



Leytonstone
SCHOOL

Behaviour policy and statement of behaviour principles

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour and positive relationships, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please refer to the school's anti bullying policy for further information on prevention and intervention:

<https://www.leytonstoneschool.org/page/?title=Policies+%26amp%3B+Documents&pid=14>

5. Roles and responsibilities

5.1 The governing board

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) and Pastoral Care team will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy and uphold the schools home/school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour and code of conduct they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum -Professional Performance

The school's core focus in the Pastoral curriculum is to ensure pupils are prepared for life outside of Leytonstone School. There is a keen focus on pupils interacting (with everyone) in a formal and respectful manner. 'Professional performance' refers to the explicit behaviours pupils are expected to exhibit. This includes respectful, tolerant and positive verbal interactions with pupils and staff.

Within the Pastoral curriculum, form tutors, Heads of Year and Senior leaders focus on the explicit teaching of these behaviours using the 5 steps listed below:



Pupils are expected to adhere to the student code of conduct as follows:

- Be polite and respectful to peers, all staff and any visitor to the school.
- Be punctual to school and all lessons. Only be absent for a genuine reason and bring a note or other confirmation from a parent or guardian on return to school.
- Bring the correct equipment to school every day, using the essential equipment document and timetable as a guide.
- Dress smartly and appropriately in Leytonstone uniform. Ensure trainers or sportswear are never worn other than in P.E lessons or for sporting extracurricular.
- Do all classwork and home learning and ask for support or guidance if needed.
- Follow instructions from all members of staff without argument. If a pupil feels unfairly treated, then they 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 Pupils must be cleared from outside the front of school by 3.20pm.

The following items are strictly prohibited from being on site. These items will be confiscated.

- 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

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

The school strongly advises that mobile phones should not be brought into school at all. Pupils have no legitimate need to use a mobile phone at all during the school day. The school accepts 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.

- When a mobile phone is brought into school, it is entirely at the Pupil's & parents' own risk. The school accepts no responsibility for the loss, theft or damage of any phone, or other mobile device brought into school.
- Mobile phones which are brought into school must be turned off (not placed on silent) and stored out of sight immediately the Pupil arrives at the school gate. They must remain turned off and out of sight until the Pupil has left the school site at the end of the day. This includes their use at break time and lunch time.
- 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.
- 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.
- On the first occasion on which a Pupil'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, a parent/carer will be contacted and asked to collect the phone in person.
- Any pupil 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.
- It is forbidden to record photographic images (still or video) or sound recordings of staff or Pupils at any time without their explicit permission.
- Any pupil 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.

- 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.
- The PE changing rooms are locked once pupils have left to go to their activity and re-opened when they return. Pupils are responsible for supervising their own belongings during the time in the changing facility. Pupils 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 into school at all, but especially PE day. Lockers are available in the Sports Hall for Pupils to store valuable items during PE.
- Where parents or pupils need to contact each other during the school day, they should do so only through the school's telephone system and not via a pupil's mobile phone.
- 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

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the lesson positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

<https://www.leytonstoneschool.org/page/?title=Policies+%26amp%3B+Documents&pid=14>

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

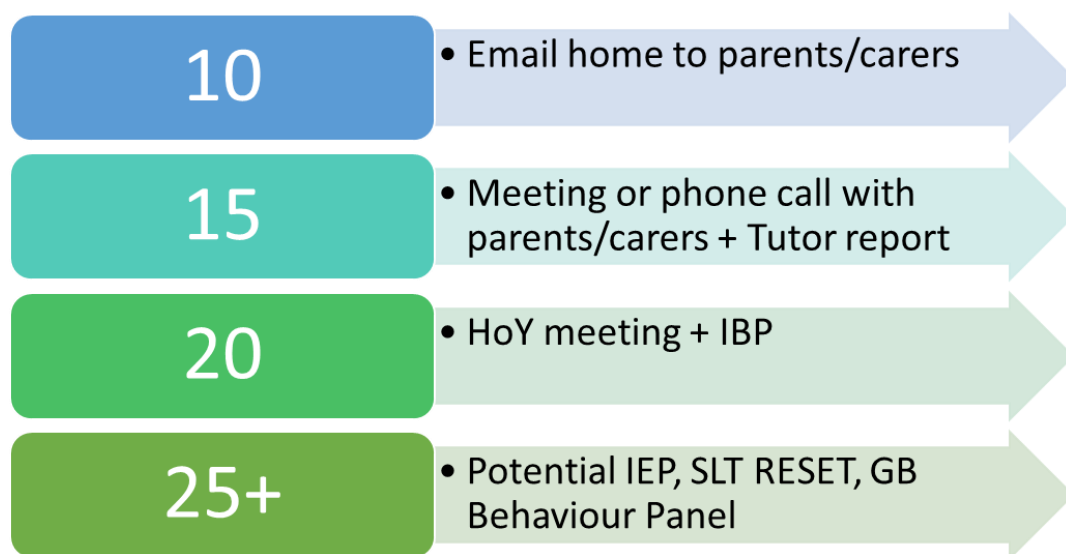
- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Awarding merits (logs on SIMS or Edulink)
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Public commendation in Achievement assembly

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. The school also uses behaviour thresholds as a means of preventing continued misbehaviour. When a pupil reaches a certain number of behaviour points an intervention is put in place as follows:



All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class or moving them to a different seat during the lesson
- A verbal reminder of the expectations of behaviour - enforcing chance, chance, opportunity
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter, phone call home or meeting with parents

- Agreeing a behaviour contract
- Putting a pupil 'on report' or in some cases an individual behaviour plan (IBP) or individual education plan (IEP)
- Removal of the pupil from the classroom to a shadow timetable
- Attend a RESET panel with the senior leadership team or the governing board
- RESET Referral
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force and procedure for dealing with fights

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Leytonstone will not tolerate the use of physical violence toward staff or Pupils resolving any situation or conflict with provocation is not seen as justification for resorting to violent behaviour.

It is highly likely that any Pupil involved in an incident of physical aggression, whether provoked or otherwise, will be excluded for a period of time or permanently excluded, as deemed appropriate by the Head teacher.

The member of staff who first attends to the incident should:

- Ensure that the Pupils 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 Pupil actively involved in violent incidents should always be informed;
- A formal warning should be given to the Pupil 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 Pupil'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 Pupil's file.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the head teacher, Deputy head (Pastoral Care) or the Designated safeguarding lead (DSL), to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the head teacher or member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information, on the school's website:

<https://www.leytonstoneschool.org/page/?title=Policies+%26amp%3B+Documents&pid=14>

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who

made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy, on the school's website:

<https://www.leytonstoneschool.org/page/?title=Policies+%26amp%3B+Documents&pid=14> for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break, lunch time or after school, during term time.

The school will decide whether it is necessary to inform the pupil's parents. 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. For more information on detentions and the behaviour intervention system please see Appendix 3.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by Zac Leitch (Reset Manager), and will be removed for a maximum of up to 6 weeks if necessary. This is reviewed by the Pastoral team on a fortnightly basis.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with the inclusion team
- Use of teaching assistants
- Short term behaviour report cards or individual behaviour plans (IBP)
- Long term behaviour plans (Individual Education Plans - IEP)
- Use of the Reset or group rooms
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on to SIMS.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

<https://www.leytonstoneschool.org/page/?title=Policies+%26amp%3B+Documents&pid=14>

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

In order to anticipate and remove triggers of misbehaviour we will consider the following 'reasonable adjustments' to support a pupil:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism and ADHD
- Use of Reset/ Group or sensory rooms where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?
- Whether the pupil is unlikely to understand the consequences of their behaviour?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Waltham Forest SEND service - senteam@walthamforest.gov.uk

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings with parent/carer and the pupil
- A report card with personalised behaviour goals
- Observations led by HOY and/or RESET Manager
- Review meeting, post reintegration

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Deputy Head Pastoral Care and shared where appropriate at governors meetings termly.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Permanent Exclusions policy
- Anti-Bullying Policy
- Staff and SLT code of conduct policy
- Child protection and safeguarding policy
- SEND Policy
- Equality and diversity statement
- Parent/Pupil friendly behaviour version guide

Appendix 1: Written statement of behaviour principles

Governors Statement on Behaviour (July 2022)

Rationale and Purpose

- This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and discipline in Schools, 2015) and is informed by the expectations and schools ethos and values.
- The purpose of the Statement is to provide guidance to the Head Teacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of all stakeholders in the school; governors, staff, parents and students and allows school staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Governors' support when following this guidance.
- This is a statement of principles, not practice: it is the responsibility of the Head Teacher to draw up the school's behaviour policy, though the Head Teacher must take account of these principles when formulating this policy. The Head Teacher should also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).
- The Behaviour Policy is to be published on the school website, shared with all members of staff via INSET and available to all on request.

Principles

- The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be on the grounds of race, disability, gender, gender reassignment, sexual orientation, religion or belief, age, pregnancy and maternity, or marriage/civil partnership as laid down in the Equality Act, 2010.
 - The school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
 - All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.
 - All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.
 - Rules are to be consistently applied across the school and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour and in line with the school's Behaviour and Exclusion Policies.
 - Good behaviour around school is to be acknowledged and rewarded at the discretion of staff.
-
- At Leytonstone School, we want to foster a community and collective ethos amongst all members of the school and promote values of kindness, empathy, teamwork and respect.
 - Parents/carers should be encouraged and helped to support their children's education, just as the students should be helped to understand their responsibilities during their time within the school. The responsibilities of students, parents/carers and school staff with respect to students' behaviour must be covered in the 'Home-School Agreement' which students and parents/carers must be asked to sign when a child joins the school.
 - In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and possible special educational needs and disabilities must be taken into account. Comprehensive support is given before or alongside disciplinary measures.
 - Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.
 - Guidance on the use of reasonable force will be agreed upon by the Head Teacher and governing body and clearly set out within the school's behaviour policy.
 - School Policies should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff and the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Policies should also make clear the actions that can be taken against any staff in the event of breaches of the school's professional expectations and the support offered to pupils in these circumstances.

General Expectations


- All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Polite and considerate behaviour is to be maintained by all around the school, both in and out of the classroom.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.
- Each pupil receives the necessary behavioural support according to their specific needs.
- Bullying (and cyber-bullying) is not tolerated and pupils should report any case of bullying they experience or observe to school staff.

- Pupils should help staff by showing good behaviour in the classroom, not distracting themselves or others from important learning.
- Staff will lead by example and model their conduct in line with the school's standards.
- To keep the pupils and staff safe, the Head Teacher will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.
- Everyone in the Leytonstone School community should understand that the school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.

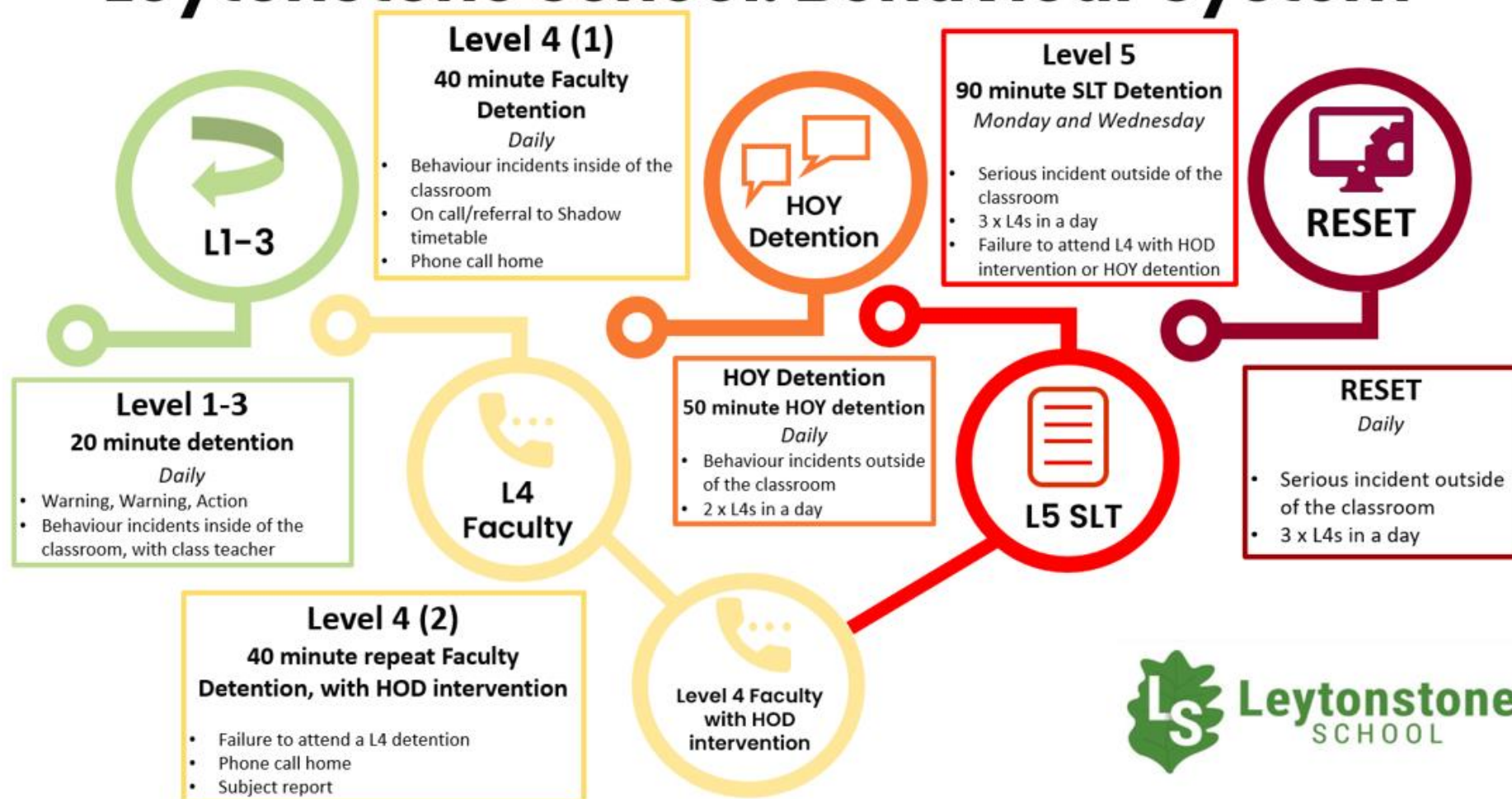
This written statement, and the policies that are influenced by it, applies to all students and staff inside and outside of the school, when acting as ambassadors, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Leytonstone School.



Appendix 2: Leytonstone School Home School Agreement 2022

<p>The School's Responsibilities</p> <p><i>We acknowledge our responsibility to support parents in their task of nurturing their children towards becoming active citizens within a caring community.</i></p>	<p>Parental Responsibilities</p> <p><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></p>	<p>Students responsibilities</p> <p><i>I acknowledge the talents I have been given and my responsibility to use them wisely</i></p>
<p>Therefore, the school will:</p> <ul style="list-style-type: none"> • Provide a friendly welcome to students and a secure, stimulating, moral environment in which to learn • Ensure students are valued for who they are and are helped to make good progress in their spiritual, moral, emotional and academic development • Treat students with the dignity and respect they deserve • Do the utmost to provide the best possible education for all students • Provide information about students' progress and provide opportunities for parents/carers to talk to teachers • Provide regular feedback and monitor classwork and homework suitable to each student's needs • Contact parents/carers if there is a concern regarding attendance, punctuality, behaviour, health or progress • Challenge students to strive for the highest standards of personal, social and intellectual development and aim for excellence in all that they do. • Listen respectfully to parents/carers and students views and always act in line with the schools professional performance 	<p>Therefore, I/we will:</p> <ul style="list-style-type: none"> • Ensure that my child attends school every day, on time, in correct uniform and suitably equipped. • Support all school initiatives which enable my child to reach their full potential including revision classes and extracurricular activities. • Ensure that family holidays are taken outside of term time • Inform the school of any concerns regarding my child's learning or welfare. • Inform the school of any change of address or contact details • Support the values and ethos of Leytonstone school and encourage my child to do their best • Provide my child space and equipment to support the completion of home learning • Fully support the school's Behaviour Policy • Attend all Parent/carer evenings and meetings about my child as deemed necessary • Ensure my child behaves in an appropriate manner that upholds the school's code of conduct for students and support the schools work on positive verbal interactions 	<p>Therefore, I will:</p> <ul style="list-style-type: none"> • Attend school regularly and on time. • Wear the Leytonstone school uniform correctly and bring all the equipment I need daily. • Attend all lessons including revision classes and extra-curricular classes which may take place outside of regular school hours. • Treat fellow students, staff and visitors with respect and kindness using professional performance to ensure positive verbal interactions • Help keep the school environment free of litter and tidy up after myself • Share my feelings honestly and politely and show consideration for others • Always follow instructions from staff • Attend all resolutions or detentions, if set. • Take responsibility for my actions • Complete all classwork and home learning to the best of my ability • Travel directly to/from school without congregating in the local area • Never bring any banned items into the School • I will uphold and contribute positively to the Leytonstone School ethos
<p>(for and on behalf of the Governing Body –</p> <p>Ms Jessica McQuaid)</p>  <p>Date: May 2023</p>	<p>Name (please print):</p> <p>Signed: (Parent/Carer)</p> <p>Date:</p>	<p>Name (please print):</p> <p>Signed: (Student)</p> <p>Date:</p>

Leytonstone School: Behaviour System



Appendix 3 Detention process explained:

Teacher-led Interventions Level 3 (L3)

When a pupil reaches a Level 3 (for behaviour and or conduct in or out of the classroom), this will lead to pupils receiving a 20 minute detention. This could be an escalation from Level 1 to 3 (using the school's 'chance, chance, warning' principle. In more serious incidents, the teacher may escalate to a L3.

When L3 detentions are set, the teacher setting it must log it on the SIMS Conduct Log. This ensures that the Form Tutor, HOY and SLT line link can monitor the Pupil's behaviour.

Faculty-based Interventions Level 4 (L4)

In addition to teacher-led interventions, the school also has 'faculty based' detentions (Level 4). Failure to comply after warning, warning, action, the sanction escalates to L4. Students should be informed of the reason for the L4. If On Call has to be used, this constitutes a L4. Teachers log an L4 on SIMs explaining (objectively with facts) reasons for the L4.

Faculty detentions will be held in the above department spaces, on a rota system. 1 person will lead the detention daily.

Faculties include the following:

1. English (M008)
2. Mathematics, Business Studies and Computer Science (M114)
3. Science, PE and Health and Social Care (P203)
4. Art, Technology, Music and Drama (P110)
5. Humanities and Modern Foreign Languages (M105)

L4 detentions in faculty spaces should be learning orientated. Pupils can complete missed work, redo poor quality work, create recall notes from the lesson or engage in subject-specific reading.

The teacher who has given the L4 should come to the faculty space and have a resolution/discussion about expectations with the pupil and establish what work the pupil should engage in.

Unstructured time-based Interventions (L4 Head of Year - HOY)

Pupils who receive 2 L4s in a day will automatically be placed in HOY detention (50 minutes).

For incidents during unstructured time, pupils will automatically receive a HOY detention (50 minutes). This should be logged by the member of staff dealing with the incident.

Failure to attend a HOY detention will escalate to an L5 detention. This will be logged by the Lead HOY.

SLT-based Interventions Level 5 (L5)

Pupils involved in serious incidents in or out of the classroom will be sanctioned with a L5 detention.

Pupils who receive 3 L4s in a day will automatically receive a L5 detention.

L5 (SLT) detentions will take place 2 x a week. These will be 90 minutes long and led by a Senior leader.

During L5 detentions, pupils will complete a reflection sheet and these will be stored in year group folders.

Pupils will also complete a reflective essay.

Failure to attend a L5 detention will escalate to a RESET. This will be logged by the Senior Leader.