

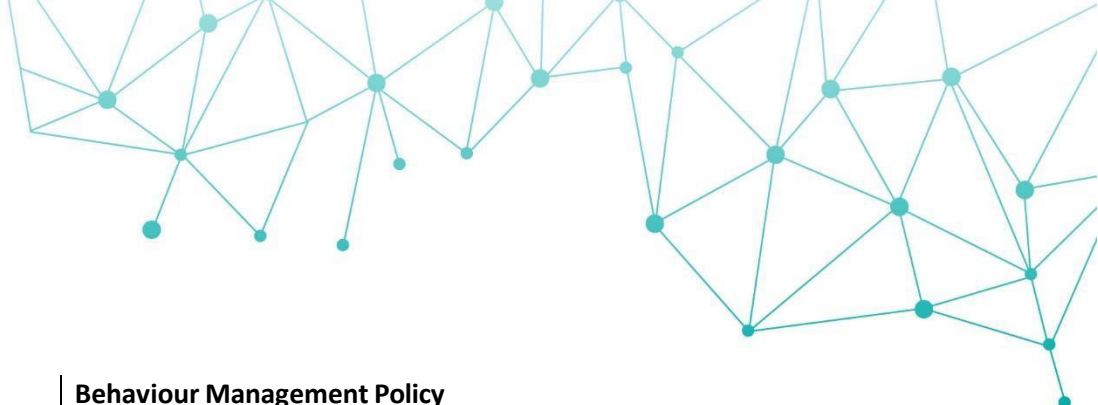


LANCASTER UNIVERSITY  
SCHOOL OF MATHEMATICS

# Lancaster University

## School of Mathematics

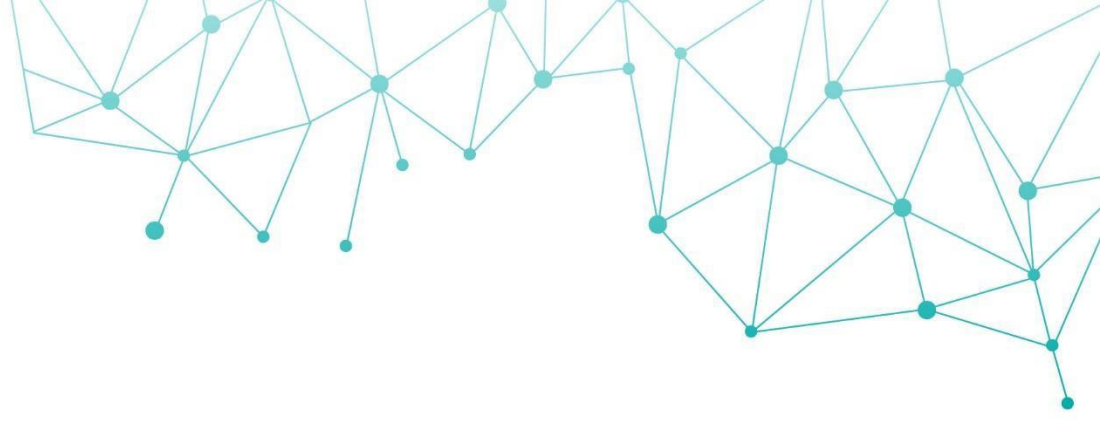
### Behaviour Management Policy



<b>Title</b>	<b>Behaviour Management Policy</b>
<b>Document Owner</b>	Head of School
<b>Review Date</b>	July 2028
<b>Last Reviewed</b>	July 2025

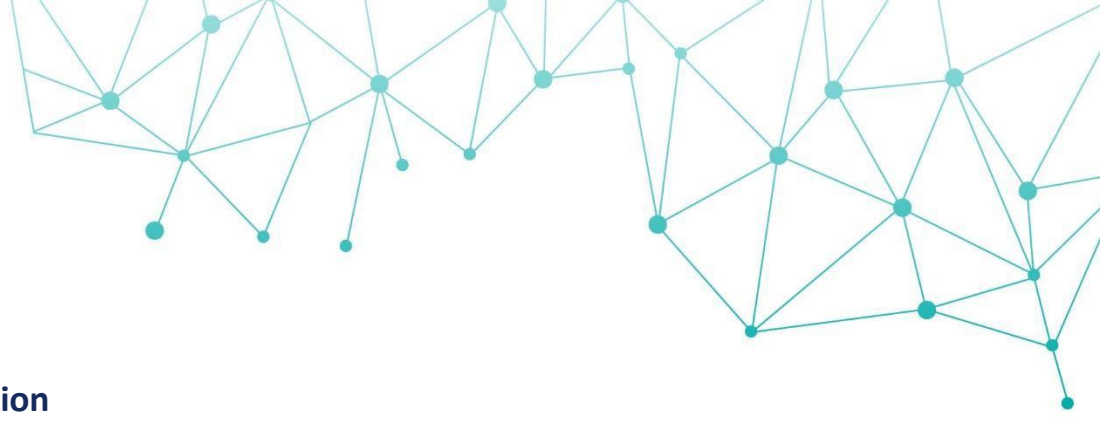
The Rigby Education Trust was set-up to operate and oversee the Lancaster University School of Mathematics.

The Rigby Education Trust is an academy trust and a charity. The Lancaster University School of Mathematics is the charitable activity of the academy trust. Therefore, in this document references to the Maths School apply to the Rigby Education Trust.



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## **1.0. Introduction**

Lancaster University School of Mathematics (LUSoM) aims to provide able young people with world-class preparation for entry into mathematics-based university education. The school's mission is to enable the most able mathematicians from all backgrounds to realise their potential within an inspiring, inclusive and supportive learning community.

Expectations of students are high, and standards will be clearly communicated through this policy. One of the Trust's core principles is that of collaborative working between students and staff, forming positive working relationships which are founded in mutual respect.

Unacceptable behaviour, if this does occur, will always be addressed and that everyone within the school will feel empowered to challenge those who choose to behave in an anti-social manner or in a way that is likely to have an adverse impact on any persons learning or well-being.

### **1.1. Purpose**

This policy outlines the procedures for managing behaviour and academic underperformance and advises on the procedures to be used when it is considered that student misconduct has occurred.

The school and the Rigby Education Trust will actively seek feedback from all members of the school community and listen to complaints and suggestions for improvement. This policy will be reviewed at least every three years by the Senior Leadership Team and the Board of Trustees.

### **1.2. Legislation**

This policy has been developed in line with the Department for Education guidance on Behaviour in Schools (2024) and in compliance with paragraph 7 of Schedule 1 to the Education (Independent Schools Standards) (England) Regulations 2010.

This policy has been developed with acknowledgement of the Trust's legal responsibilities under the Equality Act 2010, in respect of safeguarding and students with special educational needs.



### **1.3. Other Policies and Procedures**

There are several other Trust and school policies that relate to the implementation of the overall Behaviour Policy. These are the:

- Anti-Bullying Policy
- Exclusion Policy and Procedure
- Child Protection and Safeguarding Policy

## **2.0. Roles and Responsibilities**

### **2.1. Board of Trustees**

The Board of Trustees is responsible for ensuring that an effective Behaviour Management Policy is in place and is being effectively implemented and monitored. The Board of Trustees will review this Behaviour Policy, in conjunction with the Head of School, and hold the Head of School accountable for its implementation.

### **2.2. Head of School**

The Head of School, in conjunction with the Assistant Head(s), is responsible for reviewing and approving the Behaviour Policy. They shall ensure that all staff members work collaboratively to ensure that a positive environment is created within the school and that the Behaviour Policy is communicated, applied and enforced consistently.


The Head of School is responsible for implementing systems to review all instances of poor behaviour and identify patterns where changes to operational procedures, the curriculum or other school strategies could improve outcomes.

### **2.3. Assistant Head**

The relevant Assistant Head is responsible for setting and maintaining high expectations for attendance and standards of behaviour through management of teaching and support staff. They will oversee behaviour contracts at Level 2 and above. The Assistant Head is responsible for termly reporting of behaviour incidents to the Board of Trustees and any committees.

### **2.4. Staff**

All staff members are responsible for understanding, communicating and implementing the Behaviour Policy consistently. Staff are also responsible for modelling positive behaviours and fostering a culture of high expectations and mutual respect. Staff shall work collaboratively with their colleagues and share information to ensure that a personalised approach is applied



to the behaviour of students with specific behavioural needs. All staff are required to record behaviour incidents in accordance with this policy and the flow chart in Appendix A.

Form Tutors are responsible for setting, monitoring and maintaining high expectations of attendance and behaviour in all students within their tutor groups. Form Tutors are to follow up on any instances of lateness, absence and poor behaviour, in conjunction with the Assistant Head. Form Tutors are the main conduit for contact with parents/carers and are to arrange any meetings with them in accordance with the processes set out in this policy.

## **2.5. Parents/Carers**

Parents/Carers play an important role in supporting students through their learning journey at LUSoM. They are expected to support their child in adhering to the Behaviour Policy and the expectations contained within it. They are expected to inform the school of any changes in circumstances that may affect their child's behaviour and to discuss any behavioural concerns with tutors or other staff promptly.

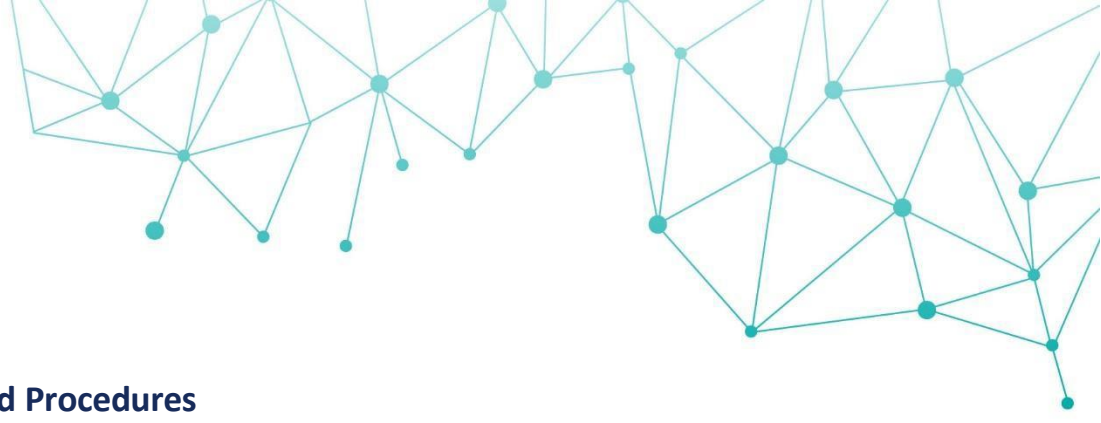


### 3.0. Expectations of Students

Students at LUSoM are given rights, alongside which they have responsibilities. LUSoM students are expected to:

- Uphold the mission and ethos of Lancaster University School of Mathematics at all times
- Be respectful of others at all times, on and off school premises
- Embark on their studies at LUSoM with enthusiasm and continue all their studies with commitment
- Attend all their classes, be punctual and inform the school if they are absent through illness
- Bring the appropriate equipment for all activities and be attentive and cooperative in class
- Take responsibility for their learning, complete all the work that they are given to their best possible standard and meet all deadlines
- Inform the school of any difficulties that they may be having which could affect their studies or wellbeing
- Make full use of the services and facilities at their disposal
- Always wear their student lanyard, displaying their ID card and be prepared to show it, if asked
- Help to maintain a healthy and safe learning environment
- Show respect for the school building and facilities, for the neighbourhood and school environs
- Be aware that once content is shared online, it cannot be considered private, and misconduct online may also lead to actions within the school

For contraventions of acceptable student behaviour, the school operates a contracts procedure, which is explained in detail in Section 4.0.



## 4.0. Policy and Procedures

Staff are expected to support students as they make the transition to young adults and are mindful of the pressures and expectations of students as they interact with them. Honesty, respect and endeavour will be publicly recognised and valued.

Staff are expected to treat students with respect and vice versa.

Staff will use a range of positive behaviour management strategies. Rewards and praise should regularly and consistently be used to motivate students and promote desired behaviours. The content of lessons will be continually reviewed to ensure it is suitably challenging and motivating. Tutors will meet regularly with their tutees to track progress and reinforce positive behaviours.

There is no formal reward system and the policy is regularly reviewed by the Senior Leadership Team and Board of Trustees.

Only when such strategies have not been effective in preventing misconduct will the contracts procedure be used. There are three stages to the contracts procedure, which are explained in detail below.

It should be noted that any list of conditions or reasons cannot be considered definitive or exhaustive, as unpredictable unacceptable behaviours and circumstances can arise. These will be considered in the context of the circumstances and professional experience and with due respect to all individuals involved.

### 4.1. Level 1 Contract

A subject teacher or any other member of staff can refer the student, by the system of 'concerns' to their Form Tutor for:

- Unauthorised absence
- A pattern of lateness
- Failure to submit homework/assessments or meet deadlines
- Use of offensive language
- Disregarding a reasonable instruction by a member of staff
- Behaviour which is disruptive to productive teaching, learning and study
- Disregard for the school environment

The Form Tutor will inform parents/carers of this action. The student will be monitored by their Form Tutor.





#### **4.2. Level 2 Contract**

A failure by the student to respond positively at any stage to a Level 1 Contract will result in further action being taken. If the Level 1 Contract has not significantly changed behaviour, then a Level 2 Contract will be progressed, most notably for:

- Persistent unauthorised absence
- Persistent lateness
- Persistent non-submission of homework or missing deadlines

A Level 2 Contract can be immediately implemented for:

- Threatening behaviour
- Threatening language
- Vandalism, graffiti, damage to furniture, equipment or school property

Parents/carers will be informed of this action. The student will be monitored by the Form Tutor and Assistant Head.

#### **4.3. Level 3 Contract**

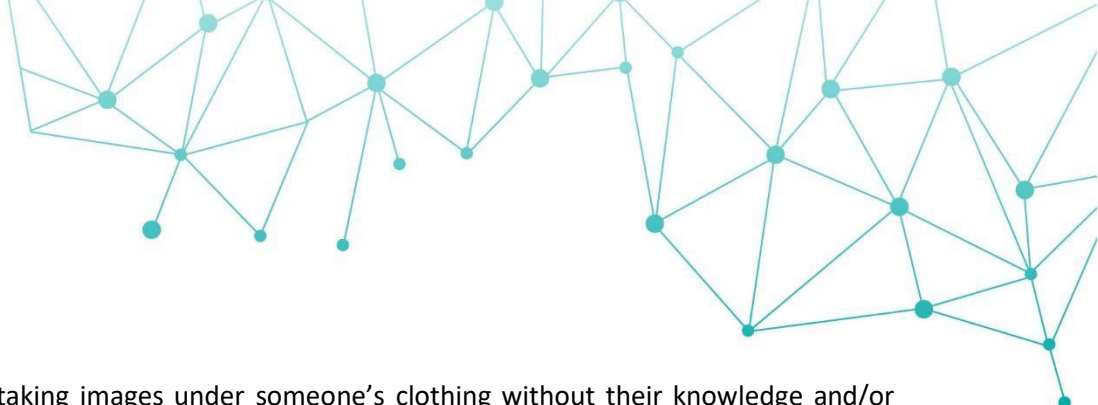
If a student fails to respond at any stage to a Level 2 Contract, they may be progressed to a Level 3 Contract, which will be overseen by the Assistant Head and the Head of School. Parents/carers will be informed of this action.

Failure to comply with a Level 3 Contract will lead to the enactment of the exclusion procedure.

#### **4.4. Peer on Peer Abuse**

The Trust recognises that young people are vulnerable to and capable of abusing their peers. This type of abuse will be treated as seriously as abuse perpetrated by an adult. Peer on peer abuse includes, verbal, physical and sexual abuse, as well as images and messages transmitted electronically. It can take many forms including:

- Bullying (including prejudiced-based, discriminatory bullying and cyber bullying)
- Sexual violence
- Sexual harassment (including sexual jokes, making lewd comments, or calling someone sexualised names)

- 
- Upskirting (taking images under someone's clothing without their knowledge and/or consent)
  - Physical abuse
  - Initiation or hazing-type violence or rituals
  - Radicalisation
  - Gang association and serious violence (county lines)
  - Relationship abuse
  - Consensual and non-consensual sharing of nude or semi-nude images or videos
  - Sexting (youth-produced sexual imagery)

Reference should be made to the Anti-Bullying Policy and the Child Protection and Safeguarding Policy, which cover some of these behaviours.

Students can report peer on peer abuse themselves or on behalf of another student. They can make the report to any staff member, including their Form Tutor, Teacher(s), the Designated Safeguarding Lead or a member of the student support team.

The Designated Safeguarding Lead will make an immediate risk and needs assessment that considers the needs of the victim, the alleged perpetrator, other students and staff. This will involve considering whether and how to keep the victim and alleged perpetrator a reasonable distance apart.

The Designated Safeguarding Lead will manage the investigation, interviews and final report, including the decision on when to inform the alleged perpetrator. They will determine whether the incident can be dealt with internally through the contracts system of the Behaviour Management Policy or whether it is a Safeguarding issue that must be dealt with through the procedures set out in the Child Protection and Safeguarding Policy.

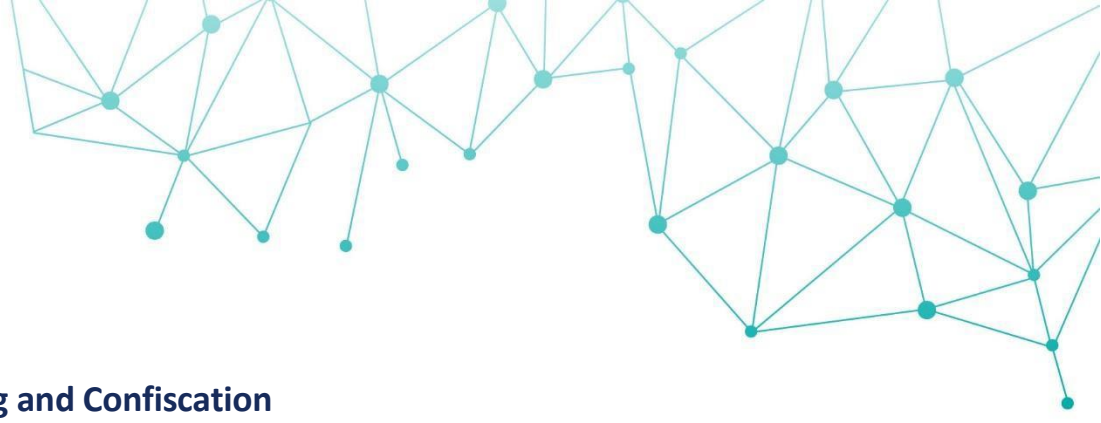


## 5.0. Exclusion and Suspension

In serious cases, a student may be temporarily excluded from the school, whilst an investigation takes place. This may lead to a permanent exclusion with immediate effect. Further detail can be found in the Trust's Exclusion Statement and Procedures. Every effort will be made to find solutions to issues and exclusion is an action of last resort.

Instances that may result in exclusion are set out below. These are not exhaustive and are set not to be so. Every case will be considered on an individual basis and set into the context of each situation as it arises.

- Failure to maintain the terms of a Level 3 Contract
- Assault
- Theft
- Bullying, harassment, victimisation and all forms of aggressive or threatening behaviour
- Racist or sexist language or behaviour
- Contravening the mission and ethos of the school
- Inviting strangers/unauthorised persons onto the school site
- Allowing others to use their ID card
- Accessing prohibited websites
- Inappropriate use of email/messaging services, social media or cyber bullying
- Soliciting and/or sharing explicit images
- Misuse of school facilities or resources
- Behaviour that brings the school or Academy Trust into disrepute
- Being under the influence of drugs and/or alcohol whilst on-site or during a school visit/event off-site
- Gross academic misconduct
- Behaviour likely to incite violence
- Deliberately or persistently submitting work that has been copied from or produced by others and representing it as their own (plagiarism)
- Failure to observe the rules and regulations of external awarding bodies as laid down in the relevant regulations concerning completion, submission and ownership of coursework, attendance at and conduct in examinations or tests
- Any other reason deemed necessary by the Head of School



## 6.0. Searching and Confiscation

### 6.1. Physical Searches

The Head of School, or staff designated by the Head of School, may lawfully search students for any item banned under the behaviour policy. Students and/or their possessions may be searched without consent where there are reasonable grounds to believe that the student has certain prohibited items. Reasonable grounds may include students talking about an item or a student behaving in an unusual or suspicious manner.

Staff can confiscate any banned or prohibited item found because of a search. Items found as a result of a search will be stored or disposed of in accordance with Department for Education guidance on screening and confiscating.

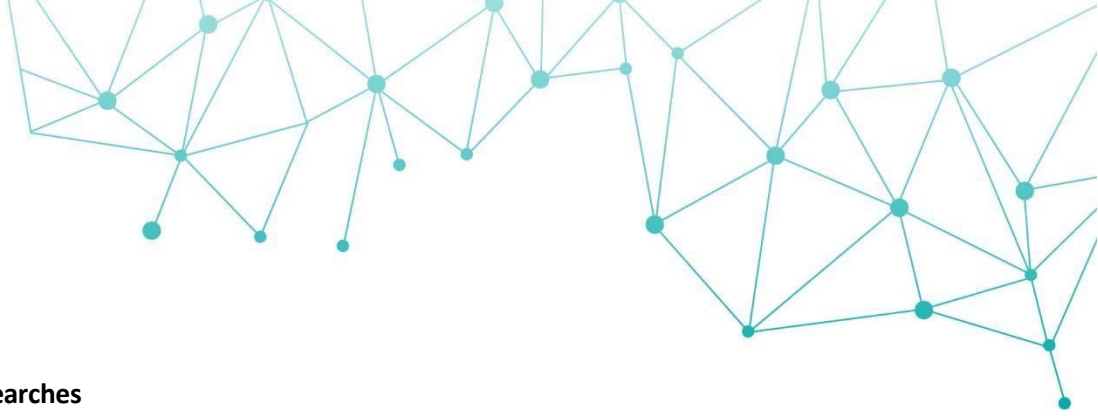
During a search there will be two members of staff present and the search will be conducted away from other students. Items which are banned from school include (note this is not an exhaustive list):

- Knives or weapons (including items fashioned to cause injury)
- Alcohol
- Illegal drugs
- “Legal highs” including laughing gas canisters
- Stolen items
- Fireworks
- Extremist material
- Pornographic images

If a member of staff suspects that a student has a banned item in their possession, they can instruct the student to turn out their pockets and/or bag. If the student refuses this will be dealt with as a refusal to comply with instructions from staff and they will be temporarily excluded, pending an investigation by the Head of School or Assistant Head.

Searching without consent will be carried out by a staff member who is the same gender as the student being searched and if there are reasonable grounds for suspecting that a student has an item banned from school. There will always be a witness (another member of staff) to the search and, if at all possible, they should be of the same gender as the student.

The power to search without consent extends to a personal search involving the removal of outer garments and searching of pockets, bags and lockers. Searching without consent with the authorisation of the Head of School extends to lockers, school email and school data storage.



## **6.2. Electronic Searches**

The school follows the Department for Education (DfE) guidance on Screening, Searching and Confiscation – Advice for Head Teachers, Staff and Governing Bodies. Staff members are permitted to search electronic devices and examine any data or files on the device if they think that there is good reason to do so.

Staff will have due regard to the DfE guidance in determining a “good reason” to examine or erase content found on an electronic device. This will include consideration of whether the data or file has been, or could be, used to cause harm, disrupt teaching or breach the school behaviour policy.

If inappropriate material is found on the device, it is up to the staff member to decide whether they should delete that material, retain it as evidence (of a criminal offence or breach of the school behaviour policy) or whether the material is of such seriousness that it requires the involvement of the police.

## **6.3. Confiscation**

Any member of school or Trust staff may confiscate retain or dispose of a student’s property to enforce the Behaviour Policy and to maintain a safe environment conducive to learning.

Circumstances that could lead to confiscation include:

- An item that poses a threat to others (e.g. a laser pen)
- An item that is being used to disrupt an environment for learning (e.g. a mobile phone or personal music player in class)
- An item that poses a health and safety threat (e.g. an item that could be used as a weapon)
- An item that is counter to the ethos of the school (e.g. racist or pornographic material, alcohol, illegal substances)

In general, items should be confiscated until the end of a lesson (except in the case of banned items) and then passed to the Assistant Principal. It is the student’s responsibility to collect the item at a convenient time for the staff member. Where any item is thought to be a weapon, controlled substance or stolen goods, the police will be informed, and it may be passed to them.



## **7.0. Restraint and Reasonable Use of Force**

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Physical restraint will be used as a last resort. It is to be applied with the minimum amount of force and for the minimum amount of time possible. Any use of physical restraint will be recorded and reported to parents/carers.

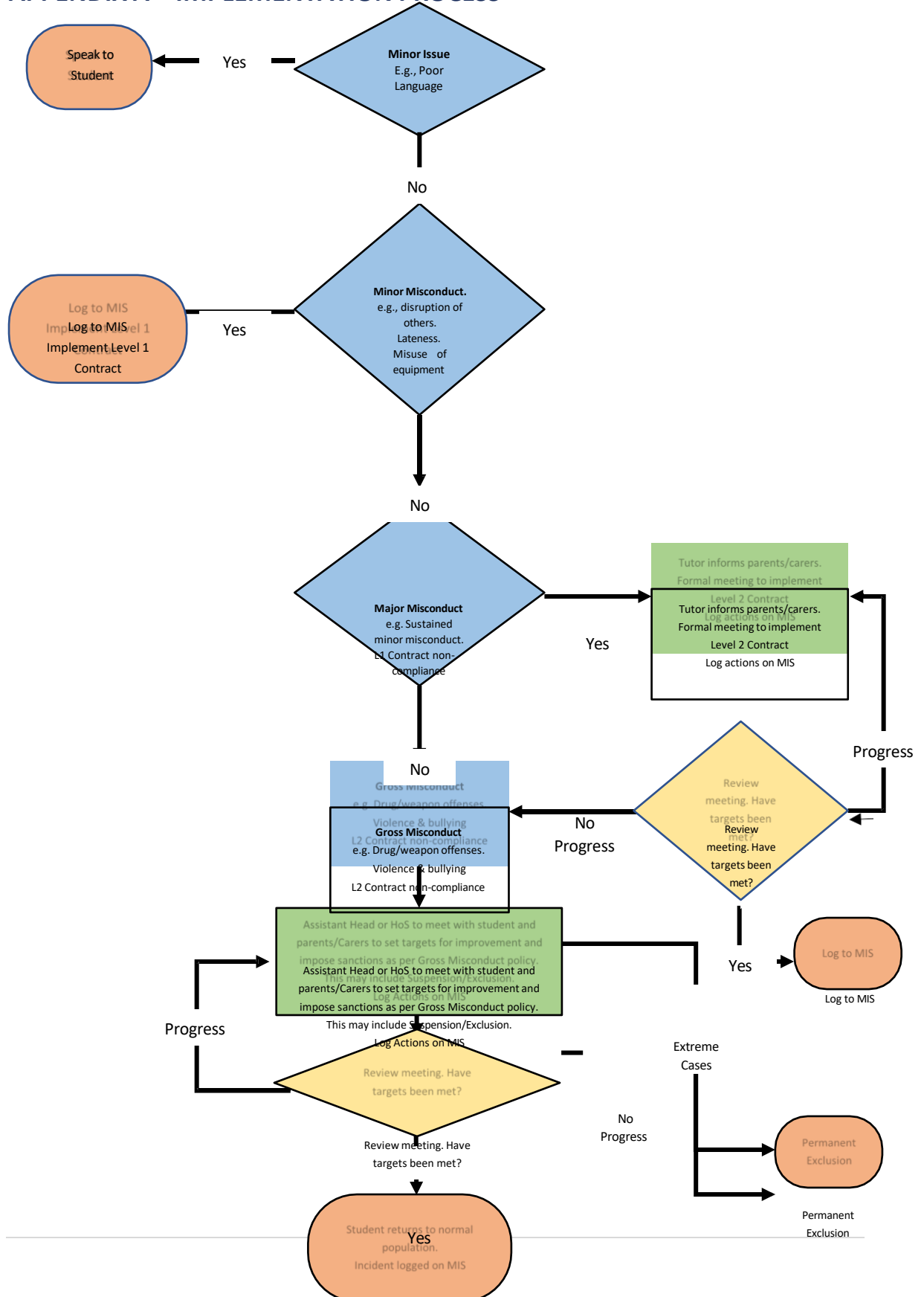
## **8.0. Discipline Outside of School**

The behaviour policy applies to LUSoM students when they are outside of school and particularly in the following circumstances:

- When students are taking part in an activity for, or arranged by, the school
- When students are traveling to and from school or a school-related event at another site
- When a student contravenes the Behaviour Policy in a manner that could have repercussions for the orderly running of the school, poses a threat to another pupil, member of staff or member of the public or could adversely affect the reputation of the school

In these circumstances, the Behaviour Policy will be applied in the same manner as if the breach had occurred on the school site.

## APPENDIX A – IMPLEMENTATION PROCESS



Student returns to normal  
population.  
Incident logged on MIS

