



# **Lady Margaret School**

## **Behaviour for Learning Policy**

**Reviewed: February 2023**  
**Next Review: February 2024**

### **1. Principles**

The Behaviour Policy at Lady Margaret School supports our Christian vision and our identity as a C of E school, and provides a spiritual and moral framework for life. At Lady Margaret School we develop relationships which are based on integrity and kindness. This is a key characteristic of the school. Everyone knows it, lives it and links it directly to Gospel teaching. The purpose of the Behaviour Policy is to encourage and recognise excellent behaviour for learning for all students from Year 7 through to Year 13.

### **2. Aims of the School**

Lady Margaret School is a Church of England school which is fully inclusive. All students benefit because of the ethos expressed in our motto 'I have a goodly heritage' (Psalm 16:6). We follow a rich pattern of daily worship and prayer which we feel has a profound impact on staff and students alike.

At Lady Margaret School, we emphasise an importance on promoting excellent behaviour for learning. It is important that all students make excellent progress and we support them to become confident and curious, resilient and resourceful learners. Our aim is that all students achieve highly, and mature into compassionate and articulate young women, well equipped to take leading roles in working for good in society.

### **3. Purpose**

The purpose of the Behaviour Policy is to use praise and sanctions to influence student choices and conduct. We aim to ensure a consistent and coherent approach to managing behaviour in school which is clear for the whole community and we wish to develop a culture of learning beyond the classroom. We want students to know that their 'best' is more than academic success and that they are challenged to serve others.

- To enable students to study in a disciplined classroom environment.
- To provide a consistent approach to classroom behaviour management.
- To recognise excellent attitudes to learning and attendance in a consistent way.
- To provide information about students' behaviour for senior staff, middle leaders, teachers, parents, and student files.
- To support teaching and non-teaching staff in the implementation of effective classroom management.

#### 4. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

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

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

#### 5. 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 violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature

**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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy for Students and Staff.

## **6. Roles and responsibilities**

### **6.1 The Governing Body**

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **6.2 The Headteacher**

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

### **6.3 Teachers and Staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations

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

#### **6.4 Pastoral Team (Inclusion)**

The pastoral team includes the Assistant Headteacher for Behaviour for Learning and Inclusion and Heads of Year from Year 7 through to the Sixth Form. As a Christian school, the School Chaplain is an integral member of our inclusion team.

The pastoral team wishes to support all staff with ensuring excellent behaviour for learning as well as providing the necessary support to students.

The pastoral team promotes:

- ***Be ready***
- ***Be responsible***
- ***Be respectful***

These three simple rules form the framework for a Behaviour for Learning Policy which will provide a clear and consistent approach in line with our Christian ethos.

#### **6.5 Home School Agreement**

Parents/carers have a vital role to play in promoting a positive attitude to school and together with the school, celebrating achievement at all levels and in all areas of school life. The school will work with parents/guardians and the student to resolve any difficulties that may affect a student's behaviour. This 'partnership' is cemented through the Home School Agreement.

Lady Margaret School recognises the importance of this agreement for all students and therefore introduces a further Home School Agreement for our Sixth Form students.

#### **6.6 Students**

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

## 7. Student Attendance

Lady Margaret School is committed to providing a full and efficient education for all. The school expects every student to reach attendance figures of 97%. To ensure each student's attendance remains above 97% and to ensure she can reach her full potential within education we recommend parents to follow;

- All non-urgent appointments need to be arranged outside of school hours.
- Any appointments which are needed should be booked to allow your daughter to either return to school lessons during the day or booked to leave school at 3pm at the earliest.
- If your daughter is working with an outside agency please liaise with her Head of Year to allow school to host any relevant meetings in school to limit disruption to lessons.
- Any absence must be accompanied with relevant documents such as appointment cards, letters or signed notes.

### Student attendance and inclusion

Attendance is a major contributing factor to achievement. To support students with improving attendance the school will notify parents in writing each half term when attendance reaches any of the following three percentages:

- Under 95%: Parents notified by letter and a phone call with HOY scheduled.
- Under 92%: Parents notified by HOY regarding attendance. All further absence is marked as unauthorised.
- Under 90%: HOY and Headteacher meeting, all further absence is marked as unauthorised.

### Persistent Lateness

Students who arrive to school persistently late (more than 5 times in one term) will be put on late report. A letter will be sent to parents informing them of their daughter's persistent lateness. If a student does not address their persistent lateness to school, we will treat this behaviour as an act of defiance and sanction accordingly up to and including the use of a behaviour panel.

We recommend that steps be taken to improve her punctuality to school to ensure that she gets the best possible start to her school day. Persistent, severe or unexplained lateness can be classed as unauthorised absence and may be referred to Local Authority.

## 8. Behaviour for Learning Expectations

At Lady Margaret School to ensure all students make progress we aim to support staff in promoting excellent attitudes to learning. Using our electronic register system SIMs, teachers will be able to log any behaviour concerns which arise. **Be Ready:** students should arrive to lessons promptly and with all their equipment. **Be Responsible:** students must take responsibility for homework, attitude to learning, and their own behaviour. **Be Respectful:** students must show kindness to others and follow all teacher instructions. Our respect must be shown to the community before, during and after school.

## **9. Responding to misbehaviour from students with SEND**

### **9.1 Student Support**

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.

The school's special educational needs co-ordinator will evaluate a student, in liaison with the student's Head of Year, 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **9.2 Recognising the impact of SEND on behaviour**

The school recognises that students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

### **9.3 Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

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

#### **9.4 Considering whether a student displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **9.5 Students with an education, health and care (EHC) plan**

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

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **10. 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 Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding and Child Protection Policy for more information.

### **11. Praise**

To establish strong behaviour for learning within school it is essential to ensure we recognise the achievements of our students.

#### **11.1 Praise Points**

All students at Lady Margaret School are members of a 'House'. The House Cup is won each year based on House events through the year but also through the number of Praise Points collected. Staff can award Praise Points to students for several reasons such as outstanding participation throughout lessons and/or producing excellent classwork or homework. Each staff member will be given a stamp to award to students on their colour coded Praise Point card.

Praise Points are used in the Sixth Form with additional rewards.

### 11.2 Mentions

This is our weekly newsletter which goes home every Friday. It allows staff to write about school trips and to praise classes and students.

### 11.3 Star of the Week

A nomination from a teacher which will be in 'Mentions' as well as feature on our praise noticeboard.

### 11.4 Post Cards Home

A simple and effective system of praise used by Heads of Year and Departments.

### 11.5 PiL Ladder

Using the data drops throughout the school year students will be split into three groups based on their 'Attitude to Learning' scores. Those who can reach the Gold Level will be recognised and rewarded. See **Progress in Learning** for more information.

## 12. Sanctions

When a student is misbehaving and preventing others from learning, this student's behaviour must be addressed. With continued disruption to a lesson staff may follow the system as outlined below, progressing clearly from warning stage to warning stage with students.

The interest of the class must be paramount and disruption cannot be allowed to persist. Effective action will ensure that in most cases the student engages in their learning. If for any reason the behaviour of a student escalates, then a teacher may need to jump to a higher Warning.

**Warning 1:** This can be a verbal or written warning to a student, highlighting an aspect of behaviour which does not meet classroom expectations.

**Warning 2:** This is the second warning which can be verbal or written in a lesson. This should be logged onto SIMs. A second warning in a lesson would require a student to spend 15 minutes with that classroom teacher. This can be taken at break, lunch, or after school.

**Warning 3:** If a student requires a third warning, or their behaviour requires a more escalated response, then the student should be removed from the lesson and 'Exited'. An email should be sent to [adminstaff@ladymargaret.lbhf.sch.uk](mailto:adminstaff@ladymargaret.lbhf.sch.uk) and a member of SLT or Middle Leader will come to collect the student.

To prevent a 3<sup>rd</sup> warning exit, the classroom teacher may ask the student to collect their belongings and take their work to another designated classroom. All departments will organise an Exit Room Rota, whereby students can be sent to the Head of Department or another member of staff. This could be arranged across departments to allow students to be sent to a classroom nearby.

A third warning will also be logged on SIMs and this leads to a 45-minute whole school detention the next day.



### **13. Detentions**

Detentions are used to impress on the perpetrator that what she has done is unacceptable, to deter the student from repeating that behaviour and to signal to others that the behaviour is unacceptable.

If a student walks out of a detention or does not attend, the student will be referred to the Head of Year and Assistant Headteacher Behaviour for Learning and Inclusion, and a higher level of sanction will be imposed.

#### **13.1 Late Detention 3.30pm – 4.15pm**

If a student is late to school on a Monday, Tuesday or Wednesday, they will have a Late Detention at 3.30pm on the following school day. If a student is late to school on a Thursday or Friday, they will have a Late Detention at 3.30pm on the following Monday. Students are to take responsibility to ensure they leave adequate time to arrive to school; this should include time for delays. The school checks TFL for updates regarding severe delays.

Late Detentions will take place outside the school hall, unless stated otherwise, and are combined with Whole School Detentions.

#### **13.2 Teacher Detention 15-minute**

2<sup>nd</sup> warning sanction - the student will be informed of the detention by the subject teacher. This detention could take place at break or lunch.

#### **13.3 Whole School Detention 45-minute**

3<sup>rd</sup> Warning for behaviour or failure to complete homework. Whole school detentions run every night from Monday to Thursday from 3.30pm-4.15pm.

Students will be issued this detention in lesson and then automatically entered for the following night's detention, unless on a Thursday when the detention is held on Monday. Students should be aware of any whole school detentions set as staff give 24 hours' notice. Students are responsible for checking the detention list on the school notice board every morning. Failure to attend a whole school detention will result in an SLT detention.

Activities during the detention should be purposeful – catch up on missed work, using a restorative justice approach, making amends (cleaning the desk that the student wrote on), community work, etc.

#### **13.4 Senior Leadership Team Detention**

The SLT detention is run every Friday 3.30-4.30pm by a member of the Senior Leadership Team. Students who fail to attend their Late Detention or Departmental Detention will automatically be entered. SLT Detention can also be the outcome of a more serious incident. The school will give 24 hours' notice (as a matter of courtesy) of this detention via text alert, email, or telephone. Failure to attend an SLT detention will result in one-day internal suspension.

## **14. Serious Incidents**

If a student's behaviour is ever deemed as a serious breach of our classroom expectations then staff will notify the Head of Year by issuing a serious incident form on SIMS. The form should be emailed to HOY copying in the Form Tutor and Assistant Headteacher for Behaviour for Learning and Inclusion. This brings the incident to the attention of the pastoral team immediately who can follow up.

### **14.1 SI – within a lesson**

Sometimes – hopefully very rarely – a student will behave in a manner that is unacceptable and would be classed as a serious incident – e.g. fighting or swearing at a teacher. If this happens the teacher sends a message to the School Office, and, wherever possible, a member of SLT will remove the student. The removal will ensure that the teacher does not have to teach the student again that day. The student would then be working with a member of SLT or HOY while the incident is investigated.

The teacher should complete a Serious Incident Form as a matter of urgency, and copy it to the relevant staff.

### **14.2 SI – outside of lessons**

Any member of teaching staff, Learning Support Assistant team, Lunch Time Supervisor team or any other member of staff has the authority to report student behaviour. If this happens the member of staff sends a message to the School Office, and, wherever possible, a member of SLT will remove the student from the situation. A student would then be working with a member of SLT or HOY while the incident is investigated.

Behaviour displayed that can be regarded as a Serious Incident include the following:

- Bullying – including cyber bullying
- Repeated or extreme non-compliance
- Drug & alcohol related behaviour or possession
- The use or possession of cigarettes or other tobacco products, including e-cigarettes and vapes
- Damage to personal or school property - including graffiti
- Physical assault against an adult
- Physical assault against a student
- Racist / homophobic / faith abuse
- Sexual misconduct
- Theft
- Carrying a weapon
- Verbal abuse / threatening / rude / insulting behaviour to adult
- Verbal abuse / threatening / rude / insulting behaviour to student
- Use of swear words/inappropriate language
- Behaviour that disrupts the good order of the school
- Behaviour that puts other members of the school community in danger or at risk
- Behaviour that is committed outside school that brings the school into disrepute

Or any unacceptable behaviours as outlined in the DfE guide to suspension and permanent exclusion from school.

## **15. Students' conduct outside of school**

Students, who are wearing school uniform, are travelling to and from school as part of their school day, are in the proximity of the school, in anyway identifiable as a student of our school are all expected to behave in accordance with our school expectations. The Behaviour policy and therefore the right to sanction a student, applies equally on and off the school site. Sanctions passed will use the following criteria:

- **The severity of the misbehaviour**
- **The extent to which the reputation of the school has been affected.**

## **16. Suspensions and Permanent Exclusions**

### **16.1 Internal Suspensions**

A member of SLT or Head of Year (in consultation with the Assistant Headteacher and Headteacher) are the only members of staff to recommend the sanction. The aim is to promote strategies to reduce recurrence of poor behaviour for learning, avoid the use of suspensions and increase the deterrent nature of school sanctions. The sanction is managed by SLT and Heads of Year. Students who are internally excluded will be provided with classwork or relevant study material. Parents will be informed of the imposition of the sanction.

If the sanction of internal suspension proves to be ineffective then external suspension would be considered.

An internal suspension runs for the school day. Students will remain supervised for morning and afternoon registration by the Head of Year or member of SLT. Students can either bring a packed lunch or use the canteen. Students will remain internally excluded throughout the day.

A student who has been internally excluded more than twice in one term may not be allowed on school trips the following term. This will be decided by the Head of Year and members of SLT.

### **16.2 External Suspensions**

Please refer to separate Suspensions and Permanent Exclusions Policy.

### **16.3 Permanent Exclusions**

Please refer to separate Suspensions and Permanent Exclusions Policy.

## **17. Behaviour Panel**

### **17.1 Rationale**

Although the behaviour policy works well for most students in the school and is overall used consistently by staff, the current behaviour policy has not affected a change in the behaviour of learning of a small number of students. This has highlighted the need for some additional steps to be added into the policy.

## **17.2 Aims**

To promote excellent behaviour for learning amongst all students and to improve the behaviour for learning amongst the small number of students who are not responding to the current strategies.

## **17.3 Behaviour panel**

The Behaviour Panel will be made up of Assistant Headteacher, Headteacher and a member of the Governing body. Depending on the student, the school may choose to invite the School Nurse, School Police Officer or other outside agency.

A letter will be issued to the parent informing them of the date of the meeting and the letter will be placed on the student's file. The meeting will cover the following:

- Clarify the concerns of the school
- Inform the student of future expectations of behaviour
- Identify additional support
- Explain the next steps if behaviour does not improve

The Behaviour Panel meeting will take place as scheduled; parents or guardians who fail to engage in the process will receive a written outline of the meeting and school recommendations.

## **17.4 Procedure if behaviour fails to improve**

If behaviour does not improve and a further sanction may be appropriate, the student and parents will be asked to attend another meeting. At this point the Headteacher and/or member of the Governing body, Head of Year and Assistant Headteacher will make recommendations with regards to the future placement of the student. This may lead to an application for respite at the student referral unit, a managed move or permanent exclusion. The final decision is made by the Headteacher.

## **18. Confiscation**

Lady Margaret School may confiscate students' property as part of a disciplinary measure.

### **18.1 Mobile Phones & Electronics**

Mobile Phones may be carried by students to and from School and provision is made for students to safely store these during the school day in lockers. Mobile phones must not be heard or seen during the school day. Sixth Form students may carry mobile phones on them during the day if they are used responsibly, only in the Sixth Form Informal study area and do not interfere with learning.

As well as the use of mobile phones, other electronic items such as cameras, Bluetooth and wireless enabled devices such as tablets, apple and android watches, are not allowed in school and will be confiscated. This also applies to Sixth form students if they do not use their electronic equipment responsibly.

Any confiscated mobile phones are taken to Reception where they are stored securely. A member of the Admin Team then logs the confiscated mobile phone on SIMS and registers it as confiscated. Students may collect and sign for their mobile phone at **4pm on the same day**.

## **18.2 Other items such as jewellery**

Other confiscated items are taken to Reception where they are stored securely. A member of the Admin Team then logs the confiscated item on SIMS and registers it as confiscated. Students may collect and sign for their confiscated items at **4pm on Friday**.

If a student has continued incidents of confiscation then a Behaviour Panel meeting will be arranged and further sanctions may be discussed.

## **18.3 Possession of harmful items**

If a student or group of students is suspected of having items in their possession which have or could cause damage to other students or to school property, then their belongings will be searched. Any search of belongings will be undertaken by two members of staff. Students will be asked to remove all items from their bag and from their blazer pockets and demonstrate that these are emptied. Once their possessions have been checked students will be asked to re-pack their items.

## **19. Use of Force**

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Section 93, Education and Inspections Act 2006

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

remove disruptive children from the classroom where they have refused to follow an instruction to do so;

prevent a student behaving in a way that disrupts a school event or a school trip or visit;

prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and

restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

use force as a punishment – it is always unlawful to use force as a punishment.

## **20. Searching, screening and confiscation**

Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe. The school follows the DfE guidance [Searching, Screening and Confiscation Advice for schools July 2022](#).

## **21. Malicious allegations**

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 consider whether to discipline the student in accordance with this policy.

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 consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), 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.

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

Please refer to Appendix 1 (procedures for dealing with allegations against staff and volunteers) of our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other students.

## **22. Use of Outside Agencies**

The school works closely with a number of outside agencies to support the personal development and welfare of students. A decision to involve an outside agency will be made by the Head of Year with the Assistant Head (Behaviour for Learning) and often in conjunction with the SENCo and other members of the Senior Leadership Team.

### **School Nurse**

Lady Margaret School has a school nurse attached to the school. The role of the School Nurse is to support the school with any pastoral issues that arise and to provide information on areas such as healthy lifestyle, students with medical needs and any other topics that may become relevant. The School Nurse will also advise and support the school with matters that arise and may liaise with outside agencies where necessary.

### **School Police Officer**

Lady Margaret School currently has a police officer attached to the school for the equivalent of one day a week. The role of the School Liaison Officer is to support the school with any pastoral issues that arise and to provide information on areas such as e-safety, staying safe and any other topics that may become relevant. The School Liaison Police Officer will also advise and support the school with matters that arise and may liaise with outside agencies where necessary.

### **Place2Be**

Lady Margaret School offers counselling to students on site through Place2Be.

There are several outside agencies that can be consulted if a student is experiencing behavioural difficulties for example CAMHS (Child and Adolescent Mental Health Services). Careers advice and guidance is also widely available in school. The Head of Year will discuss possible involvement of outside agencies with the inclusion team at Half Termly Inclusion meetings.

## **23. Supporting students following a sanction**

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

This includes measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

## **24. Progress in Learning (PiL)**

Lady Margaret School communicates termly with parents through Progress Reviews. The scale for Progress in Learning should reflect how engaged a student is with the curriculum and responding to feedback in each subject. It should reflect the consistent approach by a student in each subject. Heads of Department give guidance on how to award the Progress in Learning score in their subject.

Scale Score	Criteria: Relative to her ability, x is
4	Highly engaged in the curriculum at all times taking full responsibility to challenge herself and direct her own learning. Her resilient response to feedback and targets means that she is making outstanding progress in this subject.
3	Engaged in the curriculum and focused on making very good progress. Her consistently good effort to respond to feedback and targets means that she is making very good progress in this subject.
2 = meeting LMS expectations	Engaged in the curriculum and can focus on individual tasks. She is making at least expected progress in this subject, which could be improved by a more consistent effort to respond to feedback and targets.
1	Not sufficiently engaged in the curriculum. Her inconsistent effort to respond to feedback and targets means that she is severely hampering her progress in this subject.
<1	Not engaged in the curriculum. Her failure to respond to feedback and targets means she is making no progress in this subject.

Progress in Learning scores are taken three times each academic year along with 'what went well' (WWW) and 'even better if' (EBI) learning traits. This information will provide an important snapshot of students' progress during the term. Once a year in KS3 and twice a year in KS4 and KS5 this will also be discussed at an accompanying parents' evening.

At each data collection, Heads of Year use the PiL score average to produce a 'PiL Ladder'. The Bronze, Silver, Gold and Platinum awards allow staff to recognise all students' PiL whilst also encouraging students to climb up to the next level each term. Recognition and rewards are given to those who reach Platinum or climb the highest towards the end of the academic year.

### Learning Traits

**WWW: learning traits which x consistently demonstrates when tackling the curriculum in this subject**

**EBI: learning traits which x needs to develop further to maximise her progress in this subject**

A	Attendance and engagement in lessons	B	Behaviour in class
C	Classwork	CR	Creativity in approaches to learning
D	Meeting deadlines	E	Effort
EO	Engagement and participation in super-curricular opportunities linked to this subject	F	Focus on a task
H	Homework	I	Independent learning skills including response to feedback/EBIs
K	Subject knowledge used accurately	O	Organisation – work/ideas
P	Punctuality – lessons	Q	Quality of contributions to lessons
R	Resilience and perseverance	S	Communication with staff, e.g. asking questions, asking for help/guidance
SC	Using success criteria to self-assess how well the learning objective is met	U	Underperformance in examination/timed conditions
V	Subject terminology used appropriately	W	Working with others



## **25. Monitoring Students' Behaviour**

### **Report Cards**

Report cards used at Lady Margaret School provide students with the opportunity to pick three targets to follow which they carry with them each day and have signed by parents. There are different report levels to monitor behavioural issues.

### **Departmental Report:**

The Head of Department will communicate with parents the concerns raised which are subject specific. If unsuccessful the Head of department or Head of Year will invite parents into school to discuss the issue further. This could then be referred to a Head of Year report.

### **Tutor Report:**

The Form tutor may decide to place a student on report, a phone call or message will be sent to parents from the form tutor to discuss the concerns. If this report is unsuccessful then a Head of year report may be issued.

### **Head of Year Report:**

Issued initially after a period of suspension after the reintegration meeting with parents. The HOY will communicate to parents that this report is being used for a set period. If unsuccessful the HOY will invite parents into school to discuss the issue further. Failure to improve behaviour may result in the issue of a behaviour panel meeting and a more serious sanction being imposed.

### **SLT Report:**

A student will report to a member of SLT for morning registration, at break, at lunch and afternoon registration. A member of SLT will check the students report card and progress throughout the day. Failure to improve behaviour may result in the issue of a behaviour panel meeting and a more serious sanction being imposed.

### **Pastoral PREP reports:**

Each week Heads of Year will run a behaviour report to monitor student behaviour for learning concerns. The Pastoral team will be using the P.R.E.P initiative, Planner (student Day book), Reading Book (school literacy improvement plan), Equipment (exercise books and pencil cases) and Presentation (uniform). The electronic SIMs register will allow staff to log any incidents.

Students who are showing patterns of concerns will firstly be spoken with by their form tutor and then Heads of Year. Parents can be sent these reports if the school feels there are continued concerns.

A student who has 4 or more PREP concerns on SIMs will automatically have an SLT detention. The student will then be placed on form tutor report using these concerns as their targets.

## **26. Pastoral Care for School Staff**

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the headteacher to draw on the advice in the 'Procedures for Dealing with Allegations against Staff and Volunteers' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

## **27. Monitoring arrangements**

### **27.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed every term by the Senior Leadership Team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- By Pupil Premium, SEN, LAC and P-LAC

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

### **27.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and Staffing and General Purposes Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 27.1). At each review, the policy will be approved by the Staffing and General Purposes Committee members.