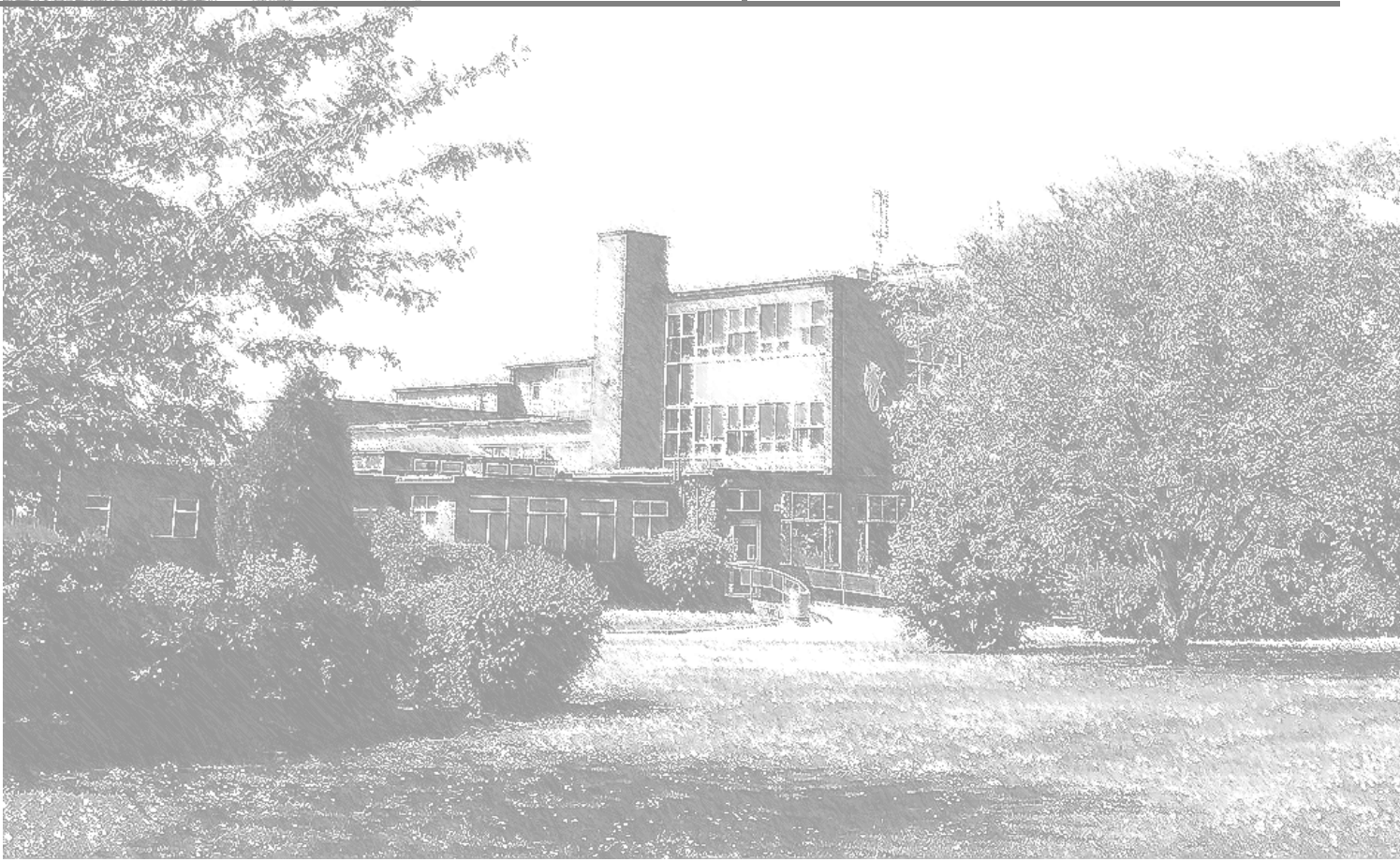




Positive
Relations
Policy

October

2018



AIMS

We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to:-

PREPARE for adult life in a happy, caring and purposeful environment

ACHIEVE their full potential regardless of individual need

CCARE for everyone and encourage respect and tolerance

ENJOY education and rejoice in success



Moving Forward Together

Our Approach to Pastoral Leadership at The Whitby High School – Core Principles

Our purposes: What we are here for

- To build for a framework to provide care and support for all students to ensure their personal development and academic progress
- To support and guide staff to ensure a consistent approach to achieve the best possible outcomes for students
- To ensure students are treated fairly and recognise boundaries to allow them to make a positive contribution to the school and the community
- To articulate clearly and regularly school aims and priorities

Our values: What really matters to us

- All students feel safe, happy and supported in a welcoming learning environment, free from any form of discrimination
- All students are treated fairly and consistently
- All students are striving to achieve and exceed expectations
- All students and staff enjoy their lives in school
- All strive to celebrate success
- Respect is central to our work
- We have an effective and appropriate exchange of information

Our success criteria

- Students are happy (Voice Committee, involvement in self-review, meetings with staff)
- Students are achieving (progress data, targets, effort grades, attendance data, behaviour data)
- Students and staff are supported (student voice, staff feedback)
- The pastoral team does its work with consistency, fairness, respect (pastoral team reviews)

Other School Policies which are related to this policy

- Anti-Bullying and Discrimination Policy
- Use of Reasonable Force Policy
- Child Protection and Safeguarding Policy (including reference to 'Keeping Children Safe in Education (2018)')
- Equality Policy

Introduction

Effective behaviour management and strong relationships, based upon mutual respect, are the cornerstones of successful schools. This policy is designed to provide a framework to achieve these ends. It has been developed in unison with all the major stakeholders at The Whitby High School. The policy is based on the principles of 'Positive Discipline'. It is our belief that good conduct should be rewarded, but conduct which falls below expectation will incur a sanction. A clear set of sanctions is in place and this is adhered to steadfastly. This includes the use of fixed-term and permanent exclusion from school.

Behaviour and rewards policies could be regarded as 'two halves of the same walnut'. It is essential that staff are able to teach and promote learning without interruption or harassment in a safe and purposeful environment. Staff must have a range of options and support available to them when dealing with challenging behaviour. However, it is important to recognise the role that rewards and fostering a positive attitude towards learning have in effective behaviour management.

Staff at The Whitby High School are united in the belief that it is our duty to keep all students safe, happy and able to learn in a supportive, inclusive environment, where everybody's talents are nurtured. We believe in the importance of encouraging students to behave in a caring, co-operative, self-disciplined and tolerant manner as we prepare them for the future.

The aims of the policy

- To provide a framework to ensure consistent practice across the school
- To foster a culture of rewards in the school
- To provide clear and simple procedures for staff to follow and students to understand
- To adopt a non-confrontational approach to disciplinary issues
- To determine clear roles and responsibilities for staff in school behaviour management
- To ensure students understand their rights and responsibilities in school

The underlying principles of the policy

- Consistency
- Fairness
- Clarity
- Simplicity

- Visibility
- Ownership
- Non-confrontation
- Diagnosis of behavioural problems and support for students

Rights and responsibilities

These rights underpin the policy:

- To learn or teach in a calm, safe environment free from disruption
- To be respected and spoken to accordingly
- To be safe around the site at all times
- To be free from harassment or discrimination due to skin colour, religion, gender, sexuality or family status

We all have a responsibility to ensure these rights are respected at all times
The Rewards System

Key Stages 3 - 5

All students in the school will be awarded 'House Points'. These are issued electronically for good homework, displaying a good attitude in class and involvement in 'extra activities' such as school events. They should also be awarded for improvement, in order to encourage this to be sustained. House Points should **not** be awarded for producing work or behaviour in line with expectations. Awarding House Points is vital, in order to develop a culture of praise amongst students of all year groups, from Year 7 to Year 13.

Staff will issue House Points electronically, using SIMs. Students will receive points for 'Achievement' (House Points) and 'Behaviour'. When 'Behaviour' points are subtracted from 'Achievement' points, students are left with 'Conduct' points. This allows form tutors to monitor student progress on a weekly basis. 'Achievement' points will determine the rewards that students receive, so for example as soon as a student reaches 150 House Points, he or she will receive a 'Bronze' award regardless of how many 'Behaviour' points accrued. 'Conduct' points will determine attendance on trips and the end of Year 11 prom.

In line with the school's marking policy, staff should indicate that a House Point has been awarded (by simply adding an 'R' to marked work or 'R2' if more than one House Point is being issued).

Students do not carry House Points over as they go through the school – every year is a 'fresh start'. However, those who are close to the threshold may be rewarded on a discretionary basis.

Please see 'Appendix 1' for a more details about rewards.

The SIMs 'Parent App'

All parents/carers will receive access to the SIMs 'Parent App'. This allows access to day-to-day information, such as attendance, behavioural incidents and rewards. It is really important that this is monitored regularly by parents and carers.

Achievement mornings and assemblies

There will be a weekly focus on achievement on a Monday morning across the school. Extra points will be awarded for those students who achieve 100% attendance and punctuality. At the end of every half-term, there will be a House celebration assembly which focuses on student achievement both in and out of school. Tutors should use these mornings to track and notify Houses about awards due.

6th Form Rewards

It is vital that 6th form students are rewarded for good work. A range of prizes are available for those students who consistently produce good work.

Awards assemblies

Special assemblies are held at the end of each academic year to celebrate student success in subject areas. Awards are presented for 'Character', 'Resilience' and 100% attendance.

Behaviour Management

Recording 'Attitude to Learning' and behavioural incidents

Teachers will grade students on their 'attitude to learning' every lesson on a scale of 1-5 (1 being the best). This is done through the SIMs system, as is recording behavioural incidents. Separate guidance is issued to staff on using both of these procedures. E-mails should only be used for information purposes. Parents will be able to view these grades through the SIMs App.

5 'Golden Rules'

These underpin the policy and are displayed in all classrooms on the consequence chart:

- Follow instructions
- Be on time
- Have the correct equipment for class
- Behave sensibly and responsibly
- Respect others and yourself

The Classroom Consequence System

The whole system is based on students making the right '**choices**'. If students choose to misbehave and disrupt lessons, the following '**Consequence System**' needs to be followed (the chart is in 'student speak'):

Consequence	Action taken
1	<ul style="list-style-type: none">• The teacher will give you two opportunities to make the right choice and correct your behaviour• The teacher may choose to move you in class
2	<ul style="list-style-type: none">• You may be asked to leave the room for 'time out' (maximum 5 minutes)• The teacher may choose to issue a further consequence at this stage (warning about conduct or detention)
3	<ul style="list-style-type: none">• You will be removed from class to work with a 'good neighbour'• Further consequences may be issued• The Head of Department/Senior Curriculum Leader will be informed
4	<ul style="list-style-type: none">• Referral to the Head of Department/Senior Curriculum Leader• An after-school detention will be set• You may be placed on subject report• Referral to the member of the Senior Leadership Team (SLT) 'on call'• You may be placed in the Isolation Room

It is essential that staff use consistent language to be clear to students about the consequences of their actions. Emphasise that students are making 'choices' and should they choose not to follow instructions/requests, they are choosing to move to the next stage.

Should the strategy at each stage fail, move to the next stage. So, for example, if a student is still behaving inappropriately even when they are working with a 'good neighbour' (Stage 3), move to Stage 4.

Very serious incidents, such as foul and abusive language towards staff or violence, will be referred straight to the member of SLT 'on call', via Pupil Services, by the teacher. Staff in an isolated room with no other support nearby can also seek SLT assistance through Pupil Services. If there is no phone available, please send a reliable student.

The 'good neighbour' system

All Senior Curriculum Leaders and Heads of Department need to have a 'good neighbour' system in place. For each period, staff will be designated to accommodate students who are proving to be un-co-operative and require 'time-out'

from the regular class. A timetable will be available on each teacher's desk. This step should be used for persistent low-level disruption. A detention will also be issued if this facility is used. Staff could arrange to use the 'good neighbour' scheme in advance of a lesson. This would be a short-term measure. Isolated departments will need to make 'local agreements'.

SLT 'on call'

All members of SLT will have allocated 'on-call' periods in their non-contact time. Meetings should be avoided during this period as the designated member of staff needs to be contactable. The 'on-call' system is for emergencies only and should only be used by Senior Curriculum Leaders or House staff, once all other options have been exhausted. These staff will contact **Pupil Services**, who will in turn contact SLT. Pupil Services will manage 'on call' requests - teaching staff do not send for 'on call' unless it's an emergency (violence/foul language) or they are in an isolated room with no other support nearby. Please do not contact House offices or send students there during lesson times, as this is not part of the system.

Persistent disruption

Staff should deal with persistently disruptive students in the following way:

- Record all incidents on SIMs and pass on information to the relevant House
- Issue detentions which increase in length
- Liaise with House staff, who may be aware of wider issues, before phoning home
- Refer to the Head of Department and the Senior Curriculum Leader
- Place on subject/faculty report
- Refer to the House system if the above fails
- The Behaviour Improvement Group may become involved
- Referral to Learning Support for testing, if not done previously

Detentions

- This is the most common sanction used in school and it is vital that students attend them.
- **Students can be detained in school for up to 30 minutes without prior notice** (we will endeavour to make home contact).
- Detentions vary in length: 30 minutes (classroom teacher/support staff) or up to 80 minutes if issued by Houses, Senior Curriculum Leaders or SLT (see section on next page).
- Detentions can be done at break, lunch or after school. If a lunchtime detention is set, staff must ensure students have time to eat or bring a packed lunch to school.
- Ensure the detention is recorded on SIMs with the appropriate number of Behaviour Points.
- Staff issue a detention by filling in the appropriate part of the student planner. It is expected that parents/carers will sign to acknowledge this. If the planner is not signed, the student must still serve the detention. Staff need to exercise professional judgement here, particularly in the winter months.

- The ownership of the issue for which the detention has been set lies with the member of staff. In order to have the maximum impact, it is important that staff take every step to ensure the detention is served. This includes requesting collection of the student (via the school system) and contacting parents/carers.
- If staff require support over a detention matter, they should initially go through their Head of Department or SCL. This should only be done when the avenues stated previously have been exhausted.
- Should the Head of Department or SCL require support, they should go through SLT.
- As soon as a detention is issued, it is the student's responsibility to inform parents/carers about the detention. Staff may wish to exercise discretion here and make contact with the parents/carers of certain students.
- **Detention notification is designed to inform parents/carers about detentions, not seek approval.**
- Tutors will detain members of their form group who were late or displayed a poor 'attitude to learning' (through daily scores in lessons) without notice after school.
- Should parents/carers have a concern about a detention which has been set, they may contact the school. **However, the school's decision on the matter will be final.**

What if students fail to attend detentions?

- Staff can inform respective Houses before **lunch** on the day of the detention and collection of students will be arranged. This avoids the issue of failing to attend.
- If students do fail to attend, it is important to check if they were in school on the day the detention was due to be served. Staff then need to re-issue the detention. The length of the detention **may** be increased - this is discretionary.
- The next step is to involve the relevant Head of Department or SCL. The HoD/SCL should take the necessary steps to ensure the student attends (collection/parental phone calls and meetings).
- If the issue is still unresolved, the HoD/SCL may seek SLT support over the matter.
- **Refusal** to attend detentions will result in immediate placement in the Isolation Room.
- Persistent refusal to attend detentions will result in a fixed-term exclusion.

Extended School (up to 80 minutes in length)

- House Leaders and Senior Curriculum Leaders have the right to place students in 'Extended School' for **up to** 80 minutes in length (40 minutes will be the norm). This can be for a range of issues, such as poor behaviour or persistent failure to complete home learning tasks.
- House Leaders will staff a pastoral 'Extended School' every day in a designated room. This can act as an alternative to placement in the Isolation Room. With home agreement, students can be placed in this facility on the same day.
- Unless home contact is made, 24 hours' notice must be given when placing students in the Extended School.
- House Leaders and SCLs can seek SLT support with persistent cases. A detention will then be set on a one-to-one or small group basis for 80 minutes.

- Failure to attend Extended School will lead to further sanctions being imposed.

The House Card

Every student is issued with a House Card, which they must carry at all times. The House Card also acts as a 'standards card'. Staff will sign House Cards for good conduct and those students accruing three signatures will get extra rewards. However, should a student be wearing incorrect uniform or behaving inappropriately between lessons in the school building, a member of staff may ask the student for their House Card and sign it. After the third signature, the card will be confiscated, a new one issued and the student placed in Extended School.

The 'Step Out' arrangement

The school has 'Step Out' agreements with Ellesmere Port Catholic High School, Helsby High School, Neston High School, University Church of England Academy (UCEA) and Upton High School (Chester). Under this agreement, students attend the Inclusion Rooms of the respective school as an alternative to a fixed-term exclusion. This is used for lower-level breaches of school behaviour policy, which do not merit an exclusion from school.

Exclusion

- Exclusion from school is a last resort. However, please be advised that we **ARE** an excluding school. This applies to **ALL** students, without exception. Certain types of behaviour will not be tolerated and fixed-term exclusions will be issued (see Appendix 5 for more details). Examples of behaviours students will be excluded for include using foul language towards staff, serious defiance, serious disruption, violent or threatening behaviour towards staff and bringing the school into disrepute.
- Only House Progress Managers and SLT can initiate an exclusion from school.
- House staff are to collect all the evidence possible and see the Deputy Headteacher. Exclusions will then be sanctioned by the Headteacher or Deputy Head in their absence.
- All excluded students **must** attend a re-admission meeting with their House Progress Manager and parents/carer. There will be SLT involvement for more serious cases and those students excluded more than once in a school year. Following an exclusion, students will be placed 'on report' for at least two weeks to monitor their re-integration.
- All excluded students have a 're-integration' session(s) with the Inclusion Manager.
- Students who are excluded for serious offences will be re-admitted by the Headteacher. Students at risk of permanent exclusion will be re-admitted in the presence of a member of the Governing Body.

The Behaviour Improvement Group (BIG)

This group comprises of the Deputy Headteacher, SENDCO, Inclusion Manager and Well-Being Co-ordinator. The school has developed capacity to do intensive work with students who are 'at risk' of exclusion. The Behaviour Improvement Group plays a vital role in identifying and implementing strategies to modify the behaviour of

students who are causing concern. Strategies used include: group work, issuing Individual Behaviour Plans (IBPs) with tailored support, anger management, one-to-one mentoring and referral to the local 'Behaviour Pathway' (see 'Appendix 4' for more details).

The Inclusion Department consists of two areas, the Inclusion and Isolation Rooms. The Inclusion Manager specialises in modifying behaviour and supporting students who are referred by House staff due to arising concerns. **Please see Appendix 4 for an explanation of the functions of the facilities the school has to engage students and avoid recourse to exclusion.**

The Well-Being Co-ordinator specialises in providing emotional support for students and addressing underlying issues. This person also engages specialist outside support, such as a boys' behavioural specialist.

Students with Special Educational Needs (SEN)

The Whitby High School is a mainstream school. Please be advised that the same disciplinary code applies to ALL students, including those with SEN. School standards will not be adjusted in terms of our expectations. The 'reasonable adjustment' will come in the intervention offered to students.

The 'Staged' Behaviour System

The school has a staged system for behaviour management, which is outlined below.

Type of report	Reason	Monitored by	Timescale/Action
Uniform (White)	Poor standard of uniform in school	Tutor	One month - if no improvement move to Stage 1
Punctuality (White)	Poor punctuality (lateness)	Tutor	One month - no improvement move to Stage 1
Subject report (White)	Concerns in subject area re: homework/conduct	HoD/SCL	One month SCL to refer to House system if concerns persist
Class report Light blue	General concerns about behaviour/ progress of a class	HoD/SCL	One month - individuals named on the report to be sanctioned and/or put on an individual report card
Stage 1	General concern across the school- disengagement/ behaviour/work/ underachievement/combination of uniform and punctuality	Tutor	2-6 weeks - move to Stage 2 if no improvement
Stage 2	Following exclusion from school/no improvement after 6 weeks on Stage 1	House	2-8 weeks - move to Stage 3 if no improvement
Stage 3	Not responding to previous	SLT line-	4 weeks - move to Stage

	steps Final step before an IBP is issued	manager	4 if no improvement Behaviour Improvement Group involvement
From Stage 3 onwards, students may be placed on a 'Behaviour Contract'. This lays out a clear set of expectations and sanctions if the contract is broken			
Stage 4 (School Action) (Red Card)	Student has moved through Stages 1 – 3 and is becoming a real concern Exclusion record building up	Deputy Headteacher and Inclusion Manager	8-16 weeks with reviews every month to 6 weeks IBP to be put in place The following may happen: Managed move or short-term Alternative Provision sought Learning Support Involvement and possible application for 'Top-Up Funding' Referral onto the local 'Behaviour Pathway' programme (Appendix 4)
Stage 5 (School Action +) (Red Card)	Failure to respond to the strategies implemented above 'At risk' of permanent exclusion	Deputy Headteacher	Ongoing IBP remains - reviewed monthly The following may happen: Modified timetable Measures enacted from the 'Behaviour Pathway' programme
Stage 6	Failure to respond to the above Alternative to permanent exclusion	Deputy Headteacher	Ongoing Full-time alternative provision to be sought, to support the student in completing their education

Please note:

- The actions at Stages 4 and 5 are not designed to be an exhaustive list
- **THE GOVERNING BODY DELEGATES THE RIGHT TO REFER STUDENTS TO ALTERNATIVE PROVISION TO THE HEADTEACHER**
- Permanent exclusion from school is possible at all stages

Appendix 1 – Rewards

- The main reward type is a 'House Point'
- All students start the year with 100 House Points
- Students can exchange their points at each stage for a reward
- Totals start again every year and are not carried over

Type of award	Requirement	Reward
Bronze	150 House Points	<ul style="list-style-type: none"> • Certificate signed by tutor and House Progress Manager • Presentation in form time by the tutor
Silver	200 House Points	<ul style="list-style-type: none"> • Certificate signed by House Progress Manager and SLT Line-Manager • Presentation in assembly or form time
Gold	300 House Points	<ul style="list-style-type: none"> • Certificate signed by House Progress Manager and Deputy Headteacher • Presentation in House assembly • Name in newsletter • A range of prizes – see separate brochure
Platinum	400 House Points	<ul style="list-style-type: none"> • Certificate signed by House Progress Manager and Headteacher • Presentation in assembly by Headteacher • Name and picture in newsletter (optional) • Letter home signed by Headteacher • Entry into prize draw to win a significant prize (to be announced yearly)

Achievement mornings

Every week, form tutors will look at the performance of students in their tutor group. Extra House Points should be awarded for the following:

- 100% attendance – 2 House Points
- 100% punctuality – 2 House Points
- An additional discretionary House Point for those students tutors feel are making good progress overall (tutors should check the 'Attitude to Learning' scores in SIMs)

Appendix 2 – Roles and responsibilities in the behaviour management system

The basic premise of the school policy is that **EVERYONE** is responsible for **student behaviour**. This includes parents/carers and all staff. The following information outlines this:

- **Parents/carers** – support the school over disciplinary matters and put measures into place at home to enable this to happen. Attend meetings with school staff to discuss issues and be available during the day in the event of a serious incident, whereby a student needs to be collected from school.
- **The Learning Support Department** - assess students and put strategies into place to support them. Deploy Teaching Assistants (TAs) accordingly. TAs play an important role in assisting those students with behavioural problems, as well as those with learning difficulties. Any major incidents should be reported to the line-manager **and** House system.
- **The Inclusion Department – Please see Appendix 4.**
- **The Well-Being Co-ordinator** - run intervention courses and put strategies into place to identify causes of misbehaviour and support students in managing their emotions.
- **Cover Supervisors** - promote effective learning and deal with low-level disruption in accordance with the school policy, such as setting detentions. Seek support from classroom teacher or subject leader for more serious misbehaviour.
- **Classroom teachers** - maintain classroom discipline in accordance with school procedures, monitor homework and set detentions accordingly. Model positive behaviour with students.
- Deal with disciplinary issues as much as possible in the first instance before seeking support from the Head of Department for more serious and persistent issues.
- **Form Tutors** - monitor behaviour by checking the student planner, home liaison for low-level issues, set daily detentions for punctuality, work with the House Progress Manager to decide appropriate courses of action. **Daily equipment checks in form time.**
- **Heads of Department** - maintain discipline in the subject area, run departmental detentions and support staff as necessary. Refer serious or persistent issues to **Senior Curriculum Leader.**
- **Senior Curriculum Leaders** - maintain discipline across the faculty, support **Heads of Department**, run faculty detentions and use monitoring cards for persistent issues. **Major concerns should be referred to the House system once all avenues have been exhausted.**
- **House Progress Managers/Assistant Progress Managers** - support form tutors, monitor students who are persistently causing disruption, pick up serious issues, investigate incidents, support **Senior Curriculum Leaders** when they have exhausted all other avenues. Place students on report when necessary. Refer more serious issues to **SLT.**
- **SLT** - support House staff and Senior Curriculum Leaders, monitor challenging students in the House they line-manage, support staff across the school through the 'on call' system, refer students to the Isolation Room and Inclusion Manager

as necessary, support House staff with serious issues, liaise with the LEA and other alternative education providers and inform staff and SLT colleagues of good practice and review systems regularly.

- **The Governing Body** – to provide support and challenge to the school in terms of specific cases, policies and record keeping. Monitor and challenge exclusion levels. Reviewing, approving and monitoring the effectiveness of this policy.

All staff must adopt a non-confrontational approach to discipline and act as excellent role models to students

All staff must uphold the school rules and adhere strictly to the system

Appendix 3 - Basic classroom routines

Form time

This is arguably the most important part of the day. A purposeful form period will put students in the right frame of mind for the school day. Entry and exit protocol is the same as for lessons (outlined below). Check uniform daily, especially hair, footwear and jewellery.

Equipment and the planner

As the form tutor is the first point of contact for a student in a school day, they must carry out equipment checks on non-assembly days. It is expected that students will come equipped to learn. Students must have a pen, pencil and ruler, as well as their **planner**. Parents/carers must check planners weekly and sign them. The planner acts as a key method of home-school communication. Students who lose planners will be charged £5 for a replacement. Failure to produce a planner in form or class will lead to a sanction being issued.

When students do not have the correct equipment it causes unnecessary diversions in class time. Tutors will have a bank of spare materials to lend to their form group, including spare temporary planner pages. Students who persistently fail to bring in the correct equipment must be given detentions by the form tutor. If there is still no improvement, the issue should be referred to the House system.

Attitude to Learning ('ATL') grades

Students are graded on their 'attitude to learning' every lesson (1-5). Tutors should monitor these and intervene with students causing concern as necessary.

Entry into lessons

All students should be met at the classroom door, whenever possible, and uniform checked upon entry. Students should enter the classroom in an orderly manner and be 'on task' as soon as possible. A seating plan must be used in order to establish a purposeful working environment. A 'default' plan needs to be available in the event of staff absence. The register **must** be taken at the start of the lesson.

Exit

At the end of the lesson students should put their chair under the table and stand behind it having checked that there is no litter around the desk. They should not leave the room until directed to do so by the member of staff.

The member of staff should see each student out of the door and remain in the corridor to supervise movement between lessons.

Students out of lessons

Students should only be allowed out of class in exceptional circumstances. Toilet requests should be deflected unless there are exceptional circumstances. Each member of staff will be issued with two corridor passes which should be given to students and returned after use. Should a student not have a pass when challenged, they will be returned to the class they have come from to obtain one.

Appendix 4 – Student Support at The Whitby High School

The table below explains how the school’s Inclusion Department and Student Support Centre function. These rooms are key in supporting students with a range of needs.

Room and purpose	Reasons for Referral	Referred by
<p>Isolation Room (to 3.30) Core purpose: To act as a ‘holding room’ for serious incidents and deterrent to bad behaviour Maximum number of daily referrals: 5</p> <p>Staffed by: Inclusion Manager SLT HPMs</p>	Defiance SLT ‘on call’ referrals Persistent FTA for detentions Verbal abuse to staff (short of swearing) Walking out of class Immediate serious referral, e.g. following fight/assault pending exclusion Lunchtime only referrals booked in advance No limited periods/modified timetables	SLT/House
<p>Inclusion Area Core purpose: Removing barriers to being in class and behaviour modification</p> <p>Staffed by: Inclusion Manager and support</p>	Post-exclusion meeting and intervention work Working with students to remove barriers to being in class over a designated time period To develop strategies to improve behaviour In-class support and monitoring of designated students Small group work Restorative cases	SLT/House
<p>Student Support Room Core purpose: Curriculum support and student engagement</p> <p>Staffed by: Study Support Leader and a designated Teaching Assistant</p>	Truancy (depending on situation) Alternative curriculum Curriculum support Limited periods (planned – emotional reasons/medical needs/re-engage students) Limited periods due to behavioural concerns (short-term) KS4 catch up support	House and SCLs to make referrals through the SLT member responsible for alternative curriculum

The Local Authority 'Behaviour Pathway'

The school is able to refer cases directly to medical professionals using the 'Behaviour Pathway'. Please see the link for more details:

https://search3.openobjects.com/mediamanager/cheshirewestandchester/directory/files/se_pack_for_sch_-mar16.pdf

Appendix 5 – A Guide to Sanctions for Specific Offences

Offence	Action
*Using a mobile phone in class or around the school site (See note below)	Classroom issues are dealt with by the teacher, those around the site by Houses. The device is to be confiscated and passed to Pupil Services. Detentions are set by teachers/House staff. Sanctions increase for persistent use.
Note to parents/carers: The use of electronic devices (including 'smartwatches') is not allowed in school, unless directed by staff. The school's position is that such items are brought onto the site at a child's own risk. The school will not be held responsible for lost or stolen items. This includes confiscated items which are stolen from the school.	
Smoking on the school site or in the school vicinity (including 'e-cigarettes')	Placement in Extended School. Second time, SLT Extended School, third time Isolation Room. Persistent smoking will lead to a Step Out and/or fixed-term exclusion. Smoking cessation support will be offered. Items will be confiscated and destroyed.
Possession of smoking paraphernalia (for example cigarettes, e-cigarettes, lighters, papers)	As above. Please note: the school does reserve the right to have a 'zero tolerance' approach to smoking and may issue more serious sanctions at each stage, as a means of highlighting the issue.
Selling contraband items, for example energy drinks or cigarettes, in school or the school vicinity	Isolation Room. Repeat offenders will be issued with a fixed-term exclusion from school. Confiscation and eventual destruction of items.
Selling ('dealing') drugs or 'legal highs' in school	Permanent exclusion from school and police involvement.
Using illegal substances such as drugs (including 'legal highs')	Possible permanent exclusion from school. Confiscation of items and police involvement.
Bringing illegal substances onto the school site	Depending on the circumstances, a fixed-term or possible permanent exclusion from school. Confiscation of items and police involvement.
Lateness	Daily detentions of 30 minutes after school. This increases to daily one-hour detentions for persistent offenders. The School Welfare Officer may also be involved.
Leaving the school site without permission at break/lunch/during the day	Placement in Extended School. Isolation Room for more persistent offenders. Further repeats will lead to a 'Step Out' arrangement and possible fixed-term exclusion.
Failure to attend detentions	Students who persistently miss detentions will face a range of sanctions, including Isolation and a fixed-term exclusion.
Truancy	The circumstances will be investigated. Wanton truancy will lead to placement in Extended School or Isolation. Support may be offered if deemed necessary.
Refusal to follow instructions	Isolation Room. A 'Step Out' or fixed-term exclusion will be issued if this happens on more than one occasion.
Bullying and peer-on-peer abuse	The school will not tolerate any form of bullying or abuse. A range of sanctions may be used, depending on the circumstances. See the 'Anti-Bullying and Discrimination Policy' and 'Safeguarding Policy' for more details.
Racial abuse	The school takes a firm line against racism. After investigations are concluded, a range of sanctions may be

	used from Isolation to a fixed-term exclusion. Persistent racial abuse will lead to permanent exclusion.
Fighting	Depending on the circumstances, a range of sanctions may be used. Assault will result in exclusion (fixed-term or permanent if serious). Restorative work may be carried out.
Inappropriate behaviour in the Isolation or Inclusion Room/repeated referrals	This will lead to extra time being added to the original sanction or a fixed-term exclusion from school.
Refusal to go into the Isolation Room	A fixed-term exclusion from school and the time owed in the Isolation Room will also be served.
Walking out of a class without a valid reason	Immediate placement in the Isolation Room for that period and placement in Extended School.
Serious one-off incidents such as assault or wanton vandalism of school property	Possible permanent exclusion from school.
Persistent disruptive behaviour	See the earlier section in this policy. Support will be offered to students to modify behaviour. However, should persistent disruptive behaviour (which disrupts the education of others) continue, this will lead to permanent exclusion from school.
Bringing an offensive weapon, including bladed articles, into school	Depending on circumstances, a fixed-term or permanent exclusion from school. The item will be confiscated and the police involved. The school takes a strong line on this issue, in line with the courts.
Swearing at staff	Fixed-term exclusion from school.
Physical assault of staff	Possible permanent exclusion from school.
Malicious communication towards staff or students	Examples include malicious comments on social media or via e-mail or letter. Possible permanent exclusion from school.
Damaging residents' property	Depending on the damage, Isolation or a fixed-term exclusion will be issued.
Repeated poor behaviour at break and lunch	The school has a 'Sin Bin' facility, which is used to remove lunchtimes from disruptive students. Persistent offenders will be placed in the Isolation Room.
Bringing the school's name into disrepute, including inappropriate use of social media	The Headteacher will determine what constitutes this. Possible permanent exclusion from school.
Forgetting planner	Placement in Extended School.

The table above is not designed to provide an exhaustive list. Every incident is different and will be dealt with proportionately. Many of the offences listed above may result in a fixed-term exclusion being issued, or a permanent exclusion in certain circumstances (for example when a student is on a 'final written warning'). The overriding principles will be consistency and fairness. In all cases the school's decision will be final.

An important note to parents/carers

Parents/carers are expected to play a central role in promoting good behaviour – it is not the school's responsibility alone. You are strongly encouraged to apply sanctions at home for misbehaviour in school and sign 'Behaviour Contracts' with the school and child. Staff in the school are here to support your son/daughter and the most effective way of ensuring they have the greatest chance of success is by working

closely together. The school's success is built on high standards and expectations and we would especially appreciate your support on disciplinary issues. We are always willing to discuss incidents and will act in a reasonable manner. **However, the school's decision on issues will be final.**

Appendix 6 - Behaviour Intervention Thresholds

Students are awarded Behaviour Points for misdemeanours in the classroom and around the school site. The points are awarded on three levels:

Level	Example of misdemeanour
Yellow (1 Point)	<ul style="list-style-type: none"> • Low level disruption in class • Forgetting equipment • Lateness to class (first time) • Failure to submit home learning • Chewing • Poor uniform
Orange (3 Points)	<ul style="list-style-type: none"> • Student sent out of class • Poor attitude/argumentative • Smoking (first time) • Poor behaviour at break/lunch • Lower-level violent conduct
Red (5 Points)	<ul style="list-style-type: none"> • Serious defiance • Refusal to attend detentions • Swearing at staff • Violent conduct • Leaving the school site without permission • Failure to comply with Senior Staff

Intervention Thresholds

Tutors receive a weekly 'conduct sheet' and students note down their personal scores every week in their planners.

Number of Behaviour Points	Intervention
5-30	<ul style="list-style-type: none"> • Tutor monitoring • Parental meeting
31-50	<ul style="list-style-type: none"> • Tutor involvement • Parental meeting • House intervention, such as report • Extended School • Referral to Inclusion Manager for intervention
50-75	<ul style="list-style-type: none"> • Daily House monitoring • Referral to Inclusion Manager • Possible involvement of Well-Being Team • Possible Learning Support Involvement
75-120	<ul style="list-style-type: none"> • As above, plus SLT support • Meeting with SLT link • Possible referral onto Behaviour Pathway
More than 120	<ul style="list-style-type: none"> • As above, plus meeting with Deputy Headteacher • More serious cases, Headteacher and Governor