

Behaviour for Learning Policy

November 2019

These procedures are based on model guidance provided by Lancashire County Council. The implementation of these guidelines will be monitored by the Governing Body. The guidelines should be read in conjunction with all relevant personnel policies that are publicly available on the school website.

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Date:	14/05/2020	Date:	23/06/2022
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Key changes: Amendments to Page 12 inclusion of Social Media, Page 17 – rewording of Permanent Suspension	Key changes: Amendments to Page 13 re devices not allowed. Also under Inclusion change to procedures. Pg 14 change from PSP to Behaviour & Attitude Plan. Fixed term exclusion to suspension. An Appendix – summary for parents	Key changes: Click or tap here to enter text.	
Presented to Governors: Click or tap to enter a date.	Presented to Governors: Click or tap to enter a date.	Presented to Governors: Click or tap to enter a date.	

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BEHAVIOUR FOR LEARNING

Rationale

Up Holland High School supports the right of every child to be able to achieve their potential and the Behaviour for Learning Policy plays an integral part in helping each child to do this. It is a statement that emphasises the school's aim to create a positive, motivated environment in which every child has the right to learn and develop academically, culturally and socially. Equally, it allows every teacher to teach and to promote the good practice that encourages individual learning and development.

Up Holland High School aims to create a climate in which students' self-esteem is raised and misbehaviour becomes a less attractive way of obtaining attention so that the school can:

- ❖ **Encourage every student to take responsibility for their behaviour and achievement and to respect the right of others to learn**
- ❖ **Ensure that each student has the opportunity to achieve their highest academic standard**
- ❖ **Ensure that each student achieves his or her full potential across a balanced academic, cultural and social curriculum**
- ❖ **Create a school in which staff, students and parents share a positive attitude towards learning**
- ❖ **Recognise, celebrate and encourage diversity**
- ❖ **Create a school in which all students and staff feel valued, supported and fulfilled.**
- ❖ **Create a strong school community through positive behaviour which shares a sense of pride in the school and its wider community**

Aims of the policy:

- To create an environment where the ethos of good attendance and good behaviour is the norm.
- To ensure that effective teaching and learning can take place in a safe and well-ordered environment.
- To promote positive behaviour and consistency of practice to reinforce awareness of the school's expectations of high standards of behaviour and being Dedicated to Excellence.
- To create an atmosphere of mutual respect and co-operation.
- To gain the support of students, all staff and parents.

Principles

The Governing Body of Up Holland High School believes that good behaviour in all aspects of school life is essential for effective teaching and learning to take place and for the school to continue to raise standards. It supports a safe, caring and learning environment in the school by:

- Promoting regular attendance and positive behaviour within the school.
- Promoting self-esteem and self-discipline alongside our LORIC values
- Expecting positive relationships based upon a mutual respect.
- Promoting early intervention and fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Providing a safe environment for all, free from disruption, violence, bullying and any form of harassment or discrimination.
- Ensuring that all students receive their entitlement to an inclusive education service where each individual's needs are met.
- Encourage a positive relationship with parents and carers to develop a shared approach and involvement in the implementation of the school's policy and associated procedures.

Roles and Responsibilities

- a. The **Governing Body**, in consultation with the Headteacher, staff and parents/carers will support the policy for the promotion of good behaviour and learning and keep it under review. It will also ensure that it is communicated to all staff, students, parents and carers, is non-discriminatory and that its expectations are clear. The Governors will support the school in maintaining high standards of behaviour.
- b. The **Headteacher**, with the support of the Senior Leadership Team (SLT) responsible for behaviour, will be responsible for implementing the policy and for its day-to-day management and the management of relevant procedures. It is also the responsibility of the Headteacher and SLT to support staff members faced with challenging behaviour.
- c. **All staff**, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed and applied consistently and fairly. It is important that mutual support is given in the implementation of the policy and that staff members teach

self-discipline and good behaviour by example and by making the school's expectations clear to all students. All staff members have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They must also create, with the support of the Headteacher and SLT, a stimulating and high quality learning environment.

- d. The **Governing Body, Headteacher and staff** will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
- e. **Parents and carers** will take responsibility for the behaviour of their child inside and outside of school. They will be encouraged to work in partnership with the school and to assist the school in maintaining high standards of behaviour. They will have the opportunity to raise with the school any issues arising from the implementation of the policy and procedures. Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. Parents have a clear role in making sure their child is well behaved at school. Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any Suspension. If they do not, the school or local authority may issue a penalty sanction. Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any Suspension. Parents are expected to attend a reintegration interview following any fixed period Suspension from primary school and any fixed period Suspension of more than five days from secondary school.
- f. **Students** will take personal responsibility for their choices and behaviour and they will be made fully aware of the school policy, procedures and expectations of them. Students must also ensure that incidents of disruption, violence, bullying and any form of harassment are reported to the appropriate staff members.

Code of Conduct inside and outside the classroom

The central aim of this Code of Conduct is to encourage students to develop responsibility for their own behaviour, both inside and outside of the classroom, and it can be applied to an infinite number of situations.

GENERAL BEHAVIOUR

We are a school that values:

Leadership, Organisation, Resilience, Initiative and Communication

We expect every student to:

- Attend regularly and to be punctual
- Be well behaved, polite and respectful towards others both in school and as ambassadors of the school when outside of it so that students enhance its reputation at every opportunity
- Wear the correct school uniform and to be tidy in appearance
- Arrive at lessons properly equipped and on time
- Enter and leave rooms in an orderly manner
- Remain seated until asked to move
- Try to always work to the best of their individual ability
- Not call out in lessons but to wait for acknowledgement from the teacher before answering or speaking
- Listen to and follow instructions when given to them
- Respect their right and the right of others to learn and the right of staff to teach effectively
- Complete homework properly and on time
- Make the most of opportunities offered by the school
- Contribute fully to school life
- Respect the school environment, for example: classrooms, corridors and grounds and to keep the school free from litter
- Regard any form of bullying as unacceptable and to support this view
- Not to bring items into school for selling purposes such as energy drinks, sweets, crisps etc
- Not bring items into school, which can cause damage to school buildings, personal property and members of the school. These may include fireworks, chewing gum, glass bottles, penknives, blades, cigarette lighters, aerosols and laser pens
- Not to bring in or consume energy drinks/sugary drinks on school premises
- Only bring small amounts of essential money into school. If a large amount is brought into school, a member of staff will be asked to look after it
- Not bring into school any alcohol, tobacco products, electronic-cigarettes, illegal drugs, or substances, or any drugs paraphernalia that may be harmful to your health or the health of others. There will be serious consequences for doing so.
- Not enter the school grounds or premises outside of normal school hours

NOTE- Up Holland High School adopts Lancashire County Council policy on Searching and Screening. The Headteacher or in his absence the Deputy or Director of Standards can direct staff to search students without parental permission for banned items that have been known or believed to be brought into school.

The Head/Deputy or Director of Standards can also direct staff to search students and their bags if deemed necessary. School will dispose of these banned items as it so wishes. This also includes any items brought into school to sell to other students, the items will not be returned, and monies procured from selling will be donated to charity.

These expectations must also be applied to behaviour on school buses, any means which students travel to and from school i.e. walking, car, taxi, bike, trips and other activities. A lack of application of these expectations may mean in that the coach company/school may refuse travel on school buses. In line with the schools consequence system trips and other activities will not be available given failure to follow the system, and school will be the final arbiter in these decisions.

Uniform and Appearance - Please see Uniform Policy for full guidance.

It is important students are dressed smartly and presentable on a daily basis for school.

Without exception the school will be the final arbiter regarding suitability of dress and appearance

REWARDS

This is a positive Behaviour and Discipline Policy resulting in appropriate behaviour being encouraged, celebrated and rewarded. It is therefore essential that praise and rewards have considerable emphasis within the school and that students receive recognition for their positive behaviour, achievement and contribution to school life. It can include good academic work and effort, good behaviour and attendance, help and support to others and contribution to other aspects of school life, these are supported via our LORIC values: (Leadership, Organisation, Resilience, Initiative and Communication)

In the classroom, staff will apply this at all times so that **all** students' achievements are recognised and rewarded accordingly. By **consistently applying** this policy, it is expected that good standards of behaviour will be encouraged and developed by students.

Informal Rewards

These should be used as often as possible, both for and to encourage good behaviour, good attendance, effort, academic and social achievement and to develop self-esteem:

- Verbal praise and encouragement should be a key feature in lessons, personal development time and in assemblies. It is important that this approach is used as much as possible

- Comments on work should also be a regular feature, offering praise, encouragement and appropriate advice and guidance for further improvement
- Students' work should be displayed
- Postcards or texts/letters home to parents or carers
- Stickers
- Departmental awards

Formal Rewards

- Students will receive reward points for appropriate behaviour, attitude to learning and separate house points for demonstrating our LORIC values, which will be themed throughout the year
- Attendance Awards for consistent or improved attendance – handed out in weekly, half & termly assemblies. This also includes free toast, first in the dinner queue and vouchers.
- Certificates
- Non-uniform days
- Headteacher Awards
- Sport Awards
- Participation in end of term reward trips (attendance must be at least 93% except students with medical conditions and/or at the discretion of the pastoral team)
- Extra-curricular activities and clubs, etc.
- Presentation assemblies
- Attendance rewards such as canteen fast passes
- House Competitions
- Headteacher's Afternoon Tea
- Head of Year Awards
- Wheel of Names
- Recognition Postcards
- Recognition Certificates within Synergy
- 1:1 broadcasts to parents
- Parent phone calls
- Wonderful week – enrichment week

IN THE CLASSROOM

Basic Principles: All students have the right to learn without disruption
All teachers have the right to teach without disruption

Students have the right:

- To expect a positive learning environment in which their achievements are recognised and rewarded.
- To have the correct level of help from all staff, including clear guidelines for their behaviour and the prevention of being bullied by others
- To choose how to behave and to know and understand the consequences of not following the behaviour code

All staff have the right:

- To create a safe and positive learning environment for all students
- To have expectations of appropriate behaviour that is explained clearly to the students so that they can meet these expectations. This will allow a positive social and educational environment to develop in which all students can learn and achieve
- To receive appropriate levels of support from parents, carers and the Headteacher so that they can do their job effectively and to the best of their ability

Students need to learn the consequences of their choices and actions and recognise that they are responsible for them. Just as doing something well should gain a reward, doing something wrong should carry a consequence.

The following rules make a basic code of conduct for each lesson:

Follow our Dedicated to Success classroom expectations which are promoted in poster form in all classrooms. Some of the key aspects include:

1. Arrive to each lesson, smart, on time and ready to learn
2. Enter the teaching area in a quiet, orderly manner
3. Be on their best behaviour at ask times
4. Come properly equipped for lessons
5. Listen to and follow instructions given
6. Respect each other, their teacher and their environment
7. Treat others, their work and all property with respect

NB. If rule 4 is broken in a subject where this will mean that the student cannot participate in the lesson, e.g. no PE kit, or ingredients for Food Technology etc, this will automatically result in a C4 unless there is a parental letter of explanation which is deemed to be a valid excuse.

Staff members will verbally make their expectations clear to all students in lessons and employ various normal behaviour management strategies to control students' behaviour during the lesson before resorting to the sanctions or **consequences** for misbehaviour. It is essential that an individual student is verbally warned about inappropriate behaviour, that it is explained what is expected of them and that the student is given time to remedy their behaviour before using the **consequences for misbehaviour**.

Failure to meet expectations after this will lead to:

Consequences for classroom misbehaviour

C1 First Warning	First verbal warning.
C2= Verbal Warning	Name on the board and loss of reward. No name can be removed from the board or the reward re-instated. The student will be encouraged to think about their behaviour and meet expectations set by the teacher.
C3a/C3b= Subject Detention	Name on the board for continued misbehaviour; this will lead to a C3 which automatically triggers a 10 minute subject detention at break with the subject teacher. Failure to attend the detention will result in a C3b detention (15 minutes) Failure to attend this will result in a lunchtime detention (C4).
C4= 20 minute detention	Persistent low level disruption or more serious misbehaviour will result in a student being <u>exited</u> from the lesson and a 20 minute detention at lunchtime in EN2. <i>Home will be informed by text. If a student does not turn up for the detention, it will lead to a Pastoral detention from 3.10-4.10pm the following day. Any removals during period 5 will be served during lunch the following day.</i> <u>3 x C4s IN A HALF TERM WILL LEAD TO AN SLT DETENTION</u> <u>5 x C4s IN A HALF TERM WILL LEAD TO A ONE DAY INCLUSION</u> <u>If a student has either a Pastoral Detention, SLT Detention, Inclusion or Seclusion (time spent at another school in the West Lancashire area) in a half term they will not be able to attend the Rewards Trip.</u>
C5= 8.45 till 3.10pm	More serious offences will result in a C5 AUTOMATIC EXIT to Inclusion. Home will be informed by the member of staff and parents may be called

Inclusion	<p>in to meet with the pastoral team, at their discretion. Misbehaviour whilst in Inclusion can lead to Suspension.</p> <p><u>5 x C5 INCLUSIONS IN ONE HALF TERM WILL RESULT IN A 2 DAY SECLUSION (time spent at another school in the West Lancashire area)</u> <u>Further misdemeanour's will result in a fixed term Suspension & possibly a Managed Transfer to another school.</u></p>
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Where an abuse of the learning environment takes place, e.g. dangerous behaviour in a science laboratory or misuse of the Internet, this will result in at least a C4/SLT or possible Inclusion.

Homework is dealt with as a separate issue to 'behaviour'. See Homework Policy.

BEHAVIOUR OUTSIDE THE CLASSROOM

Good behaviour is expected at all times as students are representing the school, whether journeying to or from school or whilst on school activities and trips. Where misbehaviour occurs, it will be judged individually, consistently and fairly. Students will normally receive a verbal warning for minor misdemeanours. Should the behaviour warrant more than this a C4/SLT or Inclusion will be issued depending upon the severity of the incident.

Parents/carers will be notified via the detention letter/text in the usual way. Failure to attend will result in Inclusion.

Serious incidents will automatically lead to Inclusion. Parents/carers may be required to come into school to discuss the incident before the student can return to lessons.

The Headteacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, where that behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Travelling to and from school

Students are expected to behave appropriately on the way to and from school. Students, who behave in an inappropriate manner and bring the school into disrepute, will face serious sanctions and, where deemed necessary, a fixed-term Suspension.

Social Media

Students are expected to behave in an appropriate manner on social media, whereby students behave in an inappropriate manner and bring the school into disrepute, they will face serious sanctions detailed below. Please be aware if this involves staff images or names etc being posted online this may also become a matter for the Police, if the staff member decides to report it:

- **1st incident/stage** - posting images/comments that affect the school's reputation - **a day in inclusion**
- **2nd incident/stage** - continuing to post images/comments online or posting images of a member of staff (with no comments by the student without staff consent) – **2 day fixed term Suspension.**
- **3rd incident/stage** - a continuation of posting images/comments throughout their school time at Up Holland High School and/or a student posts an image of a member of staff and modifies it with offensive/inappropriate comments – **managed transfer/longer fixed term Suspension/permanent Suspension.**

***The Headteacher will retain the powers to escalate the sanctions more rapidly if the incident is deemed serious enough which could ultimately lead to a permanent Suspension**

Bullying

The school is committed to providing a caring, friendly and safe environment for all our students so that they can learn in a relaxed and secure atmosphere. Bullying, in any form, is unacceptable and instances of proven bullying will be recorded and disciplinary sanctions will be imposed, which may include C4, SLT detention, Inclusion, Seclusion, Fixed Term or Permanent Suspension, dependant on either the severity or persistent nature of the incident. If a student is witnessed name calling another student it will result in a C4 sanction. The school wants an ethos in which students regard bullying as unacceptable. Students are also encouraged to report if appropriate via Synergy to alert staff. Please see separate Anti-Bullying Policy for further guidance.

Smoking and Electronic Cigarettes/Vapes

Students involved in smoking on the school premises/on school buses will receive support from outside agencies such as the school nurse and parents will be contacted. An SLT detention will be issued for a first smoking offence. If offences are persistent, then further sanctions will be given. A student caught smoking inside the actual school building will be excluded. Students suspected to have smoking materials on their persons will be searched by SLT in accordance with the screening and searching policy

Mobile Phones, Electronic Devices, Earphones and Smart Watches

The use of all electronic devices is banned in school between the hours of 8.40am and 3.10pm and will be kept by school for 24 hours if they have been used in school and a C4 issued. Refusal to hand over a mobile phone, electronic devices, earphones and smart watches will result in Inclusion. See separate information on Mobile phones, Electronic devices and Smart Watches, included in the Uniform and Appearance Policy. If the student misuses their mobile phone on more than one occasion during a term parents/guardians will be expected to collect the device, there will be no exceptions to this rule.

Inclusion

If the seriousness of the incident (either inside or outside the classroom) merits it, the student will be sent to Inclusion e.g. for physical aggression or verbal abuse to staff members or for persistent refusal to follow instructions, etc. For incidents outside of the classroom, a student will be placed in Inclusion via a member of SLT responsible for behaviour. The use of Inclusion is a last resort and therefore leads to formal Suspension as the next consequence. Parents and carers of students in Inclusion will be informed by telephone or text.

As it states in our policy, Inclusion is a last resort and is usually given for extremely serious incidents.

Procedure

If a C5 incident occurs, the member of staff checks with a member of SLT that the incident merits a C5 Inclusion.

- Parents are then informed by telephone/text about the reason(s) for the C5 Inclusion
- Students are then sent to the Inclusion room
- It is very rare that a student who is on a C5 Inclusion will not be in in the Inclusion room. However there may be times when this is not appropriate in it's entirety and may need to be adapted i.e. SEND/Mental Health issues. This may involve time in Inclusion alongside time in the wellbeing hub. This will be on an individual basis and discussed at the time.
- The Inclusion room has its own set of rules and students who do not adhere to these will serve a repeat Inclusion on the following day.
- Work is provided for students in Inclusion by their normal teachers. Work will be a mixture of live lessons and class work set on Synergy. Staff will assist students where work set is proving difficult to complete.
- Work may also be set by staff supervising the Inclusion from a bank of resources.
- Staff members supervising Inclusion will also spend a period of time working with students to reflect on their behaviour with the aim of identifying any barriers and if necessary making any referrals to the appropriate staff.
- Students who receive multiple Inclusions may be referred to other agencies if it is felt that this may be of benefit.

Behaviour and Attitude Plans

School on a weekly basis analyses behaviour data and a Behaviour and Attitude Plan may be devised for a student who has exhibited poor behaviour over a period of time and other interventions have not seen a change in behaviour. Parents/Carers will be invited into school to discuss alongside their child any barriers to learning and work together with school. A plan will then be drawn up in agreement with all parties with specific targets for the student alongside support/interventions the school will also undertake, ensuring all are working together in the best interest of the young person. If no further improvements are seen in behaviour consideration may be given in the first instance to a behaviour panel in school including the Headteacher and/or Director of Standards or failing this and if applicable a referral to the external West Lancashire Panel for a possible Managed Transfer to another school.

Fixed Term Suspension

A Headteacher may exclude a student for up to 45 school days (nine school weeks) in a school year. For the first five days of any suspension it is the parent(s) carer(s) responsibility to provide care and supervision for their child. After the fifth day the school must make provision for the student. Sometimes school will arrange provision in another local school's Inclusion Unit and this arrangement will be discussed with the parents of the student before commencement.

Students on a fixed term suspension will receive work to complete and return to the school for review. The offences listed below may lead to fixed-term suspension (or Inclusion – depending on the nature of the incident). This list is not exhaustive and cannot pre-empt all incidents that may occur. Some of these incidents can lead to permanent exclusion if they are repeated or deemed to be severe by the Headteacher.

- Violent or aggressive behaviour, either physically or verbally, towards another student or member of the public either in school, on the journey to or from school, or at any other time; (may include referral to Police)
- Violent or aggressive behaviour, either physically or verbally, towards a member of staff either in school, on the journey to or from school, or at any other time; (may include referral to Police)
- Making false/malicious allegations against a member of staff
- Serious defiance
- Persistent disruptive behaviour
- Racial/sexual/homophobic harassment
- Bullying/Cyber bullying
- Derogatory and/or discriminatory verbal comments/abuse towards another student/staff
- Theft
- Possession of illicit substances or materials (including pornography, cigarettes, vaping materials, over the counter medicines such as caffeine tablets)
- Possession of illegal drugs will result in permanent Suspension (except in very exceptional circumstances)
- Graffiti or property damage (NB: Parents will be billed for wilful damage to property)
- Indecent behaviour towards other students/members of staff

- Bringing or using an inappropriate item in school
- Displaying unwanted sexualised behaviour towards another student or member of staff, including sexual assault
- Smoking/Vaping
- Failure to follow staff instructions
- Failure to complete time in the Inclusion Unit on the instruction of a parent
- Any other incident of inappropriate behaviour identified by the Headteacher.

Student welfare during a fixed term suspension

1. The student may not go to school or into the school grounds
2. The school will set work, if feasible given the length of suspension, but it is the parent/ carers' responsibility to collect the work and return it to school
3. Parents/carers are responsible for the student during suspension and the student should not be in public places during school hours
4. After day five of a suspension the school will arrange for alternative temporary education

Following a fixed-term suspension there will be a reintegration meeting with the Director of Standards and or the Headteacher. This will remind the student of the school's expectations and will be an opportunity for strategies to be discussed to enable the student to avoid a recurrence. Failure to attend a reintegration meeting will mean the student not being allowed to return until the meeting can be rearranged.

Incidents off site/ Managed Transfers/Seclusion at another school

All teachers have a statutory authority to discipline students for misbehaviour. This includes the power to discipline students when they are not at school or in the charge of a member of staff. This could be as a result of incidents witnessed by a member of staff or reported to the school.

Following repeated disruptive behaviour the school may recommend a Managed Transfer, Respite or Seclusion at another school in the local area as a strategy to try and change or modify a student's behaviour. If a Managed Transfer is appropriate an application form will be submitted so the student can be discussed at the West Lancashire Managed Transfer panel (once a half term) and a place will be offered for a 6 week period at the chosen school, then either the student will be placed on the full role of the school or the period will be extended for a further 6 weeks (12 weeks in total). The order in which these sanctions would normally be used would be respite, seclusion then managed transfer. However some incidents may require a managed transfer or seclusion being considered immediately, given the nature or severity of an incident.

This placement should be supported by a letter of direction to the off-site provision and to the parent/carer as per DfE Guidance on Suspension from maintained schools, Academies and student referral units in England 2012 (Part 3, para 14)

Section 89 (5) of the Education and Inspections Act 2006 states;

(5) The measures which the head teacher determines under subsection (1) of the above Act may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of students at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

Therefore a failed Managed Move or incident off site could result in a permanent exclusion if this direction is the final strategy used by the Headteacher.

UHHS believes that there is a need for an overall set of objectives for regulating behaviour off the school premises for the following reasons:

- To maintain good order as students travel to and from school, education visits or other placements such as work experience or college courses.
- To secure behaviour that does not threaten the health and safety of students, staff or members of the public.
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school.
- To provide protection to individual staff and students from harmful conduct by students of the school when not on school site.

UHHS will act reasonably both in relation to expectations of student behaviour and in relation to any measures used to regulate behaviour of students when off the school site and not under the lawful control or charge of a school staff member.

UHHS will consider carefully what is taken into account in deciding whether a rule or sanction is reasonable and justified. These could include (not all may apply):

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Related to the above, whether the student(s) in question was wearing school uniform or was otherwise readily identifiable as a member of UHHS
- The extent to which the behaviour in question would have repercussions for the orderly running of the school
- The extent to which the behaviour in question might pose a threat to another student or member of staff (e.g. bullying, violence, threats or insulting members of the school community)
- Whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school
- Whether the misbehaviour in question was whilst the student was on work experience taking part in a college or similar course as part of a school programme or participating in a sports event with another school, where a student might be expected to act as an ambassador for the school, which might affect the chances of opportunities being offered to other students

Permanent Exclusions

This is an inclusive school and a decision to permanently exclude a student will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and/or
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school
- On the specific issue of drugs: the school has a firm and consistent policy on illegal drug use. Anyone found or suspected to be in possession of drugs, under the influence of drugs or otherwise involved in their supply faces a real prospect of a permanent exclusion. The school also reserves the right to inform the Police and to support any relevant Police action. Furthermore this policy is not solely restricted to students whilst on school premises and is for the protection of the whole school community and to protect the school's reputation.
- Anyone bringing in a knife or similar device that could be deemed a weapon, also faces the prospect of a permanent exclusion, particularly if it is proven to be with intent to harm.

The student's parents will always be fully involved and given the opportunity to make representations.

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 suspension, and or managed transfers 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 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 and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another student or member of staff Policies (P) 17
 - Sexual abuse or assault
 - Carrying a weapon
 - Arson
 - Being found in possession of illegal drugs or drugs paraphernalia
 - Distribution of illegal drugs
 - Inappropriate behaviour outside of school bringing the school into disrepute
 - Any other behaviour/action deemed by the Headteacher to warrant a permanent
 - Suspension

Student welfare following a permanent exclusion

1. The student may not come to school or into the school grounds unless invited in
2. Parents/carers are responsible for the child during Suspension and the student should not be in public places during school hours or at the school gates before or after school
3. After day five of a permanent exclusion the Local Authority will arrange for alternative temporary education – usually at the Student Referral Unit Acorns School based in Ormskirk.

The Headteacher (or in her/his absence the Deputy Headteacher/Director of Standards) has the power to exclude a student for a fixed term suspension. In relation to a permanent exclusion this decision would be taken by the Headteacher following a full investigation of the incident. The Headteacher will consider all of the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

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.

SUPPORT FOR STUDENTS

Apart from rewards there are a number of systems in school that are available to those students who need help and support to have a more positive attitude towards behaviour and attendance and to encourage them to become more responsible for their own actions.

- Exit Passes – issued in certain circumstances by the SEND/Pastoral Team for some time out
- Access to Wellbeing Hub or Phoenix
- Personal Development Tutor meet with students to discuss issues
- Monitoring Report cards
- Participation in extra-curricular activities and trips.
- Outside agencies in school e.g. School Nurse, Connexions, Adaction, Signposts, etc.
- Counselling service
- Referral to UHHS Mental Health Continuum of Need Level 1/2
- Referral to Wellbeing Hub
- Early Help Assessment and subsequent TAF Meeting
- Referrals to CAMHS
- Contact with parents and carers – first day absence and telephone calls or letters of concern to promote early identification.

SUPPORT FOR STAFF

All staff members are involved in helping to manage and deal with minor and occasional misbehaviour and poor attendance at the time and wherever it occurs in the school. However, if a member of staff is having difficulty with an individual or class they should inform their Progress Leader.

- The Progress Leader will always endeavour to help and support staff at all times in matters concerning attendance, behaviour and achievement
- 'Students of concern' are monitored and discussed via pastoral meetings and all staff can nominate individuals or groups to be discussed
- Weekly year team briefings are used to raise issues regarding individual students
- 'Synergy' will be used to keep a register of students' behaviour and achievements and used for analysis and trends in respect of behaviour – this is used both at department level and whole school

PARENTAL SUPPORT

- Parents and carers are encouraged to be involved in their child's education with regular communication regarding behaviour through parents' evenings, planners, telephone calls and letters
- Parents also agree to support school in the implementation of the school's behaviour & consequence policy. They support the use of after school detentions under the consequence system
- Completion of Early Help Assessment if appropriate
- Referral to outside agencies

Power to use reasonable Force

All staff should be aware of the following definitions:

Reasonable Force - can be used to prevent students from hurting themselves or others, from damaging property or causing disorder. It can mean either passive physical contact (e.g.: standing between students or blocking student's path) or active physical contact (e.g.: leading a student by the hand or arm, or ushering a student away by placing a hand in the centre of the back).

In School force is used for two main purposes – to control students and to restrain them.

Restraint will involve a member of staff physically preventing a student from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two students are involved in a fight and physical intervention is needed to separate them. Physical Control/Restraint- This will involve the use of reasonable force when there is an immediate risk to students, staff or property. Reasonable force may also be used if a disruptive student refuses to leave a classroom situation after being told to do so. Usually in this

instance reasonable force would be carried out by a member of SLT. All such incidents will be recorded. An entry will be on Synergy to record the incident.

Physical Intervention - This may be used to divert a student from a destructive or disruptive action, for example guiding or leading a student by the hand, arm or shoulder with little or no force.

The decision by staff to physically intervene in a situation is down to the professional judgment of the staff member concerned and will always depend on individual circumstances.

Considerations will be made by all members of staff using control or restraint for students with Special Educational Needs or Disabled Students.

School does not require parental consent to use reasonable force on a student that staff deem fall into any category requiring physical control/the use of reasonable force or restraint.

All members of staff have a legal power to use reasonable force. It will also apply to any member of staff whom the Headteacher has put in charge of students e.g.: unpaid volunteers or parents accompanying students on a school organised visit.

The 1996 Education Act (Section 55O A) stipulates that reasonable force may be used to prevent a student from doing, or continuing to do any of the following:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out-of-school activities). In an instance where a student absconds from a class or tries to leave school reasonable force is only acceptable if a student could be at risk if not kept in the classroom or at school)
- Self-injuring or placing himself or herself at risk
- Injuring others
- Causing damage to property, including that of the student himself or herself.
- Committing a criminal offence. In the event of this situation the school will make a professional judgement concerning the involvement of the police
- Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a student harming himself, herself, others or property.
- The use of any degree of force can only be deemed reasonable if it is warranted by the particular circumstances of the incident, it is carried out as the minimum to achieve the desired result, the age, understanding and gender of the student, SEN and or disability of the student are considered and it is likely to achieve the desired result
- Wherever possible assistance should be sought from another member of staff before intervening

Some examples of where reasonable force might be used are:

- To prevent a student from attacking a member of staff, or another student, or to stop a fight between two or more students;
- To prevent a student causing deliberate damage to property;
- To prevent a student causing deliberate harm to themselves

- To prevent a student causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- To ensure that a student leaves a classroom where the student persistently refuses to follow an instruction to do so;
- To prevent a student behaving in a way that seriously disrupts a lesson;
- To prevent a student behaving in a way that seriously disrupts a school sporting event or school visit.

The list of examples of situations where school will use reasonable force is NOT exhaustive This form of physical intervention may involve staff: physically interposing themselves between students, blocking a student's path, escorting a student, shepherding a student away.

Where physical intervention has been used to manage a student, a record of the incident may need to be kept. Where physical control or restraint has been used a record of the incident will be kept.

Consultation

The Headteacher will seek the widest possible agreement for this policy and will report annually to the governing body on its implementation.

MONITORING AND EVALUATION

Monitoring:

- The school monitors behaviour incidents in order to identify issues and trends
- This data is also shared with the Governing Body at both Full Governing Meetings and relevant sub committee meetings
- Further reporting is also shared with the Local Authority on a termly basis
- The school makes effective use of ICT to support the policy via 'Synergy'
- Staff will receive individual and collective feedback, as appropriate, on outcomes
- The school monitors incidents of disruptive behaviour in terms of:
 - A. Type of incident including racist, sexist and homophobic incidents
Any incident of racial harassment will not be tolerated and all incidents will be recorded with details of the incident and action taken. Parents or carers and governors will be informed of any incident and action taken. The governing body will inform the LEA annually of the pattern and frequency of such incidents.
 - B. Critical days and times
 - C. Critical places
 - D. Students involved
 - E. Profile of students involved e.g. ethnicity, age, gender, SEN
 - F. Timing of the response and action
 - G. Outcomes
 - The school ensures that its student record systems provide analysis of the impact of the behaviour policy on particular groups of students and in respect of special educational needs, disability, ethnic origin, gender and children in public care.
 - The school ensures confidentiality when necessary.

APPENDIX – brief summary of rewards and consequences for parents

For more detailed information please see the full policy:

REWARDS

School aim to promote first and foremost rewards. As a school we acknowledge the importance of re-enforcing positive behaviours first than consequences and that are inclusive to all. Below are a number of ways you will see your child rewarded at UHHS.

- LORIC (Leadership, Organisation, Resilience, Initiative, Communication) points
- House Points
- House Competitions
- Sports Awards
- Weekly attendance awards – free toast or front of the queue pass
- Weekly behaviour awards – as above
- Enrichment Trips
- Achievement postcards home from class teachers
- 1:1 positive broadcast messages via Synergy enabling you to reply
- Phone calls home
- End of year presentation assemblies
- Headteachers Afternoon Tea
- Selection to represent school at events i.e. Open Evening, Parents Evening, Primary Visits

CONSEQUENCES

Behaviour is monitored on a weekly basis, below are the consequences for classroom misbehaviour. Parents can view all student's behaviour on Synergy via the parent portal. In signing up to the Home School Agreement parents are supporting and working together with school in the following system:

Consequences for classroom misbehaviour

C1 = First Warning	First verbal warning given by teacher
C2= Verbal Warning	Name on the board – a visual indicator to student for the need to change. The student will be encouraged to think about their behaviour and meet expectations set by the teacher.
C3a/C3b= Subject Detention	Name on the board for continued misbehaviour; this will lead to a C3 which automatically triggers a 10 minute subject detention at break with the subject teacher. Failure to attend the detention will result in a C3b detention (15 minutes) Failure to attend this will result in a lunchtime detention (C4).
C4= 20 minute detention	<p>Persistent low level disruption or more serious misbehaviour will result in a student being <u>exited</u> from the lesson and a 20 minute detention at lunchtime in EN2. <i>Home will be informed by text. If a student does not turn up for the detention, it will lead to a Pastoral detention from 3.10-4.10pm the following day.</i> Any removals during period 5 will be served during lunch the following day.</p> <p><u>3 x C4s IN A HALF TERM WILL LEAD TO AN SLT DETENTION</u> <u>5 x C4s IN A HALF TERM WILL LEAD TO A ONE DAY INCLUSION</u> <u>If a student has either a Pastoral Detention, SLT Detention, Inclusion or Seclusion (time spent at another school in the West Lancashire area) in a half term they will not be able to attend the Rewards Trip.</u></p>
C5= 8.45 till 3.10pm Inclusion	<p>More serious offences will result in a C5 AUTOMATIC EXIT to Inclusion. Home will be informed by the member of staff and parents may be called in to meet with the pastoral team, at their discretion. Misbehaviour whilst in Inclusion can lead to Suspension.</p> <p><u>5 x C5 INCLUSIONS IN ONE HALF TERM WILL RESULT IN A 2 DAY SECLUSION (time spent at another school in the West Lancashire area)</u> <u>Further misdemeanour's will result in a fixed term Suspension & possibly a Managed Transfer to another school.</u></p>

Where an abuse of the learning environment takes place, e.g. dangerous behaviour in a science laboratory or misuse of the Internet, this will result in at least a C4/SLT or possible Inclusion.

Further intervention may be needed if misbehaviour continues. These could include the following:

- Phone call home from PD tutor – to discuss concerns
- Phone call home from Senior Personal Development Manager
- Meeting in school to identify barriers to learning with Senior Personal Development Manager and Lead for Behaviour & Attitudes
- Meeting in school with Director of Standards and/or Headteacher
- Seclusion at another school – short term
- Managed Transfer – 12 week intervention placement at another school

As a result of the above there may be the following put in place to work with and support both the young person and the parent/carer:

- Monitoring report card – subject specific or whole school
- Behaviour and Attitude Plan – with clear targets and interventions, followed by a review
- Wellbeing Hub – referral to the hub
- Phoenix – referral to the SEND team
- UHHS Continuum of Need – Level 1 mental health programme
- UHHS Continuum of Need – Level 2 Fearless programme
- School Counsellor
- Signposting – Kooth/Lancashire Mind/Nest (Victim Support)/We are with You (Substance Misuse Group)
- Early Help Assessment – if identified wider family support needed followed by regular TAF meetings – parenting support Triple P, Twinkle House, Bereavement Support
- Referral to CAMHS
- Mental Health Support Team in Schools