



**Leytonstone**  
SCHOOL

## **Behaviour policy and statement of behaviour principles**

<b>Approved by:</b>	Leytonstone School Governing Board	<b>Date:</b> February 2025
<b>Last reviewed in:</b>	March 2024	
<b>Next review due by:</b>	February 2026	

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Appendix 1: written statement of behaviour principles

Appendix 2: home/school agreement

Appendix 3: behaviour system

## I. 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, orderly 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 Head Teachers and school staff, 2016](#)
- [Behaviour in schools: advice for Head Teachers 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** can be defined as:

- Disruption in lessons, whilst transitioning between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Refusal to follow instructions
- Non-completion of classwork or homework
- Incorrect uniform
- Missing learning equipment
- Sharing cubicles in toilets – this is strictly prohibited
- Poor punctuality to school or lessons

**High level misbehaviour** can be defined as:

- Repeated breaches of the school behaviour policy
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
  - Sexual jokes, comments 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 or damage to personal or school property, including arson
- Verbal or physical abuse towards staff or pupils
- Theft
- Serious incidents such as indecent behaviour (i.e. 'pantsing') or use of mobile devices to record others
- Possession or use of illegal drugs or alcohol
- Possession or use of other substances, including vaping
- Abusive or discriminatory behaviour against protected characteristics
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks

- Pornography
- 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:	WHAT THIS BULLYING MIGHT LOOK LIKE:
Emotional bullying	Being unfriendly, excluding, tormenting, taking another's belongings, unkind comments about appearance or family, manipulative behaviour
Physical bullying	Any use of violence such as hitting, kicking, pushing, spitting
Abusive or discriminatory bullying behaviour against race, sex, sexual orientation or other protected characteristic	Verbal abuse, gestures, graffiti or physical abuse focused on a protected characteristic: Age Race Sex / Gender Religion / Belief Sexual Orientation Disability Nationality / Ethnicity
Sexual bullying	Sexual jokes, comments or taunting, physical behaviour like interfering with clothes.  Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Verbal bullying	Name-calling, sarcasm, spreading rumours, teasing, insults, slurs.
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 Head Teacher
- Monitoring the policy's effectiveness
- Holding the Head Teacher to account for its implementation

### 5.2 The Head Teacher

The Head Teacher 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 misbehaviour and/or high level misbehaviour
- 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, safe, orderly and supportive environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Challenging and communicating with clarity the school's behaviour expectations, routines and values when these fall below what is expected of pupils
- Modelling professional behaviour and forming positive relationships

- Providing an adapted approach to the specific behavioural needs of particular pupils
- Considering their own behaviour and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

The 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 or Head of Year promptly
- Take part in any pastoral work following persistent misbehaviour or high level misbehaviour (for example, attending reviews of specific behaviour interventions / IEP meetings etc)
- 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 promote positive behaviours.

#### 5.5 Pupils

Pupils will regularly be made aware of the following:

- 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 non-negotiable rules
- The rewards they can earn for meeting the expected behaviour standard, and the consequences they will face if they fall below the expected standard
- The pastoral support that is available to them to help them meet the expected behavioural standard

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 through the pastoral curriculum.

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 demonstrate. 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 pupil 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.
- Dress smartly and appropriately in Leytonstone uniform. Our uniform guidance can be found on the school website. Ensure trainers or sportswear are never worn other than in P.E. lessons or for sporting extracurricular.
- Complete all classwork and cover to cover home learning and ask for support or guidance if needed.
- Follow instructions from all members of staff without argument, this means first time, every time. 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 safely and calmly and with respect for our local community. All pupils must be cleared from outside the front of school by 3.30pm.

**The following items will be confiscated and therefore are strictly prohibited from being on site:**

- Sweets and fizzy drinks, including energy drinks.
- Chewing gum
- Headphones, earphones or 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

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 brought into school must be turned off (not placed on silent) and placed into the pupil's school bag. 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 or heard by a member of staff, that member of staff will be required to confiscate it immediately. The member of staff will immediately take it to the office for safe storage, or store it in a locked, safe location and take it to the office at the earliest opportunity, clearly identifying to the office staff the name of the pupil.
- When a mobile phone is confiscated, a detention is set for that day.
- On the first occasion on which a pupil's phone is confiscated, they will be able to collect it after their detention. On the second or any subsequent occasions when 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 asked to present themselves to our Reset provision until 4:00pm

- 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 per the behaviour policy 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. 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.

## 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
- Develop a positive relationship with pupils, which include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing and embedding clear and consistent routines
  - Communicating expectations of behaviour both verbally and non-verbally
  - Highlighting and promoting positive behaviours
  - Concluding the lesson positively and starting the next day afresh
  - Consistently using the chance system for dealing with low-level disruption
  - Using positive reinforcement such as merits for pupils meeting the expected behaviour standard

### 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 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 safeguarding policy for more information.

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

### 7.3 Responding to positive behaviour

When a pupil's behaviour meets or goes above the expected behaviour standard, staff will recognise it with positive reinforcement 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 school MIS or school portal)
- 
- 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 below the standard that can reasonably be expected, 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 or escalating, such as the use of prearranged scripts and phrases.

The school also uses behaviour point 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:

Behaviour Point Threshold met	Intervention	By who	Positive Monitoring Report / other support
10	Email home by form tutor	Form tutor	-
20	Phone call home by form tutor	Form Tutor	Form Tutor green
30	Meeting with family and Head of Year	Head of Year	Head of Year amber
40	RESET Lite (a day of reflection)	SLT	SLT pink
60	SLT Panel	SLT	SLT pink / IBP / IEP
80	Headteacher Panel	SLT	SLT pink / IBP / IEP

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 take one or more of the following decisions or sanctions in response to behaviour that falls below the standard that can reasonably be expected:

- Asking a pupil to move to a different seat
- Providing 2 chances within lessons to amend their misbehaviour
- Setting of written tasks such as a reflective account of their behaviour
- Expecting non-completed work to be completed at home, or at break or lunchtime
- Pupil conversation after the lesson at break or at lunch to discuss incomplete work or lesson misbehaviour
- Detention after school
- SLT detention after school
- Loss of privileges – for instance, the loss of a prized responsibility or break or lunchtime
- School-based service, such as tidying classrooms, removing graffiti, litter picking, restaurant assistance
- Referring the pupil to a senior member of staff for example through the use of the On Call system
- Letter, phone call home or meeting with parents
- Agreeing a behaviour contract
- Supporting and promoting positive behaviours with the use of Positive Monitoring Reports, Individual Behaviour Plans (IBPs) or Individual Education Plans (IEPs)
- Removal of the pupil from the classroom on their third chance and their presentation to Reset for the remainder of that lesson to reflect on their misbehaviour and disruption on the lesson
- Attend an SLT panel with the senior leadership team or attend a Headteacher panel.
- RESET Lite
- RESET Intensive
- Suspension
- Permanent exclusion

Pupil context will be taken into account when sanctioning 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 with key staff including Senior Leaders, midday assistants and key pastoral staff who have the most interaction with pupils throughout the school day. Reasonable force can be used 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 in resolving any situation or conflict. 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 suspended 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;
- Move them to a quieter area and keep them isolated from each other;
- Inform the HOY and the Deputy Head/Assistant 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 on SIMs with any allocated sanction imposed.
- 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 and our safeguarding portal is appropriate to do so.

## 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 and 6) 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 conduct. These items may 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 Head Teacher, this includes members of the safeguarding team, Senior Leaders, Head of Year or members of our RESET team. Searching a pupil is recognised as searching their possessions and outer clothing such as blazers and coats, the pupil turning out their pockets or shoe removal and the searching of school bags. We may also use metal detector wands if searching for specific items such as vapes or other banned items.

Subject to the exception below there will be another member of staff present as a witness to the search.

An authorised member of staff 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; **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 Head Teacher, 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 behaviour policy 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 ask the pupil to be collected or seek permission to send the pupil home.

If they still refuse to cooperate, the member of staff will contact the 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 or 6.

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 6).

### **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 or 6
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3 or 6), 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 or 6). 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

## 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, a 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 or report to the police.

Please refer to our 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 sanction 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 sanction 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 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.

## **7.12 How we investigate incidents**

When an incident occurs school staff will make every effort to investigate robustly and identify the facts of the incident.

### **Statement taking and investigations**

Pupils will be asked to inform school staff of their version of events in the form of a pupil statement. Pupils will have the right to inform us of why the incident has occurred, what happened during the incident and any relevant information they feel can assist school staff during the investigation. Our statement taking process is inclusive to all and completed electronically. The member of staff taking the statement always reads the statement back to the pupil to ensure clarity and agreement and if there is anything further they wish to add to their statement.

School staff may ask the pupils involved to be in isolation whilst an investigation is conducted; this may involve the pupil remaining with their Head of Year, a member of the Senior Leadership Team or within RESET.

School staff will also seek to locate any CCTV footage to assist in the investigation. The Head Teacher may delegate the administration of the CCTV System to another staff member on either the Senior Leadership or Pastoral Leaders.

When investigating an incident school staff will use all of this information gathered to determine if a sanction is warranted. On some occasions, decisions will be made using the balance of probability; one based on the evidence available and that the incident or incident detail was more likely to have occurred than not.

## 8. Sanctions

### 8.1 Detention

Pupils can be issued with detentions after school.

There is no legal obligation to inform parents or carers of any detentions that have been imposed. However, detentions and SLT detentions will be notified of via the school texting service. 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 Learning away from the classroom (RESET)

#### RESET Lite

In response to a serious breach of this policy or when a pupil has reached the 40 Behaviour Point threshold the school may remove the pupil from the classroom for between 1 and 5 days. Some examples, however not exhaustive, that may require RESET Lite support may include:

- Persistent incorrect uniform
- Physical or verbal incidents where suspension is not an appropriate sanction
- Refusal to attend or failure within SLT detentions
- Bullying where suspension is not an appropriate sanction

Pupils who have been removed from the classroom for our RESET Lite supervision are supervised by our RESET team with this being an additional layer of intervention before higher sanctions.

#### RESET Intensive

In response to persistent breaches of this policy, the school may remove the pupil from the classroom up to 6 weeks.

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. Our RESET Intensive intervention aims to be a supportive environment whereby the pupil can be involved in a number of activities throughout their time away from the classroom to allow them to manage their behaviour upon their return and reduce any further risk of suspension.

Removal can be used to:

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

Pupils who have been removed from the classroom for our RESET Intensive programme are supervised by our RESET team, 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 Head Teacher.

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
- Positive Monitoring Reports or individual behaviour plans - IBP
- Individual Education Plans - IEP
- Use of the RESET or group rooms
- Multi-agency assessment

### **SLT Panel or Headteacher Panel**

There may be certain times whereby pupils will be given the opportunity to reflect upon their behaviour and be asked to present their reflection to members of the Senior Leadership Team or Headteacher.

This opportunity is used for pupils to be able to take ownership and accountability for their actions, demonstrate they have learnt how to conduct themselves more positively and answer questions from the panel on the incidents and the future.

The pupils presenting will be supported by the pastoral care team throughout this process.

### **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 permanently exclude will be made by the Head Teacher and only as a last resort.

Please refer to our Suspensions and Permanent 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 coordinator (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 programs 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](mailto: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 may include:

- Reintegration (RIG) meetings with parent/carer and the pupil
- Positive Monitoring Reports
- 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 (RESET)
- 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 year 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 Head Teacher 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.

#### **I4. 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
- Safeguarding policy
- SEND Policy
- Equality and diversity statement
- Parent/Pupil friendly behaviour version guide

## Appendix I: Written statement of behaviour principles

### Governors Statement on Behaviour (February 2025)

#### 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 school 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 pupils 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 school to draw up the school's behaviour policy, though the school must take account of these principals when formulating this policy. The school should also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head Teachers 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 pupils should be helped to understand their responsibilities during their time within the school. The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour must be covered in the 'Home-School Agreement' which pupils 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 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 pupils 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, authorised staff 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 pupils 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 2024 / 2025

<b>The 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>Pupil responsibilities</b>  <i>I acknowledge the talents I have been given and my responsibility to use them wisely</i>
<p><b>Therefore, the school will:</b></p> <ul style="list-style-type: none"> <li>● Provide a friendly welcome to pupils and a secure, stimulating, moral environment in which to learn.</li> <li>● Ensure pupils are valued for who they are and are helped to make good progress in their spiritual, moral, emotional and academic development.</li> <li>● Treat pupils with the dignity and respect they deserve.</li> <li>● Do the utmost to provide the best possible education for all pupils.</li> <li>● Provide information about pupil progress and provide opportunities for parents/carers to talk to teachers.</li> <li>● Provide regular feedback and monitor classwork and homework suitable to the needs of all pupils.</li> <li>● Contact parents/carers if there is a concern regarding attendance, punctuality, behaviour, health or progress.</li> <li>● Challenge pupils 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 the views of parents, carers and pupils and always act in line with the schools professional performance.</li> </ul>	<p><b>Therefore, I/we will:</b></p> <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 extracurricular activities.</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/carer 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 pupils and support the school ethos of positive verbal interactions.</li> </ul>	<p><b>Therefore, I will:</b></p> <ul style="list-style-type: none"> <li>● Attend school regularly and on time.</li> <li>● Wear the Leytonstone school uniform correctly and bring all the equipment I need daily.</li> <li>● Attend all lessons and on time including revision classes and extra-curricular classes which may take place outside of regular school hours.</li> <li>● Treat fellow pupils, staff and visitors with respect and kindness using professional performance to ensure positive verbal interactions.</li> <li>● Help keep the school environment free of litter and tidy up after myself.</li> <li>● Share my feelings honestly and politely and show consideration for others.</li> <li>● Always follow instructions from staff.</li> <li>● Attend all resolutions or detentions, if set.</li> <li>● Take responsibility for my actions.</li> <li>● Complete all classwork and home learning to the best of my ability.</li> <li>● Travel directly to/from school without congregating in the local area.</li> <li>● Never bring any banned items into the School</li> <li>● I will uphold and contribute positively to the Leytonstone School ethos.</li> </ul>
<p><b>(for and on behalf of the Governing Body –</b></p>	<p><b>Name (please print):</b> .....</p> <p><b>Signed:</b> .....<b>(Parent/Carer)</b></p> <p><b>Date:</b></p>	<p><b>Name (please print):</b> .....</p> <p><b>Signed:</b> ..... <b>(Pupil)</b></p> <p><b>Date:</b></p>

## **Appendix 3 Detention process explained:**

### **Classroom teacher-led intervention**

Our classroom behaviour management routines and therefore lesson delivery are designed to ensure that every lesson is disruption-free. High support is provided to each pupil and they are furnished with two chances within every lesson to reflect on their behaviour and amend their behaviour so that they do not cause disruption for others. If any pupil is unable to amend their disruptive behaviour on their third chance they are removed from that lesson and asked to present themselves to Reset to reflect. When they are ready they are then asked to make their way to the next lesson of the day.

### **Detentions**

Our after-school daily detentions are 40 minutes in length. They can be issued for a range of misbehaviours including being late to school, missing equipment items, mobile phone confiscation, attending late to a lesson, minor physical altercations, lesson removal or general unprofessional behaviour. Pupils will be notified of their detention by either the issuing staff member, our Period 6 list notification and/or our published lists on the exit door of the school.

Daily support to reduce detentions is ongoing. Regular reminders of expectations (equipment, punctuality) are posted on the pastoral pages, daily equipment checks, student services stocking stationary items for costs significantly lower than high street outlets, daily pastoral reminder about mobile phone usage and tutors outlining the late to lesson rule to name a few.

Tutors are also able to lend equipment (sanction free) between 08:30 and 08:40 every day.

Any failure to attend a detention results in an SLT detention on the next available opportunity.

### **Senior Leadership Team Detentions**

More serious misbehaviour can be sanctioned with an SLT detention; these are 90 minutes in length.

They can be issued for a range of high-level misbehaviours including discriminatory language, missed detentions, physical altercations, serious incidents or when receiving 3 x detentions in one day. Pupils will be notified of their SLT detention by either the issuing staff member, our Period 6 list notification or our pastoral team collection service.

Any failure to attend an SLT detention results in a day within our Reset provision on an internal exclusion.