



LIONHEART
EDUCATIONAL
TRUST

BEHAVIOUR POLICY - SECONDARY

**This policy applies to all secondary schools within
the Lionheart Educational Trust**

Approved by the Trust

July 2026 – July 2027



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1. Aims

In The Lionheart Educational Trust we believe pupils and staff have a right to learn and work in a calm, safe environment, free from disruption. We believe having high expectations for pupil behaviour and conduct, and enforcing these expectations strictly, is an act of kindness, because lowering expectations simply allows children to fail.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be misbehaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

- [Behaviour in Schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Restrictive Interventions](#)
- [Supporting pupils with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice](#)
- In addition, this policy is based on: [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Missing equipment
- Lateness in the mornings or to lessons
- Dis-respectful behaviour towards staff or peers



- Truancy
- Defiance

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Persistent truancy
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Violent behaviour
- Verbal abuse or threatening behaviour towards staff
- Malicious allegations against staff
- Bring the school into disrepute
- Smoking/vaping
- Discriminatory behaviour towards a person or group of people because of a protected characteristic (age, disability, gender re-assignment, marriage/civil partnership, maternity, race, religion, sex, sexual orientation)
- Videoing incidents involving other pupils and sharing on social media
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, Vapes and E Cigarettes
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time



- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of individual school's approach to preventing and addressing bullying are set out in each individual school's anti-bullying strategy/policy.

5. Roles and responsibilities

The Trustees are responsible for approving this policy. The Local Governing Body (LGB) is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.1 The Principal will:

- Take responsibility for reviewing and implementing this behaviour policy.
- Plan and communicate the school culture in detail
- Ensure the school culture encourages and teaches positive behavior and attitude
- Ensure staff deal with misbehaviour in accordance with this policy
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently



5.2 Parents/Carers will:

- Fully support Academy rules, rewards and sanctions
- Ensure pupils arrive punctually, in correct uniform and fully equipped for school
- Encourage full attendance
- Inform the Academy/school/college as soon as possible of illness
- Attend Parents/Carers' evenings
- Be contactable during the school day
- Treat school staff with respect

5.3 Pupils will always:

- Be respectful
- Be resilient
- Be resourceful
- Be reciprocal

5.4 Senior leaders will:

- Fully support The Principal's vision for the school culture
- Maintain the school culture through staff training, implementation of rewards and consequences, and data monitoring
- Ensure Teachers and pupils get to work in a school with consistently high expectations for behaviour and conduct
- Expect the very best behaviour possible from all pupils in the Lionheart Educational Trust schools
- Communicate the school culture in detail

5.5 Teachers will:

- Have high expectations of pupils, accept no excuses and apply this policy strictly and with kindness
- Use the rewards and sanctions systems, as set out in this policy, consistently
- Create a welcoming environment by "Meeting and greeting", and "ending and sending" at the start and end of lessons
- Teach respect through SLANT* and STEPS*
- Teach good oracy through SHAPE*

**See appendix 1 for details*



6. Rewards and sanctions

6.1 Rewards and sanctions

In the Lionheart Educational Trust our behaviour expectations are based around the 4Rs 'Reciprocity, Reflectiveness, Resilience and Resourcefulness'. The characteristics underpinning these values are taught and promoted across the school within each subject, across the curriculum but more explicitly within the Personal Development programme.

Each individual school within the Trust has their own Rewards strategy. But in all school's positive behaviour will be rewarded with:

- Praise
- Reward points
- Letters or phone calls home to parents
- Special responsibilities/privileges

In the Lionheart Educational Trust we operate a centralised, after-school detention system, which is designed to encourage pupils to make the right decisions in school. During lessons staff will use a three-tier behaviour system with pupils failing to adhere to Academy expectations:

- C1* – the pupil is warned and reminded of expectations
- C2 – the pupil is reminded of expectations and a detention is issued for the soonest possible day following the incident
- C3 – a double detention is issued. If appropriate the pupil may be removed from the lesson On Call. Once the pupil is removed from a lesson, the staff member On Call will re-locate them to a suitable calm, safe and supervised room. The new location may be a sixth form lesson, the reflection room, or a lesson being delivered by a senior member of staff.

If a pupil fails to attend a detention the school will escalate the detention to a double detention.

If a pupil fails to attend a double detention the school will escalate the detention to internal isolation.

Other sanctions used by the school in response to misbehaviour include:

- Expecting work to be completed at home, or at break or lunchtime, or after school
- Letters or phone calls home to parents
- Putting a pupil 'on report'
- Agreeing an Achievement Support Plan/Behaviour Support Plan/Achievement Support Plan
- Time in Reflection (internal isolation)
- Suspension from school

Pupils at risk of suspension may be directed to an alternative supportive provision. This is a preventative measure used to support pupils to mitigate the risk of suspension.**:



- Time in Reflection at a different school within the LET – this sanction will be referred to as a hosting. It ensure the pupil access their curriculum and is safeguarded on another school site.***
- Hosting at The Bridge – a bespoke facility, with a fully trained ELSA. This is part of our restorative practice to enable pupils to reflect on their behaviours.
- Referral to a Lionheart Trust alternate provision
- Referral to an external provider for alternate provision
- Direction offsite to another school – direction offsite allows a school to temporarily direct a pupil to another educational setting to improve behaviour. This is a time-limited intervention. If a pupil is successful during this intervention the school may consider a managed move in collaboration with parents
- Managed move - managed moves are voluntary agreements between schools, parents, and the pupil to permanently transfer a pupil to another mainstream school. They are intended to offer a fresh start and are used only when in the pupil's best interests

Schools use internal isolation in response to serious or persistent breaches of this policy. Pupils may be sent to the Reflection room during lessons if they are disruptive, and they will be expected to complete the equivalent work as they would in class.

If there is a serious breach of the behaviour policy or persistent breaches the School reserves the right to issue a permanent exclusion (see the Suspension & Exclusions policy).

These rules are supported by a rewards and sanctions system designed to encourage pupils to make positive decisions about their behaviours.

**If a pupil receives 3 C1's in a day they will result in a detention being issued*

***Please refer to The LET Alternate Provision (AP) Policy for further detail on the use of AP*

*****If a hosting is declined as an alternative supportive measure to a suspension, then the suspension will be re-instated. A restorative re-admission meeting will take place post suspension. Parents will be informed of the suspension in writing. This behaviour policy applies to pupils who are being hosted, and will be enforced by the host school.**

6.2 Off-site behaviour

Pupils are expected to follow our school rules, always **be respectful, resilient, resourceful and show reciprocity**. If a pupil fails to meet these expectations, they will be issued with a Behaviour Point and the school's behaviour policy will be implemented.

Pupils are expected to follow our school rules when they are travelling to and from school and at any time when they are wearing our uniform. Pupils out in public represent The Lionheart Educational Trust and should consider how their actions reflect on them, their parents and their school. Staff have the power to issue Behaviour Points and detentions for any behaviour outside of school that may affect their education or bring the school into disrepute.

Pupils are expected to be punctual in the mornings and to lessons. If a pupil is late, they will automatically be issued with a detention.



6.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will deal with the matter as an incident of **serious misbehaviour** in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct

7. Behaviour management

7.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

Please refer to our child protection and safeguarding policy for more information

<https://lionhearttrust.org.uk/about-us/trust-policies/>

7.2 Online misbehaviour

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

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

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

7.3 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.



The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information
<https://lionhearttrust.org.uk/about-us/trust-policies/>.

7.4 Classroom management

The Senior Leadership Team, Middle leaders, Teachers and Support staff share responsibility for setting the tone and context for positive behaviour within the classroom.

- The Senior Leadership Team and Middle Leadership Team will relentlessly communicate detailed expectations for behaviour and culture in the classroom for all stakeholders. Expectations will be communicated through assemblies, morning routines (e.g. line ups), staff briefings and training, open evenings and if need be, in individual conversations with pupils, staff and parents
- Teachers are responsible for maintaining the expectations set out by the school in their classrooms and when on duty
- Teachers will use the rewards and sanctions system to support their classroom culture
- Teachers will develop a positive routines with pupils, which may include:
 - Being at their door to meet and greet pupils in the morning/at the start of lessons
 - Teaching, practising and embedding clear routines
 - Using a clear seating plan
 - Teaching good manners using STEPS*
 - Teaching good oracy using SHAPE*
 - Teaching good listening using SLANT*
 - Giving praise and/or achievement points for good work and positive behaviour
 - Giving sanctions for poor work and misbehaviour



- Ending and sending pupils at the end of lessons
- Starting the next day afresh

**See appendix 1 for details*

7.5 Restrictive Interventions

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Not be used as a form of punishment
- Be recorded in writing
- Be reported to parents/carers using a three step approach:
 1. In person/phone call on the day of the incident
 2. Written follow up using the Trust template
 3. Planned meeting with the agenda of avoiding similar situations in the future and completing/reviewing a risk assessment

Following an incident, when restraint has been required as a result of a dynamic risk assessment, a formal risk assessment will be written to outline the steps to be taken to de-escalate crisis behaviours and reduce the need for restraint in the future.

Following an incident when has been required the school will keep a record of the incident on their safeguarding software and parents/carers will be informed.

7.6 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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



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

7.7 Smart Devices

In the Trust we know mobile phones, headphones, ear buds, smart watches and any other kind of blue tooth device are a significant distraction for children, they are the enemy of concentrating on their studies, and so we encourage parents/carers to keep their child's phone at home during the school day. If parents/carers feel their child needs a phone while travelling to and from school, please know that mobile phones or any other kind of device should be **switched off** and should be **stored out of sight** during the school day. If a pupil's mobile phone/device is visible/heard, it will be confiscated immediately (excluding KS5 students who are allowed their smart devices in designated areas only). Parents/Carers are asked to come into school to collect the phone/device. If a parent/carer is unable to collect the phone on the day of confiscation, it will be kept securely and returned to the pupil the following day.

7.8 Use of CCTV

The trust uses CCTV in all schools. This is to maintain the security of the premises and for discouraging and investigating crime. It is also used to deter antisocial behaviour and for the purposes of pupils, staff and public safety. The Trust may use images obtained by CCTV for discipline purposes. The Trust is not at liberty to share images or footage from CCTV with parents/carers.

7.9 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits misbehaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a pupil, staff will liaise with external agencies and plan support programmes for that child. Staff will work with parents to create the plan and review it on a regular basis.

8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.



Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. Training

All staff within the Trust are provided with training on managing behaviour as part of their induction process. In addition, use of restraint training is also provided where appropriate.

Behaviour management will also form part of continuing professional development.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension & Exclusions policy
- Safeguarding policy
- Anti-bullying policy

Appendix 1

STEPS (**S**ir/Miss, **T**hank you, **E**xcuse me, **P**lease, **S**mile)

SLANT (**S**it up, **L**isten, **A**sk/answer questions, **N**ever interrupt, **T**rack the speaker)

SHAPE (**S**peak in full sentences, **H**ands away from mouth, **A**rticulate, **P**roject, **E**ye contact)