

Lismore College



Behaviour for Learning Policy

Version Date	Last Review	Next review	Responsible
September 2025	June 2025	June 2027	SLT

"Caring and Learning Together"

Introduction

At Lismore College, we believe that a positive and inclusive climate—where relationships are nurtured, and every voice is valued—is fundamental to meaningful learning and teaching.

Our Behaviour for Learning Policy is grounded in restorative practices and a relational approach, which prioritise connection, mutual respect, and shared responsibility.

We are committed to cultivating strong, supportive relationships across our school community—between students and staff, among colleagues, and with parents/carers and the wider community.

By building trust and understanding, we create a culture where everyone feels safe, heard, and empowered to grow both academically and personally.

Mission Statement

Lismore is a school for all. Our Catholic ethos and values are at the heart of our welcoming and happy environment.

Our school promotes the personal and academic development of every student, whilst supporting their well-being.

We celebrate all our students' achievements and talents. We encourage positive relationships that respect inclusion and diversity in our school and wider community.

Through caring and learning together, we strive to ensure that our students become valuable members of the world in which we live.

Core Values

At the heart of our school community are the values of **hope, kindness, honesty, respect,** and **commitment**—principles that guide everything we do and shape the way we learn, grow, and support one another.

Board of Governors' Written Statement of Principles

The Board of Governors of Lismore College is committed to upholding the highest standards of behaviour, respect, and inclusion across the school community. We believe that a safe, supportive, and relational environment is essential for effective learning and personal development.

Our principles are grounded in the values of dignity, fairness, and restorative practice. We expect all members of the school community—students, staff, and parents/carers—to work together in fostering a culture of mutual respect, responsibility, and compassion.

We support the implementation of a Behaviour for Learning Policy that:

- Promotes positive relationships and a sense of belonging for every student.
- Encourages high standards of behaviour through consistent expectations and clear boundaries.
- Recognises and celebrates positive contributions, effort, and achievement.
- Responds to behavioural concerns with fairness, proportionality, and a focus on restoration and growth.
- Provides appropriate support for students who experience difficulty in meeting expectations.

- Ensures that all staff are supported through training and leadership to apply the policy consistently and confidently.

The Board of Governors will continue to monitor and review the Behaviour for Learning Policy to ensure it reflects the evolving needs of our school community and remains aligned with our shared vision of “Caring and Learning Together.”

Our School Aims

We aim to provide an engaging, meaningful, and inclusive education that supports all students in realising their potential. Through nurturing relationships and a restorative approach, we help learners feel valued, experience success, and develop the skills, attitudes, and knowledge essential for life beyond school—both personally and professionally.

We are committed to working in genuine partnership with parents, carers, the church, the wider community, and external agencies to create a safe, respectful, and relational environment. This collaborative approach supports the individual growth of young people, helping them become compassionate, responsible, and resilient members of society.

Rationale

This policy underpins all aspects of school life that contribute to a positive, inclusive learning environment and a respectful school ethos. At its core are the values of mutual respect, empathy, and shared responsibility. All members of our school community play an active role in maintaining a safe and supportive environment where relationships are prioritised, and learning can thrive.

The aims of this policy are to:

- Support effective learning and teaching through strong, respectful relationships.
- Promote a culture of mutual respect, empathy, and understanding.
- Maintain a safe, inclusive, and orderly environment within the school and wider community.
- Build collaborative partnerships with teachers, learning assistants, and parents/carers.
- Empower students by promoting their voice in shaping behaviour expectations and recognition systems.
- Work with parents/carers to encourage positive behaviour and attitudes.
- Recognise and celebrate positive behaviour, effort, and achievement.
- Address harmful or disruptive behaviour through restorative approaches that promote accountability and repair.
- Apply appropriate and proportionate sanctions when necessary.

The Lismore Way and The Lismore Lesson

Our approach to behaviour and learning is guided by two key frameworks: ***The Lismore Way*** and ***The Lismore Lesson***. These principles are designed to create a consistent, respectful, and engaging environment for all students and staff. *The Lismore Way* outlines our shared values and behavioural expectations, while *The Lismore Lesson* ensures high-quality teaching and learning practices are embedded in every classroom. Together, they form the foundation of our Behaviour for Learning policy and support a positive school culture.

Rights and Responsibilities

Students, staff and parents / carers have rights and consequently responsibilities, which must be respected and followed by all on a consistent basis if effective learning and teaching is to take place.

Rights of the Student

- To be valued as members of the school community.
- To be treated fairly, consistently, and with respect by all members of the school.
- To be taught in a pleasant, well-managed, and safe environment.
- To experience a broad, balanced, and suitably differentiated curriculum, with additional learning needs identified and met.
- To get help when they seek it, whether with their work, bullying, or personal concerns.
- To make mistakes and learn from them in a supportive environment.
- To be consulted on matters that affect them, and have their views listened to and acted upon where reasonable.
- To work and play within clearly defined and administered codes of conduct.
- To develop and extend their interests, talents, and abilities.

Responsibilities of the Student

- To attend school regularly and punctually, including being on time for all lessons.
- To come prepared for the school day – with appropriate equipment, homework, and uniform.
- To maintain good attendance and engage in independent learning, including attending revision classes.
- To respect the views, rights, and property of others, and behave safely in and out of class.
- To follow instructions from staff and conform to school rules.
- To participate actively in lessons and school life, showing motivation and enthusiasm for learning.
- To complete all homework tasks and work as hard as they can in class.
- To display good manners, show courtesy, and cooperate with teachers and peers.
- To never bring inappropriate or unlawful items to school.
- To seek help when they do not understand or are in difficulty.
- To accept ownership of their behaviour and learning and develop the skill of working independently.
- To update trusted adults about concerns that may impact their education or wellbeing.
- To uphold school standards and ethos, especially when representing the school externally.
- To avail of opportunities to develop work-related skills through curriculum-linked experiences.

Rights of the Teacher

- To feel safe and respected in the workplace by all stakeholders—students, parents/carers, colleagues, and school leaders.
- To work in a professional environment where common courtesies and social conventions are respected.
- To express their views and contribute to school policies they are expected to implement.
- To receive support and advice from senior colleagues and external bodies.
- To have access to a suitable career structure and opportunities for professional development.
- To work in a school with adequate and appropriate accommodation and resources.

Responsibilities of the Teacher

- To behave professionally at all times, presenting a positive role model for students.
- To respect and show genuine care for students, demonstrating compassion and interest in their wellbeing.
- To be fair, consistent, and uphold high expectations for behaviour and academic achievement.
- To create a positive, welcoming, and safe learning environment that supports all learners.

- To prepare and deliver well-organised, engaging lessons, using a variety of teaching methods and available resources.
- To identify and meet students' individual educational needs, including those with additional needs, through the SEN Code of Practice.
- To challenge and motivate students, setting realistic and achievable targets.
- To use rewards and sanctions clearly and consistently, adopting a restorative "reset" approach after issues are resolved.
- To communicate effectively with parents/carers, maintaining contact, when necessary, about student progress.
- To listen to students, value their contributions, and respect their views.
- To be alert to students in difficulty, offering support and guidance when needed.
- To pursue appropriate opportunities for personal and professional development.
- To share concerns about student progress or wellbeing with parents/carers and relevant staff.
- To offer a framework for teaching personal, social, and emotional skills.

Rights of the Learning Assistant

- To work in an environment where common courtesies and social conventions are respected.
- To express their views and contribute to policies which they are required to reflect in their work.
- To access a suitable career structure and opportunities for professional development.
- To receive support and advice from senior colleagues and external bodies.
- To be provided with adequate and appropriate accommodation and resources.

Responsibilities of the Learning Assistant

- To respect and have a genuine interest, compassion, and care for students.
- To be fair and consistent.
- To help all students develop their full potential.
- To challenge and motivate students in terms of work and behaviour and set challenging but realistic and achievable targets for them.
- To have high standards of work and expectations, striving for excellence.
- To create a positive learning environment and welcoming atmosphere.
- To be a good role model.
- To present a professional attitude, approach, and behaviour.
- To form positive relationships with students and parents/carers.
- To provide student learning support as directed by the teacher and Learning Support Co-ordinator.
- To respond appropriately to individual learning, social, and behavioural needs.
- To assist in the implementation and monitoring of IEPs/PLPs and behaviour programmes.
- To assist students as directed by the teaching staff.
- To promote independence and self-help skills.

Responsibilities of the Parent/Carer

- To support and work in partnership with the school.
- To attend planned meetings with teachers and support school events.
- To act as positive role models in their relationship with the school.
- To ensure their child attends school regularly, arrives on time, with homework done, and is suitably equipped.
- To prepare students for the school day, including correct uniform.
- To help students meet deadlines for coursework.
- To encourage independence, self-discipline, and a sense of direction.
- To show interest in their child's classwork and homework.
- To provide suitable facilities for studying at home.
- To instil a sense of respect and self-respect.

- To communicate with the Form Tutor and keep them informed of relevant issues.
- To provide the school with necessary background information and updates on medical or home circumstances.
- To be aware of school rules and procedures and encourage their child to follow them.
- To reinforce the home-school partnership by agreeing on actions to improve success and achievement.

Rights of the Parent/Carer

- To provide a safe, well-managed, and stimulating environment for their child's education.
- To offer a broad, balanced, and appropriate curriculum.
- To maintain a suitably resourced school with adequate and well-maintained accommodation.
- To be well informed about their child's progress and prospects.
- To be informed promptly if their child is ill, has an accident, or if the school has concerns.
- To be involved in key decisions about their child's education.
- To have reasonable access to the school, with enquiries and concerns handled sympathetically and efficiently.
- To be well informed about school rules and procedures.



Rewards

At Lismore College, we are committed to recognising and celebrating achievement in every aspect of school life, including positive behaviour. We understand that meaningful praise and encouragement are not only motivational but also essential to building strong, respectful relationships between students and staff. These relationships are at the heart of effective learning.

Our Rewards Policy is designed to:

- Emphasise the role of encouragement and praise as key elements of teaching, learning, and relationship-building.
- Promote a culture where staff actively seek opportunities to acknowledge and celebrate students' efforts and successes, both in and beyond the classroom.
- Inspire students to strive to be their best, recognising that growth and achievement look different for everyone.
- Provide a consistent and inclusive system of rewards that values excellence, effort, and positive contributions across all areas of school life.

Positive Behaviour is recognised and rewarded through:

- Verbal praise and non-verbal gestures.
- Sharing work with another teacher, Head of Department, or Head of Year.
- Good news letters or phone calls home to parents.
- Displaying student work around the school.
- Achievement points recorded in SIMS.
- Key Stage 3 Merit Scheme.
- Certificates and formal recognition.
- Rewards outings and special events.
- Assembly presentations.
- Individual Subject Awards.
- Student of the Month Awards.
- Celebration of achievement through school media platforms.

Graduated Approach to Achievement

Lismore College's core values are deeply rooted in its Catholic ethos and are central to its mission of fostering a welcoming, inclusive, and nurturing educational environment. The five core values that underpin life at Lismore College are:

1. **Respect:** We reward our pupils when they show respect to peers, staff, and the school environment through words and actions.
2. **Kindness:** We reward our pupils when they demonstrate consistent kindness through empathy, helping peers, and promoting a caring environment.
3. **Hope:** We reward our pupils when they maintain a hopeful and positive outlook, especially when facing challenges or setbacks.
4. **Commitment:** We reward our pupils when they show commitment through consistent effort, perseverance, and dedication to personal and academic growth.

- 5. Honesty:** We reward our pupils when they demonstrate honesty in academic work and interactions, including owning up to mistakes and learning from them, always striving to the best they can be.

These values guide the school's approach to education, personal development, and community engagement, ensuring that pupils grow academically, emotionally, and socially in a supportive environment. Pupils who consistently adhere to the core values are recognised and rewarded through the Graduated Approach to Achievement.

Graduated Approach to Achievement

Tier	Number of Conduct points	Responses	Staff responsible	Parental Involvement
1	20	Homework Pass or Canteen Queue Pass (subject/date) Phonecall/Letter/Postcard sent home	Form Tutor Monthly	Parent receives call/postcard or letter
2	40 Bronze	Phonecall/Postcard from AHoY/HoY Certificate recognising 40 points presented to pupils at assembly along with pen/pencil	Assistant Head of Year/Head of Year Monthly	Parent receives call from AHoY/HoY or postcard. Photo on social media
3	60 Silver	Letter from Key Stage Leader Certificate recognising 60 points presented to pupils at assembly along with bar of chocolate	Key Stage Leader Monthly	Parent receives a letter from KSL Photo on social media
4	80 Gold	Letter from Vice Principal Certificate recognising 80 points presented to pupils at assembly Treat from the VP (hot chocolate/ breakfast/pizza)	Vice Principal Monthly	Parent receives a letter from VP Photo on social media
5	100+ Platinum	Letter from Principal Certificate recognising 100 points presented to pupils at assembly Voucher for Rushmere Recognition at Prizegiving	Principal Monthly	Parent receives a letter from Principal Photo on social media Invitation to Prizegiving

NB: 100% attendance certificates will be awarded on a termly basis

Sanctions

At Lismore, we view sanctions not simply as punishments, but as opportunities for learning, accountability, and relationship repair. While maintaining clear boundaries and expectations is essential for a safe and respectful school environment, our graduated approach is rooted in restorative practices that aim to help students reflect on their actions, understand their impact, and take steps to make things right.

Sanctions are part of our Behaviour for Learning Policy and are used to uphold school rules and procedures. They provide students with the security of clearly defined boundaries while encouraging responsible and respectful behaviour. Wherever possible, we aim to pair consequences with restorative conversations or actions that support personal growth and community repair.

Sanctions that may be applied for breaches of school rules include:

- Verbal reprimand, often accompanied by a restorative conversation to explore the impact of the behaviour.
- Additional work or a restorative exercise, encouraging students to think about their actions and how to make amends.
- Short or long detentions, which may include time for guided reflection or restorative dialogue.
- Phone call or letter home, involving parents/carers in a supportive and solution-focused way.
- Confiscation of mobile phones or devices, with clear expectations and opportunities to discuss responsible use.
- Placement in the Learning Mentor Centre, offering structured support and reflection time.
- Behaviour contract, co-created with the student to set goals and outline support strategies.
- Attendance at Governors' Behaviour Sub-Committee Meetings, where students are given a voice and a chance to reflect on their behaviour and future choices.
- Suspension or expulsion used only when necessary, and always followed by reintegration support or restorative planning where appropriate.

Graduated Approach to Behaviour

Tier	Number of Behaviour Points	Responsible	Responses	Daily/weekly Actions
1	0 - 9	Form Teacher	<ol style="list-style-type: none"> 1. FT to have mentoring conversations with pupils at 4-9 points. 	<ol style="list-style-type: none"> 1. Communicate expectations, The Lismore Way, and our Ethos. 2. Restorative conversations and acknowledging success. 3. Acknowledge 0 behaviour points for the week in the planner. 4. Phone call home to share success. 5. Positive note in planner to share success. 6. Discussions and concerns raised with HoY.
2	10-- 19	Learning Mentor/Form Tutor	<ol style="list-style-type: none"> 1. FT to initiate Learning Mentor report at 10 points. 2. Parent phoned by FT when put on Learning Mentor report. 3. FT to send targets by email to Learning Mentor based on behaviour types. 4. FT to email staff to notify them of the pupil on report. 5. FT mentoring conversations, celebrate improvements. 6. Communicate expectations, Lismore's Core Values and Lismore's Ethos. 7. If a pupil doesn't reach 19 points before the end of 4-week cycle - tutor to monitor until they reach FT report 	<ol style="list-style-type: none"> 1. Communicate expectations, The Lismore Way, and our Ethos. (FT) 2. Restorative conversations and acknowledging success. (FT) 3. Acknowledge 0 behaviour points for the week in the planner (FT) 4. Phone call home to share success (FT) 5. Positive note in planner to share success (FT) 6. Discussions and concerns raised with HoY. (FT)
3	20 - 29	Form Tutor/Assistant Head of Year/Head of Year	<ol style="list-style-type: none"> 1. FT/HoY/AHoY to organise Face to face meeting with parents/carers. 2. Form Tutor report at 20 points (white report 2-week cycle) 3. Inform parent/carer of sanctions and behaviour 	<ol style="list-style-type: none"> 1. Communicate expectations, The Lismore Way and our Ethos. (FT) 2. Restorative conversations and acknowledging success. (FT) 3. Acknowledge 0 behaviour points for the week in the planner. (FT) 4. Phone call home to share success. (FT)

			<p>points issued.</p> <ol style="list-style-type: none"> Form Teacher to monitor patterns and trends in behaviour and mentor/support/challenge. FT to email staff to notify them pupil on report. 	<ol style="list-style-type: none"> Positive note in planner to share success. (FT) Discussions and concerns raised with HoY.
4	30 – 39	Head of Year/ Assistant Head of Year/Form Tutor	<ol style="list-style-type: none"> AHoY/HoY to organise Face to face meeting with parents/carers HoY report at 30 points (white report 2-week cycle) Inform parent/carer of sanctions and behaviour points issued. FT/ AHoY/HoY to monitor patterns and trends in behaviour and mentor/support/challenge. HoY to email staff to notify them of pupil on report 	<ol style="list-style-type: none"> Communicate expectations, The Lismore Way and our Ethos. (HoY/AHoY) Restorative conversations and acknowledging success. (HoY/AHoY) Acknowledge 0 behaviour points for the week in the planner (HoY/AHoY) Phone call home to share success (HoY) Positive note in planner to share success (HoY/AHoY)
5	40 - 49	Key Stage Leader/ Head of Year/Learning Support Coordinator	<ol style="list-style-type: none"> Boxall Profile completed at 40 points (HoY/AHoY with LSC) Electronic report at 40 points (4-week cycle). KSL to setup and monitor electronic report with targets. Add to Stage 1 of COP at 40 points. Targets and strategies from Boxall Profile used to create IEP (LSC). KSL to contact home and arrange a meeting to discuss targets. FT/HoY/KSL to monitor patterns and trends in behaviour and mentor/support/challenge. HoY/KSL/ LSC review electronic report. Review impact of intervention – plan, do, review. Review impact of LSC strategies – refer to outside agencies and or EA Behaviour Support 	<ol style="list-style-type: none"> Communicate expectations, The Lismore Way and our Ethos. (KSL/HoY/LSC) Reinforce routines and expectations (KSL/HoY/ LSC) Restorative conversations (KSL/HoY/ LSC) Acknowledge success (KSL/HoY/ LSC) Meetings with parent/carer (KSL/HoY/ LSC) Monitor behaviour improvement report (KSL/HoY/ LSC) Communicate success with teachers, share good practice (KSL/HoY/ LSC)

6	50 - 59	<p>Key Stage Leader/Vice Principal/ Learning Support Coordinator</p>	<ol style="list-style-type: none"> 1. Stage 2 of COP at 50pts if external agencies are involved. 2. Contact parents notifying of concern and parental meeting arranged with KSL and VP. 3. KSL/VP to monitor patterns and trends in behaviour and mentor/support/challenge. 4. KSL and VP review report 5. BST referral <ul style="list-style-type: none"> • Possible Kinnego referral • If a pupil presents as a risk to themselves or others at any point, they need a Risk Reduction Action Plan (RRAP) • Behaviour points must reflect pupils' monitoring and progress. Positive achievement MUST be accounted for on the system as well as Points for behaviour. Pupil progress can only be tracked by an accurate record at whole school level. • Evidence collated for the pupil to progress to Educational Psychology. They will suggest strategies e.g. reduced timetable, key adult provided and a potential forwarding for a statement of SEBW if the pupil is not already on stage 3 of the SEN register. 6. Review impact of intervention – plan, do, review 	<ol style="list-style-type: none"> 1. Communicate expectations, The Lismore Way and our Ethos. (KSL/VP/ LSC) 2. Reinforce routines and expectations (KSL/VP/ LSC) 3. Restorative conversations (KSL/VP/ LSC) 4. Acknowledge success (KSL/VP/ LSC) 5. Meetings with parent/carer (KSL/VP/ LSC) 6. Monitor behaviour improvement report (KSL/VP/ LSC) 7. Communicate success with teachers, share good practice (KSL/VP/ LSC)
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7	60 - 69	Key Stage Leader/Vice Principal/ Learning Support Coordinator	<ol style="list-style-type: none"> 1. Organise multi-disciplinary meeting (KSL/LSC /VP) 2. Recommendation for Statutory Assessment 3. Governor and Principal panel meeting along with relevant pastoral staff and outside agencies involved with pupil. 4. Review impact of intervention – plan, do, review 	<ol style="list-style-type: none"> 1. Communicate expectations, The Lismore Way and our Ethos. (KSL/VP/ LSC) 2. Reinforce routines and expectations (KSL/VP/ LSC) 3. Restorative conversations (KSL/VP/ LSC) 4. Acknowledge success (KSL/VP/ LSC) 5. Meetings with parent/carers (KSL/VP/ LSC) 6. Monitor behaviour improvement report (KSL/VP/ LSC) 7. Communicate success with teachers, share good practice (KSL/VP/ LSC)
8	70 - 79	Vice Principal/Key Stage Leader/ Learning Support Coordinator	<ol style="list-style-type: none"> 1. Contact with parents notifying of concern and parental meeting 2. Governor and Principal panel meeting along with relevant pastoral staff and outside agencies involved with pupil 3. Action outcomes from meeting e.g. Vice Principal report, intervention programme <ul style="list-style-type: none"> • Multi agency meeting to review progress and outline the educational psychology strategies. Minutes/agenda recorded for the meeting. All agencies invited to this e.g. External Counselling/EWO/AA O/EP/Social worker. • Date set for a review of these agreed strategies. All agencies invited and minutes/agenda recorded again. At least 8 weeks between the 1st and 2nd multi-agency 	<ol style="list-style-type: none"> 1. Communicate expectations, The Lismore Way and our Ethos. (VP/KSL/ LSC) 2. Reinforce routines and expectations (VP/KSL/ LSC) 3. Restorative conversations (VP/KSL/ LSC) 4. Acknowledge Success (VP/KSL/ LSC) 5. Inform parent/carers of detention (VP/KSL/ LSC) 6. Monitor behaviour improvement report (VP/KSL/ LSC) 7. Communicate success with teachers, share good practice (VP/KSL/ LSC)

			meetings.	
			4. Review impact of intervention – plan, do, review	
9	80+		<p>1. Letter to Parents notifying of concern and parental meeting</p> <p>2. LSC referral to alternative provision, possible managed move or supported transfer</p> <ul style="list-style-type: none"> • EOTAS BP1 form is completed for the EA portal. • Pupil will be presented to panel by AAO, using supporting documentation from school. This is why it is essential that PPBSP are involved throughout the process. <p>3. EOTAS panel places the pupil or suggests further strategies to implement before another referral can be placed into the EA portal. Potential placements – Lough Road.</p>	<p>1. Communicate expectations, The Lismore Way and our Ethos. (VP/KSL/ LSC)</p> <p>2. Reinforce routines and expectations (VP/KSL/ LSC)</p> <p>3. Restorative conversations (VP/KSL/ LSC)</p> <p>4. Acknowledge Success (VP/KSL/ LSC)</p> <p>5. Inform parent/carers of detention (VP/KSL/ LSC)</p> <p>6. Monitor behaviour improvement report (VP/KSL/ LSC)</p> <p>7. Communicate success with teachers, share good practice (VP/KSL/ LSC)</p>

Exceptional Circumstances: Acceleration Beyond the Graduated Approach

While Lismore College is committed to a restorative and graduated approach to managing behaviour, there are exceptional circumstances where this framework may not be sufficient to maintain safety, order, and the integrity of the learning environment.

Principle:

In cases where incidents are escalating in severity or occurring continuously—despite interventions—but have not yet reached the formal threshold points outlined in the Graduated Approach to Behaviour, the school reserves the right to accelerate the response process.

Criteria for Acceleration:

- Persistent disruptive behaviour that significantly impacts teaching and learning across multiple settings.
- Escalating patterns of behaviour that indicate a risk to the student's own safety or the safety and wellbeing of others.
- Continuous breaches of school rules that undermine the ethos and values of the school, despite restorative interventions and parental engagement.
- Evidence that previous interventions have not resulted in sustained improvement.

Possible Actions:

- Convening a Governor Disciplinary Sub-Committee Meeting earlier than the standard threshold points.
- Implementing additional measures such as a Behaviour Contract, Risk Reduction Action Plan (RRAP), or referral to external agencies where appropriate.
- Arranging a Consultative Meeting involving relevant members of SLT, EA representative, CCMS representative, Chair or nominee of Board of Governor, and parents/carers with student.

Rationale:

This provision ensures that the school can act decisively to protect the learning environment and uphold its duty of care to other students and staff, while maintaining a commitment to fairness, proportionality, and restorative principles.

School Support Structure

At Lismore College, we are committed to providing a comprehensive network of support to help students manage their behaviour and engage positively with school life. A range of internal and external supports are available, including:

- Pastoral Team (Form Tutors, HoYs)
- Learning Support Team
- Learning Mentor
- Time Out provision
- Sensory room
- School Counselling Services
- Mentoring Services
- Senior Leadership Team
- Board of Governors' Behaviour Sub-Committee

These support networks work collaboratively to ensure that students receive timely, appropriate, and compassionate interventions that promote personal growth and positive behavioural change.

Colleague Support (CS) Rota

We recognise that there are occasions when staff may require immediate support to manage challenging behaviour. In such instances, a Colleague Support (CS) rota, coordinated by Middle and Senior Leaders, is available to provide timely assistance.

This support is activated in emergency situations—such as persistent refusal to follow instructions where departmental or buddy system interventions have been unsuccessful, or where there is a health, safety, or safeguarding concern. Staff should contact the main office to request CS support.

The CS teacher will record a brief summary of the incident. The class teacher remains responsible for logging the incident on SIMS, including the action taken (e.g. 'referral to CS'), and for following up on any subsequent steps. Where necessary, a student may be removed from class temporarily until the issue is resolved in line with restorative and relational practices.

External Agencies

At times, it may be necessary to refer students to specialist external agencies to ensure they receive the individualised support they need. These referrals are made based on a clear identification of need, supported by all available evidence and in consultation with relevant staff and parents/carers.

Lismore College works in partnership with a range of external agencies that contribute to our behaviour support framework, including:

- Behaviour Support Team
- Educational Psychology
- Autism Advisory Intervention Service
- Down Syndrome Service
- Traveller Support
- Education Welfare Service
- Family Hub
- Social Services
- CAMHS (Child and Adolescent Mental Health Services)
- Mentoring services

These partnerships enable us to provide holistic, wraparound care that supports students' emotional, behavioural, and educational development.

Bullying Behaviour

There is zero tolerance to all forms of bullying. Any reported incidents are taken seriously and are addressed in line with our Anti-Bullying Policy. All incidents are recorded by the staff member dealing with the situation, and the Anti-Bullying Coordinator oversees the implementation of policy and procedures. This includes ensuring that all follow-up actions are consistent, appropriate, and fully documented on SIMS.

Related Whole School Policies

This policy is set within the broader school context of Pastoral Care and will be implemented in conjunction with the following school policies:

- Learning and Teaching Policy
- Additional Needs Policy
- Anti-bullying Policy
- Substance Misuse Policy
- Learning Mentor Policy
- Safeguarding and Child Protection Policy
- Safe Handling Policy
- E-Safety -On-line Safety Policy
- Health and Safety Policy
- Relationships and Sexuality Education Policy
- Examinations Policy
- Post-16 Policy
- Homework Policy
- Newcomer Policy
- Mobile Phone Policy

- Preventative Curriculum Policy
- School Trips Policy
- Staff Welfare and Code of Conduct Policy
- Staff Development Policy
- Uniform Policy

Continuous Professional Development (CPD)

The Senior Leadership Team is committed to supporting all staff in the ongoing development of effective behaviour management strategies. This commitment is rooted in our relational and restorative approach and is delivered through a range of professional learning opportunities, including:

- Teacher Tutor support
- Substitute teacher support
- Whole-staff training sessions
- INSET days and targeted workshops
- Attendance at relevant external training events
- Access to high-quality resources
- Participation in the PRSD Scheme
- Collaboration with external partners

These opportunities are designed to build staff confidence, consistency, and capacity in promoting positive behaviour and supporting student well-being.

Monitoring, Evaluation and Review

The Senior Leadership Team is responsible for monitoring, evaluating, and reviewing the implementation of the Behaviour for Learning Policy. The policy is subject to ongoing evaluation to ensure its effectiveness, with formal reviews conducted every three years. Updates are made as necessary in response to new guidance or legislation. This process is carried out in collaboration with Governors, staff, students, and parents, ensuring a reflective and inclusive approach.

Effective behaviour management begins with consistent and meaningful tracking. The following tools and strategies are used to monitor behaviour patterns and gather insights from both staff and students.

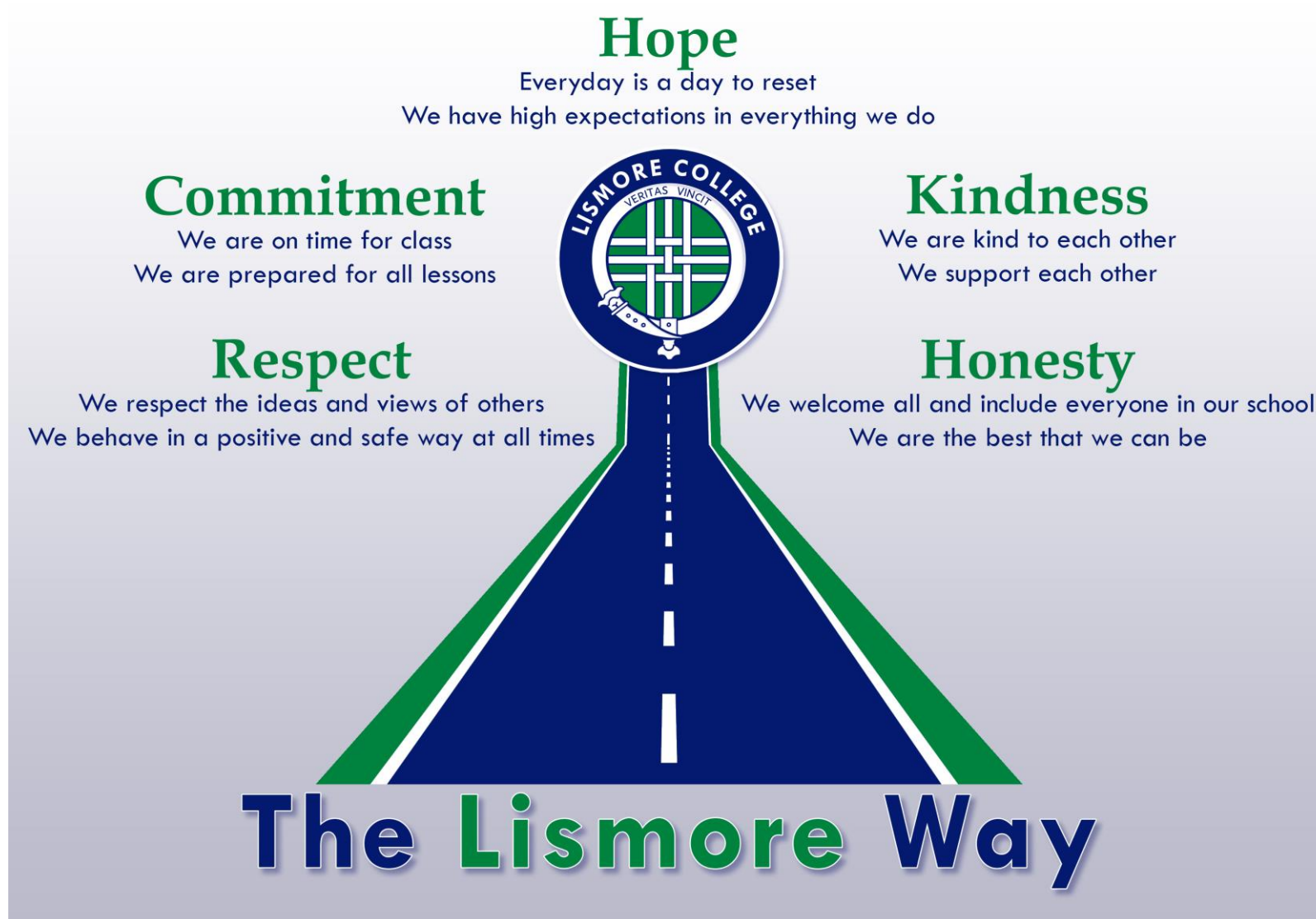
- SIMS Behaviour Analytics: Ensure consistent logging of both positive and negative behaviours.
- Student Voice: Regularly gather feedback through surveys and focus groups to understand student experiences and perceptions of fairness and support.
- Restorative Practice Logs: Track the use and outcomes of restorative conversations and interventions.
- Staff Observations and Reflections: Encourage staff to reflect on behaviour trends and share insights during Head of Year/Form Tutor or departmental meetings.

Regular review ensures the policy remains relevant and responsive. Feedback and data are used to refine the policy and align it with national frameworks.

- Annual Policy Review: Conducted by the Senior Leadership Team with input from staff, students, parents, and governors. Use data and feedback to revise procedures and clarify roles.
- Governor Oversight: Present an annual behaviour and wellbeing report to the Board of Governors, including progress against strategic priorities.
- Alignment with DENI Frameworks: Use updated DENI self-evaluation tools such as:
 - *Pastoral Care in Schools: Promoting Positive Behaviour*
 - *Together Towards Improvement (TTI)*
 - *Inspection and Self-Evaluation Framework (ISEF)*
 - *Empowering Improvement*

Appendices

Appendix 1	The Lismore Way
Appendix 2	The Lismore Lesson
Appendix 3	School Rules
Appendix 4	Student Incident Report Form
Appendix 5	Restorative Conversations Guide
Appendix 6	A Quick Reference Help Guide
Appendix 7	Roles and Responsibilities for Addressing Behaviour
Appendix 8	Substitute Teachers Guideline





The Lismore Lesson

1. Meet and greet and get seated according to the seating plan.
2. Prepare to learn.
3. Complete registration.
4. Start introduction/recap of previous lesson/mark or collect homework (if applicable).
5. Share learning intentions for current lesson.
6. Carry out differentiated range of interactive activities to meet the needs of all learners.
7. Complete marking, feedback, discussion, and evaluation of learning.
8. Allow time, now or earlier in the lesson, to record homework in student planner.
(Record 'No H/W' if homework is not given).
9. Fill in reports while work areas are being tidied. Push chair in and stand behind chair.
10. End and send.

- I will arrive on time for school in the morning and for all classes during the day.
- I will wear full school uniform and keep my personal appearance neat and tidy at all times.
- I will bring all books and equipment needed to class and look after my possessions properly.
- I will bring in all homework and coursework on time, done to the best of my ability.
- I will enter and leave classrooms, and move through corridors, in a safe and orderly manner.
- I will treat pupils, teachers and all other staff with respect, in what I say and in what I do.
- Adhere to all advice given to me with regard to issues of Health & Safety.



Student Incident Report Form

Name Class

Date

What is the issue?

When did this happen? (time/date)

Where did this happen?

Who was involved?

.....

Who was the teacher/member of staff present?

Was this reported to the teacher/form tutor?

Action taken by teacher/form tutor:

Details of incident:

.....
.....
.....
.....
.....
.....

Follow up requested: Yes

No

Action taken following the reported incident:

.....

.....

.....

.....

Student Signature

Date.....

Restorative Chat Script with Instructions

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Restorative Justice 4 Schools – Chat Script	Restorative Justice 4 Schools - Chat
<p>What happened? What were you thinking? What do you think now? What needs to happen to put this right? What will you do differently next time?</p> <p>www.restorativejustice4schools.co.uk</p>	<ol style="list-style-type: none"> 1. Ask each person the same question before moving onto the next one. 2. If they cannot answer allow more time out or speak to them separately before trying to bring them back together. <p>www.restorativejustice4schools.co.uk</p>

Restorative Chat Questions and Choice Questions for chats and preparation

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Restorative Justice 4 Schools – Chat Script	Restorative Justice 4 Schools - Choices
<p>What happened? What were you thinking? What do you think now? Who has been affected by this? What needs to happen to put this right? What will you do differently next time?</p> <p>www.restorativejustice4schools.co.uk</p>	<p>What choices did you have? What choice did you make? How did that choice affect you and others? What choice could you make next time so it can be resolved without you being in trouble?</p> <p>www.restorativejustice4schools.co.uk</p>

A Quick Reference Help Guide for All Staff

What to do	What not to do
<ul style="list-style-type: none"> • Welcome students warmly at the door to build connection and set a positive tone. • Set clear, respectful expectations for behaviour and learning from the outset. • Understand the context of behaviour—be aware of students with additional needs. • Refer regularly to shared values to reinforce a sense of belonging. • Document all actions on SIMS. • Consult individual risk assessments to tailor your response to student needs. • Use positive reinforcement to acknowledge effort, kindness, and progress. • Celebrate positive behaviour through praise and recognition. • Utilise the full support network, including the Emergency Rota, when needed. • Engage parents/carers early in a supportive and collaborative manner to address concerns. 	<ul style="list-style-type: none"> • Don't allow for low level disruption to go unchallenged. • Do not isolate students by sending them out of the room—seek support instead. • Don't use aggressive verbal or body language. • Don't accept foul or sexualised language. • Respect personal space—avoid physical confrontation or blocking exits. • Don't block a student's exit or entry. • Don't send directly to: FT/LM/HOY/KSL/VP/P without prior agreement. • Do not escalate situations by issuing threats or ultimatums. • Avoid confiscating personal items without following school procedures. • Don't search a student. • Never belittle or shame students—focus on restoring relationships and repairing harm. • Don't feel that you are on your own—seek support.

Roles and Responsibilities for Addressing Behaviour

Role	Key Responsibilities	Reasons for Intervention	Actions
Subject Teacher	<ul style="list-style-type: none"> Promote positive behaviour. Apply graduated responses to positive and negative. Issue appropriate sanctions. Use department support. Contact Colleague Support. 	Initial concerns, minor disruptions, early signs of disengagement.	<ul style="list-style-type: none"> Discuss concerns with student. Agree targets and timeframe for review. Contact home/convene meeting. Issue appropriate sanctions. Record behaviours in SIMS and action taken. Implement restorative conversations post-incident. Use positive postcards or positive calls home for improved behaviour. Celebrate success/improved behaviour.
Form Tutor	<ul style="list-style-type: none"> Promote positive behaviour. Apply graduated responses to positive and negative. Issue appropriate sanctions. Use Head of Year support. Contact Colleague Support. 	Ongoing concerns, minor disruptions, early signs of disengagement.	<ul style="list-style-type: none"> Discuss concerns with student. Agree targets and timeframe for review. Contact home/convene meeting. Issue appropriate sanctions. Record behaviours in SIMS and action taken. Implement restorative conversations post-incident. Use positive postcards or positive calls home for improved behaviour. Celebrate success/improved behaviour. Liaise with Head of Year. Liaise with Learning Mentor to share targets to initiate the Learning Mentor report. (10-19 points) Contact parent/carer regarding report. Email staff to inform them that student is on report. Set up Form Tutor report. (20-29 points)

			<ul style="list-style-type: none"> • Set up meeting with parent/carer. • Email staff to inform them that student is on report.
Head of Department (HOD)	<ul style="list-style-type: none"> • Support subject teachers. • Liaise with parents/carers. • Issue appropriate sanctions. • Monitor behaviour. • Refer to Key Stage Leader/Link Teacher if needed. • Communicate with Head of Year. 	Persistent issues within the department, escalation from subject teacher.	<ul style="list-style-type: none"> • Support subject teacher. • Discuss concerns with student. • Discuss targets, if relevant. • Contact home/convene meeting. • Facilitate restorative conversations. • Issue appropriate sanctions. • Celebrate success/improved behaviour. • Monitor behaviour and progress. • Analyse behaviour trends within the department. • Facilitate peer observations to support teachers and share good practice.
Head of Year (HOY)	<ul style="list-style-type: none"> • Monitor behaviour and achievement. • Communicate with home. • Address out-of-class issues. • Refer to Learning Mentor. • Liaise with support services. 	Out-of-class issues, ongoing concerns, referral from a range of subject teachers or HODs.	<ul style="list-style-type: none"> • Liaise with Form Tutor and agree targets to initiate the Head of Year report. (30-39 points) • Contact parent/carer regarding report. • Email staff to inform them that student is on report. • Facilitate restorative conversations. • Issue appropriate sanctions. • Celebrate success/improved behaviour. • Develop individual behaviour support plans. • Organise behaviour workshops or assemblies with students and parents/carers. • Track and report on year group behaviour trends. • Coordinate with external mentors or youth workers.

Key Stage Leader (KSL)	<ul style="list-style-type: none"> • Support staff. • Initiate COP reports. • Co-ordinate interventions. • Handle serious incidents. • Support Vice-Principal on 'Return from Suspension' re-integration meetings. • Provide documentation for Multi-Agency/BoG meetings. 	Serious incidents, repeated behavioural issues, need for co-ordinated intervention.	<ul style="list-style-type: none"> • Liaise with Head of Year and agree targets to initiate the electronic report. (40+ points) • Contact parent/carers regarding report. • Monitor report every 4 weeks and arrange a review meeting with parents/carers. • Facilitate restorative conversations. • Issue appropriate sanctions. • Celebrate success/improved behaviour. • Support meeting with Parent/carers/student/HOY/HOD • Support LSC referral to external agencies. • Update risk assessment post suspension, if necessary. • Lead termly reviews of behaviour interventions across the key stage. • Co-ordinate key stage-wide behaviour initiatives. • Provide coaching for staff dealing with high-need students.
Support Staff	<ul style="list-style-type: none"> • Promote positive behaviour. • Gather and share information. • Liaise with Form Tutor and Learning Support Co-ordinator. 	Gathering information, supporting students with additional needs.	<ul style="list-style-type: none"> • Communicate incidents of serious behaviour and give record to subject teacher/Form Tutor • Attend behaviour training to enhance intervention skills. • Support restorative practices after incidents. • Include student behaviour concerns in monthly reports.
Learning Support Coordinator (LSC)	<ul style="list-style-type: none"> • Advise staff on additional needs. • Co-ordinate external 	Complex needs, multi-agency involvement, statementing process, student has reached trigger points in line with graduated approach.	<ul style="list-style-type: none"> • Meet with student, parents/carers, and outside agencies. • Gather information. • Communicate with SLT,

	provision. <ul style="list-style-type: none"> • Support multi-agency work. • Manage statementing process. • Provide documentation for Multi-Agency/BoG meetings. 		HOY, and Form Tutor. <ul style="list-style-type: none"> • Seek advice and support. • Complete referrals. • Complete Boxall in conjunction with relevant staff. • Complete a risk assessment. • Co-ordinate multi-agency meetings • Update behavioural/learning plan and monitor progress. • Add students to Code of Practice. • Update Code of Practice. • Co-ordinate adult assistance. • Develop and distribute behaviour support toolkits for staff. • Monitor the effectiveness of external agency involvement.
Vice Principal	<ul style="list-style-type: none"> • Oversee serious behavioural cases. • Discuss long-term plans. • Implement school behaviour contracts. • Liaise with Board of Governors. 	Serious behavioural or one-off incidents cases, long-term planning, liaising with Board of Governors.	<ul style="list-style-type: none"> • Discuss long-term future with student. • Liaise with LSC to update risk assessment. • Request suspension. • Refer to Disciplinary Subcommittee of Board of Governors. • Lead strategic planning for whole-school behaviour improvement. • Oversee reintegration plans post-suspension. • Issue school behaviour contracts.
Principal	<ul style="list-style-type: none"> • Lead on final decisions regarding suspensions/expulsions. • Liaise with CCMS. • Uphold school standards. 	Final decisions on suspensions/expulsions, upholding school standards, supporting all staff roles.	<ul style="list-style-type: none"> • Discuss long-term future with student. • Issue suspension. • Begin pre-expulsion proceedings. • Monitor the impact of suspensions/exclusions on student outcomes.

	<ul style="list-style-type: none">• Support all staff roles.		
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Guidelines on Behaviour Management for Substitute Teachers

- Meet and greet students at the beginning of each lesson.
- Check uniform and ensure an orderly entrance into the classroom.
- Ask students to take out all books and their student planner from the outset.
- Set the work and get students engaged in tasks before taking the register.
- Create a positive learning environment by:
 - Walking around the classroom.
 - Pausing to make your presence felt where needed.
 - Redirecting students who are off task, confused, or reluctant to progress.
 - Eye contact, proximity, and gestures can help redirect behaviour without confrontation.
 - Maintain composure and speak with confidence.
- Praise and positively comment on students doing the right things.
- Be fair and consistent with all students.
- Ensure all students are treated with dignity and respect when challenged.
- Address issues calmly and privately rather than engaging in public disputes.
- Seek support from a neighbouring colleague or Head of Department if a student is persistently disruptive or non-compliant.
- In emergency situations—such as persistent refusal to follow instructions where departmental or buddy system interventions have been unsuccessful, or where there **is a** health, safety, or safeguarding concern, contact the main office to request CS support.
- Ask a student or Learning Assistant to seek assistance—**do not** send the student out of the room.
- Log both positive and negative behaviour on SIMS and Sub Daily Record Sheet.
- Communicate logged behaviour to students before the lesson ends.
- If sanctions are being imposed – do so in line with the Behaviour for Learning Policy.