# Behaviour Policy (Code of Conduct)

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|---|---|
| ***Name*** | Behaviour Policy |
| ***Regulatory or legal requirement addressed by policy*** | |
| ***Policies referred to*** | Expulsion, Removal and Review and Policy<br>Safeguarding and Child Protection Policy<br>Anti-bullying Policy,<br>E Safety & Acceptable Use of IT |
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This Behaviour Policy will be reviewed and updated annually or more frequently when there are changes in legislation and/or government guidance.

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## Senior School Rewards & Sanctions Policy (Pupil Code of Conduct/Behaviour)

### Statement of behaviour principles

At London Park Mayfair, Hybrid & Sixth we aim to provide a broad, challenging, and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning can take place. To achieve the above, good behaviour in all aspects of school life is necessary.

### Introduction

London Park Mayfair, Hybrid & Sixth endeavours to provide a learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high-quality teaching and learning opportunities and a stimulating learning environment and promoting positive learning behaviour and good order. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect, and shared responsibility.

### Policy aims

This policy aims to:

• Promote good behaviour, self-discipline, and respect (for self, others, and the environment)

• Set out the school's expectations in relation to behaviour and regulate the conduct of pupils

• Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour

• Prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying (in conjunction with the Anti-Bullying Policy)

• Set out the framework of pastoral support in which the policy operates, principles for communication with parents, and the legal background to specific procedures

This policy has been written in compliance with:

- 'Behaviour in schools: advice for headteachers and school staff' (DfE updated February 2024);
- Restrictive interventions, including use of reasonable force in schools 2026 and
- 'Searching, Screening and Confiscation: Guidance for schools' (DfE July 2023)

### Roles and responsibilities

The Head has the overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules. The Head, together with the Senior Leadership Team, will help

to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline disruptive behaviour, and the pupils who exhibit such behaviour, ensuring that this happens fairly and consistently across the school.

The member of staff with day-to-day responsibility for behaviour management is the Senior Deputy Head and Designated Safeguard Lead.

**All staff have a responsibility to:**

• Provide a safe, welcoming environment

• Place the emphasis on learning and teaching

• Ensure pupils follow the school expectations during lessons, in corridors and in free time

• Recognise, praise and reward appropriate behaviour

• Ensure early intervention in cases where behaviour falls below the expected standard

• Take responsibility for any misbehaviour initially – seeking support/advice when required

• Ensure sanctions are applied fairly and consistently, are in proportion to the nature of the incident and any relevant background context, and to consider where appropriate the circumstances/ needs of the pupil

• Work in partnership with parents and guardians Expectations

**Parents have a responsibility to:**

The following principles should underpin all our interactions with pupils and each other:

• Respect each other

• Listen to each other

• Treat everyone as an individual

• De-escalate incidents and seek to reconcile

### Code of Conduct

These principles are consistent with the LPS Code of Conduct which states that:

### Attendance

Dates of school terms are published well in advance, and pupils are expected to put in full attendance throughout the term unless there are compelling reasons for absence such as illness. Parents are asked to restrict holidays to periods outside the published school dates. For absence due to illness a pupil should bring a note to her form tutor on the day she returns to school, or parents may email, explaining the absence. Parents are, however, expected to

telephone the school to notify us of their child's absence on any day they are not in school. Requests for absence for hospital or orthodontic treatment should be made to the form tutor in advance. Routine medical appointments should not be made during the school day. Other requests for leave of absence should be made to the Headteacher, well in advance of the date of absence. Pupils below the Sixth Form are not allowed to leave the school premises during the school day unless they have permission to attend an appointment elsewhere. In the latter case they should sign out on the visitor management system at reception, so that we keep an accurate record of who is on site in case of an emergency.

### Punctuality

Pupils should be punctual, both for morning and afternoon registration and for lessons during the day.

They should arrive at school by 8.15am. Pupils arriving after 8.25am will be marked late in the school register. Pupils who arrive after 8.35am will be classed as absent and will need a note from parent/guardian to confirm their absence.

Those arriving after 8.25am and 12:45pm should report to the School Office and will be marked as 'Late' by the reception team. The number of 'lates' is noted on the school system, and sanctions will be issued for repeated lateness. If a child is late for a legitimate, unavoidable reason then parents should provide their child with a note or email their form tutor to confirm the reason. Registration begins promptly at 8.25am and 12pm. Pupils should be in their form rooms before registration begins.

### Homework

Homework is an essential part of the curriculum. All homework and coursework assignments should be handed in on time (as dictated by the teacher) in accordance with the homework timetable. Please note that homework will not be set in PSHE or PE (unless chosen as a GCSE option). If homework is not completed or is completed in an unsatisfactory manner pupils will be required to attend a homework club to catch up on work missed. Homework club will override any other club.

### Homework club

Homework club will be run by a member of staff every night from Monday-Thursday, from 4:15-5pm and is located in the library. Staff can place students into the homework club if students have persistently not completed their homework. Homework club is a supportive environment and should not be viewed as a punishment, however, if a member of staff requires students to attend homework club it will be classed as compulsory. Homework club overrides all other clubs if staff have booked students in for a session. If students fail to attend homework club, then a sanction will be implemented. Students can book themselves into the homework club. The Loft can also be used as a homework club for students who need more structured support with their homework.

### Monitoring Report

This can be authorised by the Pastoral Lead/Deputy Head for reasons such as:

- Falling behind with homework
- Academic underachievement
- Lack of punctuality
- Disruptive behaviour
- Persistent contravention of the Code of Conduct

The student must present their report at the start of the lesson and collect it at the end of the lesson. It should be seen daily by the designated member of staff and signed by a parent at the end of each week.

### Cycling/Scooters

The responsibility for the mode of travel to school rests with parents. If they wish a pupil to cycle/scooter to school, they are advised to consider whether luminous straps and a cycle helmet should be worn. The school has no objection to these items and would put the safety of cyclists as a priority. Cycling in the school grounds is not permitted. Bikes and scooters should be secured in the designated area of the school courtyard.

Students are not permitted to bring E-Scooters into school.

### Lost Property

All lost property should be handed over to reception as soon as possible after it is found. If the item is clearly named, reception staff will send a Teams message to the student to let them know that they have their item. Such items can be collected at the end of each school day. In the case of unnamed items, we will try our best to reunite them with their owner. These items will be kept at reception for half a term and displayed on the last day prior to the school holidays for students to check. Items that remain unclaimed will be donated to the Friends of LPS for the second-hand uniform sale.

### Support

Written warnings are re-set each half term and students therefore have a chance to redeem themselves on a half termly basis.

House Points are, however, continuously counted to encourage and create a celebratory environment.

If a Pastoral Lead deems there to be a compelling reason, then they can overrule the sanction scale. It is not always deemed appropriate to sanction a pupil if other complex situations are preventing a pupil from performing in their best manner. Conversations with the pupil, parents/guardians can be held before the sanction system is adhered to.

Pastoral Leads/Form tutors will discuss any behavioural issues on an individual basis as soon as the warnings are entered into iSams. When making contact home it should be clearly established how home and school can both support the pupil in ensuring changes can be made to help the student succeed.

Homework club is available to students 4 x a week to assist students who find organisational skills a struggle. The LE Loft is located on the third floor, and the staff there will also be available to support students as necessary.

It is the school's expectation that everybody should always:

• Treat others with respect, consideration, and good manners

• Help to prevent all forms of bullying

• Behave helpfully and responsibly

• Respect the right of others to hold their beliefs and opinions

• Behave with the health and safety of others in mind

• Treat other people's property with care and respect

• Treat the school environment (grounds, buildings, and materials) with care and respect

• Keep to and enforce the school dress code

• Allow others to learn and teachers to teach

• Adhere to other relevant codes, such as the Online Safety Policy, Acceptable Use Agreements, and Anti-Bullying Policy

### Behaviour in lessons

All pupils are expected to display behaviour which shows a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class, they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the school's belief in positive reinforcement, pupils who display positive learning behaviour should receive praise and recognition.

Adverse behaviour, and pupils displaying adverse behaviour, will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviour which place a pupil at risk of exclusion, poor learning behaviour includes a lack of effort, a lack of work, failing to complete homework, off task behaviour which interrupts the learning of others and a lack of co-operation.

This applies equally to both in person, and online lessons.

### Uniform, behaviour around the building and out of lessons

Pupils are expected to behave in a manner which demonstrates respect for themselves and others. This applies to the use of language, to the way in which they act and behave and respond to each other, all of which should demonstrate courtesy and consideration. This includes fellow pupils, staff, parents, governors, and visitors.

Positive behaviour includes setting high standards by wearing the correct uniform and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies, form times and by targeted work by the school. The school reserves the right to correct inappropriate or incorrect items of uniform by contacting parents or by asking students to change their incorrect item of uniform with the garment from the lost property box.

We expect our pupils to look smart and always wear the correct uniform. Students are allowed to wear their sports kit to school twice per week on the day that they have games in the afternoon. Students can be asked to change into their uniform if the PE kit doesn't meet all uniform regulations. At all other times during the day, students are to wear their uniform and change into PE kit for clubs and co-curricular sessions.

School uniform is compulsory; pupils are expected to take pride in their appearance. No heavy make-up, jewellery or coloured nail varnish should be worn, and hair should be a natural colour. Students whose ears have been pierced may wear one pair of silver or gold studs in the earlobe only. No jewellery is permitted during PE lessons or clubs, including piercings. For this reason, if your child wishes to have their ears pierced, this should take place at the beginning of the summer holiday, so they have time to heal.

Students may wear trainers if they are entirely black, including the sole. Students may not wear converse or boots such as Dr Martens.

All clothes must be clearly labelled with your child's name.

The above applies to hybrid students when they attend school, whether it is their official 'in-person' day, or otherwise. When learning remotely, hybrid students should be dressed smartly, with chests, midriffs and shoulders covered.

Sixth form have their own uniform arrangements; however, they are expected to look smart and be always dressed appropriately.

For each uniform infringement a behaviour warning can be issued.

### Behaviour outside the school and online

Pupils who breach the school's Behaviour Policy whilst on school business such as trips and journeys, sports fixtures, clubs, or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school, outside school hours and not on school business, this policy will still have effect if the misbehaviour could have repercussions for the orderly running of the school, pose a threat or cause harm to another person, or adversely affect the reputation of the school. This includes behaviour in the immediate vicinity of the school, on a journey to or from the school, or at any time online.

Those who persist in bad behaviour should be corrected, for the benefit of the school community. It is the school's policy to inform parents if a pupil's behaviour is cause for concern. A reflective workshop of up to one hour is the recognised punishment for certain breaches of school rules, for example, failure to wear the correct school uniform on several occasions. Parents are notified by the Pastoral Lead of the reason for the workshop and the date on which it is to be served. The pastoral team have the right to override the sanction ladder if the behaviour is deemed more serious.

### Sanction scale at LPS

This scale applies to students in LPS Mayfair, Hybrid and Sixth equally.

| Number of Written Warnings (iSams) | Sanction to be issued |
|---|---|
| 1-3 | Form tutor discussion for each of these warnings |
| 4 | Contact home to be made |
| 6 | School community service – Monday lunch time |
| 10 | After school reflective workshop supervised by Head of Section |
| 12 | Parents invited for meeting with PL/SDH - student present |
| 15 | SLT Detention – Friday PM |
| 20 | Serious sanction considered by Head |

For the most serious cases of unacceptable behaviour a pupil may be suspended or expelled from school. Parents and the headteacher are always involved in such cases.

The good relationships between teacher and pupil make formal school sanctions the exception rather than the rule at LPS.

At London Park Mayfair, Hybrid & Sixth we do not conduct detentions over the weekend; however, we can request students to carry out their sanctions on INSET/non-contact days.

Pastoral Leads and the Senior Deputy Head oversee and authorise the sanction process. Academic staff should discuss any concerns with the pastoral team if behavioural issues arise.

## Positive Reinforcement & Rewards

'House Points' are awarded for noteworthy achievement in the classroom as well as admirable conduct. House Points are always awarded in line with our school values; courage, collaboration, creativity or compassion.

Noteworthy achievements in the classroom will usually be in the form of a piece of work or a series of pieces of work of a very high standard. However, teachers should also feel free to recognise other things such as the investment of effort or the making of substantial progress with the award of a House Point.

Admirable conduct might occur in a variety of contexts including in form time, in activities or generally around the school. Examples of admirable conduct might include:

- helping with the organisation of some aspect of form time
- taking a prominent role in an assembly
- voluntarily taking a leading organisational role in an activity
- helping a new student to feel welcome and settled
- helping a teacher with some chore during one's free time
- having shown prospective parents around the school
- Showing acts of kindness e.g., encouraging a peer in a class task

House Points are recorded in iSams. A copy of each House Point awarded will be sent to the child's parents via iSams, and Pastoral Leads can run reports on House Points via iSams.

The school uses a range of rewards and positive reinforcement strategies including:

• Praise

• Written comment on work/in book

• House Points

• Certificates

• Mention in Assemblies

• Motivational rewards/prizes

• Special awards at Achievement Assemblies and Prizegiving's

By these means the school seeks to motivate pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement.

## House Point Scale

| Number of House Points | Award received (Issued by Head of Section/Form Tutor) |
|---|---|
| 1 | Sticker |

| | |
|---|---|
| **5** | **Congratulations email home from Form Tutor** |
| **15** | **Postcard home** |
| **20** | **A sweet treat** |
| **30** | **Certificate awarded in assembly** |
| **40** | **"skip the lunch queue" for you and a friend** |
| **50** | **Pin badge** |
| **75** | **Hot chocolate with the head** |
| **100** | **Pizza lunch for your house and a feature in the newsletter** |

House Points will also contribute to the annual House competition. The House competition will therefore include not only the inter-house competitions but also contributions from individuals for academic performance and praiseworthy conduct.

### PE Commendations and Sports Colours

The PE department rewards outstanding performance, dedication and/or commitment via a system of highly commended certificates and the award of Colours for each sport. (These are fabric strips that can be sewn onto kit).

There are Junior Colours (Years 7, 8, 9) and Senior Colours (Years 10, 11, 12 & 13).

### Outstanding Attendance

Any students who achieve above 95% attendance in a half term will receive a reward certificate.

### Other Achievements

Any achievements, trophies, certificates won in any activity should be passed to the Head for recognition and presentation in a whole school assembly.

### Disciplinary Sanctions - Behaviour Policy

Depending on pupil age, the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct pupil behaviour. The range of sanctions will include:

- Speaking with the child and correction
- Reflective Workshop
- Longer length detention
- Catching up on missed work
- Repeating work to the required standard
- Loss of break times
- Being placed on report

• Setting improvement targets

• Behavioural contract / Home-school agreement

• Internal suspension

• External suspension

For the most serious behaviour incidents the Head may permanently exclude a student.

This list is not intended to be exhaustive but serves as an illustration of sanctions used.

Serious disciplinary incidents and the sanctions imposed are recorded on CPOMS and iSams.

Following a sanction, the school will employ strategies to help pupils to understand how to improve their conduct and meet behaviour expectations.

These might include:

• A targeted discussion with the pupil

• A phone call with parents

• A 'case conference' with relevant staff – Tutor, Head of Section, SENCO, DSL etc.

• Pastoral support

The school has a zero-tolerance approach to child-on-child abuse, and all reports will be promptly and thoroughly investigated, recorded, and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further detail can be found in the Safeguarding and Child Protection Policy.

In the event of acts of aggression or behaviour which potentially threaten the health and safety of others, the school reserves the right to involve the police. The school recognises that some children may adopt challenging, abusive, or disruptive behaviour because of unmet needs or abuse. In such cases staff will provide support and intervention and apply safeguarding procedures as appropriate.

For infringements of the Code of Conduct the following sanctions will be used:

**Late to Registration (am/pm) Without Good Reason or Late to Lessons**

3 lates – contact will be made with parents.

10 lates – after-school reflective workshop as per sanction scale.

Pupil may be required to go on report.

If a letter/email from a parent is produced to mitigate lateness with good reason, then a mark is removed by the form tutor.

### Attendance

Absence that falls below 95% without good reason will be investigated.

### Behaviour

Minor/low-level disruption in a lesson, e.g.: Persistently talking/Shouting out in class Persistently arriving ill-equipped, rudeness, chewing gum, not keeping to the Code of Conduct

1-3 Form Tutor Discussion

4 - Contact home is made

6 - Community Service

10 - Reflective workshops

12 - Parents/ Guardians are invited for an in-school meeting with student present

15 - Deputy Head Detention

20 – Heads Detention

NOTE: Moderate/Serious behavioural issues, e.g.: Bullying, Graffiti/Malicious damage Behaving in a dangerous manner – (health and safety) Immediate referral to HOY/Deputy Head/Head Contact with parents.

### Uniform/Dress

**Nail Polish Jewellery Uniform/ Shoes/ Hair Colour Sports Kit Uniform infringement**

This will be dealt by the behaviour scale, as above. One uniform infringement will result in one written warning. Students may have special permission agreed between the HOY and parents to wear religious jewellery, or where sensory issues impact clothing. They will be provided with a note card to show teachers if required.

### Confiscation Process

#### Confiscation

**Any prohibited items found in students' possession will be confiscated.** These items will not be returned to students.

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

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### Jewellery

All staff have a duty to confiscate non uniformed jewellery. The item of jewellery will be placed in an envelope. Details of the student and items are written on the envelope. The envelope is to be deposited in a secure box in reception.

A PL is to collect their year group confiscated jewellery on an agreed day (once a week) from the box. A PL will process the written warnings and will distribute the envelopes in person to the individual student's form. Religious jewellery is accepted with the permission of the deputy head and parental note.

### Non School-issued Devices

Using a non-school approved device will result in immediate confiscation. Electronic devices such as iPads and Apple Watches will be returned to the Head of Section and held for 24 hours.

3 offences – contact with parent

### Community Service & Reflective Workshops

Where enough written warnings have been accumulated, or a member of senior staff deems in necessary (e.g. in cases on vandalism), students will be issued with a Monday lunch time service slot. This will be overseen by the Deputy Heads, who will assign the student a task to do. This task should be for the benefit of the wider school community and will give the student a chance to redeem themselves by engaging in an act of service and practising the school value of compassion.

Students may be directed to a Reflective Workshop, in line with the school sanction scale. The aim of this workshop is that it will enable the student to discuss and then reflect upon their behaviour with a bespoke task to complete. The task will always be focussed on the reason that the student has been assigned the workshop. The workshop will be staffed by a member of the pastoral team. The aim of the Workshop is that it is restorative and allows students to reflect and make conscious changes to their behaviour moving forward.

### Student Phone Policy and Guidelines

Phones are not to be used during school. Each morning mobile phones, and any devices with communication capabilities (such as smart watches), will be placed inside the locked form group box. This box will be stored securely at reception throughout the day, and phones can be collected from reception at the end of the school day.

If a student is found in possession of a phone during the school day, the phone will be confiscated, an email sent home, and written warnings will be issued (1 x for not having the phone in the box and 1 x for using the phone).

### Removal from the Classroom

Removal from the classroom is a serious sanction which will be only used, when necessary, as a response to serious misbehaviour.

Parents will be informed on the same day if their child has been removed from the classroom.

If a student is deemed to be too disruptive or unsafe in a classroom environment, then they will be asked to leave the lesson. In this instance, the Senior Deputy Head and Designated Safeguarding Lead should be immediately informed using the school pastoral email address (LPSM.Pastoral@londonparkschools.com).

The pupil will be spoken to by a member of the pastoral team and appropriate action will be taken.

Where possible, students should rejoin lessons as quickly as possible to avoid further disruption to their learning. A discussion with the member of staff who initiated the removal, the pupil and the pastoral team should be conducted to minimise the chances of repeat behaviour occurring.

If it is deemed to not beneficial to rejoin the same lesson for the pupil, then they can be asked to work in the library under the supervision of the reception Team (once the pastoral team has spoken to the individual).

Students who have been removed from lessons more than twice should be placed on report for at least one week for Heads of Section to monitor the pupil's behaviour.

A log of the incident should be made on CPOMS by the removing teacher.

### Temporary and Permanent Exclusions

At the Head's discretion a pupil may be temporarily or permanently excluded from School. Please see the 'Expulsion, Removal and Review' Policy for further information.

### Pastoral Support Framework: Monitoring, Support, and Intervention

Through the pastoral and guidance systems the school has staff (tutors and Pastoral Leads) whose role is to support pupil welfare and wellbeing. This includes helping to make explicit the school's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions, and monitoring behaviour which gives rise to concern.

Pastoral teams also monitor and analyse attendance and behaviour data regularly at individual, group, and school level. Such analysis may trigger interventions with pupils or staff, or a review of school procedures or culture.

### Pupils with SEND and Additional Needs

The school accepts that for a wide variety of reasons (such as having a special educational need, disability, or mental health issue) some pupils require additional support to learn and display positive learning behaviour.

For these pupils the school will draw on a range of interventions to support and re-track behaviour. Strategies include consideration of curriculum need, additional learning support, additional internal provision, placement on a behaviour or pastoral support programme, and use of external expertise.

Any necessary sanction will be considered in relation to a pupil's individual needs, and reasonable adjustments will be made where appropriate.

### The Use of Reasonable Force

The school is committed to creating a safe, calm and supportive environment for all pupils and staff. In accordance with Department for Education guidance, authorised school staff may use reasonable force and/or seclusion where it is necessary, proportionate and lawful to prevent a pupil from causing injury to themselves or others, damaging property, committing an offence, or seriously disrupting the good order and discipline of the school.

Reasonable force and/or seclusion will only be used as a last resort after appropriate preventative and de-escalation strategies have been considered or attempted, unless an immediate response is required to protect safety. Any use of reasonable force will be the minimum necessary for the shortest possible time and will be recorded the same day and reported in line with school procedures. The student's parent or guardian will also be informed of this as soon as possible.

The school recognises its duties under safeguarding and equality legislation and will take account of the individual needs and vulnerabilities of pupils, including those with SEND, when considering any intervention.