

HUTTON CE GRAMMAR SCHOOL AND SIXTH FORM



BEHAVIOUR POLICY

1 Statement of Principles

The Governing Body will establish, in consultation with all stakeholders, the policy for the promotion of positive behaviour and review it annually. It will ensure that it is communicated to all stakeholders, is non-discriminatory and is dear in its expectations. The Governing Body will support the school in maintaining high standards of behaviour.

The Governing Body, Head Teacher and all staff will ensure there is no differential application of the policy on any grounds, particularly ethnicity, culture, religion, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed. We believe that our behaviour policy should uphold and be consistent with our school aims and rights:

Our school aims:

- To promote an environment in which each pupil can achieve his/her potential: academic, social, cultural, physical, aesthetic, creative and spiritual.
- To promote a caring community in which individuals have a sense of their own worth.
- To provide equal opportunities to all pupils in all areas of their life.
- To promote tolerance, sensitivity and understanding of others.
- To enable each individual to develop his/her own set of values.
- To provide each pupil with an appropriate course of study according to his/her ability.
- To provide an environment in which pupils can acquire the skills necessary for life in an ever changing society.
- To promote self-discipline, self-respect and self-esteem.

As a Church school all we do is underpinned by Scripture, striving to ensure that everyone within our community is supported and encouraged to always make the most of their God-given talents. Our school community is based on four rights — the right to learn, the right to teach, the right to feel secure and the right to dignity. Our policy is based around the recognition of what students do well and the understanding that when behaviour is not as it should be we seek to address it and move forwards together. This is exemplified in Colossians 3:13:

‘Bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive.’

2 Context

In order for the behaviour policy to be effective, a clear relationship with other school policies has been established. This policy should be read in conjunction with the following:

- Health & Safety Policy and Handbook
- Safeguarding Policy and Safe Working Practices
- Attendance Policy
- Equality Policy
- Rewards Policy
- Anti-Bullying Policy
- Home-School Agreement
- Staff Conduct Policy

3 Classroom management

Below is our Behaviour for Learning Policy. We believe that the best way to prevent poor behaviour occurring is to plan effectively and to lead engaging and stimulating lessons.

| <u>Strategy</u> | <u>Rationale</u> |
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| <u>Start of Lesson</u> <ul style="list-style-type: none">• Where possible the teacher is available to 'meet and greet' pupils outside the classroom• There should be an activity to promote pupil engagement. During this time the teacher may take a register | <p>This makes pupils feel welcome and sets a positive tone for the start of the lesson.</p> <p>This engages pupils' interest in the learning process.</p> |
| <u>Latecomers</u> <ul style="list-style-type: none">• Pupils who are late to the lesson should be logged using School Synergy and dealt with at a later point in the lesson.• If the lateness is during period 1 or period 4 it should also be logged in the register. | <p>This continues the positive tone of the lesson for those pupils who have arrived on time and maintains a positive class climate. It also enables an accurate log of punctuality to be kept.</p> |
| <u>Seating Arrangements</u> <ul style="list-style-type: none">• Teacher controls where the pupils sit in the class and may alter the seating plan when utilising different teaching and learning strategies | <p>This reinforces the teachers' authority in the class and can optimise pupils' learning interactions. Also can be used for supply/cover staff.</p> |
| <u>During the Lesson</u> <ul style="list-style-type: none">• Teachers should use consistent application of school rules. They should refer to the 'Rights' document where necessary.• If a discipline issue arises, teachers should use a calm and clear approach appropriate to the level of incident. They should avoid backing pupils 'into a corner'. Negative behaviour should be logged appropriately on School Synergy. | <p>This will establish clear boundaries so that the pupils can feel secure in the learning environment.</p> <p>This strategy can avoid a situation from escalating into a confrontation. A profile of pupil behaviour is created and can be used for future intervention.</p> |

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| <ul style="list-style-type: none"> Teachers should praise pupils during lesson as appropriate and give regular feedback on performance. In addition to verbal praise positive behaviour can be logged on School Synergy. Teachers should avoid allowing pupils to leave the lesson. Where necessary, they should issue a pass. Teacher should 'circulate' around the classroom. Teacher uses pace and challenge for learning tasks. <p>Resources</p> <ul style="list-style-type: none"> The teacher should ensure that there are enough resources for the class. <p>Lesson Endings</p> <ul style="list-style-type: none"> Teacher allows time for a plenary session and does not have 'dead' time at the end of the lesson. Pupils remain in their position until the bell. Teacher does not release pupils before the bell. Teacher should supervise pupils as they leave the lesson. | <p>Increases pupils' self esteem and creates a positive classroom climate. This enables positive behaviour to be acknowledged and rewarded both at home and in school.</p> <p>This minimises disruption to other classes.</p> <p>This keeps pupils on task and provides teacher with opportunities to praise.</p> <p>Provides pupils with a focus for learning and lessens opportunities for distraction.</p> <p>Allows pupils to focus on learning and prevents distraction.</p> <p>If pupils are engaged they are less likely to misbehave.</p> <p>Maintains teacher control in class. Avoids disruption to other lessons.</p> <p>This will facilitate "good" pupil behaviour in the corridor and for the next lesson.</p> |
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4 Rules

Our expectations of pupils in lessons, around the school and travelling to and from school are outlined in the School Rights, and School Rules and Routines and Classroom Rules.

Everyone must act in a reasonable manner, showing respect for self and others.

To help in maintaining an ordered and calm atmosphere, these are our School Rules and Routines.

- Pupils should be in their lessons by 8:50am and teaching rooms by 1:05pm daily. Registers are taken at the beginning of each lesson. Late arrival will be managed by the Attendance Officer.
- Pupils should be punctual to all lessons and ensure that they arrive adequately equipped. Visits to lockers should be confined to before registration, break and lunchtime.
- In moving around the school pupils should follow the one-way system and walk, not run. All movement should be orderly and quiet. Shouting or running is not acceptable on corridors at any time.
- Pupils may not leave the school site without permission. Pupils who need to leave school during the day must take a letter to Reception. Once permission has been given the pupil must sign out. If a pupil returns he should sign in on return.
- No food should be eaten on corridors or in the classrooms unless special permission has been given. Drinking is restricted to when lining up for a lesson or when given permission by a teacher within lesson.
- Electronic devices, including mobile phones and laser pens are not permitted to be used in school; any student who uses such items will have them confiscated. Confiscated items may require collection from school by parents/carers; if this is the case parents/carers will be informed.

7. Smoking and intoxicating substances are not allowed, and will be treated as a **serious** breach of school rules.

We believe the EVERYONE has RIGHTS. These are:

THE RIGHT TO LEARN

We learn and allow others to learn by:

- Paying attention to what is being said.
- Concentrating on our work.
- Listening carefully to what the teachers and other pupils say.
- Asking questions if we do not understand something.
- Completing the work set.

THE RIGHT TO TEACH

We allow the teacher to teach by:

- Co-operating and following instructions.
- Completing our work on time and correctly.
- Arriving to the lesson on time and with our books and resources.
- Listening carefully.
- Doing what we are asked to do.

THE RIGHT TO FEEL SECURE

We ensure that everyone feels secure by:

- Acting in a sensible way.
- Following instructions.
- Behaving in a responsible and safe way.
- Treating others and their property with respect.

THE RIGHT TO DIGNITY

We ensure everyone's right to dignity by:

- Being courteous and polite.
- Working co-operatively with others.
- Treating others with respect.

Classroom Rules:

- Respect others and the learning environment
- Follow all instructions without challenge/argument.
- Raise your hand if you have a question/answer
- Complete all tasks to the best of your ability
- Allow the teacher to teach and pupils to learn

5 Rewards and Sanctions

Our pastoral care and behaviour management are based on the belief that a positive culture of praise, encouragement and support of pupils is likely to ensure the most effective environment in which to promote good relationships and enhance pupil motivation and achievement.

Rewards are one means of achieving a positive ethos. They have a motivational role in helping pupils to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise, both formal and informal to individuals and to groups.

'Students make more progress by being praised for what they do right, rather than being punished for what they do wrong.'

More detailed information regarding the school's rewards system can be found in the Rewards Policy.

Positive and negative behaviour is logged using School Synergy both inside and outside the classroom and logged using the appropriate awards on the system. They can be awarded by all staff.

- Being a **Model** of good behaviour including demonstrating the key school values (Accomplishment, Humility & Service)
- Putting a lot of **Effort** into work
- Showing **Respect** for others
- **Improved** work and/or attitude to learning
- Performing well in **Tests**
- Producing an excellent **Standard** of work
- Contribution towards **Extra-curricular** activities.
- Recognition of **Special Achievements**

Sanctions

In all schools there is the need to have CONSISTENT procedures to deal with persistent misbehaviour that threatens the learning or security of the other pupils and/or hinders the teacher's ability to teach effectively.

We believe that bad behaviour should never interfere with learning. As a school we have a responsibility to teach our pupils values and good character. We will do this by rewarding desirable behaviour with praise and tangible rewards and also by imposing consistent and clear sanctions for unacceptable behaviour. Pupils feel safe with boundaries and it is the job of the school to provide these. The school will be relentless in its expectations of the behaviour of our pupils.

10 negatives over a two week period; form tutor communication

20 negatives over a four week period; Learning coordinator intervention

Departments have their own negative thresholds; instigating contact home from the subject leader.

Subject intervention should be logged on School Synergy and regularly reviewed by an appropriate member of staff.

The school's behaviour policy is intentionally detailed. This is so staff can identify all misbehaviours. Authority is more meaningfully exerted at this point than when misbehaviour is more serious. There may be rare times when parents do not agree with the chosen consequence. In such cases, while the school will be willing to discuss the matter, we hope that parents will nonetheless support the school's decision.

On the occasions when the behaviour of an individual pupil is seen to be unacceptable, sanctions are used by staff. In the majority of cases misdemeanours are dealt with quickly and calmly by non-verbal, verbal or individual indications of disapproval. In persistent cases pupils may be kept back at break or lunchtime to discuss their behaviour with their class teacher, Form Tutor or Learning Co-ordinator and may be put on a monitoring programme.

Before resorting to sanctions, staff should have tried at least one of the strategies below:

- Non-verbal signals
- Redirection — redirect the pupil to the task in hand
- Proximity praise — try praising the pupil next to the one whose behaviour you are addressing
- Choice and consequence — give the pupil a choice, each with its consequence

- Take up time — give the pupil a few seconds to adhere to your instructions
- Tactical ignoring of attention seeking behaviour
- Moving the pupil within the classroom
- Partial agreement
- Privately understood signals

If the classroom behaviour of a student is of concern, then the normal escalation of responses will be as follows:

- The classroom teacher deploys a range of behaviour management strategies including rewards (there is school documentation available to support this which may be adapted and written into departmental policies).
- The subject leader supports with 'local' solutions (e.g. departmental report/temporary withdrawal) and the form tutor is informed in order to look for patterns across subjects. All strategies employed should be logged on School Synergy.

The following approach is adopted:

Stage 1

The appropriate learning co-ordinator will be alerted formally to a concern and will deploy a range of further strategies. Parents will be informed at this stage.

Stage 2

The Senior Assistant Headteacher will be alerted formally and escalate the issues involving parents. LCs use School Synergy to log student support and set weekly targets to help improve behaviour. The use of Internal exclusion/fixed term exclusions may be used at this stage.

Student support at this stage may include 1:1 with Behaviour TA; L32 Respite; use of Exit Card; alternative timetables.

Stage 3

A formal meeting will be arranged with the family in order to raise a serious concern. Other strategies may be used at this stage, possibly including some placement in another school or educational setting (depending upon availability). Managed Transfers will be considered and taken for consideration at South Ribble Panel meetings held each half term.

Respite provision, funded by school, at a Pupil Referral Unit may also be considered at this point.

Stage 4

Fixed-term exclusion and/or managed transfer protocol will be used. There will be a further formal meeting with the family upon reintegration and an appropriate 'contract' signed by parent & student which outlines the reason for exclusion, any appropriate interventions and expected models of behaviour, all of which are intended to support improved behaviour. The discipline committee of the governing body may also be convened for longer fixed term exclusions or where there have been a number of fixed-term exclusions within one school year.

Stage 5

A longer fixed-term exclusion, managed transfer or a permanent exclusion will be used.

The Discipline Committee of the governing body will meet to consider such exclusion. Further external student support may be considered at this stage through CSC. In addition parents/carers may be asked

to attend a Discipline Committee hearing to discuss the current situation regarding their child's behaviour.

A managed transfer will normally take place prior to a permanent exclusion when applied to consistent disruptive or inappropriate behaviour; this may not be the case in regard to serious, isolated incidents.

A Managed Transfer occurs when a student is placed on the roll of another local school for a maximum period of 12 weeks (dual rolled with the home school) with the intention of the students modifying their behaviour and being successful in gaining a permanent place at a new school without the need for permanent exclusion.

A meeting, with agreed protocols, between school and parents/carers will take place to discuss such a transfer; at this meeting the process will be outlined and discussed in depth.

This process will not be rigid, and students showing improvement will be 'de-escalated' accordingly. If a student presents problems across the curriculum, then responses may be different to those used where the problem is isolated and partial solutions may be available.

The whole process may run differently if, for example:

- There are specific learning needs in which case the SENDCO will be involved and extra-support for the student may be sought
- There are personal/social issues which need to be handled in a particular fashion
- If a serious incident is 'out of character' for a student and deemed unlikely to recur

If a student demonstrates extreme disruption, defiance or aggression then a single incident may result in a number of stages in the process being circumvented. SERIOUS INCIDENTS should be brought to the attention of Learning Co-ordinators and/or SLT immediately and documented on School Synergy so that the matter can be investigated and resolved as quickly as possible.

Teachers have a statutory power to discipline pupils for misbehaviour outside of the school premises.

- Sanctions will apply to pupils who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school. Action would be taken against any pupil who was verbally abusing members of the public on a bus on the way to school.
- If someone causes any distress to the bus driver on his/her journey to and from school, they should expect to be banned from using the bus for an agreed length of time. Parents would be notified of this in advance. The Safer Travel Unit works proactively with the school in ensuring bus journeys to and from school are safe and trouble free
- Sanctions will apply if misbehaviour takes place on Educational Visits, Work Related Learning or whilst the pupil was taking part in a further education course as part of a school programme.
- The school will apply sanctions if a pupil misbehaves whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other pupils in the future.
- The school would take action if a pupil harassed a member of staff or pupil off school premises, including through the internet. This could also be a Police matter.

Sanctions may be imposed in line with those set out in this policy.

Detentions

Detentions may be issued by any member of staff and usually take place at break time, lunchtime or departmental after school detention. A pupil who fails to attend will be issued with an After School

Detention; these are held on Tuesdays 3:05pm to 4:05pm (Years 10 and 11), 3:05pm to 3:50pm (Years 8 and 9), 3:05pm to 3:35pm (Year 7).and Fridays 3:05-3:35pm (all Year Groups). After School Detention is a formal sanction and will be monitored by Learning Co-ordinators and SLT via School Synergy. Parents will be notified via posts on School Synergy of all detentions.

Pupils in Detention (whether Lunchtime or After School) must attend punctually, and must follow these rules:

- sit where instructed by the teacher.
- carry out written tasks as instructed by the teacher.
- obey all instructions without comment.
- make no attempt to communicate (by verbal or non-verbal means).
- cause no noise or disturbance.

Failure to attend After School Detention, with no appropriate reason, will lead to SLT Detention which lasts from 3:05pm till 4:30pm.

Removal from lesson and Referral

Any pupil, in Years 7-11, causing disruption of a lesson will be sent to the Referral Room. This will result in an email being sent home to inform parents/carers that the pupil has been removed from a lesson and the relevant Learning Co-ordinator will be informed. The Learning Co-ordinator will decide on the follow-up course of action. Any student who refuses a staff member's request to go to Referral, resulting in them having to be removed by a senior member of staff, will serve an additional one-day internal exclusion.

Pupils may be sent to the Referral Room if they display the following behaviour display:

1. Inappropriate language towards the teacher or other pupils
2. Dangerous/Violent behaviour
3. Confrontational or threatening behaviour
4. Repeated refusal to comply with classroom rules
5. Persistent low level disruption of teaching and learning — after a clear warning has been given (this may have been preceded by a negative log being made on School Synergy).

Pupils are sometimes sent to work in an adjoining classroom, usually within the same department, and will complete work at the back of that classroom.

Out of class isolation (Internal Exclusion) is reserved for pupils who commit a severe breach of the code of conduct. Pupils spend a designated period of time working in the Referral Room. Pupils complete independent work. The offences listed below, although not exhaustive, are examples of the types of incident which may trigger this sanction:

- Physical violence towards another pupil
- Derogatory and/or discriminatory verbal violence towards another pupil
- Verbal abuse towards a member of staff
- Persistent disruptive behaviour
- Racial/sexual/homophobic harassment
- Bullying
- Theft
- Refusal to attend Referral when sent by a member of staff
- Drug abuse or possession of drugs or the use of any illicit substances or materials including pornography, alcohol, novel psychoactive substances
- Graffiti or property damage

Other sanctions used to support positive behaviour around the school site include fixed term lunchtime exclusions; SLT lunchtime detention.

Exclusion from school will only be used in exceptional circumstances. There are two types of exclusion: fixed term and permanent.

Fixed Term Exclusion

A Head Teacher may exclude a pupil for up to 45 school days (9 school weeks) in a school year. Pupils on a fixed term exclusion may be provided with work to complete and return to the school for review. After the 5th day the school must make suitable full-time educational provision for the pupil.

It is the parent's responsibility to provide care and supervision for their child at all times during an exclusion.

The offences listed below are amongst those which may lead to fixed-term exclusion (or isolation in the Referral Room — depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion.

- Physical violence towards another pupil or member of staff (may include referral to Police)
- Derogatory and/or discriminatory verbal violence towards another pupil or member of staff
- Serious Defiance
- Persistent disruptive behaviour
- Racial/sexual/homophobic harassment
- Radicalised behaviour/extremism
- Bullying
- Theft
- Drug abuse or possession of drugs or the use of illicit substances or materials (including pornography)
- Graffiti or property damage

Further information regarding Fixed Term Exclusion can be found in the document 'Fixed Period Exclusion from a School or Academy: Information for Parents' which is available from school on request.

Permanent Exclusion

On rare occasions, the Head Teacher may permanently exclude a pupil from school. The pupil's parents will always be fully involved and given the opportunity to make representations. Any pupil involved, or purporting to be involved, with illegal drugs in any way will normally be sanctioned by exclusion, either fixed-term or permanent.

The decision to exclude permanently is a serious one. There are two main types of situation for which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour, including bullying (which could include racist or homophobic bullying) or repeated possession and or use of an illegal drug on school premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies. It can be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying a weapon
- Possession, supply or use of illegal substances (including alcohol and nps)
- Radical and extremist behaviour
- Arson

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

Depending on the length of exclusion parents may have the right to make representations to the Board of Governors (or Discipline Committee).

Upon being informed of the decision to permanently exclude a student, and the date at which the Governing Board hearing will take place, parents/carers have 15 working days in which to make representation; they are also entitled to attend the Governing Board Pupil Discipline Committee Meeting and make representation in person.

In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

Further information regarding Permanent Exclusion can be found in the document 'Permanent Exclusion from School: Information for Parents' which is available from school on request.

Exclusion protocol

The exclusions process will be conducted in accordance with the current Department for Education's exclusion guidelines.

Behaviour beyond the Classroom

The behaviour of students beyond the classroom is a key factor influencing the culture of the school, which in turn affects classroom behaviour and achievement. The students are learning during the 'social' times of the day as well as in formal learning situations.

Interaction between students and staff beyond the classroom is necessary and desirable in order to sustain and develop the ethos of the school and patterns of whole-school behaviour.

- Staff should use professional judgement in all cases, and use some of the same strategies as those deployed in the classroom to defuse and avert problems in the first instance.
- SERIOUS INCIDENTS should be logged immediately on School Synergy and SLT and Learning Co-ordinators notified.
- Senior staff support should be sought for extreme occurrences.

The school will use a range of sanctions in response to issues such as persistent defiance, violence, smoking, drug/alcohol use. Typical responses are indicated in a separate document and will be communicated to students and parents.

Responses to be considered by the school to precipitate events

- Permanent and fixed term exclusions will be monitored by ethnicity and care status to monitor patterns and trends.
- Any disparities in exclusion rates between learners from different groups will be identified through self-evaluation procedures.
- Ultimate decisions about exclusions (pending governors' decisions and appeals) will rest with the Head Teacher, and in the absence of the Head Teacher, with the Senior Assistant Head Teacher.

Reasons to be considered for Exclusion

Listed below are behaviours, which could typically lead to a fixed term or permanent exclusion. Such incidents will be fully investigated and reported to the Governing Body. Students may 'start again' if improvements to behaviour are sustained.

1. Persistent disruption of lessons
2. Persistent disruption outside lessons
3. Defiance of staff
4. Assault on a student
5. Physical assault on a member of staff
6. Verbal abuse of a member of staff
7. Possession of a weapon
8. Possession of cigarettes/tobacco/e-cigarettes and smoking
9. Possession of drugs (inc. alcohol)
10. Possession and distribution of drugs (inc alcohol and nps-legal highs)
11. Theft
12. Damage/Vandalism
13. Sexual harassment, online sexual abuse and sexual violence
14. Racist abuse
15. Radical/extremist behaviour
16. Persistent harassment and/or intimidation (This is directly linked to the Anti- Bullying Policy)

Any other behaviour which contravenes the school's Code of Conduct

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

Investigating incidents

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Head Teacher and/or the Designated Senior Person for child protection as appropriate. In situations where other services need to be informed, the Head Teacher or designate will attempt to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.

If a serious offence appears to have been committed, the member of staff concerned should inform the Head Teacher as soon as possible. In the event that it is not possible then the staff member should refer it to the appropriate Learning Co-ordinator. The Head Teacher or his/her designate will decide the nature of the investigation required, usually including conducting an initial interview with the pupil(s) concerned to produce a statement relating to the matter. If, however, the case is to be referred to the Police or Social Services it will usually not be appropriate to conduct an interview with the pupil(s) or anyone connected with the incident.

CCTV cameras may be checked to provide evidence of the facts.

It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgements are made concerning the matter.

Once an investigation for a serious offence begins it may be necessary for the pupil(s) concerned to be supervised by a member of staff or in extreme cases isolated from other pupils. Whenever possible, any investigation should be conducted away from the public gaze.

When a pupil is interviewed (s)he should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that pupils are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed by the pupil concerned.

7. Confiscation of inappropriate items

Searches and confiscation

Under the Education Act 1996, schools have a power to search, and to confiscate any items which they believe pose a danger or threat to pupils, or any other persons on school premises. This does not require consent, but wherever possible this will be sought. If a pupil refuses to co-operate, a search can only be carried out if (s)he is reasonably suspected of having a 'prohibited item':

- Knives or weapons
- An article likely to have been used to commit a criminal offence or to cause injury to a person or damage to property
- Alcohol
- A controlled drug
- Tobacco and/or smoking-related products
- Stolen property
- Other inappropriate items deemed to present unacceptable risk

Searching will be conducted by the Head Teacher or a member of staff authorised by the Head Teacher. The search will be conducted by someone of the same gender as the pupil, and in the presence of another adult (where possible of the same gender).

Pupils will only be required to remove "outer clothing" such as coats and jumpers. Searches will be conducted in such a manner as to minimise embarrassment or distress.

Searching the pupil's possessions for 'prohibited items' includes searching a pupil's goods over which (s)he has or appears to have control. Where there are reasonable grounds lockers, desks and bags may be searched at any time, without consent. Such searches must be in the presence of the pupil and another member of staff, unless there is a risk that serious harm may be caused to someone if the search is delayed.

Police may be called to deal with any search if that is considered appropriate.

Where any article is thought to be a weapon it must be passed to the Police.

Personal property

Pupils are responsible for their own property. All items should be clearly named. It is important that expensive items or large sums of money are not brought into school. Where this is essential these should be left in the office for safe-keeping.

The school is not liable for any loss or theft of, or damage to, pupils' possessions.

Every pupil can have access to a lockable locker and (s)he should keep his/her key safe. No belongings should be left unsecured near lockers or anywhere else.

Mobile Phones

Section 2 of the 2011 Education Act sets out new provisions about mobile phones and other electronic devices. Data and files from these items may be examined if there are reasonable grounds to suspect misuse. Malicious or inappropriate material may be erased or downloaded and saved as evidence.

- Pupils should leave valuable items, such as mobiles phones at home
- Pupils who bring such items to school must not use them during the school day
- Items noticed will be confiscated and stored securely. They will be returned to students or their parents if it is deemed appropriate at a later time (usually the end of the school day).

8 Preventing bullying

The school Anti-Bullying Policy reflects both the Aims of the School and the Pastoral Care Policy.

Bullying is defined as: the wilful, conscious desire to hurt, threaten or frighten someone.

The school curriculum supports the prevention of bullying through the PSHCE curriculum, through pastoral support systems, through consistent application of our school rights and through the application of appropriate sanctions.

All members of the school: pupils, teachers, parents, support staff, welfare staff, office and supervisory staff are part of our TELLING COMMUNITY.

Any member of the school community may report an instance of suspected bullying.

All allegations of bullying should be reported to the pupil's form tutor or any member of staff who will help prompt investigation.

9 Power to use reasonable force

Rarely do teachers have to intervene physically to reinstate order or restrain a pupil. Parents need to be aware that the law allows adults authorised by the Head Teacher to use such force as is reasonable to prevent a pupil:

- **Committing any criminal offence**
- **Injuring themselves or others**
- **Causing damage to property**
- **Engaging in any behaviour prejudicial to maintaining good order and discipline**

Force may be used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or restraining a pupil to prevent violence or injury. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force would need to be in proportion to the consequences it is intended to prevent. The degree of force should be the minimum needed to achieve the desired result. Use of force will not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running in a corridor crowded with small children may be dangerous enough not to be regarded as trivial.

Staff are required to follow our **Code of Conduct for Safeguarding and Working with Young People**. As a general principle staff will not make physical contact with pupils; apart from the circumstances outlined above. All members of school staff have a legal power to use reasonable force. This applies on school

premises, or where a member of staff has lawful control or charge of pupils, e.g. on educational visits. In all cases only the minimum force necessary will be used.

Annual guidance and training is provided for all staff to ensure consistency of procedures in the use of restraint and reasonable force.

10 Roles and Responsibilities

The Governing Body will establish in consultation with the Head Teacher, staff and parents, the policy for the promotion of good behaviour and keep it under review (on an annual basis). It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Head Teacher will be responsible for the implementation and day to day management of the policy and procedures. Guidance on their consistent application forms part of Staff Induction, and is also regularly updated for all staff. Continual Professional Development is provided when staff needs are identified as part of Performance Management.

Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which pupils develop self-discipline and personal responsibility.

The Governing Body, Head Teacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

11 School support systems

We believe that all staff in our school must take account of the individual needs and circumstances of the pupils when implementing behaviour policies. Good practice would be to follow the Consistency in the classroom' guidance and to keep instructions short and clarify understanding by asking the pupils to repeat them.

We would expect staff to make reasonable adjustments in the application of our behaviour policy for pupils with special educational needs and/or disabilities. Specific support mechanisms will be provided to assist those who need special consideration in the type of teaching provision and resources offered to them to ensure they reach their full potential.

All staff will be provided with regularly updated information regarding pupils who have special educational needs and/or disabilities. It is expected that staff will use this information wisely when implementing the school behavioural policy.

Pupils may be vulnerable at all times or at specific times during their school career. Liaison with progress leaders and/or SENCO is advisable if particular pupils experience persistent difficulty in adhering to the school rules. The SENCO may be able to arrange suitable intervention within the Student Support Centre or Nurture Room.

12 Consultation, monitoring and evaluation

Consultation with staff, pupils and parents informs our monitoring and evaluation of school policies. The consultation with pupils reflects children’s rights under Article 12 of the U.N. Convention on the Rights of the Child, and also helps us to meet other aims and duties which highlight the desirability of children having a voice in matters which affect them.

We firmly believe that consultation with parents is important. At regular intervals and by means of questionnaires, we seek the views of our parents on our school effectiveness.

The procedures will be monitored by the Head Teacher via the Deputy Head and progress leaders to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and the principle that every member of the school has a responsibility towards the whole community.

This policy has been approved by the Governing Body of the school and will be reviewed annually.

13 Complaints Procedure

If you are unhappy with the way your child is being treated, or any of our actions or lack of action, please feel able to tell us your concern. We know it can be difficult to question what a school is doing, but if you do not tell us what is worrying you, we cannot explain our actions or put things right. Our support and respect for you and your child will not lessen in any way. If you have already told us about a concern but are not satisfied with how we have responded, you may wish to make a formal complaint. We have a complaints procedure which will tell you exactly what will happen and how long it should all take. If you want to look at it before speaking to us, please contact the Head Teacher’s PA who will be happy to send you a copy.

Schools have a duty of care to all members of the school community. If an allegation is made against a member of staff, it will be investigated in accordance with DfE guidance “Dealing with Allegations of Abuse Against Teachers and Other Staff.”

The procedure by which parents may make representation about the curriculum is laid down by Lancashire County Council. Copies of this procedure are available from the school or from the District Education Office.

Behaviour — exclusions, detentions, isolations — and Attendance data is monitored by the school, it’s Governing Body and the Local Authority on a regular basis.

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| Next Review | Curriculum & General Purposes Committee | Autumn Term 2022 |
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