



LAURUS  
RYECROFT

## **Behaviour Policy**

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# CONTENTS

Our Vision

Our Aim

Respect for Learning

Rewards

Sanctions

Detentions

Exclusions

Specific Areas of Concern

Uniform

Smoking

Confiscated property

Serious Incidents

Additional Information

Our vision is for every student, regardless of background or circumstance to achieve the grades and develop the qualities which will open the door to the future of their choice”

**Our Aims are:**

- 1. To make learning our first priority**
- 2. To ensure all students are safe and able to learn**
- 3. To ensure that everyone is challenged and supported to be the best that they can be**

## **Behaviour in Laurus Schools**

At Laurus Ryecroft our climate is positive and optimistic. We have a learning and success culture where achievement and effort are rewarded; where all are challenged to do their best and where all are valued and respected.

Our *Behaviour policy* is designed to support this aim. The basis of our policy is positive: we wish to “catch students being good” and reward them for it. However, on occasions, students may behave inappropriately.

Students are responsible for their own behaviour. Consequences will result from their choices – be this rewards or sanctions.

Students, parents/carers and school staff share the responsibility to ensure that learning is not disrupted due to bad behaviour. The Home School Agreement details more information.

We do not tolerate anti-social behaviour in any form. However, we realise that such behaviour could be attributed to a combination of inter-related factors. Therefore, we will work closely with the student and parents/carers to develop strategies which can be adopted by both home and school to help the student overcome his/her problems within a consistent and secure environment.

In exceptional circumstances the advice of the Educational Psychology Service will be sought with the consent of the parents/carers.

**All admissions, other than Year 7 intake, will require a meeting with the Head of School. The Home School Agreement must be signed at this meeting by all parties**

# Respect for learning

**A**      **Actions**

**B**      **Bring**

**C**      **Consequences**

## Rewards

At Laurus Ryecroft we believe that effort and achievement should be recognised. Through the new Rewards Policy we aim to motivate and praise students for their effort, participation and achievement both individually and within their House.

Every student will be placed in a House with other students from different year groups. House Points will be awarded to all students from Year 7 to 11. All students will receive individual points but they will also share responsibility for generating points towards their House totals.

### House Events

There will be a timetabled schedule of House events being run in school over the course of the year. Each subject area within school will organise events so that there will be opportunities for all students to participate. This will culminate with Sports Day in the summer.

The winning House for each event will receive Points:

1 <sup>st</sup> place	100 House Points
2 <sup>nd</sup> place	80 House Points
3 <sup>rd</sup> place	60 House Points
4 <sup>th</sup> place	40 House Points
5 <sup>th</sup> place	20 House Points

All students participating in team events will receive 5 House Points each.

### Individual Achievement

House Points can be awarded to individual students for the following reasons:

Excellent classwork/homework	1 House Point
Excellent effort/improvement	1 House Point
Act of kindness	2 House Points
Praise Postcard (see below)	5 House Points
Badge (see below)	10 House Points

Competitions in class:

1 <sup>st</sup> place	10 House Points
2 <sup>nd</sup> place	8 House Points
3 <sup>rd</sup> place	6 House Points
4 <sup>th</sup> place	4 House Points
5 <sup>th</sup> place	2 House Points

### Praise Postcards

Praise postcards will be sent home for exceptional work, behaviour and attitude. Students will also be awarded 5 House Points per postcard.

### Attendance

Individual

- 100% attendance per half term 10 House Points

Personal Tutor Group

- Best Attendance per half term 50 House Points
- Most Improved attendance per half term 25 House Points

There will also be a trophy handed out to the winning forms in assemblies'/form time

- Best attended House per month
 

1 <sup>st</sup> place	200 House Points
2 <sup>nd</sup> place	150 House Points
3 <sup>rd</sup> place	100 House Points
4 <sup>th</sup> place	50 House Points
5 <sup>th</sup> place	25 House Points

### **Additional Rewards**

- Subject teachers will reward good and outstanding work with stickers, stamps and other department rewards.
- Leavers' Ball for Year 11 students
- KS3 Awards Evening
- Sports Awards Evening

### **Certificates of Achievement**

These will be awarded when students have achieved a certain number of House Points

- 100 House Points – BRONZE
- 200 House Points – SILVER
- 300 House Points – GOLD
- 400 House Points – PLATINUM
- 500 House Points – DIAMOND

### **School Badges**

The following badges are awarded for outstanding achievement in the following areas:

Black	Academic Excellence	Orange	Engagement
Green	100% attendance	Navy Blue	Citizenship
Pink	Art	Silver + Pound Sign	Enterprise
Lime Green	Computing	Mid Blue	English
White+ Purple Logo	Beliefs and Values	White + Green Logo	Geography
White + Blue Logo	History	Yellow	Maths
Lilac	Media	Purple	MFL
Silver	Performing Arts	Red	PE
Satin Silver	Spoken Language	Turquoise	Science
Ice Blue	Technology	Grey	Behaviour 4 Learning
Bicycle Logo	Cycle to School	Red Glitter	HOY

### **The Winning House**

All points will be collected towards the end of the Summer Term and the House with the most points overall, will receive the House Cup.

Students with the highest individual points total within each House will also be recognised for their contribution by their Head of House.

## Behaviour for Learning

- We will monitor closely 'Behaviour for Learning' in lessons. This will involve; how well equipped students are; their punctuality to lessons; how quickly they start their work and how they continue to work throughout lessons. Additional rewards will be given to students who show consistently good 'Behaviour for Learning'. We will record instances where we believe that a student's behaviour for learning is preventing them from making good progress. This will allow the Heads of Houses to put intervention strategies in place and alert parents/carers to this at an early stage. Students who receive five or more Bs in any week will receive a 30 minute lunch time detention.

# Behaviour for Learning

## B4L



### READY

- On time
- All equipment
- Completed PP&R



### SET

- In your place
- Equipment out
- No talking
- Actively listening



### GO

- Start task immediately
- Stay on task
- Don't give up
- Complete PP&R
- Go the extra mile



<b>A</b>	<b>Actions</b>
<b>B</b>	<b>Bring</b>
<b>C</b>	<b>Consequences</b>

## Sanctions

Sanctions will be applied in line with the consequence system outlined below. Where possible the consequences system will be recorded on the whiteboard in the teaching area.

- C1** Formal warning after students have been verbally told about their behaviour. This will be recorded on the board where possible.
- C2** This will be issued if there is no improvement following a C1. This will be recorded on the board. A 10 minute detention will be issued with the subject teacher. The event will be recorded electronically. A C2 will also be issued for failing to complete PP&R.
- C3** This will be used if there is no improvement following a C2. This will be recorded on the board. A 30 minute detention will be issued with the subject teacher. This event will be recorded electronically. A C3 can also be issued immediately for out of class behaviours and for failing to complete PP&R a second time.
- C4** This will be used if there is still no improvement. The student will be removed from the lesson, within the department, and issued with a one hour departmental detention. A phone call home will be made. The event will be recorded electronically.
- C5** Serious incident – the event will be recorded electronically. A serious incident will normally result in isolation or a fixed term or permanent exclusion.

If a student receives 3 or more C2+ in 1 week they will also receive an SLT detention after school the following week.

Students who challenge a consequence will automatically be escalated to the next level.

## CONSEQUENCES

- C1** Formal warning
- C2** 10 minute detention
- C3** 30 minute detention
- C4** Removal from lesson  
(1 hr detention)
- C5** Serious incident

Remember 3 x C2+ in 1 week is an additional 1 hour Head of Year detention



- C2 – C5s cannot be ‘earned back’ as a result of good behaviour later in the lesson.
- It is acceptable for teachers to send students out of the lesson for a very short time to ‘calm down’. This need not necessarily be a C4. It may be recorded at a lower level.
- Students do not necessarily need to progress from C2 – C5.

More serious incidents can be entered directly as C3 or C5 as appropriate.

## Report Cards

There will be three levels of report card

- Green – Form Tutor
- Amber – Head of Year
- Red – Leadership Team
- Lilac – B4L

Reports will be used to monitor aspects of behaviour, punctuality and attitude. Heads of House may place students on report when issues concerning progress have been raised.

## Detentions

- Students who arrive late to school will be required to report to their Head of Year at lunchtime for a detention.
- Students who are persistently late to school will be dealt with by the Head of Year and receive after school detentions lasting for 1 hour.
- Students who receive three or more C2+ in any one week will receive an after-school Head of Year detention of one hour. Further action will be taken against repeat offenders e.g. report card, parental meetings.
- Students who receive five or more Bs in any one week will receive a 30 minute lunchtime detention.
- If students fail to attend the SLT detention they will attend a Leadership detention for 60 minutes after school. Students may also be placed into Leadership detention for more serious incidents.
- If students fail to attend the Leadership group detention they will be placed in isolation the next available day. The Leadership group detention will still take place at the next opportunity.
- Students who are off premises, without permission, at break and lunchtime will receive an after school detention of 1 hour.
- Any incidents of misbehaviour or misconduct which occurs out of school or in the local community; on the journey to and from school, including school buses and public transport. This also includes theft from our local shops will result in appropriate sanctions.

## Restorative Approach

Members of staff and students may be requested to engage in a restorative approach in order to resolve incidents of conflict.

Members of staff and students may request a restorative meeting in order to resolve concerns/conflict. This may be particularly relevant following fixed term exclusion.

## Isolations

As part of our behaviour system Laurus Ryecroft may wish to isolate a student or students for a fixed period of days. Students may need to be out of circulation from both lessons and/or social times for the following reasons:

- To allow school to investigate a serious incident
- Uniform infringements
- To replace a fixed term exclusion in special circumstances
- As a sanction
- Awaiting collection by a parent/carer when a fixed term exclusion has been issued

In isolation a student will complete classwork alongside their HOY or a member of SLT. Work is collected/provided for each lesson and students are permitted comfort breaks and access to refreshments at break and lunchtime.

Restorative approaches and further reflection can also be completed whilst in isolation.

Reasonable adjustments will be made to take into account each incident and consider the needs of each student.

## Community Service

These include incidents of misbehaviour or misconduct which occurs out of school or in the local community, on the journey to and from school, including school buses and public transport or theft from local shops. The sanction for any of these incidents will be a Leadership detention.

## Restorative Approach

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Members of staff and students may request a restorative meeting in order to resolve concerns/conflict. This may be particularly relevant following fixed term exclusion.

## Exclusions

*No Head of School likes to exclude a student from school, but there may be times when this is considered necessary. If your child has been excluded it means that he or she will not be allowed to attend school because of the difficulties that have arisen concerning a serious breach of conduct. The evidence required to exclude will need to meet the 'civil standard' of proof i.e. on the balance of probability, it is more likely than not that the student was responsible for the breach of school discipline.*

A child who gets into serious trouble at school can be excluded for a fixed period of time. Schools can exclude a child if:

- they have seriously broken school rules
- allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other students

Your child cannot be given fixed period (non-permanent) exclusion that totals more than 45 school days in any one school year. Work will be set for your child if excluded for longer than one school day. It will be your responsibility to request and collect this work

We will contact you on the day an exclusion is given and follow up with a letter including information on:

- the period and reason for exclusion
- your duty during the first five days of any exclusion is to ensure that your child is not present in a public place during normal school hours, whether in the company of a parent/carer or not
- any arrangements made by us that apply from the sixth day of the exclusion
- It is your responsibility to contact school regarding readmission arrangements

## **Permanent exclusions**

The Head of School will usually only permanently exclude a student as a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances in which the Head of School may decide to permanently exclude a student for a 'one-off' offence.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the Head of School's decision and you may meet with them to explain your views on the exclusion
- if the governing body approves the exclusion, you can appeal to an independent appeal panel organised by the local authority
- we must explain in a letter how to lodge an appeal
- we will work in partnership with other Tameside schools to provide full time education for any student from the sixth day onwards until the exclusion ends
- the local authority must provide full-time education from the sixth day of a permanent exclusion

## Specific Areas of Concern

Attention should be given to the following areas:

### Uniform

All students will attend in full school uniform:

- There will be zero tolerance regarding incorrect uniform.
- If parental/carer permission has been obtained a member of the pastoral team will send the student home to get changed.
- If the student is unable go home it is expected that they will be in isolation with their form tutor or Head of Year for the day. They will also be isolation at break and lunchtime.
- It is expected that students will wear their uniform correctly on the entire journey to and from school.
- A special emphasis will be made, before and after school in the local community, in order to ensure that the school uniform is worn in the correct manner.

### Smoking

The school operates a strict no smoking policy. This includes within the school buildings and grounds as well as on the way to and from school whilst in school uniform. This includes the use of e-cigarettes.

### Sanctions

- In the first instance, students found smoking will receive an after school Leadership detention (60 minutes) and parents/carers will be informed of the incident as soon as possible via a phone call from the Head of Year.
- If students are caught smoking a second time, parents/carers will be instructed to come into school to meet with the Head of Year. A Leadership detention (60 minutes) will be issue. Multiple sanctions may result in an exclusion.
- Any student can access to the MOSAIC service for help and advice. Students and parents/carers will be made aware of this level of support.

### Searches and confiscation

It is appropriate and acceptable for staff to confiscate students' property, for example, mobile technology (please refer to our Mobile Technology Policy). If students are seen with mobile technology in lessons, or anywhere other than designated areas, it will be confiscated. Mobile technology can also be confiscated where there are safeguarding concerns. It may not be appropriate for the property to be returned prior to discussions with the police. Confiscated property will be returned to the student or parent/carer. Staff are not responsible for the loss or

damage of any confiscated items. This does not include prohibited or banned items. These will not be returned to the student.

We have power to search students without consent if we have reasonable grounds to suspect that students may be in possession of prohibited items.

In addition to the general power to use reasonable force see 'The use of force by staff to control or restrain students policy'

Staff may conduct a search for the following prohibited items-

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Please refer to DfE advice January 2019

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

## Aerosols

Following advice from Asthma UK, LR is an aerosol free zone. Appropriate sanctions will be issued for students who use aerosols in school.

## Payment Towards Damages

If a student causes damage to anything in school, then they may well be asked for a contribution towards the cost of any repair. This may apply even if the damage is accidental.

## Serious Incidents

These include;

- Physical assault against a student including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a student
- Verbal abuse and threatening behaviour against an adult
- Instigating violence by involving other people, not necessarily from the school community, in disputes with other students
- Involvement with fireworks
- Bullying (including cyber bullying)
- Racist abuse
- Sexual misconduct

- Theft
- Damaging property
- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of the ICT code of conduct
- Deliberate misuse of the fire alarm will result in a permanent exclusion
- Drug and alcohol related incidents – this may include the abuse of a legal substance
- Dealing with drugs at school will result in a permanent exclusion
- Repeated use of drugs or alcohol may result in a permanent exclusion
- Possession of a weapon, including replica weapons
- Misuse of medication
- Misuse of aerosols
- Misuse of electronic equipment
- Making malicious allegations against a member of staff
- Inciting others to breach the school rules
- Inciting others to commit a violent act
- Behaviour that endangers themselves or others
- Behaviour which brings the school into disrepute and tarnishes the reputation of the school, even if this behaviour occurs outside of school time/hours
- It would be treated as a serious incident if any student inappropriately recorded/filmed any of the above incidents taking place

These incidents are considered to be highly damaging to the ethos of the school and to individuals within it. In these circumstances the normal referral procedures may be by-passed.

Serious incidents should be referred immediately to the Head of Year or a member of the Leadership Group.

### **Reasonable Adjustments**

Any adjustments will be made reasonably with regard to identified diagnosed disabilities in consultation with the SENCO and the school's educational psychologist. If a breach of our Behaviour Policy is a direct consequence of mental health issues, the school may insist upon confirmation that the student is fit to attend. This confirmation will be sought from a mental health practitioner or their GP.

### **Additional Information**

This policy applies to all school related activities including visits, residentials and extra-curricular events. This also includes the journey to and from school. Other out of school incidents may be considered if the Head of School believes that they will have a serious impact within school. This would include behaviour which brings the school into disrepute or tarnishes the reputation of the school.

Staff should use this document in conjunction with:

1. The Anti-Bullying Policy
2. The Attendance Policy
3. The Teaching and Learning Policy
4. The Single Equality Scheme
5. The Classroom Routines
6. The ICT Policy
7. Safeguarding Policy

8. The Home School Agreement
9. Acceptable Use Policy
10. Mobile Technology Policy

## Monitoring and Evaluation

We will be monitoring this policy through analysis of data and our Q/A procedures.

## Equality Impact Assessments

<p>Names and titles of people involved with this assessment</p>	<p><b>SENCO</b> <b>Deputy Head of school</b></p>
<p>Title of Policy – <b>Behaviour</b></p>	
<p>Impact assessment carried out with regard to identified characteristics</p>	<p>Race <input checked="" type="checkbox"/></p> <p>Disability <input checked="" type="checkbox"/></p> <p>Gender <input checked="" type="checkbox"/></p> <p>Age <input checked="" type="checkbox"/></p> <p>Religion &amp; belief <input checked="" type="checkbox"/></p> <p>Sexual orientation <input checked="" type="checkbox"/></p>
<p>Summary of any issues/proposed changes</p>	<p><b>Acknowledged that sanctions will be reasonably adjusted with regard to identified, diagnosed disabilities</b></p>
<p>Date</p>	<p>March 20</p>
<p>Date of next review</p>	<p>Feb 21</p>