



LIONHEART
EDUCATIONAL
TRUST

BEHAVIOUR POLICY - SECONDARY

**This policy applies to all secondary schools within
the Lionheart Educational Trust**

Approved by the Trust

September 2023 – September 2024



Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions.....	3
4. Bullying.....	4
5. Roles and responsibilities.....	5
6. Rewards and sanctions	6
7. Behaviour management.....	7
8. Pupil transition.....	10
9. Training	10
10. Links with other policies	10



1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

[Behaviour in Schools](#)

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

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

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

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

In addition, this policy is based on: [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.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting



- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, Vapes and E Cigarettes
 - 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 one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites



Details of individual school's approach to preventing and addressing bullying are set out in each individual school's anti-bullying strategy/policy.

5. Roles and responsibilities

The Trustees are responsible for approving this policy. The Local Governing Body (LGB) is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.1 The Principal

The Principal is responsible for reviewing and implementing this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.2 Parents/Carers will:

- **Fully support Academy rules, rewards and sanctions**
- Ensure pupils arrive punctually, in correct uniform and fully equipped for school
- Encourage full attendance
- Inform the Academy as soon as possible of illness
- Attend Parents/Carers' evenings

Pupils will always:

- Be respectful
- Be resilient
- Be resourceful
- Be reciprocal

Senior leaders will:

- Aspire to the very best behaviour possible in the Lionheart Educational Trust
- Ensure Teachers and pupils get to work in a school with consistently high expectations for behaviour and conduct
- Communicate the school culture in **detail**
- Maintain the school culture through staff training, implementation of rewards and consequences, and data monitoring

Teachers will:

- Care enough about pupils to be strict and have high expectations, accept no excuses
- Use the rewards and sanctions systems as set out in this policy consistently
- "Meet and greet", and "end and send"
- Teach respect through SLANT



- Teach public speaking through SHAPE

6. Rewards and sanctions

6.1 Rewards and sanctions

In the Lionheart Educational Trust our behaviour expectations are based around the 4Rs 'Reciprocity, Reflectiveness, Resilience and Resourcefulness'. The characteristics underpinning these values are taught and promoted across the school within each subject, across the curriculum but more explicitly within the Personal Development programme.

Each individual school within the Trust has their own Rewards strategy. But in all school's positive behaviour will be rewarded with:

- Praise
- Reward points
- Letters or phone calls home to parents
- Special responsibilities/privileges

In the Lionheart Educational Trust we operate a centralised, after-school detention system, which is designed to encourage pupils to make the right decisions in school. During lessons pupils failing to adhere to Academy expectations will be given a warning (C1) and reminded of appropriate behaviour. If a pupil receives 3 C1's in a week that is a C2 detention. If a teacher issues a C2 a pupil will receive a detention. If a teacher needs to issue a C3, the pupil will be removed from the lesson and complete a double- detention.

Other sanctions used by the school in response to unacceptable behaviour include:

- Internal isolation
- Internal isolation at a different school within the LET
- Expecting work to be completed at home, or at break or lunchtime
- Letters or phone calls home to parents
- Putting a pupil 'on report'
- Agreeing a behaviour contract/pastoral support plan
- Suspension from school

Schools use internal suspension in response to serious or persistent breaches of this policy. Pupils may be sent to the isolation room during lessons if they are disruptive, and they will be expected to complete the equivalent work as they would in class.

If there is a serious breach of the behaviour policy or persistent breaches the School reserves the right to issue a permanent exclusion (see the Suspension & Exclusions policy).



These rules are supported by a rewards and sanctions system designed to encourage pupils to make positive decisions about their behaviours.

6.2 Off-site behaviour

Pupils are expected to follow our school rules, always **be respectful, resilient, resourceful and show reciprocity**. If a pupil fails to meet these expectations they will be issued with a Behaviour Point and the school's behaviour policy will be implemented.

Pupils are expected to follow our school rules when they are travelling to and from school and at any time when they are wearing our uniform. Pupils out in public represent The Lionheart Educational Trust and should consider how their actions reflect on them, their parents and their school. Staff have the power to issue Behaviour Points and detentions for any behaviour outside of school that may affect their education or bring the school into disrepute.

Pupils are expected to be punctual in the mornings and to lessons. If a pupil is late they will automatically be issued with a detention.

6.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

7. Behaviour management

7.1 Safeguarding

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

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

Where this may be the case, we will follow our child protection and safeguarding policy, 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 <https://lionhearttrust.org.uk/about-us/trust-policies/>

7.2 Online misbehaviour

The school can issue behaviour sanctions 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

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

7.3 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

Please refer to our child protection and safeguarding policy for more information <https://lionhearttrust.org.uk/about-us/trust-policies/>.

7.4 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Using a clear seating plan



- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Using positive reinforcement
- Giving praise for good work and behaviour
- Giving sanctions for poor work and behaviour

7.5 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

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
- Not be used as a form of punishment
- Be recorded and reported to parents

Following an incident, when restraint has been required as a result of a dynamic risk assessment, a formal risk assessment will be written to outline the steps to be taken to de-escalate crisis behaviours and reduce the need for restraint in the future.

7.6 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

7.7 Mobile Phones

In the Trust we know mobile phones, headphones, ear buds, smart watches and any other kind of blue tooth device are a significant distraction for children, they are the enemy of concentrating on their studies, and so we encourage parents/carers to keep their child's phone at home during the school day. If parents/carers feel their child needs a phone during the day please know that mobile phones or any other kind of device should be **switched off** and should be **stored out of sight**. If a



pupil's mobile phone/device is visible/heard, it will be confiscated immediately and a detention issued (excluding KS5 students). Parents and guardians could be asked to come into school to collect the phone/device.

7.8 Use of CCTV

The trust uses CCTV in all schools. This is to maintain the security of the premises and for discouraging and investigating crime. It is also used to deter antisocial behaviour and for the purposes of pupils, staff and public safety. The trust may use images obtained by CCTV for discipline purposes.

7.9 Pupil support

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

The school's special educational needs co-ordinator will 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, staff will liaise with external agencies and plan support programmes for that child. Staff will work with parents to create the plan and review it on a regular basis.

8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

9. Training

All staff within the Trust are provided with training on managing behaviour as part of their induction process. In addition, use of restraint training is also provided where appropriate.

Behaviour management will also form part of continuing professional development.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension & Exclusions policy
- Safeguarding policy
- Anti-bullying policy