CENTRAL LANCASTER HIGH SCHOOL

Inspiring success

Behaviour for Learning Policy

		Policy written/amended/reviewed by:
First Policy written	March 2001	C Bonney/ PPLs
2nd Review date	March 2003	C Bonney/PPLs
3rd Review date	June 2005	C Bonney/PPLs
4th Review date	Nov 2008	C Bonney/PPLs
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Re-written	Oct 2014	C Bonney/SLT
Reviewed with staff	Nov 2014	JAW/CGB

Behaviour for Learning Rationale

All students have the right to learn without disruption.
All teachers have the right to teach without disruption.

Central Lancaster High School aspires to provide a well-ordered and disciplined environment in which teaching and learning can flourish. The Behaviour for Learning Policy is rooted in an ethos of rewarding good behaviour wherever possible.

Promoting positive behaviour requires the commitment of all members of our school community, students, parents/guardians, governors and staff. It requires a consistency of understanding and application in practice across the school to ensure that all students know the standards of behaviour expected of them, based on known boundaries and consequences for their actions, which provide a clear framework for all behaviour-related issues.

Aims of Policy: A consistent approach to Behaviour Management

At CLHS we believe that an appropriately structured curriculum and appropriately pitched academic study engage students in effective learning and contribute hugely to good behaviour. Through planning for the needs of individual pupils, the active involvement of pupils in their own learning with clear targets, structured feedback, support and in some cases an individual timetable all help to avoid the disaffection and sense of failure which can lie at the root of poor behaviour.

We believe equally that high quality relationships between teacher and pupil, pupil and pupil, strategies for encouraging good behaviour, resources and lesson content all have an influence on how pupils behave. It is this student-centred ethos, which is essential for fair but firm behaviour management in a culture of respect.

This policy operates in conjunction with the school's aims, Central Values (SPP 2014-17) and all behaviour- associated school policies, in particular, the following: Home-School Agreement; Rewards; Anti-Bullying; Anti-Drugs; Smoke Free; Health and Safety; Child-Protection; Attendance; Homework; and all Safeguarding policies.

This amended policy recognises the latest DfE Guidance and complies with statutory requirements, including: Behaviour and Discipline in Schools (Feb 2014); Keeping Children Safe in Education (April 2014); Searching, Screening and Confiscation (Feb 2014); Exclusions from Maintained Schools (2012); Use of Reasonable Force (July 2013); Home-school Agreements (July 2013); Drug Advice for Schools (2012); and dealing with Allegations of abuse against Teachers and Other Staff (Oct 2012).

This policy aims:
- o To ensure effective teaching and learning can take place in a happy, safe and well ordered environment.
- o To give guidance to all staff (in their different roles) on how to react to misbehaviour, defining what is unacceptable behaviour.
- o To promote positive, good behaviour, discipline and attendance to ensure high standards of behaviour are maintained.
- o To ensure Behaviour Management is consistent, through clear guidance to support staff.
- o To encourage personal responsibility and to promote a culture of mutual respect.

- To value and celebrate each individual's progress, rewarding good behaviour.
- To ensure a fairness of treatment to support all students, including those with learning, social, emotional and behavioural difficulties.
- To provide a safe environment free from disruption, violence, bullying and any form of harassment.
- To provide a clear overview of approach and values for parents/guardians to develop a shared understanding of the school's policy and associated procedures.

The previous policy and practice of the school with regard to Behaviour and Safety was judged to be 'Outstanding' by Ofsted in November 2012. Ofsted's most recent standards can be referenced in Appendix 1.

Roles and Responsibilities: A strong leadership of Behaviour for Learning

The Governing Body (GB)
Governors will support the school in maintaining high standards of behaviour. The Governors' Learning and Standards Committee undertakes to keep this policy under review and to ensure that it is communicated to parents. They will also ensure that the concerns of pupils and parents are listened to and are appropriately addressed.

The Headteacher, Senior Leadership Team (SLT) and Lead Behaviour Professional (LBP)
The Headteacher is ultimately responsible for the implementation of the policy, however, the day to day management of procedures are administered by all members of the Senior Leadership Team (SLT) and in particular by the Assistant Headteacher, responsible for Behaviour, the school's Lead Behaviour Professional (LBP). All Exclusions are the responsibility of the Headteacher.

Pupil Progress Leaders (PPLs)
PPLs lead a designated year group and as such oversee the administration of sanctions (detentions, isolations, individual and class reports) related to behaviour. They meet regularly with their team of Form Tutors (FTs) and as a leadership team of PPLs under the guidance of the LBP. They are responsible for oversight of the behaviour logs entered electronically on the school Filetran system.

Heads of Department (HoDs)
Curriculum Leaders are responsible for the behaviour in their subjects' classrooms and must support teachers in their teams with any classroom management issues, accessing training as needed, to improve the quality of behaviour management. They will liaise with the PPLs as appropriate and their SLT line-managers. Departments will discuss Pupils of Concern as a standing item on meeting agendas.

Form Tutors (FTs)
FTs have a very powerful role in promoting good behaviour and recognising potential problems in advance through registration periods. Their support for students and the signposting of support from others is vital and relies on strong relationships.

Classroom Teachers (CTs)
CTs are responsible for the standard of behaviour in their classroom, using the Positive Discipline system outlined under 'Classroom Management', which demands use of Consequences in a systematic and consistent way. They have a responsibility to follow up any sanction to ensure it is recorded and the discipline reaches its intended outcome. The HoD should be seen in the first instance and before the PPL

Teaching Assistants (TAs)
In the absence of a Teacher the TA must direct the students to behave to the standard expected and where they do not, the TA must report this and/or send a student for SLT support as appropriate. TAs have the responsibility to administer Consequences in accordance with the Teacher in a classroom and assist greatly with setting the tone and assisting Teachers in administering sanctions as required.

Non-teaching and Support Staff

All staff have a role with behaviour management and a responsibility to report incidents or misdemeanours observed. Where possible they should intervene to give instruction and/or support a student in making the right choice. Where they receive any lack of respect this must be reported immediately and this will be dealt with as a priority by SLT.

All staff should:
- Create and maintain a calm, safe and secure learning environment;
- Ensure that the policy and procedures are followed and consistently and fairly applied;
- Model leadership;
- Encourage pupils to take responsibility for their own behaviour;
- Recognise and celebrate pupil's achievements;
- Seek to raise the self-esteem of all pupils and develop their full potential;
- Support colleagues;
- Inform the Headteacher/SLT/PPL of any serious behaviour concerns;
- Inform the Headteacher/SLT of the effectiveness of or raise any concerns over the Behaviour for Learning policy or any matter related.

All students have a responsibility to:
- Work to the best of their ability and allow others to do the same;
- Be well-behaved, polite and respectful to others, both in and out of school;
- Follow the instructions of all school staff;
- Respect the school environment, facilities and resources, which includes keeping the school litter-free;
- Attend school and arrive on time;
- Wear uniform correctly at all times;
- Complete work, homework and any course work to the best of their ability;
- Abide by the Home-School contract in pupil planner;
- Come to lessons properly equipped;
- Make the most of opportunities offered by school;
- Report anything they observe that is in breach of the policy.

Parents/Guardians have a responsibility to:
- Support the school's Behaviour for Learning Policy;
- Take an interest in their child's work and achievement;
- Share concerns about their child's education, welfare and behaviour with the school;
- Attend Parents' Evenings;
- Encourage and support their child to achieve a minimum of 95% attendance;
- Inform the school of any absence or issue facing their child;
- Ensure their child is on time;
- Abide by the Home – School Agreement in the pupil planner;
- Ensure their child wears correct uniform;
- Ensure their child completes homework to the best of their ability and on time;
- Work in a supportive and co-operative partnership with the school;
- Report any concern related to behaviour.

Whole-school Behaviour for Learning policy: whilst teachers may develop more mature working with Sixth Form students and may not use the Consequences for classroom misbehaviour, this is a whole-school policy and as such the policy applies to all students, Year 7 to 13 inclusive.

Promoting Positive Behaviour: FTs will address areas of concern raised in Staff Briefings with forms.

Classroom Management

Any misbehaviour in the classroom must be dealt with through the Positive Discipline approach explained below as the school's Code of Conduct.

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

1. Arrive on time, enter and leave the room quietly.
2. Remain in your place until asked to move.
3. Come properly equipped for your lesson (see Pupil Planner for list)
4. Listen and follow instructions given the first time.
5. Raise your hand before answering or speaking.
6. Treat others, their work and all property with respect.

- **If rule 3 is broken in a subject where this will mean that the student cannot participate in the lesson e.g. no PE kit, no exercise book or no ingredients in Food Technology, this will result in C4, where there is no parental letter of explanation.**
- **Swearing will result in C4 as a minimum and depending on the detail or the context may result in Isolation. Swearing at any member of staff will result in Internal Exclusion as a minimum.**

Consequences for classroom misbehaviour:

CI	Name on board
C2	**Name on board ticked**
C3	**15-mins detention run by class teacher at their convenience, which may be at Break. Failure to attend = C4**
C4	**30 minute detention at lunchtime in detention room** Failure to attend (at discretion of PPL/SLT the following will apply – • Reissue (in some cases) • One hour detention the next day to be done in Isolation (issued by PPL/ SLT) • Failure to attend the isolation lunchtime detention = Isolation.
C5	**Sent to Isolation** – Students should normally do a whole school day in Isolation from the point of entry to the same time on the following day. A student should not be released from Isolation until the behaviour/issue has been discussed with parents. Usually parents are required to come into school to do this and where a parent cannot be contacted, the Isolation may continue until this is possible or the student may be returned to class. Both are at the discretion of the SLT i/c the year group. Isolated pupils will stay until 4.30 on one of the days they are in Isolation. Parents will be contacted before this happens to allow notice. Following re-admission, a student will be placed on report card to HT/SLT/PPL for a minimum of one week. Loss of card = 30 minute lunch time detention on same day. **NB. Should a student misbehave in Isolation, they will be sent to SLT with a view to formal Internal or Fixed-term Exclusion dependent on the extent of misbehaviour.**
Isolation	**Students should spend at least the equivalent of one day in Isolation plus one ASD.**

Where 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 or possible Isolation.

Staff should inform Isolation staff ASAP with the reason for the Isolation. Staff should put information onto Filetran before the end of the school day. Copies should be printed and placed in trays for HoD, PPL (+SLT). Staff should check the student has arrived at isolation (phone call/ send another student).

Positive Behaviour

The school has a number of basic expectations relating to high standards of regular behaviour. Key faults are expressed below in a table of associated consequences. Where there is regular persistence to flout school rules, PPLs may choose to withdraw general privileges, including access to additional activities. Persistent offenders may receive more severe punishments including Isolation, at the discretion of the PPL/SLT.

Behaviour	Monitoring	Consequences
Misbehaviour on corridors, in the canteen and in or out of school at Break and Lunchtime.	Dept. staff checks Staff Duty teams Prefect duty teams	PPL/SLT will give a C3/C4 detention or Isolation as appropriate. Loss of free time for an agreed period may be agreed. Any damage will be costed and charged as deemed appropriate by the HT/SBM.
Truancy	Pupil Progress Leaders/Attendance Worker/form tutor – register checking.	Isolation if pupil truants for full day. One after school session in isolation if they miss a lesson (one for each lesson missed)
Leaving school without permission	CCTV, duty staff or random checks/Truancy sweep	Loss of free time: three lunchtime sessions (repeated offence whole week). Letter home to parents by office prompted by PPL/SLT.
Late: 2 in a week	Signing in or am registration records	Lunch-time detention with SAO.
Failure to have correct uniform without acceptable excuse and note from home	Morning Area checks. Afternoon registration checks.	Warning. After School Detention issued on second offence.
Mobile phones/MP3 + music players+ Wearing incorrect jewellery

'not seen or heard in the building' is the rule | Morning Area checks. Afternoon registration checks. | MP3/phone/jewellery confiscated until end of the day and sent to MDS via office (second offence = end of week, third = end of half term and ban on bringing to school with letter to parents) Parents to collect |
Chewing	Checked in individual class. Random checks	Lunchtime detention
Dropping litter	CCTV, duty staff or random checks	Lunchtime detention and litter duty
Lunch pass abuse	Lunch duty staff	Lunchtime detention issued by Duty staff.
Smoking on the school site or in local area	CCTV, duty staff or random checks NB this includes those with students smoking	Loss of free time: one then three lunchtime sessions (repeated offence = whole week) Letter/phone call home to parents by SLT for year team
Found in an out of bounds/out of school area at break or lunchtime	CCTV, duty staff or random checks	Loss of free time: three lunchtime sessions (repeated offence whole week) Letter home to parents

Unacceptable Behaviour

Serious incidents of misbehaviour
Where a serious act of misbehaviour occurs these incidents will be judged on their own merits. These incidents should be taken to PPL/SLT for the year group who will issue the suitable punishment, in consultation with the reporting member of staff and notify parents. The student(s) will be placed directly into isolation, initially whilst an investigation takes place and possibly afterwards as part of the sanction. Parents will be required to come into school to discuss the matter before the student can exit Isolation and return to class.

The following list is not exhaustive but gives a clear indication of the types of behaviour which are considered to be 'serious' and unacceptable:
- Refusal to follow a staff instruction;
- Refusal to hand something over when asked;
- Response is disrespectful, rude or argumentative;
- Verbal abuse and swearing, including in conversations around school
- Confrontational, aggressive and/or intimidating behaviour;
- Leaving a classroom or school without permission;
- Walking away from a member of staff disciplining them;
- Bringing any hazardous item to school that could harm themselves or another or may be used as a weapon;
- Throwing any item with the potential of inflicting harm;
- Damage to school property or that of another student/member of staff, including graffiti;
- Bullying or intimidation of another pupil, including verbal abuse (incl. racist/homophobic);
- Uses social media to intimidate, bully or harass another pupil;
- Physical assault or violence towards another pupil.

Sanctions:

Detentions
Parental consent is not required for detention within school hours i.e. break and lunchtime.
For detentions outside school hours although consent is not required, school will provide parents with 24 hours' notice. Parents refusing to allow their child to stay for a detention will risk an escalation of the sanction. This said, sensible requests for good reason are considered on an individual basis. Consideration will be given to students' safety and welfare.
15-minute or Break detentions (C3) are run by the teacher. Lunch detentions (C4) and After-school detentions (ASD) are run by staff rota and the student signs a slip which should be taken home.
ASD may be served as a 'community service-style' activity, including litter-picking (appropriate safety precautions will be taken and gloves provided).
NB. 3 behaviour-related detentions (C4/ASD) in a week= Isolation.

Isolation
Isolation is normally the result of a student having received a C5 in class. If the seriousness of an incident either inside or outside school merits it, a student may be sent directly to Isolation (e.g. physical aggression or verbal abuse to staff or refusal to follow instructions). For incidents outside the classroom this would be via SLT/PPL. Students will be taken early for lunch at 12.20pm and return to Isolation.
Isolation is a form of 'internal exclusion' and therefore, misbehaviour in Isolation will normally lead to informal or fixed-term exclusion as the next consequence.

Parents of pupils in Isolation will be informed by a phone call from the school office. They will be asked to consent to an After-school detention in Isolation until 4.30pm. This will normally be agreed on the same day, but may be on the following evening, thus allowing 24 hours' notice.

A student will normally stay in Isolation for one whole day from the point at which they are placed into Isolation. Parents must come to school to meet with SLT and/or PPL to discuss the behaviour before the student will be released back to class.

Exclusion

In the case of persistent poor behaviour or very serious incidents the sanction of exclusion will be used. There are three levels of Exclusion:

- **Internal Exclusion 1.45 - 6.00pm**
  The student will attend school 'out of hours' for 4¼ hours per day for each day excluded, coming to school at 1.45pm each day. This will be supervised by a designated TA with the support of a member of SLT. Work will be provided by subject teachers to enable a secure return to class on readmission. Parents will be informed of the period of exclusion and the reason why the decision has been taken. There will be a formal readmission meeting with the Headteacher to ensure parents and student understand the reason and seriousness of the exclusion.

- **Fixed Term Exclusions:**
  A pupil can be excluded from school for up to 45 school days in any one school year.
  Parents will be informed of the period of exclusion and the reason why the decision has been taken. Parents will be informed in writing that they can make representation to the governing body or Local Authority (LA) about the exclusion if they so wish.
  Exclusion for more than 5 days will mean that the student is educated at the Sixth Day Centre (SDC). The reintegration for the pupil will be supported by the school's Pupil Inclusion Centre (PIC) and may involve a period of time based in the Centre to catch up on work missed. The school will arrange for work to be undertaken at home for periods of more than two days and whilst at the SDC. The parent has the right to appeal any Exclusion decision. There will be a formal readmission meeting with the Headteacher to ensure parents and student understand the reason and seriousness of the exclusion.

- **Permanent Exclusions:**
  For very serious cases of poor behaviour, when a student places themselves outside of the code of conduct and the standards expected in school, the student can be permanently excluded. This is intended to be rare and normally when misbehaviour is persistent and all other avenues of support have been exhausted, however, it may relate to one incident only dependent on the serious nature of the behaviour. The Headteacher will write a detailed report explaining the behaviour and the reason for the exclusion.
  Parents and the LA must be informed in writing of the exclusion and the reasons for it.
  Parents must also be informed that they have the right of appeal to the governing body and to the LA. Parents receive a LA Report from the Pupil Access Team (PAT) and must notify their intention to appeal within seven days of the student's exclusion from the school. They may be present at the hearing convened under the Governors' Pupil Discipline Committee. The governing body or the LA has the authority to instruct the school to reinstate the student where an appeal is successful.

Power to search

The SLT has the authorisation of the Headteacher to enact the DfE right to search a student. This policy does not sanction other staff to undertake a search. This will normally be done with the student's consent, by asking them to empty the contents of their bag or pockets. Failure to consent to a search will be interpreted as potential guilt and, therefore, may result in exclusion. There must always be a witness for any search. Searches will always have two members of staff present, wherever possible two members of SLT and sympathetic in gender to the gender of the student.

Where a member of staff has reasonable grounds for suspecting that a pupil may have in their possession a prohibited item (see list below), they must contact SLT immediately (via the School Office) and keep the students separated and supervised. The Office will enlist help to separate students and interrupt any meeting as necessary.

Banned items include:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, matches and lighters
- 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
- To cause personal injury to, or damage to the property of, any person (including the pupil)

If a student refuses to co-operate, the member of SLT will contact the Police to undertake the search and parents (though failure to make contact should not delay action). An appropriate sanction will be given dependent on the outcome. School is not required to inform parents before a search takes place or to seek consent before a search takes place.

School will inform the parents/guardians where alcohol, illegal drugs or potentially harmful substances or weapons are found, though there is no legal requirement to do so. All illegal confiscated substances will be given to the Police.

Use of reasonable force

Whilst the use of reasonable force is permissible by law *(Section 92 Education and Inspection Act 2006)*, this school's policy is for staff to avoid physical contact with a student if possible during an incident where the student may be confrontational or aggressive.
- Staff should not block a student's path, or means of exit.
- Staff should not attempt to remove disruptive students from the classroom where they have refused to follow an instruction to do so.
- Staff should not engage in active physical contact such as leading a pupil by the arm or shoulder away from a situation.

The term 'reasonable force' covers the broad range of actions, but is usually used either to explain control or restraint. 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.

Restraint or 'reasonable force' may be helpful in some extreme circumstances, for example to prevent pupils from hurting themselves or others, when two pupils are fighting and refuse to separate without physical intervention. 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. When a serious incident occurs all staff should send for assistance. Wherever a member of staff is placed in difficult circumstances they should focus on their safety and that of those nearest to the student causing the disruption, where possible removing them from the scene.

School does not require parental consent to use force on a student, but will always inform parents if this occurs.

DFE guidance on teachers' powers
Key points:
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006)
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have the power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Behaviour Outside of School

The school takes its community responsibilities very seriously and strives to train students to be responsible citizens. Incidents reported by the community, parents, students or staff will be acted upon in school, in particular where a student has been in uniform and/or has been seen to bring the school into disrepute.
- Restorative Justice strategies are employed to ensure a personal apology from students is given.
- **Any student found guilty of swearing or verbal abuse to staff or abuse of staff property, including staff houses, must be reported to the HT at the earliest opportunity. This will normally lead to an Internal Exclusion as a minimum.**

Subject to the school's Behaviour for Learning policy, a teacher may discipline a student for misbehaviour when the pupil is: taking part in any school organised or school related activity; travelling to or from school; wearing school uniform; in some other way identifiable as a pupil at the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.
- **All residential trips have an agreed Behaviour Contract signed by the parent.**
- **Where a student misbehaves whilst representing the school, the privilege will be withdrawn for an agreed period.**

Other types of unacceptable behaviour

Smoking
- Pupils involved in smoking in school will receive, on first offence, 1 x ¾ hour lunchtime detention in isolation and a phone call home.(entry into Smoking Log book on all occasions)

- The second offence will be 2 x ¾ hour lunchtime detention in isolation and a phone call home.
- On the third offence, 5 x lunchtime isolations and parents will be informed by letter.
- Persistent violation of school no smoking rules could lead to a loss of all free time and/or isolation.
- Attendance at a smoking cessation group could also be offered.
- Pupils caught with smokers will be deemed to have been smoking.

Buses
- High standards of behaviour on the buses is expected at all times
- This includes lining up in the quad prior to being escorted to the buses by staff. (Prefects and year 11 may go directly to the buses)
- Misbehaviour/smoking on the buses will result in pupils names being entered into the 'Bus Book' kept in reception. Smoking will be viewed as smoking on school premises.
- The SLT responsible for the bus will monitor the entries and take action.
- Constant offending could result in the pupil being prevented from using the service for a period of time.
- Serious offences could result in the pupil being banned permanently.

Rewards

It is very important that praise and rewards should have a considerable emphasis within school and pupils receive recognition for their positive contribution to school life. Such a contribution can include good academic work and effort, good behaviour and attendance and contribution to other aspects of school life. It is expected that good standards of behaviour will be encouraged through the consistent application of the Behaviour for Learning Policy supported by a balanced combination of rewards and sanctions within a constructive school student-centred ethos.

Informal Rewards
Staff are encouraged to use 'informal' rewards as often as possible for good behaviour, good attendance, academic achievement and outstanding effort.
- ✓ General praise and encouragement in lessons, form period and assemblies which should be used as much as possible.

   Praise is best when it is: sincere and enthusiastic; communicates personal approval; reinforces high expectations; and makes connections between positive student responses and achievement. Praise should praise the effort not the outcome, the process not the product.
- ✓ Letter home to parents/subject praise postcards.
- ✓ Pupils' work displayed as much as possible.
- ✓ The Headteacher or other members of SLT to be invited to praise individuals, groups or classes and be invited into classrooms as appropriate.

Formal Rewards
Students receive Pupil Reward Points (PRPs) for positive contributions across all aspects of school, which may be converted into meaningful prizes, such as payment for trips or footballs.
Students also receive Healthy Eating points to promote a good diet. These are rewarded in vouchers for local stores for the winning student in each year group in each term.
Good behaviour is promoted regularly through whole-school and year-based assemblies, through form time Powerpoints, regular reminders, display of expectations and consequences. These are reinforced through peer mentoring and prefecting roles.

Other forms of rewards include:
- ✓ Attendance certificates – awarded each term (consistent and improved)
- ✓ Attendance points
- ✓ Achievement points.
- ✓ Attendance trophies for the best form are given each half term
- ✓ Non-uniform day given to those forms achieving a week of full attendance and individuals who achieve a half term's full attendance.
- ✓ Attendance notified to parents each term through pupil's planner. Annual figures sent to parents with report.
- ✓ Attendance draw vouchers
- ✓ Diploma of Excellence – awarded at end of year
- ✓ Headteacher Commendation – awarded each term and end of year (if three have been received during the year).
- ✓ Pupil of the half term (each form)
- ✓ Person of the year (each year group)
- ✓ Participation in trips etc.
- ✓ Sport Awards
- ✓ Subject praise postcards

Achievement Assembly – each end of year there is an Achievement Assembly at which many of the awards mentioned above are distributed plus other academic, sporting and progress awards are distributed.

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<u>Behaviour Support</u>

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The Pupil Inclusion Centre (PIC)
Students are referred to the PIC to support social, emotional and behavioural difficulties. Staffing of the Centre includes: the Pupil Inclusion Coordinator; a Behaviour TA; the School Attendance Officer; and the Ex-servicemen Mentor (p/t). Students with SEND access the SEND Department for specific learning support and Educationalist Psychologist help/assessment.

Student support includes: respite; personal development mentoring; Motivational Interviewing; reintegration from exclusion or extended absence; anger management; restorative justice; 1-2-1 and group sessions; regular rewards; and a range of agency working.
Agency support includes: Teenage pregnancy support; CAMHS; self-harm support through the Butterfly and Phoenix projects; Police Youth Intervention; PCSO Community projects; the School Nurse; smoking cessation; bereavement; young carers; Young Addaction; Lancashire MIND; and YOT.
Support is continually under review for impact and value for money and new projects/services are accessed as frequently as available.

NB. A student who is on the PIC caseload is not exempt from punishment. Where a student misbehaves (before using a 'time-out'), which is serious enough to lead to Isolation, then this should be upheld. If it is agreed that a period of time in the PIC is needed, it should not negate the punishment and should equate to Isolation, i.e. include the ASD element. A 'community service-style' punishment may be administered.

Specific behavioural support through the Pastoral system includes:
- Pupil report card – to enable pupils to monitor their own behaviour.
- Attendance cards – as above

- Time Out cards
- Peer Mentors for year 7
- Staff Mentors
- TRAIL (Tutoring to Raise Achievement and Improve Learning) with form tutor.
- School Council drop-in
- Bullying slips
- Friendship groups: Social; Empathy and Boys' groups
- Nurture Group for Yr7

Alternative Provision

Where support has not had the intended impact and shown an improvement in behaviour, the following Alternative Provision options are considered as alternatives to exclusion on an individual basis.

Managed Transfer
In the case of some pupils a 'Managed Move' will be suggested by the school or at the request of the parent/guardian. The potential of an alternative school is sought through the local District 1 Pupil Placement Panel, with the support of the LA, to accept the pupil for a trial period.

Respite and Vocational Options
The Sixth-Day Provision takes students with extended exclusions, however, on occasion has capacity to offer respite, where a student may be placed on a short-term basis, which allows specific work to be approached from a new perspective.
The Chadwick Centre (PRU) also offers some respite dependent on capacity.
Lancaster and Morecambe College can be used to access specific courses from Y10 or to trial a range with a view to further study.
Extended Work experience and Work-Related Learning courses are often sought for students to gain practical experience to run alongside a reduced GCSE timetable with a view to future employment and to reduce NEET numbers.
Strawberry Fields offers a range of packages, including land-based opportunities.

Behaviour Monitoring and Evaluation

The school monitors behaviour incidents in order to identify issues and trends.
The school makes effective use of ICT to support the policy
Staff will receive individual and collective feedback (as appropriate) on outcomes.
The school monitors incidents of disruptive behaviour in terms of:

- Type of incident including racist, sexist and homophobic incidents

Any incidents of racial harassment will not be tolerated and all incidents will be recorded in the book in the Deputy Headteacher's office with details of incident and action taken. Parents and governors will be informed of any incidents and action taken to deal with them. The DHT informs the LA via the Schools' Portal as incidents occur and reports to Governors termly.

- Exclusion Reports, termly as part of the Headteacher's Reports to Governors
- Isolation Reports half termly
- PIC Reports half termly
- Pupils of Concern through PPL/Area team meetings' minutes

- Critical days and times
- Critical places
- Profile of pupils involved (ethnicity, gender, age, SEN)
- Timing of response and action
- Outcomes

The school ensures that its pupil record systems provide analysis of the impact of the behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care. The school assures confidentiality when necessary.
Termly monitoring and annual evaluation of the policy and its impact on behaviour and attendance informs the School Progress Plan under Objective 3: Behaviour and Safety, which targets any training needs and new projects. The SPP also includes target-setting for all exclusions and shows a three-year trend.

Liaison with and Support for Parents

Parents are asked to support the school by signing the Home/ School contract in pupil's planner.
Parents are encouraged to be involved in their child's education with regular communication regarding behaviour through the awarding of PRP points recorded on the system.
Parents are involved in planning post-all main sanctions (Isolation and Exclusion) and are present at readmission meetings.

Parents are encouraged to begin a relationship with school staff before transferring in the September through a very thorough Transition Programme and subsequent Induction, which targets both behaviour, attendance, safeguarding and vulnerable-student issues, through liaison with feeder primary schools.

Staff Support

All staff are encouraged to take ownership of behavioural matters, managing and dealing with minor and occasional misbehaviour at the time and wherever it occurs in the school. If a member of staff is having difficulty with an individual or a class, they should inform their HOD, the appropriate PPL and SLT. The SLT will endeavour to give help and support to the staff at all times in matters concerning behaviour, attendance and achievement.

Pupils of Concern, as individuals or groups, is a standard item on the agenda of both Departments and PPL/Year Team Meetings. All staff can nominate individuals or groups to be discussed at these times.
Pupil's report cards can be used to identify and monitor poor behaviour:

Yellow	Form tutor/Attendance Officer/PIC	Red	Headteacher
Blue	PPL		
Green	SLT	Orange (group report)	SLT Lead Behaviour Professional

Staff will be informed of exclusions and students causing serious concern at a morning Staff Briefing. **In all serious incidents, PPLs/SLT should make every effort to see any staff concerned with the outcome.** Filetran is used by all staff to record anything worthy of note and in particular behavioural incidents, but it is essential that staff inform appropriate staff at the same time in order for swift action to be taken.

Staff Development/Training on Classroom Management and wider Behaviour Management is available for all staff as requested or identified through observation and review. The annual INSET programme revisits this and the policy is reviewed with staff bi-annually.

Appendix 1: Ofsted Judgements

Ofsted: The behaviour and safety of pupils at the school

The evidence collected for this judgement also contributes to inspectors' evaluation of the school's promotion of spiritual, moral, social and cultural development.

Inspectors must take account of the behaviour and safety of pupils attending off-site alternative provision.

Judgements about behaviour and safety must not be made solely on the basis of what is seen during the inspection. Inspectors must take into account a range of evidence in order to judge both behaviour and safety over time. This evidence must include documentary evidence about behaviour and how poor behaviour is tackled, as well as discussions with, and observations of, pupils at informal times of the day (including break and lunchtimes and between lessons).

Inspectors must make a clear written judgement about behaviour and a separate clear written judgement about safety within the inspection report. Where the judgements on behaviour and on safety differ, the lower of the two will determine the overall judgement on behaviour and safety. This overall judgement is recorded in the inspection report.

Evaluating, judging and reporting behaviour and safety in this way enables inspectors to make a clear distinction between each area, in order that schools and parents have a clear understanding of the reported judgements. For example, where behaviour is judged as requires improvement, but the safety of pupils is judged to be good, inspectors will grade behaviour and safety as requires improvement overall, while reporting to parents within the behaviour and safety section of the inspection report that pupils are safe. Inspectors should give careful consideration to the effectiveness of the arrangements for safeguarding pupils where the judgement for safety is requires improvement or inadequate.

Inspectors must look at a small sample of case studies in order to evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (checking how the referral was made and the thoroughness of the follow-up), disabled pupils and those who have special educational needs, looked after children and those with mental health needs.

Inspectors must also take account of the views expressed by pupils, including different groups of pupils, of their experiences of others' behaviour and attitudes towards them and their understanding of the importance of such attributes in school and adult life. These views must not be gathered only through formal discussions, but must include discussions with a range of pupils at informal times. Inspectors must also take account of the views of parents, staff, governors and others.

If the school runs, or runs in partnership with other schools, an off-site unit for pupils whose behaviour is poor or with low attendance, an inspector should visit the unit briefly to assess safeguarding procedures, the quality of teaching and how effectively the unit helps to improve pupils' behaviour, learning and attendance.

When judging behaviour and safety, inspectors should consider:
- the extent to which pupils' attitudes to learning help or hinder their progress in lessons[1]

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[1] For example, inspectors may consider how quickly pupils settle at the start of lessons, whether they have the right equipment, their willingness to answer questions, whether they remain focused when working on their own, the tidiness of their work and the pride they show in its presentation, and the overall effort that they make.

- pupils' attitudes to school, conduct and behaviour, during and outside of lessons and their attitudes to other pupils, teachers and other staff, including the prevalence of low-level disruption
- the school's analysis of, and response to, pupils' behaviour over time, for example incident logs and records of rewards and sanctions
- rates, patterns of and reasons for fixed-period and permanent exclusions,[2] and whether they fall within statutory guidance and regulations on exclusions,[3] including the number of pupils taken off roll in the last year as a result of factors related to behaviour, safety and attendance
- any evidence of the use of 'unofficial exclusion' or any evidence that a pupil has been removed from a school unlawfully[4]
- pupils' contribution and response to the culture of the school and how they conduct themselves, including: their respect, courtesy and good manners towards each other and adults, for example when moving around the school; and their understanding of how such behaviour contributes to school life, relationships, adult life and work
- pupils' respect for the school's learning environments (including by not dropping litter), facilities and equipment, and adherence to school uniform policies
- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment; this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment
- the success in keeping pupils safe, whether within school or during external activities through, for instance, effective risk assessments, e-safety arrangements and action taken following any serious safeguarding incident
- the school's policy and procedures for ensuring that visitors to the school are suitable and checked and monitored as appropriate, for example external speakers at school assemblies
- the effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language
- the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism[5] and are aware of the support available to them
- the school's response to any extremist or discriminatory behaviour shown by pupils
- overall and persistent absence and attendance rates for different groups; inspectors should compare the school's data on attendance against the national figures for all pupils and, when considering whether attendance is consistently low, should compare it with figures for the lowest 10% of schools (in 2012/13, 93.72% in primary schools and 92.46% in secondary schools)
- punctuality over time in arriving at school and at lessons
- the impact of the school's strategies to improve behaviour and attendance[6]

- the views of parents, staff and governors.

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[2] This includes patterns of permanent and fixed-period exclusions for different groups of pupils; the impact on behaviour of fixed-period exclusion and the impact of the school's work to follow up and support excluded pupils; the use and impact of internal exclusion; and the typical behaviour of any pupils who are not in school during inspection

[3] *Exclusion from maintained schools, academies and pupil referral units in England*, **Department for Education, 2012; www.gov.uk/government/publications/school-exclusion**

[4] This may be the case where a child has been sent home for a disciplinary reason and it is not recorded as an exclusion, or where a pupil is removed from school for non-disciplinary reasons, such as special educational needs.

[5] This also includes risks associated with e-safety, substance misuse, knives and gangs, relationships (including sexual relationships), water, fire, roads and railways.

[6] This includes the use of rewards and sanctions, the effectiveness of any additional on-site provision to support behaviour, work with parents and absence 'follow-up'.

Grade descriptors – The behaviour and safety of pupils at the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils consistently display a thirst for knowledge and understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons.

- Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Incidences of low-level disruption in lessons are extremely rare.

- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.

- Pupils' behaviour outside lessons is impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.

- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.

- Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.

- All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

Good (2)

- Pupils' attitudes to all aspects of learning are consistently positive, including when being taught as a whole class or working on their own or in small groups. These positive attitudes have a good impact on the progress the pupils make.

- Pupils' attitudes to learning are positive across subjects, years, classes and with different staff.

- Pupils are properly prepared for each lesson, bring the right equipment and are ready and eager to learn.

- Pupils respond very quickly to staff's instructions and requests, allowing lessons to flow smoothly and without interruption. Low-level disruption in lessons is rare.

- There are no well-founded concerns expressed by parents, staff and pupils about behaviour and safety. Pupils understand the importance of good attitudes and behaviour in school life, adult life and work.

- There is a positive ethos in and around the school. Pupils conduct themselves well at all different times of day, including at lunchtime, attend regularly, have good attitudes and are punctual to lessons.

- Pupils take pride in their work, their appearance and their school.

- Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.

- Pupils' good conduct and behaviour reflect the school's efforts to promote high standards. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.
- Pupils are safe and feel safe in school and at alternative provision placements; they understand how to keep themselves safe in different situations.

Requires improvement (3)

- Behaviour and safety require improvement because they are not good.

Inadequate (4)

Behaviour and safety are inadequate when any of the following apply.

- Pupils' lack of engagement and persistent low-level disruption contribute to reduced learning and/or a disorderly classroom environment.
- A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school. Pupils exhibit negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Incidents of bullying overall or specific types of bullying are frequent and/or pupils have little confidence in the school's ability to address bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of consistent improvement.