




BEHAVIOUR POLICY

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| Approved/reviewed by | |
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| Date of review | December 2024 |
| Date of next review | December 2025 |

BEHAVIOUR POLICY

1. Introduction

Lindsworth School caters for pupils with Social, Emotional and Mental Health Difficulties, for whom assessment has identified a need for a provision away from the mainstream environment.

Inappropriate responses, which are usually associated with other complex conditions or circumstances, are the main barrier to achievement for our pupils. Therefore effective provision to meet their needs, through an appropriate Behaviour Policy, is key to promoting learning.

Lindsworth School strives to empower pupils to effectively address and manage their SEMH to promote social and academic 'inclusion' and to facilitate eventual reintegration into the mainstream, where this is appropriate.

The Positive Engagement Policy embodies the Mission Statement and aims of the school and is continually reviewed and modified. Each revision adds new impetus and purpose to staff efforts and recognises the fact that any system is interactive; involving staff, pupils and other stakeholders.

2. Aims of the Behaviour Policy

- To ensure pupils have full access to their curricular entitlement across Key Stage 2, 3 and 4.
- To promote a whole school ethos concentrating upon positive aspects of behaviour.
- To encourage the development of:
 - Self-respect
 - Respect for others
 - Positive interpersonal relationships
 - Respect for the fabric of the school
 - Accepting personal responsibility for one's actions
- To provide consistency between individual staff across all year groups.

3. Value Statement

We are committed to creating well rounded individuals and believe that in order to do this, we must adopt the philosophy that “One size fits NONE”

Lindsworth School is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society;
- providing equal access to a broad and balanced curriculum which:
 - (a) meets statutory requirements;
 - (b) reflects the cultural diversity of society;
 - (c) meets the needs of all pupils;
- maintaining close contact with the home: making parents/carers welcome in the school to enable them to play a full part in the education of their children.

“The aim of the policy is to promote positive behaviour in order to establish an ethos where support and encouragement is provided to enable all pupils to learn, work and play successfully together.”

To achieve this we agree that:

- all pupils are of equal value and must be respected and supported appropriately;
- all pupils can demonstrate measurable progress in their learning;
- all pupils can behave in an appropriate manner.

We will do this through:

- creating an orderly and safe working environment where staff, pupils and parents/carers can work together;
- by ensuring the health and safety of every pupil;
- a consistent procedure and fair approach to managing behaviour and supporting each other to achieve this;
- a relevant and challenging curriculum which will enhance learning and self-esteem and which reinforces positive behaviour and high standards;
- a commitment to continuous staff development to effectively meet individual needs;
- developing a school environment which is an attractive and stimulating place in which to work, reflecting the achievements of our multicultural community.

4. Parental Involvement

We value our partnership with parents/carers and encourage involvement in all aspects of school life. Staff welcome early contact if parents/carers have a concern about their child. We believe that pupils engage more positively and achieve better outcomes through partnership working.

We value parent/carer contributions in a number of ways including:

- ensuring that pupils arrive punctually for the start of the school day.
- attend all scheduled meetings to assist in the progress of the pupil.
- supporting the school expectation that pupils respond in a responsible manner, showing consideration, courtesy and respect for other people at all times.
- ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- ensuring regular attendance at school and avoiding unnecessary pupil absence.

We aim to:

- welcome parents/ carers into school regularly and make them feel valued.
- develop good communication between parents/carers and school including emails, calls and text messages.
- ring all parents/carers on a weekly basis and provide additional text messages home re: behaviour / attendance and all positive aspects of school life.

Parents/carers are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements. Should pupils

damage the school environment or buildings, parents/carers may be invoiced for the cost of any repairs.

5. Break and Lunchtime Reflection

The school follows an agreed behaviour system that is based on responses during six periods of the day. Pupils earn a score, from 1-5, which is recorded on the school's MIS system. Should pupils receive a negative score for their behaviour during the morning session, they are expected to pay back the time allocated during their free time. The expectations to avoid receiving a one or a two score are exemplified below.

| Lesson score/ Engagement points | Reason for score | | | | Reward/ Consequence |
|------------------------------------|--|--|--|---|--|
| 5 | Fully engaged in the learning experience | Fully or partially independent work | Task fully complete | Excellent attitude and behaviour | 2 Merits to be awarded 5 Engagement Points to be awarded |
| 4 | Fully engaged in the learning experience | Initial level of learning support needed | Task complete to a good standard | Good behaviour and attitude or Striving to improve | 1 Merit to be awarded 4 Engagement Points to be awarded |
| 3 | Engaged in the learning experience | Some level of learning support and guidance needed | Task completed to an acceptable standard | Minor periods off task | 1 Merit available 3 Engagement Points available (staff discretion) |
| 2 | Partially engaged in the learning experience | Consistent learning support and guidance needed | Task incomplete | Increased periods of off task behaviour or Low level disruption | No Merits 2 Engagement Points available 10 minutes catch up time in Home Units |
| 1 | Not engaged in the learning experience | Regular staff input to re-focus pupil | Work avoidance | Substandard work or no work produced | No Merits 1 Engagement Point 20 Minutes Catch Up at Lunchtime for Lessons 1-4 |
| | Off task and distracting others | Serious levels of disruption | Threats to pupils and staff | Lateness to lesson | 20 Minutes Catch Up after school for Lessons 3-5 |
| | Walking out of class without permission | A cause for concern | | | Consequences may escalate depending on behaviour during Catch Up. |

6. Behaviour Expectations

Positive behaviour and a positive attitude to learning are expected from all pupils

(see Appendix B).

Expectations of pupils include:

- Arrive on time for school and lessons.
- Model and uphold school expectations, conventions and rules within the classroom, as well as around the site and within the local community.
- Pupils to wear full school uniform.
- Work constructively with other pupils in all activities, showing respect for and tolerance of each other.
- Have the required equipment for learning and activities within the school day.
- Be ready to enter a room purposefully and demonstrate the intention to learn through prompt self- management of the teacher's expectations.
- Focus on learning.
- Recognise that mobile phones are not to be used anywhere on site or in lessons.
- Co-operate with instructions promptly.
- Support adults and each other through modelling good behaviour and not creating or providing an audience for poor behaviour.
- Leave a room if asked to do so and be ready to work elsewhere to ensure that work is completed.
- To ensure there are no gaps in understanding, in the event of any absence, pupils are expected to seek advice from their teacher in order to complete missed work.
- Be willing to reflect upon inappropriate behaviour, its consequences for themselves and the school community and to accept support to modify it.
- Be polite, respectful and courteous towards staff and pupils.
- Listen carefully and respond immediately to the instructions given by a member of staff.
- Be quiet and listen in silence when the teacher or others are speaking to the class.
- Refrain from eating or drinking anything but water in class (excluding Science Labs).
- Stay focused and complete all tasks to the best of their ability.
- Pupils will remove hats and hoods whilst inside the building.
- Wait to be dismissed, leave the classroom quietly and sensibly.

Smoking / Vaping

Smoking which now includes the use of any electronic cigarette (vaporisers / vaping) is prohibited on the school site. Pupils found smoking or vaping anywhere in the school grounds will be subject to sanctions accordingly and parents / carers will be advised. The incident will be recorded on the school's MIS system.

The long-term effects of vaping are unknown and vaping should not be used by anyone under the age of 18 or by non-smokers.

Power to Search Pupils Without Consent from the Pupil

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

In addition to the general power to use reasonable force described above, the Headteacher and trained authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for the following "prohibited items"

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco / cigarette papers / vaporisers;
- fireworks;
- pornographic images;
- any article that the member of staff 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).

The Headteacher and trained authorised staff can also search for any item banned by school rules which has been identified in the rules as an item which may be searched for.

School Policy for Weapons Possession

It is essential that we work together to reduce the chances of children bringing a weapon to school. Ours, like most other schools, will take firm action in relation to any pupil found to be carrying a weapon such as a knife for example, both on and off the school premises, the Police will be informed and the incident recorded on the school's MIS system. This may include the use of permanent exclusion as a sanction.

Additional information can be found at the links below:

Weapons Policy – Lindsworth School, available on request

[latest guidance on searching, screening and confiscation.](#)

Absconding

Absconding is when a pupil goes beyond the fenced boundaries of the school without permission. Many of our pupils have difficulties managing their anxiety, and some may seek to abscond as a result. Other pupils may abscond for attention. In any circumstance, due to the vulnerable nature of our pupils, the procedures will be followed by all staff to ensure that pupils are safeguarded at all times. The absconding policy will also be followed if a pupil absconds during an off-site activity/ trip.

If a Pupil Absconds:

- Where possible, a member of staff should follow the pupil / pupils for a reasonable distance attempting to persuade them to come back onto site or keeping a safe eye on the situation
- The SLT or PM must be informed immediately if a pupil absconds. If appropriate, further staff members will be allocated to assist with the situation
- SLT or PMs will inform parents / carers / social worker and keep them updated.
- If the pupil is missing for 20 minutes without being sighted, or the situation becomes unsafe, the police are to be informed.

Individual Circumstance:

The above response must be determined by the circumstances involved, taking into account their developmental level (age and maturity) and their emotional state. For example, if a pupil has no road awareness or is a danger to themselves or others, physical intervention could be necessary to prevent the pupil absconding. If they did abscond, the police would be informed earlier due to the higher level of risk. The response for older pupils who may live locally would be different

again. Either way, parents / carers / social worker will always be informed as soon as possible, and a member of staff will follow to ensure safety. In all events, the pupil's individual risk assessment is to be followed.

7. Positive Handling/Physical Intervention

At Lindsworth School we recognise that, at times, some of the pupils may significantly deviate from the Behaviour Policy. The overriding principal relating to positive handling is that the best interests of the child take precedence over every other consideration. The Children Act 1989 in the UK states that "the welfare of the child shall be the paramount consideration". Therefore when physical restraint is considered, it is regarded as a last resort and should only be used in exceptional circumstances. We also recognise that the use of any degree of force is unlawful if the particular circumstances do not warrant such force. Only use of 'reasonable' force can be used by staff to physically restrain / use physical force to restrain a pupil. The term 'reasonable' force in these circumstances means 'using no more force than is needed'. [GOV.UK - Behaviour In Schools Guidance](#). It is unlawful for a member of staff to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or humiliation. Physical interventions should only be used when dialogue and diversion have failed to stop the behaviour and should always be the minimum needed to achieve the desired result, taking into account the age and size of the child. The decision to use a restrictive physical intervention must take account of the immediate circumstances of the situation, coupled with prior knowledge of the child and be based upon an assessment of the risks associated with the intervention. Staff will always ascertain whether restrictive physical intervention is appropriate, necessary and proportional. All staff need to follow set guidelines on handling children and should be trained. Restrictive physical intervention should avoid contact that might be misinterpreted as sexual and restraints need to respect the cultural expectations of the individual.

Physical restraint is permitted at Lindsworth School but will only be used in order to stop pupils causing injury to:

- themselves
- other pupils
- members of staff / other adults within the school environment / visiting professionals
- damaging property

Physical restraint will always act as the last resort as staff will attempt to de-escalate the situation and talk down a potentially aggressive and physical situation. All staff are trained in the use of CPI techniques and undergo regular (annual) refresher training to ensure good practice and high quality care, welfare, safety and security.

Detailed advice is available in [Use of Reasonable Force - advice for school leaders, staff and governing bodies](#). Headteachers and all school staff should read this guidance.

Physical restraint guidelines as above apply to all pupils including those pupils using the Residential Provision.

8. Reporting and Monitoring:

If a restraint takes place it is the Pastoral Manager's responsibility to ensure that staff:

- Complete the slip on the school's MIS system, which is time and date stamped, and save as it immediately informs SLT/ Pastoral Managers of the event in real time. This must be completed within **24 hours** of the incident.
- If the slip is not completed on the same school day the SLT and Pastoral Manager must be informed verbally or by email in regard to the incident.
- Make contact with the parent/carer of the pupil prior to them arriving at home that evening.
- The slip will be read by senior staff and a meeting will take place between the pupil and the members of staff involved about why the intervention was needed and possible strategies moving forward. Pupil views will be recorded on the RPI slip recording system.
- The risk assessment will need to be revisited depending on the severity of the incident.
- If injury occurs to the pupil during a restraint the Headteacher should be notified and the LADO team will be contacted. First Aid should be administered if required.
- If an unauthorised RPI is used then the staff member should report this to the Headteacher - the Headteacher will contact the LADO team.

9. Suspensions

Internal Reflection (Appendix D)

We will encourage children to understand that following the rules and complying with instructions is the best way to achieve at Lindsworth School. If a child does not respond to any of the previous consequences, continues to disrupt the learning of others or presents a danger to themselves or others, they will be educated away from their peers. This will be supervised by members of staff, often within the year group team.

- Parents/carers will be informed of the internal reflection.
- The period of reflection and its staffing will be discussed at the before or after school meeting.
- The reason for the internal reflection will be fully explained to the pupil by a senior member of staff.
- There will be an opportunity for the pupil to discuss and reflect on their behaviour.
- The pupil will be given work in a separate, identified, room (reflection room).
- When one task is finished the next will be offered.
- If the reflection continues during the lunch period then the meal and the break will also take place away from other pupils.

External Suspension / Permanent Exclusion

We do not believe that suspensions or exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education. However, in exceptional circumstances it may be necessary to suspend a pupil for a fixed time period and this would always be considered very carefully.

Suspension or Permanent Exclusion is usually the last resort when all other positive strategies and sanctions have failed to bring about any improvement in behaviour. It may also operate in very serious cases of unprovoked violent or abusive behaviour towards staff and/or children.

Criteria for the Exclusion of Pupils from School

Only the Headteacher can suspend a pupil from school for a fixed term period. No pupil is to be permanently excluded without the express agreement of the Headteacher and the Governing Body (see Suspension / Exclusion Policy for further details).

Suspensions will be of a fixed term of one or more days depending on the nature and severity of the incident. Parents, carers, any other involved agencies and the LA will be informed, in writing, of the suspension and the date of return to school. The aim is always to return the child to school as soon as possible once a formal reintegration meeting has been completed.

Parents or carers will be expected to attend a 'reintegration meeting' with their child after the period of suspension to discuss the incident and explore strategies to prevent a reoccurrence. During this meeting, the child will be included and asked to contribute. This will be conducted in a way that is appropriate to the age and ability of the child concerned and shared with relevant staff. The details of this meeting are recorded on the school's MIS system.

10. Anti-Bullying

There is a separate document (Appendix A) for bullying containing:

- procedural guidelines;
- support mechanisms.

The school as a community will not tolerate bullying, racist behaviour or any form of harassment under any circumstances. However, it would be unrealistic to think that these undesirable behaviours do not occur from time to time. All colleagues have responsibility for monitoring any evidence of such behaviour and dealing promptly with incidents. **Instances of such behaviour must always be recorded on the school's MIS system and referred to Pastoral Managers/SLT without undue delay.**

11. Enrichment

Rationale:

The purpose of Curriculum Enrichment is to raise achievement by motivating young people to become more effective learners through activities which enrich the curriculum, improve key skills and raise achievement. These activities take place both in and out of school hours. There are three strands – out of school hours learning and experiential learning opportunities designed to enrich the curriculum, where pupils can trial and develop new skills in areas not accessible in the school curriculum, developing the pupil holistically.

Curriculum Enrichment is grounded in the belief that all young people can achieve success through three key ingredients:

- opportunities to learn
- sustained support for learning
- a challenge to succeed

Lindsworth School aims to provide a range of out of class study and leisure activities designed to encourage good study habits and promote the idea that learning can be fun.

Curriculum Enrichment at Lindsworth School aims to raise achievement by enabling pupils to:

- Build upon work done previously in class and give a real purpose for follow up work within the classroom

- Work individually
- Develop good study strategies
- Support and work co-operatively with others
- Work in a safe and supportive environment including the outside environment
- Take part in activities unavailable during the normal school day
- Develop self-esteem
- Enjoy a broader range of direct experiences of activities, people, cultures and places
- Develop communication in English
- Take a cross-curricular approach to learning with all year groups teaching key skills within a topic area.

Curriculum Enrichment benefits the school by:

- Better use of resources and outside spaces.
- Closer partnerships with parents.
- Improved links with the community, through volunteer activities, as well as improved parental understanding of the importance of CE.
- Extending opportunities for family learning.
- Extending the skills of staff.

Activities include:

- ICT
- Sport
- Music
- Drama
- Art
- Cookery
- Forest School
- Trips and visits

Staffing: Curriculum:

Enrichment is managed by the Pastoral Manager for Year groups 7/8 weekly, and Year 9 half termly with the support of the senior leadership team. Activities are staffed by pastoral and teaching staff, and at times other school staff.

Evaluation:

The success of curriculum enrichment is to be measured by:

- Levels of pupil attendance
- Numbers of pupils taking part in activities
- Higher levels of attainment as measured by national/end of year assessment
- Pupil/teacher relationships
- Pupils' attitudes to learning.

12. Rewards

To reinforce high expectations, high attendance, behaviour for learning and respect and courtesy to all, Lindsworth School employs the following reward strategies;

- Verbal praise
- Praise postcards/text messages/emails home
- The awarding of merit points for every four and five score awarded on the pupils scoring system

- Written feedback in books
- Use of stickers
- Teacher/PALs choice daily
- Year 7 and Year 8 weekly enrichment afternoon
- Year 9 half termly enrichment afternoon
- Half termly raffle awards
- Pupils nominated for weekly reward certificates/prizes at celebration assemblies.

Expectations for pupils working from home

(School closure / suspension)

Remote learning

If pupils are not in school, we expect them to follow the expectations set out below.

Parents should also read the expectations and ensure their children follow them. Parents should contact the School if they think their child might not be able to comply with some or all of the expectations, so we can consider alternative arrangements with them.

- Complete work to the deadlines set by teachers
- Seek help if they need it, from teachers or PALs
- Alert teachers/PALs if they are not able to complete work
- Use proper online conduct, such as using appropriate language in messages.

Dealing with problems

If there are any problems with pupils adhering to expectations around remote learning, including if they don't engage with the remote learning set for them, we will make contact with the family in order to discuss any barriers to learning which can be removed. We recognise the challenging times faced by all and will work with families to ensure a most appropriate solution for everyone.

Preventing child on child abuse

The school has a zero-tolerance approach to all forms of child on child abuse, including sexual harassment and sexual violence. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual violence refers to the three following offences:

- Rape: A person (A) commits an offence of rape if there is intentional penetration of the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

The school's Child Protection and Safeguarding Policy outlines our stance on addressing child on child sexual abuse and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence are uncovered. To prevent child on child abuse and address the

wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum and PSHE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, relationships education and group sessions. Such content will be specific to age and stage of development, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers, and will never tolerate abuse as “banter” or “part of growing up”. Staff will also be aware that child on child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing/initiation-type violence.

Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

Staff will be aware that LGBTQ+ pupils are more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils.

The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

Managing disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of DSL where necessary. Staff will report all allegations of abuse against pupils to the DSL. If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.

Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim’s consent, the information may still be lawfully shared if it is in the public interest and protects children from harm. The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.

- If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to Children's Services.
- Rape, assault by penetration and sexual assault are crimes – reports containing any such crimes will be passed to the Police.

More information regarding the school's stance on preventing child on child sexual abuse is available in our Child Protection and Safeguarding Policy.

Mobile Phones

There is an expectation that all pupil mobile phones are to be handed in to staff from the time pupils arrive at school in the morning until the time they leave the school site at the end of the day. If a pupil's mobile phone is used, seen or heard during these times then the phone will be confiscated and returned to them at the end of the school day.

If a pupil refuses to give their phone to a member of staff when asked it will be treated as an act of defiance and the pupil will be sanctioned in line with school policies.

Parents/carers should not contact pupils on their mobile phones during school hours (9.00am - 3.00pm). Urgent messages can be relayed to pupils via the school office.

KEY STAGE 2 BEHAVIOUR POLICY

Introduction & Rationale

Our pupils are aged 8–11 (Year 4, 5 and Year 6) and experience social, emotional and mental health difficulties. In previous settings our pupils have exhibited challenging behaviours which are frequently associated with a wide range of complex conditions, including ASC, ADHD and Attachment Disorder; Pupils may also have experienced or are currently experiencing (ACE's) Adverse Childhoods Experiences.

Many of our pupils will have had a disrupted period of time to their education prior to joining our school. We provide a nurturing environment, with firm boundaries, where we support pupils to develop strategies to manage their responses appropriately. We celebrate success and achievements to build self-confidence and esteem whilst allowing space and time to reflect. We aim to provide an engaging curriculum that is tailored to the individual behavioural needs and learning styles of each pupil. Positive engagement is embedded throughout the life of the school, enhanced through; planned activities (group or individual), circle time, modelling and a de-brief after incidents.

With a focus on prevention, our Team Teach programme teaches management and intervention techniques to help staff cope with escalating behaviour in a professional and safe manner. Team Teach training is certified by BILD-ACT under the Restraint Reduction Training Standards.

It is crucial that staff work closely with parents/carers, other interested parties and the pupils themselves to ensure a consistent approach to positive engagement is implemented which actively develops each pupil's own ability to take responsibility for and control of his/her own behaviour. The approach used draws from the school's own experience of 'best practice' combined with the principles and practices of the Team Teach approach.

Team Teach is the system the school follows for positive handling interventions. The approach promotes the use of de-escalation strategies and the reduction of risk and restraint. Staff are able to respond to behaviours that challenge whilst promoting and protecting positive relationships.

At Lindsworth School we have a positive ethos, celebrating both behavioural and academic achievement. We aim to provide an engaging curriculum that is tailored to the individual behavioural needs and learning styles of each pupil.

The philosophy and ethos of the school reflects respect for all pupils irrespective of their age, gender, religion or ethnicity and includes a clear set of values that are seen as important both within the school and the wider community. These include respect for all, for property and for honesty, trust and fairness. The school recognises that pupils are entitled to feel safe, cared for and free to learn and to know that they will receive appropriate praise, reward and encouragement to achieve their potential. However, if they or other pupils impinge upon this process they need to be made aware that sanctions will be imposed. Within such an environment the school aims to ensure the growth of each pupil's self-respect and self-discipline/self-esteem.

It is crucial to the maintenance of this ethos that the staff recognises the importance of their leadership role and present positive models to pupils. They should not act in any way that is likely to destroy trust and/or respect. Therefore, staff should never act or comment in a way that lessens a child. Rather they should set clear, appropriate and attainable goals for which pupils can be rewarded when they are achieved. Pupils should be helped to work with the knowledge of their rights and be encouraged to recognise and respond to their responsibilities. They should be taught strategies and given support to enable them to show tolerance, empathy and understanding and to demonstrate this through their daily actions.

LINDSWORTH SCHOOL – APPENDIX (A)

| | |
|----------------------|---|
| Category | Behaviour Management |
| Document Name | Anti-Bullying Procedures (Whole School including Residential Provision) |
| Approval By | Lindsworth School |
| Last Update | October 2024 |
| Amended | October 2026 |

Related Policies - Behaviour, Safeguarding Policy

Bullying is defined as - “**the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online**” (Anti-Bullying Alliance).

Lindsworth School implements the following principles, taken from the Anti-Bullying Alliance (ABA), Anti-Bullying Charter to preventing and responding to bullying

- **Listens** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
- **Includes** us all - all pupils, including those with SEN/Disability, are included, valued and participate fully in all aspects of school life.
- **Respects** - all school staff are role models to others within the school in how they treat others.
- **Challenges** - all forms of discriminatory language – including disablist language – is challenged taken seriously
- **Celebrates** difference – difference is actively and visibly celebrated and welcome across the whole school.
- **Understands** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
- **Believes** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
- **Reports** bullying - all pupils within the school and their parents and carers understand how to report incidents of bullying.
- **Takes Action** - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
- **Clear Policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

There are four key elements to this definition:

- hurtful
- repetitive
- power imbalance
- intentional

Bullying can take many forms:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching and taking belongings
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling, making offensive remarks e.g. racist language, homophobic, biphobic and transphobic language

- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online/cyber** – posting on social media, sharing photos, videos, sending nasty text messages, social exclusion
- **Indirect** - can include the exploitation of individuals.

Anti- Bullying Taking Action (Whole School)

When bullying is known to have happened or on-going PALS/Teachers/Pastoral Managers will discuss the incident with the pupil being bullied. It is very important that they are listened to and believed, and the correct support is offered where necessary.

- The incident will be logged on the school's MIS system
- The pupil displaying the bullying behaviour will be spoken to and the facts of the incident established. (Pastoral Manager or PAL).
- Information will be gathered from witnesses to explain what they saw/what they heard.
- **The school's DSL must be informed (via the school's MIS system).**

The pupil/pupil(s) displaying the bullying behaviour

Sanctions in line with the school's Behaviour Management Policy will be used where appropriate.

These will include:

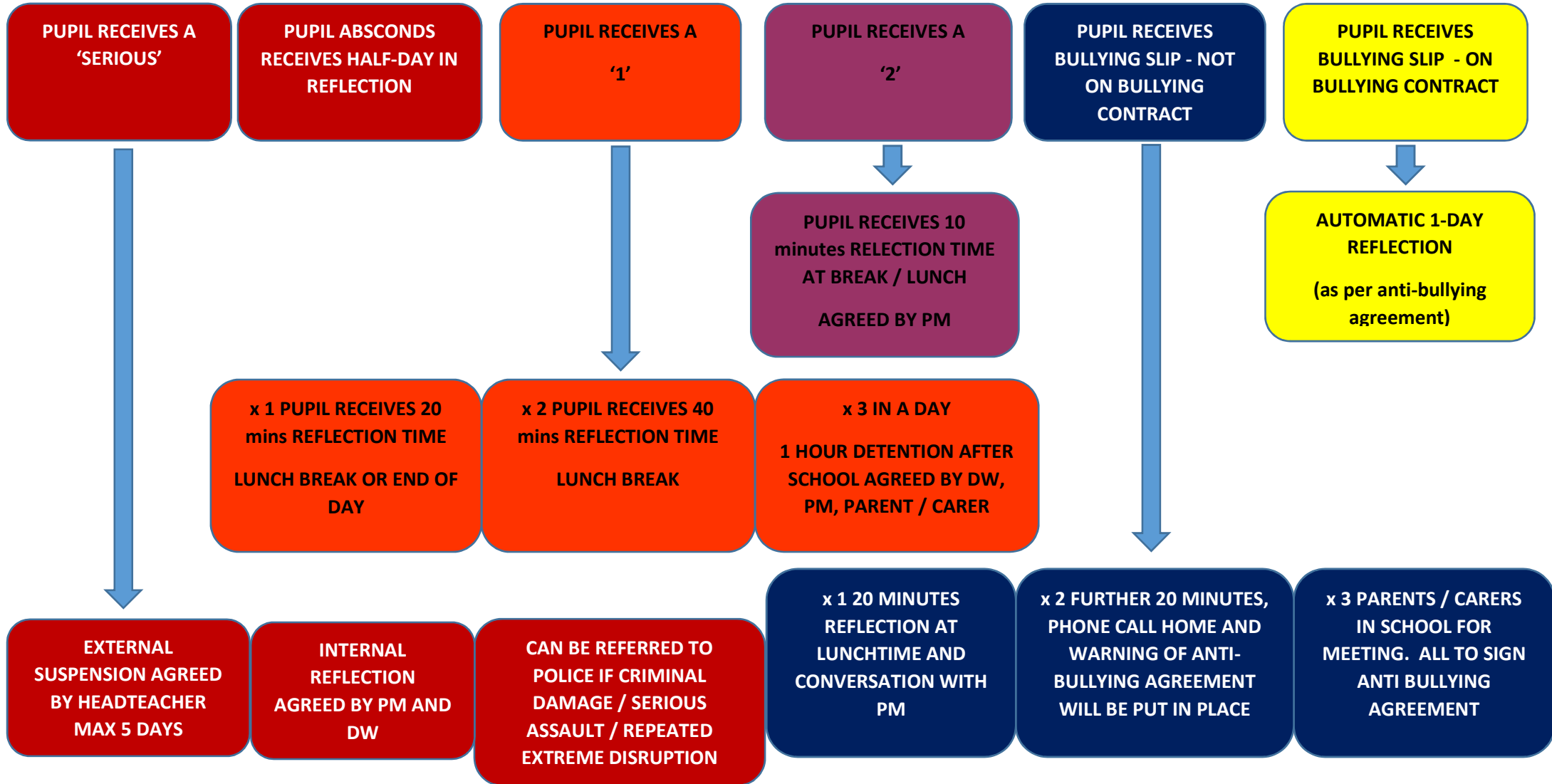
- Official warnings to cease offending or withdrawal of certain school privileges i.e. (enrichment, school trips). Parents/carers will be informed (Pastoral Manager).
- Catch-up at lunchtime, logged on the school's MIS system). Conversation with Pastoral Manager and Anti-Bullying Team (ABT). Parents/carers informed. (Pastoral Manager)
- A detailed range of interventions with the victim/s of this behaviour (ABT/PALS).
- A range of interventions to work with pupils displaying bullying behaviour (ABT/PALS).
- Anti-bullying behaviour contract that both the pupil displaying the unwanted behaviours must sign and his/her parents/carers. This will be countersigned by the PM from the pupil's pastoral team or by DW/ABT.
- Immediate Internal exclusion for three logs being recorded on the system (up-to 3 days). Parents/carers informed (PM).
- Exclusion from certain areas of the school's premises. Parents informed (SLT). Parents/carers informed. Risk assessment created if needed. (SLT).
- Records will be kept on pupil files (PM).
- A detailed range of reflective interventions to work with pupils who are displaying bullying behaviour (PALS).
- Involvement of the school young person's officer/key stakeholders (the Police/SW/ YOTS) for persistent offenders (SLT/linked police officer).
- Lead Pastoral Coordinator to present evidence of all plans and strategies before SLT.
- All strategies/intervention work must have been exhausted before the pupil gets to this stage.
- Meeting with Headteacher and Lead PM.

Anti-Bullying Ambassadors

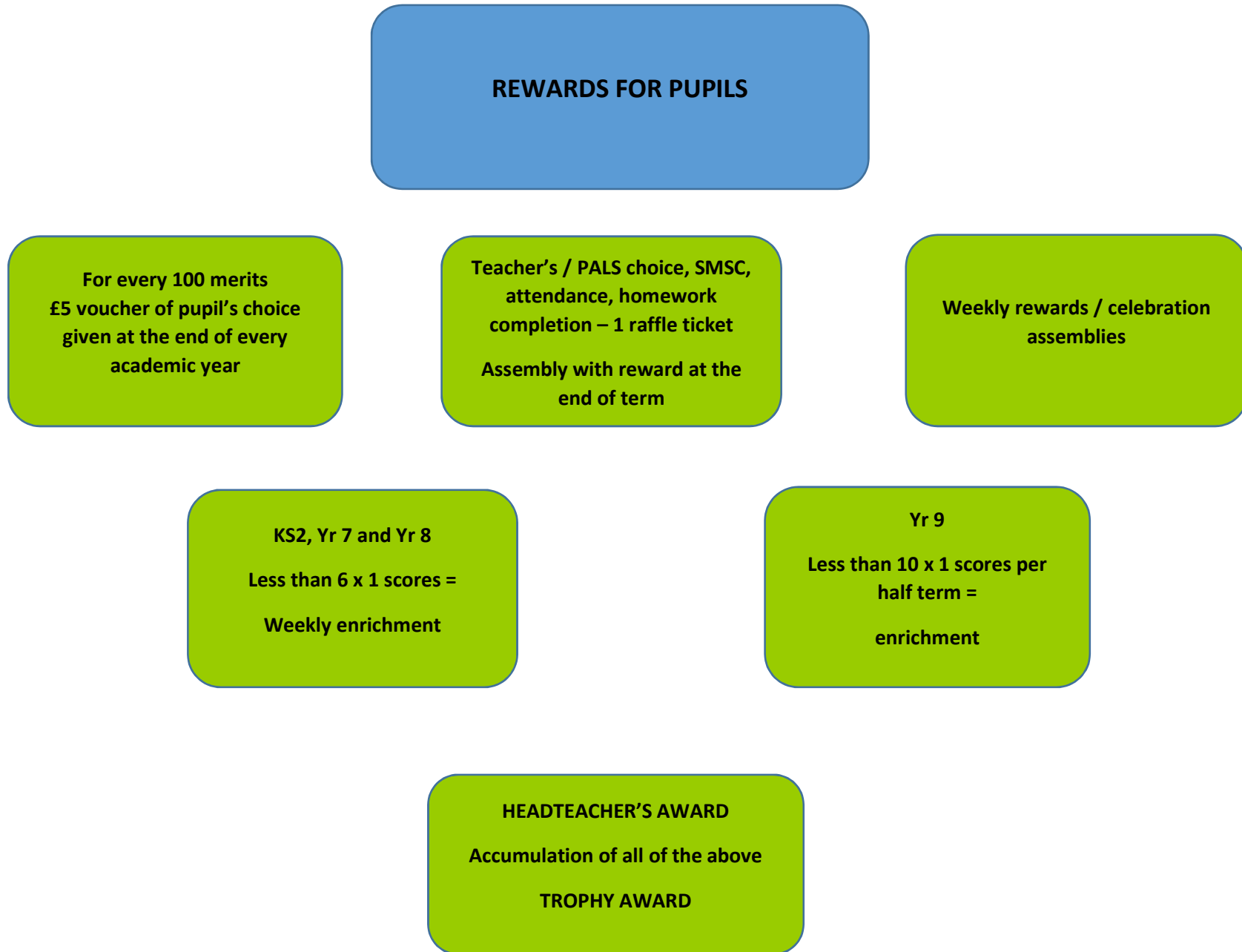
| | |
|---------------------|--------------------------------------|
| Courtney Ballard | Senior Leader – Anti Bullying Lead |
| Ian McMahon | Senior Leader – Pastoral & Lead DSL |
| Dean Williams | Senior Leader – Pastoral & Wellbeing |
| Vicky Merriman-Cook | Pastoral Manager |
| Kira Cameron | Pastoral Learning and Support Worker |
| Emma Gunn | Pastoral Learning and Support Worker |
| Kayte Meredith | Pastoral Learning and Support Worker |
| Louise Rowley | Pastoral Learning and Support Worker |

**APPENDIX B – BEHAVIOURS – SANCTIONS
FLOWCHART**

**CONSEQUENCES FOR PUPIL
BEHAVIOURS**



**APPENDIX C – BEHAVIOURS – REWARDS
FLOWCHART**



APPENDIX D – REFLECTION ROOMS

Lindsworth School's Behaviour Management Policy states that every pupil and staff member has the right and responsibility to learn and work in an environment that is:

- Inclusive
- Safe and secure
- Free from bullying, harassment, intimidation and victimisation

The Behaviour Policy clearly outlines the consequences for unacceptable behaviour so that all pupils, parents/carers and staff are aware of the high expectations held by Lindsworth School.

Places these behaviours are expected include, and is not limited to: classrooms, outside of lesson / within the school grounds, excursions, sports, video conferences and in the community.

The key principles embedded in our policy include:

- Positive relationships are the foundation of any classroom-based approach to positive behaviour support. They are the key to a safe and caring classroom climate that invites and supports positive behaviour and skilled problem solving.
- The key to any behaviour management system is a focus on preventing the development of new cases of problem behaviours.
- Prevention occurs with the creation of a positive classroom environment that meets the learning needs of all pupils.
 - Develops a sense of community
 - Establishes and maintains positive relationships
 - Values all pupils
- The best behaviour intervention occurs when the problem behaviour is not happening.
- Incorporating the principles of procedural fairness.

Our school values:

1. Respect
2. Responsibility
3. Cooperation

If pupils need support to meet the expected behaviours of the school, teachers/PALS will provide time for pupils to reflect upon their behaviour at break or lunch by either a one or a two score on their behaviour contract.

If this is repeated, persistent and/or of a serious nature, the pupil will then be referred through the 'serious' slip on the school's MIS system. Pupils will then attend the reflection room. This is consistent for both primary and secondary pupils.

Pupils will complete a Reflection Plan, which will then be discussed with the supervising Pastoral Manager. Discussions will consist of a restorative conversation approach.

Pupils referred to the reflection room are to be entered and tracked through a ~~Behaviour Watch~~ Behaviour Watch tab on the school's MIS system.

If completion of the Reflection Plan does not result in a positive response from the pupil or they do not attend the Reflection Room, the following actions will occur (at the discretion of the Pastoral Lead Coordinator or the Headteacher):

1. Multiple detentions
2. Parent contact

3. Further time in the Reflection Room
4. External exclusion.

Support rooms (previously called Quiet Rooms) locations

Shakespeare Building (new building): 1 in KS2 and
2 in KS3 1 downstairs, 1 upstairs
 JC Building: Yr 7 - 1 downstairs, 1 upstairs
 Cadbury Building: Yr 8 - 1 downstairs, 1 upstairs
 Tolkien Building: 1

The Support Rooms are used primarily for pupils that have presented challenging behaviour and need to be supported by staff away from other pupils for a limited period of time, enabling them to regulate their behaviour.

Support Room protocol will be displayed in classrooms. The protocol is:

- The pupil is only placed in this room if they are presenting challenging behaviour and require time away from the classroom to regain control of their behaviour. Pupils are also able to go to the Support Room if they require some time out of class to regulate their behaviour.
- The pupil will be supported in the room using physical intervention if necessary until the pupil is calm enough to safely be released from the support **(within the legal framework)**.
- The pupil is always offered the use of the chairs to sit on whilst they regain control of their behaviour.
- Staff present at all times.
- Any use of the support room must be recorded on the the school's MIS system .
- Teaching staff can also contact PM's for additional support.
- PM must be contacted immediately if a support room is in use.
- The room is to be used for the shortest period of time possible and once the behaviour of the pupil has improved staff will decide on the next steps.

The Aims

- The reflection room is designed as an alternative for pupils whose behaviour or actions require that they be removed from the regular classroom setting. The reflection room should set an atmosphere of care and respect for the school. The purpose of the room will be for the pupil/s to reflect on their behaviour with a member of staff and discuss with the staff member strategies that will support them in the future.
- To preserve the learning and teaching environment and protect it from serious, systematic disruption.
- To complete reflection work with staff.
- To prevent and reduce fixed term suspensions and permanent exclusions.
- To work in an environment that will promote positive attitudes, high standards of behaviour and high expectations.
- Locations for expected behaviours include, and is not limited to, classrooms, outside of lesson / within the school grounds, residence provision, excursions, sports and in the community.
- To provide a consequence for poor behaviour in a strict controlled environment.
- To create a place of hard work where pupils will, wherever possible, continue to follow the curriculum and their learning is uncompromised.
- To support the pupils to develop strategies to self-regulate independently.

Reflection Room Entry

A decision to suspend a young person from the school will never be taken lightly and will always be the result of an internal discussion between the Lead Pastoral Coordinator and the Headteacher which will review the circumstances of the incident, including the incident's antecedents, and will only be used in circumstances where serious issues have arisen as a result of the young person's inappropriate behaviour.

An internal reflection will always be discussed as an alternative to an external suspension but each serious incident will be discussed on its own circumstances.

Behavioural incidents requiring reflection or behavioural support are referred directly for the Reflection Room using the 'serious slip' referral on the school's MIS system.

Pastoral Managers will arrange for the pupil to be collected from lessons if required.

Pastoral Managers are **expected** to start the reflection with PAL support at the start of the day.

The day of reflection is then **finished** by the Pastoral Manager in the form of an exit interview.

Pupils will enter the reflection room for engaging in any of the following:

- Persistent classroom disruption which affects the learning of others.
- A one off incident that seriously breaches our school Health and Safety Policy and Procedures.
- Continual defiance/disobedience to staff/refusal to follow instructions.
- Bullying behaviour/Bullying Contract (automatic 1 day) to begin with.
- Abusive / racist / sexist / homophobic comments to staff or other pupils.
- Pupils who carry out verbal / physical violence or an act that warrants them being suspended will be accommodated in reflection whilst arrangements are made for them to be sent home.
- Pupils requiring time out to re-evaluate and reflect on their behaviour.
- Pupils who disrupt examinations, tests or fail to follow examination conditions.
- Pupils having problems in a particular lesson may be accommodated whilst issues are addressed. A referral to the Pastoral Lead or SLT by the PM is needed.

Internal / External Procedures

Half day – a lesson for cooling off / time out or regain control of their behaviour.

Full day - for a more serious misdemeanour i.e.

- Verbal threats to pupils and staff
- Physical threat / violence towards pupils and staff dependent upon all information being scrutinised by SLT
- Anti-bullying agreement breach
- Damage to school property i.e. vandalism / destruction / graffiti
- Continuous disruptive behaviour

Continuous disruptive behaviour can result in a pupil incurring a longer period of time in reflection, in place of a fixed term suspension or in combination with a fixed term exclusion.

Should a pupil be constantly referred to the Reflection Room, evidence from the school's MIS system will show they are not responding to the counselling/advice given. Parents/carers will be invited into school for a meeting with the Pastoral Manager and Lead Pastoral Coordinator where future actions will be discussed. This will include input from PALS in some cases.

When placed in the Reflection Room pupils will:

- have a 1:1 conversation with a PAL or the relevant Pastoral Manager at the start of the reflection period. Pupils will complete reflection sheets.
- follow the curriculum wherever possible. Work is collected by Reflection Room staff, completed by pupils and returned to the subject teacher by Reflection Room staff or the Pastoral Manager.
- be encouraged to take responsibility for their actions and remedy situations wherever possible. Reflection sheets/slips completed and verbal or written apologies may be required.
- work in an environment that will promote positive attitudes, high standards of behaviour and high expectations.
- receive feedback at the end of reflection before returning to normal timetable.

Actions by Staff:

- Pastoral Lead to analyse data and share / discuss with Pastoral Managers on a weekly / daily (if necessary) basis.
- Pastoral Lead will share data / information with SLT in morning SLT meetings
- Parents/carers of pupils who incur six lessons worth of time in reflection in one day will receive a letter informing them of the details / behaviour that led to the sanction. All details must be recorded in full and kept up to date on the school's MIS system.
- Pupils who continue to behave inappropriately may be put on report to a member of the SLT.

Monitoring arrangements

This policy will be reviewed annually and as required by guidance from the Local Authority or Department for Education

This policy applies to the whole school, including the Residential Provision and expectations extend to external trips and events involving our pupils.