



BEHAVIOUR AND DISCIPLINE POLICY
including the
EXCLUSIONS POLICY

Reviewed by:	Miss S Gill
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Adopted by Governing Body on:	
Statutory required	Yes
Next review due:	April 2017
Displayed:	Staff Handbook and School Website

Mission Statement

To develop and encourage a positive atmosphere which instils mutual respect at Lostock Hall Academy (LHA).

General Principles

- ◆ Behaviour is not about imposed rules and regulations: it is about our relationship with students.
- ◆ It is essential that we create the right conditions for good behaviour to be learnt and to promote good behaviour in all that we do.
- ◆ Staff encourage the highest standards in collective and self-discipline.
- ◆ The ethos of the school and the planning of the broad curriculum promote the attitudes and values necessary for individual students to contribute positively to their own personal development and to that of the school. These attitudes and values are further encouraged through a combination of mentoring and a system of rewards and sanctions.

The **Home-School Agreement**, which all students and parents are asked to sign when they start At LHA, summarises the basic requirements. The signing of this document signifies commitment to and acceptance of the principles and details of the behaviour policy.

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- ◆ encouraging and acknowledging good behaviour and discipline
- ◆ promoting self-esteem by encouraging students to value and respect themselves and others
- ◆ providing a safe environment free from disruption, violence, bullying and any form of harassment
- ◆ promoting early intervention
- ◆ ensuring a consistency of response to both positive and negative behaviour
- ◆ encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure
- ◆ encouraging students to take responsibility for their behaviour
- ◆ explaining unacceptable behaviour

Roles and Responsibilities

All members of the school community: staff, governors, students, parents/carers, have rights and responsibilities in ensuring an orderly climate for learning. All staff have a responsibility to ensure that unacceptable behaviour is never ignored, and should deal with problems as they confront them. Individual members of staff will naturally vary in their approach according to their own values, tolerance level and temperament. However, it is essential that students know how they can expect a fair and consistent response to their actions. A similarity of response creates a sense of fairness and helps establish common values. The scale of punishment should match the severity of the offence, yet there must be flexibility within the system. An effective way of ensuring this has been the involvement of students in discussing and determining the 'Code of Conduct' through the work of the School Council.

Positive Expectations of Behaviour

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations in line with the LHA way (see the Appendix of this policy). Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Positive behaviour is promoted and taught throughout the curriculum and rewards are a very powerful tool for teachers to use. Achievement in all aspects of school life is recognised and the general practice of Classroom Management involves many rewards being given on a daily basis.

Rewards include;

- ◆ Verbal praise, written remarks about good work, sending a student to a senior member of staff for praise to be reiterated
- ◆ Achievement points for all years and a range of other certificates are awarded in recognition of effort, progress, consistently good work and for contributions to school life. This is managed via SIMs.
- ◆ Year and Key Stage Assemblies are used to show recognition of achievement
- ◆ Certificates of Commendation for work in Key Skill areas are awarded
- ◆ A system of reward emailed postcards that are sent to students and parents in recognition of good behaviour and/or achievement

- ◆ End of Year Reward visits are arranged by Pastoral Staff in recognition of success
- ◆ Special visits are arranged by the Inclusion Co-ordinator/SENCO
- ◆ Presentation Evenings for Key Stages 3 and 4 are held to formally recognise all the achievements of both past and present students

As students develop and mature, they are encouraged to move away from a need or desire for extrinsic rewards and towards the intrinsic ones of pleasure and self-satisfaction in a job well done. It should be noted that when awarding achievement points, the reason for the award should be explained to the student. Care should be exercised in not 'devaluing' achievement points by awarding too many or too few. Awarding achievement points and displaying students' work are the more tangible rewards available to teachers, who are encouraged as part of their professional demeanour, to recognise and to praise realistically all of the genuine achievements and efforts of pupils. Staff should try to ensure that SEN students' work is displayed if it deserves praise and in doing so the student will experience pleasure and self-satisfaction.

Further reference should be made to the 'Rewards Pyramid' included in the Appendix of this policy.

In order to strive towards a culture where poor behaviour is poor, the school has taken a number of positive steps and follows the LHA way:

- ◆ Guidelines for behaviour in lessons and behaviour around school ('Code of Conduct') are issued and discussed at the beginning of each school year, outlining the school's expectations, with reasons. Each student has a copy of these in their Student Planner
- ◆ The School Council, with elected student representatives, helps to give students a sense of involvement and citizenship
- ◆ Each Tutor Group in Years 7 – 9 takes responsibility for a week undertaking 'duties' around school, which helps to give students a sense of involvement, responsibility for their local environment and citizenship
- ◆ The Prefect system in Years 10 and 11 encourages students to develop leadership and decision making skills, as well as some degree of accountability and responsibility
- ◆ Students normally sit in the same place for each lesson within a structured, working group and they are asked to stand behind their chairs at the beginning of their lessons. This helps to provide a safe, disciplined environment
- ◆ Class lists, seating plans and details of students with special educational and pupil premium needs, or those who are gifted and talented are available for any new staff, supply or student teachers to quickly identify and resolve problem areas

- ◆ Agendas for Staff, Departmental and Pastoral Team Meetings have a regular slot for staff to share any problems that they have with specific students, share good practice and information about the students and strategies for dealing with the specific problem

Effective Practice

Research shows that when students determine where to sit their social interaction can inhibit teaching and create behavioural problems. It is therefore a requirement that staff implement a seating plan for each of their classes. This plan should also clearly indicate disadvantaged students as either: Special Education needs (SEN), Free School Meals (FSM) or Children who are looked after (CLA).

It is important to note that disruption and poor behaviour do not occur randomly throughout the lesson; students are more likely to lose attention or fool around when they are waiting for the next stage of the lesson to be presented. Opportunities for disruption and poor behaviour occur when:

- the teacher arrives late to the lesson
- students do not have the required books or equipment (spare materials should be kept and fair consequences for regular negligence by pupils established)
- instructions are not clear
- the lesson lacks focus
- clear rules and procedures are not conveyed and movement lacks control
- there is a lack of follow up activities to hand for students who may finish their work early
- the lesson is not concluded in an orderly manner.

Effective lessons therefore include:

- purposeful teaching
- effective organisation
- structured lessons
- orderly atmosphere
- attractive environment
- maximising learning time
- good pace of lessons
- clarity of purpose
- range of teaching techniques
- a focus on achievement

- independent learning
- differentiation

Behaviour and Discipline

Behaviour within the school is a matter that concerns and involves all the staff. The underlying principles determining behaviour are listed in the school 'Code of Conduct'. It forms the basis of accepted behaviour and is based on respect for each other, whilst following the LHA way.

Behaviour outside the Classroom

Discipline outside the classroom is the responsibility of all staff at all times. If a student is found to be misbehaving then he/she should be reprimanded at once by the member of staff who has witnessed the misbehaviour. Tutors to be informed if deemed necessary.

Although it is recognised that all teaching staff will have particular times and places of duty, it must nevertheless be accepted that we are all, in fact, responsible for preserving effective discipline around school.

We expect students to adhere to the following rules:

- ◆ To walk around school and not run
- ◆ To wear the correct uniform
- ◆ To eat/drink only in the dining room – not corridors/classrooms unless permission has been given.
- ◆ To use only their designated toilets.
- ◆ To be polite and helpful to other students, staff and visitors.
- ◆ To place all their litter in the bins provided.

Behaviour in Lessons

The maintenance of high standards depends on the basics of good classroom management. Each member of staff is expected to be responsible for the general discipline of their class

throughout the lesson. It is important for the teacher to deal with problems themselves. Students should not be sent out of class unsupervised unless for a short 'cooling off' period. It is essential that issues regarding poor behaviour are addressed by the member of staff with the child, making it clear where the student needs to improve their behaviour.

The Head of Department has responsibility for managing student behaviour within their subject area. Support is available through the Senior Leadership Team (SLT) call out system which provides an immediate response from a member of SLT.

Heads of department should manage any parental contact and inform the Progress Leader. Incidences of poor behaviour should be logged on SIMs (through the Behaviour Management tab on a student's individual page) as soon as possible to enable any issues to be dealt with swiftly and effectively. It is especially important that parents are contacted and kept informed as necessary. Staff should discuss with parents the school's concerns and agree a common way of working to help students improve their behaviour.

Students Conduct outside of the School Gates

Teachers and other paid members of staff with responsibility for students have statutory authority to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. A teacher may discipline for any misbehaving when the student is;

- ◆ Taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some way identifiable as a student at LHA.
- ◆ Behaving in a way which could have repercussions for the orderly running of the school, poses a threat to another student or member of the public or staff, or could adversely affect the reputation of the school.

Power to use Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an

offence or injuring themselves or others, or damaging property, and to maintain order and discipline in the classroom.

Headteachers and other authorised staff may also use such force when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes, fireworks, pornographic images or any other items that have been used to commit an offence or cause harm.

Searching and Confiscation

Under law, schools have the authority to search and confiscate any items which they believe pose a danger or threat to students, or any other persons on school premises. This does not require consent but should be sought whenever possible.

Further to that, if a student agrees then staff may search a student and his/her belongings. If a student refuses, a search can only be carried out if it is reasonably suspected that a student has 'prohibited items' in their possession. These are:

- ◆ Knives or weapons
- ◆ Alcohol
- ◆ Illegal drugs
- ◆ Stolen property
- ◆ Tobacco or cigarettes (including E- Cigarettes)
- ◆ Fireworks
- ◆ Pornographic images
- ◆ Any item considered not to be conducive to the orderly running of the school

Searching

Searching a student and/or property must be done by an authorised member of staff (staff can refuse to carry out a search).

The staff member must be of the same sex as the student.

There must be another member of staff present as a witness, also of the same sex, if possible.

Searches can only be carried out on school premises, or where staff have responsibility for students (e.g. educational visits).

Searches cannot require the removal of clothing, apart from 'outer' clothing (eg coats).

Staff can search pockets, but no form of intimate search can be carried out.

Student lockers can be searched with or without the student's permission.

Mobile phones can be searched and data downloaded and retained, or, deleted if inappropriate.

Reasonable force can be used, if required.

There is no requirement to notify parents, either before or after the search.

There is no requirement to keep a written record of any search, but it would be sensible to do so.

A student refusing to co-operate with a search shall be dealt with as if they had refused to stop any other unacceptable behaviour when instructed by a member of staff. Staff must apply an appropriate disciplinary penalty.

Confiscation

If prohibited items are confiscated by staff the following should be adhered to:

Weapons, knives, illegal drugs and extreme or child pornography must be handed over to the police.

All other confiscated items must be taken to the school office, clearly labelled and a member of the SLT or KSM informed. Prohibited items found may be destroyed, this will be at the school's discretion. In all cases parents/carers must be informed.

Students seen using or in possession of a mobile phone switched on in school will have it confiscated, placed in a clearly named envelope and locked in the school office. The phone can be collected by a parent/carer any time from the end of that day and will not be returned to a student.

Detention

By law parental consent is not required for a student to attend a detention. Staff should not issue a detention where they know it would compromise a student's safety. When issuing a detention staff should consider:

- ◆ Whether the detention will put the student at risk
- ◆ Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- ◆ Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For example, notice may not be necessary for a short after school detention where the student can get home safely.
- ◆ Whether suitable travel arrangements can be made by the parent/carer for the student.

It is always good practice to give at least 24 hours' notice for a detention particularly considering the number of our students that travel a considerable distance to LHA.

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with students' classwork should be dealt with initially by the subject/class teacher and then, if necessary, by the Head of Department. Sanctions issued should be appropriate to the particular offence, i.e. by considering individual circumstances. It is important that we balance the rights of the individual with the rights of the majority. Punishment of a whole group of students is discouraged unless this is unavoidable or appropriate. In severe cases, or those exhibiting no signs of improvement the Senior Pastoral Leader or Pastoral Leader may become involved. Over reference to Pastoral Staff for punitive measures to be taken against students (rather than support from the individual teacher) can lead to these key people being forced to occupy a purely punitive role. This would more than likely increase disorder and disruption in the school because it encourages some classroom teachers to abdicate their professional responsibility for maintaining order and discipline in the classroom, and it also delays punishment, which means it could lose some of its effectiveness.

Further details regarding sanctions are covered in the 'Sanctions Spiral' in the Appendix of this policy.

Less Serious/Minor Offences

These could be incidents occurring in class described as 'low level triggers' and could include:

- ◆ Chewing and eating in class
- ◆ Late to class
- ◆ Incorrect Uniform
- ◆ Incorrect (or lack of) equipment
- ◆ Non completion of classwork
- ◆ Non completion of homework
- ◆ Talking inappropriately
- ◆ Failure to follow reasonable instructions

Initially a suitable punishment/strategy will be employed – less drastic sanctions will be tried first, but if they do not produce the desired result then more drastic or permanent measures may be employed. Some of the possible courses of action could be:

- ◆ talking the matter over with the student (possibly involving parents as well)
- ◆ recording the incident in the Planner – to inform tutor/parent
- ◆ talking to other staff – eg. Head of Department, Form Tutor, Senior Pastoral Leader, Pastoral Leader/Pastoral Mentor, SLT
- ◆ moving the student to another seat or class to facilitate learning/good behaviour
- ◆ removing the student from the classroom (for a short period of time)
- ◆ moving the student to work in another teaching group for a cooling off period
- ◆ withdrawing the student from practical activities for a period of time, as appropriate, to safeguard the welfare of the majority of students
- ◆ placing the student on departmental/tutor report
- ◆ issuing work issued to be completed at break/lunchtime
- ◆ setting detentions at break/lunchtime
- ◆ SLT call-out
- ◆ SLT detention

Serious Offences

These could be classed as more serious (or Level 2/3) and are incidents which may skip steps 1-3 on the LHA way. Examples include some of the following:

- ◆ failure to follow direct instructions
- ◆ intimidating behaviour towards other students
- ◆ inappropriate language
- ◆ truancy
- ◆ low level vandalism
- ◆ lack of co-operation
- ◆ aggressive behaviour
- ◆ failure to attend teacher detentions.

It should be noted that in many cases of serious unacceptable behaviour there are **offenders** and **victims**, e.g. bullying, sexist or racist behaviour. In such cases we talk to the suspected victim, the suspected offender and any witnesses. Notes or statements of any interviews should be written down on the correct witness form, which should be signed and dated by the person completing it. Once the level of seriousness has been identified, the following action will be taken:

- ◆ help, support and counselling will be given as is appropriate to both the victims and the offenders
- ◆ support for the victim by offering them an immediate opportunity to talk about their experience calmly with an appropriate member of staff
- ◆ informing parents/carers as appropriate
- ◆ offering continued support if they need it
- ◆ arrange escort to and from school premises if needed;

The school will also discipline, yet try to help the offenders by:

- ◆ talking through the incident to discover why they offended. This could be done directly in private or indirectly through assemblies/tutor group activities. One of the most powerful sanctions is the disapproval of individuals who an offender respects eg. his/her peers, a parent or particular teacher. It is essential that the pastoral team create a climate in which any sanctions will have the greatest effect and also preclude any possibility of reoffending

- ◆ continuing to work with the offender in order to dispel any unsocial attitudes as far as possible (may involve the use of external agencies).

The following disciplinary 'steps' may be followed according to individual incident and student/students involved:

- ◆ official warning to stop offending
- ◆ inform parents/carers, inviting into school as necessary
- ◆ be placed on detention (see reference earlier)
- ◆ have privileges withdrawn (e.g. loss of break/lunchtime)
- ◆ be placed on report for a period of time to modify behaviour
- ◆ be placed in isolation for a period of time under supervision
- ◆ be placed in the Inclusion Unit
- ◆ a fixed term exclusion
- ◆ formal requirement to attend the Governors' Discipline Committee
- ◆ placed on the Pastoral Support Programme (PSP) – see separate operational procedures
- ◆ recommendation for permanent exclusion or a managed transfer.

Report / Monitoring Cards

The school operates three levels of monitoring/target cards:

- Stage 1 Monitoring is initiated by the Form Tutor (or as part of Departmental Monitoring by the subject staff or Head of Department) and is initially for a two week period. This should be used for offences such as lateness/punctuality, violation of uniform/makeup rules, lack of equipment, appearance, homework or general attitude. This would be overseen and checked by the appropriate staff at least each day and parents would be informed via the student's form tutor.
- Stage 2 is normally initiated by the Progress Leader or Senior Progress Leader and would be for more serious offences, or at the request of parents or concerns raised by several subject staff (e.g. through a subject enquiry). This would be overseen and checked by the appropriate staff at least once each week and is a consequence of a failure to succeed at stage 1. Parents would be informed via the Progress Leader.

- Stage 3 would follow Stage 2 and would focus on specific targets for the student to focus on to modify behaviour highlighted by the previous stage. A meeting with parents would be arranged via the Progress Leader.

Please refer to Appendix titled: 'Overview of target card system used at LHA'.

Report Cards would normally run for a period of 2 to 4 weeks with a review at the end of each stage involving student and parent. Any behaviour incidents occurring during the monitoring periods must be logged on SIMs to provide further evidence should there be a need to progress further.

Internal Exclusion (Student Inclusion Unit)

Where a student commits a serious breach of school discipline or for repeated breaches they may be placed in the Inclusion Unit for a number of days. When returning from a fixed term exclusion students will always spend at least one day in the Inclusion Unit. The unit will be supervised by pastoral staff and when there students will complete the work they would have done in the lessons that day. Only Senior Pastoral Staff and the Senior Leadership Team will place or recommend a student to be placed in the Inclusion Unit.

Further guidelines are available in separate operational procedures guidance.

External Exclusion (Fixed Term, or in extreme circumstances, Permanent)

For particularly serious or repeated breaches of school discipline students may be excluded from the school for a set period known as a Fixed Term Exclusion (FTE) or permanently (PE). If a student is subject to a FTE it is their parent/carers responsibility to supervise them for the first five days. From the 6th day onwards the school will arrange an alternative venue for the student to attend, usually another local secondary school.

In very rare circumstances a permanent exclusion may be appropriate. Offences involving drugs and/or offensive weapons always result in a permanent exclusion. In this case the Local authority has the responsibility to find the student an alternative school.

Exclusion is an extreme sanction and is only administered by the Headteacher (or in the absence of the Head, the Deputy Headteacher).

Further details on issues regarding exclusion are covered in the Exclusions policy, which is included in the Appendix of this policy.

EXCLUSION POLICY

This policy, which is an appendix of the Behaviour Policy, deals with the policy and practice which informs the school's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed;

2) The second is to realise the aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a student will be taken in the following circumstances:-

- a) In response to a serious breach of the School's Behaviour Policy.
- b) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the Deputy Head who is acting in that role).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the Behaviour Policy.

- ◆ Verbal abuse to staff and others
- ◆ Verbal abuse to students
- ◆ Physical abuse to/attack on staff
- ◆ Physical abuse to/attack on students
- ◆ Indecent behaviour
- ◆ Damage to property
- ◆ Smoking or bringing cigarettes onto school premises (including E-cigarettes)
- ◆ Bringing drugs or drugs related items or equipment onto school premises
- ◆ Theft
- ◆ Serious actual or threatened violence against another student or a member of staff.
- ◆ Sexual abuse or assault
- ◆ Supplying an illegal drug
- ◆ Bringing an offensive weapon onto school premises
- ◆ Arson
- ◆ Unacceptable behaviour which has previously been reported and for which school sanctions
- ◆ Any other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes

the judgement that exclusion is an appropriate sanction.

Exclusion Procedure

- ◆ Most exclusions are of a fixed term nature and are of short duration (usually between one and five days).
- ◆ The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.
- ◆ The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term.
- ◆ The Governors have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.
- ◆ Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.
- ◆ A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Team, Progress Leader and other staff where appropriate.
- ◆ It is school practice to place the student on report to the Progress Leader to monitor behaviour and work. Time in the School's Inclusion Unit, is also often used as a means to reintegrate a student who has served an external exclusion.
- ◆ A fixed term exclusion may take the form of an 'internal' exclusion, with the student being excluded into the Inclusion Unit or to work outside of a pastoral staff member's room. However, in some circumstances, either because of the severity of the incident or because of practical or logistical constraints, such an exclusion will result in the student being required to remain at home.
- ◆ During the course of a fixed term exclusion where the student is to be at home, parents are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/guardians.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of

situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- ◆ Serious actual or threatened violence against another pupil or a member of staff
- ◆ Sexual abuse or assault
- ◆ Bringing drugs or drugs related items or equipment onto school premises
- ◆ Bringing an offensive weapon onto school premises*
- ◆ Arson

The school will consider police involvement for any of the above offences.

**Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.'*

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

General factors the school considers before making a decision to exclude

- ◆ Exclusions will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head will:
 - ◆ Ensure appropriate investigations have been carried out.
 - ◆ Consider all the evidence available to support the allegations taking into account the Student's behaviour, Equal Opportunity and Race Equality Policies.
 - ◆ Allow the student to give her/his version of events.

- ◆ Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Alternatives to Exclusion

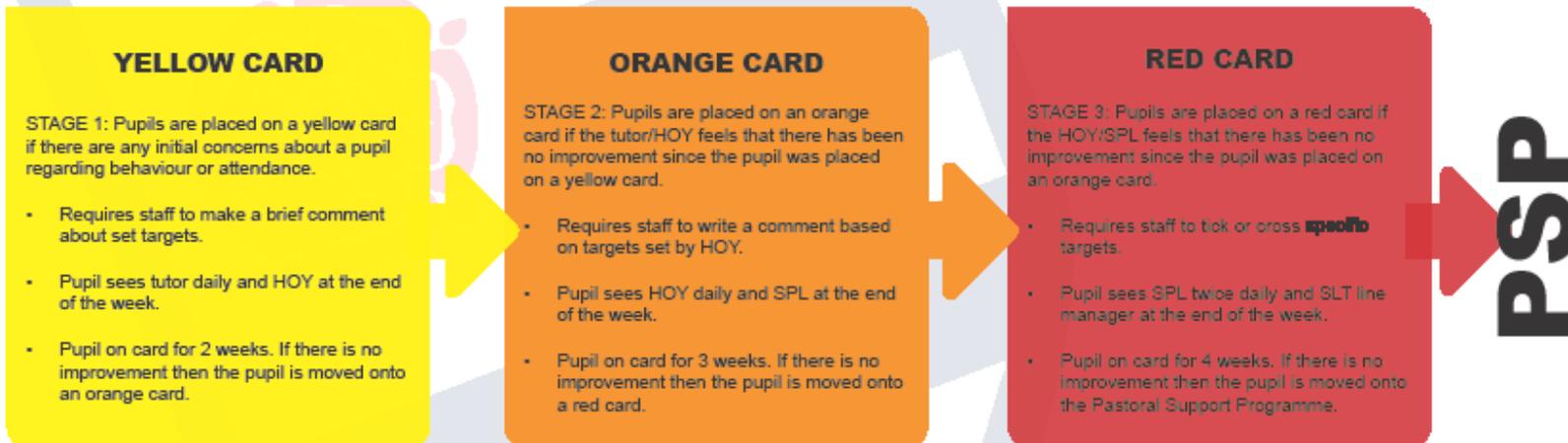
Alternative strategies to exclusion are included in the Behaviour Policy. The school works closely with the LA and other secondary schools to undertake managed moves where such a course of action would be of benefit both to the student and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

Behaviour outside school

At LHA we are proud of our excellent reputation within the local community and beyond. Our students are ambassadors for our school and carry with them LHA's reputation wherever we go. Students' behaviour outside school on school 'business' for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the School's Behaviour Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for exclusion then the Head may decide to exclude.

OVERVIEW OF TARGET CARD SYSTEM USED AT LHA

BEHAVIOUR



RAISING ACHIEVEMENT

RAISING ACHIEVEMENT CARD

Pupils are placed on this where there are concerns regarding academic performance:

Blue Report - tick, cross and comment about targets agreed between pupil and HOY. Contract drawn up.

- On card for 3 weeks
- Parents informed
- Sees HOY or tutor daily

APPENDIX B

THE REWARDS PYRAMID

**PRESENTATION
EVENING**

**GOVERNORS
AWARDS**

SUBJECT AWARDS

REWARDS TRIP

COMMENDATION AWARDS

REWARD POSTCARDS

YOUR PARENTS WILL RECEIVE A POSTCARD FROM SCHOOL
EXPLAINING HOW WELL YOU HAVE DONE IN AN AREA OF SCHOOL LIFE

ACHIEVEMENT POINTS

IF YOU DO SOMETHING THAT DESERVES MORE THAN PRAISE YOU WILL BE AWARDED
AN ACHIEVEMENT POINT AND BECOME ELIGIBLE TO ENTER THE MERIT DRAW

PRAISE AND RECOGNITION

WHEN YOU WORK OR TRY HARD IN SCHOOL YOUR TEACHER WILL LET YOU KNOW

APPENDIX C

THE SANCTIONS SPIRAL

BEHAVIOUR TRIGGERS

Level 1

Chewing and eating
Late to class
Incorrect/incomplete uniform
Incorrect equipment
Non completion of classwork
Non completion of homework
Talking inappropriately
Failure to follow reasonable instructions
Failure to attend detentions

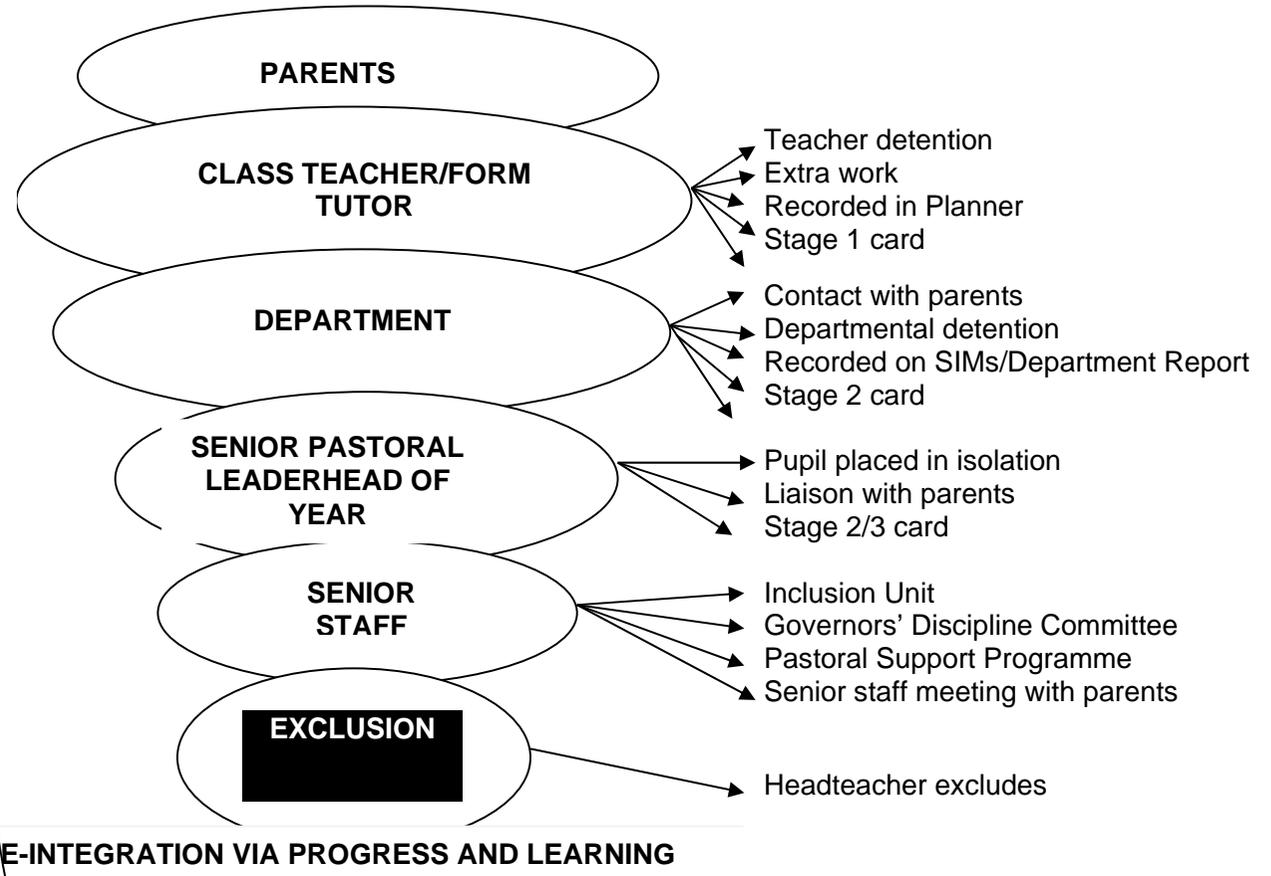
Level 2

Failure to follow direct instructions
Intimidating behaviour towards other pupils
Inappropriate language
Truancing lessons
Disruptive behaviour
Low level vandalism
Lack of co-operation

Level 3

Challenging behaviour
Refusal to follow instructions/school rules
Violence
Aggressive behaviour
Bringing offensive weapons to school
Abusive/threatening behaviour
Drugs or illegal substances in school

POSSIBLE ACTIONS/SANCTIONS



THE LHA WAY



The LHA Way

- I will arrive Ready to Learn
- I will follow instructions from staff
- I will keep noise at an acceptable level for working
- I will do my best and encourage others to do their best
- I will respect everyone's right to learn in the classroom

Rewards

If you follow **The LHA Way** you will be rewarded with:

- Praise and positive recognition
- Achievement points
- Postcards/letters/phone calls home
- Certificates and vouchers in assemblies
- Good behaviour trips
- Great personal progress

Consequences

If you do not follow **The LHA Way** you will receive a consequence

STAGE 1	STAGE 2	STAGE 3	STAGE 4
<ul style="list-style-type: none">Verbal warning (teacher: make reference to the expectations above)Explain choices and consequences	<ul style="list-style-type: none">Name on boardPlanner on desk	<ul style="list-style-type: none">Detention givenNote in plannerRecord on SIMsInform Head of Department	<ul style="list-style-type: none">Issue final warning: next stage SLT call-outTrigger SLT call-outPupil removed by a member of the SLTSLT makes contact with parents/carers

Lostock Hall Academy
Educating the Future