

LAMPTON SCHOOL BEHAVIOUR POLICY

Vision:

The Lampton School community values diversity and seeks to give everyone in the school an equal chance to learn, work and live, free from the action, or fear, of racism, discrimination, or prejudice. By our actions we will work together to develop the potential of all pupils academically, socially, culturally and psychologically and to establish a community that is just and fair for all people who work at or visit Lampton School.

Intent

Students will be happy and healthy, enthused by the intellectual, social and physical challenges posed by their experience at school. They will be independent learners, aware of how to learn and of the role of emotions and dispositions in the learning process, which they draw on to address challenge and difficulty, as well as success.

All staff will have the opportunity to develop further as self-directed, reflective learners, through working collaboratively with others to enhance their own expertise. Through their passion, teachers will enthuse and inspire others to explore new ideas and opportunities.

Parents will fulfil their role as true partners, recognising their role in the student – school - parent partnership to ensure that their child realises his / her potential.

Governors will contribute to school life on a wider scale, acting as a critical friend to support the school in becoming a nationally recognised centre of excellence.

Ethos

Lampton is a mixed, 11-18 comprehensive school which sees the rich cultural heritage as perhaps the most important of its many strengths. It is a truly international school.

We foster a genuine sense of respect for the individual alongside an appreciation of the cultures and beliefs of others.

Introduction

High quality teaching and learning is a way of ensuring good behaviour in schools and at Lampton School we value good behaviour in the classroom and elsewhere to promote the school as a learning community and to ensure that classrooms are safe and effective learning environments. The highest regard is given to the quality of relationships between staff and pupils/students. At Lampton School we seek to develop independent and autonomous young people who are self-disciplined and who are able to self – regulate and manage their behaviour. We aim for Lampton pupils to take responsibility for their actions and for the school to be a physically and emotionally safe place for pupils to develop.

The school's behaviour policy sets out what is expected of pupils in the school and when engaged in school activities (such as school journeys, residential visits) .It also sets out the rewards which are used to encourage and develop good behaviour together with sanctions applied to assist in modifying inappropriate behaviour.

Objectives

In drawing up its principles for the school's behaviour policy, the governing body has:

- Consulted with the headteacher and other stakeholders (e.g. school council, parents/carers, staff) as appropriate to ensure that staff have ownership and confidence in the behaviour policy before making or revising the policy.
- Agreed the school's behaviour and discipline policy and a code of conduct.
- Ensured that these are available to all staff, pupils and parents.
- Reviewed and amended the policy regularly.
- Taken into account of any guidance from the DFE.
- Included principles of prevention of bullying.
- Ensured that staff receive training on managing behaviour, including the reasonable use of force to control or restrain pupils.
- Publicised the policy in writing, to staff, parents and pupils at least annually.

At Lampton School we aim to ensure that all pupils/students get the best out of the school, irrespective of gender, ethnicity, age, disability, socio – economic background, sexual orientation or religious belief.

An orderly atmosphere in school ensures that effective teaching and learning can take place. Providing a safe and orderly school for the good of the majority of pupils/students must always take priority. The Statement of General Principles and Code of Conduct below is both a statement by the school of the routines that it believes are necessary for its smooth running and a declaration of the standards which are expected of all pupils/students.

The school's Code of Conduct is made available to all students at the start of each school year in their homework diary/planner and displayed around the school in classrooms and other learning areas.

Pupils/Students will be reminded regularly about what is expected of them through assemblies, tutor periods and in class. The School Council will be asked to make suggestions for improvement of the code in relation to rewarding good behaviour and improving poor behaviour.

Any pupil/student whose behaviour persistently fails to achieve the required standard may, or who brings prohibited or illegal items into the school may be excluded, either for a fixed period of time or permanently.

Statement of General Principles:

Wherever possible good behaviour will be developed through praise and encouragement, and will be rewarded appropriately.

Aims:

- To allow all pupils and students to learn in safety and security
- To support teaching and learning in the classroom
- To foster respect for others, for property and the environment
- To encourage honesty, trust, fairness, tolerance and compassion
- To encourage and develop self-discipline and self-respect
- To ensure the entitlement to a full curriculum for all pupils/students and to reduce the need for exclusions.

Sanctions must be:

- Fair – and should not be motivated by personal dislike
- Proportionate to the offence
- Impersonal, objective and impartially administered
- Clearly explained to the pupil/student
- Part of the learning experience of the pupil/student
- In line with the school's policy on behaviour

Sanctions must not:

- Denigrate personally the individual pupil/student or her/his family
- Deliberately humiliate or degrade a pupil in public

In all cases the ACTION rather than the PUPIL/STUDENT should be criticised.

N.B A copy of these aims appears in pupil/student planners.

CODE OF CONDUCT:

Everyone will act with courtesy and consideration to others at all times.

This means that:

1. You will always try and understand other people's point of view.
2. In class you make it as easy as possible for everyone to learn and for the staff to teach. This means arriving on time with everything you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times.
3. You move calmly and sensibly around the school site. This means not running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things. In crowded areas please keep to the left.
4. You always speak politely.
5. You are silent when you are required to be.
6. You keep the school clean and tidy so that it is a welcoming place we can all be proud of. This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking care of displays, particularly of other people's work.
7. Out of school, walking locally or with a school group, you always remember that the school's reputation depends upon the way you behave.

N.B A copy of this Code of Conduct appears in the Pupil/Student planner.

Pupils/students will be encouraged and rewarded for positive behaviour:

Rewards

Where pupils'/students' work within this code of conduct, their work in school and in the community will be celebrated by Central Reward System (CRS) points. All members of staff will reward good work and behaviour by issuing CRS points which can then be exchanged for goods in the CRS shop or for a variety of other purposes, such as towards a Prom ticket. Pupils will receive their points total weekly.

CRS are awarded for being:

- Resourceful
- Reflective
- Resilient
- Having good relationships

If pupils/students produce high standards of work or display high standards of behaviour consistently they will be rewarded with a CRS 'Exceptional Achievement' award. A postcard will be sent home informing a parent/carer of this.

Sanctions

However, failure to comply with the above code of conduct may lead to sanctions being applied, including exclusion for repeated offences. The school's belief is that sanctions should support pupils/students in developing positive behaviour and self – discipline in the future.

Sanctions that may be applied by the school include:

- Reduced break periods;
- Carrying out tasks during breaks: community service;
- The issuing of a Central Detention System (CDS) 1 hour detention. A pupil/student will be placed on report if 3 or more CDS are issued in a half-term. Parent/carers will be informed;
- A Saturday detention;
- After school community service;
- Being placed in Supervised Attendance;
- Exclusion from school for a fixed period;
- Permanent exclusion.

All incidents will be recorded on the school's computerised system. Where appropriate, either because of the seriousness or the level of repetition of misbehaviour, parents or carers will be informed and invited to discuss matters with the tutor, Head of Year or a senior member of staff. If misbehaviour continues, a pupil/student may be placed on a behaviour contract and exclusion may become a possibility. Pupils/students in danger of becoming permanently excluded may be seen by the Headteacher and Chair of Governors and the pupil may be placed on a Pastoral Support Plan (PSP) to support them in improving their behaviour.

Health and safety

Students should:

- Not possess, use or supply any illegal drug - this is strictly forbidden and will normally mean automatic permanent exclusion;
- Not use cigarettes or alcohol on the way to, from, and while on the school premises – failure to observe this restriction may lead to a Supervised Attendance or a fixed term exclusion;
- Not interfere with any school equipment (including fire alarms);
- Not bring on to the school site any dangerous articles (including knives, fireworks, and any sort of firearm or harmful chemicals).

Property

Pupils/Students should:

- Not bring any items to school which are not directly connected with their lessons and dangerous implements of any kind - any property confiscated from a pupil will be dealt with under the school's confiscation of inappropriate items policy;
- Not get involved in any sort of buying and selling between students;
- Not take property from other pupils'/students' clothes, lockers or bags; theft of property belonging to the school, or other students, will not be tolerated and the police will be informed.

Specific rules applying to particular activities and areas:

- **Please also refer to the policy for ICT and use of the internet and intranet by pupils**
- **Please see the use of the Library policy**
- **DT and Science code of conduct for practical lessons**

The wider community & on school trips:

Pupils/Students should:

- Not congregate around the school entrances at the beginning and end of the day - if you are waiting for friends please do so inside the school premises;
- Use the pavements rather than walk in the road;
- Not run or shout in the streets – pupils/students are representing the Lampton community when travelling to and from school;
- Walk in small groups, never more than 4 or 5;
- Be polite to those who live near the school;
- Be sensible and polite on public transport.

Staff guidance

The aim of the pupils'/students' code of conduct is to promote self-discipline among students. Its objectives are:

- To ensure that students show respect for other people and for property;
- To achieve the highest possible standards of appearance, behaviour, work, attendance and punctuality;

- To provide an orderly working environment in which students can learn.

The behaviour of each year group will be the responsibility of the Head of Year, supported by the team of tutors and all teachers.

Designated staff are responsible for supervising their part of the building and the students in this area, including the time before school starts, after it finishes and during the morning and lunch breaks according to the published duty rotas.

Form tutors will check pupils'/students' uniform each day and planners weekly.

Class teachers and tutors will deal with minor breaches of the code of conduct on the spot and escalate issues via Subject Leaders and Heads of Year. Senior staff will deal with more persistent problems.

Teachers need to work together with parents/carers to maintain high standards of behaviour.

Monitoring and evaluation

The policy will be monitored regularly in the light of incidents related to pupil/student behaviour and will be evaluated:

- Once a year at the school council
- By a regular audit of exclusions with reports to the governing body at each termly meeting.

Reviewing

The policy will be reviewed annually by the senior leadership team and the governing body and altered in the light of any concerns brought by any of the above, and where changes in legislation make it necessary.

Next school review due: January 2014

APPENDIX: Government guidelines on behaviour.

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Background

The legal framework

Under section 89 of the Education and Inspections Act 2006 every maintained school must have a behaviour policy and under The School Standards and Framework Act 1998 a home school agreement is also required to set out the responsibilities that are considered to be those of the home and those of the school and what is expected of the school, the parents and the pupils/students. The Education Act 2011 also strengthened the authority to school staff when handling matters of discipline and the DFE issued guidance on behaviour in its document *Ensuring good Behaviour in Schools 2012* which:

- Increases the authority of teachers in all schools by strengthening their powers to search pupils without their consent for any dangerous or banned items;
- States that schools no longer need to give 24 hours' written notice to parents for detentions;
- Confirms the guidance to all schools on the use of reasonable force on pupils. School staff have legal powers to use force on pupils without parental consent;
- Grants anonymity to teachers when accused by pupils and enables schools to speed up investigation. Teachers should not be subject to automatic suspension while an investigation is conducted, although suspension may be used if there is no reasonable alternative;
- Strengthens the headteacher's authority to maintain discipline beyond the school gates;
- Expects schools to take a stronger stand against bullying;
- States that maintained schools are no longer required to enter into behaviour and attendance partnerships with other local schools, but they may continue to do so if they wish.

The government expects:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other;
- Parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- Headteachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- Governing bodies and headteachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation;
- That every teacher will be good at managing and improving children's behaviour.

Responsibilities of the governing body

In drawing up its principles, the governing body must:

- Consult with the headteacher and other stakeholders (e.g. SENCO, school council, parents/carers) as appropriate to ensure that staff have ownership and confidence in the behaviour policy before making or revising their policy;
- Agree the school's behaviour and discipline policy and a code of conduct;
- Ensure that these are available to all staff, pupils and parents;
- Oversee the headteacher's management of discipline in the school in line with the policy;
- Advise the headteacher on ways of promoting good behaviour;
- Review and amend their policy regularly;
- Take account of any guidance from the DFE;
- Ensure that registers of admittance and attendance are kept;
- Include information on pupil attendance when required;
- Include principles of prevention of bullying – see the school's separate policy on bullying;
- Ensure that staff receive training on the reasonable use of force to control or restrain pupils;
- Publicise the policy in writing, to staff, parents and pupils at least once a year.

It is advisable that the school's behaviour policy also sets out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff and what action the school will take after items have been confiscated from pupils.

Responsibilities of the headteacher

Headteachers decide:

- The standard of behaviour expected of pupils at the school;
- How that standard will be achieved;
- School rules;
- Disciplinary penalties for breaking the rules;
- Rewards for good behaviour.

Headteachers can also decide to exclude a pupil for a fixed period or to permanently exclude them in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Responsibilities of teachers and other paid staff

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline and impose reasonable sanctions (e.g. confiscation of items and detention) against pupils:

- Whose behaviour is unacceptable;
- Who break the school rules;
- Who fail to follow reasonable instructions.

This power extends outside school, in certain circumstances.

School staff can search pupils, with their consent, for any item which is banned by the school rules whilst headteachers and staff authorised by the headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item e.g.:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs and associated drugs paraphanilia;
- Stolen items;
- Tobacco, lighters and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Staff may use such force as is reasonable when searching a pupil without consent for prohibited items, except where the search is for an item banned by the school rules.

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Responsibilities of parents/carers

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

The policy framework

School behaviour policies should aim to establish a positive school ethos and promote effective learning. To achieve a positive school ethos, a behaviour policy should reflect widely accepted principles including:

- What constitutes acceptable behaviour;
- What behaviour management strategies are effective;
- How to recognise, teach, reward and celebrate positive behaviour;
- How to deal with poor conduct including rules and sanctions;

The key aspects which schools should consider are:

- School leadership;
- A consistent approach to behaviour management, teaching and learning;
- Staff development and support;
- Behaviour-strategies and the teaching of good behaviour;
- Classroom-management, learning and teaching;
- Rewards and sanctions;
- Pupil support-systems;
- Liaison with parents and other agencies;
- Managing pupil transition;
- Organisation and facilities.

The following questions may be helpful, to test the strength and effectiveness of a discipline policy:

- Are there checks and balances in the school's policy on pupil discipline to ensure that minor incidents are not allowed to get out of proportion?
- Are governors aware of the practice adopted by other schools with comparable intakes?
- Do governors give sufficient support to the headteacher and senior staff in dealing with ineffective staff in order to improve their classroom performance and their ability to handle discipline matters?
- Is the school's curriculum appropriate for the pupils receiving it?
- Is the school fair in its dealing with all ethnic minorities?
- Has the school's policy on discipline and in particular on the use of fixed-term and permanent exclusions been communicated to parents on entry and agreed by them?

- Has the school's policy been published, understood by staff, parents and pupils, and is it fully supported by the governors?
- Is the recording of incidents in pupils' files, and the reporting thereof to governors, done in a consistent and clear way, with the involvement of parents at key stages?
- Does the school's policy demonstrate a progression of punishments with permanent exclusion being used as a last resort?
- Is there clear guidance on what can lead to permanent exclusion particularly in relation to drug or alcohol abuse? Many school discipline policies are unclear about the action that will be taken in these areas.
- Is there a proper balance between rewards and sanctions in the general policy on discipline and are staff expected to behave in the same way to pupils as pupils are expected to behave towards them?