



# Behaviour and Anti-Bullying Policy

## 2025-2026

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**To be read in conjunction with Lister's Staff Handbook for Behaviour**

Leadership Team Responsibility:	Hasip Mahir
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Updates:	Uniform PE kit expectations Jewellery expectations Updated detention system Damage to school property Streamlining of number of concerns (various) Rewards Suspensions and Permanent Exclusions Bullying Mobile phone policy
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**[Pupil Code of Conduct](#)**

## Introduction

At Lister Community School, we believe that exceptional behaviour is the foundation of a world-class education. Our Behaviour and Anti-Bullying Policy is rooted in our commitment to a calm, safe and orderly environment where every student can learn, grow, and thrive.

We are a values-driven school. Through our three core expectations—aiming for excellence, treating others with kindness and respect, and taking responsibility for our actions—we foster a culture of integrity and ambition. These values are embedded in our daily practice through the Lister Expects—a clear, consistent framework for behaviour that applies in every classroom and every corridor.

Bullying of any kind is never tolerated. We are proactive in promoting kindness, respect and inclusion, and we respond swiftly and seriously to any behaviour that undermines the safety or dignity of others.

This policy outlines the systems we use to ensure consistency and fairness across the school, and the shared commitments expected from all staff, students and parents. It should be read alongside our Safeguarding Policy and Staff Handbook for Behaviour.

Our aim is simple: to create a culture of exceptionally good behaviour—for learning, for the community, and for life.

## 2. School Uniform

# School Uniform

### Blazer

School Blazer

**worn at all times in the school building.**

Removed with permission from class teacher during lessons.

### Tie

House Coloured Tie, knotted so that the school crest can be seen underneath the knot

### Lanyard in year group colours - worn at all times.

### Jumper

Optional plain black V-Neck Jumper with Lister Logo.

### Trousers

Black tailored trousers with plain black belt if required.

### Skirt

Black tailored skirt, knee length or longer.

### Shirt/Blouse

Plain white, tucked in, all buttons done up. A short sleeved shirt can be worn in summer.

### Shoes

Plain black shoes with black laces. No coloured laces or stitching or plimsolls.

### Backpack

Plain black.

Hijab : plain black. Other religious head coverings: plain white or black. No durags. No face coverings.

### Outdoor Clothing

Plain black coats and other outdoor clothing **to be worn outside only**. Black woollen hats can be worn outdoor.

### Jewellery and Make-Up

Only small plain studs or sleepers may be worn by those with pierced ears. **No other jewellery at all.** Make-up should be minimal and discreet. No nail varnish or acrylic nails.



## Protocols shared with stakeholders

Non-uniform items will be confiscated, and the school cannot take responsibility if items are mislaid during the period of confiscation.

- Pupils who are not in full school uniform will have concerns logged and multiple concerns or incidents will lead to further interventions including reports and detentions. Pupils may also be required to work in isolation from other students if uniform incidents persist.
- Coats and outdoor wear should be black and not worn in the building.
- Bags should be black and of appropriate size to carry the correct school equipment.
- Hoodies, body warmers and hats must NOT be worn anywhere on the school site.

If items of clothing are worn in breach of the school uniform expectations, or, coats are worn inside the building, pupils will be asked to remove them and they will be confiscated.

Socks should be plain, and of black, white and/or grey colour only.

The school discourages pupils from wearing any makeup. However if makeup is worn it should be discreet and minimal. The following are not permitted and pupils who have these will be told to remove them:

- fake and acrylic nails;
- fake eyelashes;
- face and body piercings (except for one nose and ear piercing).





Persistent breaches again may result in isolation and withdrawal.

**Only small sleeper or stud earrings are allowed, no other jewellery should be visible.** If items of jewellery or makeup are deemed inappropriate and/or as posing a health and safety risk, pupils will be asked to remove them and they will be confiscated.

Confiscated items will be kept until the Friday of that week up until 3pm. Students can collect confiscated uniform items after school from the Achievement office.

## Uniform Code for PE

### CORE KIT



EITHER <b>GREY</b> Short-Sleeved PE T-shirt OR <b>GREY</b> Long-Sleeved PE T-shirt (with school sports logo)		BLACK PE Shorts* (with school sports logo)	BLACK PE Socks
			
*Students not wishing to wear shorts <b>MUST</b> wear black PE tracksuit bottoms with the school sports logo (listed below).			

### GCSE KIT

- GCSE PE: Burgundy t-shirt (short-sleeved or long-sleeved) with school logo
- GCSE Dance: Black t-shirt (short-sleeved or long-sleeved) with school logo

### OPTIONAL KIT

- GREY tracksuit top with school logo
- BLACK tracksuit bottoms with school logo

GREY PE Tracksuit Top (with school sports logo)	BLACK PE Tracksuit Bottoms (with school sports logo)	Maroon GCSE PE T-Shirt** (with school sports logo)	Black GCSE Dance T-Shirt** (with school sports logo)
			
**Both the GCSE PE T-Shirt & the GCSE Dance T-Shirt are available with <b>EITHER</b> short <b>OR</b> long sleeves.			

Lister Community School PE kit is ONLY available to purchase from Fashion Stop, 138 High St N, London E6 2HT.

There is a strict **NO JEWELLERY** requirement in **ALL** PE/Dance lessons and extra-curricular activities at Lister Community School. Students are therefore advised not to wear jewellery on days where they have a PE/Dance lesson, or a PE/Dance-related extra-curricular activity.

For health and safety reasons, any student without a proper PE kit, or who refuses to remove item/s of jewellery will not be permitted to participate in their PE/Dance lesson or activity.

### 3. Classroom Management

#### **Praise and Recognition:**

At Lister Community School, we are committed to fostering a positive learning environment where all students feel valued and motivated to succeed. We believe that regular recognition of student achievements contributes to a culture of respect, personal growth, and high academic performance. Our staff are encouraged to use a wide range of methods to praise students, both formally and informally, including but not limited to:

- Verbal praise in class
- Positive written feedback on assignments
- Achievement Points or Achievement Points
- Praise postcards sent home
- Recognition during assemblies or form time
- Special awards for outstanding effort, progress, and citizenship
- Inclusion on the school's bulletins or website

#### **Praise, Warning, Intervention, Concern (PWIC)**

Lister adopts an assertive behaviour system of Praise, Warning, Intervention, Concern. The letters PWIC are on display and pupils' names added under the appropriate column to indicate whether a pupil has earned praise, been given a warning or put on concern. We aim to have a 'Lesson Champion' in each lesson who achieves 3 praise points.

At the end of a lesson, all praises and concerns are logged on the school's behaviour tracking system known as Arbor. All praises logged boost a student's overall point score and opportunities to engage with rewards throughout the academic year.

## Referrals:

Behaviour tracking means that incidents of positive and negative behaviour are logged on a database so that:

- the school is able to monitor more effectively patterns of behaviour by individual pupils and across the school, thus enabling more effective intervention;
- parents are able to keep track of their child's behaviour record and support their child and the school by reinforcing expectations at home.

The referral process is a critical component of our behaviour management system, ensuring that incidents of poor behaviour are handled swiftly and fairly. All staff are expected to follow the established procedures for referrals, escalating cases when appropriate, and ensuring clear documentation throughout.

Our referral process involves the following steps:

1. **Classroom intervention:** Teachers will first address low-level disruptions through classroom management techniques, such as verbal reminders and de-escalation strategies (PWiC)
2. **Formal referral:** If behaviours persist or escalate, a formal referral is made to the Head of Department or Year Leader.
3. **Parental engagement:** For serious or repeated incidents, parents/carers will be contacted to discuss next steps and possible interventions.
4. **Referral to Senior Leadership Team (SLT):** If the issue continues or is particularly severe, a member of the SLT will be involved, and further actions may be taken, including temporary exclusions whether they be internal or external (suspensions).

All -3 major concerns logged require students to complete a detention of a minimum 60 minutes during lunchtime. If this detention is missed, then it will become a 60 minute detention after school.

## Expectations During Unstructured Times

Everything that students do at Lister is a function of Teaching and Learning. This includes all movement and activity between and during breaks and lunches. During unstructured times such as break, lunch, and transitions between lessons, all students are expected to:

- Move around the school site in an orderly manner, showing respect for peers, staff, and the school environment.
- Use designated areas for socialising or leisure activities, ensuring these areas remain clean and safe.



- Follow staff instructions at all times and adhere to any specific guidelines for different areas (e.g., library, playground, dining hall).
- Avoid behaviour that disrupts the calm and orderly atmosphere of the school, including loud shouting, running in corridors, or inappropriate physical contact.

### **Sanctions and Detentions:**

Failure to meet these expectations during unstructured times will result in proportionate consequences.

These may include:

- Verbal warnings and restorative conversations to address inappropriate behaviour.
- Immediate removal from unstructured activities (e.g., being placed in a quiet area for the remainder of break/lunch).
- Detentions after school, or loss of free time, depending on the severity and recurrence of the behaviour.
- Persistent or serious breaches of behaviour during these times may lead to higher-level sanctions, such as referrals or involvement in restorative practices.

### **Punctuality and Lates to School**

All students are expected to be on the school site by 8:25 am, ready to begin their day promptly. Punctuality is critical to ensure that learning is not disrupted and that students can maximise their opportunities for success.

**Sanctions for Lateness:** If a student arrives at school after 8:25 am but before 8:50 am, they will be marked as late and will receive a **30-minute detention** that same day. If a student arrives after 8:50 am, they may receive a **60-minute detention**, also to be served on the same day or the next.

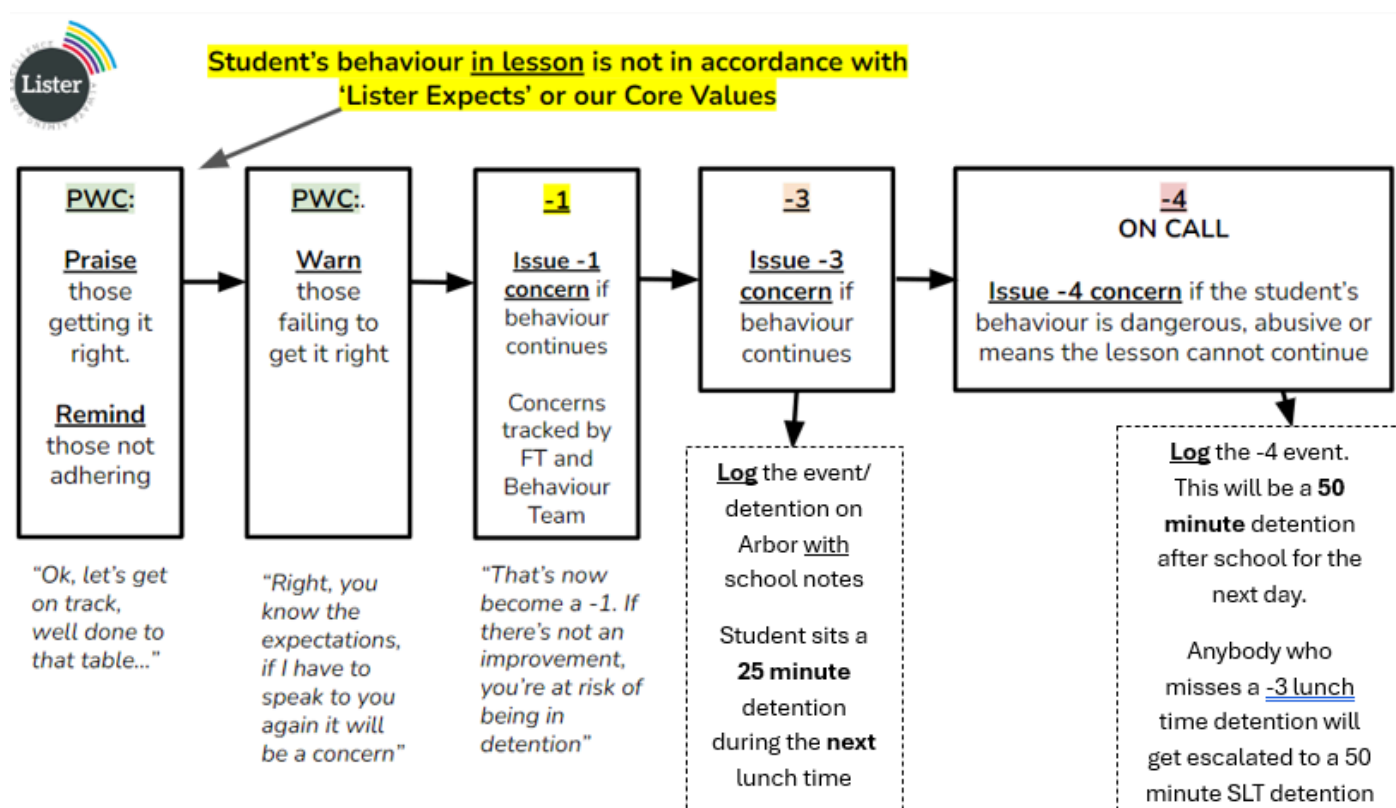
### **Monitoring and Support:**

- Students who are persistently late will be closely monitored, and parents/carers will be informed if lateness becomes a pattern.
- Additional interventions, such as meetings with parents/carers, may be arranged to discuss the underlying causes of lateness and agree on strategies to improve punctuality.

## **4. Detentions**

- When a detention is given, staff will use the Arbor to summarise the conduct which led to the sanction being given.

- Information about 30 minute detentions will be available on Arbor. A detention of up to 30 minutes will be given on the same day, Parents/carers should check Arbor daily to check detentions and support in addressing their child's conduct with them.
- If a student misses a 30 minute or 60 minute detention, this will be automatically escalated to a higher sanction. Parents will receive a text message to inform them about this.



- Notifications for 60 to 90 minute (SLT) detentions will always be sent via text message and be indicated on Arbor on the student's profile page. If you are using the Arbor app, you will need to click into concerns to see when detentions are scheduled.

## **5. Maintaining the good reputation of the school**

Pupils on their way to or from school or on school trips have an additional responsibility to ensure that their behaviour does not bring the school into disrepute. By bringing the school into disrepute the pupil impacts on the rest of the school community. Students can be sanctioned for actions that take place outside of school, especially where incidents bring the school into disrepute.

## **6. Damage to School Property or Theft of School Property**

Should instances of deliberate damage or theft occur, bills for the full cost of replacement or repair will be obtained and forwarded to the parent/carers of those students responsible. In addition to this, students will receive a sanction.

## **7. Permanent Exclusion, Fixed Term Suspension and Internal Exclusion**

Fixed Term Suspension and Internal Exclusion are serious sanctions applied in different cases. Internal exclusion is a serious alternative to Fixed Term Suspension. Students on exclusion or suspension will be provided work to complete for the duration of the sanction period. Internal Exclusion takes place in our Internal Exclusion Room (IER) where chromebooks are provided to ensure that students have access to work throughout. Students will also be asked to complete reflections on their behaviour whilst in the IER.

Internal Exclusion is used where a student:

- puts members of the school community at risk;
- disrupts the good order of the school;
- fails to meet the standards set out in the schools behaviour policy and it is necessary for safety or for the good order of the school to remove them from general circulation for a period of time or until sufficient interventions can be put into place to help prevent further incidents.
- Fails to reflect on, alter or improve their behaviour

FTS is used where:

- a pupil fails IER - the pupil will need to complete IER on return from external exclusion;
- incidents that require a more formal record such as weapons, injury caused to staff, illegal substances;
- there is a particular reason why a pupil will respond better to FTS than IER;

- it is necessary for the health and safety or good order of the school to remove a pupil from the school site immediately.

Occasionally directed placements at an off-site provision including Ed Links may be used as:

- a respite placement (up to six weeks) for pupils at risk of exclusion after discussion at the 'Pastoral Panel';
- an alternative to internal exclusion where an offsite sanction is preferable;
- a day 6 provision for pupils that have an FTS.
- Long term placements may be sought where it is not appropriate for a student to return to Lister, and as an alternative to permanent exclusion.

### **Permanent Exclusion:**

Permanent exclusion is a last resort used only when a student's behaviour is deemed to present a serious risk to the safety and well-being of other students and staff, or when all other interventions have been exhausted. Decisions for permanent exclusion are not taken lightly and are based on thorough investigation, following a fair process in accordance with statutory guidance.

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

In the event of permanent exclusion, the following steps will be taken:

1. **Investigation and evidence gathering:** A full investigation will be carried out, and evidence will be reviewed by senior staff.
2. **Consultation with parents/carers/social workers:** The school will meet with the student's parents/carers to discuss the situation.
3. **Decision-making:** The final decision on permanent exclusion rests with the Headteacher, following consultation with relevant stakeholders. In the last instance there will be a final interview with the Headteacher and the principal protagonists before the final decision is taken
4. **Right of appeal:** Parents/carers will have the right to appeal the decision, and the school will follow all statutory procedures for appeals.

There are some situations where Permanent Exclusion is unavoidable and in these cases all relevant people, including the borough will be informed on the day the decision is made by the headteacher. Types of behaviour which may result in a PEx are categories of -10 events or above (as indicated in the Appendix Praises and Concerns List ) .

Further useful guidance can be found in the following:

- <https://www.newhamcommunityschoolstrust.org/wp-content/uploads/2022/03/E-Website-NCST-Exclusions-Policy-TB-March-2022.pdf>
- [DFE Suspension and Permanent Exclusion guidance](#) (last updated September 2023)

## **8. Safeguarding and Behaviour Support**

When a pupil displays continuous disruptive behaviour, it may mean that they are experiencing behavioural, social, emotional or other difficulties that might impede self discipline and effective learning. We believe that the most effective way to manage behaviour is to praise and reward good behaviour. However, we recognise that there are times when further intervention is required.

The pupils who may be experiencing difficulties are referred to the 'Pastoral Panel' via their Achievement teams where their needs are tracked, monitored and discussed and appropriate interventions are put in place. These may include, but are not limited to:

- referral to groups run by the SSC;
- referral to the SSC for a respite placement;
- behaviour support plan (internal);

- referral to Learning Support and the SENCo;
- referral for eEarly Help Support;
- in school counselling service provided by PPlace2B and Place2talk
- in School 'Internal Alternative Provision' (LLC)

It may be appropriate to consider multi-agency referrals such as a referral to:

- children's social care if there is reason to believe that the behaviour of a child is an indication of abuse or harm;
- an Educational Psychologist;
- an internal Pastoral Support Plan (PSP);
- CAMHS or CFCS.

Where there are concerns about the behaviour, or risk of suspension and permanent exclusion of a pupil with SEND, a disability or EHC plan, the school will work in partnership with professionals including the local authority at the earliest stage of identification of concerns. The school will consider in liaison with external professionals, any reasonable adjustments and further support that should be provided on a case by case basis.

Please see the school's Safeguarding Policy for further details.

## 9. Rewards

At Lister, we encourage positive behaviour from students, through positive reinforcement and a combination of intrinsic and extrinsic rewards. Pupils achieve '+' points that are categorised by our three core values: 'aiming for excellence', 'be kind, polite and considerate' and 'taking responsibility'.

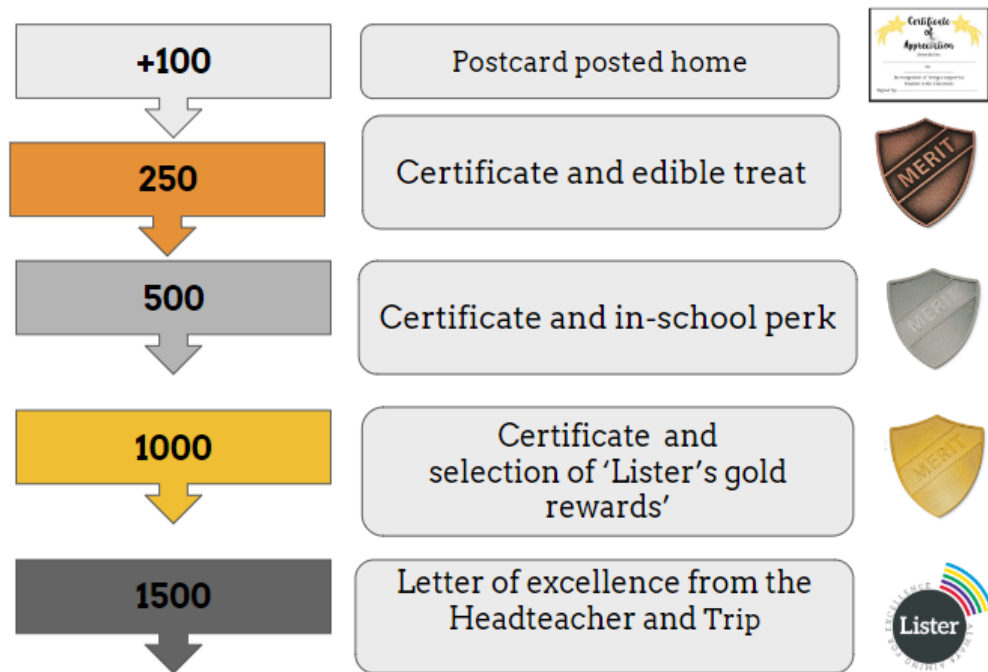
The following systems are in place to recognise students' positive efforts, progress and contributions at individual and group level:

**The Lister School Individual merit system** encourages this through:

- pupils collecting praises, for teaching and learning efforts and achievements (in class behaviour)
- pupils collecting praises, for their contributions/involvement or engagement in school events and competitions (out of class behaviour)
- pupils collecting praises, for demonstrable evidence of the school's core values.



## Rewards: Spending points

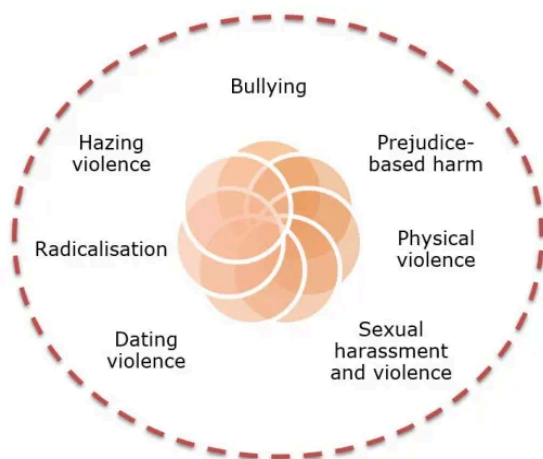


1. **The Year Group system** encourages this through:
  - all behaviour points, merits and commendations generating points for the relevant year or Achievement group (aiming to achieve the 'Achievement cup' for the term);
  - excellent pupil attendance generating points for the relevant year or Achievement;
  - inter-Achievement competitions generating Achievement points.
2. **The Faculty system** encourages this through:
  - recognising excellent effort and subject awards in assemblies;
  - appointing 'lesson champions' (+3 merit) for the pupil 'who has best met the 'learning objective'
3. **The Character Award system** encourages this through:
  - recognising pupil attendance, overall behaviour points and participation in extracurricular activities

## 10. Anti-Bullying Policy

All members of the Lister School Community have the right to learn and work in an environment where they are treated with respect and are free from fear and intimidation. Bullying is damaging and unacceptable. Bullying damages self esteem and confidence and can impair a child's academic achievement. Bullying can have long term consequences for the victim, and can contribute to a negative atmosphere in the school which affects other pupils as well as the victim.

Lister Community School will take all possible steps as laid out in this policy to reduce and eradicate instances of bullying and also to empower all stakeholders to take action in order to rebuild and counteract the impact of bullying on the victim.



### Peer on peer harassment or abuse

At Lister Community School we believe that all children have a right to attend school and learn in a safe environment. As in all settings, there can unfortunately be situations where young people are subjected to bullying (including cyberbullying). Children should be free from harm by adults in the school and other students; this includes a zero tolerance approach to:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexism, misogyny/misandry;
- homophobia, biphobic and sexual violence / harassment;
- sexual assault and sexual harassment such as;
  - unwanted touching,
  - pressuring others to engage in sexual activity and/or to provide sexual imagery,
  - unwanted or inappropriate sexual comments including sexist name-calling,
  - inappropriate gestures;
  - being photographed or videoed without knowledge and/or consent,
  - circulating photographs or videos without knowledge and/or consent,
  - sexting (also known as youth produced sexual imagery);
- gender-based violence;



- initiation-type violence and rituals.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Staff must bring the allegations of this nature to the attention of the Designated Safeguarding Leads or Child Protection Officers (Sara Voisey, Helen Pallett, Nur Uddin, Carla Colquhoun and Amanda Davis).

Young people are not always able to articulate that they feel uncomfortable with others touching them. At Lister School we recognise that this can be a difficult issue for pupils and therefore take the decision out of the pupils' hands. Any touching of another pupil is not allowed and all pupils should follow the 'no hands rule'. This is to ensure that pupils are not placed under undue pressure to explain 'inappropriate touching' as a 'joke' or as consensual.

Bullying and intimidating behaviour in all its forms is unacceptable and does not adhere to the key values of treating others with kindness, politeness and consideration. If cyberbullying takes place outside of the school gates the school will treat the matter in the same way as any behaviour that occurs on the school site.

If an allegation is made then we will support the victims of child on child abuse, whilst establishing the facts of the case and liaising with Police and Social Services (where necessary), by: if appropriate, removing the alleged perpetrator from any classes they share with the victim; considering how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from school; providing support in the form of counselling, mentoring or a 'safe space' if requested.

These actions are in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

Whilst all incidents of this nature will be considered in their own context, the nature of this type of behaviour may sometimes mean that permanent exclusion is the appropriate action. All young people involved in such incidents would be referred to Social care as a mechanism to ensure support for a potentially vulnerable young person - please refer to the Child Protection and Safeguarding policy for more details.

## **Key Staff and Responsibilities**

There are several post-holders across the school who contribute directly or indirectly to the prevention and eradication of bullying within Lister Community School:

- **Deputy Headteacher / Assistant Headteacher** coordinates all Anti-Bullying including the use of restorative practice.
- **Designated Safeguarding Lead (DSL)** and the **Safeguarding Team** ensures that bullying incidents, particularly those that may meet the threshold for safeguarding concerns (e.g., persistent, severe, targeted, or involving protected characteristics), are identified, recorded, escalated, and responded to appropriately in line with safeguarding policies and statutory guidance (e.g., Keeping Children Safe in Education).
- **Year Group Leadership Teams** - investigate, sanction and complete restorative work for all incidents of bullying.
- **The Pastoral Manager with whole-school responsibility for the Anti-Bullying Student Ambassadors** - coordinates pupils in leading restorative practice in their Achievements and promoting an anti-bullying ethos through Achievement assemblies and campaigns.
- **Student Anti-Bullying Ambassadors** - provide peer support, lead restorative practice, and promote an anti-bullying ethos across their Achievement.
- **The Head of PSHRE** - responsible for the Anti-Bullying message within the curriculum
- **The Leader of Whole-School SMSC** - Ensures that pupils regularly reflect on the rights and responsibilities of all members of the community and the importance of tolerance and treating all members of the community with kindness, respect and consideration.
- **The E-Safety lead** - ensures that pupils are made aware of how to keep themselves safe online and the effects of cyberbullying.
- **All members of staff** - are responsible for identifying and reporting suspected cases of bullying. All staff are also responsible for challenging unacceptable language.
- **School Governors and the Headteacher** - are responsible for monitoring and review of this policy.

## Working with the School Community

Lister Community School:

- discusses, monitors and reviews our anti-bullying policy on a regular basis involving all stakeholders.
- ensures that all staff understand the impact that bullying can have, can identify bullying, are aware of what to do when bullying is suspected or reported.
- ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- ensures that parents/carers know who to contact at school about bullying-related issues and are able to access independent advice.
- reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints.

- seeks to learn from good anti-bullying practice elsewhere.

## **Preventing Bullying**

Lister Community School:

- recognises that bullying often happens because of perceived or actual differences and can be motivated by prejudice.
- recognises that cyberbullying has some features that are different to other forms of bullying and consequently needs to be treated differently.
- uses curriculum, PSHRE and assembly opportunities to raise awareness of bullying-related issues.
- actively provides systematic opportunities to develop pupils' social and emotional skills including their self esteem and resilience.
- involves pupils in anti-bullying campaigns in schools.
- publicises the details of helplines and websites.
- creates "safe spaces" for vulnerable young people.
- ensures pupils know how to express worries and anxieties about bullying.
- has a peer support programme that pupils can access if they feel they are being bullied.
- seeks to systematically collect the views of pupils and parents in order to evaluate and improve anti-bullying practice.
- records all incidents of bullying including specific types and means of bullying in order to evaluate and improve anti-bullying practice.
- ensures that pupils and staff know how to identify and deal with cyberbullying in its own right.

## **Identifying and Responding to Bullying**

Lister Community School:

- will ensure that all reported cases are fully investigated and sanctioned.
- will ensure that pupils who experience bullying feel heard; know how to access support; feel confident in the school's ability to deal with the bullying; have steps taken to make them feel safe and rebuild confidence and self esteem.
- will ensure that pupils who engage in bullying behaviour are sanctioned or held to account using restorative means for the harm they have caused and supported to learn to behave in ways that do not cause similar harm in the future.
- will ensure that bystanders and supporters are aware that the behaviour they have witnessed is thoroughly unacceptable and will not be tolerated.



# Appendices

## Appendix One: Use of Positive Handling and Restraint

At Lister Community School we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

- physical intervention should be used only as a last resort when other appropriate strategies have failed;
- any physical contact should be only the minimum required;
- physical intervention must be used in ways that maintain the safety and dignity of all concerned;
- incidents must be recorded and reported to the Head teacher as soon as possible;
- parents/carers will be informed on the day of each incident.

## The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others;
- committing an offence;
- damaging property;
- prejudicing the maintenance of good order & discipline.

## Our approach

At Lister Community School we aim to avoid the need for physical intervention and regard this as a last resort in managing situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

**Lister's Staff Handbook for Behaviour contains clear guidance for staff on positive interactions with young people. Please ensure that you have read through this guidance and raised any queries or questions you have with your line manager or the Deputy Headteacher for Behaviour, Joe Begley.**

### **Key Legal References**

- 'Reducing the need for restraint and restrictive intervention' - [HM Government 27th June 2019](#).

The NEU also produces a guidance document called [Education, The Law and You](#), which provides a helpful summative overview.

## **Appendix Two: Confiscation and Searches**

This section of the policy has been written with reference to the Government guidance on [Searching, Screening and Confiscation; Advice for Headteachers, School Staff and Governing Bodies - July 2022](#)

### **Screening**

Lister Community School places a great emphasis on the importance of the safety of all members of the community at all times. To ensure the safety of the school community, from time to time the school may 'screen' pupils as they arrive at school. This might involve pupils walking through a metal detector (arch) or being screened by a hand held metal detector (wand) even if the school does not suspect them of having a weapon. The consent of pupils and parents is not required and is part of the School's statutory power to manage the safety of staff, pupils and visitors. We hope that parents would view this as a positive measure and understand that this is because we see the safety of our school community as paramount.

### **Searching with Consent**

There are occasions when schools must use their power to search, screen or confiscate items from pupils in order to ensure the safety of all members of the school community and to maintain school discipline and

good order. At Lister Community School school staff are permitted to search a pupil for **any** item **if the pupil agrees**. However, if a pupil does not agree they may receive a sanction for non-cooperation.

### Searching without Consent

There will be rare occasions the Headteacher (or a member of staff authorised by the Headteacher) decide to search a pupil if they have reasonable grounds to suspect that the pupil may have a prohibited item in their possession.

At Lister Community School searches without consent should take place with verbal authorisation from the Headteacher. In the absence or unavailability of the Headteacher, the Headteacher delegates the authority to the Deputy Headteachers. In the absence of a Deputy Headteacher, permission should be sought from the most senior member of staff on the school site.

However, it should be noted that the Headteacher will **always** authorise a 'search without consent' if there are reasonable grounds to suspect that a pupil has an item in their possession which **endangers themselves or other members of the community**. In such instances, the Headteacher would always expect the member of staff to prioritise the safety of themselves and others and conduct the search as soon as they can safely do so even if they have not gained authorisation from the Headteacher. At Lister Community School staff may also search a pupil's locker for any of the prohibited items, even without their consent. When conducting a search the staff members will adhere to the government guidance: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/109113/2/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/109113/2/Searching_Screening_and_Confiscation_guidance_July_2022.pdf). Prohibited items are as follows:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of any person (including the pupil).

Additionally, Lister Community School bans the following items and identifies these as items which may be searched for:

- e-cigarettes or vaporizers;
- steel combs;
- mobile phones or electronic devices which may contain content of malicious communication or content that has been used to bully, intimidate or humiliate others, or places a young person at risk of harm.

In instances where there are reasonable grounds to believe that an electronic device contains content, such as that outlined above, then the member of staff may search the contents of the phone. If such content is found then the staff member may take any of the following actions depending on their professional judgement:

- confiscate the device as evidence and to prohibit further use;
- take images/copies of the content to retain as evidence (except in cases where the content is unlawful, in which case the device will be retained and passed to the Police);
- delete the malicious content from the device, if they believe there is good reason for doing so, and return it to the pupil.

## **Appendix Three: Mobile Phones and other electronic equipment**

### **Mobile Phone Policy – Lister Community School**

#### **1. Core Rule**

Mobile phones are banned at Lister Community School. They represent a conflict with the core purpose of the school for the Pursuit of Excellence. This means that all students should be focussed on teaching and learning during the school day. This includes breaks and lunches.

Any phone seen, heard, or used for any reason during the school day will be confiscated immediately. Confiscated phones are kept securely and will be returned only on the final day of that half-term. If confiscated within the final two weeks of a half-term, the device will be returned at the end of the next half-term.

There are no exceptions to this rule.

#### **2. Storage and Risk**

If a parent believes there is an exceptional safeguarding reason for their child to have a phone, daily storage can be arranged with the Headteacher. Phones brought onto site remain the responsibility of the pupil and family. The school does not accept liability for loss, theft, or damage.



### 3. Use Beyond School Grounds

Pupils must be at least 100 metres away from the school site before switching on their phone. Phones that are switched on near or outside the school gates may be confiscated.

### 4. Rationale

Phones present a safeguarding risk: pupils in uniform are easily identified in photos or videos, which can then be shared online. Phones cause distraction and undermine learning. Past incidents have shown that phones contribute to bullying, intimidation, and the sharing of harmful content. The ban has greatly reduced such problems.

### 5. Confiscation and Searching

The school will confiscate a phone if:

- It is seen or used during the school day;
- It is kept in a pocket;
- There is reason to believe it has been used to threaten, bully, or upset another pupil

#### Inspection of Confiscated Phones

In line with Department for Education guidance (*Searching, screening and confiscation, 2022*), the school reserves the legal right to search and inspect the contents of a confiscated phone where there are safeguarding concerns or reasonable grounds to suspect misuse.

Searches are only carried out by the Headteacher and/or Designated Safeguarding Lead. This may include checking for images, videos, or messages that involve other pupils, or that suggest inappropriate or harmful behaviour.

### 6. Parental Responsibilities

Parents and carers are strongly advised not to send pupils to school with phones. If a pupil does have one, families should regularly monitor their child's device to ensure safe and appropriate use. The school will provide parent workshops to support families in managing mobile phone and social media use.

### 7. Contact During the School Day

If you need to contact your child, please call the school Reception. Messages will be passed on. Pupils who need to contact home may do so via student Reception.

## 8. Other Electronic Devices

Other portable electronic devices (e.g. iPods, gaming devices, headphones, smartwatches) are subject to the same rules as mobile phones and will be confiscated if seen.

## 9. Enforcement

Failure to hand over a phone when requested will be treated as a serious disciplinary matter and may result in suspension. Staff should contact on-call, pastoral, or senior leadership if a pupil refuses to hand over a device.

Other portable electronic devices will be treated in the same way and will be confiscated if staff members see them in school or, if they cause a distraction. Portable electronic devices include:

- iPods,
- gaming devices,
- headphones, and
- smartwatches.

If a parent needs to contact the pupil during the school day, they may do so by calling the Reception and a message will be passed.

## **Appendix Four: Directed Placements to Alternative Provision**

The school may from time to time use the powers outlined in the DFE Statutory Guidance of January 2013 "Alternative Provision" (last updated June 2016) to direct a pupil to off-site provision for the purpose of improving their behaviour. Exercise of this power is delegated to the Headteacher. Where this power is exercised, the school will inform the parents of the reasons why the decision has been taken. Wherever possible the school will meet with the parents before the beginning of the placement, although it should be noted that parental consent is not an absolute requirement for such placements. Parents will also be informed of the outcomes of reviews of the effectiveness of the placement which will take place after no more than six weeks attendance at the placement, and no less regularly than every eight school weeks after that. Although the decision to direct a pupil offsite may be triggered by a serious incident and may follow a sanction, the placement itself is not a sanction, but a measure taken to support a change in patterns of behaviour.

The school will work with the Alternative Provision provider to ensure that the pupil is able to access a good quality of education during the placement. During the placement the pupil remains on the roll of the school, and is subject to the same expectations on behaviour and attendance as other pupils. The length of time a pupil spends in alternative provision will depend on what best supports the pupil's needs and potential educational attainment.

The relevant committee of the Governing Body will receive a summary report at least once per term of the number of such placements, where the pupils have been placed, or whether any reviews have taken place, and of the outcomes of such reviews.

If parents have concerns about the placement they may request a meeting with the Governing Body. Such a meeting will be arranged by the Chair of the relevant governing body committee, and will be held with at least two members of that committee, who will also receive information from the school and the alternative provision provider on the reasons for and the effectiveness of the placement. Such a meeting is only required by statutory guidance if there has not been a review within the previous ten weeks, but the Governing Body committee may use their discretion to hold such meetings if they feel they will help to clarify any concerns about the placement.

### **Appendix Five: Voluntary Seclusion of Pupils with SEND**

Lister Community School does not use seclusion as a form of behaviour management or punishment. In extremely rare cases it may be necessary to provide a place for students with recognised SEND to 'cool down' or 'self regulate'. If this is the case, this will be explicitly mentioned in that child's behaviour plan and logged methodically every time the student requires this type of support.

If this is a recognised need the parents/carers of this child will be informed and a copy of the behaviour plan or individual education plan will be shared with them.

No student should ever be left unsupervised and must be in direct eyesight of a member of staff at all times through an open door. This is unless there has been a prior agreement with parents and child regarding the particular needs of a child to 'self regulate', and does not form part of a sanction but is a method that has been chosen by the child and family to regulate.

### **Appendix Six: List of praises and concerns**



# 5 key priorities next term

**At Lister, we are uncompromising in our pursuit of excellence. This means every student should experience success because of the high expectations we set.**

**01**

**02**

**03**

**04**

**05**



## **Uniform**

Correct uniform at all times



## **Equipment**

Full equipment, including pencil case, glue stick, calculator and whiteboard pen



## **Punctuality: Every minute counts**

Arrive to school by 8.25am and to all lessons, on time



## **Behaviour in social spaces: No hands rule**

Behave in a calm and safe manner



## **Mobile Phones**

If with pupil, should be off and in bag.

# Praise Categories

**+1**

1. Aiming for excellence
2. Taking responsibility
3. Being kind, polite and considerate
4. Readiness to learn and/or organisation
5. Character praise

**+3**

1. Positive engagement and/or contributions
2. Excellent classwork and/or homework
3. Excellent presentation of work
4. Being kind, polite and considerate
5. Lesson Champion

**+5**

1. Exceptional classwork and/or homework
2. Exceptional progress / outcomes in assessment
3. Exceptional effort and/or contributions
4. Exceptional demonstration of taking responsibility
5. Exceptional demonstration of being kind, polite and considerate

**+10**

1. Commendation from Headteacher
2. Outstanding contribution to school-related event
3. Outstanding demonstration of school values

# Behaviour Categories

<b>0</b>	<b>Learning Conversation</b>	<ol style="list-style-type: none"> <li>1. Late to a school (30 minute detention)</li> <li>2. Failure to complete homework</li> </ol>
<b>-1</b>	<b>Cumulative Count</b>	<ol style="list-style-type: none"> <li>1. Incorrect uniform</li> <li>2. Equipment concern</li> <li>3. Late to form or lesson (under 5 mins)</li> </ol>
<b>-2</b>	<b>30 Minute Detention</b>  <b>Centralised Email Home (Arbor)</b>	<ol style="list-style-type: none"> <li>1. Late to lesson or form (5 mins +)</li> <li>2. Poor engagement/effort with classwork</li> <li>3. Repeated disruption in lesson (after intervention)</li> <li>4. Missing PE kit item</li> <li>5. Failed tutor/teacher report</li> <li>6. In an out of bounds area</li> <li>7. Social / transition times misconduct, including no hands rule</li> <li>8. Breach of school expectations (Year team only)</li> </ol>
<b>-3</b>	<b>1 Hour Detention</b>  <b>Contact Home (Email or Phone Call)</b>	<ol style="list-style-type: none"> <li>1. Significantly late to lesson or form (10 mins +)</li> <li>2. Removal from lesson</li> <li>3. No PE kit</li> <li>4. Failed ML report</li> <li>5. Rudeness to staff, including defiance or walking away</li> <li>6. Rudeness to peer(s)</li> <li>7. Serious breach of no hands rule</li> <li>8. Repeated breach of school expectations (Year team only)</li> <li>9. Health and safety breach</li> <li>10. Failure to attend homework club</li> </ol>
<b>-4</b>	<b>75 Minute Detention</b>  <b>Phone Call Home</b>	<ol style="list-style-type: none"> <li>1. Truancy (missed lesson)</li> <li>2. Serious rudeness towards staff</li> <li>3. Serious rudeness towards peer(s)</li> <li>4. Serious breach of school expectations or behaviour contract (Year team only)</li> <li>5. Misuse of social media</li> <li>6. Abusive or dangerous behaviour</li> <li>7. Use of discriminatory language</li> <li>8. Failed SLT report</li> </ol>
<b>-5</b>	<b>IER or FTS</b>  <b>Parental Meeting</b>	<ol style="list-style-type: none"> <li>1. Possession of banned item</li> <li>2. Directed discriminatory language</li> <li>3. Intimidating, aggressive, violent or threatening behaviour</li> <li>4. Serious health and safety breach</li> <li>5. Bringing the school into disrepute</li> </ol>