



Archbishop Temple
Church of England High School

Behaviour Recovery Policy

Policy Leader

Mrs Jessica Banner

Last Updated

September 2025

Approved by the Governing Body/Board

September 2025

Date to Review

September 2026

Name of Policy: Behaviour Recovery Policy

Sub-Committee Responsible: Behaviour & Attitudes Committee

Lead Responsibility in School: Assistant Headteacher

Source of Policy: (Please tick)

- LA:
- Diocesan:
- School: X
- Other – Please specify:

Purpose

At Archbishop Temple Church of England High School, we are committed to fostering a nurturing and inclusive environment where every student feels valued, respected, and supported. Our Behaviour Recovery Policy is designed to reflect our Christian values and ethos, ensuring that our approach to managing and responding to behaviour is restorative, trauma-informed, and supports the needs of all pupils, including SEND and disadvantaged pupils.

Mission

Our mission is to ensure that our Christian ethos guides all that we do, grounded in the values of compassion, dignity, and justice. We are committed to creating a supportive and restorative school environment where every student—regardless of background, identity, or individual need—is empowered to take responsibility for their actions, learn from their experiences, and grow into compassionate, courageous individuals. We recognise and celebrate the unique potential in every learner, including those with additional needs, encouraging all to reflect Christ’s light through kindness, mutual respect, and integrity, as they contribute to a just and inclusive community.



Vision

Through **faith** in God the Father, Son and Holy Spirit, we **nurture** everyone’s God-given gifts so that together we may shine God’s light through Christ-like **service**.

Scripture

"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, **let your light shine** before others, that they may see your good deeds and glorify your Father in heaven. (Matthew 5:14-16)

Motto

May we shine God’s light through **faith, nurture and service**.

School Prayer

Heavenly Father,
Bless us with courageous **faith** in you.
Help us to **nurture** everyone’s gifts and talents.
Inspire us in Christ-like **service** of others.
May we know your love, share your life and radiate your light.
We pray this in the name of the Father, Son and Holy Spirit.
Amen

Policy Coverage

This policy applies to all pupils when in or near school, travelling to and from school and on educational visits. Staff may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing the school uniform or in some other way identifiable as a pupil at the school.

Staff may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat or embarrassment to another pupil, staff or member of the public – this includes the use of social media
- Could adversely affect the reputation of the school

School staff have the right, not to be subjected to harassment at any time in their professional or private lives.

Behaviour Recovery Policy Intent

At Archbishop Temple Church of England High School, our Christian belief is that everyone is made in the image of God. Our ethos of **'Faith, Nurture, Service'** underpins everything we do. We are committed to creating a culture in which staff, pupils and parents, take collective responsibility for fostering an environment where everyone feels **safe, supported, valued, and able to achieve their potential**. We do this by serving one another, showing respect for all people and the world around us, and celebrating God in all that we do.

Central to this is our approach to behaviour. We place a high priority on **supporting positive behaviour** through a lens of **restorative practice, trauma-informed responses, and relational care**. **Our Behaviour Recovery Policy applies to all pupils, at all times, including both online and offline contexts.** We expect the highest standards of conduct in school, when travelling to and from school, and when representing the school in any capacity.

Our behaviour policy reflects our commitment to **inclusivity, equity, diversity and justice**. We actively seek to understand the **individual needs of pupils**, particularly those with **Special Educational Needs and Disabilities (SEND)** or those with **protected characteristics**, and make reasonable adjustments to ensure **fair access to support, interventions and high expectations**. We aim to remove barriers that prevent pupils from engaging positively with school life, ensuring that our systems are **proactive, not punitive**.

This policy aligns with and should be read in conjunction with the school's:

- **SEND Policy**
- **Equality Policy**
- **Safeguarding and Child Protection Policy**
- **Attendance Policy**
- **Parents and Visitor Code of Conduct**

We teach our pupils the values of **resilience and forgiveness**, and believe that in most cases, instances of poor behaviour can be **recovered and rectified**. Guided by our faith and the belief in God's love and grace, we aim to support pupils in making a fresh start. We will never give up on any child, but instead **persist with compassion and consistency**, knowing that every member of our school community contributes to building a strong, inclusive, and successful school.

Roles and Responsibilities

The Governing Body

The Governing Body will ensure that this policy:

- is established for the promotion of outstanding behaviour and keep it under annual review.
- is communicated to pupils and their parents/carers.
- has clear expectations.
- is non-discriminatory.

The Headteacher

The Headteacher is responsible for:

- promoting good behaviour and discipline in line with this policy.
- ensuring that the policy is followed and adhered to consistently.
- drawing up this written statement, and any accompanying documents, which will include the making and enforcing of rules to:
 - i. promote self-discipline and proper regard for authority.
 - ii. encourage good behaviour and respect for others.
 - iii. prevent bullying.
 - iv. ensure that standards of behaviour among pupils are good.
 - v. regulate pupils' conduct.
 - vi. ensure that punishments are in proportion to offences and enable pupils to make reparation when appropriate.
 - vii. explain the arrangements for pupils to report bullying and how staff will investigate them.

All Staff

Our whole school staff is responsible for ensuring that the policy and its procedures are followed and consistently and fairly applied. The staff has a key role in advising the Headteacher on the effectiveness of the policy and its procedures.

Parents and Carers

Parents and carers are **expected to take responsibility for the behaviour of their children both inside and outside of school, including their conduct in online spaces**. While the school provides guidance on safe, respectful digital behaviour, families play a crucial role in setting boundaries and modelling expectations at home. The school **actively discourages the use of social media platforms**, particularly **TikTok and Snapchat**, due to the risks they pose for pupil wellbeing and the school community. Parents and carers are expected to **adhere to platform age restrictions**, monitor usage, and take swift action to address concerns when raised.

We encourage parents to work in close partnership with the school to maintain **consistent expectations**, respond constructively to behaviour concerns, and support agreed interventions. This is especially important for families whose children may be experiencing challenges linked to **Special Educational Needs and Disabilities (SEND)**, **mental health**, or are **awaiting support from external services**. In these cases, parental engagement is critical; school support is not a substitute for parental responsibility, and early, proactive involvement is the most effective way to ensure a pupil's

success. Parents will always be expected to play an active role in all relevant discussions concerning their child's behaviour, support, and wellbeing.

Our school have developed a clear Pastoral and SEND support pathway, which guides parents through the different levels of support, and interventions available to both parents and pupils. This aims to help parents manage expectations around the different tiers of support.

This overview is subject to change as/when interventions become available

Stage 1 – Early Intervention		
Form tutor Pastoral check ins from form tutor	Pupil support groups Anti-bullying ambassadors, Wellbeing ambassadors, Mindfulness sessions, Wellbeing walking group	
Stage 2 - Pastoral Team Interventions (in school)		
EBSA Emotionally based school avoidance intervention	Anxiety/Worry/Anger Gremlin	1:1 Pastoral check ins and signposting
Empire Fighting Chance Resilience Program	Girls on Board Resilience and Friendship Program	Youth Mental Health Trained Staff Session MSH, DMA, JAL, EMA
TISS Support Session	Zones of Regulation	
Stage 2 – Parental Support Offers		
Triple P Parenting Support	Youth Connect 5 (also includes pupil intervention, delivered in school for pupils and parents)	Family Hubs Network Support: https://www.lancashire.gov.uk/children-education-families/family-hubs/
Lancashire Healthy Young People and Families Service: https://lancyoungpeoplefamilyservice.co.uk/behaviour-parenting-support/	Breathing Space, Lancashire: https://www.breathingspacelancs.org.uk/family-friends-and-carers/are-things-difficult-at-home	
Stage 3 – External Support Offers		
Compass Bloom (self-referral) Parent/Carer Referral: https://forms.office.com/e/x1asaVTeTL	School nurse - drop ins or school referral	Barnardo's Young Carers Support (self-referral): https://www.lancashire.gov.uk/youthzone/need-to-know/young-carers/
Primary Mental Health Assessment (school referral)	Fearless Program (school referral)	PNE Game changer (school referral)
Child Action North West (GP referral request) Must be advised by school before seeking support	Wish Centre (school referral) The Wish Centre The Wish Centre	NSPCC Building Connections Loneliness and Friendship support

Lancashire Mind Coaching Children's Virtual Wellbeing Coaching - Lancashire Mind	Kooth Home - Kooth	MASP (Multi Agency Support Panel) For pupils at risk of exploitation
Stage 4 – Early Help Assessment / SEND Pathway		
Walking talking therapy Counselling sessions provided through school (6-week intervention - waiting list applies)	ELSA – Emotional literacy	Zones of regulation 1:1
Talk for Teenagers	Specialist teacher referral	Educational psychologist
Early help assessment (school referral) This will allow access to support and intervention through child action northwest	NEST (school referral)	Wish Centre (school referral)
Stage 5 – ASC (Autism spectrum condition)/ADHD/ADD/SEMH (social, emotional, mental health)		
See your local GP for referrals for ADHD / Autism - NHS Right to Choose https://www.nhs.uk/using-the-nhs/about-the-nhs/your-choices-in-the-nhs/ https://adhduk.co.uk/right-to-choose/ https://www.clinical-partners.co.uk/nhs-services/right-to-choose	See your local GP for further SEMH support through counselling or a CAMHS SEMH referral	
Stage 6 – EHC Plan		
Overview: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/?page=1 Parental request form: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/parental-request-to-carry-out-an-ehc-needs-assessment/		

Pupils

Our pupils are educated on the 'United Nations Convention on the Rights of the Child' (UNCRC). Whilst in school, we highlight the following rights of our pupils:

- to learn.
- to teach.
- to feel safe.
- to be treated with respect and dignity.

Responsibilities

Pupils must be educated to understand that we all have responsibilities as well as rights. The school will help with this understanding through the curriculum, including PSHE, Collective Worship and

individual discussion. Our pupils are expected to take responsibility for their own behaviour and to be fully aware of our policy, its procedures and its expectations. Pupils will also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported to the school's staff.

Home-School Agreement

At Archbishop Temple Church of England High School, we believe that a strong partnership between home and school is essential for the holistic development and success of our students. The Home-School Agreement is a vital document that establishes clear expectations and responsibilities, fostering a collaborative relationship that supports each student's educational journey.

By sending your child to Archbishop Temple Church of England High School, we give our commitment, and accept the commitment of parents and pupils to working together in a spirit of partnership and cooperation. This collaborative approach not only enhances the educational experience but also contributes to the development of well-rounded individuals who are prepared to shine and make a positive impact in their communities.

School will:

- be a true community of faith that will foster a sense of spirituality to support its distinctive Christian ethos;
- be a place of learning where all pupils will be able to enjoy their study and achieve to the best of their ability;
- provide a broad and balanced curriculum to ensure that each pupil's individuality and talents are recognised and developed to the full;
- achieve high standards of work and behaviour, based on positive discipline, to engender a sense of responsibility;
- keep parents/carers informed about general school matters and their child's progress;
- assess and monitor each pupil's progress and report to parents/carers;
- ensure that homework is set;
- aim to provide a learning environment where all pupils feel safe, secure and valued;
- encourage and support pupils to adopt healthy lifestyles;
- provide opportunities for pupils to make a positive contribution to the school and wider community.

Parents and Carers are required to:

- support the school's distinctive Christian Ethos;
- ensure that their child attends school regularly and punctually, aiming for a minimum of 97% attendance;
- support the school's policies for achieving high standards of work, behaviour and appearance.
- notify the school of their child's absence;
- make school aware of any concerns or problems that might affect their child's work or behaviour;
- attend parents' evenings and any individual discussions about their child's progress;
- support the school in implementing its Behaviour and Uniform Policy, particularly with regards to supporting sanctions such as after school detentions;
- support their child in homework and other opportunities for developing potential through extracurricular activities;

- take responsibility for their child's use of social media outside of school hours and ensure this does not impact on school life;
- ensure discussions and any concerns relating to school are kept confidential and discussed only with the school and refrain from making negative comments on Facebook or other social media sites;
- conduct themselves politely and appropriately whilst on school premises, or when in contact with school, behaving in a way that sets a good example to children. This is supported by our staff and visitor code of conduct;
- supporting the respectful ethos of the school by setting a good example with their own speech and behaviour towards all members of the school community.

Pupils must:

- respect the school's distinctive Christian ethos;
- attend school regularly, punctually and with the required equipment;
- show self-respect and always respect others in the school community;
- work hard at classwork and home learning and always strive to achieve to the best of their ability;
- make school aware of any concerns or problems that might affect work or behaviour;
- prepare thoroughly for all test and assessments and keep to deadlines;
- keep the school's rules regarding behaviour, appearance and respect for others;
- care for all school property and the school environment;
- focus on being ready to learn as referred to in the Behaviour for Learning guidance.

Rewards

Our school rewards system is based around our Christian ethos of 'Faith, Nurture, Service'. It is designed to encourage pupils to display Christian Values such as community, compassion and kindness. Our school motto is ***"May we shine God's light, through faith, nurture and service"***, so our reward points are named in line with this – 'Light' points. We want our pupils see the value of good behaviour and therefore learn from their experience. All reward points are logged on our Synergy system, which is available to view for pupils and parents.

Overall Rewards

- Light Points - are awarded for pupils who meet expectations with regards to their behaviour and conduct. They are also awarded for participation, academic and extracurricular achievements, as well as for displaying Christian values such as community, compassion, and kindness.
- Those pupils with 75% or more light points will be eligible for trips throughout the year. Each year every year group should get the opportunity to attend a minimum of one rewards trip in their year group, organised by heads of year. Any pupils who receive a suspension, will not be eligible for trips in that half term, however overall eligibility for trips is at the discretion of the head of year/SLT.
- Pupils will receive a star badge every year they achieve the following:
 - 300 positive points – Bronze
 - 650 positive points – Silver
 - 1000 positive points – Gold

Attendance Rewards

- Pupils who achieve 100% attendance each week (including authorised absences) and those who achieve 100% punctuality each week will be entered into a raffle. This will be drawn at the end of each half term and prizes awarded to the winners.
- Any pupil who has 100% attendance for the week will be awarded light points on ClassCharts.
- Pupils who have 97% attendance for a full half term will be rewarded at the start of the next half term.
- Attendance Reward Badges
- Termly reward for the form groups with the highest attendance figures

Head of Year Rewards

- Weekly awards and Light Points for 'Pupils of the Week'
- Half termly awards for 'Star Pupils' - One pupil to be chosen from each form group.
 - 5 light points to be awarded on ClassCharts.
 - Formal letter to be sent home by heads of year.
 - Certificate given to pupils.

Curriculum Rewards

- Weekly subject awards and Light points for 'Pupils of the Week' given to one pupil from each year group per subject.
- Positive postcards home each half term – pupils may be rewarded with additional prizes as agreed by subject leaders and their department.
- Termly subject awards for 1 pupil in each year group per subject.

Headteacher/SLT Rewards

- Weekly 'Pupil of the Week' award and Light points awarded to one pupil from each year group

Each term we will celebrate the achievements of individual year groups in celebration assemblies led by heads of year.

Consequences

It is acknowledged that at times some pupils do not behave in an appropriate manner. When this occurs, the school expects its pupils to show remorse for their actions and to make reparation for their mistakes. The emphasis is placed on pupils to take responsibility for their actions. Breaches of normal discipline may result in consequences. Staff have a range of options available to them in dealing with a pupil's misbehaviour and will use them according to the seriousness of the situation.

The aim is always for pupils to know that incidents of misbehaviour are dealt with, and that the response is both fair and in proportion to the nature of the misbehaviour. A restorative approach is taken by staff in dealing with behavioural incidents and staff take a trauma informed approach when communicating with pupils.

Detentions

Detentions may be utilised by staff for a variety of breaches to our school rules. The aim is to promote responsibility, accountability, respect, and ethical conduct in our pupils. Detentions can also be a tool for fostering a safe, inclusive environment and encouraging reflection and growth whilst appreciating the values of forgiveness and understanding. When administered with compassion and a restorative approach, detentions can contribute to a harmonious learning environment that always allows an opportunity for pupils to reflect on our school motto of **“Shining God’s Light through Faith, Nurture and Service”**.

Our behaviour monitoring system, Synergy, allows us to log the following behaviours (*This list provides an overview and may not be exhaustive*):

Behaviour	Detail
Late – Lesson Late – AM Late – PM Multiple Late - AM triggered by Behaviour Watch	Pupils are expected arrive promptly to school, lessons and pm registration.
Low Level Disruption L1	Level 1 on our behaviour recovery steps. This will result in the pupil losing their light point for the lesson, but no consequence points will be logged on synergy.
Low Level Disruption L2	Level 2 on our behaviour recovery steps. This will result in the pupil gaining a consequence point, which will be logged on synergy, they will also be expected to complete a teacher detention at break/lunch.
Persistent Low Level Disruption L3	Level 3 on our behaviour recovery steps. This will result in the pupil gaining a consequence point, which will be logged on synergy, being removed from the lesson, and staying in school until 4pm the same day.
Homework	Pupils are expected to engage with homework tasks set, and are always given ample time to complete tasks set.
Mobile phone	Mobile phones are collected in during morning registration and stored securely until pm registration. Pupils who do not do this, risk suspension, as mobile phones are considered a prohibited item.
Uniform	Uniform must be worn correctly at all times as a sign of respect for our school community and its values. Incorrect uniform undermines high standards. Uniform issues that cannot be rectified by the pupil in school, may result in them having to be collected and returned, once the issue has been resolved.
Truancy	Attending all lessons is essential. Unauthorised absence from lessons impacts learning and wellbeing. Pupils are expected to be present and on time.
Bullying/Unpleasant to Peers	We expect all students to treat one another with kindness and respect. Unkindness or bullying will not be tolerated and is taken seriously.

Missed Detention	Detentions are a consequence for poor choices. Missing a detention shows disregard for school rules. Pupils must attend when required.
Serious Incident	Serious incidents are investigated thoroughly. All students are expected to act safely, respectfully, and in line with our school values.
Serious Incident – Race/Sex/Gender/Sexual orientation / Disability /Pregnancy/Religion/Belief/Age	Discrimination or abuse related to any protected characteristics is unacceptable and will not be tolerated. Our school is committed to dignity, equality, and inclusion.
Aggressive Behaviour	Aggression of any kind has no place in our community. All students are expected to manage their behaviour and seek help if needed.
Poor out of class behaviour	Positive behaviour is expected throughout the school day— including during transitions. Out-of-class conduct must reflect our values.
Journey to/from school	Students represent the school at all times. We expect respectful, safe behaviour on the journey to and from school.
Refusal to follow instructions	Staff instructions must be followed to ensure a safe, respectful learning environment. Defiance disrupts learning and is not acceptable.
Classwork	All students are expected to try their best. Lack of effort in class prevents progress and undermines a productive learning environment.
iPad issues in lesson	Devices must be used appropriately to support learning. Misuse of technology disrupts lessons and goes against our digital behaviour expectations.
Equipment	Being prepared is key to learning. All students should bring the correct equipment to every lesson.
Foul/abusive language	Language used in school must be respectful. Offensive or aggressive language is unacceptable and undermines our safe community.
Out of bounds	Students must remain in authorised areas for their safety. Being out of bounds poses a safeguarding concern and breaches our rules.
Disrespectful	Respect is a core expectation. Rudeness or dismissive behaviour toward staff or peers is not acceptable and will be addressed.
Multiple toilet occupancy	Toilets are private spaces. Multiple occupancy without reason raises safeguarding concerns and breaches our code of conduct.
Vaping/Smoking	Vaping or smoking is strictly prohibited on school grounds and during the school day. It poses health and safety risks.
Fire drill	Fire drills must be taken seriously. All students are expected to follow instructions quickly and calmly for everyone's safety.
Eating/chewing	Eating is only permitted in designated areas. Chewing gum is not allowed as it affects hygiene and cleanliness.

Disrespectful - Cover Lesson	All staff, including cover teachers, deserve full respect. Expectations for behaviour do not change based on who is teaching the class.
Behaviour Concern (Search required)	A search may be carried out if a concern is raised for safety or wellbeing. Our priority is always to maintain a safe environment for all.

For some behaviour incidents, the consequences escalate from a reminder of expectations, however the level of the initial consequence issued is subject to the nature of the incident. The table below gives an overview of how this works, but is not exhaustive, and is subject to change dependent on the context of the behaviour incident.

Outcome	Detail
Reminder of expectations	Logged on synergy, but no consequence points awarded
Teacher detention	This may be held a break/lunch at the discretion of the member of staff. Consequence points will be awarded
Department Detention 30	This will be held after school. Consequence points will be awarded
Pastoral Lunchtime Detention	This will be held at lunchtime in a designated area of school. It is run by a member of the pastoral team. Consequence points will be awarded.
Department Detention 60	This will be held after school. Consequence points will be awarded
Pastoral After School Detention	This will be held after school in a designated area of school. It is run by a member of the pastoral team. Consequence points will be awarded.
Full lunchtime isolation	This consequence is normally in response to serious behaviour incidents or whilst investigations are taking place. Consequence points will be awarded.
Removal to Spring Room	This is usually the result of a level 3 for low level disruption, however pupils can be immediately removed from lessons for serious incidents. If a pupil is removed from lesson, they will be expected to stay in school until 4pm on the same day. Consequence points will be awarded.
SLT Detention	These detentions are run by the headteacher/deputy headteacher/member of SLT on a Friday after school until 4pm.
Spring Room Isolation	This consequence is normally in response to serious behaviour incidents or whilst investigations are taking place. Consequence points will be awarded.
Search Conducted	If members of staff suspect a pupil has a prohibited/banned item in their possession, that pupil can be searched by a senior member of staff or Pastoral Head of Year. Logged on synergy, but no consequence points awarded.
Monitoring Card	Monitoring cards are used to monitor behaviour and encourage positive choices. These can be used alongside a range of targets as appropriate.
Suspension	Used in response to persistent or serious breaches of the school behaviour recovery policy.

Permanent Exclusion	Permanent exclusion will only be used as a last resort in response to a serious breach, or persistent breaches, of the school's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
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- **Failure to attend a Headteacher's detention will result in an internal isolation the next school day a pupil attends, from 8.20am-4pm.**
- **Internal truancy will result is same day isolation until 4pm**
- **Level 3 Removal from a lesson will result in same day isolation until 4pm**

Notification of these same day detentions, will appear for parents/carers on their Synergy app.

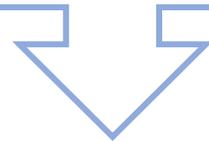
Behaviour Recovery Steps

Our behaviour recovery steps are there to support staff in dealing with **low level disruption in lessons**. This is behaviour that impacts on the learning of the pupil and the learning of others. **More serious incidents in lessons will result in immediate removal from the lesson.**

Behaviour Recovery LEVEL 1

"You are talking when I am. You are at level one, you will lose your light point for this lessons and this will be logged on Synergy. If you continue, I will move you to level two and you will be with me at lunch/break."

Record on Synergy. Light point for the lesson will be removed.

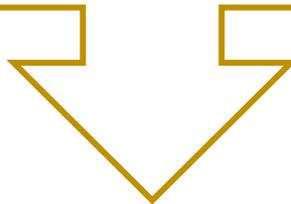


Behaviour Recovery LEVEL 2

"You are talking again. You will be with me at break/lunch. If you continue, I will move you to level three, and you will be removed from my lesson."

If the unwanted behaviour continues, ask the pupil to step outside the room for 1-2 minutes. When appropriate, discuss the issue with the pupil, with a view to reintegrating them into the classroom **in an alternative seat**.

Record on Synergy. Arrange a detention at break/lunch with the class teacher to be used as an opportunity for a restorative conversation.



Behaviour Recovery LEVEL 3

"You are talking. You are now at level three. Wait for a member of SLT to arrive."

If the student continues to behave in a manner that negatively impacts their own and others' learning, 'on call' should be used. Ask the pupil to step outside the room as you call reception (0). SLT will arrive to remove the pupil from your lesson, and they will be placed in the Spring room. **They will complete a same day detention after school until 4pm. Staff are expected to call home for pupils removed from lesson on the same day, to discuss with parents/carers.**

Record on Synergy. Work completed by the pupil whilst in the Spring Room to be collected by the member of staff, who should arrange a restorative meeting prior to the next lesson where possible.

INCIDENTS RECORDED BY SUPPLY TEACHERS

Any points awarded by supply teachers should be added to Synergy and should be addressed with the pupil by the class teacher on their return or Head of Department, as appropriate.

Behaviour Recovery

Our Behaviour Recovery model maintains a therapeutic value for children by combining the psychological principles of cognitive behavioural interventions within a humanistic motivational approach embracing a **recovery process**. The structured cycles of the Behaviour Recovery procedure allow us to maximise the time spent within the teaching and learning process and maintain a low-key approach at their lowest level of support. Additionally, the Behaviour Recovery procedure allows for a graduated staged approach to support children who may be experiencing a heightened emotional state in the least intrusive manner. The overall impact of the Behaviour Recovery approach reduces feelings of insecurity and anxiety which in themselves can trigger challenging behaviour within children. Children are supported and helped during difficult situations and over time, the internal controls children have (psychological inhibitors or adverse childhood experiences) become more prominent allowing **children to manage their own behaviour**.

In some circumstances despite good teaching, prevention and early intervention some children display unwanted behaviour that requires additional measures to those ordinarily found within their classrooms (holistic approaches with the Behaviour Recovery process). The Behaviour Recovery model provides a structured, systematic and rigorous procedure for establishing boundaries that lead to de-escalating cycles of unwanted behaviour and increasing levels of improved behaviour.

The phases of recovery empower our children to take responsibility for their own behaviour and, through positive prompts, get back to on task more quickly. A key outcome of Behaviour Recovery is that most of the frequently occurring low level disruption reduces, and if it is applied consistently, disappears completely which, in turn creates a relaxing and purposeful context for teaching and learning to be more effective.

The Spring Room

Cases of poor behaviour of a pupil may warrant placement in the Spring Room by a senior member of staff or Head of Year. This may be to allow time for an investigation to take place before a decision is made on a suitable action. In other cases, the sanction will be given so that a suspension from school is avoided. The intention with any consequence, is to deal with the indiscipline and then manage the pupil's behaviour in such a way that they achieve the required improvement. The involvement and support of the pupil's family may be sought.

This is a dedicated room in school where students are encouraged to reflect on incidents of poor behaviour and attitudes within school. It is managed by staff who aim to proactively monitor and support the reintegration of pupils to lessons as soon as possible. Pupils have access to the full curriculum alongside restorative work and resources.

Within this room students will:

- Be given time to reflect independently and in conjunction with the staff present in the room, consider why they need to take time out in Behaviour Recovery;
- Proactively look at strategies students can use to reintegrate successfully within lessons with their peers;
- Complete work set;
- Read using whole school reading materials;
- Positively take part in restorative conversations.

Pupils may be sent to Spring Room if they have been given a Level 3 for low level disruption in lessons. However, if a pupil displays other inappropriate behaviours, or fails to comply with the requests of a member of staff, they may be immediately isolated in the Spring Room.

Whilst in the Spring Room, staff will operate the same Level 1, 2 and 3 Behaviour Recovery Steps. If a pupil, reaches Level 2, they will be required to serve an additional lunchtime isolation. **If a pupil reaches level 3, they will be either be sent home, and suspension will be awarded OR arrangements will be made for an off-site direction at another school.**

Major disciplinary problems or persistent misbehaviour are recovered by the school's Senior Leadership or Pastoral Team. They are able to reinforce the range of responses normally used to deal with pupil misbehaviour and will seek the full co-operation and support of the pupil's family. In extreme cases, or where the pupil shows persistently that they are unwilling to make the required improvement, the Headteacher will need to consider whether the pupil should be formally suspended from school for a fixed period; permanently excluded; or put forward for a managed move.

When a pupil is responsible for a serious criminal offence – e.g. assault, harassment, theft of personal or school property, racism, a drug related incident – the school may consider involving outside agencies including the Youth Offending Team, Child Action Northwest or other suitable agencies. School will consider the context of the offence and may issue consequences as serious as a permanent exclusion.

Victims of serious criminal offences are also advised of their right to report the matter to the police. The school recognises the implications of a police involvement and the potential damage to a young person's future that a criminal record can bring and will only take this step if necessary.

Removing Pupils from the School Site

There are four sets of circumstances in which individual pupils may be required to leave the school site, namely where:

1. there is sufficient evidence that a pupil has committed a disciplinary offence and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be suspended from school for a fixed period or permanently excluded.
2. a pupil is accused of a serious criminal offence, but the offence took place outside the school's jurisdiction. In these circumstances the Headteacher may decide that it is in the interests of the individual concerned and of the school community, for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not a suspension or permanent exclusion.
3. for medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances the Headteacher may send the pupil home after consultation with the pupil's parents/carers. This is not a suspension or permanent exclusion and may only be done for medical reasons.
4. the pupil is given permission by the Headteacher, or person authorised by the Headteacher, to leave the school premises briefly to remedy breaches of the school's rules on appearance of uniform, where this can be done quickly and easily – this should be for no longer than is necessary to remedy the breach. This is not a suspension, but an authorised absence. However, if the pupil continues to breach uniform rules in such a

way as to be sent home to avoid school, the pupil's absence may be counted as an unauthorised absence. In all such cases the parent must be notified, and the absence should be recorded. When making this decision, the child's age, vulnerability, and the parent's availability will need to be considered. Please refer to the school's Uniform Policy for details of the school's very clear expectations.

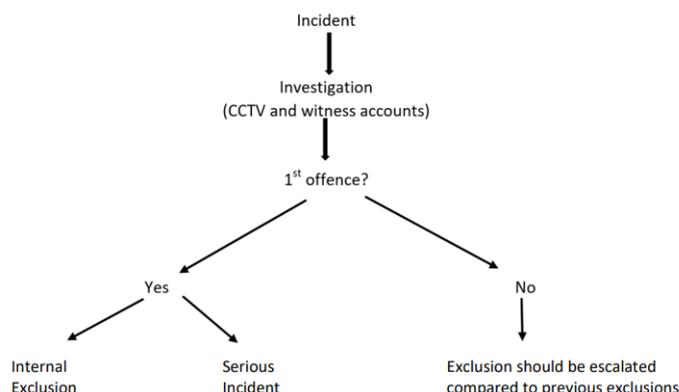
Suspensions

For those at risk of being suspended from school, additional support measures may be put in place such as:

- the school engaging with parents/carers;
- a change of form group;
- temporary placement in the Spring Room as part of a planned positive programme for pupils;
- temporary or part-time placement in alternative provision where they are able to provide preventative programmes and where it is felt to be more appropriate for the pupil to be away from the school site for a period of time;
- a managed move to another school with the consent of all parties involved – this can be successful for pupils at risk of permanent exclusion, as well as pupils struggling with their social, emotional and mental health;
- consideration by the Special Educational Needs and Disabilities Co-ordinator (SENDCO) of possible interventions within the school;
- assessment of Special Educational Needs, including possible placement in a special school;
- allocation of a key worker from within or beyond school such as a mentor;
- referral to a specific support service via Children's Services;
- Completion of an Early Help Assessment to seek outside agency support.

A decision to suspend a pupil for a fixed period (fixed term exclusion) will be taken on a balance of probabilities, in response to breaches of the school's Behaviour Recovery Policy, including persistent disruptive behaviour (frequently disrupting the learning of others). Suspensions (fixed term exclusions) must be authorised by the Headteacher. Where suspensions (fixed term exclusions) are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, the Headteacher will consider alternative strategies and responses for addressing that behaviour, including the Spring Room, off site direction, or study leave. Persistent breaches of the school's behaviour policy may result in a permanent exclusion.

Suspension Protocol:



Suspensions (fixed term exclusions) will be followed up with a compulsory reintegration meeting with a member of the Senior Leadership/Pastoral Team, a parent or guardian and the pupil. This process is to support the pupil on return to school and address any strategies that can be put in place to enable the pupil to succeed in school and avoid further exclusions. Depending on the nature of the reason for the fixed term exclusion, the returning pupil may be placed on report with their head of year or a member of the Senior Leadership Team.

Below is a list of reasons a pupil may be suspended from school (This list is not exhaustive):

- Using foul/abusive language in lessons/towards a member of staff
- Inappropriate/offensive reference to any protected characteristic
- Aggressive behaviour towards staff/pupils
- Possession/use of prohibited items e.g. vapes/e-cigarettes

Permanent Exclusions

Permanent exclusion will only be used as a last resort in response to a serious breach, or persistent breaches, of the school's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. A decision to exclude a child permanently is a very serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child. There will, however, be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence.

These **might** include (this is not an exhaustive list):

- serious actual or threatened violence against another pupil or a member of staff – including online.
- sexual abuse or assault.
- supplying an illegal drug.
- carrying an offensive weapon.
- distribution of nude or semi-nude images, including online.

The school may inform the police where a criminal offence may have taken place. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. In cases where the Headteacher has permanently excluded a pupil for one of the above offences; persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on school premises; and where the basic facts of the case have been clearly established on the balance of probabilities. The Secretary of State would not normally expect the Governing Body to reinstate the pupil that has been permanently excluded.

Child on Child Abuse

This is defined as abuse between pupils. All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All pupils are also educated on child-on-child abuse and how to report instances of this behaviour. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL (and respective Head of Year or Pastoral Manager from the Pastoral team) if they have any concerns about child-on-child abuse and will record their concerns on our CPOMS system.

The aim of this policy is to establish a climate where pupils who are victims of child-on-child abuse know that:

- They will be listened to
- Their concerns will be taken seriously
- The matters will be investigated thoroughly and dealt with sensitively and swiftly
- Together we will resolve the situation and provide ongoing support
- Archbishop Temple Church of England High School has a zero-tolerance approach to any form of child-on-child abuse.

All staff understand the importance of challenging inappropriate behaviour between peers and know it may manifest itself in many forms, including:

- Bullying, including cyberbullying and prejudice-based discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse - this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence - this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual Harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting
- Initiation and hazing type violence and rituals, which can include activities involving harassment, abuse or humiliation, used as a way of initiating a person into a group, and may also include an online element.

Derogatory language, including discrimination, sexist, racist, disablist, homophobic or transphobic in nature will not be tolerated in our school. Pupils using such terms will be challenged and educated about the inappropriateness of using them in both the school community and in today's society. This will include language directed at another pupil to cause harm and/or inappropriate language exchanged between peers. **Any derogatory language used in lessons, or towards a member of staff will result in a suspension (fixed term exclusion).**

Bullying

Bullying is considered to be behaviour by an individual or group, usually repeated over time, that intentionally hurts.

As a Church of England school, we have a duty to make the Gospel present in the lives of young people which includes an environment free from bullying and intimidation. Our Anti-Bullying Ambassadors promote our school values and provide support and guidance for their peers.

Bullying can be:

- Physical - hitting, pushing, taking someone's belongings.
- Verbal - name calling, insults, racist, sexist or gender phobic remarks, threatening, mocking or offensive comments.
- Indirect - spreading rumours, sending abusive messages, maliciously excluding somebody from a group.
- Emotional - being unfriendly, gossiping, tormenting, graffiti.
- Sexual - unwanted physical contact or comments relating to sex or sexuality.

Bullying and Cyberbullying

Many types of bullying can take place in the online environment or through 'cyberbullying'. This includes (but is not restricted to): inappropriate messaging and emailing, sending offensive or degrading images by phone or via the internet, and misuse of any social media platform. If there are any serious offences reported, this information may be shared with other agencies to assist in supporting pupils and their families. For advice on cyberbullying, visit:

 Lancashire Constabulary – Cyber Bullying

We recognise that bullying incidents—particularly those involving **social networking sites and instant messaging apps**—often begin **outside of school hours**, yet can have a significant impact on relationships and wellbeing in school. In such cases, the school will seek to **work with parents and carers** to help prevent further harm and to achieve **restorative outcomes** wherever possible.

We also want to be clear that the **primary responsibility for a child's behaviour and online safety at home lies with parents and carers**. While we educate pupils about respectful online conduct, **families are responsible for policing the use of devices, platforms, and apps**. We **strongly discourage the use of TikTok and Snapchat**, and we expect families to **adhere to age restrictions** and ensure their child is **mature, knowledgeable, and emotionally ready** before being allowed access to social media or internet-connected devices. Where inappropriate online behaviour or harassment occurs, particularly where it may be criminal in nature, **parents should report this directly to the police**. Law enforcement can then work in partnership with the school to resolve the issue appropriately.

We also provide **targeted teaching for pupils with SEND** on how to stay safe online. These sessions are tailored to individual needs and help build resilience and understanding around digital safety, privacy, and respectful communication.

Key Practices

- To ensure that any pupil who reports bullying will be listened to in a sympathetic manner, and that there will be an investigation into the concerns.

- Within the curriculum, to raise awareness of the nature of bullying, including its online forms.
- To ensure the availability of staff to deal with all incidents of bullying and to communicate effectively with parents/carers and pupils the results of any investigations. This will be dealt with by the **Pastoral Team**.
- To ensure that all incidents of bullying are **recorded accurately**.
- To **review procedures** regularly to ensure appropriate action is being taken and sustained.

Procedures for Dealing with Incidents

- Every incident to be dealt with as soon as possible.
- An account of the incident to be recorded.
- Interviews to be conducted with those involved.
- Parents/carers to be kept informed throughout the process.
- The emphasis with offenders should be on **accepting the need to change their behaviour**, with a **restorative approach** encouraged.
- **Sanctions are to be applied as appropriate**.
- The use of **Restorative Justice** practices will be encouraged where suitable.

Uniform

All pupils at Archbishop Temple Church of England High School are expected to adhere to the school uniform policy, supported by their parent/carer. These expectations also apply on journeys to and from school. Pupils and parents/carers agree to support the school in this policy when enrolling at Archbishop Temple Church of England High School.

Uniform List:

- Navy blazer with school badge
- Plain, pale blue shirt with collar
- Navy-blue, **below the knee length**, pleated skirt
- Dark grey tailored trousers
- School tie
- Socks worn with a skirt must be knee length, and navy blue
- Socks worn with trousers should be dark in colour
- Black school shoes – Any sports branded footwear will not be allowed. Please be aware that some shoes sold as school shoes may not be compliant with our guidelines especially if they have a trainer type sole.
- Dark/navy outdoor coat
- Dark/navy school backpack
- **Make up, fake tan, false eyelashes, nail varnish, gel polish, false nails, and jewellery are NOT permitted.**
- **Hairstyles should be smart and neat, with no extreme colours or patterns.**
- **Handbags are NOT permitted.**

Further Guidance on Uniform

- Pupils who arrive in school wearing non-regulation school shoes will be given a pair of sanitized school pumps to wear in school until such time as regulation school shoes are worn.

- The final decision on suitability of any hair cut is down to a member of SLT (hair must not cover the eyes). Pupils presenting at school with an extreme hair style will be required to work in Spring Room until the hair is restored to an acceptable style.
- Jewellery is not permitted. Pupils will be asked to remove piercings. If they are unable to do so they will be placed in Spring Room until it is removed. Plasters covering such piercings are not permitted. No other piercings or jewellery may be worn. Other jewellery will be confiscated from a pupil and put in a small bag for collection at the end of the school day. Repeated wearing of prohibited jewellery (three or more times), will result in a parent being called to collect the item from the school office. Plastic retainers are not allowed.
- False nails, gel polish and lashes are not allowed, and pupils will be placed in the Spring Room until they are removed.
- Persistent breaches of the school policy on uniform with regards to skirt length, will result in it being compulsory for that pupil to wear trousers for the remainder of their time at Archbishop Temple Church of England High School.
- Items of uniform should be clearly labelled with the pupil's name.

Summer (hot day) Uniform Adjustment

If the weather is judged by the Headteacher to be too hot, pupils will be invited to:

- Remove their tie;
- Unfasten their top button;
- Remove their blazers.
- Shirts must remain tucked in.
- Pupils must travel to school in full uniform. If a pupil is seen wearing their uniform incorrectly the consequences will be as above. Never allow your child to assume summer uniform adjustment.

Standards for Clothing on Non-Uniform Days/School Visits

- Pupils must not have midriff showing: crop tops are not permitted.
- Suitable footwear should be worn depending on the activity planned - no heeled shoes are to be worn.
- All trousers/skirts worn should be below the knee.
- No hot pants or cycling shorts allowed.
- Extreme rips in trousers is not permitted.

Specific details of clothing required may apply in the case of some educational trips and visits.

Behaviour on School Transport

On the school buses

- Pupils should line up outside the buses and wait to be allowed on by the driver or designated duty staff.
- Pupils should board the bus in single file, with pass/money ready, and be seated immediately.
- Pupils should stay seated at all times, except when disembarking the vehicle.

The same level of conduct and behaviour is expected on the school buses. The use of foul language, vapes, smoking and unpleasant behaviour towards others will not be tolerated. Reports of poor behaviour on the buses is taken very seriously.

On receipt of a complaint of anti-social behaviour on home to school transport, the following procedure will apply:

1st Incident: Verbal/written warning

If this is a **low-level incident** and is the first time a pupil is involved in anti-social behaviour, pupil/s will be awarded a head of year after school detention. Parents/carers will receive a letter, notifying them of this behaviour.

2nd Incident: Acceptable Behaviour Contract and meeting with parents/carers

Repeated poor behaviour on school transport services or a **higher-level incident** would advocate a meeting/phone call is made between school and the parent/carer to discuss behaviour and the pupil will be required to sign a behavioural contract. Appropriate school sanctions will be awarded dependent on the nature of the incident.

3rd Incident: Exclusion from services

If the poor behaviour continues, pupil/s will be excluded from all home to school services. Depending on the nature of the behaviour and incidents, this may be for a fixed period of time, or permanent. It will be the responsibility parents/carers to ensure their child gets to and from school. Appropriate school sanctions will also be awarded.

Toilets

Pupils are not permitted to use the toilets during lesson unless they have a toilet pass. However, this is at the teachers' discretion. If a pupil is allowed to go to the toilet during lessons, a note of this is made on class charts to ensure early help is identified if pupils are having toilet issues.

Prohibited Items

Mobile phones are considered a prohibited item in school. However we appreciate that for some pupils travelling to/from school, access to a mobile phone is part of safeguarding them. To allow for this, all pupils are expected to hand in their device during form at 8.20am where they will be securely stored. Pupils will have their phones returned to them during form at the end of the school day. **If a pupil is seen with a mobile phone during the school day, or refuses to hand their phone in during form, they will be suspended.** If parents/pupils need to get in touch during the school day in an emergency, this can be done via the school office.

The school has a statutory power to search pupils or their possessions, with or without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited or banned item, or an item that can cause harm, such as but not limited to:

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

If members of staff suspect a pupil has a prohibited/banned item in their possession, that pupil can be searched by a senior member of staff or Pastoral Head of Year. Searches will be conducted in the presence of two members of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, lighters, fireworks, pornographic images, e-cigarettes or articles that have been or could be used to commit an offence or cause harm.

Restraining Pupils

Use of Reasonable Force

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- The school will complete a risk assessment if an incident has necessitated restraint and whether or not this may happen again with the same pupil.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means passive physical contact, such as standing between pupils and should only be used when necessary and at the school's discretion. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents/carers accompanying pupils on a school organised visit.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- Restraint can be used as a duty of care, for example stopping a fight.
- 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.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.
- If a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- Schools do not require parental consent to use force on a pupil.
- We do not have a 'no contact' policy because there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking action to prevent a pupil causing harm to themselves or others.

By taking steps to ensure that staff, pupils and parents/carers are clear about when force might be used the school will reduce the likelihood of complaints being made when force has been used properly.

Policy Coverage

This policy applies to all pupils when in or near school, travelling to and from school and on educational visits. Staff may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing the school uniform or in some other way identifiable as a pupil at the school.

Staff may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat or embarrassment to another pupil, staff or member of the public – this includes the use of social media
- Could adversely affect the reputation of the school

School staff have the right, not to be subjected to harassment at any time in their professional or private lives.

Review of Policy

The policy will be reviewed at least on an annual basis through extended leadership meetings and any amendments/actions will be reported to the Governors.