



Lostock Hall Academy (LHA)

Behaviour for Learning Policy

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Date reviewed:	September 2023
Date of Next Review:	July 2024

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Section 1 – Behaviour and Discipline Policy

1. Mission Statement/LHA vision

We aim to develop and encourage a positive atmosphere which instils mutual respect at Lostock Hall Academy (LHA). The academy believes that all people are gifted and talented in their own unique ways and capable of being successful in their learning. We aim to ensure that our school offers a safe, orderly and respectful community in which all children and young people's talents can be developed and used to their fullest. Good behaviour is therefore necessary to support all students with their learning. This policy will be kept under review and updated as necessary.

2. General Principles

At LHA, we will:

- Provide a safe, **supportive and challenging** learning environment for all students, staff and community members.
- Build and maintain positive relationships with staff and students.
- Manage children and young people's behaviour and staff will be consistent, professional and respectful towards them and ensure all children and young people's rights to learn is of primary importance.
- **Reinforce positive behaviour through applying the LHA Core Values (Respect, Integrity, Commitment, Teamwork, Citizenship and Accountability).**
- Ensure students' attitudes to their education are positive, they are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Support students to have high attendance, come to school on time and are punctual to their lessons.
- **Reward students through the LHA Character Advancement Programme (CAP) to recognise good attendance, punctuality, behaviour, conduct and effort.**
- Reward, sanction and apply interventions consistently. It is essential that we create the right conditions for good behaviour to be learnt and to promote good behaviour for learning in all that we do.
- Ensure all staff encourage the highest student standards in collective and self-discipline.
- Instil the ethos of the school and plan a broad curriculum which promotes the positive attitudes and values necessary for individual students to contribute positively to their own personal

development and to that of the school. These attitudes and values are further encouraged through a combination of mentoring and rewards.

- Provide appropriate professional development for staff in practices proven to improve and help manage children and young people's behaviour for learning. New staff will follow the LHA Induction Programme.

The Home-School Agreement, which all students and Parents/carers are asked to sign when they start at LHA, summarises the basic requirements. The signing of this document signifies commitment to and acceptance of the principles and details of the behaviour and rewards policy. (See Appendix 1 for the Home-School Agreement).

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary and desired positive behaviour is routine. It seeks to create a caring and learning environment in the school by ensuring:

- The safe movement of students in and around the school premises.
- The smooth running of lessons.
- The minimum loss of learning time to low-level disruption.
- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging students to value and respect themselves and others.
- Staff and students consistently follow the LHA Core Values (see Appendix 2 for the LHA Core Values).
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention.
- Ensuring a consistency of response to both positive and negative behaviour and record all achievements, consequences and pastoral logs on Synergy.
- Rewarding students through the Character Advancement Programme (CAP). (see Appendix 3 for the CAP awards).
- Encouraging a positive relationship with Parents/carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.
- Encouraging students to take responsibility for their behaviour for learning.
- Explaining unacceptable behaviour.

When students and staff have a shared understanding of the expectations for these common behaviours, and both staff and students follow established routines, overall consistency is easier to achieve.

The Behaviour for Learning Policy will link with the Health and Safety Policy, Safeguarding Policy, Attendance and Punctuality Policy, Teaching and Learning Policy and the Anti-Bullying Policy.

The DfE guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement is used to support all decisions on suspensions and permanent exclusions.

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement.pdf)

3. Discriminatory/prejudiced behaviour procedures

At LHA we pride ourselves in ensuring that all students are equal regardless of their race, religion, gender or sexual orientation. All individual beliefs and values are shared and students are taught to respect one another where they may not share the same beliefs/ideas.

Through our comprehensive PHSE (**Personal Development lessons**) programme and our weekly '**Ready to Thrive**' programme, students will learn about **Relationship and Sex Education** (RSE), current affairs and societal issues that may affect our daily lives.

If a racist, sexuality or discriminatory incident is reported, the following practice and procedure will be implemented:

- Incident is reported to a member of staff.
- Member of staff will ask students about the incident and always report to BfL/Senior Form Tutors (SFT's).
- BfL staff/SFT's will carry out an investigation communicating with the alleged victim(s) and the alleged perpetrator(s) and also any witnesses of the incident. Statements will be written to enable a true account of the incident be recorded. Where there are differences in the statements, further students may be spoken to gain more information.
- BfL staff/SLT will review all statements and interview individual students to discuss statements (as required).
- Decisions regarding **consequences** and support will be made according to each individual incident.
- Parents/carers will be contacted for both the alleged perpetrator(s) and victim(s) to discuss the incidents and any **consequences**/support which may be put in place.

Consequences/support

All discriminatory incidents will be judged on their individual cases and where it proves conclusive that a student has been the perpetrator of any racist, discriminatory or prejudiced behaviour, appropriate consequences/suspensions/exclusions will be applied.

Internal Exclusions/Suspensions and Permanent exclusions could be used depending on the severity of an incident.

Internal exclusions will be recorded on Synergy and the student conduct and behaviour will be monitored (up to 4 weeks) on a Stage 1/2 monitoring card.

All Suspensions and Permanent exclusions will be recorded on Synergy/SIMS and forwarded to LCC. Return to school interviews to be complete with the student and their parent/carer. Extra support and education regarding beliefs and actions will be implemented depending on the incident(s).

4. SEND students at LHA

In order to support our SEND students at LHA, staff will ensure they follow the guidance outlined on the student's individual tracking document and support by applying High Quality Teaching strategies to support learning. Staff know their students well and work hard to forge positive relationships in class. Staff will ensure a consistent approach with all SEND students following the LHA way/Core Values but will take account of any specific needs which are out of the control of the SEND student.

When required, members of staff will speak directly to a student with SEND to avoid or address any poor behaviour, conduct or choices which contravene the Behaviour for Learning Policy in an attempt to prevent further consequences being imposed. The SENDCo, SEND Team and Behaviour for Learning Team will support members of staff and the individual SEND students where required to support their behaviour and conduct.

5. Roles and Responsibilities

All members of the school community: staff, governors, students, parents/carers, have rights and responsibilities in ensuring an orderly climate for learning. All staff have a responsibility to ensure that unacceptable behaviour is never ignored, and should deal with problems as they confront them. Individual members of staff will naturally vary in their approach according to their own values, tolerance level and temperament. However, it is essential that students know how they can expect a fair and consistent response to their actions. **The LHA Core Values and CAP awards** create a sense of fairness and helps establish common values. The scale of punishment should match the severity of the offence, yet there must be flexibility within the system. An effective way of ensuring this has been the involvement of students in discussing and determining the 'Code of Conduct' through the work of the School Council. All behaviour incidents (achievements and consequences) should be recorded on Synergy.

All staff and students should follow the Behaviour for Learning (BfL) Checklist and record any consequences in line with the LHA Way. (See Appendix 4 for the BfL Checklist; Appendix 5 for the LHA Way; Appendix 6 for the School rules).

Regular positive communication with Parents/carers via Synergy and through phone calls and emails will ensure that there is a strong partnership between the school and Parents/carers.

6. Positive Expectations of Behaviour

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations in line with the LHA way (Appendix 4). Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Positive behaviour is promoted and taught throughout the curriculum, Life Studies lessons (PHSE) and rewards are also a very powerful tool for teachers to use. Achievement in all aspects of school life is recognised and the general practice of classroom management involves many rewards being given on a daily basis. All rewards/achievement points will be recorded on School Synergy. Parents/carers and students will be able to access their individual account via Synergy.

Rewards include;

- CAP awards were introduced in September 2022. Bronze, Silver, Gold and Platinum CAP badges awarded to students linked to attendance, punctuality, behaviour, conduct and effort. All CAP awards are linked to the End of Year Reward visits/Year 11 Prom. Failure to achieve the minimum requirement (Bronze award) will result in students not being invited on the reward visit/Year 11 Prom.
- Verbal praise, written remarks via Synergy about good work, sending a student to a senior member of staff for praise to be reiterated.
- Achievement points linked to CAP awards for all years and a range of other certificates are awarded in recognition of effort, progress and consistently good work and for contributions to school life. This is managed via School Synergy.
- Phone call or letter home.
- Good work/effort being displayed around the academy.
- Opportunities to represent our community during extra-curricular events e.g. sporting events, Open Evenings etc.
- Year group and whole school assemblies are used to recognise student achievement and effort.
- Principal Commendation used to recognise excellent performance.
- End of Year Reward visits are arranged by BfL Team in recognition of success and achieving the CAP awards.
- Prefect Reward visits.
- Year 11 Prom/Valedictory for all students who achieve their CAP awards..
- Special visits are arranged by the SENDCo.
- GCSE Presentation Evenings are held to formally recognise all the achievements of past students.
- BfL Faculty organise weekly, half termly, termly and annual rewards for the top performing students.

As students develop and mature, they are encouraged to move away from a need or desire for extrinsic rewards and towards the intrinsic ones of pleasure and self-satisfaction in a job well done. It should be noted that when awarding achievement points, the reason for the award should be explained to the student. Care should be exercised in not 'devaluing' achievement points by awarding too many or too few. Awarding achievement points and displaying students' work are the more tangible rewards available to teachers, who are encouraged as part of their professional demeanour, to recognise and to praise realistically all of the genuine achievements and efforts of students. Staff should try to ensure that SEND students' work is displayed if it deserves praise and in doing so the student will experience pleasure and self-satisfaction.

At LHA, the school has taken a number of positive steps to reduce behaviour incidents and all staff follow the LHA way:

- Increase the quantity of rewards to recognise good behaviour for learning through the introduction of the CAP awards.
- Guidelines for behaviour for learning in lessons and behaviour around school are issued and discussed throughout the school year, outlining the school's expectations, with reasons. Copies of the BfL Checklist/LHA Way and School Rules are displayed in all classrooms.
- The School Council, with elected student representatives, helps to give students a sense of involvement and citizenship.
- Each Tutor Group in Years 7 – 9 takes responsibility for a week undertaking 'duties' around school, which helps to give students a sense of inclusion, responsibility for their local environment and citizenship.
- The Prefect system in Years 10 and 11 encourages students to develop leadership and decision making skills, as well as some degree of accountability and responsibility.
- Students normally sit in the same place for each lesson within a structured, working group and they are asked to stand behind their chairs at the beginning of their lessons. This helps to provide a safe, disciplined environment.
- Class lists, seating plans and details of students with special educational needs and disadvantaged students, or those who are more able are available for all staff to quickly identify and support problem areas.
- Agendas for Staff, Faculty and Pastoral Team Meetings have a regular slot for staff to share any problems that they have with specific students, share good practice and information about the students and strategies for dealing with the specific problem.
- 1:1 Form Tutor/Student reviews take place each term to reflect on their attendance, punctuality, behaviour, conduct and progress towards achieving each of the CAP awards.

7. Effective Practice

Research shows that when students determine where to sit their social interaction can inhibit teaching and create behavioural problems. It is therefore a requirement that staff implement a seating plan for each of their classes. This plan should also clearly indicate disadvantaged students as either: Special Education Needs (SEND), Student Premium (PP) or Children who are looked after (CLA). Seating plans should be complete for all classes on Synergy.

It is important to note that disruption and poor behaviour do not occur randomly throughout the lesson; students are more likely to lose attention or fool around when they are waiting for the next stage of the lesson to be presented. Opportunities for disruption and poor behaviour occur when:

- The teacher arrives late to the lesson.
- Students do not have the required books or equipment (spare materials should be kept and fair consequences for regular negligence by students established).
- Instructions are not clear.
- The lesson lacks focus and transitions between activities are not well planned.
- Clear rules and procedures are not conveyed.
- There is a lack of follow up/extension activities to hand for students who may complete their work early.
- The lesson is not concluded in an orderly manner.

Effective lessons therefore include:

- purposeful teaching
- effective organisation
- structured activities
- orderly atmosphere
- attractive environment
- maximising learning time
- good pace of lessons
- clarity of purpose
- range of teaching techniques
- a focus on achievement
- independent learning
- adaptation

8. Behaviour and Discipline

Behaviour within the school is a matter that concerns and involves all the staff. The underlying principles determining behaviour are listed in the school 'Code of Conduct'. It forms the basis of accepted behaviour and is based on respect for each other, whilst following the LHA way/Core Values.

Interventions and support will be based on the discretion of the BfL Team for individual students.

The vast majority of students at our academy can deploy coping and self-regulation skills which allow the young person to be successful. However, at times young people are prone to making mistakes as they look to successfully grow and develop into confident, responsible and well-rounded human beings.

The BfL Team will use a range of interventions to make positive correction to this mistake, they will look to utilise the following interventions:

- Detentions (Break time/lunch/after school)
- Monitoring cards (online via Synergy)
- Isolation
- Internal exclusion
- Mentoring
- Pre Pastoral Support Programmes (PSP)
- PSP
- Seclusion placement at an alternative school
- Managed transfers within other South Ribble High Schools
- Alternative provision – Student Referral Units/Alternative Provision
- Exclusions – Suspension (S) / Permanent Exclusion (PE)
- Counselling support (where appropriate)

Parent/carers communication must take place at every intervention. Synergy will be used to formally communicate behavioural issues and interventions will be deployed to modify and improve student behaviour.

Parent/carers meetings should be actively encouraged to ensure clarity of process is maintained.

Students accessing this range of interventions should be carefully monitored and supported by the Faculty or BfL Team.

Pastoral/BfL escalation

Form Tutor ----- Senior Form Tutor (SFT) ----- BfL Manager (BfL team) ----- Senior Assistant Vice Principal

Subject based escalation

Class teacher ----- Subject/Curriculum Lead ----- Head of Faculty ----- BfL Manager (BfL team) --- -- Senior Assistant Vice Principal

Whenever an 'escalation' is requested, the member of staff escalating the incident must provide evidence of interventions which have been utilised and also record any incident(s) on Synergy.

9. Behaviour in Lessons

The maintenance of high standards depends on the basics of good classroom management. Each member of staff is expected to be responsible for the general discipline of their class throughout the lesson following the BfL Checklist, LHA Way/Core Values and School Rules. It is important for the teacher to deal with problems themselves. Students should not be sent out of class unsupervised unless for a short 'cooling off' period. It is essential that issues regarding poor behaviour are addressed by the member of staff with the child, making it clear where the student needs to improve their behaviour.

Where BfL support is required during a lesson, members of staff are able to request BfL support through the 'Lesson Support' tab on synergy. Once a Lesson Support is raised. A member of the BfL team will attend the lesson to offer as soon as possible.

The Curriculum Leader/Head of Faculty has responsibility for managing student behaviour within their subject area. Support is available through the BfLT and Senior Leadership Team (SLT) call out system which provides an immediate response from a member of the BfLT or SLT.

Class teachers/Curriculum Leader/Head of Faculties should manage any parental contact and inform the BfLT via School Synergy. Incidences of poor behaviour should be logged on School Synergy as soon as possible to enable any issues to be dealt with swiftly and effectively. It is especially important that Parents/carers are contacted and kept informed as necessary. Staff should discuss with Parents/carers any concerns and agree a common way of working to help students improve their behaviour.

10. Behaviour outside of the Classroom

Discipline outside the classroom is the responsibility of all staff at all times. If a student is found to be misbehaving, then he/she should be reprimanded at once by the member of staff who has witnessed the misbehaviour. Form Tutors, Senior Form Tutors and the Behaviour for Learning Team (BfLT) are to be informed if deemed necessary via School Synergy.

Although it is recognised that all teaching staff will have particular times and places of duty, it must nevertheless be accepted that we are all, in fact, responsible for preserving effective discipline around school.

We expect students to adhere to the following rules:

- To walk around school in an orderly manner.
- To be polite, courteous and helpful at all times to other students, staff and visitors.
- To wear the correct uniform with pride.
- To eat/drink only in the dining room – not corridors/classrooms unless permission has been given by a member of staff.
- Keep mobile phones switched off and in bags whilst on the Academy premises unless specifically given permission to use them by a member of staff.
- To use only their designated year group toilets.
- To keep all areas, tidy and place all their litter in the bins provided around the school site.

Where a student does not follow any of the above rules a stepped approach should be used with a proportionate response.

Staff on duty should use a range of strategies before involving the SFT's/BfL Team:

- One to one conversation with student(s).
- Be visible and move around the duty area (wear hi-vis jacket).
- Talk to the students.
- Issue positive reminders about student conduct and behaviour.
- Build relationships with the students.

Where a student refuses to co-operate and doesn't follow instructions first time a warning should be given to the student. Any poor behaviour, beyond the warning, at break and lunchtime should be reported to the SFT/BfL Team. The incident should be recorded on Synergy. The SFT/BfL Team may determine further proportionate loss of break or lunchtimes for repeat offenders.

Parent/carers communication must take place with every intervention via Synergy.

Parent/carers meetings should also be actively encouraged to ensure clarity of the process is maintained.

11. Online behaviour

LHA expectations of student online behaviour and conduct is exactly as we would expect in person with students continuing to act as good ambassadors for our school and upholding LHA's good reputation. Remote learning has increased and both staff and students have developed their knowledge and understanding of the new Ed Tech. platforms available to support online learning. Staff and student codes of conduct and support guidance has been shared with all parents/carers and students (see Appendix 8 for the Student and Parent/Carer guidance for remote learning).

Any student(s) whose online conduct and behaviour falls short of these expectations will be dealt with in line with the behaviour policy. The student guide/code of conduct for remote learning can be found in the appendices.

12. Students conduct outside of the School Gates

Teachers and other members of staff with responsibility for students have a statutory authority to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. A member of staff may discipline for any misbehaving when the student is;

Taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some way identifiable as a student at LHA.

Behaving in a way which could have repercussions for the orderly running of the school, poses a threat to another student or member of the public or staff, or could adversely affect the reputation of the school. This includes the use of social media.

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act gives a Head teacher/Principal specific statutory power to regulate children and young people's behaviour in circumstances "to such extent as is reasonable".

The child or young person's behaviour will be dealt with in a proportionate and consistent manner using the same level of sanction that would have been imposed if the incident happened on the school grounds.

Parents/carers should note that the Principal is also required to consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a child or young person following their misbehaviour beyond the “school gate”. However, if the behaviour is criminal or poses a serious threat to a member of public, the police will be informed.

The DfE Behaviour in Schools Advice for headteachers and school staff July 2022 is used as guidance to support and reinforce positive student behaviour. This guidance can be accessed in the link below:

[Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106521/behaviour-in-schools-advice-for-headteachers-and-school-staff-july-2022.pdf)

13. Power to use Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence or injuring themselves or others, damaging property, and to maintain order and discipline in the classroom.

SLT and other authorised staff may also use such force when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes (e-cigarettes), fireworks, pornographic images or any other items that have been used to commit an offence or cause harm.

14. Searching, screening and Confiscation

Under law, schools have the authority to search and confiscate, retain or dispose of any items which they believe pose a danger or threat to students, or any other persons on school premises. This does not require consent but should be sought whenever possible.

The DfE ‘Searching, screening and confiscation document (January 2022) is used as guidance when carrying out any searching, screening or confiscation. The link to the guidance can be found below.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106521/searching-screening-and-confiscation-january-2022.pdf)

Further to that, if a student agrees then staff may search a student and his/her belongings. If a student refuses, a search can only be carried out if it is reasonably suspected that a student has ‘Prohibited items’ in their possession. These may include:

- Knives or weapons.
 - Alcohol.
 - Illegal drugs.
 - Stolen property.
 - Tobacco, cigarettes, cigarette papers, lighters, matches and vaping equipment.
 - Fireworks.
 - Pornographic images.
 -
- Items that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence,
 - to cause personal injury to, or damage to the property of, any person (including the student).
- Inappropriate items, for example, merchandise that is intended for sale on the Academy premises, chewing gum, and jewellery.
 - Electronic devices, for example but not exclusively mobile phones that are switched on or have been used by a child or young person on school grounds without staff permission.
 - The Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

15. Searching

Searching a student and/or property must be done by an authorised member of staff (staff can refuse to carry out a search).

The staff member must be of the same sex as the student.

There must be another member of staff present as a witness, also of the same sex, if possible.

Searches can only be carried out on school premises, or where staff have responsibility for students (e.g. educational visits).

Searches cannot require the removal of clothing, apart from 'outer' clothing (e.g. coats/blazers/school jumpers).

Staff can search pockets, but no form of intimate search can be carried out.

Student lockers can be searched with or without the student's permission.

Mobile phones can be searched and data downloaded and retained, or, deleted if inappropriate.

Reasonable force can be used, if required.

There is no requirement to notify Parents/carers/carers, either before or after the search.

There is no legal requirement to keep a written record of any search, but it would be sensible to do so. At LHA this should be noted on Synergy.

A student refusing to co-operate with a search shall be dealt with as if they had refused to stop any other unacceptable behaviour when instructed by a member of staff. Staff must apply an appropriate disciplinary penalty.

16. Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

If prohibited items are confiscated by staff the following should be adhered to:

Weapons, knives, illegal drugs and extreme or child pornography must be handed over to the Police.

All other confiscated items must be taken to the school office, clearly labelled and a member of the SLT or the BfLT informed. Prohibited items found may be destroyed; this will be at the school's discretion. In all cases Parents/carers must be informed.

Students seen using or in possession of a mobile phone switched on, in school will have the device confiscated. It will be placed in a clearly named envelope and locked in the school safe/BfL office. The first occasion will result in the phone being handed to a member of the BfL Team and the student is allowed to collect the phone at the end of the school day. Any repeat incidents will result in the phone being confiscated and collected by a parent/carer any time from the end of that day. The phone will not be returned to a student if a parent/carer is unable to collect the phone.

17. Detention

By law parental consent is not required for a student to attend a detention. Staff should not issue a detention where they know it would compromise a student's safety. When issuing a detention staff should consider:

- Whether the detention will put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether the Parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For example, notice may not be necessary for a break/lunchtime detention or a short after school detention where the student can get home safely.
- Whether suitable travel arrangements can be made by the parent/carer for the student.

It is always good practice to give at least 24 hours' notice for an after school detention particularly considering the number of our students that travel a considerable distance to LHA.

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with students' classwork should be dealt with initially by the subject/class teacher and then, if necessary, by the Curriculum Leader/Head of Faculty. Consequences issued should be appropriate to the particular offence, i.e. by considering individual circumstances. It is important that we balance the rights of the individual with the rights of the majority.

Punishment of a whole group of students is discouraged unless this is unavoidable or appropriate.

In severe cases, or those exhibiting no signs of improvement the SFT/BfL Manager or SLT may become involved. Over reference to the SFT/BfLT for punitive measures to be taken against students (rather than support from the individual teacher) can lead to these key people being forced to occupy a purely punitive role. This would more than likely increase disorder and disruption in the school because it encourages some classroom teachers to abdicate their professional responsibility for maintaining order and discipline in the classroom, and it also delays punishment, which means it could lose some of its effectiveness.

18. Less Serious/Minor Offences (Level 1/2 on the LHA Way)

These could be incidents occurring in class described as 'low level triggers' and could include:

- Chewing gum and eating in class.
- Late to class.
- Incorrect Uniform.
- Incorrect (or lack of) equipment.
- Non completion of classwork.
- Non completion of homework.
- Talking inappropriately.
- Failure to follow reasonable instructions.

Initially a suitable punishment/strategy will be employed – less drastic consequences will be tried first, but if they do not produce the desired result then more drastic or permanent measures may be employed. The LHA Way should be referred to and all behaviour incidents (Stages 1-4) recorded on School Synergy. See **appendix 5** for the LHA Way.

Some of the possible courses of action could be:

- Talking the matter over with the student (possibly involving Parents/carers).
- Recording the incident in the Synergy – to inform BfLT/SFT/tutor/Parents/carers.
- Talking to other staff – e.g. Head of Faculty, Curriculum Leader, Form Tutor, SFT, BfLT, and SLT.
- Moving the student to another seat or class to facilitate learning/good behaviour.
- Removing the student from the classroom (for a short period of time).
- Moving the student to work in another teaching group for a cooling off period.
- Withdrawing the student from practical activities for a period of time, as appropriate, to safeguard the welfare of the majority of students.
- Placing the student on a Form Tutor report (Stage 1 – see appendix 7 for the overview of the Target Card System and Report card consequences).
- Issuing work to be completed at break/lunchtime.
- Setting detentions at break/lunchtime.

19. Serious Offences

These could be classed as more serious (or Level 3-4 on the LHA Way) and are incidents which may skip steps 1-2 on the LHA way. Examples include some of the following:

- Failure to follow direct instructions.
- Intimidating behaviour towards other students or staff (including online).
- Inappropriate language.
- Truancy.

- Low level vandalism.
- Lack of co-operation.
- Aggressive behaviour.
- Failure to attend teacher detentions.

It should be noted that in many cases of serious unacceptable behaviour there are perpetrators and victims, e.g. bullying, sexist or racist behaviour. In such cases we talk to the suspected victim, the alleged perpetrators offender and any witnesses where appropriate and possible. Notes or statements of any interviews should be written down on the correct witness form, which should be signed and dated by the person completing it. Once the level of seriousness has been identified, the following action will be taken:

- Help, support and counselling will be given as appropriate to both the victims and the perpetrator.
- Support for the victim by offering them an immediate opportunity to talk about their experience calmly with an appropriate member of staff.
- Informing Parents/carers as appropriate.
- Offering continued support if the students require it.
- Arrange escort to and from school premises if needed.

The school will also discipline, yet try to help the perpetrator by:

- Talking through the incident to discover why they offended. This could be done directly in private or indirectly through assemblies/tutor group activities/Personal Development lessons (PHSE). One of the most powerful consequences is the disapproval of individuals who an offender respects e.g. his/her peers, a parent/carer or a particular teacher. It is essential that the BfL Team create a climate in which any consequences will have the greatest effect and also preclude any possibility of reoffending.
- Continuing to work with the perpetrator in order to dispel any unsocial attitudes as far as possible (may involve the use of external agencies).

The following disciplinary 'steps' may be followed according to individual incident and student(s) involved:

- Official warning to stop offending.
- Inform Parents/carers, inviting into school as necessary.
- Be placed in a school detention (see reference earlier) via Synergy.
- Have privileges withdrawn (e.g. loss of break/lunchtime/reward visits).

- Be placed on report for a period of time to monitor/modify behaviour.
- Be placed in isolation for a period of time under supervision.
- Be placed in the Inclusion Unit.
- Suspension.
- **Seclusion at an alternative school.**
- Formal requirement to attend the Governors' Discipline Committee.
- Placed on the Pastoral Support Programme (PSP).
- Recommendation for permanent exclusion or a managed transfer via the Fair Access and Managed Transfer Panel.

20. Report / Monitoring Cards

The school operates three levels of monitoring/target cards:

- **Stage 1** monitoring is initiated by the Form Tutor/Senior Form Tutor (SFT) (or as part of Departmental Monitoring by the subject staff or Curriculum Leader/Head of Faculty) and is initially for a two-week period. This should be used for offences such as lateness/punctuality, violation of uniform/makeup rules, lack of equipment, appearance, homework or general attitude. This would be overseen and checked by the Form Tutor each day and Parents/carers would also be informed via the student's form tutor.
- **Stage 2** is initiated by the BfL team and would be for more serious offences, or at the request of Parents/carers or concerns raised by several subject staff (e.g. through a subject enquiry). This would be overseen and checked by the BfL team/Senior Form Tutors each day and is a consequence of a failure to succeed at Stage 1. Parents/carers would be informed via the BfL team/Senior Form Tutors.
- **Stage 3** (SLT) would follow Stage 2 and would focus on specific targets for the student to focus on to modify behaviour highlighted by the previous stage. A meeting with Parents/carers would be arranged via the BfL Team. **A stage 3 report card would be implemented for any student following a suspension.**
- **Stage 4** (Pastoral Support Programme – PSP) would be implemented for a student who has repeatedly failed to achieve their Stage 3 targets/have failed a Managed Transfer or have had repeated suspensions.

Please refer to **Appendix 7**: 'Overview of target card system used at LHA'.

Report Cards would normally run for a period of 2 to 4 weeks with a review at the end of each stage involving the student and Parents/carers. Any behaviour incidents occurring during the monitoring periods must be logged on School Synergy to provide further evidence should there be a need to take further action. Consequences will be imposed in line with each of the monitoring stages.

21. Internal Exclusion (Student Inclusion Unit)

Where a student commits a serious breach of school discipline or for repeated breaches they may be placed in the Inclusion Unit for a number of days. When returning from Suspension students may spend at least one day in the Inclusion Unit. The unit will be supervised by staff where students will complete the work they would have done in the lessons that day. Only the BfL Team and the Senior Leadership Team will place or recommend a student to be placed in the Inclusion Unit.

22. School support systems/External Agency Support/SEND

At times some students may not respond to the LHA rewards and consequences which are imposed and they consistently display disruptive behaviour in school. Multiagency assessments and support can be utilised to support the student and their families where it is deemed appropriate.

Where SEND needs are identified for individual students, extra support will be put in place to support the student and family. Any student with SEND will be given extra consideration when implementing consequences, however this does not discount SEND students from the most severe consequences of Internal Exclusions, Suspensions, Managed Transfers or Permanent exclusions.

23. External Exclusion (Suspension, or in extreme circumstances, Permanent Exclusion)

For particularly serious or repeated breaches of school discipline students may be excluded from the school for a set period known as a Suspension (S) or a Permanent Exclusion (PE). If a student is subject to a Suspension, it is their parent/carers responsibility to supervise them for the first five days. From the 6th day onwards the school will arrange an alternative venue for the student to attend, usually another local secondary school.

In very rare circumstances a permanent exclusion may be appropriate. Offences involving drugs and/or offensive weapons and any physical attack on staff will always result in a permanent

exclusion. In this case the Local authority has the responsibility to find the student an alternative school.

Exclusion is an extreme sanction and is only administered by the Principal (or in the absence of the Principal, the Senior Assistant Vice-Principal).

Further details on issues regarding exclusion are covered in the Exclusions policy.

24. Alternative Provision (AP) including Seclusion and Managed Transfers

Where a student has had repeated suspensions and they are at risk of being permanently excluded, alternative provision may be considered. AP could involve a seclusion to an alternative school or an Intervention Placement to support and improve a student with their behaviour prior to reintegrating back into school life; a long term/permanent placement to avoid a student being permanently excluded or a managed move to an alternative school within the district.

When a student (on roll at LHA/Dual registered) attends alternative provision, their behaviour will still be supported through the LHA Behaviour for Learning Policy. If a placement in the alternative provision fails, decisions will be made by the Principal/SAVP whether to reintegrate the student back into LHA or permanently exclude.

Section 2 – Exclusion Policy

This policy deals with the policy and practice which informs the school's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed;

The second is to realise the aim of reducing the need to use exclusion as a sanction.

1. Introduction

The decision to exclude a student will be taken in the following circumstances: -

In response to a serious breach of the School's Behaviour Policy.

If allowing the student to remain in school would seriously harm the education or welfare of the student or staff in school.

Exclusion is an extreme sanction and is only administered by the Principal (or, in the absence of the Principal, the Senior Assistant Vice Principal who is acting in that role).

Exclusion, whether fixed term (suspension) or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the Behaviour Policy.

- Verbal abuse to staff and others (including online)
- Verbal abuse to students (including online)
- Physical abuse to/attack on staff
- Physical abuse to/attack on students
- Indecent behaviour (including online)
- Damage to property
- Smoking or bringing cigarettes onto school premises (including E-cigarettes)
- Drinking alcohol or bringing any alcohol onto the school premises
- Bringing drugs or drugs related items or equipment onto school premises
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Bringing an offensive weapon onto school premises

- Arson
- Unacceptable behaviour which has previously been reported and for which school consequences or any other interventions including Managed Transfers/Alternative Provision placements have not been successful in modifying the student's behaviour.
- Failure to respond to PSP monitoring.

This is not an exhaustive list and there may be other situations where the Principal makes the judgement that exclusion is an appropriate sanction.

2. Exclusion Procedure

- Most exclusions are of a fixed term nature (suspensions) and are of short duration (usually between one and five days).
- The DfE regulations allow the Principal to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.
- The Governors have established arrangements to review promptly all permanent exclusions from the school and all suspensions that would lead to a student being excluded for over 15 days in a school term.
- The Governors have established arrangements to review suspensions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent/carer has expressed a wish to make representations.
- Following a suspension parents/carers are contacted immediately where possible. The incident will be recorded on synergy giving details of the exclusion and the date the exclusion ends. Parents/carers have a right to make representations to the Governing Body and the LA as directed in the letter.
- A post suspension meeting with parents/carers will be held following the expiry of the suspension and this will involve a member of the Senior Leadership Team, BfL team and other staff where appropriate.
- It is school practice to place the student on report to the BfL team to monitor behaviour and work. Time in the School's Inclusion Unit, is at times used as a means to reintegrate a student who has served an external exclusion (suspension/failed Manage transfer).
- A suspension may take the form of an 'internal' exclusion, with the student being excluded into the Inclusion Unit. However, in some circumstances, either because of the severity of the incident or because of practical or logistical constraints, such an exclusion will result in the student being required to remain at home.

- During the course of a suspension where the student is to be at home, parents/carers are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as Parents/carers. All student work will be accessed on the Classwork section of Synergy.
- Where a student is secluded to an alternative school, they will attend the alternative school for the specified number of days and work in their inclusion/isolation unit. The student will complete all work set by LHA and a post seclusion meeting with parents/carers will take place prior to the student going back into lessons.

3. Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which could include racist, homophobic or sexualised bullying) including the use of social media.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff. This includes the use of social media.
- Sexual abuse or assault.
- Bringing drugs or drugs related items or equipment onto school premises.
- Bringing an offensive weapon onto school premises. *
- Arson.
- A very significant incident/issue that breaches the Behaviour policy as determined by the Principal.

The school will consider police involvement for any of the above offences.

**Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.'*

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

4. General factors the school considers before making a decision to exclude

Exclusions will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Principal will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the student's behaviour, Equal Opportunity and Race Equality Policies.
- Allow the student to give her/his/their version of events where possible and appropriate.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Principal is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

5. Alternatives to Exclusion

Alternative strategies to exclusion are included in the Behaviour for Learning Policy. The school works closely with the LA, alternative provision and other secondary schools to undertake **seclusion**, managed transfers and alternative provision placements where such a course of action would be of benefit both to the student and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents/carers to move their child to another school.

6. Behaviour outside school

At LHA we are proud of our excellent reputation within the local community and beyond. Our students are ambassadors for our school and carry with them LHA's reputation wherever we go.

Students' behaviour outside school on school 'business' for example on the school buses, school trips and journeys, away school sports fixtures or a work experience placement is subject to the School's Behaviour for Learning Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school.

For behaviour outside school but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for exclusion then the Principal may decide to exclude.

Appendix 1 – Home-School Agreement



HOME/SCHOOL AGREEMENT

OUR SCHOOL'S AIMS AND CORE VALUES

This home/school agreement is seen as an important partnership between the school, its parents and carers and the students. This is in place to ensure the very best education is offered to all students regardless of their differences.

Our educational provision incorporates intellectual, moral, spiritual, social and emotional development and understanding within a framework of fairness, consistency, mutual respect and self-discipline.

SCHOOL'S AGREEMENT

Through the academies Core Values, we will:

- Provide all students with equal opportunities to achieve their full academic, social and personal development.
- Ensure students have access to a broad and balanced curriculum, which meets the requirements of Government legislation for Key Stages 3 and 4.
- Provide a stimulating educational community within which all students' individual needs are known, understood and met. This enables staff to provide a highly structured and responsive approach to each student's learning, whilst setting ambitious objectives to challenge their personal targets.
- Expect high standards of conduct, effort, presentation and attendance where students are rewarded through the Character Advancement Programme (CAP).
- Care for the well-being and safety of students by following the school policies, which include the Anti-bullying and Child Protection/Safeguarding policies.
- Maintain a high level of discipline, exercised and administered in a firm, consistent and friendly manner within school so that teaching and learning can take place. The LHA 6 Core Values will be used to recognise students' achievements/consequences.
- Be open and welcoming to parents or carers, informing them about school matters and the progress of their children through reports and regular communication. In addition, to contact parents or carers in the event of problems relating to attendance, conduct, effort or presentation.
- Provide appropriate homework in line with the LHA Quality of Education Guidance.
- Welcome, value and support our students as they make their transition to the world beyond school.
- Involve outside agencies who are able to support our students in many different ways and throughout their time at school.

Mrs G F Gorman
Principal

PARENT / CARER

I will:

- Respect and support the Academy's Core Values.
- Ensure that my child attends school regularly and on time.
- Contact the school on the first day of my child's absence. Ensure my child wears appropriate school uniform and supports the school policies on hairstyles, make-up and jewellery.
- Support the school's Behaviour for Learning Policy.
- Support my child with their homework and any other home learning.
- Monitor and review my child's progress via Synergy on a daily basis.
- Endeavour to support my child's learning by attending parents' evenings or meetings.
- Inform the school of any problems or concerns that may affect my child's work or behaviour.
- Ensure my child understands the importance of travelling to and from school safely.
- Ensure my child gets in and out of vehicles in appropriate places and complies with any necessary parking restrictions around school.
- Ensure my child acts responsibly outside of school within the community and online.

Signature (Parent/Carer)

STUDENT

I will:

- Attend school regularly and on time, wearing approved school uniform and with approved and appropriate PE kit and necessary equipment.
- Not bring inappropriate items into school, such as e-cigarettes/vapes or lighters.
- Behave well in school and outside of school in settings such as school trips or college visits.
- Follow the school's rules/LHA core values, policies and code of conduct and complete any sanctions which may be imposed.
- Work hard and complete all tasks required of me in the classroom, as well as with homework with the aim of achieving each of the CAP awards.
- Cooperate with staff and other students, showing determination to get the best out of my time at school, whilst also aiming to enjoy myself and behave in a sensible manner.
- Respect other students and adults in school and beyond, and earn the respect of others in return.
- Respect all school equipment and facilities to ensure good teaching and learning can take place in all areas of school.
- Understand that all forms of bullying including verbal, physical or cyber will not be tolerated.
- Let an adult know if I have any problems or worries.
- Prepare for the world after school and my role as a valued adult in the community.
- Travel to school in a sensible manner when on or near the road.
- Behave and act like a responsible citizen outside of school within the community and online.

Signature (Student)

Appendix 2 – LHA Core Values

LOSTOCK HALL ACADEMY'S CORE VALUES



Students at Lostock Hall Academy take pride in promoting the school's core values of respect, integrity, commitment, teamwork, citizenship and accountability. These core values form the character of our community and are evident in our behaviours.

RESPECT

Respect for others at Lostock Hall Academy is characterised by:

- ✪ Using manners when speaking to staff and following their instructions;
- ✪ Acknowledging that differences exist between groups of people in our community and that these differences should be celebrated.

Respect for yourself is characterised by:

- ✪ Caring about how your language and actions represent you;
- ✪ Taking pride in your appearance, understanding that a smart uniform represents both you and the Academy and is preparation for workplace expectations;
- ✪ Taking pride in your achievements and celebrating your success;
- ✪ Adopting a growth mindset approach to your studies, behaviour and relationships.

INTEGRITY

Integrity at Lostock Hall Academy is characterised by:

- ✪ Showing in your words and your actions that you can make good decisions, having thought about the impact of your choices;
- ✪ Having the strength to speak for others when you suspect that they are not being treated fairly or need help.

COMMITMENT

Commitment at Lostock Hall Academy is characterised by:

- ✪ Dedication to your studies, approaching your work with resilience and a determination to achieve the best that you can;
- ✪ High levels of attendance and punctuality;
- ✪ Being involved in extra-curricular activities and clubs.

TEAMWORK

Teamwork at Lostock Hall Academy is characterised by:

- ✪ A willingness to participate in activities and undertake any role assigned so that the team is successful;
- ✪ An appreciation that the actions of a team, made up from different personalities, knowledge and skills has the potential to achieve more than a single individual.

CITIZENSHIP

Citizenship at Lostock Hall Academy is characterised by:

- ✪ Caring for the school environment and role modelling positive behaviours that make the environment a pleasant place to be for all;
- ✪ Caring for other students and staff – helping, supporting and guiding others where appropriate;
- ✪ Being involved in charity work and caring for those less fortunate than yourself;
- ✪ Being a valued member of your local community.

ACCOUNTABILITY

Accountability at Lostock Hall Academy is characterised by:

- ✪ Accepting that you are responsible for your behaviour, actions and words, at all times;
- ✪ An understanding that you are answerable to staff and the Academy's policies regarding your behaviour, including ICT use.

Appendix 3 – LHA CAP awards

CHARACTER ADVANCEMENT PROGRAMME



Bronze CAP

LHA Character
Advancement Programme

☐

High level of rewards for core values

☐

Low number of consequences

☐

Have all equipment

☐

Wear uniform correctly

☐

97% attendance

☐

No more than two lates per term

☐

No more than two late homeworks

☐

Completion of Reading Plus / Century

☐

Completion of Dr. Frost

☐

Participation in an extra-curricular club, inter-form activity or competition

Respect Integrity Commitment

Teamwork Citizenship

Accountability

PERSONAL DEVELOPMENT/ BEHAVIOUR CATCH-UP STRATEGY

- Strategic reward system underpinned by core values
- CAP chunked and tracked through Ready to Thrive
- R2T =Explicit instruction on core values delivered during morning tutorial
- Increased extra-curricular participation
- Personal Development lessons

SILVER CAP	GOLD CAP	PLATINUM CAP
<ul style="list-style-type: none"> Criteria above met in Term 1 & 2 Certificate and badge Trips and larger rewards 	<ul style="list-style-type: none"> Criteria above met in Term 1, 2 & 3 Certificate and badge Trips and larger rewards 	<ul style="list-style-type: none"> Volunteering Membership in clubs Part-time job Additional RP/CT/DR Principal's commendation

Character Advancement Programme



What are the rewards?

All students must achieve the Bronze Award if they are to be invited on the end of year rewards visit/Year 11 prom.

Year 10/11 students must have their Bronze Award if they want to apply to be a Prefect.

Year 10/11 students who want to apply for the Head Student/Senior Prefect roles must have their Silver/Gold Awards.

Students who have received their Bronze/Silver/Gold Awards will be prioritised for any residential educational visits.

Students who have received their Bronze/Silver/Gold Awards will be prioritised to participate in the duke of Edinburgh Award Scheme.

Bronze Award

2 consecutive half terms (1 term) achieving the CAP awards. Students will be invited on the rewards visit/prom and entered into the raffle draw for 1 free reward ticket.

Entry to the end of term rewards prize draw.

Silver Award

4 consecutive half terms (2 terms) achieving the CAP awards. Students will be invited on the rewards visits/prom and entered into the raffle draw for 2 free reward tickets.

Entry to the end of term rewards prize draw.

Gold Award

6 consecutive half terms (3 terms) achieving the CAP awards. Students will be invited on the rewards visits/prom and entered into the raffle draw for 3 free reward tickets.

Entry to the end of term rewards prize draw.

Platinum Award

6 consecutive half terms (3 terms) achieving the CAP awards. Students will be invited on the rewards visits/prom and entered into the raffle draw for 4 free reward tickets.

Entry to the end of term rewards prize draw.

How do I achieve the CAP awards?

Bronze Award

2 consecutive half terms of the following:

- Positive behaviour points total/balance on synergy.
- Each of the LHA core values achieved during a full term.
- 5 or less consequences per half term.
- Zero isolations/internal exclusions/suspensions in a term.
- 95%+ attendance/2 lates or less per half term.

Silver Award

4 consecutive half terms of the following:

- Positive behaviour points total/balance on synergy.
- Each of the LHA core values achieved during 2 terms.
- 5 or less consequences per half term.
- Regular participation in extra-curricular activity.
- Zero isolations/internal exclusions/suspensions in a term.
- 95%+ attendance/1 late or less per half term.

Gold Award

6 consecutive half terms of the following:

- Positive behaviour points total/balance on synergy.
- Each of the LHA core values achieved during 3 terms.
- 3 or less consequences per half term.
- Regular participation in extra-curricular activity.
- Zero isolations/internal exclusions/suspensions in a term.
- 95%+ attendance/Zero lates.

Platinum Award

6 consecutive half terms of the following:

- Positive behaviour points total/balance on synergy.
- Each of the LHA core values achieved during a full term.
- 2 or less consequences per half term.
- Regular participation in extra-curricular activity.
- Volunteering.
- Zero isolations/internal exclusions/suspensions in a term.
- 95%+ attendance/Zero lates.

LHA Character Advancement Programme (CAP)

Positive Behaviours for Rewarding



RESPECT	INTEGRITY	COMMITMENT	TEAMWORK	CITIZENSHIP	ACCOUNTABILITY
Uniform worn correctly	Distancing self from poor behaviour	Good effort	Good contribution	Helping others	Responding to report card targets
Respectful language	Making a good decision	Subject award	Regular club attendance	Assisted at a school event	Improved behaviour
Good manners	Speaking up for others	Equipment check	Represented the school at an event	Prefect duties	Accepting responsibility for your actions.
Respectful attitude towards different groups of people	Questioning others' behaviour	100% attendance (half term)	Supporting others in a team	School council	
Celebrating others' achievements	Being thoughtful before taking action	100% attendance (full term)	Participation in a team	Taking care of the school environment	
Respecting self through a growth mindset	Being independent in thinking	97% School target met	Leadership of a team	Role modelling positive behaviour	
Respect for the environment	Showing empathy	Attendance recognition	Assisting with Primary School events	Taking on a responsibility that aids the school	
		Punctuality		Duty Team	
		Taking pride in appearance		Picking up litter that is not yours	
		Dedication to studies		Good table manners	
		Homework			
		Resilience			
		Laptop charged			
		Reading for Personal Development			
		Reading Platinum			
		Good classwork			
		Good commitment			
		Fantastic improvement			
		Absolute superstar			



Negative Behaviours for Response

RESPECT	INTEGRITY	COMMITMENT	TEAMWORK	CITIZENSHIP	ACCOUNTABILITY
Chewing gum	Internet misuse	Unsatisfactory homework	Lack of contribution to a team	Verbal abuse/threatening behaviour (student)	LHA Way
Inappropriate language	Social media incident	Homework missing	Dismissive of others in the team	Physical assault (student)	Missed detention
Poor uniform	Disruptive behaviour	Late to school	Lack of respect in defeat	Verbal abuse/threatening behaviour (adult)	Not responding to report card
Abuse relating LGBTQ+	Not following instructions	Poor punctuality to lessons		Physical assault (adult)	Missing equipment
Abuse relating to disability	Supporting & encouraging bad behaviour in others	Internal truancy		Damage to property	Prohibited item
Racist incident	Lack of empathy	External truancy		Sexual misconduct	Theft
Lack of manners	Acting before thinking	Unsatisfactory classwork		Littering	Mobile phone
Disrespectful	Low level disruption	Poor punctuality to school		Lack of table manners	
		Lacking pride in appearance		Unsafe behaviour	
		Laptop not charged			
		No reading material			
		Bus/transport incident			



Behaviour for Learning Checklist

Lostock Hall Academy students will:

- ☒ Be on time for lessons.
- ☒ Stand in an orderly line outside the classroom and enter the room in silence.
- ☒ Stand behind their chairs in silence at the beginning of the lesson and follow the entry routine into the room.
- ☒ Put their bag on the classroom floor in a safe place.
- ☒ Have the correct equipment for the lesson including planner and pencil case and respect the equipment/facilities in the classroom.
- ☒ Follow the seating plan and sit in the correct place in all lessons.
- ☒ Take a growth mindset approach to lessons, offering contributions and participating.
- ☒ Consider the impact of their words and actions and treat others with respect.
- ☒ Accept that respecting others includes accepting differences in opinion.
- ☒ Be silent and engage in quality listening when the teacher or a selected student is talking.
- ☒ Ensure that mobile phones are turned off and not in use during the school day.

Lostock Hall Academy staff will:

- ☒ Meet and greet students at the classroom door.
- ☒ Check student uniform and ensure that students' outdoor clothing is removed before entry into the classroom.
- ☒ Ensure that students enter the classroom in an orderly manner.
- ☒ Check student equipment and ensure that all classroom equipment is cared for and respected by all students.
- ☒ Engage students in a starter activity at the beginning of all lessons.
- ☒ Follow the LHA Way, taking steps to reward and sanction students in accordance with the system.
- ☒ Ensure an orderly dismissal, e.g: Students stand behind their chair in silence and are invited to leave row by row.
- ☒ Monitor behaviour in the corridor following lessons.

The LHA Way

I will arrive ready to learn for all of my lessons

I will follow all staff instructions at all times in school

I will do my best and encourage others to do their best

I will respect everyone's right to learn in the classroom

REWARDS

IF YOU FOLLOW THE LHA WAY YOU WILL BE REWARDED WITH:

- Praise and positive recognition • Achievement points
- C.A.P. Awards /phone calls home
- Certificates and vouchers in reward assemblies
- Good behaviour visits • Great personal progress

CONSEQUENCES

If you do not follow The LHA Way you will receive a consequence

STAGE 1 (Teacher action)

- Verbal warning (teacher to make reference to the above expectations – The LHA Way and LHA Core Values)
- Class teacher to explain choices and consequences
- Class teacher to record Stage 1 incident on Synergy
- Student name recorded

STAGE 2 (Teacher action)

- Class teacher issue a final warning
- Class teacher/subject detention given
- Stage 2 Incident/ detention recorded on Synergy by class teacher
- Member of staff to inform the Head of Faculty (HoF) and the Behaviour for Learning Team of action taken via email/Synergy
- HoF to support teachers to ensure that detentions are attended

STAGE 3 (BfLT action)

- If poor student behaviour continues the member of staff is to contact the BfL Team via Synergy / Lesson Support and inform the Curriculum lead/Head of Faculty
- Student to be spoken to by a member of the BfL Team and where possible placed back in lesson
- BfL Team to log the incident/Stage 3 on Synergy and make contact with parents/carers
- BfL detention
- Year Lead intervention/ Support

STAGE 4 (BfLT/SLT action)

- If poor student behaviour continues the BfL Team to trigger an SLT call-out
- Student removed by SLT
- SLT supported by the BfL Team are to follow up the incident
- Stage 4 incident to be recorded on Synergy as refer to BfL
- SLT Detention and further sanctions to be administered as appropriate



LHA Basic School Rules

1. Full school uniform must be worn at all times while in school.
2. All students to arrive on time and be in their Form Tutor Room by 8.40am each day.
3. Students should be polite and well-mannered to all staff and each other.
4. No coats to be worn in the classrooms.
5. Hoodies are not allowed to be worn in school.
6. Students must not enter classrooms until a member of staff is present.
7. Students must stand behind their chairs at the start of each lesson and tutorial.
8. Students must have their planners and wear their lanyard at all times in school.
9. Movement between lessons must be orderly (no running or pushing).
10. Bags and coats must not be taken through the servery area.
11. All food must be eaten in the Dining Room.
12. Keep LHA tidy. Clear your table and place all litter in the bins provided.
13. No food or drink in any of the I.T. and Graphics rooms.
14. Cycling helmets should be worn by students who cycle to school.
15. Bicycles must have fully working lights and be locked in the Bike Store during the day.
16. Bicycles must not be ridden on the school grounds.
17. The staff car park is strictly out of bounds to all students.
18. Mobile phones must be switched off at all times whilst students are on the school site.
19. Energy drinks must not be consumed or brought into school.
20. Chewing gum is strictly forbidden in school.



Areas to be used at
break and lunchtime

- Y7 Far Court** (Closest to Primary School)
- Y8 Half the Near Court** (Closest to Science)
- Y9 Half the Near Court** (Closest to Forest School)
- Y10 To the side of MFL**
- Y11 Behind the Penketh Building**

Areas to be used during
wet weather

- MFL**
- Science**
- Maths**
- Penketh Building**
- Art**



OVERVIEW OF TARGET CARD SYSTEM

All monitoring cards accessed on Synergy



1 STAGE 1 CARD Form Tutor Monitoring

STAGE 1: Students are placed on a yellow card if there are any initial concerns regarding behaviour or attendance.

- Requires staff to make a brief comment about set targets on Synergy.
- Student reports to Tutor daily and BfL on Friday am.
- Student on the card for 2 weeks. If there is no improvement then the student is moved onto Stage 2.
- Parents/Carers informed.

2 STAGE 2 CARD Senior Form Tutor Monitoring

STAGE 2: Students are placed on a Stg 2 card if it is deemed that there has been no improvement since the student was placed on a Stg 1 card.

- Requires staff to write a comment on Synergy based on targets set .
- Student reports to their Lead Form Tutor daily.
- Student on the card for 3 weeks. If there is no improvement then the student is moved onto Stage 3.
- Parents/Carers informed.

1 STAGE 3 CARD SLT Monitoring

STAGE 3: Students are placed on a Stg 3 card if it is deemed that there has been no improvement since the student was placed on a Stg 2 card, or for Post Exclusion monitoring.

- Requires staff to make a comment on Synergy for the specific targets.
- Student reports to SLT daily.
- Student on the card for 4 weeks. If there is no improvement then the pupil is moved onto Pastoral Support Programme / Alternative provision will be considered.
- Parents/Carers invited into school for a meeting with SLT/SFT or BfLTeam.

RAISING ACHIEVEMENT CARD

Students are placed on the Raising Achievement card where there are concerns regarding academic progress and performance:

- Student is on the card for 3 weeks.
- Parents/carers informed.
- Student to report to form tutor daily.

PROGRESS CARD

Used to monitor and accelerate student progress after concerns are highlighted from data drops. Same targets are used for all.

REPORT CARD SANCTIONS



1 STAGE 1 CARD

BfL/Tutor Monitoring

STAGE 1: Over a 2 week period. Depending on the severity of the incident, these are the sanctions that will be used;

- BfL detention – Lunch.
- BfL detention – After school.
- SLT detention Fri After school.
- Isolation.
- Inclusion Unit.
- Referral to Senior Form Tutor.
- Move to Stage 2.
- Suspension.

2 STAGE 2 CARD

Senior Form Tutor Monitoring

STAGE 2: Over a 3 week period. Depending on the severity of the incident, these are the sanctions that will be used;

- BfL detention – Lunch.
- BfL detention – After school.
- SLT detention Fri After school.
- Isolation.
- Inclusion Unit.
- Referral to SLT.
- Move to Stage 3.
- Suspension.

1 STAGE 3 CARD

SLT Monitoring

STAGE 3: Over a 4 week period Subject to the severity of incident, in 1 week;.

- 1st incident – break DT.
- 2nd incident – lunch DT.
- 3rd incident– after school DT.
- 4th incident – Isolation.
- 5th incident (or more) – Inclusion Unit.
- Alternative Provision.
- Suspension.
- Permanent Exclusion.

Persistent failure to meet targets will result in a referral to the Behaviour for Learning Team and a move to the next stage.

A Student Guide to Remote Learning

BEING READY TO LEARN

- ✓ Be up, dressed and breakfasted **by 8.15am**. You do not need to wear your school uniform but you should not be wearing your pyjamas in live remote lessons.
- ✓ Set up your work area in a **quiet place in the house** (preferably at a desk).
- ✓ Have your **equipment** for the day at hand – laptop, exercise books, rough book/paper and stationery.
- ✓ **Log on to Synergy** and check your timetable for the day. Have you got the right equipment ready?
- ✓ **Review the work set for the day**. Note which lessons are being conducted through materials set, e.g. follow the PowerPoint or recorded video and which lessons are live lessons. **It is very important that you join live lessons on time – consider setting a reminder on your phone.**
- ✓ Log on to Office365 and check your **school email** account for messages.
- ✓ At 8.40am you will need to **follow the Zoom link on the student bulletin to your morning tutor session**. In this session you will be able to tell your tutor about any online learning issues you have.

USING CLASS WORK ON SYNERGY

- ✓ Go to the **Class Work** area of Synergy for a subject, either by double clicking on your timetable or by using the 'Class Work' tab at the top of your home page.
- ✓ **Read the work set carefully** and check for audio explanations of the work set.
- ✓ Use the add comment feature to ask your **teacher questions** about the work.
- ✓ Remember that your **Office 365 account** will give you access to the software to produce high quality work that can be attached to Synergy.
- ✓ When completing work, ensure that you **keep saving it**. This means you will not 'lose your work'.
- ✓ Upload your work to Synergy when asked to do so by clicking on the '**Add Comment/Files**' area.
- ✓ Remember that your **teacher can review** your activity in Synergy.
- ✓ Please remember, if you are isolating and feeling well you are expected to complete the work set for you on Class Work in Synergy

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A Student Guide to Remote Learning

USING ZOOM FOR LIVE LESSONS

- ✓ If your teacher is going to teach a live lesson, they will post the **joining code** in the class work area of Synergy. **Never share** this code with any one else.
- ✓ If you are using a laptop, you will need to copy and paste the **URL address** into your internet browser. This will take you directly to the lesson.
- ✓ If you are using a tablet or phone, you will need to **download the app**. You should then use the joining codes to enter the lesson.
- ✓ You should be in a **suitable place for your lesson**. You should think carefully about what others may see and aim to depersonalise your space, e.g. sit in front of a wall.
- ✓ Zoom will place you in a **waiting room** until the lesson begins. Please be patient—your teacher will be admitting students one by one and **confirming identities**.
- ✓ When you are admitted to the lesson you must have your **video on**. Your mic will be on mute until the teacher asks you to speak.
- ✓ Your teacher will take a register of attendance and remind you that **all live lessons are recorded** and that senior leaders may 'drop in' to the lesson. These are safeguarding precautions to ensure everyone's online safety and effective learning.
- ✓ **The LHA Way applies in Zoom lesson**. Be respectful of each other, follow teacher instruction, engage in lessons, try your best and make the most of the learning opportunity.
- ✓ If the teacher has the chat feature enabled, it can be used for **sensible questions** to the teacher only.
- ✓ You are **not permitted to record** any still or moving images in a Zoom lesson.



SCHOOL
SYNERGY

Office 365



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A Parent Guide to Remote Learning

IS YOUR CHILD READY TO LEARN?

Please support your child with organising themselves for the day ahead by:

- ✓ Asking them to be dressed and breakfasted **by 8.15am**. They do not need to wear their school uniform but should be wearing suitable clothing for live lessons.
- ✓ Finding them a **quiet place in the house** with a desk or table, where possible.
- ✓ Checking they have their equipment for the day at hand – laptop, exercise books, rough book/paper and stationery.
- ✓ **Checking that your child has logged on to Synergy**. They will be **following their timetable throughout the day**, engaging in set pieces of work, recorded lessons and some live lessons.
- ✓ **Reviewing the work set** for the day with your child. Have they got everything they need to engage in these lessons effectively?
- ✓ Reminding them to check their **school email account** each morning, by logging into Office365.
- ✓ Your child will be asked to join a live tutor session each morning, by following the **zoom link on the student bulletin**. This is your child's opportunity to ask general questions about online learning and inform us of any issues.
- ✓ **Emailing the teacher directly or sending a message via Synergy** if there are any issues with the work set. They may be teaching but will respond as soon as they can.
- ✓ Any **issues with logging in** to Synergy should be directed to our Senior ICT Technician –
- ✓ Email: s.aunger@lostockhallacademy.org
- ✓ Please also check your own School Synergy account daily for the most up to date information about school arrangements and your child's learning.

CLASS WORK ON SYNERGY

Students have received lessons on how to use Synergy in school, however, if your child is struggling in any way here are some support tips:

- ✓ Read the '**Student Guide to Remote Learning**' and the '**Synergy Guide to Class Work and Homework**' with your child. These documents can also be found in the bulletin area of your child's Synergy account.
- ✓ Students have **access to software** that enables them to produce high quality work online through their school Office 365 account. Once they have logged onto their email the dots/tiles in the top left hand corner take you to the different software.

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A Parent Guide to Remote Learning

LIVE LESSONS ON ZOOM

The following protocol is in place where live Zoom lessons are being conducted:

- ✓ The teacher will post the **joining code** in the **Class Work** area of Synergy.
- ✓ If your child is using a laptop, they will need to copy and paste the **URL address** into the internet browser. This will take them directly to the lesson.
- ✓ If your child is using a tablet or phone, they will need to **download the app**. They should then use the joining codes to enter the lesson.
- ✓ Students should be in a **suitable place for their lesson**. Students should think carefully about what others may see and aim to depersonalise space, e.g. sit in front of a wall.
- ✓ Zoom will place students in a **waiting room** until the lesson begins. Students are being asked to be patient—the teacher will be admitting students one by one and confirming identities whilst completing a register.
- ✓ When a student is admitted to a lesson, they must have their **video on**. This is part of our safeguarding policy for remote learning.
- ✓ Your child must enter the classroom using their **own name on their device** and **identify themselves on entry** by being visible.
- ✓ At the beginning of lessons, the teacher will remind students that **all live lessons are recorded**.
- ✓ **The LHA Way applies to Zoom lesson**. Students are expected to be respectful of each other, follow teacher instructions, engage in lessons, try their best and make the most of the learning opportunity.



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SYNERGY**

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