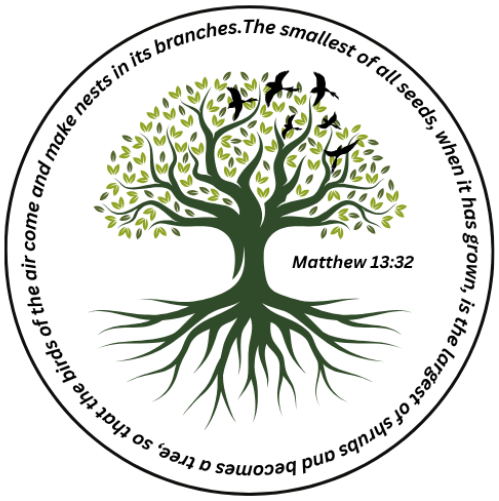
Excellence Growth Responsibility

This is our William Lovell Legacy




# William Lovell Church of England Academy

# Behaviour and Rewards Policy

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|---|---|
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# William Lovell Church of England Academy Vision

Everyone has the potential to flourish. Rooted in our Christian foundation, we are an inclusive school that nurtures academically, morally, and spiritually. We commit to offering rich opportunities that prepare our students for life's journey.

We pursue excellence by planting seeds of curiosity, inspiring a love of learning, and cultivating high expectations through challenge and support. We nourish strong roots of resilience, encouraging responsibility and empowering everyone to grow, confident and ready to make positive differences to society.

**The light in our community helps us to grow, responsibility is the compass that guides us, and excellence is the path we walk to reach a brighter future.**

**This is our William Lovell Legacy.**

**Our Values**:

- **Excellence**
- **Growth**
- **Responsibility**

*"The smallest of all seeds, when it has grown, is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches."*

*Matthew 13:32*

# 1. Aims and Expectations

1.1 It is a key aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 In any effective behaviour policy, the primary aim must be to promote good relationships, so that students, staff and parents can work together with the common purpose of helping everyone to enjoy and achieve. Our approach is rooted in unconditional positive regard: a term used to express our deep commitment to supporting each student to the fullest.

1.3 This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. Specific rules to support polite, considerate, orderly and 'on-task' behaviour will be explained to students at the beginning of each school year. Good behaviour will be defined carefully by example and praise; as well as through assemblies, PSHE and other classroom discussions. Students will be helped to understand that the school values represent personal qualities to which they should aspire. In essence, we ensure everybody leaves a legacy to be proud of.

1.4 We aim to treat all students fairly and will apply this policy in a consistent way, with consideration for SEND needs as necessary.

1.5 This policy aims to help students to flourish in a safe and secure environment, becoming positive, responsible members of the school community and wider society.

# 2 Rewards: Noticing and Praising Good Behaviour

2.1 We praise and reward students for good behaviour in a variety of ways:

- House points
- Spontaneous rewards
- Praise postcards and WOW! Weeks
- Emails and phone calls home to parents
- Weekly rewards
- Termly rewards
- End of year celebrations
- Rewards trips or events organised by aspirational leaders

2.2 The school seeks to acknowledge all the efforts and achievements of students, both in and out of school.

| Type of reward | Description and quantity | Criteria for award | How this is awarded |
|---|---|---|---|
| House Points | 1 point | Active learning, progress, attitude to learning, kindness, representing school. Meeting values: Excellence, responsibility and growth. | Via BromCom |
| | 5 points | Student of the lesson, Aspirational Leader rewards, Head of Department reward. | Via BromCom |
| | 10 points | Senior Leadership Award. | Via BromCom |
| Bronze Award | Certificate | 50 house points | Tutor time |
| Silver Award | Certificate | 100 house points | Assembly/Collective Worship |

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| Gold Award | Certificate | 200 house points | Assembly/Collective Worship |
| Platinum Award | Certificate | 300 house points | Assembly/Collective Worship |
| Legacy Subject Awards | 5 points and certificate | Awarded by Subject Teachers through their Subject Leads. | End of term Legacy Awards Assembly/Collective Worship |
| Half School Colours | Certificate | Awarded for consistent contributions to school life, often in areas like sports, music, drama, or service, showing sustained effort, achievement, and commitment. | Termy and yearly in Legacy Awards Assembly/Collective Worship – awarded by the Headteacher. |
| Full School Colours | Badge and certificate | Students who show outstanding achievement, leadership, and commitment in school life, with sustained excellence, meaningful contributions, and strong alignment with school values | Termy and yearly in Legacy Awards Assembly/Collective Worship – awarded by the Headteacher. |
| House Badges – 'William Lovell Stars' | Star badges | Awarded to students with the best attitude to learning in the year group. Attitude to learning is regularly assessed and is reported to parents / | Termly Legacy Awards Assembly/Collective Worship |

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| | | carers three times annually. | |
| Wow Week | 5 House Points | Each half-term there will be one week with a nominated student of the lesson every lesson. | Via BromCom and reward card shown for a prize at break or lunchtime. |
| Week 100 | 5 House Points and entry into a prize draw. | Each half-term there will be one week which will focus on rewarding students with 100% attendance during that week. | Via BromCom and prize draw during Assembly/Collective Worship the following week. |
| 95% attendance and above | Certificates | Data from BromCom to show students who have attendance figures of 95% and above | Termly and yearly at Legacy Awards Assembly/Collective Worship. |
| Most improved attendance | This is across the term and the year. | Data from BromCom to show students who have attendance improvements with the highest % difference. | Termly and yearly at Legacy Awards Assembly/Collective Worship. |
| Sparx Awards | Sparx Maths, Reader and Science. | Sparx Super Stars Awards, which span all Sparx platforms. These include: highest achievers, greatest progress, most XP/SRP earned and most class XP/SRP | Certificates and badges. Termly and yearly in Legacy Assembly/Collective Worship. |
| Online Learning Awards | GCSE Pod, Seneca Learning, Quizziz | All learning platforms used have highest achievers and greatest progress scores. | Certificates awarded. Termly and yearly in Legacy |

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| | | | Assembly/Collective Worship. |

**2.3 The House System**

The school uses a House System to offer further opportunities to gain rewards. All students are allocated to a House (Aqua, Ignis or Terra). A range of student-led activities are organised to provide opportunities to gain house points during the year.

Rewards are linked to our Academy values to reflect where students demonstrate **excellence, growth** and **responsibility**.

**2.4 Attitude to Learning criteria:**

| | |
|---|---|
| 1. Curious | • Asks thoughtful, probing questions beyond the lesson content<br>• Independently researches topics of interest<br>• Makes connections between different areas of learning<br>• Enjoys exploring complex or abstract ideas<br>• Demonstrates intrinsic motivation to learn<br>• Often initiates learning tasks or projects<br>• Reflects deeply on their own understanding<br>• Shares new knowledge or discoveries with peers |
| 2. Engaged | • Participates actively in class discussions and activities<br>• Listens attentively and follows instructions<br>• Completes tasks with care and attention to detail<br>• Responds positively to feedback and uses it to improve<br>• Shows persistence when faced with challenges<br>• Demonstrates interest in the subject matter<br>• Works well both independently and in groups<br>• Asks questions to clarify understanding |
| 3. Compliant | • Follows instructions and completes assigned work<br>• Meets deadlines and adheres to classroom expectations |

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| | • Rarely disrupts learning but may not contribute actively<br>• Shows limited curiosity or initiative<br>• Relies on teacher direction rather than self-direction<br>• Work is functional but lacks depth or personal engagement<br>• Participates when prompted but not voluntarily<br>• Accepts feedback but may not act on it |
| 4. Reluctant | • Avoids tasks or delays starting work<br>• Shows little interest or enthusiasm for learning<br>• Rarely participates in discussions or group work<br>• Often needs reminders or support to stay on task<br>• Gives up easily when faced with difficulty<br>• May display negative attitudes toward learning or school<br>• Work is often incomplete or rushed<br>• Resists feedback or ignores it |

## 3. Sanctions: Dealing with unacceptable behaviour, including withdrawal from class and detentions

3.1 Working to DFE guidance, the school employs several sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

3.2 It is important that students know what will happen if they choose to misbehave and that the consequences are applied consistently and fairly. The primary message to communicate is: 'Your behaviour is your **responsibility**.'

3.3 To encourage students to accept responsibility for their behaviour, and to learn and grow following mistakes, procedures are clearly and regularly explained and reinforced in the classroom, during line up and when the whole school meets together. Behaviour is a curriculum in itself, and we take our role in teaching students how to behave very seriously. We always intervene and re-educate students who fall short of our expectations, whilst maintaining unconditional positive regard; the belief that our students can get it right.

3.4 Unacceptable and unsafe behaviour, whether in classrooms, around the school building or at breaktimes, will always be challenged.

3.5 In classrooms, teachers should expect students to pay attention and behave respectfully. Teachers will use their discretion when addressing minor infringements, such as a student chatting to their friend when they should be working. Such low-level misbehaviour can often be addressed effectively with a clear non verbal cue or a quick verbal reminder of expectations. Repeated low level misbehaviour or a single incident of more serious misbehaviour – such as serious rudeness or repeatedly refusing to follow an instruction – will be dealt with by the student being sent with their work to the 'standards' room for the remainder of the lesson. Teachers will use walkie-talkies to contact the senior member of staff "on call", who will promptly collect the student from the classroom and escort them to the standards room.

3.6 Any removal to the standards room in periods 1 – 4 will result in a 15-minute detention that day at 12:45. Any students removed to the Standards room after lunch will serve their detention the following lunch time.

3.7 If a student is removed to the standards room three times in one week, they will lose their lunch times from 12:45-13:15 for one full week.

3.8 Outside of lesson time, staff will be similarly clear and consistent: i.e., low-level misbehaviour will be verbally challenged and corrected; repeated low level or serious misbehaviour will result in detention, time in the standards room, and/or suspension, depending on the seriousness of the offence.

3.9 Students who continually fail to follow rules – or who commit a 'one off' serious offence – **may** be subject to a suspension, usually for between 1 and 5 days. Following all suspensions, students must attend a reintegration meeting, usually with their Aspirational Lead or a member of the Senior Leadership Team before being readmitted into the school. We expect a parent/carer to attend this meeting with their child.

3.10 The ultimate sanction is permanent exclusion.

In accordance with DfE guidance, the headteacher may decide to permanently exclude a student if their behaviour is sufficiently serious to warrant that action. Depending on circumstances, the headteacher may consider an 'off site direction' (for example, to a Student Referral Unit) or a 'managed move' to another school as alternative to permanent exclusion. DfE guidance is clear that these options must be available to headteachers: 'The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.' (Suspension and Permanent Exclusion DfE Guidance).

3.11 Examples of sanctions and the process for applying sanctions in a graduated manner.

Below is a series of examples of the escalated approach the school will apply in the event a student is sanctioned. Generally, this will follow a **'warn, move, remove'** policy. Serious incidents may be escalated outside of 'warn, move, remove' as appropriate. This is not an exhaustive list and the school maintains the right to issue sanctions as necessary for items not included on the list. These listed behaviours will result in the nominated consequence taking into consideration age appropriateness, mitigating factors and SEND needs. The headteacher will take the final decision in all matters of behaviour where they are not specifically listed here.

| **Managing behaviour at William Lovell Church of England Academy** | | |
|---|---|---|
| **House points** | **Item** | **Outcome** |
| N/A | Non-verbal cue, reminder, positive correction, praise learners who are working well, signal, note or marker e.g. a timestamp in book. | Student corrects behaviour, no further action.<br>We work hard to teach correct behaviour to avoid sanctions. |
| N/A | Warn | Student is issued a warning and is clearly told that they have now received a warning. |

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| N/A | Move | Student has not corrected the behaviour after the warning, so they are now moved. |
| -1 house point | Remove | Student has not corrected the behaviour after being moved, so they are now removed from the lesson or situation as they do not have the right to disrupt the learning of anyone else.<br>• Teacher radios "on call" to collect the student.<br>• Teacher logs the removal with a short reason on **BROMCOM** – this automatically alerts the parent/carer via MCAS.<br>A lunch time detention is automatically issued on the same day if during AM sessions, and the following day if PM session. |
| **Example behaviours – with the exception of warn and move, these will all be logged by the teacher or member of staff responsible for the student at the time and therefore visible to parents/carers on MCAS.** | | |
| N/A | • First/second offence of minor disruption, e.g. slow to start, talking during 'do now', etc.<br>• Insufficient work<br>• Poor choice of language not directed at anyone<br>• Any other minor infringement | Warning, move seats/group or away from the area. |
| -1 House point | • Any repeat of the above | Removal from lesson or social time and attend standards room. |

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| | • Inappropriate comment to another learner including targeted poor language<br>• Unsafe or silly behaviour that does not directly affect another student<br>• Refusal to follow staff instruction / defiance<br>• Antisocial behaviour<br>• Missing equipment, e.g. book/iPad<br>• Rudeness to or about peers or staff<br>• Other minor offences | • Teacher radios "on call" to collect the student.<br>• Teacher logs the removal with a short reason on **BROMCOM** – this alerts the parent/carer via MCAS.<br>A lunch time detention is automatically issued on the same day if during AM sessions, and the following day if PM session. |
| -1 House point | • Mobile phone seen, heard or used | Phone is confiscated by teacher and taken to Student Services at next available opportunity.<br>Student stays in the lesson but teacher logs the behaviour on BROMCOM, and the student is given a lunch time detention on the same day if during AM session, and the following day if PM session. |
| -2 house points | • Academic detention to catch up on poor quality of work or homework, e.g. incomplete assessment due to poor attitude / distraction<br>• Failure to attend lunch time detention | After school academic detention from 15:15 to 16:00<br>Logged on BROMCOM so that families can see and arrange alternative transport home. |
| -3 house points | • Failed the standards initial lesson removal. | Specifically following failure of the standards room, the student is sent to a member of eSLT or SLT for the remainder of the lesson. |

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| | • Persistent failure to attend lunch time detention(s)<br>• Defiance when in standards/failure to complete standards sanction<br>• Incident linked to bullying, online safety<br>• x3 lesson removals in one week, the third removal turns into a half day sanction<br>• Banned items<br>• A one-off event that is unkind, causes distress or linked to bullying<br>• Other | For all other offences and following the above, this is then escalated to half a day in standards the following day:<br>Tutor time to end of P3 or start of P4 to end of P6 including lunch time in detention as directed by the standards room leader.<br>Sanction escalated by standards room leader.<br>Logged on BROMCOM for parent/carer to see. |
| -5 house points | • Failed half day in standards<br>• Serious incident linked to bullying, online safety, unsafe behaviour resulting in some form of harm or injury to another person<br>• Extreme rudeness, defiance or repeat behaviours.<br>• Repeated banned items<br>• Other | Internal suspension<br>A minimum of a full day in standards from 08:45 to 15:15 including lunch time detention and supervised break times.<br>Sanction escalated by standards room leader.<br>Logged on BROMCOM for parent/carer to see. |
| -5 house points | • Any serious repeated behaviours of the above where escalation is necessary<br>• Serious incident resulting in significant harm or injury, or a near miss. | Suspension<br>A fixed period of suspension will be issued in line with DfE guidance.<br>Logged on Bromcom with clear reason, letter sent home. |

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| | • Deliberate or malicious behaviour, e.g. physical incident<br>• Serious or persistent possession or use of banned items<br>• Other | A reintegration meeting must be held before the student returns to lessons. |
| -5 House Points | • Persistently disruptive behaviour<br>• Any serious repeated behaviours of the above where further escalation is necessary<br>• Premeditated serious incident(s) resulting in significant harm or injury, or a near miss.<br>• Serious deliberate or malicious behaviour, e.g. premeditated physical incident<br>• Serious or persistent possession or use of banned items<br>• Dangerous behaviour that puts students or staff at risk of harm or actually harms students or staff<br>• Physical assault against a pupil<br>• Physical assault against an adult<br>• Verbal abuse or threatening behaviour against a pupil | Permanent exclusion<br><br>The student will not be permitted back into the academy. |

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| | • Verbal abuse or threatening behaviour against an adult<br>• Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy<br>• Bullying<br>• Racist abuse<br>• Abuse against sexual orientation or gender reassignment<br>• Abuse relating to disability or any other protected characteristic<br>• Other | |

Because we know that consistency is crucial for fairness, in taking decisions about behaviour sanctions, we will often apply the 3Cs to determine the likely outcomes:

| | |
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| Was the behaviour careless? | •First offence - a warning<br>•Persistent offence -1 house point with a lunch detention |
| Was the behaviour calculated? | •First offence - remove and re-educate<br>•Persistent offence - half day in standards -3 house points/full day in standards -5 house points<br>•Failed to attend lunch detention results in an after school detention and -2 house points |
| Was the behaviour cruel? | •First offence - - half day in standards -3 house points/full day in standards -5 house points<br>•Internal suspension -5 house points<br>•Suspension from school -5 house points |

# 4.Mobile Phones

Students are not allowed to use mobile phones while on the school site. If phones are seen by staff, they will be confiscated by the senior member of staff on call and held in Student Services until the end of the day.  This rule extends to electronic smart watches.

# 5.Other Prohibited Items

For any prohibited item found, staff will confiscate and secure items and hand them in to the Student Services Administrator. Families may be notified, and arrangements will be made to destroy or collect items at a later date. Other agencies, such as the police, may also be involved. Examples of prohibited items include:

- Chewing gum
- Energy drinks
- Jewellery not in line with uniform policy
- Weapons
- Alcohol
- E-cigarettes
- Legal highs
- Illegal drugs
- Tobacco

Please note that any other item deemed inappropriate to the orderly running of the academy will also be confiscated.

3.14 Investigations

All incidents reported are investigated and recorded. This may involve capturing student voice in relation to incidents. In serious cases, statements and all other evidence, for example from CCTV, are then assessed before decisions are taken. In certain circumstances students may be removed from the normal school timetable during an investigation. This is often to protect the integrity of any investigation and to prevent further concerns developing. In cases where students admit their behaviours, it would not be necessary to always take a statement unless there are mitigating factors to acknowledge or follow up. When arriving at conclusions to investigations, the academy will always conclude ‘on the balance of probabilities’.

# 6. Recording and Reporting Behaviour

4.1 All misbehaviour which results in a sanction will be recorded within the school on BROMCOM and therefore reported to parents/carers via MCAS. Teachers and school staff will operate a “see it and deal with it” policy for managing behaviour so that behaviour incidents are dealt with in a timely manner. This may mean escalating reports to the AL or SLT to manage whilst teachers continue to teach lessons.

4.2 The Senior Leadership Team will monitor behaviour data, analyse trends and support students to learn and grow from their mistakes with planned interventions. The SLT will report trends to the interim executive board – without discussing individual students – and taking strategic action where necessary: for example, to reinforce messaging on a particular issue through PSHE or a drop-down Assembly/Collective Worship, initiating a PSP or referral where required.

# 7. Anti-Bullying Statement

5.1 Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power (this means that one person or a group of people uses power or control over another). It can happen face to face or online.

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate clips or films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion, generating inappropriate or malicious AI content.
- Indirect – spreading hurtful rumours, intentionally leaving someone out of activities or conversations. This can include the exploitation of individuals.
- Prejudicial (against those with protected characteristics as defined in the Equality Act 2010):

- Bullying related to race, religion, faith and belief and towards those without faith

- Bullying related to ethnicity, nationality or culture

- Bullying related to Special Educational Needs or Disability (SEND)

- Bullying related to sexual orientation

- Gender-based bullying, including transphobic bullying

- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

William Lovell Church of England Academy takes instances of bullying seriously, and as such, swift action will be taken to investigate and sanction perpetrators. The academy acknowledges that bullying does happen and takes appropriate action to always put the needs of the victim(s) first to support their wellbeing.

## 8. Physical Restraint and Searching

6.1 All members of staff are aware of the regulations regarding the use of force in the management of student behaviour. Staff only intervene physically if it is necessary, and all interventions are carefully recorded and reported to the parents of the students concerned. The DfE Searching, Screening and Confiscation advice for schools will be used to determine appropriate steps to manage behaviour where necessary, alongside the Use of Reasonable Force in Schools (until March 2026) and Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026).

6.2 The actions that we take are in line with government guidelines on the restraint of children. The Education Act 1996 allows all teachers to use reasonable force to prevent a student from: committing a criminal offence; injuring themselves or others; damaging property; or acting in a way that is counter to maintaining good order and discipline at the school.

6.3 The legislation also allows headteachers to extend this authority beyond teachers to other members of staff. At William Lovell, we believe it is necessary for teaching assistants to also have this authority. We ensure that high numbers of staff across the school – including all teachers – are trained in appropriate de-escalation of conflict to minimise the need to deploy physical intervention.

6.4 ‘Searching can play a critical role in ensuring that schools are safe environments for all students and staff.’ It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.’ (Searching, Screening and Confiscation: DFE Advice for schools, July 2022). The school reserves the right to search students – without their consent and using reasonable force if

necessary – for items legally defined as ‘prohibited’: weapons, alcohol, drugs, tobacco, fireworks, stolen items, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

6.5 The school also reserves the right for any other items deemed inappropriate and therefore banned by school rules. However, when searching for ‘banned’ rather than legally ‘prohibited’ items, force will not be used.

6.6 Any searches will usually be conducted by a member of staff who is the same sex as the student being searched and in the presence of a second member of staff. Where there is an urgent requirement to conduct a search, this may not always be possible in the interest of student safety. During a search, only outer clothing will be removed. ‘Outer clothing’ means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. An authorised member of staff may search a student’s outer clothing, pockets, possessions, desks or lockers. At William Lovell, all teachers have the authority to conduct searches and have been trained to do so appropriately and lawfully.

6.7 All searches – including the rationale for the search and the result of the search – will be recorded, and parents/carers will be informed.

## 9. The Role of Parents/Carers

7.1 We will always celebrate good behaviour, achievements and milestones with you via MCAS, certificates sent home, phone calls and other recognition in school. Whilst we expect parents/carers to manage their child's behaviour outside of school hours, we will exercise our right to discipline students for unacceptable behaviour on arrival and departure to and from school, or for crimes committed at any time. We also reserve the right to sanction students for behaviour that brings the reputation of the academy into disrepute, or targets others online, regardless of when the incidents take place.

7.2 We expect parents/carers to support their child's learning and to co-operate with the school. We will work hard to build a supportive dialogue between home and the school, and we inform parents/carers, in accordance with procedures outlined above, if we have concerns about their child's welfare or behaviour. Equally, parents/carers are encouraged to initiate contact with the school if they have information or concerns that need to be brought to our attention.

7.3 Whilst we fully appreciate that no parent/carer wants to hear that their child has misbehaved, staff and members of the interim executive board expect that parents/carers will fully support any disciplinary action the school takes to improve the behaviour of individual children and the learning climate in the school. Where there are genuine concerns about sanctions in place, e.g. an event has been logged for the wrong student, we will always work to resolve this quickly. We will not accept challenge for minor infringements of the behaviour policy where students have come home and not been truthful about what has happened. Adults at the academy remain unconditionally positive towards all students, and they are highly trained practitioners who will apply fairness in the application of this policy, with regard for equality under the SEND code of practice.

7.4 If parents/carers have any concern about the way that their child has been treated, they should contact the school to initially discuss this.

## 10. The Role of the Interim Executive Board [IEB] and the Headteacher

8.1 The IEB has the responsibility of approving the school's approach to discipline and behaviour, and of reviewing its effectiveness. The members of the IEB will support the

headteacher, as necessary, in implementing this policy.

8.2 The headteacher has the day-to-day authority to implement this policy.

8.3 Only the headteacher – or an appointed acting headteacher – has the authority to suspend or permanently exclude a student from school.

8.4 If the headteacher suspends or excludes a student, parents are promptly informed, giving reasons for the action taken. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the IEB.

8.5 The school informs the Local Authority of all suspensions and permanent exclusions.

8.6 The interim executive board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

8.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the student was suspended or permanently excluded, consider any representation by parents and the Local Authority, and consider whether the student should be reinstated.

8.8 If the IEB appeals panel decides that a student should be reinstated, the headteacher will comply with this ruling.

8.9 It is the responsibility of the IEB to monitor the rate of suspensions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

8.10 The IEB (or equivalent) reviews this policy on an annual basis.

## 11. The Scope and Extent of the School's Responsibility and Authority

9.1 The school accepts responsibility for the conduct of students as follows:

- on the school site during school hours and during before/after school activities;
- on all school trips;
- on arrival to and departure from school;
- in some cases online, where alleged perpetrators and victims both attend William Lovell Church of England Academy, the school accepts moral obligation to intervene or share information with other schools as appropriate.

9.2 Within the established legal framework, the school will take any necessary and appropriate disciplinary measures to ensure good conduct during those times. The school will not accept responsibility for students' behaviour before they leave for school in the morning, on route to school or on the way home/after they have returned home in the afternoon; neither will the school accept responsibility for the conduct of students at weekends. However, the school reserves the right to take disciplinary action in response to criminal offences committed by students at any time, or offences that bring the reputation of the school into disrepute.

## 12. Multi-Agency Assessment for Students Displaying Continuous Disruptive Behaviour

10.1 When a student displays disruptive behaviour on a regular basis, the school will consider conducting a multi-agency assessment. This may involve liaising with external agencies, such as social services or educational psychologists, to identify any underlying issues and to create a coordinated plan of support for the student. It is likely that a plan of support will be put in place, and the school will always liaise with parents/carers before this is actioned.

## 13. Trust Statement of Behaviour Principles

11.1 As part of the Lincoln Anglican Academy Trust, we have strong beliefs about how pupils should be treated. Whilst this Behaviour Policy pertains specifically to William Lovell Church of England Academy, it should be read in conjunction with the Trust's Statement of Principles:

*As a Church of England Trust, we believe that every child is made in the unique image of God with their own unique talents and strengths. In our schools, we aim to find these in every pupil so that they can flourish and thrive as God intended, 'living life in all its fulness' (John 10:10).*

*As a Trust, we have a duty to keep all adults and pupils safe. Our schools promote clear and consistent expectations to pupils which promotes the safety and welfare of all and at all times; this is a crucial part of our culture of safety and care for every adult and pupil.*

*In our schools we care about every pupil and want them to feel safe so that their learning potential and feelings of self-worth are optimised. We do this by always striving to create school environments that are calm, kind, welcoming and where strong, positive relationships exist between adults and pupils and a culture of unconditional positive regard is in place.*

*The purpose of our schools is to provide a first-class education to all pupils because we believe that every child has the power to achieve. It is also to guide, protect, support and nurture pupils, helping them to make the right choices and when this does not happen, to help them put that right and to be forgiven by others as well as forgive themselves.*

*In our schools we want all pupils to be guided by the intrinsic motivation to do the right thing because it is the right thing to do, rather than by incentive or rewards and equally that consequences, rather than punishments are given. Consequences are proportionate, reasonable and aim to restore harmony so that pupils can learn well from their mistakes, and these may well look different for different children. However, we appreciate that this takes time and so schools will make those choices for the children in their care, over time, so that the ultimate position of rewards replaced by praise, responsibility, and acknowledgement of effort beyond the expected, is the destination.*

*We know, at times, that some pupils will make poor choices but, in our schools, we aim to make the very best endeavours to understand the reasons that sit behind this behaviour, demonstrating unconditional, positive regard for all pupils, no matter what. We will display empathy, patience and respect for pupils, even if, at the time, they are not able to show it to us because we believe in showing them good role models, role models that may help them to regulate their behaviours as they grow, in order to reduce conflict and to help them be happy individuals.*

*We believe in the value of Equity in all that we do. This means that we aim to give children what they need which means that sometimes, the provision for children may look different but we believe that this is the right approach to support all children to be the best that they can be. At a school level, this may mean that there are adaptations and flexibilities to the Behaviour Policy for some children, sometimes, and especially for those children who may struggle to regulate their behaviour or who have additional needs*.

# 14. Legal Framework

12.1 The above policy has been written in accordance with the latest statutory and non-statutory guidance from the Department for Education. For further information, please see the following publications:

- Suspension and Permanent Exclusion DFE Guidance (statutory) for maintained schools, academies, and student referral units in England (August 2024): Suspension and permanent exclusion guidance
- Behaviour in Schools: DFE advice (non-statutory) for headteachers and staff members, February 2024: https://www.gov.uk/government/publications/behaviour-in-schools--2
- Searching, Screening and Confiscation: DFE advice (statutory) for schools, July 2022: https://www.gov.uk/government/publications/searching-screening-andconfiscation
- Use of reasonable force in schools: Guidance (non-statutory) about the use of physical restraint in schools for governing bodies, headteachers and school staff, 9 July 2013: https://www.gov.uk/government/publications/use-of-reasonable-forcein-school valid until March 2026
- Restrictive Interventions, including the use of reasonable force in schools, effective from April 2026. Use of reasonable force and other restrictive interventions guidance.

# Appendix 1: Behaviour norms at William Lovell

1. We line up in houses at morning line up at 08:40am until 08:45am for collective worship together.
2. We walk on the left around the academy, always single file on the stairs. We do this to ensure we don't bump into someone with an injury or impairment so that they are safe and protected.
3. We line up outside classrooms on arrival, in single file straight lines. The exception to this is in humanities on the 3rd floor where we enter the classroom straight away as corridor space is restricted.
4. We never shout or make loud noises in lessons or on the corridors, it distresses our most vulnerable learners.
5. We follow 100% of instructions issued by staff, the first time they are issued. Defiance is not an option.
6. Our teachers will seek silence and attention by raising their hand in the air, at which point students and colleagues will stop all conversations and tasks and follow suit. When the lead member of staff lowers their hand to speak, so does everybody else – this is where silence is maintained. This protects teacher voices and supports our students with sensitive hearing.
7. In lessons, teachers will use this same method **or** a count down of "3,2,1, eyes on me" when they require attention. It is expected that students will do this immediately.
8. We respect the lunch queue order and only arrive at the canteen at our set time, published ahead of time on a fair week-to-week basis.
9. We line up in classes at 13:30 after clubs and enrichment/lunch time. In our classes, we walk with our teacher to our P5 lesson. Year 11 do not have to line up after lunch, this is a privilege associated with being role models to the rest of the school.