



THE LAMMAS SCHOOL

Culture & Ethos (Behaviour) Policy

Date: September 2023
Next review: September 2024

1. Policy Statement of Principle

This policy is founded on the principle that all members of the Lammas community are equal and have the right to learn, work and develop in a safe environment where they will be treated with dignity and respect. All members of our community have the responsibility to uphold this principle in the classroom, around the school and in the wider community.

2. Aims

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
- Outline the expectations for behaviour in classrooms, around the school and in the wider community, and set out the framework for rewarding positive conduct, achievement and progress
- Establish the pathway, procedures and consequences for negative behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils and reflects the values of the school
- Define what we consider to be unacceptable or negative behaviour, including bullying and discrimination

We recognise that this policy must apply to all members of the Lammas community, whether teachers, support staff, pupils, parents and visitors.

3. 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 Heads and school staff, 2016
- Behaviour in schools: advice for Heads and school staff 2022
- 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
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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
- Sections 88 to 94 of the Education and Inspections Act 2006
- DfE guidance

4. Behaviour for Learning

a) Routines and Expectations (see appendix fig.1)

At Lammas we have high expectations of our students, and we promote values that

support a positive learning environment. Our rules of Safety, Learning and Respect underpin all our standards of conduct:

1. In corridors we walk calmly, quietly and with a purpose
2. We have manners and speak to each other with respect at all times
3. We respect personal space and keep our hands to ourselves
4. We accept that mistakes happen and take responsibility for our actions
5. We respond promptly to teachers' instructions
6. We know the importance of learning and encourage each other to do our best every day
7. We understand we are part of a diverse community and celebrate all nationalities and cultures
8. We take pride in wearing our uniform correctly
9. We respect school property and the importance of keeping our environment clean, calm and safe
10. We avoid behaving in a way that brings the school into disrepute, including outside of school and online

b) Classroom expectations

1. Arrive on time, in correct school uniform and with all necessary equipment
2. Line up in a double line (KS3), enter the room quietly and complete your "do now" (KS4)
3. Listen to others attentively and showing respect; follow the "One Voice" rule
4. Work hard in every lesson
5. Contribute positively to class discussions
6. Avoid asking for toilet breaks or leaving the room for any other reason (e.g., reporting something)
7. Leave the room clean and tidy
8. Refrain from doing anything that would disrupt the learning, such as calling out, chewing, eating, drinking (other than water)

c) Tutorial expectations

1. Line up in a double line (KS3), enter the room quietly and place your equipment on the table (KS4)
2. All students to remove outdoor clothing, wear uniform correctly and place their equipment on the table in front of them
3. Remain in your tutorial for the whole session
4. Engage actively with the tutorial task

d) Responding to negative behaviour in the classroom (see appendix 2)

1. C1 – Cue: reminder of the expected behaviour
2. C2 –Choice: give students a choice
3. C3 – Consequence: break, lunch or after school GBT (give-back time)
4. C4 –Classroom Support: on duty teacher relocates the disruptive student to the Curriculum Leader's room
5. C5- Contact Home –classroom teacher logs the incident SIMs and contacts home to inform parents

e) Responding to negative behaviour outside the classroom

Any instance of defiance, refusal to follow instructions first time or rudeness is considered "Red Line Behaviour". These incidents should be referred to the member of staff on duty

and logged on SIMs. Depending on the severity of the incident, the consequence can range from 1 hour after school GBT to a placement in the Reflection Room.

5. Behaviour outside school

Our expectations of conduct apply to students' behaviour outside of school when:

- Participating in a school-related activity
- Travelling to and from school
- Wearing school uniform
- Identifiable in any way as a student of the school

6. Rewards

Students are rewarded for demonstrating exceptional behaviour, effort, quality of work or positive contribution to school life. They are also awarded for having good attendance and punctuality.

Pastoral Attendance Awards	Reward
<ul style="list-style-type: none"> • 'All Stars' (no behaviour concerns, $\geq 96\%$ attendance, no lateness) Every Half Term 	Hot Chocolate invite
<ul style="list-style-type: none"> • 'Emerald' Attendance Award- 100% Attendance for a 'Stand-alone' Term Termly 	Non-uniform day Certificate
<ul style="list-style-type: none"> • 'Sapphire' Attendance Award- T1+ T2+ T3 100% Attendance Academic Year 	100% Attendance Pin Certificate Non-Uniform Day Lunch with the Head
Recognition How & When	
Merits- Enter on SIMs <ul style="list-style-type: none"> ○ Good work ○ Good participation in class ○ Great piece of classwork / homework ○ Helpfulness (kindness to others, assisting the teacher, etc.) ○ Great effort ○ Consistently ready to learn in tutorial ○ (equipment, uniform, attendance, punctuality) 	Good News Notes - Give directly to students <ul style="list-style-type: none"> ○ Good choices & decisions (apologising, walking away from trouble, putting things right) ○ Contributing to the positive ethos of the school (i.e. when we have visitors or conferences) ○ Taking initiative (i.e. leading on assemblies or year group projects) ○ A positive change in attitude to school and learning ○ An extraordinary act of kindness
Wisdom	
25 merits	• Postcard
Courage	
60 merits	• Postcard
Leadership	
95 merits	• Postcard

Bronze	
125 merits	<ul style="list-style-type: none"> • Certificate • Bronze letter from HoY • Bronze Lapel Pin
Silver	
160 merits	<ul style="list-style-type: none"> • Certificate • Silver letter from SLT YG Link • Silver Lapel Pin + Book Voucher
Gold	
195 merits	<ul style="list-style-type: none"> • Certificate • Gold letter from Deputy Head Teacher • Gold Lapel Pin + Book Voucher
Platinum	
220 merits	<ul style="list-style-type: none"> • Certificate • Platinum letter from Head Teacher • Platinum Lapel Pin + Book Voucher
<ul style="list-style-type: none"> • Celebration assemblies take place after every Term & acknowledge the above achievements as well as academic successes. • Teachers will aim to make ONE weekly praise phone-call per week. 	

Good News Notes will be distributed in recognition of students who make exceptional contributions to school life. .



7. Consequences

Incidents of poor behaviour are recorded on SIMs by members of staff, and an appropriate consequence is issued as a result.

Incident	Consequence	
	Minor	Serious / repeated / persistent*
<ul style="list-style-type: none"> • Disruption of learning • Lateness • Contravention of school rules (Safety, Learning, Respect) 	<ul style="list-style-type: none"> • 20 minutes Give Back Time (at break time, lunch time or after school) • Phone call home • Behaviour point on SIMs 	<ul style="list-style-type: none"> • One hour Give Back Time after school • Reflection Room • Community Service • Student Care Plan (see appendix)



		<ul style="list-style-type: none"> Suspension (on a case by case basis and decided by the HT)
<ul style="list-style-type: none"> Red Line Behaviour (defiance, rudeness, failure to follow instructions) 		<ul style="list-style-type: none"> One hour Give Back Time after school
<ul style="list-style-type: none"> Truancy 		<ul style="list-style-type: none"> One hour Give Back time after school
<ul style="list-style-type: none"> Failure to attend teacher GBT 		<ul style="list-style-type: none"> 40 minutes GBT after school with CL
<ul style="list-style-type: none"> Failure to attend CL GBT 		<ul style="list-style-type: none"> One hour GBT after school with SLT
<ul style="list-style-type: none"> Failure to attend SLT GBT 		<ul style="list-style-type: none"> Reflection Room
<ul style="list-style-type: none"> Other incidents of poor behaviour 	<ul style="list-style-type: none"> At the discretion of HoYs and SLT 	<ul style="list-style-type: none"> At the discretion of HoYs and SLT

*Serious behaviours include, but are not limited to, playfighting, fighting, bullying, discriminatory language or behaviour, theft, child-on-child abuse, behaviour that puts pupils at risk, school damage.

Give-back time: the teacher will set up 20 minutes after school for the student to reflect on their behaviour, which can be escalated to 40 minutes if missed the first time, or 60 if missed twice. Parents will always be informed if the Give-back time sessions should exceed 20 minutes.

Student Care Plan: This is aimed at supporting students who demonstrate difficulty adhering to the school's expectations of conduct, and ranges from Monitoring Cards (initial stage) to Behaviour Contract (final stage) (appendix 3)

Community Service: students are requested to support the community at lunchtime or breaktime with various tasks.

Reflection Room: a period of isolated study with the addition of behaviour mentoring and restorative practice. Heads of Year can refer students for a period of no more than two days, Curriculum Leaders can refer students for a maximum of two lessons.

8. Banned Items

The following items are banned from school premises and will be confiscated on sight:

- Mobile phones
- Hoodies and sport jackets
- Water guns
- Hats, durags, bonnets, and any headwear not included in school uniform
- Any items prohibited by age and law (such as knives and weapons, alcohol, illegal drugs, stolen items, tobacco, e-cigarettes, vapes, fireworks and 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 property of any person (including the pupil)

Searches will be carefully considered and undertaken in accordance with Searching, Screening and Confiscation guidance July 2022.

9. Bullying

Bullying is defined as: “the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power”.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Lammas School we have a zero-tolerance approach to bullying and child-on-child abuse of any nature. All reported incidents of bullying or child-on-child abuse will be investigated immediately. They will be dealt with promptly and firmly, and the victim will be supported throughout the process.

Students are encouraged to report concerns for their safety and well-being (or that of peers) to the Safeguarding team via our student e-mail protect@thelammas.com.

All incidents of bullying and child-on-child abuse are recorded on SIMs and CPOMs.

Termly reports are generated and presented to the Senior Leadership team and Governing Body Committee to analyse all incidents of bullying and child-on-child abuse so that early intervention and prevention strategies can be put in place.

10. Physical restraint

In some circumstances, staff may need to use reasonable force to restrain a pupil in order to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint will:

- **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 in the incident statement on SIMs

Reasonable force will be conducted in line with the DfE's latest guidance Use of Reasonable Force 2013

11. Confiscation

Any prohibited items (listed in section 8) found in pupils' possession will be confiscated. Some of these items will not be returned to pupils.

We will also confiscate any item which if used inappropriately or at the wrong time/place contravenes the 3 rules, safety, learning, respect. These items will only be returned to pupils after discussion with senior leaders and parents, if appropriate. Some items, such as fake nails and eyelashes, will need to be removed immediately.

Searching and screening pupils is conducted in line with the DfE's latest guidance on Searching, Screening and Confiscation 2022.

12. Malicious allegations

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

13. Exclusions

Permanent:

Permanent exclusions are only applied in cases of a serious breach of the school rules and/or when every other means to support a student with their learning has been exhausted.

Fixed term Suspensions:

A suspension from school may be necessary to protect the safety, learning and respect of others. Following all fixed term suspensions, Lammas School will make every attempt to repair a student's relationship with staff/the school community and provide them with opportunities to make good so that they can re-join the school community and continue with their learning.

The application of the exclusion process will follow DfE guidelines including taking special care when considering the exclusion of Children Looked After or vulnerable. Lammas School is committed, in line with all GST schools, to joint working with the Local Authority and other local schools on local solutions to exclusion.

The governing body has delegated the authority to exclude students to the Head and all decisions about necessity to exclude will be made at their discretion.

Examples of actions or behaviours which may render exclusion necessary (*this does not constitute an exhaustive list nor certainty of exclusion*)

- Breaches of Health and Safety protocols and procedures (*and therefore notably the school safety rule*)
- Dangerous, bullying or abusive behaviour
- Criminal offence
- Bringing the name of the school, school community or the Griffin School Trust into disrepute

14. Promoting Positive Relationships

The establishment of a school-wide culture & ethos for pro-social behaviour begins with building positive working relationships and this is the responsibility of every adult on site. This is an expectation consistent with the spirit of the GST Great descriptors.

15. Roles & Responsibilities

a) The Governing Board

The governing board is responsible for reviewing this behaviour policy in conjunction with the Head, monitoring the effectiveness of the behaviour policy and holding the Head to account for its implementation.

b) The Head

The Head is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour, and that rewards and sanctions are applied consistently and fairly to all pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing 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
- Offering 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
- Ensuring this policy works alongside other policies (such as the safeguarding policy and the attendance policy) to offer pupils both sanctions and support when necessary
- Ensuring 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

c) Staff

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 consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils



- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Address poor / unacceptable behaviour in classrooms and around the school

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Appendix 1 - Duty Expectations and Routines

Lunchtime / Break time Duty Canteen Entrance Door	<ul style="list-style-type: none"> • Ensure pupils are queuing in the correct area in an orderly manner. • No pushing in – pupils with correct year group. • If pupils are late for their year group they must join back of queue of the next available year group who are entering • Packed lunch pupils to queue with year group • Only merit winners and medical passes allowed for early entry. • Clubs need to join queue • Pupils should enter in full uniform (blazers on) • Ensure pupils are taking rubbish to bins
Lunchtime / Break time Duty Canteen Exit Door	<ul style="list-style-type: none"> • Ensure pupils do not take food outside the canteen. • Ensure pupils are taking rubbish to bins and putting empty plates away
Lunchtime / Break time Duty Inside The Canteen	<ul style="list-style-type: none"> • Pupils to remove hoods • Sitting in seats and not standing around • Pick up rubbish/trays • No food outside
Lunchtime / Break time Duty PE Corridor	<ul style="list-style-type: none"> • Both doors facing the quad / plaza to remain locked • Pupils go into the corridor through the door facing the car park only to top up, and leave the same way • No food allowed
Lunchtime / Break time Duty Back Gate And Rear Of Dt Area	<ul style="list-style-type: none"> • Students are not allowed to play ball games Ball games only allowed in the cage) • No food allowed outside

School Expectations And Routines

Corridors	<ul style="list-style-type: none"> • Jackets off in the building • Blazers on • Shirts tucked in • Walk calmly to lessons (on the left) • Keep it down and keep on moving • Keep hands to yourself •
Toilet	<ul style="list-style-type: none"> • To be used at break and lunch only • No congregating and waiting in area • Dispersing students who congregate in lesson changeover • Keep cubicles clean and report mess • When allowing a student to go to the toilet because of a perceived emergency, teachers need to provide them with a note



Tutorials	<ul style="list-style-type: none"> • Orderly queueing (double line) for KS3 • Immediate entry for KS4 • Daily equipment check (method at HoY's discretion). Names of students missing items to be referred to AHoYs • Daily uniform check (banned items to be confiscated –names of students missing items to be referred to AHoY) • Daily timetable check prior to orderly dismissal
Lessons	<ul style="list-style-type: none"> • Orderly queueing (double line) and Do Now for KS3 • Greeting at the door and Do Now for KS4 • Registers to be completed within the first ten minutes and checked to ensure any pupils who arrive late are added • Quiet plenaries and quiet dismissal from lesson. Teacher at door • "What's next?" Checking next lesson for KS3 and direct them in the direction of that lesson
Assemblies	<ul style="list-style-type: none"> • Pupils should be registered quickly • Uniform checked with coats and bags left in classroom • Pupils line up silently outside of classroom in full uniform and in alphabetical order • Tutor escorts pupils in a single line down to the main hall in silence • Pupils remain in silence and line up outside hall where greeted by a member of year team and invited into the hall • Pupils must remain in silence and not engage with others unless asked to do so • Sitting up, facing the front, no slouching • No clapping at the end • Orderly dismissal row by row while the rest of the group remains in silence
Exams	<ul style="list-style-type: none"> • Pupils line up outside the canteen • Pupils are called in row by row, and they enter the canteen in silence • Pupils put their stuff away either in the boxes in the canteen or in the cupboard in silence • Pupils enter the hall either by the back or by the front after being scanned by a member of staff • Sit in correct rows in silence. No communicating with peers • Have the correct equipment out ready for exam. • Coats and bags stored away in cupboard • No electronic devices allowed at all including smart phone and smart watches • In full uniform before entering main hall, they will be allowed to take the blazer off by the teacher starting the exam • Pencil cases should be clear and all belongings should be visible through case • Only water permitted in the hall. It must be in a clear bottle with all labelling removed • Pupils are not allowed to go to the toilet during exams • Exit from the hall follows the same process as the entry (row by row, front and back)



GBT	<ul style="list-style-type: none"> • All pupils must enter the hall in silence and in full uniform. • Late GBT will sit on the right hand side facing the front • 1hr GBT will sit in the left facing the front. • All pupils must sit in silence, and as much as possible a couple of chairs apart • Coats are removed and bags on the floor in front • Pupils and staff on duty must remain silent throughout
Fire Alarm	<ul style="list-style-type: none"> • Everyone must vacate the building calmly, quickly and quietly – NO RUNNING or pushing • Do no stop to collect coats and bags • Staff should not lock classroom doors • Pupils go to the designated area where they line up in tutor groups in alphabetical order in silence • Tutor does the register • Await further instructions from SLT when safe to re-enter the building • Pupils re-enter the building in silence led by a member of staff

Vi Form Expectations and Routines

In Lessons And Around The School	<ul style="list-style-type: none"> • Pupils must sign in and out upon arrival to, and exit from, the building • Pupils must have a visible lanyard at all times • Pupils must abide by the uniform policy: white shirt and black trousers/skirt with black shoes • Pupils must walk calmly and in an orderly manner • Pupils can only use phones during break and/or lunch in the study space • Pupils must stay within the Sixth Form area during their frees • Pupils must not wear jackets or coats in the building • Pupils must respect the Sixth Form spaces at all times and report any vandalism or graffiti to a member of staff • Pupils are not allowed to have phones or earpods anywhere on the premises apart from their study space at break and/or lunch • Pupils are not allowed takeaways on site
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Appendix 2

Rules reminders and non-verbal cues



