uniform/equipment/instructions and then take your register.

All interactions in the first 5 minutes of your lesson should be positive, if you are asking for a student to correct something (e.g. tucking in their shirt) see it as a reminder, rather than reprimanding them.

***Staff non-negotiables; Greet at the door, Do-Now or starter up, Students stand behind their chairs at the end of the lesson silently until staggered dismissal by teacher, positive start and end to all lessons.***

### Micro script for the end of lesson

Stop students working using the countdown method be explicit with expectations and reasonable with the speed of countdown. E.g 'I am going to count you down from 5, by the time I get to 1 I expect everyone to be silent, all equipment down on tables, so our hands are free and everyone looking at me so I know you are doing the right thing.'

Remind students as you count down e.g. '...3...I am still waiting for a few people to put pens on tables, well done to X, Y and Z who have followed instructions and are ready'

Once you have finished counting down and all students are ready to listen, set explicit instructions – do not allow students to start instructions until you have finished giving them – you can also make this clear e.g. 'I am going to tell you specifically how to tidy up, do not start until I have finished talking and all instructions have been set' you can also add a rationale to this 'This is so tidy up is much quicker – it means we will all be able to go to break on time'. Stick to your guns and stop talking if a student starts to prematurely pack up, remind them of the expectation – 'remember we don't start until I have finished talking/setting instructions'

Let the students know you have finished and give them a time frame 'Okay we have 3 minutes before we need to be tidied up and stood silently behind our seats, let's go please!'

Give clear time expectations and remind students of time left and jobs still left to do e.g. 'We have 2 minutes and not all the text books are back neatly on the shelf'

Students tidy up classroom resources before their own belongings, circulate to ensure students know you are monitoring the end of lesson process

Remind students once they have tidied their desk/area they are to stand silently behind their chairs to let you know they are ready

Students stand silently behind their seats

Check classroom – rubbish on the floor, equipment not put away, chairs tucked in – often more casual, private language can make any final touches/pick up quicker and easier phrases that don't place blame like 'can you do me a favour and pop that in the bin?' or 'Would you mind just tidying that for me? Thank you', it makes the student feel like they are doing something nice for you and provides you with an additional reason to praise.

Dismiss students only when they are ready, silent and behind chairs

Dismiss after the bell and table by table to stagger flow of students into the corridor e.g. 'Front table, you have been ready and silent for the longest, you can go to break – have a great day!'

***Staff non-negotiables; Greet at the door, Do-Now or starter up, Students stand behind their chairs at the end of the lesson silently until staggered dismissal by teacher, positive start and end to all lessons.***



Class Teacher phone calls

Teacher: Good morning/afternoon, is that \_\_\_\_\_parent/carer?

Parent/carer: Yes, speaking

Teacher: How are you?

Parent/carer: answers

Teacher: Brilliant, my name is \_\_\_\_\_I am calling from Leytonstone school in regards to \_\_\_\_\_behaviour/punctuality/home learning etc. in \_\_\_\_\_lessons.

To be specific \_\_\_\_\_has demonstrated behaviour in the following ways \_\_\_\_\_

To be specific \_\_\_\_\_has not submitted home learning \_\_\_\_\_times

To be specific \_\_\_\_\_has been late to lesson \_\_\_\_\_times

Parents: Responds

Teacher: I am ringing to make you aware of these barriers to your child reaching their maximum potential and to let you know of the sanction I have put in place. This sanction will be \_\_\_\_\_.

During that sanction I will be having a conversation with \_\_\_\_\_to discuss a way forward and come up with some specific targets. I would really appreciate it if you could have a conversation with \_\_\_\_\_when they get home about this issue too. I'm sure if we work together we can enable \_\_\_\_\_to make best possible progress.

Parent: Responds

Teacher: Do you have any questions, queries or concerns?

Parent: responds

Once you have responded to any subject specific queries or concerns or have outlined that you will refer them to the appropriate person to contact them about it, finish the call:

Teacher: Thank you for your time today, anything else please don't hesitate to contact me. Take care.

Parent: Thank you, bye.





Leytonstone School

Behaviour Policy: coronavirus addendum

Approved by:	[Name]	Date:	[Date]
Last reviewed on:	[Date]		
Next review due by:	[Date]		

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### 1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

### 2. Expectations for pupils in school

#### 2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Jo Letson, Deputy Head Teacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with reintegration back into school life.

Reasonable adjustments will be made for students with more challenging behaviours as outlined in their PSPs, EHCPs or IBPS and as set out by the Head teacher in the school's risk assessment.

Students must follow instructions from staff regarding how to keep themselves and others safe during the Covid-19 pandemic. This includes:

- Telling staff immediately if they are experiencing any Covid-19 symptoms.
- Following the social distancing expectation wherever possible inside classrooms
- Understanding that they may not be with friends in a class. Classes are organised for learning purposes
- Understanding that hugging/touching is not acceptable
- Washing and sanitising of hands is mandatory
- Movement around school - students are expected to follow the one way and queuing systems put in place during lesson changeover and at lunch and break times.
- Recognising and keeping away from restricted areas for their 'bubble'
- Following the 'catch it, bin it, kill it' routine
- Avoiding touching their mouth, nose and eyes with hands
- Not sharing any equipment or personal items including pens, drinks etc.
- Respecting and adhering to amended routines. Break and lunch times will be different for different year groups and each group must remain in their designated playground area. Start and end times of the school day will differ for both group 1 and group 2. There will be assigned exits and entrances for each year group and these must be adhered to at all times. Upon entry to the school site students should follow the schools expected routines. (see schools amended routines microscript).
- Using the designated toilets at the designated times
- Following the social distancing expectation at all times in corridors and outside spaces

- Understanding that intentionally coughing or spitting at another student or staff member, even in jest is unacceptable and will be dealt with severely.

## 2.2 Consequences for following/not following rules

Consequences Update: (not previously included in the Behaviour Policy)

- Spitting or coughing at another person will result in the student being sent home immediately, an exclusion recorded, risk assessment completed upon return and a meeting with parent/carers to ensure the safety of both staff and students.
- Hugging / touching will result in the student receiving a verbal warning. If the behaviour persists then the student will be placed in internal exclusion and then may be sent home. A discussion with the parent/carer will need to take place before the student is reintroduced into their 'class'.
- Not adhering to the social distancing expectation or schools amended routines - a verbal warning will be given in the first instance. If the behaviour persists students will receive an internal exclusion and parents spoken to by the pastoral team. A risk assessment will also be carried out if deemed necessary.

## 2.3 Changed rules

Until further notice, we will alter the following school rules:

- Expectations for attendance – the [latest government guidance](#) says attendance will be mandatory from September. We will be reverting back to the normal expectations for attendance and will be adhering to the school's attendance policy.
- We will also with the exception of the above changes be reverting to the school's normal rules based as per the current behaviour policy.
- From September 2020, all pupils must wear uniform to school and follow normal school rules on uniform as set out in the student code of conduct. If pupils cannot wear their full uniform, parents should contact the Head of Year.

## 3. Expectations for pupils at home

### 3.1 Remote learning rules

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

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

Students should:

- Be contactable during the normal hours of the school day – although take into account that pupils may not always be in front of a device the entire time.
- Complete work to the deadlines set
- Seek help if they need it, from teachers or teaching assistants via the email function in Google Classrooms
- Alert teachers if they are not able to complete work
- Use proper online conduct, such as using appropriate language in messages and class streams

Students who have any reasonable adjustments will have these outlined in their IBPs and PSPS when required.

Pupils using the National Tutoring Programme to access tutoring are also expected to follow proper online conduct as described above during tutoring sessions.

### **3.2 Dealing with problems**

If there are any problems with pupils adhering to rules around remote learning, including if they do not engage with the remote learning set for them, we will:

Contact parents to get in touch with them regarding issues and set out a plan for catch up working in collaboration with the pastoral team and pupil.

### **4. Monitoring arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 4 weeks during term time by the Deputy Head teacher. At every review, it will be reviewed and ratified by the full governing board.

### **5. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy
- Student Code of Conduct
- Anti- Bullying Policy