



The Lakes School Behaviour Policy

Ready, Respectful, Safe – A calm, consistent and restorative approach.

1. Vision and Ethos

At The Lakes School, we believe that excellent behaviour is the foundation of a successful and inclusive school. We use a relational approach underpinned by high expectations, clear routines, consistent consequences and a shared language of Ready, Respectful, Safe. We aim to foster a calm, purposeful atmosphere where all students can thrive academically, socially and emotionally.

2. Core Expectations

Ready	Respectful	Safe
Be punctual, equipped and prepared – including correct uniform	Follow instructions first time	Move calmly and sensibly
Engage positively in lessons	Speak kindly and listen to others	Respect each other's personal space
Take responsibility for learning	Care for our environment and community	Make safe choices online and offline

3. Uniform Expectations

Uniform Item	Expectation
Blazer	Worn at all times unless permission is given to remove it (appropriate year groups)
Shirt and tie	Shirt tucked in; tie worn correctly at full length. Students must wear the appropriate tie.
Trousers/Skirt	Appropriate length and fit; no alterations. Skirts must be pleated and at least knee length.
Shoes	Black polishable footwear
Outerwear	No hoodies or other non-uniform items on site



Nails	No false nails, painted nails or acrylic nails
Jewellery/Make-up	Only watches are permitted.
Mobile phones	Must be turned off and kept in bags.

Uniform issues are corrected immediately. Repeated refusal to comply may result in isolation; persistent or deliberate defiance may result in suspension.

4. SLT On-Call System

When On-Call is used	Response
Serious or persistent disruption	SLT removes the student; incident logged on Arbor
Refusal to follow instructions	Appropriate sanction issued (detention, isolation, or escalation)
Unsafe behaviour or conflict	SLT intervenes to restore safety and order; parents informed where appropriate

5. Recording Behaviour and Recognising Achievement

All staff use Arbor to record behaviour incidents, removals, detentions, exclusions and recognition points for positive contributions. Parents and carers are encouraged to use Edulink and email to monitor achievements, sanctions and communications.

6. Sanctions and Escalation Framework

Stage	Consequence	Example behaviours	Next step if escalated
1	Teacher discussion / detention	Lateness, off-task, unkind comment	Repeated = HoF or SLT sanction
2	Head of Faculty detention	Persistent disruption; refusal to follow instructions	Repeated = SLT escalation
3	Lesson removal	Removed to partner teacher after refusal to comply	Automatically triggers SLT lunch detention minimum



4	SLT lunchtime detention	Departmental removal, mobile phone use, moderate defiance	Repeat = SLT after-school detention
5	SLT after-school detention	Removal by SLT, truancy, serious rudeness or refusal	May trigger pastoral intervention. Repeated = Internal inclusion
6	Internal inclusion (isolation)	Non-compliance, verbal aggression, unsafe conduct	Repeated = Suspension
7	Suspension (fixed term)	Bullying, fighting, discriminatory behaviour, abuse	On return: reintegration meeting
8	Alternative provision / Direction off site	Serious behaviour patterns; disengagement from school life	Formal pastoral review
9	Permanent exclusion/ Managed Moves	Persistent serious breaches; violence; serious threat to safety	Reported to governors and LA

This framework is a guideline. The Senior Leadership Team may escalate or vary consequences as they see fit, depending on context, severity and patterns of behaviour.

7. Mobile Phones

- Phones must be switched off and kept in bags during the school day, including breaks and lunch.
- If seen or heard, phones are confiscated, logged on Arbor and a detention is issued.
- Repeat breaches lead to detentions, isolation and further escalation as required.
- Phones are not to be used to contact parents unless appropriate authorisation is granted.

8. Zero Tolerance: Vaping, Smoking, Alcohol and Drugs

- Smoking or vaping on or near the school site is prohibited.
- Possession or use of alcohol is prohibited.
- Possession, use or sharing of illegal or controlled drugs is prohibited.



- Any breach results in immediate SLT involvement and may lead to isolation, suspension or permanent exclusion; police or agencies may be involved.

9. Searching and Confiscation

- Students may be searched (with or without consent) for prohibited items (e.g. vapes, drugs, alcohol, weapons, fireworks, sprays).
- Items that disrupt learning or threaten safety (e.g. mobile phones) may be confiscated.
- Searches are conducted by appropriate staff with a witness, recorded and communicated to parents/carers.
- Refusal to cooperate with a lawful search will result in serious consequences.

10. Behaviour Beyond the School Gate

- Expectations apply while wearing school uniform, on journeys to and from school, during school activities and trips, and online when behaviour impacts the school.
- Incidents may result in investigation, involvement of external agencies or police, and sanctions from restorative actions to suspension or permanent exclusion.
- The school will take proactive steps to safeguard all members of the community.

11. Interventions and Support

Support type	Examples
Relational	Restorative meetings; relationship reset
Pastoral	Check-ins with mentor or Pastoral Manager
Curriculum	Support with engagement or gaps in learning
Behavioural	Behaviour contract; report card
Emotional	Regulation programmes; anger management
External	CAMHS; Early Help; Youth Intervention Services

12. Behaviour Management Plans (including PSPs)

- Some students require a Behaviour Management Plan (BMP), Pastoral Support Plan (PSP) and/or risk assessment.
- Plans outline strategies, de-escalation approaches, targets and support; student voice is included.
- Plans are reviewed regularly with parents/carers and relevant agencies as needed.



13. Supporting Staff

- Behaviour CPD on restorative language, de-escalation and trauma-informed approaches.
- Clear behaviour flowchart and guidance documents.
- On-Call SLT support for serious issues and structured debriefs with follow-up.

14. Communication with Parents and Carers

- Early contact about behaviour concerns.
- Use of Edulink/ Arbor to share updates and messages.
- Support offered where family needs impact behaviour.

15. Positive Handling of Students

- Physical intervention is used only as a last resort and must be reasonable, proportionate and necessary to prevent harm, serious damage or dangerous disruption.
- Incidents are recorded, reviewed by SLT/DSL and communicated to parents the same day where possible.
- Students with additional needs may have specific plans and risk assessments guiding responses.

16. Professional Judgement and Discretion

This policy provides guidance for consistent practice. The Senior Leadership Team may escalate, reduce or otherwise adjust any sanction to ensure a fair and proportionate response, taking account of context, safeguarding and individual need. Different behaviours may be treated differently where this is justified.