



Longridge High School

BEHAVIOUR POLICY 2020

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INTRODUCTION

The purpose of our behaviour policy is to fulfil the Governors Duty of care to pupils and staff at Longridge High School; to promote teaching and learning and high standards of attainment and progress: and to preserve the reputation of the School in the community in which it works.

The school Mission Statement sets the context for the foundation of the policy. Together, the staff and pupils of Longridge High School aim to create a learning community in which;

We Learn Together

By being on time and fully prepared for all our lessons and activities.
By completing our Classwork and our Homework to the best of our ability.
By listening to our teachers and following their advice and guidance.
By being positive and willing to have a go, even if it is difficult.
By aiming high and doing our best in everything.
By working in harmony, moving forward and making progress.

We Respect Our Learning

By allowing others to learn.
By always doing our best.
By joining in and co-operating.
By listening.
By responding positively.

We Respect Others

We treat each other with understanding and consideration at all times.
We respect everyone by listening and doing our best.
We respect the views, opinions and feelings of others.
We welcome visitors and guests to our school with a smile.

We Respect Our Environment

We look after our own property and that of others.
We keep our school litter free.
We follow the guidance on moving around the school and yard safely and sensibly.

We respect our school by wearing full uniform at all times and by only eating in designated areas.

We Grow As People

We talk through our problems.

We take responsibility for our own actions and behaviour.

We politely ask for help when we need it.

We expect to be treated with fairness and justice and to treat others in this way.

We help others who are in difficulty.

This Policy links to other Longridge High School policies:

- Health and Safety
- Safeguarding
- Attendance
- Teaching and learning
- Anti-bullying

CLASSROOM BEHAVIOUR POLICY

Objectives

- To ensure a consistent approach to behaviour management across the curriculum
- To establish a constructive atmosphere for teaching and learning
- To minimise disruptive behaviour
- To allow staff to teach without interruption
- To improve pupil-teacher relationships
- To encourage parental support and increase parental involvement

Basic Principles

- Rights, responsibilities, rules and routines are known and understood by all pupils
- Good behaviour is recognised and rewarded in every lesson
- Failure to meet expectations always leads to the same consequences in any lesson
- Rewards and sanctions are consistently applied by all members of staff

Rights:

- To learn
- To teach
- To feel safe
- To be treated with respect and dignity

RESPONSIBILITIES

Pupils must be educated to understand that we all have responsibilities as well as rights. The school will help with this understanding through the normal curriculum, including Citizenship and PSHEE, assemblies and individual discussion. Staff should take every opportunity to reward pupils who act responsibly and to ensure that lack of responsibility does not go unchecked.

CLASSROOM EXPECTATIONS

Our classroom expectations and classroom code are displayed in every teaching area. The agreed expectations for each classroom are:

To help everyone at Longridge High School to be the best that they can be, we agree to:

- i) Treat each other with respect and use good manners at all times
- ii) Support each other and help everyone to feel part of our team
- iii) Follow instructions without argument or delay
- iv) Make an effort with everything that we do
- v) Bring the right equipment to every lesson so that we are always ready to learn
- vi) Wear our uniform correctly and with pride

This can be achieved by following the School rules and expectations

SCHOOL RULES AND EXPECTATIONS

These should be displayed in planners, form rooms and key locations around the school

- behave sensibly and show respect for other people, their feelings and their property
- wear the correct school uniform and present yourself smartly at all times. Remove coats and scarves when entering school buildings
- Hoodies are not permitted
- use corridors only for moving around school avoiding congregating in groups
- always walk in single file on the LEFT
- never bring into school any matches, cigarettes, electronic cigarettes, aerosols, lighters, alcohol, illegal substances, knives or any item that may cause harm to yourself or other people
- use of mobile phones / other electronic devices including headphones are forbidden. They should be switched off in pupils' bags.
- stay on the school premises throughout the day
- eat food only in designated areas, use the litter bins provided and keep the school clean.
- do not consume energy or canned drinks as they are a barrier to learning and good behaviour. Bottle or drinks containers must be small (around 500ml) and suitable to fit into a school bag. Large, e.g. 2 litre bottles, are not allowed.
- follow any instructions given by a member of staff
- always use language appropriate to a school environment
- always bring the required equipment to school including: school books; planner; pen; pencil; ruler; calculator and a suitable bag to carry them in.

CLASSROOM RULES AND EXPECTATIONS

These should be displayed in every classroom.

- **PUPILS HAVE THE RIGHT TO LEARN**
 - **STAFF HAVE THE RIGHT TO TEACH**
 - **ALL HAVE THE RIGHT TO FEEL SAFE AND SECURE.**
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- enter classrooms quietly
 - sit in your seat as allocated by the seating plan
 - get out your equipment straight away so you are ready to learn
 - pupil planners are out on desks
 - listen carefully and follow the teacher's instructions starting work promptly as instructed
 - be positive and cheerful – enjoy learning together
 - allow the teacher to teach and your fellow pupils to learn without disruption
 - do not shout out, put your hand up and wait until given permission to speak
 - try your best before asking for help but if you need assistance, be patient and ask politely
 - at the end of the lesson, stand quietly behind your chair, awaiting dismissal

SANCTIONS

Sanctions should:

- be as identified in our Behaviour system and be consistently and fairly applied
- aim at correcting behaviour not be degrading or humiliating
- be proportionate to the offence
- where possible, have the support of parents.
- whole groups should not be punished for the offence of a few.

The range of sanctions used will include:

- Verbal correction
- Staged warnings
- Additional work to be completed at home
- Detention at break, lunch or after school
- Placement in an alternative class for a fixed period of time
- Time spent in our supervised Isolation Room
- Removal of privileges such as invitation to attend reward trips/activities/prom; removal of the opportunity to play for school teams or take part in representative activities for school
- Exclusion from school (at home) for a fixed number of days up to a maximum of 5 days
- Direction to attend another local school for a fixed number of days up to a maximum of 5 days
- Managed move to another school
- Permanent Exclusion (for which there is a right of appeal)

Where a pupil is removed from a lesson due to unacceptable behaviour they will only be allowed to return following an acceptable approach toward reconciliation with the member of staff.

Where pupils have been involved in unacceptable behaviour toward each other they will only be allowed to return to school life following an acceptable approach toward reconciliation between each other.

The sanctions apply to all pupils and special exceptions will not be made to favour some pupils over others (eg. moving an after-school detention to a lunchtime; applying a different sanction because of a pupil's previous history).

Sanctions are, therefore non-negotiable and the refusal to comply with a school sanction will always lead to the suspension of a pupil's timetable until the sanction is deemed to have been completed appropriately.

REWARD POINTS

We wish to acknowledge and encourage the vast majority of pupils who follow school rules and contribute positively to the ethos and life of the school. At the heart of the system are strategies that promote and acknowledge good behaviour and that systematically encourage and reward pupils.

At the start of each academic year, and at regular intervals thereafter, the school's expectations will be explained to all pupils. Parents will have received the school uniform letters and reminders of the school rules will be given in assemblies and in registration time.

200 'Reward Points' will be given at the start of each term. It is the pupil's responsibility to keep these points and add to them for producing 'Outstanding' classwork, homework or effort.

Pupils can earn Reward points by showing positive behaviours. However, they can lose them for showing negative behaviours.

Examples of how Reward points can be deducted are as follows;

- Late to class
- Wearing incorrect uniform
- Not having the correct equipment
- Poor effort in class
- Interrupting learning



Longridge High School

Bronze Award

Term 1	200 Positive Behaviour Points	Reward
	95% Attendance	
	Average 2.5 Effort Grades	
	Not on Stage 2 of Behaviour Ladder	Bronze Blazer Star
	No Exclusions	Attend Christmas Concert

Silver Award

Term 2	400 Positive Behaviour Points	Reward
	95% Attendance	
	Average 2.5 Effort Grades	
	Not on Stage 2 of Behaviour Ladder	Silver Blazer Star
	No Exclusions	Attend Easter Bingo

Gold Award

Term 3	600 Positive Behaviour Points	Reward
	95% Attendance	
	Average 2.5 Effort Grades	
	Not on Stage 2 of Behaviour Ladder	Gold Blazer Star
	No Exclusions	Attend End of Year Reward Trip

Platinum Award

	800 Positive Behaviour Points	Reward
	97% Attendance	
	Average 3.5 Effort Grades	
	Not on Stage 2 of Behaviour Ladder	Platinum Blazer Star
	No Exclusions	

END OF TERM/YEAR REWARDS AND TRIPS

Pupils will be allowed to attend the end of Term/Year Rewards and trips if they fulfil the following criteria.

95%+ Attendance
No unauthorised absence
600 reward points
Average 2.5 effort on progress checks
Not on stage 2 of the behaviour ladder
No exclusions

YEAR 11 PASSPORT TO THE PROM

Pupils will be allowed to attend the End of Year Prom if they fulfil the following criteria:

95%+ Attendance
No unauthorised absence
400 reward points
Average 2.5 effort on progress checks
Not on stage 2 of the behaviour ladder
No exclusions
Attend all examinations unless for medical reasons

BEHAVIOUR STAGES

Pupils will be given opportunities to modify their behaviour if they make a mistake. At Longridge High School we use a staged process which is outlined in the table on the following page. If a pupil works their way through the stages they will be referred out of class to another member of staff who will supervise them until the end of the lesson. If the set work is completed to an acceptable manner, then the pupil will be allowed to carry on to the next lesson.

- If a **pupil is referred** they will automatically have an after school detention **ON THAT DAY** in the Isolation Room from 3.10pm until 4pm.
- When a pupil is referred (**R**), it must be recorded on Class Charts. Pupils should be given a pupil referral worksheet to be completed in the class that they have been referred to.
- All detentions linked to behaviour will be scheduled by the Pastoral Support Office to allow notification and reminders to the pupil, Isolation Room and parents
- If a pupil continues to be disrespectful, questions the teacher, or causes further disruption they will then be issued with a 'Failed Referral' (**FR**) which will mean they will be escorted by a member of SLT to the Isolation Room for the remainder of the day and the following day until 4pm.
- Staff may use the 'On Call' procedure at any point to call a member of the Senior Leadership Team for assistance.

BEHAVIOUR STAGES

Stage 1

This is the starting point where a teacher will let you know they are unhappy with an element of your behaviour.

Sanction: Verbal warning and explanation of reason.

Example of Stage 1 Behaviour: Not entering the class in an appropriate manner, talking when a teacher is talking, being consistently off task, work avoidance, anti-social behaviour, shouting out.

Stage 2

If you progress to 'Stage 2' it is likely that you have either disagreed in some way with your Stage 1 decision or continued at a later point in the lesson with the behaviour described above.

Sanction: Verbal warning, explanation of reason and reminder that progressing to 'Stage 3' will result in a change of seating.

Example of 'Stage 2' Behaviour: Continuation of talking when a teacher is talking, being consistently off task, work avoidance, anti-social behaviour, shouting out.

Stage 3

If you reach 'Stage 3' you will have persistently displayed elements of low level disruption and not acted on the warnings you have been given and you will now be required to move to a designated seat.

If you refuse to move seats, then this becomes a 'Failed Referral' (**FR**) and an immediate call for SLT and you will be placed in our 'Isolation Room' for the remainder of the day and the following day.

This is a final warning and a last chance for you to modify and manage your behaviour to ensure your learning and the learning of others can continue.

When you are placed on 'Stage 3' a short detention by the class teacher may be given.

Sanction: Final verbal warning, movement to a designated desk.

Example of 'Stage 3' Behaviour: A continuation of all the behaviours described above.

Stage 4

For you to reach a 'Stage 4' you will have persistently displayed elements of low level disruption through the stages or you will have behaved in a single inappropriate way.

If you reach 'Stage 4' you will be immediately referred (**R**) out of the classroom to a designated member of staff.

If you cause any further problems at this stage for example arguing or refusing to complete the work, then this becomes a 'Failed Referral' (**FR**) and a member of SLT or a Head of Year will escort you to the 'Isolation Room' where you will spend the remainder of the day and the following day until 4pm.

Your parents will be contacted explaining the situation and the 'Referral Detention' that day. This call will be made by the relevant **Pastoral Support Officer or Head of Year**.

Sanction: Pupil is referred from class, referral detention that evening in the Isolation Room. Incident recorded on Class Charts and the **referral detention scheduled by the classroom teacher via synergy for that evening**.

Example of 'Stage 4' Behaviour: Continued persistent lesson disruption after following all the stages.

STAGE 4 REFERRAL TRACKING

A pupil who deliberately and persistently breaks our classroom code will be referred out of class.

- The referred pupil (**R**) will be sent to another teacher in the subject area.
- Parents will be contacted by the Pastoral office on the day of the referral.
- Any pupil referred will receive a 50-minute detention after school.
- Detentions will be centralised in the Isolation Room.
- A referral (**R**) will be logged on synergy and a detention scheduled by the classroom teacher for that afternoon (3.10 -4pm)
- Three referrals in a half term lead to an automatic placement in the 'Isolation Room' and parents called in for a meeting.
- Any pupil who disrupts the lesson they are referred into or who is uncooperative will be issued a 'Failed Referral' (**FR**) and immediately removed by SLT to our 'Isolation Room' to serve the remainder of the day (3:10pm) and an extended day the following day until 4pm.
- Appropriate reparation, with the classroom teacher, **must** take place during this time in the Isolation Room before the pupil returns to normal timetable.
- **Where a pupil fails to attend an after school referral detention they will serve an extended day the following day in the Isolation Room until 4pm.**
- **If a pupil fails to attend a Pastoral detention, he/she will have to complete a full day in the Isolation Room until 4.00 pm.**
- **If a pupil fails Isolation part way through the school day, he/she will have to complete a full day in Isolation before returning to class.**
- **If a pupil refuses to enter our Isolation Room he/she will be excluded from school, or directed to another school, for a fixed period and on his/her return will have to complete the time originally set in our Isolation Room.**
- **For all sanctions the pupil will be expected to behave exactly as directed by the school or the sanction will be deemed to be 'failed' (FR) and must be repeated until it is completed correctly.**
- **In the unlikely occasion that parents refuse to attend a behaviour meeting, pupils will not return to class unless the relevant parental meeting has taken place. This is to ensure that we are confident that the pupil is ready to behave appropriately.**

Pupils who are regularly referred will move up through our 'Behaviour Ladder' as shown below.

Level	Trigger	Sanction
1	Three referrals in one term (3)	One day in our 'Isolation Room' and parents called in for a meeting with the Form Tutor.
2	Three further referral in one term (6)	One day in our 'Isolation Room' and parents called in for a meeting with the relevant Head of Year.
3	Three further referrals in one term (9)	One day in our 'Isolation Room' and parents called in for a meeting with the Assistant Headteacher and Governor
4	Three further referrals in one term (12)	One day in our 'Isolation Room' and parents called in for a meeting with Assistant Headteacher and Headteacher. Managed Move discussed.
5	Three further referrals in one term (15)	One day in our 'Isolation Room' and parents called in for a meeting with the Assistant Headteacher, Headteacher and Behaviour Governor Panel. Interventions and Behaviour Contract reviewed. Possible Managed Move or Permanent Exclusion.

REDEMPTION LETTERS

When a pupil has had a sustained period of time without further referrals they will receive a letter from the Headteacher congratulating them on their improved behaviour. The pupil will then move down a level on our behaviour stages ladder.

Level 5 (15 referrals) Two weeks
 Level 4 (12 referrals) Two weeks
 Level 3 (9 referrals) Two weeks
 Level 2 (6 referrals) Two weeks
 Level 1 (3 referrals) Two weeks

The Pastoral Support staff will monitor which pupils are on which level of the behaviour ladder and send home redemption letters at the appropriate time.

UNIFORM

Pupils should wear full school uniform at all times. This includes travelling to and from school.

Pupils are not allowed:

- Training shoes
- Acrylic, false or painted nails
- Make up including false eyelashes
- More than one pair of plain stud earrings in each lobe. No other piercings are allowed.
- Fake tan
- Hair which is extreme in style, colour or accessory.
- Jewellery apart from a wrist watch

Pupils who refuse to comply with the School Uniform rules will be isolated until they are in the appropriate uniform.

GOVERNOR MENTORING

Pupils who have reached Stage 3 on the behaviour ladder will meet with the Assistant Head Teacher and School Governor. In addition, pupils at this stage will be mentored by a School Governor to try and prevent them from reaching Stage 4.

IMPORTANCE OF REGISTRATION

Registration should follow clear routines. Pupil checklists, seating plans, completion of administrative tasks, reading of notices, morning news and form time activities should be rigorously adhered to. In this way, the day begins with calm, a sense of structure, and a valuable reminder to pupils within the school that high expectations begin long before the classroom.

PUNCTUALITY

Head of Years will be on duty at the front entrance of school on a rota indicated below. In addition to losing a reward point, pupils who are late will receive a detention at lunch time in Room 12 with the Head of Year on duty that day. Late will be classed at 8:50am

Class teachers need to escort pupils to Room 12 at break.

PASTORAL DETENTION DUTY

There will be a lunchtime Pastoral Detention in Room 12 which will be manned on a daily basis by Head of Years.

DETENTIONS

Daily detentions in the Isolation Room from 3:10pm will be manned by Heads of Dept., Head of Years and SLT on a Rota throughout the year. Detentions are awarded Synergy at the point a pupil is referred from a lesson. Compilation of the detention register and notification of parents and pupils will be the responsibility of the Pastoral Manager.

Detentions at lunch may be given by any individual members of staff either for inappropriate behaviour or because a pupil has failed to complete work to the standard required by that teacher. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. School staff should not issue a detention out of school hours where they know that doing so would compromise a pupil's safety. Staff issuing the detention should consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether parents ought to be informed of the detention. In many cases it will be necessary to do so; notice may not be necessary for a short after-school detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

BEHAVIOUR OUTSIDE THE CLASSROOM

- It is essential that staff are present on corridors between lessons to ensure the orderly movement of pupils between classrooms.
- Duty teams should assume their allotted positions promptly at the start of lunch/break time.
- Staff should make efforts to ensure all pupils return to class promptly on the warning bell and be ready to start the lesson by the second bell.

If staff observe poor behaviour on the corridors or on the yard they must take action. Poor behaviour must not be ignored.

The action may be:

- i) Asking the pupil to stay with them for a set period of time
- ii) Talking to the pupil about the potential risks to others and him/herself that his/her actions may cause.
- iii) Taking them to a Head of Year /Member of SLT
- iv) Taking them to the Pastoral Detention in Room 5

ISOLATION ROOM

The Isolation Room is a classroom where pupils spend the school day in a supervised environment. During the course of the day, they are expected to work through key-stage specific folders of work or KS4 coursework.

The Isolation Room has been established to encourage pupils to reflect upon their behaviour. Pupils will be able to order their lunch in the Isolation Room (sandwiches only) and they have access to toilet facilities. If pupils complete the day successfully and don't receive a second warning then they will continue to follow the normal school day once their time has been completed.

ISOLATION ROOM RULES

- Work in silence
- Be respectful
- Complete all work
- Do not be disruptive
- Follow instructions without argument or delay

Staff timetabled for the Isolation Room should ensure these rules are adhered to.

- **If a pupil disrupts the Isolation Room** or fails to complete the work that is set then the pupil will be removed by a member of the Senior Leadership Team to work outside their office. The day will then be re scheduled for an extended day until 4pm the following day. A pupil will not return to normal lessons until the Isolation Room day has been completed to the required standard.

Multiple failures of the Isolation Room may result in a day of exclusion.

FIXED TERM EXCLUSIONS

The decisions for all exclusions are at the discretion of the Headteacher and Deputy Head teacher. Included in this process are internal exclusions, some of which mean that the pupil follows an “extended day” in school, that take place in the school Isolation Room. In addition, a pupil may spend a period of time at another district 6 school in their Isolation Room. These are in place to try and reduce the number of days where a pupil is out of the school.

The Headteacher may exclude a pupil for up to 45 school days (9 school weeks) in a school year. For the first 5 days of any exclusion it is the parent(s)/carer(s) responsibility to provide care and supervision for their child, although the school has a responsibility to set work. Head of Years will arrange for work to be collected. After the 5th day the school must make provision for the pupil.

Pupils on fixed term exclusion will receive work to complete and return to the school for review.

The offences listed below may lead to fixed-term exclusion.

- Physical violence towards another student or member of staff (may include referral to Police)
- Derogatory and/or discriminatory verbal violence towards another student or member of staff
- Serious defiance
- Persistent disruptive behaviour
- Racial / sexual / homophobic harassment
- Bullying (including cyber-bullying)
- Theft
- Drug abuse or possession of drugs, illicit substances or inappropriate materials (including pornography)
- Graffiti or property damage
- Smoking
- Malicious allegations against staff.
- Poor behaviour on a school bus

Support is provided for all pupils who are excluded from school. Please note that this list is not exhaustive:

- Use of a behaviour card to track and reward pupils for improved behaviour
- Possible Managed Move
- Coaching and mentoring
- Pastoral Support Plans
- Individual Behaviour Plans
- Behaviour for learning intervention programmes
- Curriculum adaptation and personalised learning opportunities
- Differentiated teaching strategies
- Study support / homework clubs / safe havens
- School counsellor
- Referral to outside agencies as appropriate
- Anger management counselling and mentoring – off-site or in-house with Pastoral staff
- Behaviour Mentor assigned to pupil

Following a period of repeated exclusion or an extremely serious incident and a failure of the other systems to rectify behaviour, the Headteacher reserves the right to permanently exclude a pupil from the school. The Headteacher may decide that an incident warrants a pupil 'jumping' stages in the process because it is deemed to be of a more serious nature. In

certain, extreme circumstances a pupil may be permanently excluded without all the previous stages being applied.

It is recognised that excluding a pupil from the school is a serious step and is a decision which is not taken lightly. We will endeavour to give every pupil the opportunity to amend their behaviour through a variety of strategies and interventions before taking this course of action using the procedures outlined previously.

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 exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction of £60 (rising to £120).

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 exclusion.

Pupils returning from a Fixed term exclusion will not return to class without a reintegration meeting with their parent/carer and either a Head of Year or a member of SLT. The Pastoral Manager will coordinate this process.

GOVERNOR'S CONTRACT

Pupils who are in danger of permanent exclusion for persistent and defiant misbehaviour will be asked to meet with the Headteacher or member of SLT to sign a behaviour contract. This is to issue a final warning and to set targets related to improved behaviour. Failure to comply with this contract may lead to permanent exclusion.

PERMANENT EXCLUSION

On rare occasions, the Headteacher may permanently exclude a pupil from school. The pupil'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.

1. 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). The second is where there are exceptional circumstances 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 a member of staff.
- Sexual abuse or assault
- Carrying, using or threatening to use a weapon
- Arson
- Possession and or use of an illegal drug on school premises.
- Malicious allegations against staff

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the safety and wellbeing of the school community.

SELLING ITEMS ON THE SCHOOL PREMISES

Pupils are not allowed to sell items on the school premises unless given permission by a teacher as part of a school fund raising event. Included in this is playing games which involve winning and losing money.

BEYOND THE SCHOOL GATES

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

- When taking part in any school-organised or school-related activity or
- When travelling to or from school or
- When wearing school uniform or in some other way identifiable as a pupil at the school

Examples of misbehaviour include:

- Unacceptable appearance in terms of uniform expectations
- Sanctions will apply to pupils who misbehave on the way to or from school. Action would be taken against any student who was verbally abusing members of the public/other pupils on a bus on the way to or from school
- If someone causes any distress or distraction to the bus driver on the journey to and from school, they could be banned from using the bus for an agreed length of time (up to twelve weeks). Parents/guardians would be notified of this in advance. Safer Travel warning letters and Acceptable Behaviour Agreements could also be utilised but if the incident is serious enough a ban can be imposed without previous Safer Travel involvement
- Sanctions will apply if misbehaviour takes place on Educational Visits, Work Experience or whilst the student was taking part in a further education course as part of a school programme
- The school will apply sanctions if a student 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
- Bringing the school into disrepute by smoking or using smoking paraphernalia
- Behaviour that has repercussions for the orderly running of the school
- Behaviour that poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

SEARCHING

School staff can search a pupil for any item if the pupil agrees. In the event that a pupil does not consent to a search the Headteacher or any member of the SLT having been granted the Head teacher's authority have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- electronic cigarettes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil themselves).

Searches can only be conducted on the school premises or the member of staff has lawful control or charge of the pupil, for example on school trips or in training settings. In the absence of a member of the Senior Leadership Team on an educational visit, the visit leader can fulfil this role. The person conducting the search must not require the pupil to remove any clothing other than outer clothing.

- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; blazer; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

CONFISCATION

Any member of staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where it is reasonable to do so. In the case of any item that may be deemed valuable, it should be clearly labelled and sent to Pastoral Office for safe keeping rather than being thrown away. Where a search has been conducted by a member of SLT there is discretion to confiscate, retain and/or destroy any item found so long as it is reasonable in the circumstances. Where any article is thought to be a weapon, an illegal substance or stolen goods of significant value (if the owner is known, any goods can be returned to them directly), it must be clearly labelled and placed in the school safe (business and finance office), until the police can be informed and the item(s) collected. Where a person conducting a search finds alcohol, cigarettes, tobacco and papers, fireworks or other substances which may cause harm or be detrimental to good order and discipline e.g. legal highs, they may be retained or disposed of. Under no circumstances should the items be returned to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case the school's DSL should be alerted and the police informed by the school as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

The protocols for searching individuals also apply to the searching of electronic devices. The member of SLT / Visit Leader conducting the search may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files if required.

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

USE OF REASONABLE FORCE

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually 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 where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them.

'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2. Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

3 When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

NOTE: Wherever possible the member of staff considering the use of reasonable force should seek out an adult witness. This is in order to prevent the pupil from making malicious allegations against the member of staff. This should not however prevent a member of staff from intervening in an emergency e.g. a fight in the playground where there are no immediate adult witnesses. If reasonable force has been used this must be reported to a member of SLT as soon as possible.

Roles and Responsibilities

ROLE OF SENIOR LEADERSHIP TEAM

Responsibilities

- Support all staff within the School with all aspects of the behaviour policy.
- Be available to be 'on call' when required.
- Ensure all staff within School follow the behaviour policy consistently.
- Meet with new staff or supply staff to explain the Behaviour system
- Analyse all behaviour incidents and provide support where necessary.
- Meet with parents when necessary to support Head of Years.
- Discuss behaviour with individual pupils who receive sanctions.
- Oversee detentions and follow up any issues arising from these detentions.
- Praise pupils who receive rewards.
- Visit classrooms to speak to whole groups where appropriate.
- Evaluate and review policy with Head of Years and Heads of Department.

ROLE OF HEAD OF DEPARTMENT

At Longridge High School the Head of Department is responsible for classroom discipline within the department.

Responsibilities

- Ensure all staff in each department follow policy consistently and fairly.
- Analyse sources of referral within department.
- Accommodate referred pupils within the department where possible.
- Discuss behaviour with individual pupils who receive sanctions.
- Oversee departmental lunchtime detentions and follow up any issues arising from these detentions.
- To provide rewards to pupils who are performing well in their subject.
- Praise pupils who receive rewards.
- Visit classrooms to speak to whole groups where appropriate.
- Evaluate and review policy with SLT and Heads of Year.

ROLE OF HEAD OF YEAR

Responsibilities

- To manage all behaviour incidents that occur within their specific year group.
- To be the nominated signatory of letters home for their specific year group.
- To monitor the behaviour log for each year group.
- To monitor pupils identified for sanctions.
- To provide regular behaviour data to show progress of the year group and where further intervention is required.
- To meet parents contacted through the system.
- To decide on appropriate action for pupils building a persistent pattern of referrals.
- To evaluate and review policy with SLT and Heads of Department.
- To identify the pupils in need of a Pastoral Support Plan

ROLE OF FORM TUTOR AND CLASSROOM TEACHERS

Responsibilities

- All staff are responsible for order at all times, ensuring that pupils act in a reasonable manner, showing respect for self and others
- To ensure that the Behaviour policy and procedures are consistently and fairly applied
- To arrange parental meetings for pupils who are at Level 1

Mutually support staff in the implementation of the policy

ROLE OF PASTORAL SUPPORT STAFF

Responsibilities

- To support the Head of Years and SLT in their role.
- To counsel pupils identified for sanctions.
- To meet parents contacted through the system and to discuss strategies for improving the behaviour of the pupil.
- Remind pupils who are on detention to attend at the given time.
- To assist with detentions rota.
- To liaise with external agencies.
- To mentor identified pupils.
- To inform parents/carers when a pupil is referred
- To inform parents/carers when a pupil has received a referral detention

ROLE OF PARENTS AND CARERS

Responsibilities

- Parents and carers 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.
- Will have the opportunity to raise with the school any issues arising from the operation of the policy
- Accept that decisions regarding sanctions in the school lie with the school staff.

ROLE OF PUPILS

Responsibilities

- 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
- Pupils should challenge and inform policy through the pupil voice mechanisms.

Template Letter 1

«Parental_addressee»
«HouseName»
«Apartment»
«HouseNumber» «Street»
«District»
«Town»
«Postcode»

Dear «Parental_Salutation»,

I am writing to inform you that «Forename» has now been referred out of class on THREE occasions due to unacceptable behaviour. He will now spend the following day in our Isolation Room.

To ensure this pattern of poor behaviour does not continue, your son's form tutor will contact you to arrange a meeting in school to discuss this concern. It is imperative you attend this meeting to avoid «Forename» having further Isolation.

This meeting will be to discuss the incidents leading up to the referrals and to offer suggestions for support to hopefully ensure that «Forename»'s behaviour improves.

It is essential this meeting takes place as soon as possible to prevent the current situation deteriorating and further referrals occurring and I appreciate your support in advance in ensuring this meeting takes place at your earliest convenience.

If you have any questions regarding this meeting, please contact your child's form tutor or the Pastoral Support Office.

Yours sincerely



K Sutcliffe

Deputy Headteacher.

Template Letter 2

«Parental_addressee»
«HouseName»
«Apartment»
«HouseNumber» «Street»
«District»
«Town»
«Postcode»

Dear «Parental_Salutation»,

I am writing to inform you that «Forename» has now been referred out of class on Six occasions due to unacceptable behaviour. He will now spend the following day in our Isolation Room.

To ensure this pattern of poor behaviour does not continue, a member of the Pastoral Team will contact you to arrange a meeting in school to discuss this concern. It is imperative you attend this meeting to avoid «Forename» having further Isolation.

At this meeting, «Forename»'s Head of Year will be present to discuss the incidents leading up to the referrals and to offer suggestions for support to hopefully ensure that «Forename»'s behaviour improves.

It is essential this meeting takes place as soon as possible to prevent the current situation deteriorating and further referrals occurring.

If you have any questions regarding this meeting, please contact the Pastoral Support Office.

Yours sincerely



K Sutcliffe

Deputy Headteacher.

Letter Template 3

«Parental_addressee»
«HouseName»
«Apartment»
«HouseNumber» «Street»
«District»
«Town»
«Postcode»

Dear «Parental_Salutation»,

I am writing to inform you that «Forename» has now been referred out of class on NINE occasions due to unacceptable behaviour. He will now spend the following day in our Isolation Room.

To ensure this pattern of poor behaviour does not continue and member of our pastoral staff will contact you to arrange a meeting in school to discuss this concern. It is imperative you attend this meeting to avoid «Forename» having further Isolation.

At this meeting, Mr Sutcliffe, Deputy Head teacher and a School Governor will be present to discuss the incidents leading up to the referrals and to offer suggestions for support to hopefully ensure that «Forename»'s behaviour improves.

It is essential this meeting takes place as soon as possible to prevent the current situation deteriorating and further referrals occurring.

If you have any questions regarding this meeting, please contact the Pastoral Support Office.

Yours sincerely



K Sutcliffe

Assistant Headteacher.

Template letter – Moving pupils down a level

«Parental_addressee»
«HouseName»
«Apartment»
«HouseNumber» «Street»
«District»
«Town»
«Postcode»

Dear «Parental_Salutation»,

As I am sure you are aware, we track behaviour very closely using what we call our system of stage warnings and, where necessary, referrals from class.

Where a pupil shows clearly that they are working hard to improve their behaviour and there has been a period of 3 weeks without any referrals from class, we move a pupil down a level.

I am delighted to inform you that «Forename» has not received any further stage 4 referrals from class and that as a result we have moved him from Level X to Level X. «Forename» will now need a period of a further 3 weeks without a referral to move down to the next level.

I am sure that you will be pleased as we are to know that «Forename» has clearly improved his behaviour in class and I should like to take this opportunity to thank you for your continued support in encouraging «Forename» to sustain this improved classroom behaviour.

Yours Sincerely,



J Green
Headteacher



K Sutcliffe
Deputy Headteacher.

