



THE LAMMAS  
SCHOOL

# Culture & Ethos (Behaviour) Policy

Date: December 2021  
Next review: December 2022

## 1. Policy Statement

*'The single most important mission of Lammas School is to provide the conditions in which children discover who they are and then go on confidently to take their places in society, making a contribution to it through the use of their talents. We will never prepare children to know their places.'*

Lammas School & Sixth Form is committed to creating an environment where exemplary behaviour <sup>1</sup> is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It emphasises the three rules of our culture and ethos: **Safety, Respect & Learning.**

### 1. Safety

Lammas must be a safe place for the health, safety and well-being of all

### 2. Learning

Learning is our core business. students are enabled to engage in meaningful, rewarding learning clear and a positive culture prevails

### 3. Respect

The positive school culture and ethos builds from mutually respectful relationships between all stake-holders; adults and students alike

The policy has a clear focus on respectful behaviour and as such we prioritise first attention for best conduct, the power of praise and recognition and the value of restorative practice. We take a partnership approach to managing poor conduct and dynamic interventions that support staff and learners in building the fair community described in the *GST Great* <sup>2</sup> descriptors where everyone feels safe, happy and secure enough for great learning to take place. Rules, rewards and sanctions are designed to establish and re-establish working relationships focused on the core purpose of learning.

## 2. Legislation and Statutory Requirements

This policy is based on best education practice and advice and guidance from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)- 2016

[Searching, screening and confiscation at school](#)- 2022

[The Equality Act](#) - 2010

[Use of reasonable force in schools](#)- 2015

[Supporting pupils with medical conditions at school](#) - 2015

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

Section 175 of the [Education Act](#) 2002 which outlines a school's duty to safeguard and promote the welfare of its pupils

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<sup>1</sup> The term *behaviour*, throughout this policy includes the full range of ways that children and young people act in school; this includes pro-social behaviours, learning behaviours as well as disruptive and aggressive behaviours

<sup>2</sup> See Section 6- Promoting Positive Relationships

Sections 88-94 of the [Education and Inspections Act](#) 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that academies should publish their behaviour policy online

### 3. Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To ensure that we give learners attention and importance for good conduct.
- To help learners take control of their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through effective relationships.
- To ensure that excellent behaviour is a minimum expectation for all
- To promote an approach which hinges on prevention, de-escalation and resolution

### 4. Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Ensure the **safety** of all members of the school community
- Promote **learning** as the core business of the school
- Foster positive working relationships that are based on **respect**

### 5. Our Practice - *How we will achieve a positive school culture*

#### 5.1 Quality first teaching

'Quality first teaching' and learning will be at the heart of the school's culture and ethos. The needs of all students must be recognised and a broad, tailored and engaging curriculum delivered in a style to meet each and every individual need. In addition, the Six Pillars of our Ethos will underpin everything we do:

#### 5.2 The Six Pillars of our Ethos

1. Consistent, calm adult behaviour
2. First attention for best conduct (notice positive behaviour first- praise, recognition and acknowledgement)
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up (in acknowledgement that all behaviour is communication)
6. Absolute cohesion and collaboration

### 5.3 Standards and 3 Rules

Our two 'charters' define 9 standards and 3 rules for 'how we do things here at Lammas'. These standards were devised in consultation with students.

We will speak of these standards as our code for:

1. Self-regulation and
2. How we do things 'the Lammas way'

We are all accountable to these standards, students and adults alike. We must demonstrate positive adult-led behaviour and act as role models to our students.

**Corridor Standards**

1. **Walk calmly**
2. **Keep it moving**  
go straight to lesson
3. **Inside voice**  
talk quietly
4. **Immediate response**  
do as asked immediately when given an instruction
5. **Manners & respect**  
'please', 'thank you', 'sorry', holding doors open for others; polite language
6. **Business-like**  
full school uniform worn smartly; coats for outdoors only
7. **Self-regulation**  
when permitted, use indoor space sensibly- sit on chairs and talk quietly or work/ read in the library

Philosophy | Theoretical | Whole | Fundamental | High Achievement  
**Safety    Respect    Learning**

**Learning Standards**

1. **Enter and exit calmly**  
without talking and take seats when asked
2. **Be ready to learn**  
have equipment and homework ready
3. **One voice**  
remain quiet when the teacher is talking, listen to others when they are talking
4. **Immediate response**  
when given an instruction or when asked a question
5. **Manners & respect**  
'please', 'thank you', 'sorry'; polite language
6. **Take responsibility**  
own up to mistakes and learn from them
7. **Business-like**  
full school uniform worn smartly- coats for outdoors only

Philosophy | Theoretical | Whole | Fundamental | High Achievement  
**Safety    Respect    Learning**

We will use these 9 standards to supported 'scripted' restorative conversations.

## 5. Definitions

- **Behaviour:**

The term *behaviour*, throughout this policy includes the full range of ways that children and young people act in school; this includes pro-social behaviours, learning behaviours as well as disruptive, aggressive and dysregulated behaviours.

*NB. The common behaviours defined by 'type' below provide exemplary guidance for the readers of the policy and do not constitute an exhaustive list.*

- **Disruptive behaviour** can be defined as:

Disruption in lessons (and to the lessons of others), in corridors between lessons, and at break and lunchtimes

Repeated breaches of the school rules

- **Negative Learning behaviours** can be defined as:

Non-completion of classwork or homework

Refusal to engage (with learning, support, intervention)

Incorrect uniform and equipment

Lateness to lessons

Leaving the classroom without permission

Leaving seat and interfering with the learning or equipment of others

- **Aggressive behaviour** can be defined as:

Angry outbursts

Shouting and screaming

Banging (or throwing) doors, chairs and equipment  
Damage to property/ vandalism  
Theft

- **Serious Safety Misconduct** can be defined as:

Any incident which places the child themselves or others at risk of harm

Fighting

Possession of any items prohibited by age and law, such as:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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). an article specified in regulations
- tobacco and cigarette papers, e-cigarettes and vapes
- fireworks; and
- pornographic images

Searches will be carefully considered and undertaken in accordance with [Searching, Screening and Confiscation guidance July 2022](#). The Headteacher will oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

- **Child on Child Abuse** is defined as:

Any form of bullying or abuse; verbal, physical or emotional

Racist, sexist, homophobic or discriminatory behaviour of any nature

Sexual violence, such as:

- rape
- assault by penetration
- sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments or propositioning
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Direct, online sexual harassment such as unwanted sexual comments and messages
- Indirect, online sexual harassment such as unwanted sexual comments, posts and messages on public and shared social media platforms
- The sharing of nude/semi-nude images and/or videos, or sharing of unwanted explicit content

- **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 is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

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: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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 and as such, we;

- educate pupils via our whole-school culture and ethos and through assemblies, Ethics and RSE lessons and the pastoral curriculum that bullying, child-on-child abuse, sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- promote a whole-school culture of kindness, self and mutual respect
- do not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, ‘just having a laugh’ or ‘boys being boys’
- we challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

All reported incidents of bullying or child-on-child abuse will be investigated immediately 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](mailto:protect@thelammas.com).

All incidents of bullying and child-on-child abuse are recorded- for perpetrators of abuse these records will be logged on SIMs and records of support actions will be retained for the victims of any kind of child-on-child abuse on 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. Data is analysed with the aim of identifying dysfunctional behaviours so that early intervention and prevention strategies can be put in place.

- **Dysregulated behaviour** can be defined as:

Dysregulation, (also known as emotional dysregulation), a child's poor ability to manage emotional responses or to keep them within an acceptable range of typical emotional reactions.

- Disruption
- Defiance
- Self-destructive (and more widely destructive) behaviours
- Attention seeking
- Risk taking
- Challenge and provocation
- Refusal to speak or make eye contact

## 6. 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 where each of us acknowledges the importance of our own contributions:

- Nurture and 'teach' achievement beyond the timetabled curriculum
- Regularly celebrate adult and student achievement
- Set appropriate value on achievements, neither overpraising nor overlooking
- Know all children individually; their talents, strengths and areas for improvement
- Give frequent opportunity for children to perform and demonstrate their skills and talents
- Set the bar high and cast the net wide for performing arts material from Western and wider world culture
- Attract staff who have achieved themselves beyond their teaching area of expertise
- Support staff to continue their achievement in sport, the arts or other arena
- Saying hello and taking the time to build working relationships
- Extending hospitality to visitors
- Being positive and professional; acting as good role models
- Building happy and fair relationships with everyone

This coupled with consistent praise and recognition and the fair application of the 3 school rules and 'certainty' of consequences with a restorative or 'learning' purpose.

## 7. Roles & Responsibilities

### 7.1 The Governing Board

The governing board is responsible for monitoring the effectiveness of the (Behaviour) Culture & Ethos policy and holding the Headteacher to account for its implementation.

### 7.2 The Headteacher

Fundamental to the success of our school's inclusive Culture and Ethos policy will be the dedication and commitment of every member of staff. The Headteacher is responsible for reviewing and approving this policy and will:

- ensure that the Culture and Ethos policy is consistently promoted at all times and by all
- oversee its implementation through associated policies (i.e. Teaching & learning) and implemented accordingly
- monitor how staff implement the policy to ensure that first attention is paid by all staff to best conduct (through the use of genuine and deserved praise and recognition)
- ensure a case-by-case response to negative behaviours with the intention of resolution, restoration and the application of fair consequences, commensurate to the incident

### 7.3 Staff

Staff are responsible for:

- Implementing the (Behaviour) Culture & Ethos policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents appropriately and in accordance with the *Guidance for Staff*
- Middle leaders and Senior Leaders are not expected to take-over and deal with behaviour ‘referrals’, rather they are to stand alongside department colleagues to support, guide, model and show a unified consistency to the learners

### 7.4 Lammas Families

Parents & Guardians are expected to:

- Support their child in adhering to the Classroom & Corridor Standards Charters and the 3 rules
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with their child’s tutor, AHoY or HoY as soon as possible

## 8. Responding to Negative & Dysregulated Behaviours

### 8.1 Re-establishing working relationships

We will seek to ascertain the root causes of negative behaviours so that targeted and appropriate support interventions can be established. The purpose of any initial response to negative behaviour has to be to establish and/or re-establish the working relationship so that learning can take place.

*Examples* of strategies we will employ to support this expectation are:

- **Redirection:** gentle encouragement & support; a ‘nudge’ in the right direction
- **Reminder:** a discrete reminder of the 3 rules- Safety, Learning, Respect. The teacher makes the student aware of their behaviours and its impact
- **Choice:** a clear choice given privately, clearly outlining the consequences if they continue i.e. ‘If you choose.... you must understand that there will be a consequence’
- **Time out:** to give the learner a chance to reflect away from others (take-up time); gives them an opportunity to engage and make a positive choice to do so
- **Caution:** clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining a consequence if the dysregulated behaviour continues
- **Departmental relocation:** referral to another room in the department for the remainder of the lesson (with work provided)
- **Reparation:** a restorative conversation/meeting should take place asap and before the next lesson
- **Target setting & monitoring:** teachers may choose to monitor a student in order to collate evidence of progress towards agreed targets. We make sure that this is done discreetly. We do not use coloured reports, advertise negative behaviour to other learners or give fame to those who choose not to meet our high standards
- **Formal meeting:** a meeting with the teacher, Curriculum Lead and student to set time limited targets for improvement (Parent/Guardian may also be invited)
- **Partnership stage:** partnership support will be initiated where there is ongoing cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a Personal Learning Mentor,(HoY, AHoY or tutor) who will:



- Support and if necessary facilitate the Reparation Meeting between the member of staff and learner
- Develop an appropriate action plan with the learner and if appropriate, in collaboration with the Inclusion Department
- Monitor, review and mentor using an agreed action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- **Restorative Conference:** convened with the intention of taking a 360-degree view of the learner. This meeting may include the Personal Learning Mentor, Teacher, Learner, Parent/Guardian, Governor representative and a member of the Senior Team. The meeting will address the learner's: progress and achievement, learning needs, attitude, behavioural routines and personal organisation with the aim of identifying personal and targeted support and intervention.

In addition to the above, the following strategies/consequences may be used if;

- learning is disrupted or missed through negative behaviours
- time is needed for independent or supported student reflection
- a member of staff needs time to arrange a restorative meeting (formal or partnership)

**Give-back time:** the teacher will set catch-up work (usually that missed in lesson) to be completed at home, or at break or during part of lunchtime

**Reflection time:** a meeting established between teacher and learner during break, lunchtime, or after school (usually for the purpose of a restorative conversation or mediation)

**Parental communication:** collaboration between home and school with the aim of reinforcing home-school standards and expectation

**Temporary withdrawal from lesson:** with a senior member of staff

**Reflection Room:** a period of isolated study with the addition of behaviour mentoring and restorative practice which will not exceed more than two consecutive days.

- SLT, HoY and CLs can refer a student to the Reflection Room (single period isolation, part or full-day isolation depending on the need and case). Referrals to the Inclusion Department must be made no later than 5pm<sup>3</sup> on the day prior to the placement and Parents/Guardians notified.
- Referring teachers must arrange a restorative conversation with child placed in the Reflection Room during the placement or on the day of the placement

### 8.2 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](#)

<sup>3</sup> Members of SLT may request short-notice placements and on the same day if there is an urgent requirement to isolate students and de-escalate conflict or for the duration of an investigation prior to a potential exclusion

### 8.3 Confiscation

**Any prohibited items** (listed in section 5, pg. 4) **found in pupils' possession will be confiscated.** 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 be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on [Searching, Screening and Confiscation 2022](#)

### 8.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will determine support and consequence for the pupil in accordance with this policy.

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

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

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

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

### 8.5 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:**

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 Headteacher 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

### 8.6 Off-site behaviour

Consequences and therefore exclusion may also be applied where a learner has behaved inappropriately off-site when representing the school. This means misbehaviour when the learner is:

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

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

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

Consequences will only be issued on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## 9. Recognising Positive Behaviour

The use of praise in developing a positive atmosphere cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Every member of staff is responsible for acknowledging positive behaviour and this should happen in lessons, in tutorial, on the corridor and in the playground.

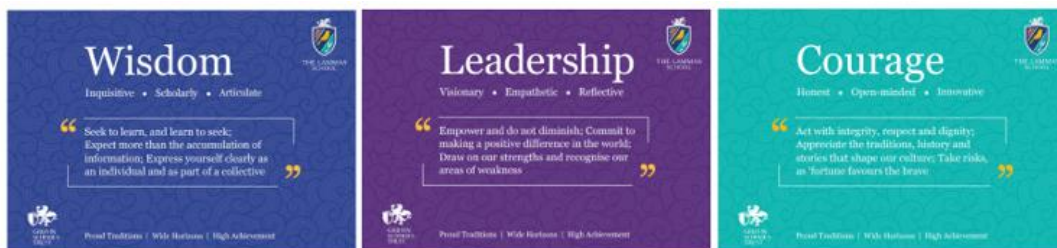
Recognising Positives	
• Elite <b>'Sapphire'</b> Attendance Award- Termly	Certificates/Milestone Pins
• 100% Attendance for a <b>'stand-alone'</b> module- Termly	Certificates/Milestone Pins
• 96%-99% <b>'Emerald'</b> Attendance Award - Termly	Certificates/Milestone Pins
• Substantial improvement of attendance (only HoY/EWO authorisation) Discretionary- Deputy Head <i>Attendance</i> in consultation with HoY/AHoY/ EWO	Positive acknowledgement
• Student of the lesson • Outstanding verbal contribution • Excellent written work • Outstanding performance • Academic leadership • Excellent homework • Outstanding contribution to an enrichment activity	Positive acknowledgement
• 100% punctuality (am & pm)	Positive acknowledgement
• Correct equipment, including planners	Positive acknowledgement
• Always full, smart uniform	Positive acknowledgement

• Contribution to ‘Lammas Culture & Ethos’	Postcards- <i>Courage/Wisdom/Leadership</i>
• ‘All Stars’ (no alerts, all effort ‘Outstanding’ or ‘Good’)	Hot Chocolate with the Headteacher

50 merits		<b>Bronze</b>	<ul style="list-style-type: none"> <li>• Certificate</li> <li>• Bronze letter from HoY</li> <li>• Bronze Lapel Pin</li> </ul>
100 merits		<b>Silver</b>	<ul style="list-style-type: none"> <li>• Certificate</li> <li>• Silver letter from SLT Year Link</li> <li>• Silver Lapel Pin</li> </ul>
200 merits		<b>Gold</b>	<ul style="list-style-type: none"> <li>• Certificate</li> <li>• Gold letter from Deputy Headteacher</li> <li>• Gold Lapel Pin</li> </ul>
300 merits		<b>Platinum</b>	<ul style="list-style-type: none"> <li>• Certificate</li> <li>• Platinum letter from Headteacher</li> <li>• Platinum Lapel Pin</li> </ul>

**Praise postcards** will be distributed in recognition of students who go ‘above and beyond’ and in relation to the three GST values- *Courage, Wisdom & Leadership*. Their distribution must be recorded on SIMs.

Students who achieve one of each postcard will be celebrated on a roll of honour in recognition of their achievement and contribution to Lammas life.



**Positive logs/E-merits** can be added quickly via the SIMs register and should be accompanied with ‘on-the-spot’ verbal praise and recognition.

**Praise Phone Call-** Staff will share and celebrate positive feedback with Lammas families via positive calls home.

### 10. Pupil support

The school recognises its legal duty under the [Equality Act 2010](#) to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator (SENCO) may be called upon to evaluate a pupil exhibiting challenging behaviours to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### 11. Pupil transition

To ensure a smooth transition from KS2 into KS3, pupils have transition sessions with their new teacher(s) and all new students and Lammas families are invited to attend transition interview meetings and events on site.

To ensure behaviour is continually monitored and the right support is in place in a timely manner, information relating to pupil behaviour concerns may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### 12. Safeguarding

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

### 13. Training

Our staff are provided with regular training on behaviour, culture and ethos and this will also form part of regular and targeted continuing professional development.

### 14. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the governing board annually. At each review, the policy will be approved by the Headteacher and will be re-published on the school website.

### 15. Links with other policies

This Culture & Ethos (behaviour) policy is linked to the following policies:

<input type="checkbox"/> Exclusions policy	<input type="checkbox"/> SEND Policy
<input type="checkbox"/> Child protection and safeguarding policy	<input type="checkbox"/> Equal Opportunities Policy
<input type="checkbox"/> Teaching & Learning- The Lammas approach to evaluating learning	<input type="checkbox"/> Mobile Phone Policy

# APPENDICES

## Student Incident Form

Lammas School and Sixth Form- Student Incident Report Form



### Student Incident Report Form

<b>NAME:</b>	<b>TUTORIAL:</b>
<b>DATE AND TIME NOW:</b>	<b>DATE AND TIME OF INCIDENT:</b>
<b>LOCATION OF INCIDENT:</b>	

**YOU ARE THE FOLLOWING** (*Circle the one that applies to you*)

**VICTIM** (*You are the person it happened to*)

**ACCUSED** (*You are being accused of doing or saying something*)

**WITNESS** (*You saw or heard the incident that took place*)

**Write your statement in this space. Use the back if you need extra space.**

*(if needed)* I confirm that Ms/Mr.....has helped me to write this statement and that it is a true reflection of what I have said.

<b>Staff Signature:</b>	<b>Student Signature:</b>
<b>Do you have any evidence?</b>	
<b>Are there any witnesses to the event?</b>	
<b>Do you require any help or support?</b>	

### Reflecting on my actions

<b>Name:</b>		<b>Date:</b>		<b>Tutorial</b>	
<b>What happened?</b>					
<b>Where were you?</b>					
<b>Who was involved?</b>					
<b>Which school value did you ignore? (<i>Safety/ Learning/ Respect</i>)</b>					
<b>Why did you act like this? (<i>tick</i>)</b>					
I wasn't interested		I didn't understand the work			
I wanted attention & didn't know how to ask for it		There are other things going on in my life that are affecting me			
I wanted to avoid something		Someone/something upset me			
<b>Other (give reason)</b>					
<b>How did this make you feel?</b>					
<b>What could/should you have done differently?</b>					
<b>What will you do differently next time?</b>					
<b>What effect did your action(s) have on others? (<i>who was affected?</i>)</b>					
<b>Resolution- Targets for next lesson and moving on</b>					
<b>Actions and consequences</b>					

Student Signature:  
 Staff Signature:

### My Punctuality- Reflection Sheet

Name		Date		Tutorial	
What time did you arrive to school?					
How did you travel to school this morning?					
What made you late?					
Do you believe that the reason above is a satisfactory reason for your lateness?					
What should you do to avoid this happening in future?					
What are your current grades like in school? Are you on, above or below expectation? Did you know that poor attendance leads to poor exam performance?					
How important is education for you and why?					
Is this your first late this week?					
Is this your first late this term? (If not, do you know how many times you have been late?)					
Set yourself a target with regard to punctuality and say how you will achieve it?					
Signed:					