

Lyng Hall School

Behaviour policy and statement of behaviour principles



Updated by the Headteacher: June 2024
Approved by Governors on: 20th June 2024
Due for Review by... June 2025

1. Aims

All members of the Lyng Hall School community should be treated with kindness at all times with the hope that this will continue into all aspects of their lives.

There is one code of conduct for all.

Explicit and regular praise should be used for all types of achievements and pupils should be noticed for doing the right thing at all times.

Respect should be given to everyone at all times. Staff should never shout at children.

Staff should build on what motivates each individual pupil; this will build relationships, loyalty and will improve behaviour.

No one walks by. Every member of staff should, if needed, deal with an incident that has been brought to their attention. There should always be a response and not a reaction.

There is a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

In this policy we will outline the expectations and consequences of poor behaviour.

We will explain our consistent approach to behaviour management that is applied equally to all pupils

We will be clear about what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Unkind behaviour to others
- Incorrect uniform
- Not being in the correct lesson

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Aggressive or violent behaviour, including verbal aggression towards any member of the school community.
- Sexual violence, 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
- Use of social media to intimidate, upset, bully or embarrass another student.
- 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
- Theft
- Fighting, including play fighting
- Inciting aggressive behaviour between students
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. Including:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic 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 pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Strong universal approaches to preventing bullying are built into our ethos of inclusion. This is embedded in day-to-day practices in line with our student led "Respect Charter". The message that bullying is never acceptable is always prevalent and continuously and consistently reinforced. All staff, students, parents, and partner organisations have clear expectations of their role in establishing and maintaining an anti-bullying culture.

Promoting respectful relationships, repairing relationships, and where appropriate, ensuring that all forms of prejudice are tackled, contributes to an environment where bullying cannot thrive. Alongside our teachers, we have a team of non-teaching support staff and Pastoral Year Co-ordinators who work with children and families to implement whole school strategies and programmes to improve relationships and behaviour, promote equality and challenge inequality, and help prevent and address bullying.

We also have a range of well-considered and carefully planned targeted approaches to responding to incidents of bullying. In many cases, they also improve relationships, promote equality and develop emotional wellbeing to help prevent and address the underlying issue causing the bullying..

The ongoing monitoring and tracking of incidents of bullying, including protected characteristics, helps to inform senior leaders of the most appropriate strategy to put in place to address incidents of bullying. Where analysis of evidence suggests bullying relates to specific issues, senior leaders consider more targeted responses to address these.

Each bullying incident is reviewed individually, and a range of different practices are used to help identify what is most effective. We have developed preventative approaches and strategies to address bullying when it occurs. Approaches are rooted in and clearly reflect the values of fairness, respect, equality, and inclusion. All staff have received training to enable us to demonstrate trauma informed practices.

5. School behaviour systems

5.1 Our procedures for managing behaviour

A distinction should always be made between the child and the behaviour.

If there are ever incidents of aggression:

- Avoid raising the temperature
- Avoid humour that demeans others
- Avoid provoking people
- Avoid jumping to conclusions

If there are ever incidents of defiance:

- Avoid insisting that a person looks at us
- Avoid demanding an apology which is likely to be insincere
- Avoid labelling a person as defiant or arrogant

If there are ever incidents of disturbance:

- Avoid escalating the disturbance
- Avoid letting small misdemeanours get to us
- Avoid demanding total perfection

The e-behaviour system is to be used as a tool to improve a pupil's behaviour in lessons, directorates and throughout the school. During and after every lesson, the pupil's behaviour should be reflected accurately by the use of the wide variety of codes. All codes given (positive and negative) should be followed up if required and if beneficial to the pupil. Where possible one code should be given which best reflects the positive or negative behaviour demonstrated. Multiple coding can distort the monitoring process and the overall effectiveness of the system. However, there will be times when this is necessary, especially if a teacher is using short term incentives during the lesson to secure positive behaviour.

Significant incidents which occur during the day will be dealt with by the most appropriate senior member of staff. These incidents will usually be identified through use of the Senior Duty system or a direct referral to the member of the senior team on call, or the Pastoral Year Co-ordinator (PYC) on call who will have the expertise to deal with the immediate situation and secure the assistance required from other members of staff as necessary.

A member of SLT who has strategic responsibility for the school behaviour strategy will hold a strategic review once a week to discuss high profile pupils. During these meetings progress will be discussed and plans made to support these pupils in the improvement of their behaviour during the following week. The plans and strategies that are agreed for these pupils will be shared with staff following the meeting so that they can be applied by everyone. These meetings will also review the behaviour policy and adapt, improve or modify as necessary.

Each day a member of the SLT will review the codes entered during the previous day in order to identify pupils who have been given very high-level negative codes e.g., for aggressive or threatening behaviour. The pupil will be seen and the behaviour discussed, in addition to any immediate action that may have been taken. Where necessary, further information will be obtained from the member of staff entering the code. The SLT reviewer will also note individual pupils who collect a number of negative codes in one day and arrange for them to be seen either by their allocated PYC, or another assigned member of support staff.

School induction and CPD programmes for training new teachers will include comprehensive training on the school's behaviour management systems and how to use them most effectively.

Every opportunity should be taken to encourage parents to follow their child's attendance and behaviour using "Talaxy".

All directorates have a system in place to deal with pupil behaviour. The system must always support the achievement of a positive outcome.

Phone calls home should be used frequently. All parents enjoy hearing about the successes of their children and pupils always thrive when they know you have taken time to talk positively to their parent.

Letters home should be used as an additional tool alongside the other systems. Records of all letters should be filed.

Meetings with parents should happen if it is necessary to put further scaffolding in place to support a pupil's learning. These meetings should be formalised and a structured plan implemented as an outcome. There are times when the pupil should attend these meetings and on other occasions when should not. These meetings may additionally involve the pupils' Associate Teacher (AT) or the Director of Pupil Support if it is felt that the parent needs extra support or structure with the handling of their child.

One to one and small group support is delivered by PYC's and AT's to particularly vulnerable pupils. During these sessions, work is done to equip these pupils with the right skills to re-join their lessons.

Catch up sessions after school are used if a pupil has missed any of their lessons due to poor behaviour. These sessions should be monitored and any pupil missing from these sessions followed up.

The best reward for a pupil is positive attention from their peers, from their teachers and from their parents. You must ensure that these rewards are delivered. This will always have a positive impact on behaviour and a student's attitude to their learning.

5.2 Mobile phones

Students are not allowed to have their mobile phone or a music listening device out and in use at any time during the school day.

If a student is seen using a device, it will be confiscated and returned at the end of the day.

If a student argues or refuses to hand over the item following the initial request then the parents will be asked to come into school to collect the item.

Repeated phone misuse will result in the parent being asked to ensure that the student does not bring their phone to school any more.

Ultimately the outcome for refusing to co-operate by the student will be a suspension.

6. Safeguarding

6.1 Relationship to Safeguarding procedures

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

6.2 Consequences of poor behaviour

Personal circumstances of the pupil will be taken into account when determining consequences, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7. Response to Serious Incidents

7.1 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.2 Searching and confiscation

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff will seek further support or issue an appropriate consequence.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.3 Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site. This means misbehaviour when the pupil is:

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

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

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

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

7.4 Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.5 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or the designated representative will authorise the action.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.6 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.

Pupils 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
- Decided on a case-by-case basis

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
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

8. Serious Sanctions

8.1 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Incidents which involve aggressive or violent behaviour will usually result in a suspension.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, we will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and we will co-operate with the local authority and other bodies

As part of meeting these duties, we will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

We have a non-teaching SENCo and Deputy SENCo who will work with the students to ensure that preventative measures will take into account of the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering an outcome for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND .

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

Our special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and we will co-operate with the local authority and other bodies.

If there is a concern about the behaviour of a pupil with an EHC plan, we will make contact with the local authority to discuss the matter. If appropriate, we may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a consequence, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

11. Pupil transition

11.1 Inducting incoming pupils

We will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

There is a comprehensive transition programme for students joining the school in Year 6.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. CPD

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

Behaviour management will also form part of our ongoing coaching programme using Steplab.

13. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.