

Behaviour & Relationships Policy

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1. Rationale

At Lawnswood School, every person matters. Lawnswood is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour and relationship policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Building relationships is at the heart of what we do.

2. Aims

We aim to provide and maintain a calm, harmonious environment in which all members feel safe, valued and able to contribute. As an inclusive school, we recognise, reflect and celebrate the skills, talents, contribution and diversity of all our members. Students respond positively to positive actions from staff. Forming positive relationships in and out of the classroom can eradicate negative behaviour patterns and support behaviour management in the classroom. We want our students to be able to learn and develop into responsible citizens. As a school we want to;

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023
- Supporting students with medical conditions at school
- Use of Reasonable Force in Schools
- Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act 2002
- Sections 88 to 94 of the Education and Inspections Act 2006

4. Training of staff

At school we recognise that early intervention can prevent poor behaviour. As such, staff will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during break times. Teachers and support staff will receive training on this policy, and all supporting policies, as part of their new starter induction.

Teachers and support staff will receive regular and ongoing training as part of their development.

5. Behaviour Curriculum

At Lawnswood we have introduced a behaviour curriculum, a set of expectations that we share with students. The curriculum explains what is expected but how students can go beyond what is expected to become fully independent learners who take an active part in life at Lawnswood and in the wider community.

6. Restorative Language at Lawnswood

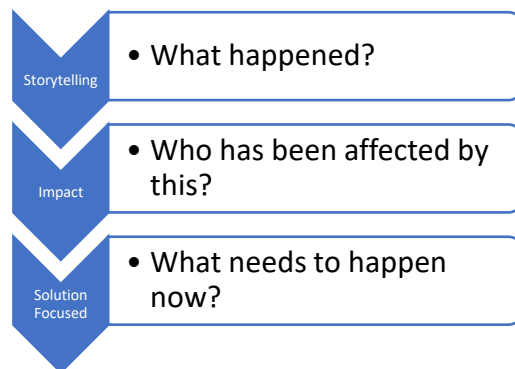
At Lawnswood we promote the use of restorative language via the restorative continuum; from affective statements through to formal meetings. By putting the child first at each opportunity.

Affective Statements

An affective statement allows the listener to hear how a person feels, and why they feel like that.

Restorative Meetings

Restorative Meetings are a part of restorative practice. Bringing together a harmed and harmer allows students and members of staff to see the impact of behaviour on not only themselves but those around them. To support consistency restorative meetings should always take the same structure;



7. Recognition and Rewards

We aim to increase students' self-esteem through consistent, meaningful positive rewards. We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. Rewards should be personalised and can be given by any member of staff in school. At Lawnswood we award 'commendations' on classcharts when students go above and beyond both in and out of the classroom. In the classroom the teachers celebrate what students do well.

The kinds of behaviour that gain reward include but are not limited to:

- Students working above our basic expectations.
- Noteworthy effort and/or progress in a lesson / subject area.
- Behaviour demonstrating good citizenship and care towards others.

Sustained improvement in behaviour will also be rewarded.

Students' success is acknowledged and recorded in a range of ways including:

- Commendations, also visible to students and parents via the Classcharts app
- Certificates for achieving milestone totals of Commendations
- Privileges in school (e.g. lunch queue jump pass for a week)
- Positive postcards home
- Hot Chocolate Friday
- Phone calls home
- Awards organised by individual Year Teams (such as Student of the Month and form attendance prizes)
- Celebration assemblies
- Formal congratulatory letters home (such as for 100% attendance in a half term)
- Presentation evening
- ½ termly reward events (such as Ice Cream Van, or Movie afternoon)
- Rewards trips at the end of the year

Rewards can come in the form of verbal praise, written praise, commendations, certificates, postcards and rewards trips.

8. Consequences

At Lawnswood we have 3 rules; **Ready, Respect, Safe**. Are the students ready to learn? Are the students being respectful to others and their environment and finally are they safe. All other rules and expectations are underpinned by these three and form part of our behaviour curriculum. This helps us to provide clarity and consistency across the school.

Where students display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

Staff will impose consequences as they see fit depending on the context, behaviour, and age, of the student. Consequences are detailed below but the list is not exhaustive;

- Verbal reminder
- Caution on Class Charts (so that behaviour can be monitored)
- In-class isolation
- Subject Withdrawal Room
- Subject Isolation in agreement with subject leaders
- Phone calls and letters home
- Report cards
- Behaviour Contracts
- Referral to Lawnswood Guidance and Support Team
- Intervention Workshops
- Internal Isolation (Reintegration)
- Suspension
- Permanent exclusion

Consequences will be dependent on the seriousness of the misdemeanour.

Teachers will use their professional judgement when issuing consequences, taking into account whether they believe the student's behaviour was intentional, especially if it is the first time the student has displayed this behaviour. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the students within the school.

Classroom Consequences

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed.

At Lawnswood our classroom consequences are;

Remind – Caution – Withdrawal

Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to students seeking attention. All learners must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

Reflections

At Lawnswood we call detentions reflections. Any member of staff can issue a student with a reflection. Students can be issued with detentions during break, after school or on weekends during term time. The school will decide whether it is necessary to inform the student's parents/carers.

When imposing a reflection, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

Withdrawal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by another member of staff for the rest of the lesson in a classroom.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as;

- Meetings with parents
- Interventions with Pastoral Support Workers
- Report Card
- Behaviour Contracts
- On Site Alternative Provision
- Off-site Alternative Provision
- Referral to Lawnswood Guidance and Support Team Meeting
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on classcharts.

9. Intervention Sessions

At Lawnswood our aim is to support students through a variety of intervention sessions. We will make it clear to parents the purpose of the intervention and its timing after school. Students are identified for intervention sessions by Year Teams through the Lawnswood Guidance and Support Team. In the first instance we will use the student's social time to conduct reflection meetings.

Specific actions will be taken to address concerns, which may include but are not limited to:

- Concern over progress
- Persistent disruptive behaviour
- Specific concerns about behaviour
- Inadequate work
- Truancy
- Punctuality and Attendance

These interventions are introduced in a graduated manner as considered appropriate and include, but are not limited to:

- Non-negotiable use of home learning clubs
- Working with Pastoral Support Workers in school
- Mentoring

- 1:1 interviews
- Observation/testing by Inclusion team
- Collection of books to check level of ability/work/differentiation
- Break or Lunchtime Restorative Conversations and/or meetings
- After school skills development sessions (e.g. self-esteem, anger management)
- Report Card
- Counselling
- Time away from peers, isolated within school
- Managed move to another school
- Use of alternative provision

10. Smoking and drug policy

In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playing fields and sheltered areas.

Parents/carers, visitors and staff must not smoke on school grounds

Students are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

Students and staff are required to follow the school's Drug and Alcohol Policy

11. Physical Intervention

We strive to create a calm environment and school staff consistently use positive strategies to encourage acceptable behaviour and good order

If a student's behaviour becomes unacceptable or a conflict situation arises, staff use their skills to defuse conflict situations, distracting, cajoling, persuading and negotiating as necessary, as well as reminding students of rules, privileges, rewards and consequences. Every effort is made to resolve situations positively and without harm to students or staff, property, buildings or the environment.

However, there are occasionally circumstances where verbal de-escalation is not sufficient to deal with the risks that present themselves, and physical steps need to be taken.

Section 93 of the Education and Inspections Act 2006 states that "A member of the staff of a school may use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do any of the following;

- committing an offence
- injuring themselves or others, or causing damage to property
- compromising the good order or discipline of the school.

The term 'reasonable force' is used and covers a broad range of actions that involve a degree of physical contact with students. The contact can range from guiding a student by the arm through to breaking up a fight or restraining a student to prevent violence or injury. It can also include passive physical contact, such as standing between students or blocking a student's path.

Physical restraint does not include any form of corporal punishment and is limited to the minimum force necessary for the minimum amount of time.

Examples of where staff *may* use reasonable force include:

- removing a disruptive student from a room where they have refused to follow an instruction to do so
- preventing a student behaving in a way that disrupts a school event or a school trip/visit (including visits off school site)
- preventing a student leaving the classroom where allowing the student to leave would his/her safety or lead to behaviour that disrupts the behaviour of others
- preventing a student from attacking a member of staff or another student
- restraining a student at risk of harming themselves through physical outbursts.

We do not need to seek parents' or carers' consent to use force on a student but, as it is only used in very particular circumstances, we will normally talk to parents/carers about those circumstances and the fact that force has been used on their child.

Every effort is made to ensure that all staff at Lawnswood School understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where physical intervention is necessary. When physical intervention has been used, relevant staff will complete a form (a 'Restrictive Physical Intervention Report')

12. Confiscation, screening, and searching students

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

Confiscation

Any prohibited items (listed below) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

There are legal provisions that enable school staff to confiscate, retain or dispose of a student's property, so long as it is reasonable in the circumstances.

School staff also have the power to search without consent for "prohibited items" (Section 550ZA (3) of the Education Act 1996) including:

1. knives and weapons
 2. alcohol
 3. illegal drugs
 4. stolen items
 5. tobacco and cigarette papers
 6. fireworks
 7. pornographic images
 8. any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 9. any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Weapons and knives and extreme or child pornography will be handed over to the police. Otherwise, staff are entitled to decide if and when to return a confiscated item.

Items Banned from the School Site

- Fire lighting equipment such as matches and lighters
- Vaping materials
- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Sugary drinks
- Canned drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones
- Any other toys which are deemed hazardous.
- Any item that would interrupt the calm and efficient running of the school

Searching

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

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

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

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

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

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

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

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

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

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

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the student’s Year Team to try to determine why the student is refusing to comply, and discuss the situation with the Headteacher, or member of the senior leadership team if they are not available. If available the school’s Safer Schools Police Officer will be called to support.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

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

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

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

‘Outer clothing’ includes:

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

Searching students’ possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Bags

A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed above) and items identified in the school rules as being banned.

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult). The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

Screening

Lawnswood School does not have a system for screening all students upon entry to school.

13. Mobile Phones

Mobile phones and music players can cause some difficulty and disruption both in lessons and around the school. To this end, we expect mobile phones and media players to be switched off and out of sight during the school day. We also expect earphones to be out of sight.

If students are seen with mobile phones or headphones, the items will be confiscated and kept safe. Students can collect confiscated items at the end of the day from student reception on a first offence. Any student who has had any items confiscated for a third time will not get them back until a parent/carer has been in to school to collect them.

14. Malicious allegations

In the event of a false allegation being made we would ensure that a full restorative process is put in place ensuring the 'victim' voice is clearly heard and understood throughout the process.

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy. Please refer to our Child Protection Policy for procedures for dealing with allegations of abuse against staff.

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

15. Suspension and Permanent Exclusion from school

Exclusions will be imposed when it is considered to be the only course of action left open to the school. It will normally, but not always, be used when other courses of actions have been tried and one or other of the following criteria have been satisfied:

a) The behaviour of an individual student has continued, over a period of time, to adversely affect the education of others.

- b) The student has behaved in a way that has endangered the physical wellbeing of others.
- c) The student has verbally and/or physically assaulted a member of staff.
- d) The student, over a period of time, has seriously and persistently behaved in a way that has challenged the authority of the school.
- e) The student has been involved in serious bullying or harassment of one or more students on more than one occasion.

The school will follow procedures in the DfE Guidance (DFE-57501-2012 or subsequent updates) which outline the requirements of recent legislation.

The following internal procedures will operate when the Headteacher decides to exclude:

- a) Notification will be given to parents in writing and if at all possible verbally. This notification will outline the reasons for the exclusion, its duration and the date of readmission. Parents will be informed of their right to make representations to the LA and the Governing Board.
- b) Leeds City Council will be informed.
- c) A notice of exclusion will be published for staff information.
- d) The police may be informed as appropriate.

Appeals against the school's decision to permanently exclude will be dealt with using DfE Guidance.

16. Bullying

Students have the right to receive their education in a safe and secure environment, free from humiliation, oppression and abuse.

The DfE states that there is no legal definition of bullying however, it is usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying – bullying via mobile phones or online

Some forms of bullying are illegal and should be reported to the police, at Lawnswood we would report these to our Safer Schools Police Officer.

- Violence or assault
- Theft
- Repeated harassment or intimidation for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals "fall out" with one another. Bullying is not often witnessed, conflict or harassment is observed and the repeated nature of the behaviours by a person or group of person makes this bullying. For this reason when logged on classcharts information is unsubstantiated, only have further investigation and being put into a wider context will it become substantiated. At this point the bullying, or sexual harassment is logged onto CPOMS.

At Lawnswood we use Classcharts to record incidents of positive and negative behaviour, this is the way that information is recorded in school. Students can report incidents to staff directly, via email or via an anonymous online reporting tool available via our website.

Categories on classcharts are; homophobic bullying, online bullying, racial bullying, sexual bullying and sexual harassment, child in child bullying, these categories will be mirrored on CPOMS.

Record	Definition
Homophobic Bullying	Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality (Taken from bullying.co.uk)
Online Bullying	Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behaviour, aimed at scaring, angering or shaming those who are targeted. Examples include: <ul style="list-style-type: none"> • spreading lies about or posting embarrassing photos of someone on social media • sending hurtful messages or threats via messaging platforms • impersonating someone and sending mean messages to others on their behalf (Taken from unicef.org)
Racial Bullying*	Racial bullying is a type of racism where someone’s bullying focuses on your race, ethnicity or culture. Racism and racist bullying can include: <ul style="list-style-type: none"> • being called racist names or being sent insulting messages or threats • having your belongings damaged or having to see racist graffiti • personal attacks, including violence or assault • being left out, treated differently or excluded • people making assumptions about you because of your colour, race or culture • being made to feel like you have to change how you look • racist jokes, including jokes about your colour, nationality race or culture. (taken from Childline.org.uk)
Child on Child Bullying	Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power.
Sexual Bullying	Sexualised bullying is a behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another. It is any behaviour which degrades someone, singles someone out using sexual language, gestures or violence, and victimising someone for their appearance. Sexual bullying is also pressured to act promiscuously and to act in a way that makes others uncomfortable. (Taken from bullying.co.uk)
Sexual Harassment	This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting. (Taken from bullying.co.uk)

To deter and combat bullying in all its forms, we commit to:

1. Ensuring that all students are aware of their right to a safe, secure environment.
2. Promoting a non-violent ethos. Bullying in any of its forms or aggressive play will not be accepted.
3. Making students aware of what constitutes bullying through assemblies, PSHE education and during tutor time.
4. Making parents, carers and students aware of what action to take if bullying occurs.
5. Taking action in all cases of bullying.
6. Making colleagues in school aware, as appropriate, of any students who are particularly at risk of becoming victims of bullying.

Action required / responsibilities with regard to bullying

- Students who are being bullied should report the matter immediately to a member of staff. On receipt of the information, Pastoral Support Workers, Year Managers and Heads of Year will take appropriate action. The *subsequent investigation may include all relevant staff, parents and even outside agencies.*
- Parents of students who are being bullied should report the matter to their child's Year Manager or Head of Year.
- Friends of students who are being bullied should report it to the Form Tutor, Year Manager or Head of Year.
- Staff should be alert to any possible incidents of bullying, particularly if forewarned via a staff briefing. Any suspicious behaviour should be tackled promptly and reported to the relevant Year Manager via the appropriate channel (e.g. CPOMS, ClassCharts). Vulnerable students should be watched especially carefully.
 - Victims of bullying will be offered support within school.
 - The perpetrators of bullying will be dealt with appropriately.
 - The victim should be given the opportunity to talk with the harmer within a restorative meeting.
 - Parents / Carers of all involved must be informed of the incidents and subsequent actions.
 - Further consequences such as isolation and / or exclusion from school will be considered.

17. Student conduct off school site

The law allows schools to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006). Non-criminal unacceptable behaviour or bullying that occurs off school premises but which is witnessed by a staff member or reported to the school will be considered by the school under the behaviour policy.

Consequences may be imposed for unacceptable behaviour or bullying off school site, when a student is:

- taking part in a school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student of Lawnswood School.

Also, consequences may be imposed for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour, we will discipline the student(s) on school premises or, only if the student is under the lawful control of the staff member at that particular time, off site elsewhere.

18. Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

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

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

19. Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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

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

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

We recognise that each student with SEND needs a personalised approach, to support them we may;

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism, ADHD for example
- Provide Updates for staff in briefings
- Provide strategies for staff to support students using a student passport
- Provide a Behaviour Response Plan
- Use of a sensory zone of 'The Hub' where students can regulate their emotions during a moment of sensory overload

Adapting consequences for students with SEND

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

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

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

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

Considering whether a student displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

20. Safeguarding

Lawnswood recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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