



LANDAU  
FORTE  
COLLEGE  
DERBY

<b>Policy Name</b>	<b>Behaviour for Learning</b>
<b>Policy Number</b>	<b>2</b>
<b>Date of Issue</b>	<b>March 2019</b>
<b>Author</b>	
<b>Reviewed by</b>	<b>LAB – Education Committee</b>
<b>Date of next review</b>	<b>March 2022</b>

## **1. Scope of the policy**

This policy applies to Landau Forte College Derby.

## **2. Purpose of the policy**

Our Behaviour for Learning Policy is based on the Department for Education (DfE) current guidance - Department for Education, Behaviour and Discipline in schools, January 2016.

To promote behaviour that will contribute to maintaining a positive College ethos and culture and secure a climate for effective learning and achievement.

## **3. Policy Detail**

### **OBJECTIVES**

1. To recognise and reward positive behaviour.
2. To encourage students to learn how to accept their personal and social responsibilities whilst being accountable for their own behaviour, conduct and actions.
3. To secure a calm and positive climate for learning where all students can learn to the best of their abilities.
4. To deal positively in managing and improving the behaviour of those students who behave negatively towards themselves, other students and/or adults.
5. To provide early intervention/ help to address underlying causes of behaviour
6. To deal fairly but robustly with persistently disruptive students.
7. To regulate the conduct of students in and outside of the College

### **OVERVIEW**

We want to establish the highest possible standards of behaviour at Landau Forte College Derby. It is vitally important that the College is always a warm, caring and happy place where learning can flourish. Students' behaviour around the College should always be of the highest standard; every lesson should be characterised by a relentless focus on learning, free from distractions.

The Policy is based on the principles of fairness and inclusivity for all our students. Positive behaviour should be recognised and rewarded. Behaviour that disrupts a student's own learning or that of others cannot be accepted. Teachers have a right to teach and students have a right to learn. Students and their parents and carers must understand that alongside their rights are their responsibilities and the rights of others. The Effective Learner Pledge will establish the expectations required to ensure that the College always maintains its high standards of behaviour. This pledge will be displayed throughout the College, reinforcing consistent expectations across the College.

This policy covers all students on roll at Landau Forte College and extends beyond the College day and College site to cover when students are:

Policy Number: 2

Version: 2

Date of Issue: March 2019, updated July 2019

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing College uniform or in some other way identifiable as a student at the College
- Posing a threat to another student or member of the public
- Behaving in a way that could adversely affect the reputation of the College or unsettle/ upset the positive learning environment within the College. This would include behaviour when using online or connected social media.

### **Roles and Responsibilities**

All staff, students and parents/carers are committed to ensuring that all systems and protocols in College are used to:

- Promote positive and appropriate behaviour and discipline in and around the College
- Promote self-discipline and respect within our student body
- Prevent bullying and keep young people safe (please see the Anti Bullying Policy)
- Ensure that students fulfil their potential by working in a positive, calm and orderly learning environment
- Ensure that staff are able to fulfil their duties in a safe, positive, calm and orderly working environment

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and applied consistently and fairly.

Parents and carers will be expected to take responsibility for the behaviour of their son/daughter both inside and outside of the College. They will be encouraged to work in partnership with the College to assist the College in maintaining the highest standards of behaviour and will have the opportunity to raise with the College any issues arising from the operation of the Policy.

Students will be expected to take responsibility for their own behaviour, on and off the College site and will be made aware of College policy, procedure and expectations. Students also have a responsibility to ensure incidents of disruption, violence, bullying, radicalisation and any form of harassment, are reported immediately.

Students are encouraged to take ownership of their behaviour through the Effective Learner Pledge, created by staff and students. This is included in students' planners and is shared with parents during the induction process and is displayed across the College.

### **Travelling to and from the College**

The list below provides examples of the College's expectations with regards to travelling to and from the College:

- Students to use the direct, safe routes to and from the College
- Students to wear full school uniform with pride on their way to and from College
- Students to conduct themselves appropriately on public transport and on their journey to and from College

Policy Number: 2

Version: 2

Date of Issue: March 2019, updated July 2019

## **Behaviour during unstructured time, including Breakfast and Lunch**

The list below provides examples of the College's expectations with regards to behaviour during unstructured time:

- Any student out of lessons must have a valid note from a member of staff
- Corridor behaviour during lesson change overs and at breakfast and lunchtimes – students are expected to move around the College in a responsible and safe manner, including not running or making excessive noise, not entering the Out of Bounds areas and following the one-way system. Any students who do not meet these expectations will be issued with appropriate sanctions.
- Eating is not allowed outside of the Restaurant and food must not be eaten outside.
- Chewing gum is not allowed and is completely banned anywhere on the College site
- Adhere to the College Policy on mobile phones

## **Use of mobile phones and similar electronic devices**

Mobile phones and electronic devices must not be used/seen in College unless a member of staff has given direct permission for the mobile phone or device to be used in a lesson. Students must only use their mobile phones before the start (prior to 8.30am) and at the end of the College day (after 3.15pm). If a student is seen using his/her mobile phone without the permission of teaching staff during the school day staff will confiscate the phone and it will be returned to the student at the end of the day. The mobile phone will be passed to the PA to the Principal and the student will collect his/her mobile phone at the end of the day, 3.20pm.

The member of staff confiscating the mobile phone will inform parents/carers and enter this information on SIMS. If a student has his/her mobile phone confiscated for a second time parents/ carers will have to collect their son/daughter's mobile phone from the College. Any student who continues to have his/her phone confiscated due to not following the College rules will face further sanctions.

At no point, in lessons or at break times, should students use mobile devices to check social media accounts or take photographs or videos of staff or students. Any student found to be taking photographs or videos of students or staff will be placed in the College's Internal Exclusion Unit or will receive a fixed term exclusion.

## **Chewing gum**

Chewing gum is not permitted anywhere in the College. It damages carpets, furniture and clothing. Any student found chewing gum will be placed in a 15 minute catch up at the end of the College day. Any student who continues to be found chewing gum will face further sanctions.

## **Lateness to individual lessons**

Lateness to lessons means missed learning time. A late arrival of a student to a lesson also disrupts the learning of other young people in the lesson. Students who are late to lessons will be placed in a 15 minute catch up at the end of the College day. Any student who continues to be persistently late to lessons will face further sanctions.

## **EFFECTIVE LEARNER PLEDGE**

### **AS AN EFFECTIVE LEARNER AT LANDAU FORTE COLLEGE I WILL:**

- Be prepared for learning every day in the correct dress code and with the correct equipment.
- Arrive on time to all of my learning sessions.
- Listen carefully, respect views of others and will not distract or disrupt others.
- Follow instructions from staff at all times.
- Take an active part in all learning sessions and be determined to do my best at all times.
- Work co-operatively and collaboratively with students, staff, and other adults by showing respect to all. I will never use bad or insulting language towards them and I will never cause harm.
- Accept advice through the marking of my work and feedback from tutors. I will ensure I know how well I am doing and what I need to do to make progress.
- Not accept bullying or Hate incidents in any form and I will make tutors aware of anyone who is made unhappy by the actions of others.
- Show care and respect for my workspace and the College environment by keeping it clean, safe and purposeful.
- Adhere to the College policy on mobile phones.

### **Promoting positive behaviour in and around the College**

We believe the following key aspects of College practice, when effective, contribute to maintaining a positive College ethos and culture and secure a climate for effective learning and achievement.

#### **1. A consistent approach to behaviour management**

The College believes that noticing and reinforcing good conduct, attitudes and achievement promotes good behaviour, alongside recognising that some forms of negative behaviour need to have appropriate sanctions. We will:

- Recognise students' achievement beyond classroom activities
- Build positive relationships with students through respect, empathy and care
- Provide a safe and predictable learning environment, characterised by clear routines
- Use rewards to praise and encourage students
- Understand the emotional aspects of learning and offer timely early help to ensure that students build self esteem

#### **2. Strong school leadership**

At Landau Forte College Derby, the Executive Team will model and promote outstanding behaviour in and around the College. Members of the Executive Team are available to support staff via the on call timetable. Please telephone Reception (2000) or the PA to the Principal (2002) to request immediate support.

#### **3. Classroom Management (see appendix 1 and 2)**

In all classrooms, students are expected to display behaviour of the highest standard characterised by curiosity, independence and resilience. If students do not meet our high expectations the following process outlined in Appendix 2.

If a serious breach of the Behaviour Policy occurs in a classroom/ is witnessed in unstructured time, then staff must immediately call for support. **Please telephone Reception (2000) or the PA to the Principal (2002) or use a hand held radio to request immediate support.**

#### **4. Rewards and sanctions**

The College Policy is to reinforce good behaviour through positive feedback and praise, giving affirmation and recognition to students who model high standards. Students who behave well should be made to feel appreciated for doing so. REACH reward points (house points) are issued for achievement, positive contributions to the College community and other aspects of College life. Reward events also include postcards home, reward and celebration gatherings, reward visits and the Principal's Awards. All positive behaviour should be logged on SIMS.

Failure to enforce boundaries consistently is often the cause of conflict and confusion about the standards that are expected and this will lead to a disruption of learning. Our system works on the basis that the vast majority of students are able to moderate their behaviour so that they operate within the established boundaries; to a large degree this is established by issuing sanctions when students cross the boundaries and break the rules.

Further to this, it is College policy that any sanction issued must be served by the student without negotiation. If a student doesn't serve the sanction, then the issue could be escalated.

#### **Possible sanctions include\*:**

- A verbal warning
- Visual warning via name on the whiteboard
- Catch up work or repeating work until it is of the recommended standard
- Relocating a student to a Sixth Form lesson to continue with the learning
- Relocating a student to the Internal Exclusion Unit (T7) to continue with the learning
- Loss of privileges, for example not participating in visits or events on or off site
- Catch up (detention) at breakfast, lunch, after College, on Saturdays or during the College holidays
- College based community service, example may include litter picking, clearing tables in the
- Restaurant, removing graffiti or chewing gum from College property
- Regular reporting to an identified member of staff

In more serious breaches of the College Behaviour Policy we may place student in our External Inclusion Unit, issue a Fixed Term Exclusion, direct a student to alternative provision (AP) or in the most serious circumstances issue a Permanent Exclusion.

\*this is not an exhaustive list, other reasonable sanctions may be used

#### **Catch up (detention)**

Teachers have the power to issue detentions and we are clear with parents and students that catch up is a sanction that is used within the College

Catch up of 15 minutes may be issued on the same day for the following: not being properly equipped for lessons, not completing homework, lateness to College/Tutor

Time/lessons, entering an Out of Bounds area or failing to follow the Effective Learner Pledge.

The times outside the normal College day when sanctions can be added include  
a) Any school day where the student does not have the permission to be absent  
b) Weekends  
c) Non-teaching days

Staff will always allow reasonable time for students to eat, drink and visit the toilet.

Staff will not issue a catch up where they know that doing so would compromise a student's safety, for example, if the student is unable to make suitable arrangements to travel home.

### **Exclusions**

At Landau Forte College we follow the prevailing guidance from the Department for Education on all issues relating to exclusion, including permanent exclusions. The Principal, or Vice Principal in her absence, will decide whether to exclude a student for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole College community.

In line with Department for Education guidance, permanent exclusion is an appropriate response to a serious breach, or persistent breaches of the College's Behaviour Policy (including conduct off the College site) and where allowing the student to remain in College would seriously harm the education or wellbeing of others in the College.

The College will permanently exclude students for both persistent breaches of the school behaviour policy and for serious (one off) breaches of the Behaviour Policy.

The College does not have a tariff of exclusion length for different misdemeanours and acknowledge that there are certain serious one off incidents for which permanent exclusion may be appropriate.

Examples of serious breaches for which permanent exclusion may be a reasonable response to a first offence include:

- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- supplying legal highs/ alcohol/illegal drug
- carrying/supplying an offensive weapon
- arson
- behaviour which poses a significant risk to the young person's own safety
- Examination malpractice in a public examination
- Malicious or unfounded allegation against a member of staff.

Policy Number: 2

Version: 2

Date of Issue: March 2019, updated July 2019

- Behaviour whilst travelling to and from College (or whilst away from the College) that brings the College into disrepute/or is harmful to the public. Ø Bullying/ hate crime behaviour

The list above is in no way intended to be exhaustive nor to limit the Principal's authority to make reasonable decisions regarding permanent exclusions.

### **Behaviour strategies and the teaching of good behaviour**

The foundation for the teaching of good behaviour is based upon:

- Clear procedures and processes which are reinforced in and outside the classroom
- Early intervention/help to address underlying causes of disruptive behaviour
- The positive promotion of good behaviour
- Good relationships between staff and students
- Clear recording of all incidences
- Effective links with parents and with appropriate agencies

### **Examples of correcting and responding to misbehaviour**

These are some of the positive strategies used by staff:

- intentional ignoring;
- redirecting;
- criticising the behaviour and not the student;
- being consistent and treating students fairly;
- encouraging students to take responsibility for actions by assigning them tasks to repair outcomes of misbehaviour;
- allowing students time to cool down or take time out within the classroom or another designated classroom;
- privately discussing a student's behaviour with them and making agreements towards change (restorative conversations);
- giving students time to respond to instructions and preserve their dignity;
- using warnings and being clear about expectations;
- referring students to miss part of their free time in order for them to think about their actions and give suggestions of how they can improve their behaviour and/or make reparation for the effect of their behaviour;
- following up reports from students and staff of bullying, hate crime behaviour, radical and/or extreme religious views and/or any incidents of verbal or physical aggression; informing parent/carers about incidents or concerns and working in partnership with parent/carers.

### **Staff Development and Support:**

All staff are aware of the high expectations, policy and ethos which fosters discipline and mutual respect throughout the College.

All staff receive training on the Behaviour for Learning Policy and receive any relevant updates throughout the year. Through the personalised Professional Development programme, staff can request or be directed to additional training and support to help them further develop strategies to manage student behaviour positively.

All staff are accountable for implementing the policy consistently.

Policy Number: 2

Version: 2

Date of Issue: March 2019, updated July 2019



**Student Support Systems:**

We adopt a system of praise in which good behaviour is recognised. Students are encouraged to take ownership of their behaviour and reflect upon the impact of their actions. Through operating a graduated warning system, students are enabled to manage their behaviour and make adjustments when necessary.

In addition, we draw upon a comprehensive range of solution focused means to further support students:

**Liaison with parents and other agencies:**

Where possible, the College will report incidences of positive behaviour to parents and carers. However, in situations of persistent poor behaviour, we may invite parents in to discuss a young person's behaviour and next steps to support the student.

If necessary, the College will engage external agencies for early help support with specific needs of students.

**Managing student transition:**

The College has a robust and detailed transition programme which includes students joining the school in Year 7 and Year 12, in year arrivals and students who are placed through the In Year Fair Access (IYFA) protocol.

**In College Support Units**

In situations where students are repeatedly in breach of our Behaviour for Learning Policy or display complex, significant special educational needs we will consider placing them in one of our Support Units. The Units are based in the College building.

Students are placed in one of the Support units after a period of rigorous monitoring in line with a comprehensive referral system that includes liaison with parents/carers.

**Learning Support Unit (T6):**

The main purpose of the Learning Support Unit is to support students who may have significant, complex special educational needs and may need access to a more personalised, nurturing environment for some of their curriculum.

In exceptional circumstances, this may be used for greater majority of their curriculum but is not a full time solution for managing behaviour. The Learning Support Unit is a means of support for young people in times of crisis or to help vulnerable students cope with mainstream College.

**Behaviour Support Unit (T8B):**

The message to students in the Behaviour Support unit is clear: They are only there because of the poor choices they have made and we will not tolerate behaviour that disrupts the learning of other students or spoils the caring environment we have created.

The main purpose of the Behaviour Support Unit is to support students in a small environment whose negative behaviours are impacting on their academic progress and that of other students in their lessons. The student's behaviour is their main barrier to learning. Students engage in either a full time or part time programme that

Policy Number: 2

Version: 2

Date of Issue: March 2019, updated July 2019

supports students to access the KS4 Curriculum. Students' progress is reviewed regularly and there is an expectation that they complete all work as set by their GCSE subjects. The aim of the reviews is to support a staggered reintegration to mainstream lessons. Personalised targets will be set for students to support overcoming their relevant barriers to learning and are completed in conjunction with Behaviour Support Unit manager. This intensive provision will usually result in a student being successfully reintegrated into their mainstream lessons. If students do not make progress in the Behaviour Support Unit they may be directed to alternative provision or permanently excluded.

### **Internal Exclusions Unit (T7)**

This is a short term intervention used to target students who have been involved in isolated incidences of poor behaviour.

### **Powers to discipline**

Teachers, Learning Support Assistants and all other paid staff with the responsibility for students have the authority to discipline students whose behaviour is not acceptable, who break the College rules or fail to follow a reasonable instruction. The authority to discipline applies to student behaviour on and off the College premises (when students are engaged in College related activities)

### **Screening and searching students**

Landau Forte College Derby adopts the prevailing guidance from the Department for Education on screening and searching students. College staff can search students with their consent for any item. The Principal and staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has a "prohibited item".

Prohibited items are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- lighters and matches;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- Images/ documents which challenge the ethos of the College or constitute a Hate Crime;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the College which has been identified in the rules as an item which may be searched for.

Section 91 of the Education and Inspections Act 2006, enables school staff to confiscate, retain or dispose of a student's property, where reasonable to do so.

Schools are not required to inform parents before a search takes place or to seek consent to search their child.

Policy Number: 2

Version: 2

Date of Issue: March 2019, updated July 2019

The College will follow the latest legislation if a prohibited item is found as a result of a search.

### **Searching electronic devices**

Staff can search mobile phones and other electronic devices if they believe that the device is prohibited, has been used to or will be used to commit an offence or if data/files on the device could be used to disrupt teaching, cause harm or break the school rules.

### **Power to use reasonable force**

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

The Principal and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The College can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

If physical restraint is used the incident should be reported immediately to the Principal and a Use of Physical Restraint form completed and submitted via the College's intranet.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

### **Associated resources**

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils, <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

**Legislative links** Education Act 1996  
School Standards and Framework Act 1998  
Education Act 2002  
Education and Inspections Act 2006  
School Information (England) Regulations 2008  
Equality Act 2010  
The Education (Independent School Standards) (Amended) (England) Regulations 2014  
Education Act 2011  
Schools (Specification and Disposal of Articles) Regulations 2012  
The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

## **Appendix 1**

### **Subject Referral System**

For those students who fail to respond to , the Student Referral System can be used. In this situation:

- Explain to the student why they are being moved and inform them they will be attending catch-up.
- Each subject area will have a list of pre-arranged staffed rooms/areas for students to be sent.
- Either take the student to the room or telephone the designated member of staff so they know to expect the student. Please ensure the student has work to complete.
- Change their attendance for your session to a K code on SIMS
- Students complete a withdrawal from lessons form
- As soon after the session as possible, add the details of the situation to behaviour management on SIMS. Include the following information:
  - Date
  - Subject area
  - Learning session the incident occurred in,
  - Brief details of what happened and ensure the **action taken box**

Policy Number: 2

Version: 2

Date of Issue: March 2019, updated July 2019

filled in

- Click on detention to book the student into the catch-up with **further intervention required** (see below)

The screenshot shows a web-based incident management system. The 'Incident Details' section includes fields for Type (Disruption), Type Of Bullying, Additional Types (with a table for Description and Points), Activity Type (Physical Education), Location (Learning Space), Date (03/02/2016), Lesson Information, Comments (Failed to complete set tasks Disruptive in learning session -reached M4), Recorded On (03/02/2016), Status (Further Intervention Required), and Recorded By (Mr Martin Rowe). The 'Student Details' section includes Points (0), Parents / Carers Informed (Email), Role (Participant), Action Taken (Sanctions Applied in I), Date of Action (03/02/2016), and Actioned by (Mr Martin Rowe). A blue arrow points to the 'Detention' button in the 'Student Details' section.

This will then ensure the student is booked in for the next catch up session for the subject area (monitored by the DOL/CL). Following this:

- A standard letter will also be sent to parents/carers and the Personal Tutor
- The catch up will last 30 minutes in the first instance. DOL will then decide on the time for repeated instances.
- For punctuality incidents – the student will catch up the learning time lost
- Please note that any student names added after every Friday (12pm) will be booked into the *following* week

**Restorative conversation** *this is a conversation between a member of staff and the student whose behaviour has presented a problem. It would often take place 1-2-1 after a session or after College. The student would have to be a willing participant in the conversation. The conversation would be an attempt by the tutor to show the student why their behaviour was a problem and to attempt to seek recognition for this, so that similar behaviour doesn't happen again. When conducted skilfully by the tutor, restorative conversations can actually result in a strengthened and improved relationship between the student and the teacher. It may be useful for another relevant member of staff to be present. The member of staff could be the student's Personal Tutor/Director of Student Support / Curriculum Leader/ Director of Learning. Head of Year or Deputy Head of Year.*

<b>NB You can enter at any level.</b> <b>Bullet points are exemplar not definitive.</b>	<b>Typical College/Tutor ⇒ response</b>	<b>⇒ Persons informed (by end of day)</b>	<b>⇒ Incident Recorded (by end of day)</b>	<b>⇒ Typical College/Tutor follow up</b>
<b>Level 1</b>				
<ul style="list-style-type: none"> <li>• Failure to follow Effective Learner Pledge (ELP) with low impact on learning</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning using language of ELP</li> </ul>	-	-	-
<b>Level 2</b>				
<ul style="list-style-type: none"> <li>• Failure to follow ELP with medium impact on learning</li> <li>• Failure to improve behaviour from Level 1</li> <li>• Lack of correct equipment</li>   <li>• Missed homework</li> <li>• Lateness to sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion with student (outside of session)</li>   <li>• Move student within session</li> </ul>	PT CL HOY LFCD Student Files	Sims Behaviour	<ul style="list-style-type: none"> <li>• 15 min catch-up (Equipment)</li>   <li>• Restorative conversation</li>   <li>• Subject catch-up (LT Phonecall to parents)</li> </ul>
<b>Level 3</b>				

Policy Number: 2

Version: 2

Date of Issue: March 2019, updated July 2019

<ul style="list-style-type: none"> <li>Failure to follow ELP with greater impact on learning</li> <li>Failure to improve behaviour from Level 2</li> <li>Persistent missed homework</li> <li>Persistent lateness to sessions</li> <li>Persistent lack of equipment</li> <li>Poor Attendance</li> </ul>	<ul style="list-style-type: none"> <li>Withdraw student within area (<i>LT to record K code, insert comment re: location</i>)</li> <li>Withdrawal to T7 (<i>T7 staff to record Q code</i>)</li> </ul>	⇒ PT CL HOY Parents (LT phonecall & letter) LFCD Student Files	⇒ Sims Behaviour ⇒	<ul style="list-style-type: none"> <li>Withdrawal from session form</li> <li>Restorative conversation</li> <li>Subject catch-up</li> <li>Subject Targets</li> <li>Attendance during INSET/Saturday sessions</li> <li>Whole College catch-up</li> <li>Attendance contract</li> </ul>
<b>Level 4</b>				
<ul style="list-style-type: none"> <li>Failure to follow ELP with high impact on learning</li> <li>Failure to improve behaviour from Level 3</li> <li>Other serious offences e.g. Defiance, Aggressive behaviour, Bullying, Verbal Abuse</li> </ul>	<ul style="list-style-type: none"> <li>Internal Isolation</li> </ul>	⇒ PT, CL HOY, VP Parents (HOY phonecall & letter) LFCD Student Files	⇒ Sims Behaviour ⇒	<ul style="list-style-type: none"> <li>Withdrawal from session form</li> <li>Restorative conversation</li> <li>Subject catch-up</li> <li>Whole College catch-up</li> <li>Targets (Subject/HOY)</li> <li>Alternative Provision (BMU, MM)</li> </ul>
<b>Level 5</b>				
<ul style="list-style-type: none"> <li>Persistent serious disruptive behaviour</li> <li>Failure to improve behaviour from Level 4</li> <li>Other serious offences (e.g. Defiance, Assault, Bullying, Verbal Abuse – see list in policy)</li> </ul>	<ul style="list-style-type: none"> <li>Fixed Term Exclusion</li> </ul>	⇒ PT, CL HOY, VP P Parents (HOY/ VP phonecall & letter) LFCD Student Files	⇒ Sims Behaviour ⇒ Exclusion report	<ul style="list-style-type: none"> <li>Re-Integration meeting</li> <li>Exclusion review (2 week/4 week – HOY/VP)</li> <li>Written/Final Written Warning (VP/P)</li> <li>Alternative Provision (BMU, MM)</li> </ul>

## Appendix 2 Behaviour Flowchart

<b>Level 6</b>				
<ul style="list-style-type: none"> <li>Persistent serious disruptive behaviour</li> <li>Failure to improve behaviour from Level 5</li> <li>Serious offences (see list in policy for exemplar)</li> </ul>	<ul style="list-style-type: none"> <li>Permanent Exclusion</li> <li>Referral to Alternative Provision</li> </ul>	⇒ PT, CL HOY, VP P Parents (P phonecall & letter) Chair of Governors	⇒ Permanent Exclusion report ⇒	<ul style="list-style-type: none"> <li>Permanent Exclusion appeal.</li> </ul>

Policy Number: 2

Version: 2

Date of Issue: March 2019, updated July 2019

**Date**

**| March 2019**

Policy Number: 2

Version: 2

Date of Issue: March 2019, updated July 2019



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