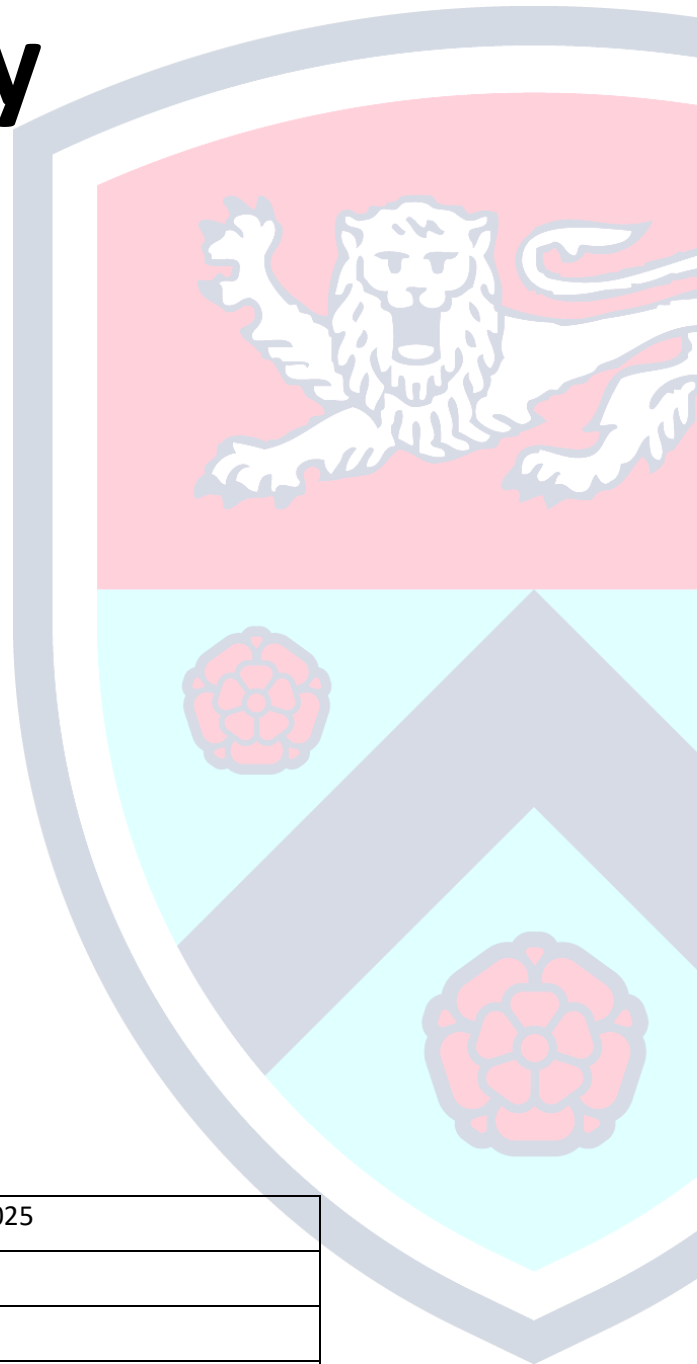




Behaviour for Learning Policy



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Confidence Purpose Respect

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1. Compliance

1.1. This discipline and behaviour policy has been prepared with regard to the following statutory provisions and guidance: -

- 1.1.1. Education (Independent School Standards) Regulations 2014
- 1.1.2. Education and Inspection Act 2006
- 1.1.3. Equality Act 2010
- 1.1.4. School Information (England) Regulations 2008
- 1.1.5. Children and Families Act 2014
- 1.1.6. School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- 1.1.7. School Discipline (Pupil Exclusions and Reviews) (England) Amendment and Transactional Provision) Regulations 2023
- 1.1.8. The Schools Behavior (Determination and Publicising of Measures in Academies) Regulations 2012
- 1.1.9. Department for Education's advice "Behaviour in Schools" September 2022
- 1.1.10. Department for Education's advice "Preventing and Tackling Bullying" July 2017
- 1.1.11. Department for Education's guidance "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" September 2023
- 1.1.12. Department for Education's guidance "Searching, screening and confiscation at school" July 2022
- 1.1.13. Department for Education's guidance "Use of reasonable force in schools" July 2013
- 1.1.14. Department for Education's guidance 'Alternative Provision' January 2013
- 1.1.15. Department for Education's guidance 'Keeping Children Safe in Education' as amended
- 1.1.16. Department for Education's guidance 'Mobile phones in schools'

2. About this policy

- 2.1. At Carnforth High School positive behaviour is actively promoted. The school recognizes that good behaviour is essential to creating an effective teaching and learning environment in which all pupils can progress.
- 2.2. Carnforth High School also believes that it is important to academic learning and pupils should be taught to take responsibility for their own actions and have a sense of understanding and respect for others - both in the school and the world outside - so that they may contribute responsibly and constructively to society.
- 2.3. Carnforth High School recognizes that, sometimes, negative behaviours can be displayed because of a Special Educational Needs (SEN). In such cases, the SEN policy will be applied, and reasonable adjustments will be made to the application of this policy.
- 2.4. Carnforth High School also recognises that at times pupils misbehave and in cases where a pupil is persistently disruptive sanctions, further action may be required.
- 2.5. This policy should be read alongside Carnforth High School's SEN policy
- 2.6. The purpose of this policy is to set out:
 - 2.6.1 the standard of behaviour expected of pupils.
 - 2.6.2 the consequences which staff can issue if behaviour falls below expected standards; and
 - 2.6.3 How Carnforth High School will deal with online and offline poor behaviour off the premises.
- 2.7 This policy will be published on the school's website and can be made available in hard copy upon request.

3 School Aims

- 3.1 At Carnforth High School, we expect excellent behaviour from all our pupils. This behaviour policy always applies to pupils. We expect the highest standards of behaviour in school and travelling to and from school. This also includes online activity, and whilst representing the school in events such as sports fixtures and educational visits.
- 3.2 Positive approaches towards rewarding and openly recognising good behaviour is encouraged at all times.
- 3.3 Pupils should develop a sense of self-discipline through understanding the consequences of their own actions.
- 3.4 Pupils should be actively supported in developing the appropriate social skills and strategies to be more able to deal with difficulties and conflict.
- 3.5 Pupils will be taught what good behaviour looks like, which will be demonstrated and modelled in the first instance by Carnforth High School staff.

3.6 Carnforth High School aims to prevent all forms of bullying (including cyberbullying, prejudice-based, and discriminatory bullying).

3.7 Promoting a Positive School Culture

3.7.1 **Our school vision is clear. By the time a pupil leaves Carnforth High School in year 11, we want them to:**

1. They have plans in place for their future.
2. Know how to maintain a healthy body and mind.
3. Have respect and understanding for themselves and others, regardless of differences.
4. Have productive roles as a contributing member of society.
5. Enjoy learning, see it as a lifelong process and have developed an enquiring mind.
6. ***They have achieved their best academic outcomes.***

3.8 We have high standards and high expectations for all pupils, and we encourage our pupils to have high standards and expectations of themselves. We expect this vision to be achieved by adhering to the '**Carnforth Way**', where pupils embody our school values of **confidence, purpose & respect** daily to promote a positive school culture that allows pupils to achieve the 6 outcomes above.

3.9 The Carnforth Way is grounded in the belief that:

- **Learning is our top priority, both within and outside the classroom**
- Every member of our school community has the right to be treated with dignity and respect
- Every member of our school community has the right to equality of opportunity, irrespective of gender, gender identity, sexual orientation, disability, race, religion/belief, social class or educational need
- Every pupil builds confidence by trying their hardest in the classroom and being aware of their personal responsibilities
- Every pupil develops purpose by arriving at school prepared and ready to learn
- Every pupil shows respect and purpose by arriving at school wearing the correct uniform and dressed smartly (please see CHS uniform policy)
- All pupils have the right to learn without being disturbed by others, and teachers have the right to teach without being disturbed
- All pupils have the right to feel safe, secure, valued and happy
- Our school environment should be calm and safe, including corridors, dining rooms and recreation areas
- Success should be rewarded and celebrated
- In the classroom, adhere to the 'Carnforth 6' at all times.

3.10 Pupils follow the CHS 6 in classrooms:

**Carnforth**
High School

THE CHS 6

THE BAY
LEARNING TRUST

- 1, We sit in the seating plan and begin every lesson promptly with a silent 'do now' starter activity
- 2, We know and follow the clearly communicated expected sound level for every task
- 3, We understand the expected knowledge and skills outcomes for every lesson
- 4, We work to our highest standards of presentation and effort, and ask for help when we need it
- 5, We listen to any instructions or explanations respectfully and in silence
- 6, We pack up at the end of the lesson as instructed and wait behind chairs for orderly dismissal

3.11 Pastoral Care and Guidance. It is important that all pupils feel safe, happy, and valued within Carnforth High School. Our pastoral care system looks to support pupils by:

- Looking after the behavioural, emotional, and social needs of all pupils
- Liaising with form tutors, who are pupils' first point of pastoral care
- Building cohesive year groups through regular assemblies and drop ins, and through year group celebration and reward events
- Being aware of any out-of-school issues that may affect a pupil in school
- Ensuring that pupils are regularly reminded of the 'Carnforth Way' and understand how to embody our school values on a daily basis.

4. Carnforth High School Rules

4.1. The school day

Form Time	08:55-09:20
Period 1	09:20-10:20
Period 2	10:20-11:20
Break	11:20-11:40
Period 3	11:40-12:40
Lunch	12:40-13:25
Period 4	13:25-14:25
Period 5	14:25-15:25
School Day Ends	15:25

4.2. Before school, pupils may wait in the canteen or in any of the outside areas. In the case of wet weather, pupils will be told where to go.

4.3. On their arrival at school, pupils should turn off and put away any electronic devices such as phones and air pods. These should remain in bags until the end of the school day.

- 4.4. The pastoral office is open to pupils from 8.30 – 9.20am, 11.20 – 11.35am and from 12.40 – 13.15pm. Pupils should speak to pastoral staff/ report issues or illness during these times.
- 4.5. A 5-minute warning bell sounds before form time, period 3 and period 4. Any pupil who arrives after the start of these lessons is late. Pupils should visit the toilet/ fill water bottles up before school and at break and lunchtime.
- 4.6. Any pupil who arrives more than 3 minutes into P1, P2 or P5 will be marked as late.
- 4.7. Once in lessons, pupils will remain there. If there is an urgent need to leave the lesson, the teacher will alert climate walk for support. If a pupil is not in a lesson and does not have permission to be out of the lesson, it will be recorded as truancy.
- 4.8. Some pupils have a sensory pass or support pass to meet individual need. Classroom teachers will support students by providing directed breaks should students require them during lesson time. Students must always be supervised when using these passes therefore they will be escorted/supervised by a member of climate walk when not in lessons.
- 4.9. During lesson changeovers, pupils will follow the one-way system and behave in a calm and safe manner.
- 4.10. At break and lunchtimes, pupils will queue for food in the canteen and will take care to put all litter in the bins provided.
- 4.11. Behaviour around school during social times should be calm and safe. Pupils should not be 'playfighting'.
- 4.12. Pupils may not leave Carnforth High School site without permission from their YL/ SLT in agreement with their parent or carer. This will only be granted in exceptional circumstances and will be reviewed frequently.
- 4.13. During lessons, pupils are expected to follow the CHS6 (see 3.10).

5. Roles and responsibilities

- 5.1. The Local Governing Body have the overall responsibility for the effective operation of this policy and for ensuring compliance with any statutory framework
- 5.2. The Local Governing Body has delegated the day-to-day responsibility of the implementation of this policy to the Headteacher. The Headteacher is responsible for:
 - 5.2.1. Maintaining a good understanding of behavioural expectations.
 - 5.2.2. directing which members of staff can issue detentions.
 - 5.2.3. ensuring that all new staff are inducted into Carnforth High School 's behaviour culture and that training is offered to all staff so they can meet their duties and functions within this behaviour policy.
 - 5.2.4. ensuring that all new pupils have a clear understanding of behaviour expectations; and

- 5.2.5. anticipating that those pupils with Special Education Needs (SEN) may need extra support in place to help them meet the behavioural standards.
- 5.3. The Headteacher also holds the power to suspend or permanently exclude a pupil on disciplinary grounds
- 5.4. Senior leaders at Carnforth High School will;
 - 5.4.1. ensure that they model high levels of good behaviour.
 - 5.4.2. ensure that all staff understand the behavioural expectations and the importance of maintaining them; and assist the Headteacher with the induction of new staff into Carnforth High School's behaviour culture.
- 5.5. All members of staff play a role in developing a calm, positive, structured and safe environment at Carnforth High School. All staff shall ensure that;
 - 5.5.1. clear boundaries of acceptable pupil behaviour are established.
 - 5.5.2. They teach and model good behaviour and positive relationships.
 - 5.5.3. They respond to incidents of misbehaviour predictably, promptly, assertively and in line with this policy.
 - 5.5.4. they challenge pupils to meet the expectations of this behaviour policy; and
 - 5.5.5. They consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- 5.6. All pupils at Carnforth High School deserve to learn in a safe and calm environment. To uphold these standards pupils must;
 - 5.6.1. follow Carnforth High School rules.
 - 5.6.2. follow the behaviour expectations as set out within this policy; and
 - 5.6.3. encourage and support a culture of good behaviour at Carnforth High School among their peers.
- 5.7. Carnforth High School recognises that good behaviour must be supported at home. As such, it is expected that parents;
 - 5.7.1. get to know this behaviour policy.
 - 5.7.2. support and reinforce the policy at home; and
 - 5.7.3. engage with Carnforth High School when behaviour expectations are missed.

6 School procedures and strategies

- 6.1 All teachers implement the CHS6 in the classroom (see 3.10).
- 6.2 Teachers must complete the register on Class Charts at the start of the lesson and alert Climate Walk immediately if a pupil is missing from their lesson by calling for in lesson support.
- 6.3 Positive reinforcement and praise are highly effective methods of creating positive behaviour and positive relationships. Staff should reward positive behaviours with Class Charts points. These should be recorded on Class Charts and a reason given where possible.
- 6.4 Staff should aim for a 5:1 ratio between praise points and sanction points.
- 6.5 Positive behaviour will be rewarded, both within and outside the classroom. We will reward our pupils for demonstrating our school values of **confidence, purpose** and **respect**. There are various ways in which rewards may be given:
- 6.5.1 **Verbal Praise and Positive Interaction.** Staff will look to offer verbal praise and encouragement whenever possible. This may be formally or informally, publicly, or discreetly, but should be regular and sincere.
 - 6.5.2 **Positive Behaviour Points.** At the beginning of each academic year student points will be reset to a zero balance. As the year progresses 'Positive' points are awarded to pupils for demonstrating the school values of confidence, purpose, and respect.
 - 6.5.3 **Class Charts Message** - Parents may receive a congratulatory message through the Class Charts system to notify them of exemplary conduct, either during or outside of lesson. For example, it may be a pupil has shown confidence by surpassing their target grade in an exam, or respect through helping another pupil.
 - 6.5.4 **Subject Stars of The Week.** Subjects are encouraged to nominate pupils in their subject area to be recognised for exemplary behaviour and attitude to learning, and for outstanding achievements. Departments can allocate positive points on Class Charts each week for a pupil in each class they teach.
 - 6.5.5 **Headteacher's Award Nominations.** Pupils within departments can be nominated for the headteachers award. This can be for a range of department related achievements. Any teacher can nominate a student for this reward.
 - 6.5.6 **Special Recognition.** This is awarded weekly to pupils who have displayed our school values.
 - 6.5.7 **Zero Negative Points (weekly).** Pupils who do not receive any negative behaviour points will receive this award
 - 6.5.8 **100% weekly attendance.** Pupils who have 100% in a school week will receive this award.
 - 6.5.9 **Weekly prize draws.** All pupils who receive a weekly award (6.54 - 6.58) will be placed into a weekly draw where they have the opportunity to win a prize.

6.5.10 Celebration Assemblies. At the end of each term, Year Leaders organise celebration assemblies to highlight the positive achievement of each year group.

6.5.11 Rewards Offer. At the end of each half term, there are organised rewards events for each year group. These may range from an in-school cinema afternoon to a school trip to the Trafford Centre. Pupils are invited to these events based on whether they have met the points and/ or attendance threshold. These are designed as an incentive for pupils to maintain high standards throughout each term.

- 6.6 Parents are also able to view behaviour points awarded via the **Class Charts** parent app.
- 6.7 Each award will consist of 1 or more positive point per incident of positive behaviour. There is no limit to the number of positive points that can be awarded in a day. Weekly award points are higher.
- 6.8 All school employees are encouraged to always provide opportunities for pupils to be listened to so that any worries or difficulties can be talked through and dealt with more easily. Carnforth High School believes that the curriculum should be planned to include all pupils to maximise their opportunities to experience success and enhance their self-esteem.
- 6.9 When there are difficulties with individual behaviour sanctions will be applied: see section 11 of this policy.
- 6.10 Carnforth High School will consider whether poor behaviour is because of a pupil suffering, or likely to suffer significant harm. In these circumstances the appropriate safeguarding lead will be notified, and the appropriate procedures followed as set out in the school's Safeguarding Policy.
- 6.12 The school will also work to identify if any poor behaviour is due to any unmet educational or other needs. If these needs are identified, the appropriate safeguarding/educational lead will be notified and the appropriate procedures followed.
- 6.13 All incidents of misbehaviour are recorded via Class Charts or CPOMS as appropriate.

7. Assemblies

- 7.1 There are weekly assemblies during which individual pupils, and classes, receive updates on positive behaviour and achievements. There are half termly reward assemblies and events to celebrate successes and improvements.

8. Information to pupils

- 8.1 All pupils will be made aware of the school's rules and expectations. We will do this through material around the school, throughout classroom work, assemblies, and form-time activities.
- 8.2 A copy of this policy will be accessible on our website and other means within the school to allow pupils to independently consider our approach to behaviour and to allow them the opportunity to take responsibility for their conduct with school.

9 How pupils can raise issues

9.1 Pupils at Carnforth High School are encouraged to report any concerns that they have for themselves or others. Pupils can report concerns through the following routes:

- Via their form tutor during form time
- Via their Year Leader during the pastoral office opening hours (see 4.4)
- Via any teacher or SLT member
- Via Class Charts messaging
- Via Reach out on the school website
- Via the bullying box in reception

10 SEND pupils

10.1 Carnforth High School believes that all pupils should have the support to achieve high standards of behaviour inside and outside of the classroom. However, Carnforth High School also recognises that some members of the community with SEN or disabilities may have barriers in place to achieve these standards.

10.2 Carnforth High School aims to support the behaviour of pupils with SEND by;

10.2.1 making reasonable adjustments where possible to accommodate their needs.

10.2.2 co-operating with the Local Authority and other authorities where the pupil has an Education, Health and Care plan (EHCP).

10.2.3 remitting short, planned breaks (sensory passes) for pupils whose SEND means they find it difficult to sit still for a long period of time; and,

10.2.4 training staff in potential triggers for medical conditions so they can recognise triggers which might cause bad behaviour.

10.3 However, where it is apparent a pupil with SEND is struggling at the school even when accommodation is in place, Carnforth High School will work with multi agencies to provide education for those for whom the school might not be the best option. This includes supporting a move to an alternative educational provider.

10.4 It is not unlawful to suspend or exclude a child with special educational needs or a disability. However, the Headteacher will consult with the SENCo before taking any decision to consider whether the breach of the behaviour policy that would ordinarily warrant exclusion is a manifestation of the pupils SEND. In the event that it is, the Headteacher may still believe that suspension or exclusion is warranted as it is a proportionate means of achieving a legitimate aim.

11 Sanctions

11.1 When a pupil's behaviour justifies the application of a sanction one will be issued to deter future repeats of poor behaviour. These are called negative behaviour points at Carnforth High School.

11.2 At Carnforth High School, learning is our top priority, and it is essential that any behaviour that prevents this from happening is addressed and sanctioned appropriately.

- 11.3 We use a stepped classroom behaviour management system to give pupils the opportunity to modify their behaviour, if the said behaviour is preventing them or others from learning or is causing harm.

C1	C2	C3	C4	C5
Chance	Consequences			
Corrective conversations	15-minutes after school detention	45-minute after school detention	Internal suspension unit HUB (part or full day)	Suspension from school

In some circumstances pupils may be escalated to an immediate consequence (e.g. C5 should the behaviour warrant it).

- 11.4 **Step 1-** The pupil is disrupting their learning and/or the learning of those around them. The member of staff will speak to the pupil to remind them of classroom expectations and provide pupils with the chance to correct their behaviour.
- 11.5 **Step 2-** The pupil continues to disrupt the learning and/or the learning of those around them. The pupils are told that they have received a **C1 which is their opportunity to change their behaviour**. They are told **why** they are receiving the C1 and **what they should do** to correct their behaviour. A C1 mark is recorded by the members of staff. The child has an opportunity to change behaviour and no negative points are awarded. This information is sent home via the Class Charts parent app.
- 11.6 **Step 3-** The pupil continues to disrupt the learning and/or the learning of those around them. The pupil is told they are now on a C2 consequence which is a lesson removal. The pupil is given work if possible and sent to the 'Reflection Room' for the remainder of that lesson. At the end of the lesson a reason will be recorded for the C1, & C2 sanction on Class Charts. The pupil is deducted a point from their tally (C2 only) and is placed in a C2 after school detention. A detention alert is sent home via the Class Charts parent app.
- 11.7 Pupils removed from lesson (C2) must wait for collection before being escorted to the reflection room. Once the student arrives in reflection, they will be given a sheet to fill in to share the reasons for their removal and suggest ways they can avoid this happening in the future. These reflection sheets are collated by the Head of Year at the end of the school day. Pupils must sit where directed in reflection, and complete work in silence. If pupils fail to comply with these rules and receive further C1 or C2 whilst in the room, they will go to the HUB for the remainder of the lesson.
- 11.8 All negative behaviour is recorded on Class Charts (see table below). A negative behaviour point takes 1 or more points from a pupil's point tally and may also incur a sanction.
- 11.9 The sanction issued will be decided by staff and be proportionate to the negative behaviour. Below is a table including examples of behaviours and sanctions that may be applied (*please note this is not an exhaustive list*).

Behaviour Issue	Examples	Sanction
Classroom Behaviour (Steps 1-3 including C1 and C2)	For example - unfocused, distracting others, shouting out, entering & leaving the classroom inappropriately, rudeness to staff/	Reminder of classroom expectations (Step 1)

	peers, lack of effort, refusal to follow instructions, lack of work produced	• C1 recorded and parents informed (Step 2) • C2 removal from class, ASD, parents informed, (Step 3)
Not following school rules/ school values in or out of lesson	For example – singular events or persistent uniform issues, missing equipment (3), chewing (3), disrespectful behaviour, defiance, littering, shouting/ running in the corridors, foul language. Mobile phone use/seen	• Warning and reminder of expectations • After school detention (C2 15 minutes or C3 45 minutes) • Internal suspension (persistent or more significant)
Not following School Values - Punctuality	Late to school C3 Late to lesson (3 rolling)	• C2 detention
Serious behavior incident	For example- Failed C4, child on child abuse, defiance of SLT, possession of banned item, bullying, sexual assault/ harassment, truanting, sharing of inappropriate images, smoking/ vaping, swearing at a member of staff, discriminatory language, damage to property	One of the following, depending on circumstances: • After School Detention C3 • Internal suspension C4 (lesson, half or full day) • Suspension from school C5 • Permanent exclusion

- 11.10 We will work with pupils and parents to support improvements in behaviour where needed. The following strategies may be used; parental meetings, class changes, SEND meetings and interventions where appropriate, allocation of a key worker where possible, referral to an external agency, e.g. CAMHS, where needed, additional pastoral support

12 Detention

- 12.1 Detention is a well-established sanction for managing poor behaviour. We have set out below the various detentions which may be issued at Carnforth High School.
- 12.2 Carnforth High School does not need parental or pupil consent to issue a detention which runs after the Carnforth High School session has concluded. The convenience as to whether a pupil can be picked up or taken home at the conclusion of the set detention is not a reason for the detention to not go ahead.
- 12.3 Carnforth High School will listen to representations from parents and/or pupils, and will consider the following:
- 12.3.1 Whether the detention is likely to put the pupil at increased risk,
 - 12.3.2 whether the pupil has known caring responsibilities,
 - 12.3.3 Whether the detention timing conflicts with a medical appointment,

12.3.4 Whether parents' ought to be informed of the detention. In many cases it will be necessary, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and,

12.3.5 Whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parents.

12.4 A failure to attend detention will result in an escalation of sanctions and will be classed as a breach of this behaviour policy.

12.5 We will contact parents via ClassCharts whenever a pupil does not attend an after-school detention. We will monitor pupils who repeatedly fail to attend detentions and escalate sanctions where appropriate.

12.6 The detentions that operate at Carnforth High School are shown below:

Sanction	Time	Length	Location
After School Detention	3.25	(C2) 15 or (C3) 45 mins	KS3 IT2 KS4 IT3

13 Removal from the classroom

13.1 Carnforth High School uses removal from the classroom as a key behaviour management tool as action short of suspension for moderate and/or persistent breaches of this behaviour policy.

13.2 Removal is, however, a serious sanction and can be used when behaviour is so disruptive as to warrant immediate removal. It is used to;

13.2.1 Maintain the safety of all pupils and restore order and calm following an unreasonably high level of disruption.

13.2.2 Enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

13.2.3 Allow the pupil to regain calm in a safe space away from any triggering issues.

13.3 Pupils will be set appropriate tasks outside of the normal timetable to allow them time to decompress in a reduced sensory environment. This allows them the chance to consider the consequences of their actions, the impact on others and to adjust their behaviour once returned to a normal timetable.

13.4 Parents will be informed via Class Charts or via telephone if their child has been placed in internal suspension.

13.5 Carnforth High School has an internal suspension room managed by our pastoral staff. Attendance in internal suspension is required if:

- A pupil fails to attend or complete a C3 45 minute after-school detention
- A pupil fails to attend the reflection room (for a reduced amount of time dependant on the situation)
- A pupil fails to follow the rules of the reflection room.
- A pupil has truanted in school.

- The actions of the pupil were serious enough to escalate the sanctions
- A pupil acts in clear defiance of the school rules
- A pupil is under investigation for involvement in an incident. We will endeavour to keep this time to a minimum but will ensure incidents are fully investigated prior to moving pupils back into circulation

13.6 Pupils will work as directed by the member of staff in internal suspension. Pupils in the Hub will not mix with the normal school population for the time they are in this room but will have the opportunity to order a school lunch and use the toilet.

13.7 While in the room there will be opportunities to focus on repairing relationships and preparing pupils to return to lessons. Restorative and developmental work will enable pupils to identify and exhibit the skills needed to function effectively on their return to the school population.

13.8 Pupils who fail to meet the requirements of, or refuse to attend the internal suspension room, will be subject to a fixed term suspension and will be placed in the internal suspension room upon their return to school.

14 Prohibited items

14.1 The items listed below are prohibited items in school and will be confiscated from pupils if they are seen to be using or carrying them in school. Pupils may receive a suspension, or permanent exclusion will be considered dependent on the situation. This list includes, although is not exhaustive to:

- Energy or carbonated drinks
- Alcohol
- Snappers/poppers
- Mobile phone
- Aerosols
- Pharmaceutical drugs (these should be declared to the main office not carried in school)
- Stolen items
- Pornographic images
- Any class A, B or C substances
- Knives or offensive weapons
- Smoking or vaping paraphernalia
- Fireworks

15 Mobile phones and other smart devices (see mobile phone policy)

16 Confiscation

16.1 Staff can seize any prohibited item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to the school community (including cigarettes, vapes or items for used for smoking).

16.2 Mobile phones and items of non-uniform should be confiscated if seen. These items must be put into a 'confiscation envelope' handed into the pastoral office where they will be kept securely.

- 16.3 Staff should hand other confiscated items to the pastoral office via Climate Walk. Climate walk must complete the necessary information to identify the item, including the pupil's name. Staff must not give the confiscated item to another pupil to hand in and must not leave the item in an unsecured area at any time.
- 16.4 Any item which staff consider to be dangerous or criminal e.g. drugs, must be brought to the attention of an SLT member immediately.
- 16.5 Items confiscated by Carnforth High School can be collected by pupils at the end of the day. Items which are deemed dangerous, or criminal can only be collected by a parent/carers except where Carnforth High School has chosen to dispose of the confiscated items or sent to the police.
- 16.6 Carnforth High School reserves the right to dispose of items which are not collected.

17 Use of reasonable force, searching and screening

- 17.1 Carnforth High School recognises that at times there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. There are also times when the Headteacher or those members of staff authorised by them may have to search or screen pupils to search for illegal items or those prohibited under the school rules.
- 17.2 The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- 17.3 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at Carnforth High School or among pupils. Members of staff may also use reasonable force when conducting a search for illegal items, such as weapons (including knives), alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.
- 17.4 Force may not be used to search for other items banned under Carnforth High School rules.
- 17.5 When considering using reasonable force, staff will carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs, or medical conditions.
- 17.6 Staff shall exercise these powers in line with the Department for Education's guidance.

18 Moderate to serious breaches of the school's rules

- 18.1 Any serious breach of Carnforth High School rules (including serious aggressive behaviour) will be followed immediately by a member of the pastoral or senior leadership team.
- 18.2 Parents will be informed and, if appropriate, asked to come to Carnforth High School for a meeting where the behaviour/incident will be explained.
- 18.3 Where considered necessary, suspension (or, in a rare case, a permanent exclusion) will be given.

18.4 We will endeavour to work with pupils, parents and third parties to develop intervention and strategies to effectively manage behaviour as far as we can.

19 Direction off-site to improve behaviour

19.1 The Headteacher has the power to direct a pupil off-site to an alternative educational placement to improve behaviour. Parental consent is not required, and attendance at the directed placement is required. This is not a sanction, but a measure at the Headteacher's disposal to support an improvement in a pupil's behaviour, with a view to reintegrating back with such an improvement.

19.2 A placement will be commissioned based on the circumstances that have arisen leading to the sanction. This can be at another mainstream school or an alternative provision which, in the Headteacher's opinion, is going to assist in supporting an improvement in behaviour.

19.3 The period off-site will be proportionate and subject to review with the Chair of Local Governing Body. The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour.

19.4 Parents may submit written representations at the time of a periodic review should they believe, the placement should end. Reviews will be held with the Headteacher, the Local Governing Body and parents on whether to end or extend the placement.

19.5 Should a pupil refuse to follow the direction to attend the alternative placement then the Headteacher will be entitled to treat this as a serious breach of the behaviour policy warrant suspension or permanent exclusion.

20 Suspension

20.1 The Headteacher has the power to suspend a pupil for a fixed period. This power cannot be delegated but may be exercised on the advice from senior leaders where there has been moderate, persistent or serious breaches of this behaviour policy. The Headteacher has the power to suspend a pupil on disciplinary grounds for a maximum of 45 days in a school year.

20.2 Suspension and permanent exclusion are the most serious sanctions available to Carnforth High School and will be issued when behaviour warrants such intervention. For most pupils, a suspension will not be necessary. Carnforth High School aims to exhaust other sanctions before turning to a suspension. When establishing the facts in relation to a suspension the Headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities. This means that the Headteacher will accept that it is more likely that an incident happened than it did not happen. The Headteacher will consider his statutory duties in relation to SEN duties when considering whether to suspend a pupil.

20.3 Carnforth High School will take reasonable steps to set work for the pupil during the first five school days when they are suspended. For longer suspensions, Carnforth High School will arrange suitable alternative educational provision from the sixth school day of the suspension.

20.4 A suspension can be issued for part of the school day or for several days. A suspension cannot be converted to a permanent exclusion. However, if evidence has become known which warrants a more serious sanction to be imposed, the Headteacher may issue a permanent exclusion.

20.5 Upon return to Carnforth High School after a suspension, the pupil will attend a reintegration meeting with a member of the pastoral team or a senior leader. Parents need to attend reintegration meetings to discuss the best way to support their child in meeting behaviour expectations and contribute to planning any intervention that is required. If a parent is unable to attend a reintegration meeting, Carnforth High School will exhaust all possibilities to ensure the meeting takes place, e.g. a home visit. The pupil will remain in internal suspension until the meeting takes place.

21 Six-day Provision and 'step out' provision (Off-site direction)

21.1 Where a suspension of 6 days or more is issued, the pupil must attend another education provision from day 6. It is Carnforth High School's statutory obligation to provide this provision. Where this applies, the pupil will attend one of The Bay Learning Trust's partner schools working in their inclusion facility from 09:30 to 14:30 from day 6 until the end of their suspension period. Pupils must attend their provision in Carnforth High School uniform and will be given work to complete via ClassCharts, Sparx and Seneca.

21.2 Pupils may also be directed to attend another of The Bay Learning Trust schools as part of their behaviour support plan on a 'Step Out' placement. The pupil will attend another the partner school, working in their inclusion facility from 09:30 to 14:30.

What is an Off-Site Direction?

An off-site direction is a formal arrangement whereby the school requires a pupil to attend another educational setting, such as an alternative provision or another school, for a temporary period in order to improve their behaviour and support their successful reintegration into mainstream education. The pupil remains on the roll of the home school throughout the period of the off-site direction. An off-site direction is not a suspension, permanent exclusion, managed move or informal exclusion and will only be used where it is considered to be in the best interests of the pupil and the wider school community.

Purpose of Off-Site Direction

The school may use an off-site direction where additional support, intervention or a change of environment is required to address behavioural concerns and help a pupil achieve a successful return to learning. The intended outcomes may include:

- Improving behaviour and engagement with education.
- Preventing suspension or permanent exclusion where appropriate.
- Providing targeted interventions and support.
- Supporting a planned reintegration into mainstream school.
- Maintaining the safety and wellbeing of pupils and staff.
- Assessing and identifying strategies to meet a pupil's behavioural needs.

Arrangements for Off-Site Direction

Before an off-site direction begins, the school will:

- Consider the individual circumstances of the pupil and the suitability of the proposed placement.
- Consult with parents/carers and, where appropriate, the pupil.
- Liaise with the receiving provision to agree support arrangements and expected outcomes.
- Provide parents/carers with written notice of the placement at least two school days before it commences.

The written notification will include:

- The address of the placement.
- The name of the person to whom the pupil should report.
- The start date and duration of the placement.
- The reasons for the off-site direction.
- The objectives and expected outcomes of the placement.
- Attendance arrangements and session times where applicable.

Where a pupil has an Education, Health and Care Plan (EHCP), the Local Authority will be informed and involved as required.

Monitoring and Review

The school will monitor the progress, attendance, welfare and behaviour of any pupil subject to an off-site direction. Reviews will be conducted at appropriate intervals to assess the effectiveness of the placement and determine next steps. Parents/carers, the receiving provision and relevant professionals will be involved in review meetings as appropriate. A governor, trustee or other representative nominated by the governing board will participate in reviews in accordance with statutory requirements.

Where an off-site direction remains in place for an extended period, including where a placement continues beyond ten weeks or spans the summer holiday and resumes in the following academic year, the governing board will ensure that formal reviews take place in accordance with statutory guidance and regulations.

End of Placement

At the conclusion of an off-site direction, the school will determine, in consultation with parents/carers and the placement provider, the most appropriate next steps. This will normally include reintegration into the school with appropriate support arrangements in place. Any decision regarding further intervention, a managed move or alternative provision will be considered separately and in accordance with the relevant statutory guidance.

Safeguarding Separation

A **safeguarding separation** is a temporary measure that allows a school to prevent a pupil from attending the school site where this is necessary to manage a significant safeguarding risk. It is used in exceptional circumstances, for example where allegations of harm between pupils require them to be physically separated while safeguarding concerns are considered. This is **not a suspension or exclusion**, as it is not a disciplinary sanction and must not be used as a substitute for a behaviour investigation.

A safeguarding separation will only be used where the school determines that the risk cannot be safely managed on site and that separation is essential to protect the welfare of pupils or staff. Parents will be informed of the reasons for the separation, the governing board will be notified, and appropriate arrangements for education will be made during the period of separation. The measure will be reviewed regularly and used only for the shortest period necessary.

The school recognises that safeguarding separation is a rare safeguarding intervention designed to protect children and maintain safety while concerns are investigated and appropriate decisions are made.

22 Permanent exclusion

22.1A permanent exclusion will be used in response to persistent breaches or a serious breach of this behaviour policy. It will be used when allowing the pupil to remain at Carnforth High School would seriously harm the education or welfare of the pupil or others at Carnforth High School.

22.2 Persistent breaches are when a pupil repeatedly breaches Carnforth High School 's behaviour policy and which other sanctions, interventions and strategies have not been able to effectively manage.

22.3 A serious breach will be a singular event which warrants permanent exclusion from Carnforth High School. These may include, but are not limited to:

22.3.1 violence, or threatened violence, towards pupils, staff, or visitors.

22.3.2 carrying on offensive weapon.

22.3.3 drug use or possession.

22.3.4 possession of a substance that could cause harm to self or others.

22.3.5 sexual abuse or assault.

22.3.6 deliberately setting off the school's fire alarm.

22.3.7 serious but false allegations against a pupil or staff.

22.4 Permanent exclusions will follow the Department for Education's statutory guidance on exclusions.

23 Poor behaviour off Carnforth High School premises/online behaviour

23.1 All pupils have a responsibility to conduct themselves in accordance with our behavioural expectations at all times and so as not to bring Carnforth High School or our community into disrepute.

23.2 The same standard of good behaviour is expected online as applied offline. Carnforth High School prides itself as an intrinsic part of the community. It will fully support police investigations or community incidents and will sanction or reward pupils accordingly.

23.3 Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (DSL) when an incident raises a safeguarding concern.

23.4 The Headteacher is entitled to consider behaviour outside Carnforth High School gates when applying this policy to such an extent as is reasonable. This includes non-criminal poor behaviour and bullying which occurs off school premises or online and which is witnessed by a staff member or reported to Carnforth High School.

23.5 Conduct outside Carnforth High School premises, including online conduct, that pupils may be sanctioned for include, but are not limited to:

23.5.1 misbehaviour when taking part in any school-organised or school-related activity,

23.5.2 misbehaviour when travelling to or from school,

23.5.3 misbehaviour when wearing a school uniform,

23.5.4 misbehaviour when in some other way identifiable as a pupil at the school,

23.5.5 misbehaviour that could have repercussions for the orderly running of the school,

23.5.6 misbehaviour with an electronic device,

23.5.7 misbehaviour that poses a threat to another pupil; or,

23.5.8 misbehaviour that could adversely affect the reputation of the school.

24 Suspected criminal behaviour

24.1 In cases when a member of staff or headteacher suspects criminal behaviour, Carnforth High School will conduct initial investigations.

24.2 Investigations will be fully documented, and all reasonable efforts will be made to preserve relevant evidence. The findings of such an investigation will determine whether Carnforth High School makes a report to the police.

24.3 Once a decision is made to report the incident to police, Carnforth High School retains the discretion to continue investigations and enforce their own sanctions, so long as it does not conflict with police action.

27 Child-on-child abuse

27.1 Carnforth High School takes any report of online or offline abuse or sexual violence seriously and will not tolerate such behaviour.

27.2 As part of ensuring high behaviour standards the school will ensure that pupils and staff do not normalise sexually abusive language or behaviour by treating it as an expected part of growing up, all members of the Carnforth High School community must advocate for high standards of conduct and model dignified and respectful relationships.

27.3 If a pupil makes an allegation of sexual violence or harassment against a peer, a referral in the first instance must be made to the DSL, or deputy, and will be addressed in line with the safeguarding policy. If a pupil makes a deliberately invented or false allegation, they may receive a consequence in line with this behaviour policy. Support from the DSL or deputy will be engaged to determine whether a consequence will be appropriate.

28 Reducing racism

28.1 Any racist act in word or deed is unacceptable. The parents of the offender will be advised of the incident, and an appropriate sanction will be applied. Records will be kept in Carnforth High School via CPOMS.

29 CCTV

29.1 Carnforth High School uses CCTV for the purpose of monitoring and managing behaviour and safety.

30 Reporting

30.1 When the Headteacher issues a suspension or permanent exclusion he shall inform the local authority without delay. The notification shall include the reason and duration of the exclusion and, if permanent, the fact that it is permanent.

30.2 The Headteacher will make a termly report to the Local Governing Body with exclusion data. This shall include;

30.2.1. the number of suspensions issued,

30.2.2. the number of permanent exclusions issued; and,

30.2.3. the number of permanent exclusions rescinded.

30.3 The Local Governing Body will consider the exclusion data and use it to inform;

30.3.1 The effectiveness and consistency in implementing Carnforth High School's behaviour policy.

30.3.2. any interventions needed to support pupils at risk of suspension and/or permanent exclusion; and understanding of the demographics, frequency, and timings of exclusions