

The Trust Mission Statement

Strength through diversity ambition through challenge,
excellence through curiosity.

Policy title	Behaviour for Learning Policy
<p>Behaviour Expectations for Students</p>	<p>'Behaviour for Learning' will contribute to the development of a whole school ethos that is both conducive to learning and maximises the chances of all students achieving their full potential. It also provides a framework that allows all staff to take collegiate responsibility for ensuring all students are nurtured in a safe, caring and productive learning environment.</p> <p>Students are expected to adhere to all policies, rules and expectations set out by Lyndon School. The following criteria define the minimum expectations of students at all times.</p> <p><u>In corridors, students are expected to:</u></p> <ul style="list-style-type: none"> • Keep to the left. • Walk around school without disturbing the learning of others. Do not run or use raised voices. • Respect personal space and don't touch students or staff. • Hold doors open for others. • Remember to always use manners; say please when asking for something and thank you when appropriate. If an adult is talking to you, look them in the eye and hold a conversation. • Remove outdoor coats and place in bags. <p><u>At the start of the day, at break and lunchtime students are expected to:</u></p> <ul style="list-style-type: none"> • Line up as you are directed to by your teacher; this will usually be in a straight line and in silence before you are welcomed into the classroom. • Leave tables clean and tidy. Litter to be placed in the bin. Plates and cutlery cleared away and any food or drink spillages wiped up. • Always put litter in the bin. • Interact sensibly without upsetting others. • Do not engage in any anti- social behaviour e.g. running around, shouting out, moving around school (inside and outside) in large groups, play fighting, not respecting the views of others and not respecting other people's personal space. <p><u>In all lessons students are expected to:</u></p> <ul style="list-style-type: none"> • Listen and be respectful of others by listening, not interrupting and letting others learn. • Never interrupt a teacher or another student. • Take turns to speak. • Respect other students' right to learn • Always try their best. Attempt all tasks to the best of your effort and inform the teacher if you need further guidance. • Remember their equipment. <p><u>On the way to and from school students are expected to:</u></p> <ul style="list-style-type: none"> • Look smart and wear uniform correctly. • Be sensible and safe when crossing the roads. Ensure the road is clear and there is no danger before crossing. • Be polite and courteous to other people and their property.

	<p>By doing this school leaders and staff can:</p> <ul style="list-style-type: none"> • Concentrate on improving teaching and learning, realising the academic potential of all students. • Support the creation of a culture where high quality teaching and learning experiences become an inherent part of the student experience here at Lyndon School. • Promote and reinforce the importance of positive behaviour both in and outside of school to ensure students develop into responsible citizens ready for life in democratic Great Britain. • Consistently and fairly reward positive behaviour and challenge behaviour that falls short of the school's expectations. • Provide clear and quantifiable evidence to our stakeholders to ensure that Lyndon School continues to improve and more importantly cares. <p>All students and staff are required to participate in scripted restorative justice conversations where harm has been done, to address what has happened and to make reparation. Restorative conversations will usually adhere to the following guiding questions:</p> <ol style="list-style-type: none"> 1. What has happened? 2. What were you thinking at the time? 3. What have you thought about since? 4. Who has been affected by what you have done? 5. What do think you need to do to make things right? <p>Copies of the scripts used are included in Appendix 1.</p>
<p>Supporting Good Behaviour for Parents</p>	<p>It is our belief that the success of this policy depends very much on all staff, students and parents/ carers being involved in the effort to maintain high standards of discipline at Lyndon School and in the community. This will entail all parties working in partnership, to encourage good behaviour and ensuring that the aims of the Behaviour for Learning Policy, Anti Bullying Policy and School Expectations are met.</p> <p>Parents/ carers, as members of the school community, have a responsibility to support the school to maintain good behaviour; to ignore misbehaviour is to condone it. All parents and carers should reinforce the expectations for students covered in section 1. Should you have any concerns in how to support your child's behaviour, please contact your child's Pastoral Manager who will explore whether additional support is available through Early Help?</p> <p>What is Early Help?</p> <p>Early Help is the support that is delivered to any child at, Level 1 to Level 3 of Solihull's Threshold guidance. It includes universal interventions that are offered to an entire population to prevent problems developing and targeted support to particular children and families with additional needs.</p> <p>The purpose of Early Help is to support the well-being of children and families by tackling emerging needs at the earliest opportunity and prevent them from getting worse. This means working with children and families to engage and include them as equal partners and to support them to access additional services that can promote positive outcomes.</p> <p>Effective Early Help may be delivered at any point in a child's life; pre-birth onwards about any issue which is impacting or could affect their development and well-being, including education and health safety.</p> <p>Finally all parents and carers of students at Lyndon School are expected to adhere to the provisions of the Parent Code of Conduct. Copies of this are available via our website via the link https://www.lyndon.org.uk/policies-statutory-information/</p>

Managing Behaviour for Staff and Leaders

All staff, and other stakeholders (including Governors), are expected to work within the scope of this policy. As such, regular professional development is provided to all staff at the start and throughout the academic year to ensure they both understand and can consistently apply the behaviour management policy agreed by the Local Governing Body.

Expectations of staff

Staff should always be mindful of their conduct when dealing with students. They are expected to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Positively participate in **scripted** restorative justice conferences (Appendix 1) when a student has been issued an isolation by them. Reaffirming the lines of acceptable behaviour and repairing their relationship and resetting the expectations for behaviour for the next lesson.
- Modelling good behaviour to reinforce our expectations.
- Reminding students that they must act responsibly and make the right choices
- Applying the BfL policy consistently and fairly; making use of the **guidance** provided to all staff.
- Use these pre-emptive reminders as a matter of course. For e.g.:
 - **Silent non-verbal:** hand signal, eye contact, facial expression, shake head, sharp pause or clicking.
 - **Unnamed:** 'I will wait until we are all quiet.' Or use a countdown 5, 4, 3, 2, 1.
 - **Named:** 'Michael, we listen so we can learn. Thank you.'

Expectations of Leaders

School leaders will ensure that all staff are made aware, and adhere to the BFL policy, as well as ensure that staff receive appropriate training at the start of and throughout the academic year.

Lyndon School believes that good behaviour must be taught and consistently reinforced. As such we expect all adults to ensure that both students and staff are aware of all the school rules and ensure they are prominently displayed around school.

Monitoring

The Assistant Principal responsible for the BFL strategy, will meet termly with key professionals to review student data relating to sanctions. Where there is evidence to suggest that a student's behaviour is cause for concern a referral will be made to the Support Referral Panel, which will discuss and implement an appropriate package of support. If a member of staff requires specific support, they should speak to their Line Manager in the first instance and in turn, any member of the Senior Leadership Team. Pastoral Managers can also provide support where appropriate.

<p>Rewards for High Standards</p>	<p>Rewarding students for positive behaviours, achievements and attendance is integral part of the Bf policy. We fundamentally believe that recognising and rewarding students for their endeavours encourages them to embrace the school's values of trust, respect and success. Moreover, rewards provide the encouragement and motivation for students to take risks and aspire to even greater achievements. Lyndon School is committed to providing a range of reward opportunities throughout the school, in every area, at every level.</p> <p>All staff are expected to follow the agreed rewards procedures for awarding praise points, which are given for all forms of positive behaviour, achievement and good attendance. School certificates will be awarded in line with the graduated approach below:</p> <table border="1" data-bbox="395 555 1536 902"> <thead> <tr> <th data-bbox="395 555 699 589"><u>Praise Points</u></th> <th data-bbox="699 555 1536 589"><u>Award Given</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="395 589 699 651">50 points</td> <td data-bbox="699 589 1536 651">Bronze Celebration Award is issued by tutor and praise letter is sent home.</td> </tr> <tr> <td data-bbox="395 651 699 714">100 points</td> <td data-bbox="699 651 1536 714">Silver Celebration Award is issued by pastoral manager and praise letter is sent home.</td> </tr> <tr> <td data-bbox="395 714 699 777">200 points</td> <td data-bbox="699 714 1536 777">Gold Celebration Award is issued by Assistant Principal and praise letter is sent home.</td> </tr> <tr> <td data-bbox="395 777 699 840">300 points</td> <td data-bbox="699 777 1536 840">Platinum Celebration Award is issued by Vice Principal and praise letter is sent home.</td> </tr> <tr> <td data-bbox="395 840 699 902">500 points</td> <td data-bbox="699 840 1536 902">Diamond Celebration Award is issued by the Principal and praise letter is sent home.</td> </tr> </tbody> </table> <p>In addition to the graduated approach to celebrating achievement, students will also be provided with opportunities to partake in reward trips and in the case of outstanding achievement be invited to celebration days/evenings for the appropriate key stage.</p>	<u>Praise Points</u>	<u>Award Given</u>	50 points	Bronze Celebration Award is issued by tutor and praise letter is sent home.	100 points	Silver Celebration Award is issued by pastoral manager and praise letter is sent home.	200 points	Gold Celebration Award is issued by Assistant Principal and praise letter is sent home.	300 points	Platinum Celebration Award is issued by Vice Principal and praise letter is sent home.	500 points	Diamond Celebration Award is issued by the Principal and praise letter is sent home.
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<p>Sanctions and Consequences for Non-Compliance</p>	<p>Students whose behaviour is unacceptable or inappropriate must accept the consequences of that behaviour.</p> <p><u>Behaviour for Learning in the classroom</u></p> <p>The most common forms of misbehaviour are constant low-level disruption, calling out, inattention and other forms of nuisance that interrupt learning. The consequences of this behaviour are:</p> <p><u>Reminder.</u> First formal verbal warning (C1) <u>Caution.</u> Second formal verbal warning (C2) <u>Inconvenience.</u> Five-minute break/ lunch/ after school inconvenience to be served immediately to discuss continuing disruption to learning in order to show learners how to take responsibility. Refusal to stay for the inconvenience escalates to a C4 for defiance. <u>Consequence.</u> A detention is issued for 45 minutes. (C3) <u>Removal.</u> Student is removed from the lesson leading to immediate isolation for the rest of the lesson. Isolation for the following day is issued (C4).</p> <p>C3s are also issued for the following without a warning as they are expectations set out by the school and shared regularly with students.</p> <ul style="list-style-type: none"> • Running or shouting anywhere in school. • Chewing gum. • Not adhering to the minimum expectations of students as set out in behaviour expectations for students. • Not completing homework/classwork as directed by teachers. • Arriving to lesson without the correct equipment. All students are expected to have a minimum of a pen, pencil, ruler and sharpener. 												

- Being late to lessons – by more than 5 minutes. E.g. if a lesson starts at 10.45am then a consequence (C3) will be issued at 10.50am.
- Truancy from lessons.
- Being late to school: Students arriving after 9.05 am, without a medical reason, will automatically be issued a C3 detention (45 minutes)
- An accumulation of 2 late marks between 8.40am and 9.05am. Students arriving after 9.30 am will continue to be issued a C3 detention and their attendance will be marked as an 'unauthorised.'

Please note:

- C3 detentions will be served the day after the following day of the sanction being given e.g. 48 hours, so if they received C3 on a Monday, they sit on Wednesday. An email and/or text message will be sent to notify parents/carers to notify them that a detention will need to be served the next day (or first available slot if multiple detentions have yet to be served). Where an email address or mobile phone number is not available we will endeavour to make a call home to parents/carers. All students have been advised that it is also their responsibility to inform parents where a sanction has been applied.
- For Year 11, the school has removed the caution from the BfL escalation process. Furthermore, Yr11 C3 detentions will run for an hour rather than 45 minutes
- Please note Internal Centre for Education (ICE) will run until 3.45 pm every day, with the last 45 minutes being part of the C3 detention

Internal Isolation from 8.45am-3.45pm is for at least 1 day. The number of days spent in Internal Isolation is at the Principal's discretion but reasons for being placed in isolation may include:

1. Repeatedly failing to attend after school detention
2. Repeatedly failing to follow the instructions of a member of staff.
3. Serious misconduct
4. Repeatedly failing to adhere to student expectations as covered in section 1.
5. Arriving to school in incorrect uniform or with an inappropriate hair style
6. Major corridor misbehaviour (e.g. pushing, tripping, shouting, kicking)
7. Discrimination or prejudice towards another pupil
8. Major incident, or damaging the School's reputation
9. Possession of forbidden items (initially and pending a full investigation)
10. Disrespectful behaviour towards a member of staff
12. Play fighting
13. Absconding from school
14. Multiple C4's in one day
15. Failing to attend compulsory intervention
16. Swearing- verbally or in writing
17. Supply, possession or use of tobacco

Fixed Term Exclusions are at the discretion of the Principal and can include but are not limited to the following:

1. Significant or repeatedly failing to adhere to student expectations as covered in section 1.
2. Persistent disruptive behaviour
3. Persistent attitudes or behaviour which are inconsistent with the ethos of the school
4. Defiance or rudeness which is perceived as intimidating.
5. Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, intimidation, racism; bullying, including cyber bullying
6. Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images (initially and pending a full investigation)
7. Inappropriate use of social media and/or technology, including serious cases of bullying
8. Damage to property, vandalism, graffiti
9. Use of discriminatory, sexist, racist or homophobic language or abuse.
10. Cheating, including plagiarism

	<p>11. Sexual harassment</p> <p>Governors' Hearing & Permanent Exclusion is for:</p> <ol style="list-style-type: none"> 1. Repeated refusal, over a period of time, to follow rules of the school. 2. Persistent disruptive behaviour 3. Persistent attitudes or behaviour which are inconsistent with the ethos of the school 4. Extreme defiance <i>and</i> rudeness 5. Possession or use of weapons 7. Malicious accusations against a member of staff 8. Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them and alcohol 9. Other serious misconduct toward a member of the school community or which brings the school into disrepute (single or repeated episodes), on or off the school premises 10. Gang affiliation <p>Other key stipulations:</p> <ol style="list-style-type: none"> 1. Mobile phones, electronic and connectable devices should NOT be visible in school and as such are a prohibited item. Whilst we understand that students may choose to bring such devices to school, they must not be used or seen on site at any time. 2. Any item of clothing that is not on the approved uniform list is prohibited e.g. pouches, tracksuit tops, hoodies, leisure garments, items of jewellery; as such will be confiscated from students. Whilst every care will be taken to secure prohibited items that have been confiscated, no responsibility will be taken by Lyndon School or the Summit Learning Trust resulting in damage or loss to any prohibited items that have been confiscated. Prohibited items must not be brought into school. Please refer to the Procedures for Confiscation, Searching and Screening Policy for further details of confiscation and prohibited items. <p><u>Managed moves</u> – In certain circumstances, the Principal or a nominated representative may discuss the use of a manage move, where a student will trial a place at another school as a possible 'fresh start'. This may be utilised in such instances as a student receiving a repeated number of fixed term exclusions. In these instances, this will be down to the Principal to decide whether to recommend a manage move and would result only following an extended discussion with family.</p>
<p>Communication</p>	<p>The school will be use email or SMS communication in the first instance to report both positive and negative behaviours. It is therefore essential that the school is provided with up to date email and mobile contact details. These can be sent directly to office@lyndon.org.uk</p> <p>Where contact via the aforementioned means is not possible staff will make telephone contact where possible or write a letter home.</p>
<p>SEND</p>	<p><u>Students with Special Educational Needs and/or Disabilities</u></p> <p>The school will take account of any special educational needs and or disability to ensure provision meets needs and reflects the student's individual circumstances. We have a legal duty under the Disability Discrimination Act 1995 as amended not to discriminate against disabled students by excluding them from school for behaviour related to their disability. The Assistant Principal with responsibility for BfL will ensure that BfL is applied fairly and will regularly review data to identify trends relating to any individual student or groups of students.</p>
<p>Monitoring and review</p>	<p>The Assistant Principal responsible for BfL will monitor records of behaviour on a termly basis and report directly their findings to the Senior Leadership Team as a set item on the agenda.</p>

Links	Anti-Bullying Policy Racial Equality Policy Drugs and Harmful Substances Policy Attendance Policy Exclusions Policy Procedures for Searching, Screening and Confiscation Safeguarding Policy
Staff responsible	All Staff
Committee responsible	Lyndon Local Governing Body (LGB)
Date approved	October 2019
Review date*	October 2021

**Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next local governing body meeting*

Appendix 1: Restorative Justice Script- Removal from lessons.

STEP 1	<p><u>START WITH STUDENT.</u> I would like to start by asking.....</p> <ul style="list-style-type: none"> • Can you tell me about what happened? OR How did you become involved? OR From your point of view, what happened? (What happened next OR what else? (Ask until their story unfolds). • What were you thinking at the time? • What have your thoughts been since? • Who has been affected by what you have done and how? • How were you feeling at the time?
STEP 2	<p><u>TURN TO TEACHER.</u> I would like to start by asking.....</p> <ul style="list-style-type: none"> • Can you tell me about what happened OR how did you become involved OR From your point of view, what happened? (What happened next OR what else? (Ask until their story unfolds). • What were you thinking at the time? • What have your thoughts been since? • Who has been affected by what the student has done and how? • How were you feeling at the time?
STEP 3	<p><u>RETURN TO STUDENT-</u> you have just heard how Mrs/ Mr xxxx and others have been affected by what you did.</p> <ul style="list-style-type: none"> • How do you think others have been affected by the harm/ upset that has been caused? • What do you think needs to happen to repair that harm?
STEP 4	<p><u>TURN TO TEACHER</u></p> <ul style="list-style-type: none"> • What do you think about what has been said? • What do you want to come out of this meeting?
STEP 5	<p><u>RETURN TO STUDENT</u></p> <ul style="list-style-type: none"> • What do you think about what has been said? <p><u>OPTIONAL QUESTIONS</u></p> <ul style="list-style-type: none"> • Would you do anything differently now? • What other choices could you have made? • What have you learned from the meeting?
STEP 6	<p><u>FINAL INVITATIONS TO SPEAK</u></p> <ul style="list-style-type: none"> • Ask all participants individually, whether they have anything else they would like to say.
STEP 7	<p><u>CLOSING THE MEETING</u></p> <ul style="list-style-type: none"> • Thank you for participating/ I hope that the next lesson is more of a positive experience.

Appendix 1: Restorative Justice Script- Student to student

STEP 1	<p><u>START WITH WRONGDOER(S).</u> I would like to start by asking.....</p> <ul style="list-style-type: none"> • Can you tell me about what happened OR how did you become involved OR From your point of view, what happened? (What happened next OR what else? (Ask until their story unfolds). • What were you thinking at the time? • What have you thoughts been since? • Who has been affected by what you have done and how? • How were you feeling at the time?
STEP 2	<p><u>TURN TO HARMED PERSON(S).</u> I would like to start by asking.....</p> <ul style="list-style-type: none"> • Can you tell me about what happened OR how did you become involved OR From your point of view, what happened? (What happened next OR what else? (Ask until their story unfolds). • What were you thinking at the time? • What have your thoughts been since? • Who has been affected by what the student has done and how? • How were you feeling at the time?
STEP 3	<p><u>RETURN TO WRONGDOER(S)</u>- you have just heard how xxxx and others have been affected by what you did</p> <ul style="list-style-type: none"> • Is there anything you want to say at this stage? • How do you think others have been affected by the harm/ upset that has been caused? • Do you think that something needs to be done to put it right OR what do you think needs to happen to repair that harm? • What sanctions, if any, should be put in place?
STEP 4	<p><u>GO BACK TO THE HARMED PERSON(S)</u></p> <ul style="list-style-type: none"> • What do you think about what has been said? • What do you think needs to happen?
STEP 5	<p><u>RETURN TO WRONDOER(S)</u></p> <ul style="list-style-type: none"> • What do you think about what has been said? <p><u>OPTIONAL QUESTIONS</u></p> <ul style="list-style-type: none"> • Would you do anything differently now? • What other choices could you have made? • What have you learned from the meeting?
STEP 6	<p><u>FINAL INVITATIONS TO SPEAK</u></p> <ul style="list-style-type: none"> • Ask all participants individually, whether they have anything else they would like to say.
STEP 7	<p><u>CLOSING THE MEETING</u></p> <ul style="list-style-type: none"> • Thank you for participating/ I hope that the next time you see each other/ future contact is a more positive experience.