



# Behaviour Policy

**Ratified by Staff & Student Wellbeing Committee – 21<sup>st</sup> March 2022**

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## Behaviour Policy

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## **Behaviour Policy**

Lymm High School is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, and the sanctions that will be consistently enforced if this policy is not adhered to. The policy applies in and out of school time and premises. It extends to all members of our school community and is written with support of our governing body. Good behaviour and self-discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their school years.

### **Aim**

The aim of the policy is to ensure that the school offers pupils a happy and caring environment in which they all have the opportunity to achieve the highest standards. To this end, the policy set out measures, which, in accordance with section 89 of the Education and Inspections Act 2006, aim to:

- Promote good behaviour, self-discipline and respect
- Promote a proper regard for authority
- Prevent bullying of all forms
- Secure an acceptable standard of behaviour of pupils
- Ensure pupils complete assigned work
- Regulate the conduct of pupils

The Governing Body believes that in order for effective teaching and learning to take place, it is essential that pupils behave well both in and out of the classroom in all aspects of school life. It seeks to create a safe, caring and orderly environment in which pupils can best learn by:

- Fostering a sense of belonging, care and enjoyment in learning and school life.
- Cultivating an ethos, which fosters discipline and mutual respect between pupils, and between staff and pupils.
- Providing a safe environment for pupils free from disruption, violence, bullying and any form of harassment or unwanted behaviour.
- Promoting high standards of behaviour and discipline amongst the whole school community.
- Promoting the development of self-esteem, self-discipline, respect for others and tolerance.
- Promoting a proper regard for authority and positive relationships based on mutual respect.
- Promoting a sense of responsibility for oneself.
- Ensuring fairness for all and respect for all types of diversity.
- Encouraging consistency of response to both positive and negative behaviour.
- Ensuring early support for pupils where appropriate.
- Encouraging a mutually supportive and positive relationship with parents and carers to encourage a shared approach in the implementation
- Encouraging staff to seek opportunities to praise all pupils in their care and reward where appropriate.
- Reassuring pupils that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.
- Ensuring a regular review of policy and procedures which benefit the needs of the school at the time.

## **Roles and Responsibilities**

The Governing Body is responsible for ensuring that the behaviour policy is effectively pursued at the school and the principles stated are reviewed from time to time. It will ensure that the policy is communicated clearly to the staff, pupils, parents and carers, via the website. The Governing Body will support the school in maintaining high standards of behaviour and ensure that the behaviour policy has reasonable expectations and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010.

The Headteacher will ensure that effective measures are taken to support the principles laid out by the Governing Body, and will determine an acceptable standard of behaviour of all pupils. The Headteacher is responsible for the implementation and application of the policy and procedures, the provision of support for vulnerable pupils, and support for staff when faced with challenging behaviour.

Staffs, including teachers, support staff and volunteers, are responsible for following the school's policy and procedures in a fair and consistent way and without discrimination. All staff are expected to model the behaviour expected of pupils and take responsibility for behaviour in any part of the school. With the support of the Headteacher, staff are responsible for providing a positive learning environment that promotes self-discipline. Mutual support for colleagues is important to ensure consistency and high standards are maintained throughout the school. Staff contributions to the review and development of the behaviour policy and procedures are essential for maximum effectiveness. Staff have a responsibility to ensure that all pupils are listened to and supported, and that their views are taken into account.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. A provision map will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's [SEND Policy](#) for more information.

The Governing Body, Headteacher and staff ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

Parents and carers are expected to take responsibility for the behaviour of their children both inside and outside school. The school regards the relationship with parents and carers to be very important, and seeks to foster those relationships positively in order to maximise support for their child. Parents and carers are encouraged to work in partnership with the school in maintaining high standards of behaviour, and to raise with the school any issues arising from the operation of the policy.

Pupils are expected to take responsibility for their own behaviour. The policy, procedures and expectations will be clearly communicated to pupils. Pupils are encouraged to support their peers in behaving well. They have a responsibility to support the school's stance on bullying, prejudice, harassment; disruptive and unsafe behaviour by reporting any witnessed or suspected incidents either verbally or through written communication with key members of staff.

Any pupil who is found to have made malicious accusations against school staff will have a meeting between the parent/carer, the Headteacher and a governor before a decision is made about the pupil's future at the school.

The Governing Body, Headteacher and staff are committed to ensuring that the behaviour policy and procedures safeguard the rights of all pupils to be educated in an engaging learning environment in which they feel safe and supported, and free from discrimination. This means that in accordance with the Equality Act 2010, the application of the behaviour policy and procedures will not be prejudiced in any way, particularly on the grounds of nationality or ethnicity, culture, disability, religion or sexuality.

### **Procedures**

The school's procedures arising from the policy are intended to foster a culture of self-discipline and personal responsibility for behaviour. It is expected that all staff follow procedures fairly and consistently and seek support from others when necessary. Procedures will be reviewed periodically in consultation with staff and pupils. The procedures support the safeguarding of pupils and will be communicated to staff and pupils to ensure clear understanding. Where appropriate, there are various methods of communication within the school by which the principles of the behaviour policy and procedures will be promoted, and by which behaviour will be monitored and addressed.

### **Investigations into incidents**

When an incident involving potential misbehaviour occurs, staff in school will seek to investigate the incident to establish the facts before making a decision on possible sanctions. This may involve, for example, speaking to staff and/or students and/or reviewing CCTV footage. On occasions, written statements will be taken.

In investigating incidents, staff will always seek to be fair to all parties. The standard that will be applied in forming judgements as to whether an event did or did not happen will be that of "the balance of probabilities" (that is, whether something is more likely than not to have occurred).

The amount of time expended on an investigation will generally be proportionate to the severity of the incident. In most cases, a brief summary of the incident and any sanctions issued will be recorded. Detailed records of investigations will generally only be produced if the incident is especially serious.

### **Code of Conduct**

Pupils should always:

- Be polite and courteous towards adults and pupils.
- Wear full school uniform and be smart in appearance.
- Respect the school buildings, equipment and facilities.
- Respect other people (staff, pupils and visitors) and their belongings.
- Move quietly and sensibly around school.
- Arrive promptly for school and for each lesson.
- Bring the correct equipment to each lesson.

Please refer to the 6th form Code of Conduct in Appendix 5 for more details of expectations of 6th form students.

The school expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors of our school even when off school premises, and

we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. School work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If pupils are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan.

Under no circumstances will illegal or inappropriate items be tolerated in school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances including “legal highs”
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual harassment, online sexual abuse and sexual violence (including sexualised language)
- supplying an illegal drug or other substances including “legal highs”
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil’s behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the school rules as set out below

### **Rewards**

Pupils thrive on positive praise, encouragement and recognition for their hard work and efforts. Staff are encouraged to praise and reward pupils regularly on an informal basis, for example, verbally, a written comment or a telephone call home, or by way of a whole school system. There are also opportunities for pupils to be rewarded on more formal occasions, such as in assemblies, by the Headteacher or at an Awards Evening. Systems for developing rewards are developed through consultation with staff and pupils.

### **Sanctions**

We believe that providing engaging and purposeful lessons and extra curricular activities in school that are supported by praise and encouragement help prevents unacceptable behaviour.

We also believe that a strong partnership forged between parents and teachers can overcome most behavioural problems, and that standards of behaviour in school are exactly those that are expected from parents/carers in their homes. We expect decisions in school to receive full parental support.

There will be clear sanctions in place for those pupils who do not comply with the school's standards of behaviour. The sanctions will be implemented consistently, and will be proportionate and fair. Clear explanations for the sanction applied will always be given, together with guidance on how to avoid future sanctions. Responses to behaviour may vary according to the age of the pupil and any other special circumstances that may affect the pupil.

Sanctions will cover a range of measures. The policy is to operate the normal school sanctions including detentions after school and at lunchtime. Pupils who blatantly disregard the code of behaviour expected of them may be temporarily or permanently excluded from school. In such cases, parents/carers will be kept fully informed and involved. Pupils who persistently defy the code of behaviour are likely to be referred to the Governors' Pupil Disciplinary Committee. Occasions may arise when external agency involvement or temporary transfer to another local school may be the most appropriate course of action.

A serious view is taken of any anti-social behaviour beyond the school gate and sanctions will apply. Pupils are expected to remain on the school premises at all times.

### **Banned items**

In the interests of the health and safety of pupils, staff, other members of the school community and visitors to the school, the school asks parents and pupils to ensure that any inappropriate and dangerous items, or harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought in to school. Pupils suspected of bringing in any item in the banned items under 'Prohibited items' may be searched without consent, including their belongings, by the Headteacher or other staff who are authorised to do so.

### **Prohibited Items**

Power to search without consent for "prohibited items" include:

- knives, including craft knives, pen knives, razors
- guns of any kind, including replicas and BB guns
- alcohol
- illegal drugs and 'legal highs'
- stolen items
- tobacco and cigarette papers including e-cigarettes
- fire lighting equipment or inflammable liquids
- fireworks or explosives of any kind
- offensive material such as pornographic, racist or violent images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Weapons and knives, illegal drugs/'legal highs' and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. Pupils suspected of bringing in any other banned item, such as those listed below may be searched (only with the pupil's consent), by a member of staff.

## Other banned items

- Any form of liquid based correction fluid. Note: pupils may use correction tape and correction tape devices
- Laser pens or LED torches
- Fidget Spinners or any concentration aid not provided or authorised by the school
- Chewing gum
- Cans, energy drinks or fizzy drinks
- Any aerosol (other than essential medication) Note: pupils should use non-aerosol deodorants
- Cameras: the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of pupils or staff

The school reserves the right to seize, confiscate or destroy any of the banned items, or any item that the school deems to be unsuitable and dangerous. Sanctions may be applied to any pupil found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. Pupils may be excluded in extreme cases, or when pupils have received previous warnings about banned items.

## **Health and Safety**

Pupils should:

- Not bring in, use or supply any illegal drug. This is strictly forbidden and use of or supplying illegal substances will normally mean automatic permanent exclusion.
- Not use cigarettes or alcohol on the way to, from or whilst on the school premises.
- Not interfere with any school equipment (including fire alarms).
- Not bring on to the school site any dangerous articles (including knives, fireworks, and any sort of firearm or harmful chemical).
- Not climb on to any school buildings or into private premises near the school.
- Not throw rubbish on the school floor, school grounds, neighbouring gardens, pathways or roads, but should deposit rubbish in the refuse containers placed round the school site.
- Not leave the school site without permission from the Head of Year or a member of the Senior Leadership Team.

## **Use of reasonable force**

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

The Headteacher 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.

## **Isolation**

Disruptive pupils or those who defy staff instructions may be placed in isolation away from other pupils for a limited period. The decision to withdraw a student temporarily from his/her school routine will be made reasonably and proportionately in all cases. Pupils will not be isolated for longer than is necessary. Isolation is a serious sanction.

Within the isolation room pupils will be supervised and permitted to eat and drink at designated times and visit the toilet when necessary. At all times pupils will be treated with respect and dignity.



On occasions, pupils may be withdrawn from their lessons or part of a lesson if required to assist in an investigation, or when withdrawal would act as a preventative behavioural measure or for their own or others' health and safety or well-being. In such cases, withdrawal is not recorded as a sanction.

### **Detention**

Parental consent is not required for detentions. Detentions form part of the school's sanction system. Most detentions are conducted during school hours, but there will be occasions when pupils are required to attend detention after school – typically when students have already failed to attend lunchtime detentions. In this case parents/carers will be notified 24 hours before the detention. Staff will consider whether the detention is reasonable on the grounds that it does not compromise the safety of the student or any caring responsibilities s/he may have outside school, or whether suitable travel arrangements can be made (not whether or not it is convenient for the parent/carer).

### **Malicious accusations against staff**

We aim to build strong and positive relationships with pupils. However, there may arise an exceptional circumstance where a student makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the student which could result in exclusion.

### **Staff training**

The school is committed to providing appropriate high quality training for staff on all aspects of behaviour management to ensure successful implementation of the policy.

### **Interrelationship with other school policies**

In order for the behaviour policy to be effective clear links with other school policies, such as Anti-bullying Policy, Online Safety Policy, Acceptable Use Policy and SEND policy have been established.

### **Review**

In consultation with staff, the policy and its procedures are regularly reviewed and updated in conjunction with statutory requirements and DfE guidance. The behaviour policy is published to parents annually.

## **Appendix 1**

### **Behaviour for Learning Objectives**

Behaviour for learning is our whole school system for reducing disruption in the classroom and on corridors in order to improve the quality of learning and teaching and to create a safe and happy environment for all students, staff and any other person associated with the school.

All members of our community have the right to learn – anyone who disrupts the learning of others or behaves in a way which is disrespectful, stops other being safe, healthy or enjoying school can expect to receive a consequence.

Objectives of the BFL grades

- To support the quality of learning
- To reward students for good behaviour
- To ensure a consistent approach to discipline throughout the school that is clearly understood by staff, students and parents
- To help students learn that their behaviour has consequences
- To teach students how to behave appropriately, both in and outside school
- To reduce behaviour that has a negative effect on learning
- To develop personal responsibilities for acceptable behaviour

Students need to be made aware that they make a choice when deciding how to behave; positive behaviour will lead to rewards, negative behaviour will lead to sanctions.

#### **‘Students determine the consequences by their choice of action’**

All students will receive a ‘Behaviour for Learning Grade’  
in each lesson.

## Appendix 2

### Behaviour for learning descriptors

| <b>BFL Grade</b> | <b>Description</b>  |
|------------------|---|
| <b>1</b>         | <b>Outstanding Behaviour</b> <ul style="list-style-type: none"><li>• You are aware of safety, and actively manage the safety of others, including at the start and end of lessons</li><li>• You are respectful and well-mannered to all</li><li>• You make every effort to ensure that others can learn, and follow adults' instructions quickly, without question.</li><li>• You actively engage in the lesson, thinking and working hard throughout</li><li>• You are proactive in preparing yourself for your lesson, using your Knowledge Organisers and additional reading to pre-quiz. You have all homework and equipment.</li><li>• You actively try to use Vocabulary List words in your contributions.</li><li>• You are not afraid to be wrong, and relish the change to learn from your mistakes</li><li>• You self-manage your learning behaviour.</li><li>• You take pride in the presentation of your work at all times.</li></ul> |
| <b>2</b>         | <b>Good - Minimum Expectation</b> <ul style="list-style-type: none"><li>• You are aware of safety and actively manage the safety of others, including at the start and end of lessons.</li><li>• You are respectful and well-mannered to all.</li><li>• Your behaviour never stops others from learning, and you follow adults' instructions quickly, without question.</li><li>• You engage in the lesson, thinking and working consistently throughout.</li><li>• You often try to use Vocabulary List words in your contributions.</li><li>• You use your learning time productively</li><li>• You present your work neatly</li><li>• You are prepared for your lesson, with all equipment and homework.</li></ul>   |
| <b>3</b>         | <b>Class Teacher Detention</b> <ul style="list-style-type: none"><li>• You are aware of safety, and actively manage the safety of others, including at the start and end of lessons.</li><li>• You disrupt the lesson.</li><li>• You are not consistently "on task" so waste learning time.</li><li>• You do not change your behaviour immediately after being warned.</li><li>• You lack attention and focus, and do not think or work hard enough to learn.</li><li>• You are slow to respond to instructions, or are deliberately obstructive.</li><li>• You do not show respect to others in the way that we would expect.</li><li>• You are not prepared for lesson. This includes having missing/incomplete equipment and/or homework.</li><li>• You are late for our lesson without a sensible and appropriate reason.</li></ul>   |
| <b>4</b>         | <b>Whole School Detention</b> <ul style="list-style-type: none"><li>• You are exited to Good Neighbour, having failed to change your BfL3 behaviours.</li><li>• You are persistently non-compliant; you are refusing to follow adult instructions.</li></ul>  |
| <b>5</b>         | <b>Isolation</b> <ul style="list-style-type: none"><li>• You refuse to follow instructions to exit the classroom.</li><li>• You refuse to attend the exit room provided by your teacher, resulting to a referral to the On Call member of staff (this will be a member of the senior or pastoral team)</li></ul>  |



# APPENDIX 3 - LHS TYPICAL CONSEQUENCES CHART



| Level                      | Consequences/Actions  | Examples of types of behaviour   | Notes   |
|----------------------------|---|--|---|
| <b>BFL 3</b>               | <b>Teacher Sanctions   Actions</b> <ul style="list-style-type: none"> <li>• Class teacher sanction (10 minute detention)</li> <li>• 30-minute lunchtime standards detention</li> </ul>                    | <ul style="list-style-type: none"> <li>• Being off task/not engaged in own learning</li> <li>• Being uncooperative</li> <li>• Low-level disruption/preventing learning from taking place</li> <li>• Dropping litter</li> <li>• Overly boisterous behaviour</li> <li>• Eating on the corridors</li> <li>• Inappropriate uniform *</li> <li>• Arriving late to the lesson (e.g. arriving after the second bell Period 3 &amp; 5 or arriving later than the majority of other students)</li> </ul>  | <p>* If uniform can be corrected immediately (e.g. shirt tucked in or earrings removed), it should be. This includes using alternatives provided by the school where possible (e.g. shoes). If this is not possible (e.g. unacceptable haircuts) the student may be placed in break/lunchtime detentions or isolated altogether until the problem has been corrected.</p> |
| <b>BFL 4</b>               | <b>School Sanctions   Actions</b> <ul style="list-style-type: none"> <li>• 40-minute lunchtime detention</li> </ul>   | <ul style="list-style-type: none"> <li>• Continuation of low-level behaviour as above – student exited to “good neighbour” *</li> <li>• Failure to attend a class teacher detention</li> <li>• Mobile phone visible or not switched off during school day **</li> <li>• Repeated poor behaviour during social times</li> </ul>   | <p>* On-call system will be used in the event of a student not complying with an instruction to be exited.<br/>           ** A second instance of being caught with phone out in the same half-term will result in parents being contacted and required to collect the phone.</p>   |
| <b>BFL 4</b>               | <b>School Sanctions   Actions</b> <ul style="list-style-type: none"> <li>• After-school detention</li> <li>• Extended after-school detention</li> <li>• Five whole-school lunchtime detentions</li> </ul> | <ul style="list-style-type: none"> <li>• Failure to attend a Lunch Detention</li> <li>• Truancy lessons*</li> <li>• Persistently incorrect uniform / make-up / haircut</li> <li>• Failure to attend an after-school detention</li> <li>• Smoking/possession of Cigarettes/E-Cigarettes or being in the presence of others smoking/vaping**</li> </ul>  | <p>* One hour after-school detention for each lesson truanted.<br/>           ** Failure to attend one detention will result in the five detentions starting over again. In especially blatant cases (e.g. smoking in the toilets or other very public places), internal or external exclusion will be the likely consequence.</p>  |
| <b>BFL 5</b>               | <b>School Sanctions   Actions</b> <ul style="list-style-type: none"> <li>• Full day in isolation</li> </ul>   | <ul style="list-style-type: none"> <li>• Failure to attend Extended After-School Detention*</li> <li>• Non-compliance with staff instructions and/or refusal to follow the school behaviour policy</li> <li>• Refusal to follow instructions from, or walking away from, a member of SLT</li> <li>• Refusal to comply with instruction to be exited from a lesson and/or not co-operating fully with staff once classroom is left</li> <li>• Refusal to hand over a phone or any other banned item</li> <li>• Persistent breaches of behaviour policy and/or non-compliance</li> </ul>   | <p>* Failure to attend the Extended After School Detention will result in one day in Isolation with Extended After-School Detention still served.</p>   |
| <b>Serious Incidents</b>   | <b>SLT Sanctions   Actions</b> <ul style="list-style-type: none"> <li>• Internal exclusion (8am-4pm) and/or</li> <li>• Suspension (i.e. external exclusion)</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Verbal abuse directed towards teacher or about a teacher *</li> <li>• Racist/homophobic/sexist or otherwise prejudiced behaviour and/or use of language**</li> <li>• Bullying (all forms, including cyber-bullying) **</li> <li>• Violent, threatening or dangerous behaviour</li> <li>• Non-compliance with expectations in Isolation Room***</li> <li>• Serious breach of mobile phone policy</li> </ul>  | <p>* If this takes place during a lesson, the student should be exited with the on-call system used if necessary.<br/>           ** Consequences will vary from mediation to exclusion; each case will be individually investigated.<br/>           *** Non-compliance in Isolation Room will lead to external exclusion, with time in Isolation Room repeated.</p>       |
| <b>Permanent Exclusion</b> | <b>Permanent Exclusion</b>  | <ul style="list-style-type: none"> <li>• Serious one-off breach or persistent breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Examples of this might include:               <ul style="list-style-type: none"> <li>○ Serious actual or threatened violence against another student or a member of staff</li> <li>○ Sexual abuse or assault</li> <li>○ Possessing, using or supplying an illegal drug</li> <li>○ Carrying an offensive weapon</li> <li>○ Arson</li> <li>○ Serious and/or persistent prejudiced behaviour (e.g. racist or homophobic abuse)</li> </ul> </li> </ul> |   |

## Appendix 4

### Uniform & Appearance - Main School (see 6<sup>th</sup> Form uniform policy for post-16 students)

- Official school blazer. Blazers must be worn to and from school and during the school day, at full arm length, sleeves not rolled up. Staff may allow students to remove blazers during lessons but they must be worn when moving around the school.
- Clip-on school tie, Crest below knot.
- School Jumper, regulation only, no cardigans. Jumper must be worn untucked.
- White shirt (long or short sleeve) with collar. Shirts must be tucked in and buttoned at the neck with the tie attached properly. (Coloured or 'visible' t-shirts are not to be worn underneath, under garments should not be visible).
- Plain black formal full length trousers that hold a crease. Jeans or canvas trousers are not acceptable nor are designs which are exceptionally baggy or tight, or classed as jeggings, skin tight, or worn very low on the hips or as a 'fashion item'.
- Black, white and red checked kilt. Length no shorter than 2" above the knee, not to be rolled up.
- Plain black belts can be worn through belt loops of trousers. No large buckles, studs or embellishments.
- Tights should be plain black opaque (no patterns) and should be no less than 40 denier. Tights are to be worn in half-terms 1-5 with skirts. Footless tights or socks worn over tights are not acceptable.
- Socks should be black – and knee length if worn with skirts in half-term 6.
- Plain and polishable full shoes (no extremes including size of heel). No boots, trainers, skate shoes, canvas shoes, logos or open toed shoes. Any shoe laces to be black. See school website for examples of acceptable/unacceptable styles.
- Dark coloured coats only. Leather or denim jackets are not allowed. No coats, hats, scarves or gloves to be worn in the school buildings. No hooded tops, coloured jackets/ sports jackets allowed.
- No hoodies may be worn over or under school blazers, only traditional coats to be worn over the top
- No jewellery apart from a plain wristwatch (n.b. smart watches are forbidden and therefore not to be worn).
- Hair should be neat and conventional with no extremes of style, tramlines or colour that draw attention. No haircuts shorter than a grade 2.
- Make-up must be discreet: for example, light and natural looking concealer make up may be worn. Nails must be short and unadorned. No gel, extensions or jewels. Clear nail varnish only may be used. Eyebrows and eyelashes should look natural, no eyelash extensions.
- No visible body piercing or tattooing is allowed.

The intention of the uniform policy is to promote pride and responsibility in our students in preparation for adult life. It should also ensure equal opportunity without extremes of fashion. Correct school uniform must therefore be worn at all times on the school site and when travelling to and from.

It is the Form Tutor's responsibility to check uniform

- every day in registration time
- before an assembly

Please see Appendix 3 – Consequence Chart for details of typical sanctions for failing to wear uniform correctly.

If there is a medical reason for a student wearing trainers or other non-uniform items, this should be agreed with the Head of Year / Student Services in the first instance and a uniform card will be issued.

In exceptional circumstances, Heads of Year or Student Services may issue a note to give a student permission to wear non-uniform items for a short period of time whilst the situation is being resolved.

Please note that a judgement about what is or is not ultimately acceptable as regards appearance, uniform, make-up or haircuts are left to the discretion of the Headteacher (who may delegate the power to a member of the Senior Leadership team). Students wearing excessive make up/nail varnish will be given wipes to take it off. Students will be required to take piercings out and remove false nails.

**Appendix 5 – Lymm High Sixth Form  
Code of Conduct**

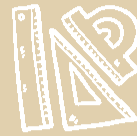


# LYMM HIGH SIXTH FORM CODE OF CONDUCT



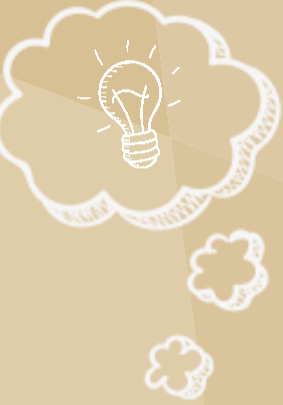
## A TTENDANCE

Students to attend all timetabled classes, morning tutorials, supervised study periods and Life programme sessions, arriving punctually, and to notify us of any absence.



## B EHAVIOUR

Students to always act as polite and mature role models within the school, showing respect to others and school property and to wear the appropriate business dress.



## C OMMITMENT

Students to participate in all aspects of school life, to do their best to achieve their full potential and take responsibility for meeting deadlines for the submission of their work.



# MINDSET

## VISION

We aim to develop students who understand why they are studying at Sixth Form, who set themselves aspirational goals for their future and can develop action plans to achieve these

## E FFORT

We aim to develop students who complete at least 24 hours of study outside of the classroom per week and build on the work set by teachers by completing their own proactive independent study

The following are the skills that are essential for success at Sixth Form.

We expect our students to develop these skills, with support from teachers and tutors over the first year.

## A TTITUDE

We aim to develop students who demonstrate appropriate behaviour and have the resilience and accountability to respond to a challenge or difficulty in a positive manner

## S YSTEMS

We aim to develop students so that they have organised systems in place whereby they manage their learning effectively, using self-reflection and time management

## P RACTICE

We aim to develop students who have effective methods of learning that involve active engagement in lessons, reviewing and consolidating subject knowledge outside the classroom and possessing the skills to apply content in exam situations





## The Aims of the LHS Code of Conduct

The Code of Conduct seeks to help Lymm High School Sixth form remain a disciplined and supportive community in which all members, irrespective of ethnic or religious background, appearance, sexuality or ability, can learn and feel safe and supported.

The objectives of this code of conduct are:

- to ensure that all members of the Lymm High School Sixth form - sixth formers, staff, parents, carers and governors - understand their role in contributing to the creation of a safe, stimulating, encouraging and academic atmosphere
- to make clear the standards of attendance, behaviour and commitment that Lymm High Sixth Form expects from sixth formers
- to outline how sixth formers will be praised and rewarded when they reach these standards
- to outline likely consequences in cases where sixth formers fail to meet expectations
- to give clear guidance on how the characters and minds of our sixth formers can be nourished to develop and grow into proactive young citizens, who have an understanding and respect for the behaviours needed to live in a multi-cultural, tolerant and well-ordered society
- to continue to raise achievement so all of our young people leave with the skills and qualifications needed to be successful in the future

## Rights and Responsibilities

Sixth form students have certain rights and privileges that younger pupils in our school do not. For example, sixth formers will have the following privileges:

- the opportunity to wear business dress
- be allowed off site for lunchtime
- be allowed to study from home if they have no lessons or SSP periods during period 5
- have their own study areas and social area – the Hexagon, S202 and N106
- have their own bistro and access to hot drinks and vending machines
- be allowed to bring mobile phones and use them responsibly in the sixth form areas
- be allowed to lead and organise societies and enrichments

**At the same time, it is expected that all sixth formers must:**

- come to all lessons, supervised study periods (SSP), assemblies and registration on time, all the time and every day
- use study periods effectively by utilising the spaces provided in school, including the Upper and Lower Hexagon, S202 and N106
- attend study groups as directed by faculties
- complete all assignments to the very best of their ability and meet all deadlines set
- complete at least eight hours of independent study per subject per week; this is the equivalent of two hours of work per one hour of taught lesson time
- provide their own resources, paper, files and study materials
- be polite and respectful to all other students and staff at all times
- never distract or prevent others from learning
- listen carefully and follow staff instructions at the first time of asking
- act as role models to the lower school students
- keep their mobile phone hidden and turned off at all times, except when in the sixth form areas
- always wear business dress

- respect and care for our school site and report any concerns to the sixth form Student Services
- participate in a range of enrichment activities beyond the classroom
- park cars/mopeds in the designated Sixth form car park only
- only ever eat food in designated areas

***Our non-negotiable expectations of attendance, behaviour and commitment are explained in detail below.***

***Students should read these conditions carefully before signing the student contract so that they are fully aware of the systems used in our sixth form.***

### Attendance

All students are expected to have a minimum of 96% attendance and should arrive to school and all lessons punctually. To support students in achieving this, we monitor all students' attendance and punctuality carefully. We also reward students with excellent attendance and punctuality through prize draws and postcards home. It is crucial that students see the link between attendance and academic achievement and therefore we:

- do not allow holidays during term time
- expect students to inform us of any planned absences (e.g. university open days, hospital appointments and interviews)
- expect notification from a parent/carer in the event of illness – before 8.25am on the day of illness

If there are any concerns over a student's attendance and/or punctuality, they will be required to meet with either their tutor or the Deputy Head of Sixth Form; a letter will be sent home and the student will be subject to a period of monitoring for at least two weeks. If this does not generate sufficient improvement in attendance, there will be a further meeting with the Deputy Head of Sixth Form, the student will lose the right to leave site in the afternoon and will be required to report to S202 instead. If concerns over attendance still remain after a further monitoring period, then the staged process outlined in the 'Failure to Meet Expectations' section towards the end of this code of conduct will apply.

### Behaviour

Sixth form students are young adults who expected to be role models for the younger students. They have also made a conscious decision to continue with their studies at Lymm High Sixth Form and have signed the contract stating that they have read and accepted the expectations outlined in this code of conduct. It is therefore expected that there should be no disruption of any kind within lessons and that behaviour around school should be exemplary. Expectations of behaviour are, quite rightly, significantly higher than in the main school: as a result, sanctions are likely to be more serious and applied more swiftly than they might be for students in years 7-11. This includes the use of fixed term and permanent exclusions where students do not meet expectations.

Please see the whole-school policies on behaviour, drugs and exclusions & appeals for further details on typical consequences for certain incidents, particularly more serious incidents such as those involving illegal substances, violent conduct or refusing to comply with staff. For less serious incidents, the whole-school policy acts as a guide but the approach taken towards sixth form students will be a little more flexible than that in the main school. However, the following points ought to be highlighted:

- As in the main school, low level misbehaviour in class will bring a warning, followed by a BfL 3 on the register before the student is exited from the lesson and logged as a BfL 4. The key difference here is that sixth form students exited from lessons will be sent to the sixth form area rather than another classroom.
- Any student exited from a sixth form lesson (including SSP lessons) will also be isolated in the sixth form area for the following day. Parents will be informed if this happens.
- Any student found smoking or to be in the presence of smokers on, or near, the school site will receive multiple lunchtime detentions and parents will be informed.
- Refusal to co-operate with an instruction to be exited or cases repeated exits from lessons will likely result in a fixed term exclusion followed by a readmission meeting with parents and an action plan being drawn up.
- Sixth form students who persistently fail to meet the expectations laid out in this code of conduct will be subject to the staged process outlined in the section 'Failure to Meet Expectations'.

### **Expectations in the Upper and Lower Hexagon, S202 and N106**

All students will have the following features on their timetable:

- *Lessons*: typically 8 or 9 hours of lessons per fortnight per subject, with subject teachers
- *Supervised Study Periods (SSP)*: 6 x SSP sessions per week will feature on students' timetables and during these periods students must attend the Upper Hexagon and register with the member of staff on duty
- *Study periods*: where students do not have a timetabled lesson or supervised study period, they are able to choose where they study or, if this falls after lunch, they are able to go home. Students are welcome to use the Library, Upper Hexagon or S202, or they may choose to relax with friends in the Lower Hexagon. Students are advised to use these periods wisely as work can quickly pile up and any student underperforming may have these non-contact periods withdrawn. Students are free to study in the free rooms available during these times, are allowed to use headphones and may use the time to work in groups.

The Upper Hexagon, S202 and N106 will be permanently staffed by the Sixth form team. In these areas, students are expected to work in silence; the use of mobile phones or headphones is not allowed and such items will be confiscated if seen. Students will be asked to leave these areas if they are unable to follow these expectations and additional consequences will be applied in line with those used in the event of a student being exited from a subject lesson (please see section on behaviour for more details on this).

## **Commitment**

### **Sixth form Independent Study / Homework Policy**

As a full time student at Lymm High Sixth form, all students are expected to undertake a significant amount of study outside lessons. This additional study is essential if students are to achieve or exceed their target grades, and will help the preparation for university study.

Homework is set in order to:

- reinforce and consolidate work covered in lessons
- encourage independent and reflective learning
- develop a deeper knowledge and understanding

- prepare students for future lessons or assessments
- promote an interest and joy in learning
- enable teachers in to make a judgement about students' progress and level of attainment.

Homework will be varied in terms of tasks but it will always be relevant to students' courses, with vocational courses often constituting on-going work on students' assignments. We recommend that for each Level 3 qualification (AS, A2, BTEC, applied qualifications) students should study for a minimum of at least **eight hours per week, per subject** outside of lessons; this is roughly the equivalent of two hours independent study for each one hour of taught lesson time in most cases.

Students will be supported with the increased demands on their time through our tutorial sessions, and we certainly do not expect students to be fully independent from the moment they join us in Year 12. Much homework will be structured, but it is **important for students to realise that they are also expected to use their time outside lessons to review their notes, revise material covered in lessons and develop their understanding by reading around the subject**. Even if this is not specified explicitly by teachers every week, students must understand this and organise their time accordingly.

During periods in which there are examinations or controlled assessments, homework will normally be to revise, with the major emphasis being on completing past exam questions to fully prepare students for external examinations.

Where homework or lack of effort in lessons becomes a consistent issue, the staged process outlined in the 'Failure to Meet Expectations' section of this policy will be applied.

## Academic Support

### Supervised Study Periods

We monitor the academic performance of all our students carefully and where subject staff feel that students are not making the expected progress, or feel they need additional supervised study support, students will be entered for **additional supervised study periods**. This process runs from our SharePoint system and allows staff to set the task and upload relevant resources, the number of additional hours a student will need to complete the task and to receive instant feedback on the progress they are making towards this. This allows excellent communication between subject staff and the sixth form team and enables students to be closely monitored and supported. Students will also receive coaching and mentoring during this time, to prevent further issues arising in the future.

### Reports

Each student will be given a target grade in each subject and this is the minimum grade we expect them to achieve. At each progress point subject staff will report on their progress towards this grade and they will receive the following:

**An estimated grade** – this is the grade we expect them to achieve at the end of the year if they continue to work as they currently are. This may be any grade and may or may not be accompanied by a '+' or '-' symbol which determines how secure each estimated grade is.

**An attitude towards learning grade** – this will indicate the student's attitude towards learning in each subject in accordance with the following (n.b. the minimum expectation is a Grade 2):

- Grade 1 = Outstanding attitude to learning
- Grade 2 = Good
- Grade 3 = Inconsistent
- Grade 4 = Inadequate

Those students with grade 3s or 4s will be picked up by the sixth form team for additional monitoring and support.

Where students are not making the required progress towards their targets, they will be subject to the following academic support system:

| <b>Academic Intervention</b>  |  |
|---|--|
| <b>Concern</b>  | <b>Action</b>  |
| <p><b>Concerns in one subject re work ethic.</b><br/>This may include failing to hand in homework on time, and / or completing work which falls short of our expectations.</p>                      | <p>Subject teacher conversation.<br/>BFL grade 3 in register and a comment on the daily log to show the reason this was given.<br/>In the event of late homework the student will be given 24 hours to hand this in.</p>   |
| <p><b>Concerns in one subject regarding work ethic remain, with student showing little or no signs of improving.</b><br/>This may include persistent failure to hand in homework (one subject).</p> | <p>Further conversation with subject teacher, and Head of Subject/Faculty informed.<br/>BFL grade 4 in register with a comment on the daily log.<br/>Student referred to 'office hours' which involves staying after school, led by sixth form team.<br/>Additional SSP lessons may be allocated to student's timetable.<br/>Parents will be contacted by the sixth form team.</p> |
| <p><b>Concerns in more than one subject regarding work ethic.</b></p>   | <p>Repeated BFL grade 3 from lessons will be identified through weekly behaviour reports by the sixth form team.<br/>Deputy Head of Sixth Form meeting and parents informed.<br/>Academic report monitored by Deputy Head of Sixth form<br/>Student loses the right to leave school early.</p>   |
| <p><b>Concerns in more than one subject regarding work ethic remain, Deputy Head of Sixth form report is not adhered to.</b></p>  | <p>At this point, the staged process outlined in the 'Failure to Meet Expectations' section of this code of conduct will apply.<br/>(N.b. depending on the severity of the issue in relation to homework and/or work ethic, this staged process may be applied sooner)</p>   |

### Equipment, Dress Code and Appearance

**Equipment:**

Sixth formers are expected to have the right equipment for learning, including a bag, a pencil case, their own paper and appropriate storage folders.

**Dress Code and Appearance:**

The information below outlines the key aspects of the dress code policy.

Male sixth formers are expected to wear a school shirt and tie, accompanied by a black suit (matching jacket and trousers) and smart shoes.

Female sixth formers are expected to wear a school blouse, accompanied by a black jacket and skirt (not lycra or too short) or tailored trousers, black tights minimum 40 denier (if wearing a skirt), with smart shoes.

Both male and female students are also allowed to wear a black v-neck jumper under their jackets.

The following are **not acceptable**:

- casual clothing such as T-shirts, sports shirts, sweatshirts
- jeans, leggings, jeggings, jogging trousers, track suits or any hooded tops
- short skirts
- drainpipe trousers
- stomach/cleavage on show
- trainers or canvas shoes
- flip flops, sandals or Ugg boots
- any facial or visible piercings
- visible tattoos

Sixth formers who do not follow the dress code will be asked to make amendments or sent home to change. Sixth formers will not be allowed into lessons until these expectations are met. Persistent failure to meet expectations will be dealt with under the staged approach outlined in the 'Failure to Meet Expectations' section of this code of conduct.

### Sixth Form Rewards

We recognise that students should rightly be rewarded where they demonstrate excellent:

- attainment
- progress
- attendance
- participation and contribution to enrichment
- contribution to the development of the wider local community
- leadership

The Sixth Form will issue rewards in the following way:

**An achievement board** in the Hexagon advertises student achievements on a daily basis. Student photographs and citations will be displayed and staff will be encouraged to inform Student Services of particular achievements. Students will achieve additional BfL grade 1s for any achievement which makes it onto the achievement board.

BFL grades are entered for each lesson. Where a student has worked particularly hard or has made excellent progress, staff are able to enter a BFL grade 1. These will be monitored weekly and a cumulative total per half term advertised on the weekly bulletin. The top 20 students per half term across the Sixth form will then receive a **rewards breakfast**. Students will also be entered for an additional prize draws.

Weekly **'pat on the back' postcards** are sent to students from the sixth form team to celebrate achievements throughout that week.

**'Shout outs'** occur during assemblies to ensure students recognise the importance of celebrating achievements. These can be from subject staff and form tutors and will link to our stars of the week system in main school.

**Half termly prize draws** will be held for 100% attendance and students' progress and attainment.

**Celebration assemblies** run each half term which will be themed and vary from tutor prizes, subject prizes and overall contribution to school awards. House colours will also be distributed to students throughout the year who have shown dedication to sport, music and the life of the school.

### Failure to Meet Expectations

This Code of Conduct sets out the expectations of sixth form students at Lymm High School. Failure to meet any of these expectations consistently will result in the following staged process being initiated.

| Stage       | Actions  |
|-------------|--|
| Stage One   | Meeting with Deputy Head of Sixth Form and/or Head of Sixth Form to discuss concerns. Parents will be informed and an action plan drawn up. Students will be reminded of this code of conduct and of the contract that they signed when they joined the sixth form.  |
| Stage Two   | If the terms of action plan are not being met and/or student continues to fail to meet the expectations set out in this code of conduct, there will be a meeting involving the student, parents and the Head of Sixth Form. This meeting will generate a letter to parents outlining our concerns and providing a clear written warning that the student's place in the sixth form is at risk should they continue not to meet expectations. |
| Stage Three | If expectations continue not to be met, there will be a meeting with the headteacher, where a final, written warning will be issued. If this warning is not heeded, then the student is likely to have their place at Lymm High Sixth Form withdrawn.  |

Student Contract

The student contract summarises the key aspects of the Sixth Form Code of Conduct, which all sixth form students are expected to familiarise themselves with.

**As a sixth form student at Lymm High School, you are expected to:**

- Understand that, as a post-16 student, you have chosen to attend Lymm High School Sixth Form and are therefore subject to higher expectations than those of students in the main school.
- Accept greater responsibility for your own learning and follow the expectations for study time by setting aside the necessary time for independent study to support your work in lessons. This should be a minimum of 24 hours each week in addition to lessons, and must include effective use of both SSP and study periods allocated on your timetable.
- Attend all morning tutorials, assemblies, timetabled lessons and supervised study periods on time.
- Comply fully with the attendance and punctuality policy. If you know you will be absent, you must inform us in advance and make arrangements to complete any work missed.
- Be fully prepared for all lessons by having the appropriate resources.
- Meet all deadlines set for homework, and complete all homework to the required standard.
- Have an active involvement and make a contribution to the school and the wider community by contributing to at least one area of the extra-curricular life of your Hall, the school or wider community.
- Provide leadership and act as a role model for younger pupils in the school, following the policies on equality and respect, taking responsibility for the school environment and treating all other students and staff with respect at all time.
- Follow the policy on sixth form professional dress at all times and accept that you will be sent home should you attend school dressed inappropriately.
- Adhere to the policies on sixth form computer use and wider school e-safety policy.
- Comply with the terms of the permit policy for bringing cars and motorcycles onto site and at all times behave safely.
- Accept the behaviour policy and respond positively to guidance.
- Ensure you attend all examinations punctually and understand that you do not attend an examination (without good reason); you will pay the examination fee.
- Ensure that holidays are not taken in term time.

Please sign to show you have read the Code of Conduct in full and to indicate that you agree by its terms, including the clear understanding that your place in the sixth form may be withdrawn at any time if you do not follow the expectations contained in the Code of Conduct

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_