

BEHAVIOUR FOR LEARNING POLICY (including Anti-Bullying and Exclusion Policy)

APPROVED BY	Behaviour, Welfare and Safety Committee
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NEXT REVIEW DATE	July 2022
STATUS	Statutory
POLICY OWNER	Headteacher
GOVERNOR SUB-COMMITTEE	Behaviour Welfare and Safety
ASSOCIATED POLICIES	Teaching and Learning, Home/School Agreement, SEND, Health and Safety

AIMS

Every student has the right to learn in a positive learning environment where they are encouraged, supported and stretched to do their best. This means that at Little Heath School we have high expectations for attitudes to learning, progress and behaviour. We have developed the '*LHS Behaviour for Learning Strategy*'; we explicitly teach the behaviour we want to see in our school and community, providing a learning environment that is stimulating and challenging, whilst being safe and caring.

The purpose of this policy is to ensure that our school is a place where all students are able to achieve their potential as learners, members of the LHS community and as leaders, with appropriate support, care and guidance from our staff, without fear of bullying of any kind.

If incidents happen out of school, or out-of-hours, or when the student is not in school uniform, or on social media, the school reserves the right to act, where the incident concerns members of the school community, or where the school is being brought into disrepute.

LEGISLATION AND STATUTORY REQUIREMENTS

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

- [Behaviour and discipline in schools](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Searching, screening and confiscation at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require 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.

PRINCIPLES UNDERPINNING LHS BEHAVIOUR STRATEGY

Little Heath School's Culture of Respect and Positive Learning Behaviours

At LHS we encourage all members of the Little Heath Community to show respect for everyone, for school property and for the property of others.

We also want to support students to take responsibility and ownership of their learning and of their behaviour.

We want LHS to be somewhere where students

- are inspired, enthused, challenged and supported
- want to learn and develop as learners
- own their own learning and behaviour
- do as they are told, when they are told
- are encouraged that failure is a step towards success
- spread kindness
- celebrate success and are proud to do well
- contribute to a sense of community and feel a valued member of the LHS family

Whilst also being somewhere where staff

- enjoy their work
- feel respected
- feel supported and able to support others
- are able to teach without disruption
- have positive relationships with students
- are not arguing with students
- work together and feel like a real team
- share good practice and reflect on their own work
- feel like a valued member of the LHS family
- spread kindness and celebrate success

We have approached our new Behaviour for Learning Strategy with the understanding that behaviour is a curriculum and that children must be taught *how* to behave. For us, consistency is key, but underpinned with the understanding that good relationships are built out of structures and high expectations. For LHS Expectations for Behaviour see *Appendix 1*.

POLICY IN PRACTICE

LHS Behaviour for Learning System – Praise/Rewards and Sanctions/Follow Up

All LHS staff and students know that we focus on positive learning behaviours. This means thanking students who are getting it right and identifying negative learning behaviours to turn them into positives and to '*Put it Right*'. Our *Ready to Learn* vocabulary has been a consistent 'house style' for many years and students know that our staff want to help them to '*Get it Right*'.

This is coupled with a very clear system for both praise/reward and sanctions/follow up and clear guidance for staff on dealing with a variety of situations using positive behaviour 'scripts'. Please see *Appendix 2* for a copy of the LHS Positive Behaviour Diamond. (Staff and student versions) and *Appendix 3* for LHS Guidance on Positive Behaviour Scripts.

Monitoring

Throughout the year, HODs, HOYs and SLT will undertake a range of monitoring activities to ensure that Behaviour for Learning policy and practice complement one another.

Home School Agreement

At LHS, we firmly believe that the success of our students depends on an effective partnership of our staff, students and parents. All three parties share responsibility for the development and achievement of each pupil. To this end we ask all staff, students and parents to 'sign' up to the agreement to work together. Please see *Appendix 4*.

ROLES AND RESPONSIBILITIES

The Governing Body

- **The Behaviour, Welfare and Safety Committee** is responsible for reviewing and approving the Home School Agreement and the Behaviour Policy and Practice.
- They will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.
- LHS Governing Body will ensure that they follow national guidelines on exclusion, including the use of Governor Disciplinary Meetings to review exclusions

The Headteacher will

- have overall responsible for reviewing this behaviour policy, in conjunction with the Behaviour and Safety Committee, giving due consideration to the LHS Home School Agreement and Principle for Teaching and Learning. The headteacher will also approve this policy.
- ensure that staff focus on positive behaviour and deal effectively with negative behaviours, and will monitor how staff implement this policy and the Behaviour for Learning Strategy to ensure rewards and sanctions are applied consistently.
- follow appropriate steps and guidance from national legislative documentation to do with exclusions, Governor Disciplinary meetings and, if necessary, Independent Review Panels

Staff are responsible for

- implementing the behaviour policy and '*LHS Behaviour Diamond*' consistently –*Appendix 5*
- modelling positive behaviour and narrating behaviour needed to '*Put it Right*'.
- providing a personalised approach to the specific behavioural needs of particular pupils.
- recording behaviour incidents appropriately with necessary follow up. See *Appendix 6*

Middle Leadership Teams (HODs and HOYs) and Senior Leadership Team will support staff in responding appropriately to behaviour incidents.

Parents/carers are asked to support the partnership by

- reading, agreeing, signing and abiding by the Home School Agreement.
- informing the school of any changes in circumstances that may affect their child's behaviour.
- discussing any concerns with the class teacher/form tutor promptly.

Students are encouraged and expected to

- be a proud ambassador for Little Heath School, showing respect for everyone and everything; people, property and our community.
- understand the expectations for themselves and their behaviour in classrooms, around school and when representing the school.
- do what they are asked to do, when they are asked to do it.
- take help offered in order to 'Put it right' when they have done something wrong.

ADDITIONAL AREAS COVERED BY BEHAVIOUR FOR LEARNING POLICY

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 and decided on a case-by-case basis. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help

- Refer to children’s social care
- Report to the police

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

Confiscation

Any prohibited items (listed in *Appendix 7*) found in pupils’ possession will be confiscated. These items will not be returned to pupils.

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

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

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

ANTI-BULLYING POLICY

LHS’s Anti- Bullying policy is based on Department for Education (DfE) guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education - 2021” and Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

This policy is based on the premise that every member of the Little Heath School Community, adult and child, has the right to feel safe and secure.

At Little Heath School we are committed to providing a caring, friendly and safe environment for all our students so they can learn in a positive and secure atmosphere.

Bullying of any kind is unacceptable at our school and should not be tolerated in any form.

If bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and effectively. *We are a TELLING school* (anyone who knows that bullying is happening is expected to tell a member of staff) *and also a LISTENING school* (anyone who reports bullying will be listened to seriously).

Definition of Bullying

Little Heath School definition as devised and written by students at the Student Voice Conference ***Bullying is the use of hurtful behaviour to harass, harm, humiliate or intimidate another person. This behaviour causes pain or distress to the victim and affects their self esteem.***

This is not an exhaustive list.

TYPE OF BULLYING	DEFINITION
EMOTIONAL	Being unkind, excluding, tormenting
PHYSICAL	Hitting, kicking, pushing, taking another’s belongings, any use of violence
PREJUDICE-BASED AND DISCRIMINATORY	Taunts, comments, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, disability, faith)
SEXUAL	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
DIRECT OR INDIRECT VERBAL	Name-calling, sarcasm, gossiping, excluding students from groups, spreading rumours, teasing
CYBER-BULLYING	Bullying that takes place online, such as through social networking sites, messaging apps, phone, text or gaming sites or sending offensive or degrading images or videos.

Bullying can be a form of peer-on-peer abuse and can be emotionally damaging; it can cause severe and adverse effects on a child’s emotional development.

We believe that students who stand by and watch or laugh (in person or online) are adding to the bullying experience for the victim and as such will be treated very seriously. Their names may be included in our Anti-Bullying Log.

Everyone at LHS has a responsibility to help those who are upset or hurt.

At LHS we are passionate that our ethos of *'Spreading Kindness and Celebrating Success'* underpins all we do. We ensure that the values of kindness and respect run through pastoral work at school, these are central to the tutor scheme of work and assembly programme, as well as a key expectation for ALL lessons. In this way a significant amount of anti-bullying work is preventative and focussed on maintaining an anti-bullying culture with restorative practice at the heart.

However, when an instance of bullying does occur the school will take swift and meaningful action. As a result, when bullying is reported or suspected we will always:

- investigate reports of bullying
- record facts accurately on our Bullying Log
- inform parents if their child has been a victim of bullying (and ensure support is in place)
- inform parents if their child is bullying other pupils.
- ensure a follow up action for the perpetrator
- ensure follow up support for the victim
- facilitate restorative work as appropriate.

This policy relates to incidents that occur on the school premises, on the way to and from school or on school trips. However, the school has an enduring interest in the welfare and conduct of its pupils and the Headteacher is empowered by law, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site.

We note the search powers included in the Education Act 2011 which give teachers a specific power to search for and, if necessary, delete appropriate images or files on electronic devices, including mobile phones.

EXCLUSION POLICY

We use Internal Exclusion for incidences for negative behaviour where it is deemed appropriate to remove the student from lessons for a period of time.

External exclusions are used as a last resort, after other strategies have been employed, or for extremely serious breaches of school rules.

At LHS, our Exclusion Policy operates under the assumption that whenever an exclusion is given, the school will always adhere to and comply with the DfE's statutory guidance for those with legal responsibilities in relation to exclusion.

<https://www.gov.uk/government/publications/school-exclusion>

MONITORING ARRANGEMENTS

This Behaviour for Learning Policy will be reviewed by the Headteacher and Behaviour Welfare and Safety Committee annually. At each review, the policy will be approved by the Headteacher.

Throughout the course of the year a range of monitoring strategies will be out in place to assess the effectiveness of the policy in practice and suggestions made for any necessary amendments through the assigned focus group. See *Appendix 9*

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- **Teaching and Learning**
- **Safeguarding**
- **SEND**

APPENDICES

1. Expectations During Lessons/Around School
2. LHS Behaviour Diamond – Staff version
LHS Behaviour Diamond – Student version
3. LHS Positive Behaviour Scripts
4. LHS Home School Agreement
5. Behaviour Points and Tariffs
6. Staff Serious Incident Form
7. Banned/Illegal items
8. Malicious Allegations
9. Lesson Observation Form – B4L Monitoring
10. Anti-Bullying guidance for staff
11. Anti-Bullying Log Thresholds
12. Protocol for recording of evidence for incidents involving Mobile Phones/email/social media
13. National guidelines on the issuing of exclusions
14. Department for Education document on safe behaviour in schools during the Covid pandemic

LHS BEHAVIOUR FOR LEARNING POLICY

Appendix 1

LHS BEHAVIOUR FOR LEARNING MUST HAVES

Respect for Everyone, Respect for Everything

- Do what you are told, when you are told, by a member of staff with no arguments.
- Enter the room sensibly and, where appropriate, get on with the DNA or equivalent.
- Sit where you are told by your teacher.
- Come to all lessons fully equipped.
- You are expected to work quietly in lessons, unless asked to do differently by your teacher.
- We want you to be an active participant in your lessons. That means being an active listener, fully engaged and answering questions in your head, if you aren't asked directly.
- Make sure that you take pride in your work; neat books with the date and title clearly underlined.
- No talking over anyone or calling out.
- No arguing with staff – if you want to discuss an issue with your teacher the time is after the lesson or at break or lunch.
- We expect formal language in lessons and no swearing.
- If you get it wrong in your lesson, make sure that you put it right.

LHS BEHAVIOUR FOR LEARNING

Respect for Everyone, Respect for Everything

LHS BEHAVIOUR FOR LEARNING POLICY

Appendix 1

BEHAVIOUR FOR LHS - AROUND SCHOOL SITE

Respect for Everyone, Respect for Everything

- Treat school property, buildings, rooms and equipment with respect.
- Treat everyone and everything at LHS with respect.
- Do as you are asked, when you are asked, by a member of staff, without being argumentative towards them.
- Be on time to lessons and tutor time and do not wait around in between lessons.
- Put litter in the bin.
- Walk sensibly on the left.
- Use appropriate language for school; no swearing.
- When another student is being spoken to by a member of staff, it is not acceptable to get involved in any way, unless asked by the staff member.
- Respect other people's time; be where you are meant to be, when you are meant to be there.
- If you are out of a lesson, you need to have a note from the member of staff.

LHS BEHAVIOUR FOR LEARNING

Respect for Everyone, Respect for Everything



P6

EXCEPTIONAL PERFORMANCE

MEET WITH MR RAMSDEN

P5

BRILLIANT WORK / EFFORT ABOVE & BEYOND

REWARD FROM DEPUTY HEADS + ASSISTANT HEADS

P4

RECOMMENDATION TO HOD / HOY

HOD / HOY REWARD >>>> PRAISE

P3

SUSTAINED EXCELLENCE

POSTCARD >>>> LETTER >>>> PHONE CALL + PRAISE POINTS

P2

ABOVE & BEYOND IN LESSON/OUT

PRAISE POINT

P1

POSITIVE LEARNING BEHAVIOURS

VERBAL PRAISE + ENCOURAGEMENT *"Thank You For..."*

LHS POSITIVE BEHAVIOUR FOR LEARNING

N1

SLIPPING INTO NEGATIVE LEARNING BEHAVIOURS

PUT IT RIGHT - YOUR TEACHER WILL HELP YOU *"I need you to..."*

N2

REPETITION OF NEGATIVE LEARNING BEHAVIOURS

TEACHER EXPLAINS NEGATIVE BEHAVIOURS >>>> FINAL WARNING >>>> BEHAVIOUR POINT
TIME TO MOVE ON >>>> *PUT IT RIGHT*

N3

UNACCEPTABLE NEGATIVE LEARNING BEHAVIOUR

SAFEROOM >>>> PUT IT RIGHT >>>> PHONE HOME >>>> DEPARTMENT DETENTION / SDS

N4

ESCALATION OF NEGATIVE LEARNING BEHAVIOUR

ON CALL SUPPORT >>>> REFERRAL TO HOD >>>> MEET PARENTS
>>>> SUBJECT REPORT >>>> SDS

N5

REPETITION OF SEVERE NEGATIVE BEHAVIOUR FOR LEARNING

INTERNAL EXCLUSION + HOY INTERVENTIONS + HEAD'S DETENTION

N6

SUSTAINED UNACCEPTABLE NEGATIVE BEHAVIOUR DESPITE INTEVENTIONS

EXCLUSION + EXTERNAL AGENCIES + SUPPORT PACKAGES





P6

EXCEPTIONAL PERFORMANCE

MEET WITH MR RAMSDEN

P5

BRILLIANT WORK / EFFORT ABOVE & BEYOND

REWARD FROM DH / AH

P4

RECOMMENDATION TO HOD / HOY

HOD / HOY REWARD >>> PRAISE

P3

SUSTAINED EXCELLENCE

POSTCARD >>> LETTER >>> PHONE CALL + PRAISE POINTS

P2

ABOVE & BEYOND IN LESSON/OUT

PRAISE POINT

P1

POSITIVE LEARNING BEHAVIOURS

VERBAL PRAISE + ENCOURAGEMENT

LHS POSITIVE BEHAVIOUR FOR LEARNING

N1

SLIPPING INTO NEGATIVE LEARNING BEHAVIOURS

EXPLAIN >>> REFRAME >>> PUT IT RIGHT - *I need you to...*

N2

REPETITION OF NEGATIVE LEARNING BEHAVIOURS

EXPLAIN NEGATIVE BEHAVIOURS >>> FINAL WARNING >>> BEHAVIOUR POINT

REFRAME AND MOVE ON >>> *PUT IT RIGHT*

N3

UNACCEPTABLE NEGATIVE LEARNING BEHAVIOUR

SAFEROOM >>> PUT IT RIGHT >>> PHONE HOME >>> DEPARTMENT DETENTION

N4

ESCALATION OF NEGATIVE LEARNING BEHAVIOUR

ON CALL SUPPORT >>> REFERRAL TO HOD >>> MEET PARENTS

>>> SUBJECT REPORT >>> SDS

N5

REPETITION OF SEVERE NEGATIVE BEHAVIOUR FOR LEARNING

INTERNAL EXCLUSION + HOY INTERVENTIONS + HEAD'S DETENTION

N6

SUSTAINED UNACCEPTABLE NEGATIVE BEHAVIOUR DESPITE INTEVENTIONS

EXTERNAL AGENCIES + SUPPORT PACKAGES



LHS BEHAVIOUR FOR LEARNING POLICY

Appendix 3

Behaviour for learning – possible scripts for you to make your own!

Social norm scripts are relatively easy to craft by adhering to a few key principles. First, you need to identify the target behaviour that you want to encourage. It sounds obvious, but if you don't know what you're looking for, your pupils will have no chance. You need to be concrete and specific.

There are lots here and that is not meant to be intimidating, far from it, they're intended to be a source of support. Why not try a different couple each week and see which have an impact. Obviously they won't work for everyone all of the time!

Getting it Right

Thank you to the back row who are showing me they're ready to learn because they are quiet and their eyes and shoulders are facing me. (could add... You're helping others by being so quick to get focused)

Reminders – N1

You shouting out is stopping others from sharing their ideas. I know you want to share, but please wait like others until I ask you. Thank you.

Back to quiet and get started on... thank you...

Let me help you to put it right. I need you to...

Can we help David turn his behaviour into positive learning behaviour? What does he need to do?

If I say yes to talking when the teacher is talking, I am saying no to respecting my teacher.

If I say no to arriving on time, I am saying yes to showing disrespect to my teacher, my class and our learning

If I say no to having untidy books, I'm saying yes to trying to keep my books neat

If I say no to being critical of others, I'm saying yes to keeping my thoughts to myself

Repetition of negative behaviour/awarding behaviour point

Name, again you are constantly talking over people who are answering the questions. I have already spoken to you about this, so this is your final warning. I need this behaviour point to end your negative behaviour. What I would like you to do is...something positive relating to task.'

We've talked about the positive learning behaviours needed in this lesson and you've chosen not to take them. You haven't got it right YET, so this behaviour point ends those behaviours. Now I need you to...'

Student refusing to do what they are asked to do

Are you refusing to do what you have been asked by a member of staff? If you do, this will escalate and SLT will be called but they will have the same response and there will be a sanction for your behaviour. So, I'm going to ask you again to...

Narrating a situation to help students to get back on track

I have started talking to X because he needed some help. That doesn't mean that you can start talking too. Back to focused quiet work thanks.

You need to understand that every choice has a consequence. If you choose to do the work, that would be fab and this will happen..., if you choose not to do the work, then this will happen. I will leave you to make the decision.

I can see you're upset because you're frowning, your shoulders are raised and your fists clenched. Let your shoulders drop and unclench your fists and you'll start to feel better.

LHS BEHAVIOUR FOR LEARNING POLICY

Appendix 3

You've just shouted out which isn't fair to children waiting patiently.

You're not sat down yet. That's disrespectful to the class because they're waiting to start

You're chatting instead of listening. That's unfair on [name of the person being chatted to] as it's stopping them from concentrating.

Well done, you ignored [name of disrupting child]. You're being a good friend by helping them to concentrate

Asking other students not to get involved in something that doesn't concern them.

If you are saying yes to getting involved in this, you're saying no to respecting staff and there will be a consequence to that behaviour. I need you to walk away/keep out of this/be polite/wait for your friend over there, so that I can help him to put this right.

By getting involved, this now becomes more complicated and harder to resolve. Please come and talk to me later if you have something you feel you need to add.

Start of the lesson – setting the tone

Morning all. Please can all students have coats off, bags off the table, equipment out and be ready to learn [then thank yous to those who do this, especially those who do this quickly]

Arriving late to lesson

When you arrive late to the lesson you are showing disrespect to everyone in the room. Thanks in advance for being on time tomorrow!

I need students to arrive on time for lessons, so that we can all get the early instructions and get on with the lesson from the start. Please fill out the late arrival form and sit down and start work. I need you to be on time for next lesson.

Generic off task behaviour

I've asked you to do _____ and so far, you haven't and that's affecting your learning and the learning of others. You need to _____

Back to quiet and get started on... thank you...

Let me help you to put it right. I need you to...

I can see Dana's book is open and she's writing... And Adira is too. And now the whole of the back row. Thank you.

Look around, what is everyone else doing? Is your choice fair on everyone else? Can anyone help name by telling her what positive learning behaviour choice she could make now to put it right/get back on track/

Can we help David turn his behaviour into positive learning behaviour? What does he need to do?

Thank you to _____ who are showing me they're ready because their eyes and shoulders are facing me.

Thank you to the middle tables who are showing me they're ready because their eyes and shoulders are facing me. You're helping others by being so quick to get focused.

We've talked about the positive learning behaviours needed in this lesson and you've chosen not to take them. You haven't got it right YET, so this behaviour point ends those behaviours. Now I need you to...

Fidget toys shouldn't disturb anyone. If they do, you lose the privilege to use them (as they're not serving the purpose they're there for). Make sure you keep looking at me when you fidget so I know they're working.

LHS BEHAVIOUR FOR LEARNING POLICY

Appendix 3

Calling out/talking over staff

Thank you to those of you who are waiting patiently (with hands up/making eye contact etc) By shouting out you are not showing respect to everyone else's learning. I'd like to contribute to our discussion in a positive way, so I will hear your comment after some others who have been waiting in the way we expect at LHS. Thanks...

I need everyone who wants to make comments to raise their hands and wait to be chosen. Shouting out isn't fair on those waiting patiently [then thank and choose those waiting patiently with hands up, and, as much as is practicable, give no response at all to those shouting out].

At the moment, you are talking over people who are answering the questions. What I would like you to do is.....(something positive relating to the task)

Respect

You are not being respectful, please can you take a minute to reflect on your behaviour and put it right.

Respectful behaviour leaves people feeling like they are valued and considered. I need you to change what you are doing right now, as I/X is not feeling respected.

Asking a student to step outside classroom to talk about an issue.

Please step outside so we can talk about this calmly and find a solution.

Please step outside so we can talk about this calmly and find a solution. I will give you a couple of minutes to calm down and then I will help you to re-join the lesson.

Once outside

What were the poor choices you made that caught my attention?

What do you think you could do to avoid this happening next lesson?

How can we get things back on track today? I need you to...

David, it's not like you to... please talk to me about what's happening so that I can help you to put things right.

Do you remember yesterday when you helped me with Kayley? That's the Suzanne I need to see today, the Suzanne that you can be all of the time.

I don't like this behaviour from you. Your behaviour is dangerous and disruptive. I don't like your behaviour but I believe that you can be a success. So, let's focus on how we can put it right for the rest of the lesson. What do you need from me? So, this is what I need from you...

I am not leaving, I care about what happens. You are going to be able to turn this around. Let's focus on what we need to do next to help you to put this right.

Apologising to a student

I can see you look upset with me and I think I understand why. How are you feeling?

I'm really sorry. Doing _____ has let you down and made you feel _____. Next time, I'll _____.

LHS BEHAVIOUR FOR LEARNING POLICY

Appendix 3

Explaining rudeness and challenging way being spoken to by student

I am not feeling respected by the way you are speaking to me/what you are saying. That tone of voice/those words are used by most people to show disrespect – if that is not what you are trying to do, I need you to change tone/words.

The way you are speaking to me/others is rude/disrespectful. You need to change your tone so we can talk things through calmly.

On call removing a student

No need to be aggressive. Firm and clear. Ensure that you have asked the member of staff what they want. If a student tries to intervene, remind them that their opportunity to talk will be outside in a calm environment.

Can you come with me please. You need to bring your things and let's talk things through on our way to

Specific ref to particular equipment in subjects

How are you going to participate to the best of your ability without the correct equipment? We are asking you to bring equipment for your safety. Please bring it next time or the consequence will be.....

A minute in a lesson is nearly 2% of our learning time. Over a year that's nearly 4 days of learning. When someone forgets their equipment, it slows their learning down and, for me to get that equipment for them takes about a minute. If that happened every lesson, that would be 4 days of learning lost a year. I need you to have all your equipment with you.

Dealing with a group of students getting involved with an incident

If you are saying yes to getting involved in this, you're saying no to respecting staff and there will be a consequence to that behaviour. I need you to walk away/keep out of this/be polite/wait for your friend over there, so that I can help her to put this right

Handing over mobile phone

You know what the rules are regarding mobile phones. Please hand me your mobile phone and your parent will be contacted. They will then be asked to collect it at the end of the day. Thank you for doing the right thing.

Refusal... Are you refusing to do what you have been asked by a member of staff? If you do, this will escalate and SLT will be called but they will have the same response and there will be a sanction for your behaviour as well as you losing your phone for today. So, I'm going to ask you again to... Thank you for doing the right thing.

It's always good to then catch them another day and have a positive interaction.

Microscripts c/o Paul Dix

- You need to... (speak to me outside)
- I need to see you... (following our class expectations)
- I need you to (Come with me so that we can resolve this properly/so that I can help you to put it right)
- Maybe you are right... (maybe I do need to speak to XX too)
- I expect... (to see your desk immaculately tidy and pen down in the next minute.)
- I know you will... (help Kyra to clean the pen off her face)
- Be that as it may... (I still need you to join in with the group)
- I've often thought the same... (but we need to focus on...)
- I hear you... (It isn't easy, but I know if you try your best you will be able to do it)
- Thank you for... (making a positive choice there. Let's walk and talk about it)
- I have heard what you have said, now you must... (collect your things calmly and move to)
- We will... (have a better day tomorrow)

LHS BEHAVIOUR FOR LEARNING POLICY

Appendix 4

At Little Heath School, we firmly believe that the success of our students depends on an effective partnership of LHS staff, students and parents. All three parties share responsibility for the development and achievement of each pupil.

Together, we commit ourselves to the following:

LHS Staff will:	As LHS parent(s)/carer(s) I/we will:	As an LHS student, I will:
<ul style="list-style-type: none"> • Provide a learning environment that is stimulating and challenging, whilst being safe and caring. • Treat everyone and everything with respect. • Have high expectations for attitudes to learning, progress and behaviour. • Ensure that each pupil has the opportunity to achieve high standards of work and behaviour by building positive relationships and developing a sense of individual responsibility. • Provide a clear framework for praise, reward and sanctions. • Explicitly teach the behaviour we want to see in our school and community. • Help students to 'put it right' and enable each student to have a fresh start every lesson. • Adopt a growth mind-set approach to lessons. • Set homework regularly using <i>Satchel One</i>. • Offer a range of enrichment and extra curricular activities that will develop broader skills to prepare for life and the world of work. • Record and reward good attitudes to learning, progress and performance. • Spread kindness and celebrate success. • Communicate regularly on student progress. • Take prompt action when we have any concerns about our students and be welcoming to enquiries and responsive to concerns. • Teach the principles of personal safety, in particular e-safety. • Encourage all students to adopt an inclusive approach, ensuring that everyone is treated fairly and equally. • Value all students as individual members of the LHS family. 	<ul style="list-style-type: none"> • Take an active interest in my child's education. • Encourage my child to try their best and to take pride in LHS, playing a full part in school life. • Celebrate my child's achievements and encourage a growth mind-set approach. • Actively support LHS's approach to behaviour, ownership and respect, including supporting sanctions issued to my child. • Make sure my child attends school in accordance with school policy, in correct uniform, arrives on time and is fully equipped for school and ready to learn. • Make sure that time is not taken out of school unless it is urgent. • Encourage my child to work hard and support them with homework by checking <i>Satchel One</i> and engaging with <i>MS Teams</i> regularly. • Attend parents' evenings and discussions about my child's progress. • Support LHS's policies and guidelines as outlined on the school website. • Contact the school at an early stage in the event of any concerns or problems. • Agree to my/our child's photograph or film/video footage being taken for LHS use. • Keep the school updated on any changes to contact details. • Talk to my child regularly about e safety and monitor how they spend their time online. I will report any concerns via the safety sections on social media sites or to the mobile network provider. • Support my child to travel safely to school, including wearing a cycle helmet. • Encourage my child to tell an adult in school if anything worries them. 	<ul style="list-style-type: none"> • Be a proud ambassador for Little Heath School, showing respect for everyone and everything; people, property and community. • Arrive on time to school, in full uniform and fully equipped, ready to learn. • Understand the expectations for me and my behaviour in classrooms and around school. • Spread kindness and celebrate success • Treat others as I would wish to be treated. This includes using appropriate language and behaviour in relation to race, religion, gender and sexuality. Bullying is not tolerated at LHS. • Do what I am asked to do, when I am asked to do it. • Be an active participant in lessons taking pride in my work. • Work hard in class and at home, so I can fulfil my potential. • Be proud of myself and my achievements. • Try not to be too hard on myself if something is difficult. I can't do it... yet; adopt a growth mind-set approach. • Check <i>Satchel One</i> regularly and complete H/W on time. • Not talk over anyone or call out across class. • Use formal language in lessons, with no swearing. • Not argue with staff. • Try to put it right if I get something wrong. • Know that every lesson is a fresh start. • Behave responsibly and be polite to others in the LHS family and in the wider community. • Understand that misbehaviour whilst wearing LHS uniform will be dealt with as if the incident occurred at school. • Ensure that my mobile phone is switched off and in my bag throughout the school day. • Behave responsibly and appropriately when using the internet, social media and my phone. I will not target other student by sending, texting, posting or uploading any comments/images that will cause distress. I will report any concerns to a trusted adult • Pay attention to road safety and wear a cycle helmet. • Use the LHS's IT systems in accordance with LHS Accessible Use Policy. • Tell an adult in school if anything worries me.
Signed by Mr D Ramsden on behalf of all staff at LHS	Signed by parent/carers	Signed by student in school

LHS BEHAVIOUR FOR LEARNING POLICY

Appendix 5

Behaviour Points/Tariffs

Rationale:

The decision to simplify the behaviour categories is also to ensure consistency between staff awarding behaviour points. With many current behaviour point options overlapping, it enables staff to select multiple behaviour points for one incident which could mean one incident is being recorded multiple times (suggesting that there are multiple behaviour problems to deal with). Whereas in the proposed changes, one incident would be recorded only once but the tariff would reflect the severity of that incident.

Behaviour Points Tariff	Behaviour Category for Sims	Examples/Understanding the category
0	<ul style="list-style-type: none"> • Lunch DT • Afterschool DT • SDS • Heads DT • Call Out • Safe Room 	<p>These are actions that have taken place due to poor behaviour, so it is therefore recorded for behaviour logs, but it doesn't double count against the student (hence the 0 points award). Therefore a staff member should record the action via Sims but it will not escalate the student's points total. This is seen as a consequence because of the students behaviour, not a behaviour issue.</p>
1	<ul style="list-style-type: none"> • Negative Learning Behaviour 	<p>A staff member should select this category on Sims if any of the following have occurred:</p> <ul style="list-style-type: none"> • Rudeness to peers • Minor Inappropriate Language – For example saying a swear word towards another member of the class • Homework issues – Either the work has not been handed in on time or the student has not completed the home work to a satisfactory standard. • Low level disruption but puts it right by the end of the lesson. • Equipment Issues – This can include equipment for the lesson, ingredients for Food Technology or missing PE kit for PE
2	<ul style="list-style-type: none"> • Mobile phone / headphone confiscation • Persistent Negative Learning Behaviour • Uniform card 	<p>A staff member should select this category on Sims if any of the following have occurred:</p> <ul style="list-style-type: none"> • Mobile phone / headphone confiscation – This should be selected if a mobile phone or headphone confiscation has occurred. The correct confiscation procedure should then be followed. • Persistent Negative Learning Behaviour – This would be for one of the above examples but the student doesn't get it right after a warning and therefore a sanction (Tariff 0) should be given. • Uniform card (only recorded once per day) – This would be recorded by the tutor or the Key Stage Office and given to students who have required a uniform card for their uniform. (Please note if it's for a medical condition that is supported by a message or note from home then this should not be selected and a card should just be given)

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Appendix 5

3	<ul style="list-style-type: none"> • Defiance • Minor damage to property • Smoking 	<p>A staff member should select this category on Sims if any of the following have occurred:</p> <ul style="list-style-type: none"> • Defiance – This is when a student has refused to follow staff instructions and failed to take the correct action. For example a student has refused to leave the classroom, or go to the safe room, then a staff member should select this category. • Minor damage to property – This is used for when a student has deliberately caused damage to the schools or another student’s property. This could be for example, drawing on a table, breaking another student’s pen, ripping pages from a book. • Smoking – If a student is caught smoking then an SDS should be given and this is then recorded on Sims
4	<ul style="list-style-type: none"> • Offensive Language 	<p>A staff member should select this category on Sims if any of the following have occurred:</p> <ul style="list-style-type: none"> • Offensive Language – If any discriminatory language is used to anyone then this behaviour category should be used. This could be a racial or homophobic term used in a lesson or towards another student. The staff member should follow the procedures set out for this type of behaviour in the lesson (pink to HOY).
<p>All of the above are deemed for staff to use day to day if they witness these behaviours in their lessons or within the school environment. Obviously there are times that serious incidents (flashpoints potentially leading to an exclusion) happen and the staff member should follow the below procedure.</p>		
5	<p>Flashpoint Incidents:</p> <ul style="list-style-type: none"> • Major Damage to Property • Physical • Offensive Language towards a member of staff 	<p>Flashpoint Incidents:</p> <p>The incident should be reported as quickly as possible to the HOY and a pink should be written to be passed to them as soon as possible. The Key Stage Team will then decide the most appropriate action to be taken. The Key Stage Team will then select the appropriate behaviour category for this flashpoint incident and record it on Sims. Major damage to property is being seen to deliberately break a significant item of property (e.g. window, computer, phone, door)</p>

Things to consider:

1. We have managed to reduce the overall number of behaviour categories on Sims from 69 to 17, therefore it will be much easier for staff to select the appropriate behaviour category.
2. Staff need to be regularly reminded of how to report bullying concerns and any racial incidents.
3. How will a tutor know which of the negative learning behaviours have been displayed in a lesson if they're under one category, this makes it hard for a tutor to talk to the student about this lesson/incident?

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Appendix 6

Staff Incident Form



Please delete as appropriate: **Incident log / Action Required**



Who?	Teacher →	HoD →	Tutor →	HoY →	SLT
Signature					

NAME OF PUPIL:

NAME OF TEACHER:

DATE:

TUTOR GROUP:

LOCATION:

TIME/PERIOD:

What has happened?

What have you already done? (tick all relevant boxes):

Reminded to 'Put it Right'		Restorative Conversation	
Department Lunch time Detention		Department After school Detention	
SDS		Head Teachers Detention	
Subject Referral		Departmental Report Card	
Other:			

Further Support provided by HoY/SLT/Headteacher:

Signature:

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Appendix 7

Banned / Illegal Items

The following items are banned from the school premises and on school visits. Possession will result in confiscation and a sanction. Perishable goods will be thrown away.

- Chewing gum
- Mobile telephones that are heard or visible anywhere on school premises (including the playground)
- Sharp objects
- Stink bombs and water bombs
- Lighters and matches
- Headphones that are visible
- Aerosols
- Jewellery (only a single stud in each ear)
- Make up including nail varnish and artificial nails
- Hoodies

The following items are illegal, and possession may result in exclusion. This may be permanent.

- Weapons – or any object that could be used with the intention of harming oneself or others
- Cigarettes and/or smoking paraphernalia including vapes.
- Alcohol
- Illegal drugs
- Fireworks or “fun snaps”.

LHS BEHAVIOUR FOR LEARNING POLICY

Appendix 8

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 discipline the pupil in accordance with this policy.

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

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Appendix 9

LHS LESSON OBSERVATION FORM

Name: _____ Observer: _____ Date _____ Period _____ Class _____



Agreed focus for observation: **Whole school focus for term 1 – Behaviour for Learning**

TEACHER ACTIONS	SO THAT...	NOTES
EXPECTATIONS AND RUNNING THE ROOM		
<i>Behaviour for learning</i>		
<ul style="list-style-type: none"> • Build positive relationships with students • Positive modelling of conduct and communication • Fair and consistent approach, which adheres to school behaviour for learning policy • Spread kindness and celebrate success • Praise effort not ability and encourage a growth mindset 	<ul style="list-style-type: none"> • Students understand, follow and value the rules and expectations • Students take pride in their work and achievements and celebrate their success • Students have strategies to get unstuck and can identify their steps to success 	
<i>Effective running of the classroom</i>		
<ul style="list-style-type: none"> • All staff follow the behaviour system. They consistently offer praise and implement sanctions • Students are taught how to behave 	<ul style="list-style-type: none"> • Students know how to behave and how to put it right if their behaviour is not appropriate 	
<i>Effective use of adults in the classroom</i>		
<ul style="list-style-type: none"> • TA / technician role in the classroom is clear and planned • Regular conversations to ensure that TA / technician can support teachers and students successfully 	<ul style="list-style-type: none"> • Students engage with and build positive relationships with their TA that enable them to fully access the learning and enjoy success 	

Summary of discussion

Suggested next steps with clear reference to the relevant WalkThrus

Date for follow up

LHS BEHAVIOUR FOR LEARNING POLICY

Appendix 10

Anti-Bullying - Guidelines for Staff

IF YOU ARE CONTACTED BY A PARENT, OR HAVE A CONVERSATION WITH A STUDENT, ABOUT A POTENTIAL FRIENDSHIP OR BULLYING ISSUE...

DO

- Reassure the student /parent that they have done the right thing in talking to you.
- If the matter is a friendship “falling out”/disagreement issue that you are comfortable to deal with:
 - ✓ Please talk to students involved
 - ✓ Phone parents to inform them of issue/ any actions taken.
 - ✓ Phone other parents as necessary so families of all relevant students are informed
 - ✓ *For issues that arise between students in a lesson, please follow advice above, inform your HoD – and if you are not the tutor, please inform tutor(s) so that tutor(s) of students involved is/are aware*

Please regularly remind students of their avenues of support in school

- If the matter is a bullying concern or a more complex friendship concern:
 - ✓ Write up notes from the conversation you have had – including any quotes where possible (this can be in the form of an email)
 - ✓ Tell the student that you are going to pass on this information and that someone will be in touch with them shortly to help them resolve the issue
 - ✓ Pass on the concern as soon as possible to the Key Stage Office, HoY, Student Voice team.

In order to protect yourselves...

DO NOT

If a parent or student sends you a screenshot or an image unsolicited with a request that you deal with the matter:

- × **Do not** open any images or screenshots sent to you by a young person or parent
- × **Do not** forward the email or attachment to anyone – **but please contact Trudi Cameron, DSL, or a member of Safeguarding Team immediately to let them know.**
- × *After the Safeguarding team have dealt with the matter, please delete the image from your inbox and deleted items folders*
- × Ask those who sent it not to do so again

If you become aware of indecent images being shared by or about a young person:

- × **Do not** screen shot the image
 - × **Do not** ask for the image to be forwarded to you
 - × **Do not** copy and **do not** print the image
 - × **Do not** show the image to anyone else
- ...and importantly, please contact Trudi Cameron, DSL, or a member of Safeguarding Team immediately.**

LHS BEHAVIOUR FOR LEARNING POLICY

Appendix 11

ANTI BULLYING LOG THRESHOLDS

Incidents/students can, of course, be escalated up through the different levels.

LEVEL	DESCRIPTION OF INCIDENT
LEVEL ONE	<ul style="list-style-type: none">▪ Falling out▪ Rumour▪ Name calling▪ Someone feeling excluded from a friendship group▪ Other friendship issues
LEVEL TWO	<ul style="list-style-type: none">▪ Concern re bullying from a parent/ Issue arising from parental meeting▪ Issue on way to or from school▪ Taking of someone else's possessions – single/first time occurrence▪ Issue involving social media/text/other communications/ technology – isolated incident/first time incident
LEVEL THREE	<ul style="list-style-type: none">▪ Bullying issue involving social media/text/other communications/ technology – repeated/major issue▪ Taking of someone else's possessions – repeated/major issue
LEVEL FOUR	<ul style="list-style-type: none">▪ Persistent/ongoing concern about an individual victim▪ Ongoing concern about a "repeat offender"▪ Harassment involving one of the nine "protected characteristics" (race, religion, sex, sexuality, gender, gender reassignment, disability, age, marriage, pregnancy)▪ Physical incident involving a bullying concern

LHS BEHAVIOUR FOR LEARNING POLICY

Appendix 12

PROTOCOL FOR RECORDING OF EVIDENCE FOR INCIDENTS INVOLVING MOBILE PHONES/EMAIL/SOCIAL MEDIA - *Updated September 2021*

PART A: IMAGES

Little Heath School takes note of the guidance issued by Thames Valley Police regarding images:

Re: Dealing with indecent images of children (under 18 years)

We are conscious that there is a heightened awareness of the challenges and dangers associated with inappropriate use of social media, some young people have experienced online bullying through the sharing of indecent images online.

As staff working with young people we have a duty to safeguard them, protecting them from harm in the real and online world. If you become aware of indecent images being shared by or about a young person, please do not:

- screen shot the image
- ask for the image to be forwarded to you
- copy the image
- print the image
- show the image to anyone else

If you do any of these actions, even for the best of intentions, you will have potentially committed the criminal offence of making and distributing indecent images of children.

The term 'make' includes downloading images from the internet and storing or printing them out. Deliberately opening an indecent computer email attachment or downloading an indecent image from the internet, so it can be viewed on a screen, is 'making' a photograph. The image does not have to be stored so it can be retrieved. Such an act must be done deliberately, innocently opening such a file is not an offence. For example:

- if an email attachment was opened innocently and not subsequently deleted due to a genuine lack of skill (deleting an email in 'Outlook' may only move it to a 'deleted' directory, much like the 'recycle bin', this directory needs to be emptied and there may be other 'temporary' directories where it could be held);
- if an image was innocently downloaded from the web and immediately deleted without realising that the computer has stored a backup copy in a temporary internet directory, then no offence would be committed.

Should you become aware of images being shared about a young person call Thames Valley Police on 101 and report the instance to them describing the social media site, the date and time the image was posted, the date and time you saw it and the names of those involved. Thames Valley Police will secure the evidence rather than non police staff.

If you are sent an image or screen shot by a young person or parent unsolicited with the request that you deal with the matter, please delete the image from your inbox and deleted items folders and ask those who sent it not to do so again. Contact Thames Valley Police on 101 with the concerns. Do not forward the message to anyone else including the police.

If you are at all unsure then please speak to Trudi Cameron, Designated Safeguarding Lead, or David Ramsden, Headteacher.

LHS BEHAVIOUR FOR LEARNING POLICY

Appendix 12

PART B: WRITTEN EVIDENCE

In order to safeguard members of staff, and so that any written evidence is saved securely in a central place that is accessible, please can we all follow these procedures in the event of a student or parent having written evidence that they wish to share with us. Please contact a member of the Pastoral team if a student or parent wishes to share evidence with you.

Please note that evidence should not be stored on individual staff areas/desktops or on any personal mobile phone.

Evidence relating to a friendship/cyber bullying issue:

For evidence sent by email:

This evidence should be saved in:

1. Pastoral Drive > e safety evidence > 2021 - 2022
2. Within "2021- 2022", please create a separate folder for each incident (labelled with the student's name and date).

If written evidence is emailed to you: it should, after it is saved on Pastoral Drive, be deleted from individual work email accounts.

Although we now have a mobile phone policy that states pupils are not to use the devices during the school day we may still be contacted in regards to evidence held on a mobile phone.

For evidence on mobile phones:

We should not be copying evidence from mobile phones ourselves. Please follow the following procedure:

Either:

1. Student should be taken with their phone to UKN Office (please always accompany the student to UKN office) - please do this as soon as is possible so that evidence is secure.
2. UKN staff then copy the evidence onto Pastoral Drive> e safety evidence>2021 - 2022 (as above).

Evidence where the issue is a Safeguarding concern:

Please ensure that the Safeguarding Lead, or a member of the safeguarding team, is informed of this issue.

Any evidence in this instance should be passed to Safeguarding Lead or Student Voice coordinator who will keep a record.