

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

APPROVED BY	Student Support Committee
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POLICY OWNER	Headteacher and Deputy Headteacher responsible for Behaviour Strategy
GOVERNOR SUB-COMMITTEE	Student Support Committee
ASSOCIATED POLICIES	Teaching and Learning, Home/School Agreement, SEND, Health and Safety

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1. 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.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

- 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
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

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.

2. LEGISLATION AND STATUTORY REQUIREMENTS

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in Schools: Advice for Headteachers and School Staff, 2024](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Supporting pupils with medical conditions at school](#)
- [Use of reasonable force and other restrictive interventions, 2025](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Poor punctuality to school and to lessons
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Any drug-related incidents, as outlined in the Appendix below
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. 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 child-on-child 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.

5. 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
 - Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
 - Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
 - Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
 - Ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff are responsible for

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy and '*LHS Behaviour Diamond*' consistently.
- 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.

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 Little Heath School's behaviour policy, and reinforcing it at home where appropriate.
- Supporting their child in adhering to the behaviour policy, including with attendance to any sanctions.

- 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 behavioural concerns with the class teacher/form tutor promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

Little Heath School will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Students

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

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.
- read, sign and abide by the Home School Agreement.
- 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.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. BEHAVIOUR CURRICULUM

Purpose

The Behaviour Curriculum sets out the routines and habits that underpin a calm, safe and respectful learning environment. These expectations are explicitly taught, modelled and reinforced across the school.

Our Behaviour Curriculum Includes:

- **Arrival and Departure:** Pupils arrive punctually, prepared for learning, and greet staff appropriately.
- **Transitions:** Movement between lessons is calm and purposeful.
- **Respectful Interactions:** Pupils use polite language, listen actively and respond positively to staff and peers.
- **Learning Behaviours:** Pupils remain on task, follow instructions first time, and contribute constructively to lessons.

Implementation:

- Routines taught during induction and reinforced through tutor time and assemblies.
- Staff consistently model and reinforce expectations in all settings.

7. RESPONDING TO BEHAVIOUR

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school, working to build positive relationships and provide consistent and fair rewards and sanctions for students. Staff will maintain high expectations of all students.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Praise (house) points, recorded on Arbor
- Communicating praise to parents via a phone call or written correspondence, usually through Arbor
- Certificates
- Positions of responsibility, such as prefect status
- Whole-class or year group rewards
- **Reward trips, often organised in year groups**

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class to an agreed Safe Room
- A verbal reprimand and reminder of the expectations of behaviour
- Changing the seating plan to move the child away from a distraction
- Expecting work to be completed at home, or at break or lunchtime

- After school or lunchtime detention
- Loss of social times
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Putting a pupil 'on report'
- Internal suspension (Behaviour Hub)
- Putting the pupil on a Behaviour Plan or a Pastoral Support Plan
- Suspension
- Direction offsite
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Use of reasonable force and restrictive interventions

Reasonable force covers a range of interventions that involve physical contact with pupils. Little Heath School follows the guidance laid out by the Department for Education (2025). The school aims to safeguard pupils and staff, minimise the need for restrictive interventions, and ensure compliance with statutory requirements.

Legal Framework

- All school staff have the legal power to use reasonable force under Section 93 of the Education and Inspections Act 2006.
- The school must record and report to parents every significant incident involving the use of force.

Definitions

- **Reasonable Force:** Physical contact used to control or restrain a pupil, applying no more force than necessary.
- **Restrictive Interventions:** Any planned or reactive action that limits a pupil's movement, liberty or freedom to act independently. This includes restraint, seclusion, or use of equipment. Restrictive interventions must never be used as punishment.

Principles

- Use of force or restrictive intervention should be:
 - Lawful, necessary and proportionate.
 - A last resort, after prevention and de-escalation strategies have been attempted.
 - Focused on protecting welfare and safety of pupils and staff.

When Force May Be Used

Examples include:

- Preventing harm to self or others.
- Preventing serious damage to property.
- Removing a pupil from a situation where safety is at risk.
- Maintaining good order during an incident of serious disruption.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Prohibited Uses

- Force or restrictive interventions must never be used for punishment or to enforce compliance where there is no risk of harm.

7.6 Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed in 'Prohibited Items' above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS).

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or a designated representative will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to 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 consider whether to 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 (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

8. SERIOUS SANCTIONS

8.1 Detention

Any member of staff may issue a student with a Same Day Sanction (1-hour detention) in line with the school's Behaviour Policy.

For more serious violations of the behaviour policy, staff may issue a SLT detention (1 and a half hours).

Pupils can be issued with detentions during Lunch or after school.

Parents will be informed about detentions through Arbor.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. This may be to a designated departmental Safe Room, or to the Behaviour Hub.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted and warnings have been given, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by another member of staff in a departmental Safe Room, or in the Behaviour Hub, and will usually be removed from a particular class for a maximum of two weeks.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusions

The school can use suspension, offsite direction to another provision, and permanent exclusion, in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or permanently exclude will be made by the headteacher and only as a last resort. If the headteacher is not present in school and decision needs to be made, then reasonable efforts will be made to contact them. If they are uncontactable then the acting headteacher will have the authority to suspend or exclude, as per section 579(1) of the Education Act 1996 (*An acting headteacher is someone appointed to carry out the functions of the headteacher in the headteacher's absence or pending the appointment of a headteacher*).

For persistent disruptive behaviour, a pupil will be given extensive support over a sustained period of time. If this behaviour continues to severely disrupt the learning and progress of others, and where reasonable adjustments and support are deemed to not be having a required positive impact, a permanent exclusion may be issued.

We use internal suspension 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.

In most cases, we will follow our Serious Misbehaviour Escalation (below) when deciding on an appropriate sanction.

At LHS, our Exclusion Policy operates under the assumption that whenever an exclusion or suspension 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>

Reintegration After Suspension

- Reintegration meeting with pupil and parent/carer.
- Individual support plan agreed, including behaviour targets and pastoral support.
- Monitoring period with regular reviews to ensure successful reintegration.

8.4 Managed moves

Where appropriate, the school will work with local partners to arrange managed moves as an alternative to permanent exclusion, providing pupils with a fresh start in a new setting. The school works proactively and collaboratively with mainstream and special schools in West Berkshire and Reading.

9. MONITORING ARRANGEMENTS

This Behaviour for Learning Policy will be reviewed by the Headteacher and Student Support 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.

In line with DFE guidance, skilled staff complete regular analysis of behaviour data, including detentions, suspensions and permanent exclusions, informing policy and practice to improve behaviour at Little Heath School.

10. Adjustments for students with disabilities (including SEND)

Commitment

We recognise that some pupils require reasonable adjustments to meet behaviour expectations. These adjustments will be proactive and personalised.

Further explanation of support for students can be found in our SEND policy.

Adjustments will be agreed with the SENDCo and communicated clearly to all relevant staff.

The school is committed to making reasonable adjustments for pupils with special educational needs and disabilities (SEND) to help them meet our behaviour expectations. These adjustments are designed to remove barriers and provide appropriate support. However, all pupils, including those with SEND, are expected to follow the school rules. Where breaches occur, sanctions may still be applied in line with the Behaviour Policy, taking into account individual circumstances and ensuring fairness and proportionality.

11. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

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

APPENDIX 1 - 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.

APPENDIX 2 - 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'.

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.

APPENDIX 3 - 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.

APPENDIX 4- Little Heath School Behaviour Escalation

<u>N1 – Put It Right</u>	<u>SDS DT</u>	<u>SLT DT</u>	<u>Internal Exclusion</u>
<ul style="list-style-type: none"> If a student is slipping into negative learning behaviours, teacher will remind them about expectations, reframe and model how to 'put it right.' 'I need you to...' Student will receive N1 	<ul style="list-style-type: none"> N3 on Satchel One Student sent to the Safe Room Repeated failure to meet homework deadlines Swearing Truancy from a lesson Non-attendance at Late Lunch DT Defiance and not following staff instructions Arrival at school after 9.15am 	<ul style="list-style-type: none"> Refusal to go to the Safe Room Truancy where a student walks away from On Call or SLT Extreme defiance Serious anti-social behaviour (decided by HOY) More than one student in a toilet cubicle Sent home from SDS for poor behaviour 	<ul style="list-style-type: none"> Rudeness to staff Persistent or extreme defiance Physical (incident) Persistent disruptive behaviour Failure to attend Heads DT - Persistent lateness to lessons (KS Office) <p>One full day in the Behaviour Hub.</p>
<u>N2 – Behaviour Point</u> <ul style="list-style-type: none"> If the student does not put it right and continues with negative learning behaviours, they are issued with an N2- 			

<ul style="list-style-type: none"> Teacher explains negative behaviours. Final warning. Reframe and put it right 	<ul style="list-style-type: none"> Persistent lateness to lessons (KS Office) <p>60-minute after school detention</p>	<ul style="list-style-type: none"> Persistent lateness to lessons (KS Office) Non-attendance at SDS <p>90-minute after school detention</p>	
<p><u>Late Lunch DT</u></p> <ul style="list-style-type: none"> Arrival at school after 8.50am Lunch DT in T21 – 25 minutes 			
<p><u>Suspension (or Fixed Term Transfer)</u></p> <ul style="list-style-type: none"> Third instance of internal exclusion within a six-week period Serious physical incident Persistent disruptive behaviour Sent home from Behaviour Hub <p>Sent home for one or more school days, with notification to the local authority.</p>	<p><u>Behaviour Plan</u></p> <p>Can be triggered by:</p> <ul style="list-style-type: none"> 5+ days of suspensions in a year (academic or calendar) Two or more suspensions in close proximity One-off serious incident 100 behaviour points in a long term 250 behaviour points in a year <p>Six-week plan, with clear targets.</p>	<p><u>Pastoral Support Plan</u></p> <ul style="list-style-type: none"> Failed behaviour plan Passed behaviour plan then incurred 10 days of exclusions in the year. Returning from a failed managed move ('fresh start') <p>Twelve-week plan, with clear targets; local authority informed.</p>	<p><u>Permanent Exclusion</u></p> <ul style="list-style-type: none"> Failed PSP (persistent disruptive behaviour) Serious breach of school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school. <p>Permanently excluded from LHS, with governors and local authority informed.</p>

APPENDIX 5 – LHS Positive Behaviour for Learning Diamond



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 »»» SOS

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



APPENDIX 6 – Drugs and Illegal Substances

Aim

At Little Heath, we are committed to safeguarding the health, safety and wellbeing of all members of the school community. We believe that we have an important duty to inform and educate students about drugs in order to empower them to lead healthy, happy and fulfilling lives, to make informed and responsible choices and to prevent drug misuse.

Purpose

This appendix applies to all of the school's students, staff, governors, parents/carers and visitors. It applies to the school premises up to and including the school gates; students' journeys between home and school; educational visits, residential courses, work experience and extra-curricular activities; and all times when the school is considered to be 'in loco parentis'. It sets out the definition of a 'drug', how any drug-related incident will be dealt with and the school's approach for delivering drugs education.

Definitions

For the purpose of this policy, the word 'drug' refers to any mood altering substance: all legal drugs, including tobacco, alcohol, electronic cigarettes (also known as vapes), solvents or volatile substances (those giving off a gas or vapour which can be inhaled), over the counter and prescription medicines, Novel Psychoactive Substances (NPS), ketamine, alkyl nitrates and all illegal drugs such as cannabis, ecstasy, amphetamines, heroin, crack/cocaine, LSD and any other substances covered by the Misuse of Drugs Act 1971, Psychoactive Substances Act 2016, or that is subject to a temporary class drug order. Drug paraphernalia refers to items such as cannabis grinders, rolling papers, filters, matches, lighters and pipes.

Education

Drugs education is delivered through the Personal Development curriculum, and includes lessons, assemblies and talks and workshops by outside speakers.

Drug-related incidents

A drug-related incident includes incidents at school, on the way to and from school, or school visits or trips, and is defined as:

- a member of the school community found in possession of drugs or associated paraphernalia;
- a member of the school community is suspected or alleged to be under the influence of drugs;
- a parent/carer or staff member is thought to be under the influence of drugs on the school premises;
- a member of the school community discloses that they (or a family member/friend) are misusing drugs;
- a member of the school community is found to be supplying drugs on the school premises.

A drug-related incident is a serious breach of the school's Behaviour policy and is likely to lead to suspension or permanent exclusion. Thames Valley Police will automatically be notified of any drug-related incident. Illegal substances will be handed to the police to be legally destroyed.

APPENDIX 7 – Mobile Phone Policy

Mobile phones and smart devices must not be used or visible during the school day. Devices should remain switched off and stored in bags.

If a mobile phone is seen or heard by a member of staff during the school day, it will be confiscated. Parents will be informed and they must collect the phone from school. In exceptional circumstances, a

parent may request that the phone is returned to their child at the end of the school day, if, for example, they are unable to come to school and the student needs their mobile device in order to catch the bus home.

Repeated use of a mobile phone in school could lead to a parental meeting, with a mobile phone ban being used as a last resort for students who persistently and wilfully do not follow the rules.

Teachers are encouraged not to ask KS3 and KS4 students to use mobile devices to support their learning in lessons.

This policy supports focus on learning and reduces distractions and safeguarding risks.

APPENDIX 8 – LHS Home School Agreement

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 and each year you will be asked to read and sign the agreement.

Please talk through the Home School Agreement with your child(ren), so that they understand the importance of the document, and what it says about that crucial relationship between school and home.

If you have any issues with signing the form or accessing the documents, please contact your child's tutor in the first instance.

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:
<p>Provide a learning environment that is stimulating and challenging, whilst being safe and caring. Treat everyone and everything with respect. Have high expectations for engagement with 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 engagement with learning, progress and performance. Spread kindness and celebrate success. Communicate regularly on student progress.</p>	<p>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 the 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> 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. Keep the school updated on any changes to contact details.</p>	<p>Be a proud ambassador for Little Heath School, showing respect for everyone and everything; people, property and community. Arrive on time for school, in full uniform and fully equipped, ready to learn. Understand the expectations of 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 by a member of staff. 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 in class.</p>

LHS Staff will:	As LHS parent(s)/carer(s) I/we will:	As an LHS student, I will:
<p>Take prompt action when we have any concerns about our students and be welcoming to enquiries and responsive to concerns.</p> <p>Teach the principles of personal safety, in particular e-safety.</p> <p>Encourage all students to adopt an inclusive approach, ensuring that everyone is treated fairly and equally.</p> <p>Value all students as individual members of the LHS family.</p>	<p>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.</p> <p>Support my child to travel safely to school, including wearing a cycle helmet.</p> <p>Encourage my child to tell an adult in school if anything worries them.</p>	<p>Use formal language in lessons, with no swearing.</p> <p>Not argue with staff.</p> <p>Try to put it right if I get something wrong.</p> <p>Know that every lesson is a fresh start.</p>