



Behaviour Policy



Light Hall School
The best from everyone, all of the time.

Behaviour Policy

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Behaviour Policy

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Behaviour Policy

1.0 Rationale

This Behaviour policy underpins education at Light Hall School. All members of Light Hall School have the right to learn and work in a safe, calm and orderly environment, free from disruption, violence, bullying and any form of harassment. Every member of the school community has the right to benefit from and make a full contribution to the life of the school. Mutual respect amongst all members of the school community lies at the heart of this policy.

Our Student Code of Conduct underpins this policy:

- Respect for ourselves;
- Respect for others;
- Responsibility for ourselves and our actions.

At Light Hall we believe that behaving with respect and responsibility allows us to be the best that we can be. Striving for excellence is one of our core values. Our school motto is “The best from everyone, all of the time”.

This means that we treat everyone and everything with courtesy, kindness, interest and understanding, and that we follow all instructions, without question.

Adults give instructions so that students can remain safe and can learn, this is why students are expected to follow instructions, without question.

Positive relationships between and with students are the key to good behaviour.

The self-esteem of all students is enhanced by praise, reward and celebration.

Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned.

Clear routines inside and outside the classroom, consistently applied by everyone, lead to a culture of excellence and success.

Light Hall therefore expects behaviour to be of a high standard throughout the school day, when travelling to and from school and whilst participating in trips, visits or representing the school in any way.

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

2.0 Aims of this policy

This policy aims to:

- Provide a consistent approach to behaviour management, which promotes self discipline, proper regard for authority and respect for self and others;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination;
- Outline how pupils are expected to behave;
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management;



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- Outline our systems of rewards and sanctions;
- Outline our systems of support and intervention for behaviour management.

3.0 Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

3.3 In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); Paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying statement,

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association

All students are expected to show consideration for other people and the environment both in school at all times and in the community. Light Hall School also expects all students to be vigilant and to report any incidents of bullying and discrimination.

Light Hall School expects students to take responsibility for their own behaviour and will ensure that all students are made aware of the school policy, procedure and high expectations.

All parents/carers will be made aware of the school policy, procedures and expectations when their children join the school and thereafter on an annual basis.

This behaviour policy also links to the following Light Hall policies:

- Abusive Parents
- Anti-bullying Policy
- Attendance Policy
- Child Protection
- Communications
- Control and Restraint
- Drug & Substance Abuse
- SEND
- Safeguarding
- Social Media
- Suspension and exclusion policy
- Teaching & Learning Policy
- Uniform



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4.0 Definitions

At Light Hall, acceptable behaviour is defined as that which promotes courtesy, kindness, co-operation and respect for others. This includes interactions between students, between students and teachers or support staff or between students and visitors or other persons on the school site or in the community outside.

At Light Hall, misbehaviour is defined as:

- Any action which disrupts a student's own learning or that of others in the classroom;
- Any action which is not sensible or does not show consideration for others when in the classroom, moving around school, to and from class, or at break and lunchtime;
- Lateness to lessons and to school;
- Non- completion of classwork or homework;
- Incorrect uniform;

At Light Hall, serious misbehaviour is defined as:

- Challenges to authority;
- Refusal to obey rules/ follow instructions/ defiance;
- Repeated breaches of the school rules and student Code of Conduct;
- Truancing lessons;
- Any form of verbal abuse of another person;
- Any form of bullying ;
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes/ unwanted touching
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism/ destructive behaviour;
- Theft;
- Fighting;
- Any form of physical assault of another person;
- Smoking/vaping;
- Racist, sexist, homophobic or discriminatory behaviour;
- Malicious allegations against staff or other students;
- Possession of any prohibited items. These include:
- Knives or weapons, genuine or imitation
- Any object thought to be a weapon
- Alcohol
- Illegal drugs/ drugs paraphernalia/illegal substances of any class
- Stolen items
- Tobacco and cigarette papers/ vapes/ shisha pens
- Fireworks
- Pornographic / inappropriate / offensive images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)



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5.0 Bullying

5.1. Bullying is defined as: *Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally*

5.2 Bullying is, therefore:

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

5.3 Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional/Psychological	Repeatedly excluding someone from a group, or humiliating them
Verbal	Repeatedly name-calling, insulting a person's family, threats of physical violence, spreading rumours or constantly putting a person down.
Physical	Repeatedly hitting, kicking, spitting, tripping someone up, stealing or damaging someone's belongings for example.
Prejudice-based and discriminatory:	Racist: repeatedly insulting language or gestures based on a person's actual or perceived ethnic origin or faith, name calling, graffiti or violence. Sexual: repeatedly sexually insulting language/gestures, name calling, graffiti or unwanted sexual contact. Homophobic: repeatedly insulting language/gestures based on a person's actual or perceived sexuality, name calling, graffiti or violence. Transphobic: repeatedly insulting language/gestures based on a person's actual or perceived gender representation, name calling, graffiti or violence. Disability discrimination: repeatedly insulting language/gestures based on a person's actual or perceived additional needs, name calling, graffiti or violence.
Sexual	Repeatedly sexually insulting language/gestures, name calling, graffiti or unwanted sexual contact.
Cyber-bullying	Repeatedly insulting/threatening language by text messaging, on the internet, in chat rooms, on bulletin boards and through instant messaging services. For this type of bullying, the school will investigate (where able to do so), speak to all students involved to attempt a resolution, and will keep all parents/carers informed. However, the school relies on support from families to help us deal with issues on social media, and will always recommend immediate contact with the Police/ CEOP by parents for this type of bullying.

5.4 Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.



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6.0 Roles and Responsibilities

6.1 The Trust Board

Trustees are responsible for:

- fulfilling the requirements of the law in relation to Trustees' responsibilities regarding discipline in the school;
- contributing to the formulation or review of the school's behaviour policy, including the setting out of expectations about student behaviour;
- supporting the Headteacher and staff in the operation of all behaviour-related procedures pertaining to the day-to-day running of the school;
- holding the Headteacher and Senior Leadership Team to account for the implementation of the policy;
- monitoring the functioning of the school behaviour policy by analysis of a range of available indicators.

6.2 The Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team are responsible for:

- Regularly reviewing this behaviour policy;
- ensuring that the school environment encourages and rewards positive behaviour and that staff deal effectively with poor behaviour;
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Progress & Development Leader

Progress & Development Leaders are responsible for:

- Managing the academic and personal development of all students in their year group
- Being proactive in intervening and identifying barriers to learning and engagement and deciding on the appropriate path forward for students who are underachieving;
- Monitoring and ensuring the consistent implementation of the school Behaviour policy
- Promoting the school aims to their year group to promote excellent behaviour, compassion, moral, spiritual and social awareness;
- Developing the qualities of excellence, participation and love of learning amongst year group students, regardless of ability or background;
- Leading assemblies to develop a culture of healthy competition, teamwork, charity and solidarity and to ensure their year group students know and understand the standards of behaviour expected from them;
- Line management of their Pastoral Manager to implement all aspects of the school Behaviour Policy
- Leading and managing a team of house tutors, monitoring, evaluating and developing their roles

6.4 Pastoral Manager (PM) Pastoral



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Managers are responsible for:

- establishing, monitoring and evaluating high standards of pastoral care by:
- creating an ambience for pastoral care;
- providing pastoral support for children in all Year groups;
- supporting the school's Behaviour Policy in the all Year groups;
- taking steps to resolve any conflict between students;
- promoting the cultural, social, ethical, moral and behavioural welfare and development of children;
- contributing to the production of Pastoral Support Plans and pastoral pathways;
- Actively promoting a partnership with parents, being a main point of call for relevant issues.

6.5 House Tutors

House tutors responsible for

- Promoting and implementing the school's behavior policy with their tutor group.
- Being vigilant and observing, anticipating, and sometimes preventing, serious problems in the work and behaviour of students.
- Knowing the students in the tutor group as well as possible and helping to identify the particular needs of each child.
- Supporting Progress and Development leaders in specific areas relating to the tutor group:
 - welfare and social development
 - behaviour
 - punctuality and attendance
 - appearance and uniform
 - checking Class Charts information
 - the delivery of the pastoral and behaviour curriculum programme

6.6 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently, both inside and outside the classroom; (see section 14)
- Supporting the standards of the school publicly;
- Setting an example to students through their own positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular students;
- Recording behaviour incidents on ClassCharts;
- Rewarding positive behaviours with house points;
- The senior leadership team will support staff in responding to behaviour incidents.

6.7 Parents/carers

Parents/carers are expected

to:

- accept and support the school's behaviour policy, in conjunction with the home school agreement (see Appendix 1)



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- accept and support the school's use of rewards and sanctions;
- recognise the school's need to balance the rights of the individual student with the effective conduct of the school as a whole;
- provide direct practical support to ensure that their child has the correct school uniform, is punctual to school and completes any homework in line with school policy;
- Inform the school of any changes in circumstances, which may affect their child's behaviour;
- participate in the school's behaviour-related procedures;
- use the ClassCharts platform to take an interest in their child's in-school behaviour, using home-based rewards or sanctions in support where appropriate;
- agree to matters being referred to other agencies such as the Education Welfare Officer/Attendance Officer/Education Psychologist if recommended by the school;
- follow the appropriate procedures for contacting the school when it is necessary;

6.8 Students

The Student Code of Conduct - The three Rs

Respect for ourselves, **Respect** for others, **Responsibility** for our ourselves & our actions

Every Student is expected to show **respect for themselves**

This means that, as students, we will:

- Make the most of all learning opportunities;
- Work to the best of our ability at all times;
- Consistently demonstrate good behaviour in class and at social times;
- Wear our uniform correctly, with pride and dignity, at all times;
- Be on time, every time.

Every student is expected to show **respect for others**

This means that, as students, we will:

- Treat everyone with courtesy, kindness, interest and understanding;
- Listen carefully when a member of staff, or another student, is speaking;
- Arrive on time to every lesson;
- Allow everyone to learn in every lesson;
- Treat school buildings and property with respect at all times;
- Move around school quietly and with self control, following one way systems;
- Only use the toilets and spaces which have been allocated to our year group;
- Only eat in designated areas for eating (not in corridors or stairwells).

Every student is expected to **take responsibility for ourselves and our actions**

This means that, as students, we will:

- Arrive on time to school, every day;
- Be properly equipped for every lesson (pen, pencil, ruler, appropriate exercise books, PE kit);
- Follow staff instructions, first time, every time;
- Accept sanctions, if given;



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- Complete all classwork and homework on time;
- Not behave in any way which brings the school into disrepute, including when outside school.

6.9 Examples of behaviours which do not comply with school expectations could include:

- Jostling/pushing in corridors, on staircases and in crowded spaces
- Running in the school buildings
- Making unnecessary noise or using inappropriate language (swearing)
- Wearing incorrect uniform/false nails/false eyelashes/make up which is unsuitable
- Low level disruption in class (talking, getting out of seat, swinging on chair, calling out)
- Serious disruption in class (challenging authority, refusing to follow rules, verbal abuse)

6.10 The responsibilities of the school, the parents and the student are summarised in the Home/school Agreement which is signed by the school, the student and parents/carers on the student's entry to Light Hall School. It is published annually thereafter. (see Appendix 1)

7.0 The Behaviour Curriculum at Light Hall

- 7.1 Our expectations of good behaviour are explicitly taught in house tutor time and assemblies throughout the academic year.
- 7.2 The expectations are reinforced in every lesson of the day, through our classroom expectations of both students and staff and through the content of many subject areas in the curriculum.
- 7.3 The student Code of Conduct is on display in every classroom.
- 7.4 Our statement of what respect and responsibility means at Light Hall is on display in all classrooms and areas of the school.
- 7.5 Our expectations of good behaviour are supported by the consistent use of rewards and sanctions.
- 7.6 Teachers report on each student's behaviour and attitude in their subject three times a year using the following criteria.
- 7.7 This information is sent to parents/carers. Progress and development leaders for each year group analyse the information, rewarding students who are consistently meeting behaviour expectations and intervening with those who need further support to do so



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7.8 Behaviour Curriculum Table

	Learning Behaviours	Learning Habits		
	Behaviour	Attitudes in class	Attitudes out of class	
Expected	<p>Attends all lessons on time and is ready to learn</p> <p>Able to manage their own behaviour to maximise their learning</p> <p>Treats everything (learning space) and everyone (staff and peers) in a positive and respectful way</p>	<p>Shows a good level of resilience and perseverance. Completes all classwork to the best of their ability and to an exacting standard</p> <p>Brings the expected learning equipment to all lessons (pen, pencil, ruler and calculator)</p> <p>Fully engaged and takes an active part in learning</p>	<p>Shows a good level of resilience and perseverance. Completes all homework to the best of their ability</p>	1
Not yet consistently meeting expectations	<p>Does not yet consistently attend all lessons on time, and/or is not ready to learn</p> <p>Is not yet consistently able to manage their own behaviour, this may lead to disruption of others or being disrupted by others</p> <p>Does not yet consistently treat everyone (staff and peers) and everything (learning space) in a positive and respectful way</p>	<p>Currently fails to consistently complete classwork and/or when CWK is completed, it is often not to the best of their ability (in terms of effort and quality)</p> <p>Currently fails to bring in the required learning equipment consistently</p> <p>Is not yet consistently fully engaged and/or does not take an active part in their learning</p> <p>There are some concerns around attitudes to learning</p>	<p>Currently fails to complete homework consistently and/or when homework is completed, it is not to the best of their ability (in terms of effort and quality)</p> <p>There are some concerns around attitudes to learning</p>	2
Poor	<p>Rarely attends all lessons on time, and/or is often not ready to learn</p> <p>Rarely manages their own behaviour, this often leads to disrupting others or been disrupted by others</p> <p>Rarely treats everything (learning space) and everyone (staff and peers) in a positive and respectful way</p>	<p>Rarely completes classwork and when it is completed is not to the best of their ability (in terms of effort and quality).</p> <p>Rarely brings in the required learning equipment</p> <p>Is rarely fully engaged and/or does not take an active part in their learning</p> <p>There are significant concerns around attitudes to learning</p>	<p>Rarely completes homework and/or when it is completed, it is of a poor standard</p> <p>There are significant concerns around attitudes to learning</p>	3



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8.0 Rewards

Rewards link to the School Values and support the Student Code of Conduct – The 3Rs (Respect for ourselves, Respect for others, Responsibility for our actions)

At Light Hall there is a relentless focus on the positive behaviours, which enable learning to take place in a safe, orderly and respectful environment. The positive behaviour approach is based on praise and reward.

Staff should use praise many more times in a lesson than they use sanctions. This promotes an uncompromising focus on learning and achievement. It promotes the development of self esteem in students.

Light Hall recognises and rewards positive behaviours and achievements in the following ways:

- Public praise (in house tutor time, subject lessons and in communal areas at break and lunchtimes);
- Letters and phone calls home;
- Subject praise postcards;
- Headteacher praise postcards;
- Entry into the Headteachers “Golden book”;
- Awarding of house points on Classcharts for good work, effort, kindness, participation etc;
- Awarding of braids for significant numbers of house points (See appendix 4)
- Awarding of subject braids;
- Appointment to positions of responsibility – peer mentors, prefects etc.

8.1 Assemblies in the last week of every term are celebration assemblies and are for recognising student success. Student achievements should be displayed on House noticeboards and in year group zones. This is a primary responsibility of Progress and Development Leaders.

8.2 Student achievements are also celebrated in the weekly newsletter to parents/ carers, “The Word” and school social media.

9.0 Sanctions

9.1 Every Student at Light Hall has the right to expect fair and consistently applied sanctions for wrong behaviour choices, which make a clear distinction between serious and minor breaches of the Student Code of Conduct and the behaviour policy.

9.2 The Education and Inspections Act of 2006 and 2011 and give all schools the “power to discipline”.

9.3 Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

9.4 The authority also applies to all paid staff with responsibility for students, such as teaching assistants.

9.5 Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline students for misbehaviour outside of school, where deemed appropriate.

9.6 Teachers have a specific legal power to impose detention outside school hours.



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- 9.7 Teachers can confiscate students' property.
- 9.8 The power extends to other schools or colleges which a student may be attending for a particular course, or time period.
- 9.9 It also covers sanctions for a failure by the student to comply with those previously imposed on them.
- 9.10 An appropriate sanction is one that is designed to put matters right and encourage better behaviour in the future.
- 9.11 An appropriate sanction is one that is proportionate and that has taken into account the student's age, any special educational needs or disability or any religious requirement affecting the student.
- 9.12 Whole groups of students must not be sanctioned for the misbehaviour of a few.
- 9.13 School sanctions should follow the agreed processes laid out in this policy.
- 9.14 Light Hall School may use one or more of the following sanctions in response to unacceptable behaviour:
- A verbal reprimand – this will separate the behaviour from the child;
 - Sending the student out of the class for a few minutes (see Light Hall Staged approach below);
 - Removal of student to subject leader's classroom for reminder of lesson (See Light Hall Staged Approach below);
 - Expecting work to be completed at home, or at break or lunchtime;
 - Detention at break or lunchtime with pastoral, or after school with subject teachers;
 - Removing the student from the group/ class or a particular subject on a short term basis;
 - Withdrawal of privileges, including withholding participation in educational visits or sports events which are not essential to the curriculum;
 - Carrying out a useful task in school (Community service);
 - Confiscation of mobile phone, earphones/pods, jewellery and any item which is not permitted on the school site;
 - Internal suspension in the Refocus Centre;
 - Fixed term suspension from School;
 - Permanent Exclusion.
- 9.15 We may use the Refocus Centre in response to serious or persistent breaches of this policy. Students may be sent to the Refocus Centre, by SLT, during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. (EDClass)

The Refocus Centre is managed by The Refocus Centre Manager and is overseen by the Assistant Headteacher Key Stage 4.

(See Appendix 2 – The Use of Refocus Centre and internal suspension)

Detentions

- 9.16 Detentions are a method of deterring and modifying poor or challenging behaviour. They give an opportunity of the student to "fix" the issue with the member of staff or complete the work that has not been completed. In most cases, they are used as an opportunity for staff to coach the student in making better decisions, either about their conduct or completion of work. This is in an attempt to support the student in modifying



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their behaviour and not repeat the poor behaviours.

Detentions are not optional and must be conducted at the end of the school day. Parents / carers are expected to support this process and whilst this may be disruptive to family routines and transport home from school, there are no exceptions. Unless there are extenuating circumstances.

9.17 Staff may issue a student with a detention as a sanction. Under normal circumstances students will be given 24 hours' notice of the detention outside of school hours, although in some instances parents / carers may be contacted to be informed that their child is completing the detention on the day (e.g., for persistent lateness to school). This is to ensure that the sanction is immediate and effective in addressing the issue. Occasionally alternative arrangements can be made.

9.18 Parental consent is not required for detentions.

9.19 Detentions are logged by staff on the student's class charts page. Parents / carers can see this on their parental login page. It is also shared via class charts to parental emails.

It is advisable for parents / carers to **turn on** Class Charts notifications on their devices, for up-to-date information. The school does not share information about detentions in any other way.

When issuing a detention Light Hall staff will take into consideration any safeguarding concerns.

9.20 Failure to attend a detention when a student is present in school will lead to further consequences and sanctions.

Examples of when a detention may be set, amongst others:

- Non -completion of homework
- Late to school / lesson
- Not following the Code of Conduct
- Disruption in lesson
- Poor behaviour in school (social time)
- Defiance (not following staff instructions)
- Not meeting the school uniform standards

If a student does not attend a detention (and they are present in school), this is uplifted to a detention with their Progress and Development Leader / Subject Leader for homework issues. Missed Progress & Development Leader / Subject Leader detentions can lead to a day of internal suspension.

Please note if a detention is missed due to absence, then this would be completed on the first day back in school.

10.0 Zero-tolerance Approach to Sexual Harassment and Sexual Violence

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

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

The school's response will be:

- Proportionate;
- Considered;
- Supportive;



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- Decided on a case-by-case basis.

Sanctions for sexual harassment and violence may include fixed term suspension or permanent exclusion.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally;
- Refer to Early Help/MASH;
- Refer to Children's Social Care;
- Report to the Police.

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

11.0 Off-site Behaviour

11.1 Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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.

11.2 Sanctions may also be applied where a student 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 student or member of the public;
- Could adversely affect the reputation of the school

11.3 Sanctions can be given out on organised trips, fixtures & events or elsewhere when the student is under the lawful control of the staff member

11.4 Parents/carers are expected to take responsibility for their child's journey to and from school.

11.5 Whilst the school will endeavour to investigate incidents which may occur on the journey to and from school, and will take reasonable, appropriate action against breaches of this behaviour policy and the Light Hall Code of Conduct, the school is not able to "police" public transport or the local community.

The school will speak to all students involved to attempt a resolution, and will keep all parents/carers informed. However, the school relies on support from families to help deal with issues off site (including on social media) and will always recommend immediate contact with the Police

11.6 Poor behaviour conducted online.

The school will endeavour to support and investigate (where able to do so), incidents which may occur outside the school IT network (on students' own devices and in their homes). It is vital that parents / carers safeguard their children by monitoring and managing their child's access to the internet and social media platforms. The school goes to great measures to ensure the relevant safety protections are in place on the school IT network, it is the parents / carers responsibility



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outside of school. The school will (when able to) take reasonable, appropriate action against breaches of the behaviour policy and the Light Hall Code of Conduct, conducted online, although is not able to “police” the online world.

For all inappropriate conduct online outside school, the school would always recommend contact with the police.

12.0 Malicious Allegations

- 12.1 Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.
- 12.2 Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.
- 12.3 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 student 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.
- 12.4 The school will also consider the pastoral needs of staff and students accused of misconduct.
- 12.5 Please refer to our child protection and safeguarding policy and managing allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

13.0 Behaviour Management in the Classroom

- 13.1 The classroom is the most important school location in any student's education. The following characteristics all contribute to high standards of behaviour within the classroom. This should be read in conjunction with the Teaching & Learning policy:

The following are examples of, and not an exhaustive list of, maintaining high standards in the classroom.

- the system of lesson expectations and procedures are clearly understood and consistently applied;
- teachers have high expectations of all their students, in terms both of achievement and behaviour;
- teachers are positive, constructive and consistent in their approach to behaviour;
- teachers are specific about the behaviour which is expected and what is unacceptable;
- teachers adopt a range of strategies when responding to individual instances of disruptive behaviour; (See Appendix 3) explanations are clear; poor behaviour is handled quickly and calmly, so that the pace of a lesson is not lost and further disruption is minimized;
- work set is appropriate to students' abilities;
- learning objectives are shared with students and clear goals are set for each work activity;
- lessons start and end on time;
- all classes have a seating plan that is visible on “ClassCharts”. These will often be



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dictated by the activity, but particular attention should be paid to identifying the needs of the specific students e.g. SEND, SEND support and Pupil Premium;

- external interruptions are minimised wherever possible;

If a sanction is employed, students are left in no doubt as to why they are being sanctioned and how, through improvements in behaviour, they can avoid a recurrence.



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13.2 Classroom expectations of staff and students

STAFF (must)	STUDENTS (must)
Start of lessons	
Meet and greet students at the door with an immediate bell/starter activity on arrival	Arrive to lessons on time
Get students into classrooms and off corridors as soon as they arrive for lessons	Remove coats and bags as soon as they arrive to lessons with minimal fuss
Award house points (3 per lesson limit) regularly to promote positive behaviour routines	Find seat immediately and begin work promptly
Ensure basic equipment is maintained on desks should it be needed by students.	Ensure you have the correct equipment for each lesson including exercise book
Late students are recorded on ClassCharts. Any restorative conversations must not prevent the lesson from starting promptly for others	
During lessons	
Ask predominantly questions to students with a no hands up approach	Look at the teacher when they are teaching without fidgeting and distracting others
Not allow students to leave their seats for any reason unless directed	Be silent when the teacher and other students are speaking
Not allow students to go to the toilet unless they have a toilet pass or use your professional judgement to allow	Not get out of their seat unless permitted by the teacher
Regularly award house points to promote positive behaviour routines	Go to the toilet during breaktimes, between P1 and P2, P3 and P4 and not ask to go in lessons.
End of lessons	
Ensure students remain seated and check all equipment has been returned	Pack away when directed by their teacher and return any equipment you borrowed
Dismiss students in an orderly fashion one row at a time	Remain in seats until directed to leave the lesson
Ensure any restorative conversations with students do not prevent the next lesson from beginning on time	



Behaviour Policy

13.3 If the learning of other students is being impaired by the poor behaviour of an individual in a lesson, teachers should use the Light Hall Staged Approach to classroom management.

13.4 The Light Hall Staged approach to classroom management

Step	Description	Teacher Action
Stage 1	First disruption by the student	Verbal warning given / moved to another area of the classroom / other classroom management strategies at the discretion of the teacher
Stage 2	Second disruption by same student	<p>Student sent to stand outside</p> <p>After approximately 3 minutes, teacher discusses behaviour with student outside the room, restorative conversation</p> <p>Remind student of consequence of moving to Step 3 – a removal from the lesson and a detention</p> <p>Student returns to lesson (detentions are generally not set unless stage 3 is reached). Class teacher records the time out, using the TIME OUT OF LESSON FOR DISRUPTION OF LEARNING button on Class Charts</p>
Stage 3	<p>Student disrupts again after Step 2</p> <p>Or a serious incident occurs</p>	<p>Student removed from lesson to subject leader/lead practitioner (student is sent back at the end of the lesson and informed of their detention time and date). Set by the class teacher</p> <p>Maximum 30 minute after school detention is set by the class teacher using the REMOVAL behaviour button on Class Charts.</p> <p>Class teacher phones / Class Charts notification or emails parent/carer to make them aware of the incident.</p>
Stage 4	Student disrupts the subject leader/lead practitioner's room	<p>Subject leader/lead practitioner emails removals@lighthall.co.uk requesting removal by SLT.</p> <p>Subject leader/lead practitioner emails parent/carer to make them aware of the further disruption.</p> <p>Student is removed from lesson and placed in Refocus for the remainder of the day.</p> <p>Student receives a 30 minute after school detention in Refocus the next day.</p>



Behaviour Policy

14.0 Physical Restraint

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

- Causing disorder;
- Hurting themselves or others;
- Damaging property;

14.2 Incidents of physical restraint must:

Always be used as a last resort:

- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents;

14.3 For further information please see our Use of control and restraint policy

15.0 Confiscation

15.1 Any prohibited items (listed above in section 4) found in students' possession will be confiscated. These items will not be returned to pupils.

15.2 We will also confiscate any item which is against school uniform requirement, or it has disrupted or has the potential to disrupt learning or health and safety.

- Examples may include inappropriate clothing, jewellery, food being consumed in a lesson or high caffeine content energy drinks.
- Items which have a significant monetary value, such as mobile phones, jewellery etc will be placed in the school safe. Parents/carers will be asked to collect them at a time convenient to the school.
- Other items such as food and drink items will not be returned to the student, and will be disposed of after 24 hours.

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

16.0 Mobile Phones in School

16.1 Light Hall recognises that the vast majority of students will carry a mobile phone.

16.2 Light Hall advises that it is not necessary for students to bring a mobile phone in to school at all. There is no legitimate need to use a mobile phone at all during the school day or on the school site.

16.3 Light Hall accepts that there may be specific circumstances in which a parent/carer wishes their child to have a mobile phone for their journey to and from school.

16.4 Where a mobile phone is brought into school, it is entirely at the student/ parent/carer's own risk. The school accepts no responsibility for the loss, theft or damage of any mobile phone or other mobile device.

16.5 Mobile phones which are brought into school must be turned off (not placed on silent)



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and stored out of sight immediately when a student arrives at their zone gate. Mobile phones must remain turned off and out of sight throughout the school day until the student leaves the green gates. The simple policy is “not seen, not heard”.

- 16.6 If a student is seen with a mobile phone anywhere in school during the school day ‘bell to bell’ (8:40am – 3:00pm), the phone will be confiscated. It will be stored in the school safe and students must collect their phone after 3pm. If this becomes an ongoing problem, a meeting with Parents/Carers will be arranged.
- 16.7 If requested, a student should hand their phone to the member of staff concerned. Any student who refuses to hand over their mobile phone to a member of staff upon request is at risk of suspension.

17.0 Student Support

- 17.1 The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.
- 17.2 The school’s Special Educational Needs and Disability Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 17.3 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or other external agencies, to identify or support specific needs.
- 17.4 When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.
- 17.5 The school recognises the importance of early intervention and preventative work in its approach to supporting students to behave well. It is the responsibility of Progress and Development Leaders to analyse data relating to behaviours on a weekly basis and to intervene and support students at the earliest opportunity. (See appendix 4 relating to thresholds for rewards and intervention)
- 17.6 The support which exists for those students who are identified as being at risk of disaffection or of being suspended or excluded includes some of the following:

Contact home with primary caregiver(s);

- Use of a “positive report” for a limited period of time. Students have specific targets relating to key behaviours which they need to focus on in lessons;
- Pastoral support plan (PSP). The PSP procedure is designed to support students for whom the normal school based strategies have not been effective. A PSP is a structured intervention which involves the student in the shared challenge of improving behaviour or social skills;
- Attendance intervention plans;
- Time spent in the Refocus Centre as part of a three week intervention;
- Personalised timetable – set up for individuals to support learning or behavioural needs;
- Learning club – an afterschool intervention which enables students to complete homework in a supervised environment;
- A short term placement in another mainstream secondary school, known as a Passport move. (this could be an ‘off site direction’ to attend).



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- Access to Alternative provision.
- Mentoring – either with the Progress and Development Leader, pastoral manager or other teaching member of staff or appropriate external agency;
- Referral to and working with outside agencies such as the Behaviour Support Service – SISS, Early Help/ MASH, Educational Psychologist, Educational Social worker, the Police (YOTs);
- Counselling;
- Referrals to SOLAR/CAMHS.

18.0 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student'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.

19.0 Training

Our staff are provided with training on managing behaviour, including proper use of restraint (team teach), as part of their induction process.

Behaviour management also forms part of continuing professional development.

There is additional support for ECTs and new staff (for example in the use of systems and processes)

There are opportunities to take part in the NPQ CPDL and sharing of practice from those who have undertaken the course. There are opportunities to take part in additional training and CPDL, such as BlueSky Learning modules and the national NPQ qualification, as well as the sharing of practice from those who have undertaken the course.

20.0 Monitoring and Review Arrangements

The effectiveness of this policy is evaluated termly by the headteacher and senior leadership team

The Senior Leadership team monitors the implementation of this policy, to ensure consistency and fairness

The policy is reviewed annually by the Senior Leadership Team and the Full Board of Trustees



Behaviour Policy

21.0 Appendices

Appendix 1	The Home School Agreement
Appendix 2	The Use of the Refocus Centre and Internal Exclusion
Appendix 3	Strategies for Teachers to Use When Responding to Instances of
Disruptive Behaviour	
Appendix 4	Thresholds for Rewards, Sanctions and Interventions
Appendix 5	Habits and Expected Behaviours



Behaviour Policy

Appendix 1 – The Home School Agreement

All students and parents/carers are expected to the Home-School Agreement. It aims to identify how we can work together to promote learning and support each other. It also identifies specific responsibilities for all in this partnership. We hope you will support us by adopting the good practice described.

Parents/Carers

I/we shall do our best to ensure that:-

- My/our child goes to school regularly, on time (8:40am) and properly equipped (pen, pencil, ruler and scientific calculator). I/We understand that if my child does not meet these expectations they will receive a sanction, which could include a loss of social time and/or after school detentions.
- My/our child is wearing the correct uniform at all times.
- I/we make the school aware of any concerns or problems that may affect work or behaviour, my / our communication with staff will be respectful at all times.
- I/we support the school's policies and guidelines for behaviour and discipline and any associated rewards and sanctions
- My/our child does not post comments, images or video footage of students Light Hall or Light Hall staff, images of Light Hall or the Light Hall name on any internet or social media site, without prior written consent from the head teacher or persons involved.
- As adults we act as role models for our children and will model acceptable use of social media in relation to Light Hall School, its staff and students
- I/we support my/our child in the completion of homework on time and other opportunities for independent learning. I/We understand that our child will attend after school detentions to address missed learning opportunities; We will support this.
- I/We will access the ClassCharts platform concerning my child's positive and negative behaviours. I/We understand this will be the main form of communication.
- I/We will attend parents' evenings and discussions concerning my/our child's progress.

School

Light Hall School will endeavour to:-

- Care for your child's well being when they are in school
- Provide every opportunity for your child to achieve their full potential as a valued member of the school community.
- Provide a broad and balanced curriculum to meet his/her individual needs.
- Help your child achieve high standards of work and behaviour through building good relationships and developing respect and responsibility.
- Keep you informed about school matters, including positive and negative behaviours through ClassCharts and your child's progress in particular.
- We will endeavour to fully prepare your child for the next stage of their education.

Student

I will ensure:-

- I attend school regularly and on time (8:40am). I understand failure to meet this standard will result in loss of social time and/or after school detentions.
- I bring all the equipment (pen, pencil, ruler and scientific calculator) I need every day.



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- I wear my school uniform correctly and with dignity (as per the school uniform list) at all times. I understand that if I do not wear my school uniform correctly I will lose my social time and/or receive an after school detention.
- I do all my class work and homework as well as I can. I understand that if I do not complete my classwork and homework I will attend learning club after school, to close my learning gaps.
- I am polite and helpful to others.
- I act in a safe and appropriate manner at all times.
- I do not post comments, images or video footage of either students at Light Hall or Light Hall staff, images of Light Hall or the Light Hall name on any internet or social media site, without prior written consent from the head teacher or persons involved. I understand that if I ignore this rule I will lose social time, receive an after school detention and in extreme instances, will be suspended.
- I do not take part in bullying and anti-social behaviour, whilst in or outside of school (including when online).
- I allow others to learn in lessons by not disrupting their learning as a result of my poor behaviour
- I protect the school environment and keep it litter free.
- I follow the school's Code of Conduct

I understand that my actions will have consequences



Behaviour Policy

Appendix 2 The Use of the Refocus Centre and Internal Suspensions

Internal Suspension

Whilst in the Refocus Centre a student is removed from timetabled lessons and/or social times. Internal suspension is a sanction only issued by Pastoral managers, Progress and Development Leaders and Senior staff at Light Hall School.

Examples of reasons for internal suspension may include:

- Missed detentions with Progress & Development leader
- Persistent poor behaviour
- Verbal abuse of other students
- Discriminatory behaviours (first occasion)
- Breach of the School Code of Conduct
- For more serious behaviours a fixed term suspension would be considered. When these sanctions are considered, all mitigating circumstances are taken into account, e.g., LAC, SEND and any safeguarding concerns
- Students who are in the Refocus Centre for an Internal Suspension leave school at 3.30pm. They spend the last half hour of the day working on strategies to “fix the problem” and resolve issues so that they can return to learning with a fresh start. If a student receives this sanction their parents / carers are informed.

The Role of the Refocus Centre Manager

The refocus manager is responsible for coordinating the high standards of pastoral support within the Refocus Centre/Sir Edmund Hillary Suite by:

- conducting corrective behaviour sessions with students of concern;(EDClass)
- developing and enhancing positive student discipline
- establishing individual student behavioural targets (including IBPs), monitor and evaluating them, and taking appropriate actions;
- using data analysis to support and promote positive student behaviour;
- actively supporting students with emotional and behavioural difficulties by working with pastoral staff, the SENDCO, senior staff, parents, governors, the local authority, external agencies and any other support staff as appropriate.



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Appendix 3 Strategies for Teachers to Use when Responding to Instances of Disruptive Behaviour

Suggested behaviour management strategies for use in the classroom before using the Light Hall staged approach

These are just some of the ways in which you can aim to prevent the escalation of behaviour and avoid disruption to learning in your lessons:

- Giving non-verbal cues such as a 'look', a nod or shake of the head
- Positioning yourself next to a student causing concern
- Pointing to a student's work to indicate what they should be focussing on
- Avoiding having your back to the class or individual students
- Standing in a position in the room so that you can see all students eg the front corner
- Seating plans and classroom layout
- Adapting lesson plans to ensure that lessons are accessible and engaging
- Providing a starter activity for students to settle to as soon as they arrive
- Focussing on the positive behaviours – use a commentary of what you can see students are doing correctly
- Getting to know students and showing them you are interested in them



Behaviour Policy

Appendix 4 Thresholds for rewards, sanctions and interventions

Rewards:

Achievement points	Achievement category	
1	Effort	Excellent contribution to the lesson Excellent reading
1	Good work/homework	Excellent homework Excellent classwork Improvement with presentation of work
1	Kindness/helping others	Supporting peers Assisting a member of staff Mentoring other students Acts of kindness Reporting bullying Reporting discrimination
2	Improvement	Improved attendance Successful completion of PSP Improved attitudes to learning Other noticeable improvements
3	Community contribution	Representing the school at an event/sporting activity Attending an extra-curricular club Being part of an interview panel Volunteering or participating in a charitable event
4	Curriculum challenge	Staff nominate students for excellent effort within subject areas
5	Golden Book	Any member of staff can nominate students for the Golden book for: Exceptional acts of kindness Exceptional achievement Exceptional all round positive behaviour and achievement Exceptional contribution to the community Overcoming adversity Show resilience during a difficult time



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Students' achievement points are monitored and students with the top 60 achievement points scores will be rewarded half termly.

All Year Groups	Number of Points Required	Award
	100	Certificate
	150	Certificate
	200	Certificate
	300	Bronze Braid
	400	Silver Braid
	500	Gold Braid
	Top ten students in each year group with the highest house points at the end of the year	Platinum Badge
Year 11 Only:		
	Top three in the year group for the highest house points at the end of the year	Choice of Free Prom Ticket or Free Year Book



Behaviour Policy

Thresholds for behaviour support and intervention

Weekly thresholds

Behaviour points	Stage	Actions – all recorded	Owner	Supportive strategies / sign posting
0-5	Review	On-going review / monitoring through ClassCharts	PDL / PM	Ongoing review of behaviour by student Checking of ClassCharts by student Reference to the code of conduct (with specific detail of the concern and time frame to adjust behaviour)
6-10	W1	Face-face meeting between PDL and student	PDL	Use of supportive script (to include reference to code of conduct/home school agreement (with specific detail of the concern and time frame to adjust behaviour)) Identification of barriers – social time, lesson time, out of school time Discussion of barrier solutions – learning club, contact with subject staff Use of social time restrictions
11-15	W2	Contact made by PDL with home (phone / email)	PDL	Use of supportive script Behaviour letter stage 1 sent home (reference to code of conduct and specifics of failure to meet behavioural expectations) Sharing of behaviours Identification of barriers – social time, lesson time, out of school time Discussion of barrier solutions – compulsory attendance at learning club, contact with subject staff 4-week support cycle shared – targets agreed. Report in place PDL identifies 'hot spots' and shares with AHT
15+	W3	Parents / carer meeting	PDL	Behaviour letter level 2 sent home Review progress against report 'Round robin' generated and analysed – 'hot spots' reviewed Meeting with PDL and AHT PSP drafted (4 week period) and next steps agreed Behaviour contract drafted



Behaviour Policy

Cumulative thresholds (reset each term – record maintained)

Behaviour points	Stage	Actions	Owner	Supportive strategies / sign posting
30-40	Review	As W3 actions		
41+	C1	Emergency meeting agreed – AHT, PDL and parents	AHT	Behaviour letter level 4 sent home Review of report card Review of ClassCharts and diagnosis of behaviours Explore further support options

For those students who fall below the weekly thresholds, but begin to accumulate high numbers of behaviour points, they are monitored by the PDLs (PMs) during their weekly meetings. These students' conduct is addressed, as appropriate.

The consequences and sanctions detailed below are not exhaustive and should be used as guidance. A member of the senior leadership team is required to authorise any internal exclusions and the head teacher is required to approve all suspensions. This list not exhaustive and the head teacher reserves the right to apply sanctions to any behaviours that do not meet the Light Hall code of conduct not listed here. The term staff is used to refer to any adult.

Concerns	Points	Sub- categories	Consequences and sanctions
Reminder of expectations	-1	As per the behaviour policy expectations	Given for a single off task behaviour. If the student does not rectify this they move to the Light Hall staged approach
Misconduct – within lesson	-1	In lessons Time out of lesson for disrupting learning Not completing HW before detention date Missing equipment Not following instructions after a reminder of expectations of minor infraction Not following instructions first time for anything serious Arguing with staff (defiance and rudeness) Refusing to remove outdoor garments Lateness to lessons Use of other non-permitted electronic devices Chewing gum in lessons Writing on hands and other body parts (reasonable adjustment made for students for whom this is SEMH strategy) Inappropriate use of IT equipment during lesson (this does not include inappropriate, extremist or any other offence material)	Subject detention via class charts with subject teacher



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Misconduct - other	-1	Outside of lessons Uniform - incorrect clothing Uniform - incorrect footwear Uniform - wearing jewellery Uniform - excessive make up, false nails, false eyelashes Lateness to school Lateness to lessons Being in a non-designated area during break or lunch Throwing without intent to do harm Not following instructions around the school building Throwing water	Loss of second break and after school detentions (for students who persistently defy expectations)
Serious misconduct (Pupil Referral Sheet - PRS). A PRS does not generate a negative point	(0)	Disruption of detention/not following instructions in detention Truancy/leaving school without permission Failure to attend PDL detentions Unkind and cruel comments to another student/adult Swearing at another student/adult Not telling the truth to staff during an investigation Refusal to hand over mobile phone, earphones	Refocus – after investigation (PDL)
		Rudeness to staff Uniform – repeated incorrect clothing, repeated incorrect footwear, repeated jewellery, repeated makeup, false nails and eyelashes A PRS is not visible to parents/carers on ClassCharts	
Serious misconduct	-2	Refusal to follow SLT instructions Bringing the school into disrepute due to behaviours before or after school	Refocus

Gross misconduct (PRS) (A PRS is merely a record of an incident or event it is not a sanction. Sanctions are decided after information is collected.

- Vandalism
- Spitting at another person
- Isolated use of any discriminatory language
- Inappropriate physical contact of another student (this does not include touching private parts of someone's body or sexual touching)
- Throwing with intent to cause harm
- Continuously disrupting/not following instructions in refocus
- Persistent and/or dangerous refusal to follow instructions of SLT
- Aggressive behaviours
- Repeated use of unkind/cruel comments towards another student



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- Swearing at staff or using offending language towards staff
- Theft
- Threatening other students
- Threatening behaviour towards students
- Attending school under the influence of alcohol/drugs (not consumed on site)
- use of discriminatory language
- Bullying

Gross misconduct – which could lead to a permanent exclusion (PRS)

- Downloading or bringing inappropriate material
- Requesting/sharing/sending indecent electronic images of/from another person
- Having indecent images of children/other students found in phone
- Attending school under the influence of drugs
- Bringing drugs into school
- Selling/distributing drugs
- Taking drugs in school/during the school day
- Consuming alcohol
- Smoking/Vaping in school/during the school day
- Distributing or smoking vapes in school
- Blackmail/extortion of other students
- Grooming other students to take part in criminal activity
- Sexual assault
- Sexual harassment
- Harassment and stalking
- Bringing into school dangerous items
- Assault
- Inappropriate touching
- One off extreme violent behaviours
- Repeated violent behaviours
- Persistent defiant behaviour
- Malicious behaviours and false accusations
- Major Vandalism
- Setting off the fire alarm
- Persistent Bullying
- Any other incident the Headteacher deems as extreme failure to meet the Light Hall school code of conduct

Roles

Subject leaders

- Support and take ownership for behaviour in lessons in their department
- Monitor and follow up behaviour in their subject areas, via weekly/fornightly behaviour tracking Liaise and meet with parents/carers where behaviour issues are **specific** to their subject area Support departmental staff with behaviour management
- Follow up homework concerns in their subject area
- Subject Leaders issue relevant sanctions (detentions) for non-completion or missed homework detentions. Subject Leaders follow up escalations for homework.

Progress and development leaders



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- Oversee the holistic achievement, safeguarding, welfare and behaviour of their year group
Promote links between excellent student behaviour, academic achievement and well-being.
Intervene with students who are **causing concerns in more than one** department
- Contact parents/carers to inform them of serious incidents or behaviour concerns Offer guidance and advice to departments on individual students
- Use assemblies to promote high expectations, inspire students and build a cohesive year group
- Monitor behaviour through the weekly behaviour reports and take appropriate action (see thresholds)
- Ensure all students understand and are reminded of the key parts of the behaviour policy
Oversee the behaviour support and interventions for students' behaviour trigger points.



Behaviour Policy

Appendix 5. Expected Behaviours

Expected Behaviours for Uniform & Standards

Staff	Students	Parents / Guardians
Staff will challenge incorrect uniform at first contact, throughout the school day in classrooms and around the school.	Students will arrive to school in correct uniform and footwear and remain in correct uniform throughout the day. Students are expected to change back into their school uniform, if they have PE period 5.	Parents/Guardians will support the school by providing students with correct uniform and footwear, ensuring they leave the house in correct uniform.
Staff will challenge students at first contact, if they do not meet standards of appearance (appropriate skirt length).	Students will follow the school policy regarding accessories. For example, students will not wear more than one pair of stud earrings (silver or gold) and will not wear them anywhere other than their ear lobes.	Parents/Guardians will support the school's uniform policy and work with the school to rectify incorrect uniform.
		Parents/Guardians will uphold the standards and expectations of the school and support sanctions given around appearance.
Staff will confiscate prohibited items at first contact, such as phones, headphones and ear pods.	Students will not bring phones, ear pods and other related items into school. These items are prohibited. If seen or heard, students will hand over these items when requested by a member of staff. Confiscated items will be held in the school safe and collected, by students at 3pm.	Parents/Guardians will support the school's policy and will attend meetings with PDL/Pastoral manager to discuss persistent infringements of uniform and standards.
Staff will be dressed professionally and role model the expected standards. This includes adhering to the staff code of conduct, dress code and modelling expected standards for students such as removing coats and not using personal electronic devices.		



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Expected Behaviours for Learning (including form time)

Staff	Students	Parents / Guardians
Staff will have a proactive approach to embedding expected learning behaviours by planning for positive behaviour and following the steps to success for disadvantaged students. This includes completing seating plans prior to lessons, planning for praise and planning responses to potential misbehaviour. Staff will commit to knowing their learners. Subject leaders will check new groups and any group changes with pastoral team first.	Students will follow seating plans as directed by the teacher. Students will commit to trying and working hard.	Parents/Guardians will understand that seating plans are planned and considered and support teachers who make the final decisions on seating plans, in reference to teaching and learning policy. If Parents/Guardians have any concerns with regards to seating plans, please contact PDL/Pastoral managers.
Teachers will plan high quality lessons and will do so with compassion and care for their students' needs. Staff will plan for students who may be less resilient.	Students will be respectful of all adults and other students. Students will understand that sometimes, tasks will be challenging, and they will need to be resilient.	Parents/Guardians will support the school by having high expectations and ambitions for students. Parents will support with home-learning and reading(including Bedrock, Lexia and reading for pleasure).
Staff will teach learning behaviours with clarity and remind students of the expectations and core values of the school through their subject. Staff will use the consequence and reward systems equitably Staff will check student equipment during the lesson Staff will expect students to take their books with them to enable independent study.	Students will adhere to the Light Hall Habits and expectations. This means students will be fully equipped for lessons. In the case of missing equipment, students may borrow from teachers, and this will be addressed later via a sanction.	Parents/Guardians will support the behaviour policy and any sanctions issued for student who do not follow school expectations.
Staff will not allow students out of lesson to get equipment such as printing or a pen. Staff will not allow students to go to the toilet (unless students have a toilet pass) during lesson, but will use professional judgement. If on the rare occasion a student must leave a lesson, staff will give an 'out of a lesson pass'.	Students will use the toilet at break, between P1 and P2, P3 and P4 and lunch to maximise learning time in lessons.	Parents/Guardians will support the school by reminding students to be proactive when needing the toilet and go at break times to maximise learning time.
If a student leaves a lesson without permission, staff will email all relevant members of staff PM/PRU/PDL including removals.	Students will not leave a lesson without permission. There is no exception to this.	Parents/Guardians will support the school by attending meetings if required.



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Staff will also follow this with a sanction and a phone call home and PRS.	Leaving lesson without permission may result in an internal suspension.	
Staff will celebrate students who follow expectations and role model these behaviours to the class.	Students will ensure that they bring all required equipment and remain respectful to staff and peers.	Parents/Guardians will remind and encourage students to behave well and be respectful to staff and peers to support them to be successful.



Behaviour Policy

Expected Behaviours for Speaking to Adults

Staff	Students	Parents / Guardians
Staff will speak to students with respect and use manners by saying please and thank you.	Students will speak to all adults in the school with respect and say please and thank you.	Parents/Guardians will speak to all adults in the school with respect and use manners by saying please and thank you.
Staff will use students' first names, when speaking to them as a sign of respect. Where staff do not know a student's name, they will ask.	Students will refer to all adults by "Sir" or "Miss" or <i>using their full name (if known Miss Ali, Mrs Evans, Mr Hayfield)</i> regardless of their role or if they are a visitor, as a sign of respect.	Parents/Guardians will refer to adults in the school by their title and surname (e.g., Mrs Kimblin) and avoid using derogatory nicknames or descriptions.
Staff will speak clearly, calmly, and concisely to students at all times, with appropriate tone and volume.	Students will use respectful language rather than slang terms when speaking to all adults in the school.	Parents/Guardians will use respectful language when speaking to all adults in the school.
Staff will speak to students about any behaviour issues or concerns in private, not in public.	Students will endeavour to stand up straight, remove hands from pockets and not fidget when having a conversation with an adult in the school.	Parents/Guardians will raise concerns with the appropriate adult at the school, starting with either the class teacher, form tutor or pastoral manager. Patience will be shown in expectation of a response and not expected outside of school hours, nor at the weekend or holidays. Emails will be responded to as soon as possible but aim to be answered within 48 hours.
Staff will greet students on corridor with a positive greeting, even when challenging students for uniform infringements.	Students will stop when approached by an adult and engage in a conversation and/or follow instructions given first time, every time without question.	
Staff will be responsive to students' behavioural needs and cues when engaged in conversation and amend their tone/expectations of eye contact when necessary to deescalate a situation.	Students will endeavour to maintain eye contact with the adult to whom they are speaking as a sign of respect. Unless there is a valid reason.	Parents/Guardians will converse with adults at the school politely, calmly and respectfully in person, on the phone and over email.
Staff will communicate with parents/guardians with professionalism as outlined in the staff handbook and select appropriate form of communication (Classcharts/email/phone or face to face discussion).	Students will not interrupt adults when they are speaking to them, they will wait, listen and respond to the adult respectfully.	Parents/Guardians are expected to book an appointment with the appropriate adult at school, unexpected arrivals to school reception will result in a call/email from the relevant adult to schedule a meeting (if required).



Behaviour Policy

Expected Behaviours for Classroom Entry

Staff	Students	Parents / Guardians
Staff will meet and greet students at the door and be on time for their lessons, not withstanding movement from other areas of school. Staff will engage in positive conversations as students enter the classroom	Students will be on time for their lessons. Students are expected to attend break and lunch time sanctions and in extreme cases after school sanctions for persistent lateness.	Parents/Guardians will support the school in its drive to improve punctuality and remind students about the importance of punctuality.
Staff will challenge corridor behaviour while owning their classroom and challenge uniform standards at first contact, as students enter the classroom.	Students will arrive at the lesson in correct uniform and their hood will not be up inside the school. Students will remove their outdoor wear when inside the classroom.	Parents/Guardians will support the school by providing students with correct uniform and ensuring they leave the house in correct uniform. Parents will ensure that students are fully equipped. Where this is not possible, parents and guardians can seek support from the school.
Staff will treat each lesson as a fresh start.	Students will adopt a fresh start approach when going to lessons. Students must attend every lesson and remain in their lessons. Leaving lessons without permission could result in an internal suspension.	Parents/Guardians will support the behaviour policy and any sanctions issued for punctuality, standards and truancy.
Staff will have a starter activity task ready for students to complete silently on entry. Expectations of student behaviour will be clearly identified, and staff will hold students to account if expected behaviours are not met.	All students will enter the room and open their books/workbooks. They will complete the starter activity task in silence. There is no opting out. If students do not know the answer, they will write a sentence stem ready to complete the answer.	
Staff will check student equipment on entry to the classroom, by asking key students known to them with organisational issues, if they have a pen to complete the starter activity. Staff will expect students to take their books with them to enable independent study.		
Staff will complete the register within the first ten minutes and follow will inform relevant members of staff (PRU, Office Account and Pastoral Team) if students are not present for their lesson but were present for previous lessons. Staff must not send whole school emails.	Students will address their teacher as "Sir" or "Miss" or using their full name (if known such as Miss Smith/Mrs Begum/Mr Hall) during the register and remain in silence for the duration of the register.	



Behaviour Policy

Expected Behaviours for Classroom Exit

Staff	Students	Parents / Guardians
Staff will plan for sufficient time to enable students to summarise learning or lesson content.	Students will engage with the plenary to demonstrate progress they have made in the lesson.	Parents/Guardians will support the behaviour policy and any sanctions issued for student(s) who do not follow school expectations.
Staff will ensure they have planned enough time to tidy the classroom and for students to prepare to leave the lesson by the bell, in preparation for the next class	Students will help the teacher tidy the classroom as per teacher's instructions, in readiness for the next class.	
Staff will ensure students stand behind their desks in silence and in correct uniform ready to be dismissed.	Students will stand behind their desks, with their chair tucked in, in correct uniform.	
Staff will own their classroom as they dismiss students one row at a time in a calm, orderly manner.	Students will wait to be dismissed by their teacher and will leave in a calm, orderly manner.	
Staff will ensure students follow the one way system, where appropriate. Staff will challenge students who do not follow these expectations and will follow up immediately with SLT,PDL and pastoral manager and PRS if students refuse to follow instructions.	Students will follow the one-way system, where appropriate, as they leave lesson.	
Staff will ensure students remain in correct uniform as they walk away from lesson and will challenge students who do not follow these expectations.	Students will remain in correct school uniform throughout the day. At the end of each PE lesson, students will ensure they are fully changed before leaving.	



Behaviour Policy

Expected Behaviours for Morning Line Up

Staff	Students	Parents / Guardians
<p>Staff will be at line up at 8.40am and will challenge uniform and footwear issues and greet all students with warmth and care, whilst walking their form line. Staff will wear a high visibility vest.</p> <p>Staff will inform pastoral manager and Progress and Development leader of issues.</p>	<p>Students will be silent once the 8.40am warning bell goes and line up in alphabetical order.</p> <p>Students will face the front and look at the PDL/Pastoral or any another adult who is talking to the Year group.</p>	<p>Parents/Guardians will drop students at the gate and will do so with respect for other students, staff, and parents at the school.</p>
<p>Staff will demonstrate their knowledge of the children by making positive comments to members of their form even when challenging students for uniform and footwear infringements.</p>	<p>Students will respond politely to staff and engage in conversation.</p>	
<p>Staff will challenge any anti-social behaviour swiftly. They will explain to the students why their behaviour is anti- social. Staff will challenge any students talking in their form during the line up.</p>		
<p>Staff will be on time to allocated positions and greet all students with warmth and care. Staff will wear a high visibility vest</p>	<p>Students will correct uniform infringements identified by staff.</p>	
<p>PDL/Pastoral manager will give notices for the day and provide the year group with a positive affirmation/notice.</p>		
<p>Staff will walk their form to their room or assembly and ensure all students from their form are present.</p>		



Behaviour Policy

Expected Behaviours for Assembly

Staff	Students	Parents / Guardians
Staff will remind students to remove their coats and bags, before entering the hall for assembly.	Students will remove their coats and bags and will be wearing their blazer.	
Staff will challenge students uniform standards before they enter assembly, as discreetly as possible.	Students will respond to staff and follow instructions first time, without question.	
Staff will challenge any anti-social behaviour swiftly. They will explain to the students why their behaviour is anti- social. Staff will challenge any students talking during assembly.		
Staff will plan assemblies to include one minute silence at the end to enable students to reflect and play music to ensure an orderly, quiet dismissal.	Students will demonstrate respect during assembly, by sitting up in chairs, not talking and listening to the presenter.	
	Students will sit silently in their form groups and reflect at the end of assembly and leave quietly as music plays.	



Behaviour Policy

Expected Behaviours for Speaking to Peers

Staff	Students	Parents / Guardians
Staff will challenge students who do not speak to each with respect and have restorative conversations with students.	Students will always speak to each other with respect inside and outside of the school and in all forms of communication (e.g., face to face, emails etc).	Parents/Guardians will remind and encourage children to speak to each other respectfully.
Staff will always speak to each other with respect and professionalism in all forms of communication (e.g., face to face, emails etc).	Students will challenge each other and/or report any behaviour such as bullying or offensive language.	Parents/Guardians will support the school in any sanctions issued if students are not respectful to each other.
	Students will use an appropriate tone and volume when speaking to each other.	Parents/Guardians will use respectful language when speaking to each other.
	Students will speak about other students respectfully, even if they are not present in the conversation.	



Behaviour Policy

Expected Behaviours for Movement Around Corridors

Staff	Students	Parents / Guardians
Staff will model the expected behaviour and follow the one way system. Staff will remind students and visitors too.	Students will follow the one way system to show consideration for other people using the space.	Parents will support the school in its drive to make the school corridors a safe and purposeful environment and remind students of the importance of respect.
	Eat in the designated areas of school (Dining hall / outside zones) Only.	
Staff will use the correct stairs for movement in different buildings in school. Staff will remind students and visitors too.	Students will use the correct stairs for movement in different buildings in school, moving up and down floors in the correct staircase.	Parents will support the behaviour policy and any sanctions issued to students for not being respectful in the school corridors.
Staff will challenge students who are not being respectful moving around the school and will follow the behaviour policy for any students not following expectations.	Students will use an appropriate volume as they move around the school and be respectful to the school community.	
Staff will speak to students with a positive tone maintain the high expectations of the school and policies in place.	Students will move with purpose from one place to another within the school without loitering.	
	Students will be respectful to all users of the school corridors and stairs, not making physical contact with others, ensuring everyone is safe when moving around the site.	
	Students will speak to each other respect and show courtesy to others, for example holding the door open and saying thank you.	
	Students will be considerate of each other's personal space. Behaving calmly around each other.	



Behaviour Policy

Expected Behaviours for Lunch and Break Times

Staff	Students	Parents / Guardians
Duty staff will endeavour to be to allocated positions and greet all students with warmth and care. Staff will wear a high visibility vest which is collectible from the office (if it has been misplaced) at the start of the day and returned.	Students will remain in designated areas during break or lunch time.	Parents/Guardians will support the school in its drive to improve manners and behaviour within the school during social and break times to improve the smooth order of the school.
Duty staff will challenge uniform standards, including coats off inside the classroom.	Students will be respectful to all members of the school community and follow all staff instructions the first time, without question.	Parents/Guardians will support the behaviour policy and any sanctions issued for not following lunch and break time protocols.
Duty staff will challenge students who are out of bounds and sanction this on classcharts.	Students will behave sensibly and responsibly as they travel around the school at break time.	
Duty staff will challenge students if they are not displaying sensible and respectful behaviour to each other or the school community.	Students will continue to wear the right uniform and hoods will not be worn in or outside (in good weather conditions). Students must remove coats when eating in dining halls.	
Duty staff will challenge students if they are not displaying sensible and respectful behaviour to the environment and school facilities.	Students will participate sensibly and safely in physical recreational activities (for example football/basketball)	
Duty staff will log incidents of poor and inappropriate behaviour and own the follow up actions (calls home/informing PDL or PM/PRS).	Students will challenge each other and/or report behaviours such as bullying or offensive language which they can do in person	
Staff will celebrate and reward students who follow expectations.	Students will moderate the noise level and language of conversation with other students at breaktime, so it is sensible, respectful and responsible. They will be mindful and considerate of how their behaviour can intimidate others (for example congregating in large groups)	
Staff will role model the behaviours we expect of students at all times whilst on duty.	Students will only eat food in the designated areas.	



Behaviour Policy

	Students will join the back of the queue in single file and wait patiently.	Parents/ guardians will support the school policies, including sanctions issued for behaviour at break and lunch times.
Staff will be proactive when on duty. They will manage queues and support the catering staff.	Students will make positive behaviour choices and remain calm. They will treat all adults with respect and respond politely.	
Staff will follow the school behaviour policy and challenge inappropriate behaviour which is too loud, boisterous, intimidating or dangerous.		



Behaviour Policy

Expected Behaviours for Detention

Staff	Students	Parents / Guardians
Staff will resolve the attendance at the detention on class charts at the start of the detention as quickly as possible and check to see if the student was in school on the day before upscaling a detention.	Students will line up in full school uniform and wait patiently outside of the allocated detention room.	Parents/Guardians will support the school by reminding students of expected behaviours.
Staff will positively reinforce student expectations.		Parents/Guardians will support the school behaviour policy and any sanctions issued for students who do not follow the expectations.
Staff will make it clear to students where they need to sit and how long the detention is for, when students enter their classroom .	Students will enter the detention room in silence and sit in the allocated seat.	Parents/Guardians will communicate the reasons for detention with students and support them in making better choices moving forward.
	All students will remain silent for the duration of the detention.	Parents/Guardians will support the school by reminding students to attend detentions and accept accountability.
Staff will reset and escalate detentions (including calling home) for any student who does not attend, but was present on the day.	Students will sit up straight and remain facing forward for the entirety of the detention.	Parents/Guardians will support the school by discussing the impact of poor choices and escalation of detentions if a detention is missed.
Staff will reset a student if they are not meeting expectations in detention. If this behaviour continues after a reset then staff will remove the student and escalate the detention.	Students will only leave the detention room once instructed by a member of staff.	Parents/guardians must reinforce that the detention is as a result of their child failing to meet the required standard of the behaviour policy. Therefore, the sanction is a consequence of their child's actions.
	Students will exit the detention room in silence and leave site immediately after their detention.	
	Students will understand the consequences of and escalation process for not attending detention.	
	Students will understand that poor behaviour in detention will result in the detention being reset. (including those who are significantly late)	



Behaviour Policy

Summer Term

Expected Behaviours for travelling to/from the school

Staff	Students	Parents / Guardians
Duty staff will positively welcome students onto the school site as they arrive in the morning from all site entrances whilst safeguarding their arrival.	Students will remember that whilst travelling to or from the school, that they are expected to follow the school code of conduct. Students will commit to behave in a respectful manner to their peers, transportation staff and the communities they interact with whilst on their journey.	Parents/Guardians will support the school in ensuring that students are able to leave home in a timely manner or arrive in good time for the warning bell at 8.40am.
Duty staff will maintain positive affirmations as students depart in the afternoon whilst safeguarding their movements offsite.		
	Students will time their journey to arrive safely, both, to the school in timely manner to arrive for the warning bell at 8.40am and to arrive home in line with the expectation of parents or carers.	Parents/Guardians will support the school's attendance and punctuality policy and work with the school to rectify punctuality issues.
	Students will be proactive in reporting any incidents involving themselves or other members of the school community whilst travelling to or from the school.	Parents/Guardians will support students leaving site each afternoon in planning for timely collection or supporting their child with their onward journey home.



Behaviour Policy

Expected Behaviours at the Gate in the Morning

Staff	Students	Parents / Guardians
Duty staff will be at the gate and will greet all students with warmth and care.	Students will be polite and courteous to duty staff.	Parents/Guardians will drop students at the gate and will do so with respect for other students, staff, and parents at the school.
Duty staff will demonstrate their knowledge of the children by making positive comments to begin the day.	Students will respond to staff and engage in conversation.	
Duty staff will not remind students of the previous day's misdemeanours. They will adopt a fresh start approach.		
Duty staff will challenge uniform as students enter site	Students will enter the site in correct uniform and footwear.	
	Students will walk their bikes on the school site and go to their year group gate to wait before lining up for 8.40am.	



Behaviour Policy

Expected Behaviours at the Gate in the afternoon

Staff	Students	Parents / Guardians
Duty staff will be at the gate and will dismiss all students with warmth and care.	Students will be polite and courteous to duty staff.	Parents/Guardians will collect students on Hathaway Road and will do so with respect for other students, staff, and parents at the school and the local school community.
Duty staff will demonstrate their knowledge of the children by making positive comments to end the day.	Students will respond to staff and engage in conversation.	
Duty staff will usher students out of the gates to avoid lingering on site and at the gate.	Students will leave the site promptly and will treat each other with respect whilst making their way home via the nearest gate.	
Duty staff will challenge any anti-social behaviour swiftly. They will explain to the students why their behaviour is anti-social.	Students will remain in correct uniform until they have left the site.	
	Students will walk their bikes offsite and use the allocated yellow path for walking.	



Behaviour Policy

Educational visits and trips

Expected Behaviours for Educational Visits and Out of School Activities

Staff	Students	Parents / Guardians
Staff must follow the “Educational Visits” Policy.	Students will arrive on time at the agreed meeting point for the start of the educational visit and at any point during the visit.	Parents/Guardians will support the school in providing payment (where required) and returning a completed consent form for any educational visit in a timely manner.
	Students will arrive for their educational visit attired in correct uniform or agreed appropriate attire in the case of visits that require non-school uniform.	Parents/Guardians will contact the trip leader in advance of the educational visit where they need to seek further advice or support.
	Students will always remain as part of a group with the staff leaders and peers and will not isolate themselves at any point.	Parents/Guardians will support the behaviour policy and any sanctions issued for punctuality and standards during the educational visit.
	Students will make the visit leader aware of any resources or equipment they are unable to source prior to the day of the visit.	Parents/Guardians will support the school by providing students with the correct uniform or appropriate attire for the context of the educational visit.
	Students will address all staff and adults as part of the educational visit as “Sir” or “Miss” or staff member full name (if known).	Parents/Guardians will support the school through ensuring students arrive with required equipment, resources and provisions for their educational visit.
	Students will follow instructions as directed by Light Hall and educational visit venue staff.	Parents/Guardians will support students in ensuring they arrive safely, in a timely manner for the departure and plan for collection or safe journey home upon their return.
Staff will remind pupils as to the expectation of their behaviour both en route and within the context of the venue being visited.	Students are expected to follow the school code of conduct when on an educational visit. Students must behave to the same standards and expectations as they	



Behaviour Policy

Staff will maintain frequent communication with the EVC throughout the course of the day and will seek to record aspects of the day to enthuse and share with the school community upon their return.	would do in school. The behaviour policy, applies to the same level when on Educational Visits.	
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