



**Central Lancaster
High School**

BEHAVIOUR FOR LEARNING POLICY

Date: updated April 2024

Review date: June 2024

SLT Review: V Crossman

Commitment, Creativity and Community

Aims

The aims are to create a caring and disciplined environment that reflect the school's values of Commitment, Creativity and Community. In addition, this policy seeks to show how we will prevent bullying and ensure pupils complete work and adhere to Central Lancaster High School's standards.

Principles

- Every member of Central Lancaster High School has the right to be treated with respect and dignity
- Every member of Central Lancaster High School has the right to equality of opportunity to develop their particular talents irrespective of gender, gender reassignment, sexual orientation, disability, race, religion or belief, social class or any special educational needs
- All rules of conduct will be positive and restorative in nature
- All rules and punishments will be fairly and consistently applied

Relevant Legislation

This policy is underpinned by the following legislation and guidance:

- Behaviour and Discipline in Schools (Jan 2016)
- Education Act 2011
- Equality Act 2010 (revised 2018)
- Section 175 of the Education Act (2002)
- Section 90 and 91 of the Education and Inspections Act (2006)
- Schedule 1 Education Regulations (2010)
- Searching, Screening and Confiscation at Schools (Jan 2018)
- Schools (Specification and Disposal of Articles) Regulations (2012)
- Use of Reasonable Force in Schools 2013 (reviewed 2015)

A consistent approach to behaviour management

All Central Lancaster High School staff have statutory and delegated authority to sanction pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006) and are expected to do so in all circumstances.

This authority applies at any time the pupil is in the school or elsewhere under the charge of a teacher, including on educational visits, attending Alternative Provision or attending Step Out placement.

This authority applies to outside of the school premises when a pupil is in uniform or is travelling to or from the academy.

Teachers have a power to impose sanctions outside of the school hours and to confiscate property prohibited by the school's behaviour policy.

Teachers are expected to exercise this authority consistently, with regard to equalities and with respect for each individual pupil.

We expect pupils to demonstrate the following qualities in line with our core values:

Commitment

- Be equipped: stationery, homework and subject equipment and wearing correct uniform.
- Have excellent attendance and punctuality
- Care about their learning

Creativity

- Challenging themselves
- Learning from mistakes
- Be an independent learner

Community

- Respecting our school environment and each other
- Following our school's rules
- Showing respect for others outside of the school community

In addition, we expect pupils to:

- Take responsibility for their own behaviour
- To follow all adult instructions

The Senior Leadership Team

School Leaders are expected to uphold high standards of behaviour and discipline at all times and support staff in their management of pupil behaviour in line with the school's values.

The Senior Leadership Team set the tone of the school on a daily basis by meeting the pupil body and welcoming them into the school. In conjunction with the pastoral staff, they should address uniform* and other issues on entry to prevent these interrupting the learning of pupils.

*Please refer to our Uniform and Appearance for our expectations about our uniform.

The Senior Leadership Team will patrol the school to ensure high standards are maintained and to support staff in addressing any minor issues. At all times their conduct will be welcoming and positive and initially, any serious misconduct should be managed through requesting the pupil to comply with the school's policy. Any pupil refusing to comply with a reasonable request from the Senior Leadership team will be subject to a suspension.

The Senior Leadership Team will support other staff by supporting Impact, Oncall, patrolling at break, lunch time and lesson change over and staffing afterschool detentions on a rota basis.

All staff, including SLT, will model high standards of personal presentation and demonstrate Central Lancaster High School's vision and values in the ways in which they relate to pupils and their families.

Curriculum Leaders

Curriculum Leaders are responsible for the behaviour of pupils in their subject areas and supporting teaching staff in upholding the policies of the school.

This includes establishing clear routines for pupil behaviour in individual subject areas, for example safety and behaviour guidelines in subjects like PE, science and technology.

It is also important that Curriculum Leaders are clear about standards of presentation expected in pupil work in their subject and reinforce these with staff and pupils.

Curriculum Leaders are expected to support classroom teachers in the following ways:

- Dropping in to support class teachers,
- Offering coaching and guidance to staff,
- Modelling best practice in behaviour management.

Heads of Year

Heads of Year are responsible for promoting good standards of behaviour and attendance with their year groups and addressing the needs of pupils who find it difficult to meet the expectations of the school. Heads of Year must find the balance between challenge and support.

Heads of Year should practically address uniform and appearance issues by issuing appropriate uniform sanctions and contacting parents to secure their support with the support of the pastoral team. Should appropriate uniform be unavailable, the pupil should be isolated.

Heads of Year should support the Senior Leadership Team by investigating more serious issues, staffing a lunch time detention and being the point of contact for more serious issues.

The main role of Heads of Year is planned intervention for pupils who are underachieving and addressing the underlying causes of any poor behaviour alongside the support staff within the pastoral team.

House Tutor

House Tutors are responsible for promoting good standards of behaviour and attendance with their form groups, ensuring their readiness for the day with uniform and equipment checks, monitoring form behaviour and attendance with regular ClassCharts and SIMs checks and liaising concerns with pupils and the relevant Head of Year of those who find it difficult to meet the expectations of the school.

House Tutors must check pupils uniform daily, sending pupils to address uniform issues in the Head of Year Office where this has not been picked up by morning gate checks.

House Tutors must complete a daily equipment check and direct pupils to purchase stationery from the year group supply on a daily basis. House Tutors issue a P1 for pupils who do not have the minimal equipment for the day's learning: planner, pen, pencil and ruler.

Classroom teachers

It is vital that we have a clear and consistent routine in all of our classrooms that incorporate our values. Due to the nature of our school and the different subjects that will be taught, there may be additional routines in certain subject areas but there must be consistency of expectations regarding the following:

- Staff must meet and greet pupils at the door welcoming them into the room.
- Pupils must enter the classroom in silence, remove their coats, go straight to their own seat and place all relevant equipment on their desk for the teacher to check.
- There must be a seating plan; no pupil should be sat with their back to the front of the room.
- There must be a silent 'Do Now' activity for pupils on entry. This could be on the board or on a sheet handed out at the door. Pupils must complete the Do Now activity and the teacher must complete and save the register. Teachers must email oncall@ if pupils are missing from their lesson and this is not explained with a red triangle on the register.
- Noise levels should be identified by the teacher and adhered to by pupils.
- The end of lessons and dismissal must be ordered and controlled by the teacher.
- Staff must record no / incomplete homework in ClassCharts as a P3 homework penalty.

Further and individual support will be available on request or as required for staff who wish to have support in establishing an appropriate routine for their classroom.

Praise points in and outside of the classroom

Positive reinforcement and praise are highly effective methods of creating positive behaviour and positive relationships. The following describes the system for awarding praise points inside and outside of the classroom.

Pupils can receive praise points for demonstrating any of the school's values. There is no restriction on the number of times a pupil can be praised for demonstrating any of the school's values and all praise points are worth one point.

The teacher should share explicitly what the praise point is awarded for and write their name on the praise board displayed at the front of the classroom. The praise point should be recorded on ClassCharts. Staff should look to achieve a 5:1 ratio between praise points and sanction points.

Pupils who display any of the values **outside** of the classroom should be told why they are receiving a praise point and staff should enter this on ClassCharts.

Praise points will be accumulated and celebrated in a number of ways including:

- Starter slides each week in form time / year group assemblies
- Small tangible rewards for all these pupils
- Praise postcards sent home to parents/carers for pupils who achieve the highest amount of praise points in their year group each week
- Half termly celebration assembly of pupils who have the most praise points. Pupils receive a certificate and free breaktime canteen snack
- Pupils names and pictures displayed on Praise powerpoints in the school
- Pupils celebrated in the weekly newsletter to all parents
- Free tickets to school reward trips and events.

It is important that staff who demonstrate our core values are also acknowledged and celebrated. In weekly staff bulletin, staff will be praised where they have demonstrated any strand of the school's values to colleagues, parents or pupils.

Positive postcards and letters from the Executive Headteacher or Head of School will also be used in recognition of staff who display our values.

Penalties

The 'Penalty System' is designed to give pupils choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour i.e. behaviour that undermines the pupils own learning or that of others. If unchecked this sort of behaviour disrupts lessons and undermines the authority of the teacher. Penalties are not a replacement for good classroom management techniques and will not compensate for poor teaching and unstructured lessons.

The 'Penalty System' works in conjunction with a progressive system of structured intervention designed to address underlying causes of poor behaviour wherever possible.

Punctuality

Any pupil arriving after 8.40am must arrive into school through the visitor reception where they will be issued with a P3 'late' 20-minute lunchtime detention on the same day as the pupil's late arrival– pupils will be given a late detention slip/card. Pupils must keep this card and show it to their House Tutor during form time. If the pupil fails to present a late card they will also receive a 'late' P3 lunchtime detention.

Pupils who are late to their lesson (beyond 3 minutes) will receive a P3 year group lunch time detention for arriving late to lesson.

Late to school and late to lesson/form penalties are recorded in ClassCharts.

Equipment

An equipment check will be conducted during form time every day. Pupils must have, as a minimum, the following equipment: pen (blue or black ink), pencil and ruler and the CLHS pupil planner. Failure to have this equipment will result in a P1 sanction being issued during form time by the House Tutor.

Homework

Homework will be set in line with curriculum plans for each subject. Failure to complete and submit the homework on the given deadline or if homework is not complete, a P3 penalty will be issued for a lunchtime year group detention. A homework club will run at lunchtime as a space for pupils to complete their homework with support from teachers. Where a pupil continually fails to complete homework, they will be set sessions in Homework Club to attend. These sessions are called 'Supported Study'.

Uniform

Pupils who do not wear the school uniform in line with our uniform expectations will receive a P3 year group lunchtime detention. Persistent breaches of our uniform expectations will result in a P7 Impact until resolved.

Prohibited Items

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 found with items in category 2 will be subject to a suspension and permanent exclusion will be considered.

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

Additional breaches of our behaviour policy will result in the following penalties being implemented:

Penalty/Behaviour	Behaviour Management Strategies
<p>Warning - Rule Reminder</p> <p>A warning may be given to settle and refocus a class.</p> <p>Where the behaviour is particularly disruptive a blanket warning cannot be given for example:</p> <ul style="list-style-type: none"> • Talking to another pupil across the classroom • Deliberate distraction of others 	<p>State what is happening and give rule reminders.</p> <p>Try and identify behaviour that is proactive/positive.</p>
<p>P1- First Formal warning</p> <p>The pupil's name must be written on the Penalty board at this point.</p> <p>P1 also to be issued for a pupil who does not have the correct equipment.</p> <p>P1 must be ticked against the pupil's name on the</p>	<p>"Tom you have talked across the classroom - you are now on a P1."</p> <p>Mark the moment of poor behaviour, raise expectations and defuse the situation by praising those who are working well.</p>

penalty board at this point.	
<p style="text-align: center;">P2 - Second Formal Warning</p> <p>P2 must be ticked against the pupil's name on the penalty board at this point.</p>	<p>"Tom you have again continued to talk, you have now moved to a P2."</p> <p>This might be an opportunity to talk with the pupil away from their peers. Do not however, send the pupil to stand in the corridor for unsupervised.</p> <p>Remind the pupil that it is their choice to break the rules. Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> • Set time markers for completing work, "You are here now and when I come back you should be here". • Moving seats - if this is possible • Offer different activities

<p>P3 – Pupils sent to EXIT</p> <p>Pupils are issued a P3 Exit after a P1 and P2 penalty.</p> <p>If a pupil is removed for poor behaviour i.e. persistent low level disruption or failure to follow teacher instructions, they will be removed to EXIT and will be issued with a 20 minute afterschool detention the following school day.</p> <p>If a pupil is sent to exit for the second time in a day, they will then be moved to IMPACT to work in IMPACT for the remainder of the day. The pupil receives 2 Exit detentions for this behaviour.</p> <p>P3 – Late to lesson/form / Uniform infringement / Homework not Complete/Submitted/Truancy</p> <p>If a pupil is more than 3 minutes late to the lesson OR is breaching the uniform expectations, they will receive a 20 minute Head of Year lunchtime detention.</p> <p>(The penalty system is for low level disruption- if a situation is more challenging, on call should be requested via oncall@)</p>	<p>Issue pupil an Exit card. Write their full name and time of exit from your classroom.</p> <p>Email Exit@ the child's name in subject line and send. Pupils have three minutes to walk to Exit and show their Exit card</p> <p>Staff on duty in Exit must contact oncall via radio if a pupil who has been sent to Exit does not arrive within 3 minutes.</p> <p>A pupil without an Exit card will be sanctioned with a truancy.</p> <p>Staff on duty in EXIT must log the truancy on ClassCharts (P3).</p> <p>Any truanancies are discussed in the daily Pastoral Team de-brief. Where appropriate, a 1:1 is arranged with the pupil and Behaviour Mentor to ascertain the reasons for the truancy and to explore barriers to lessons that the pupil maybe facing.</p>
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<p>Pupils are issued with a P3 Homework detention if they do not complete and submit their homework on given deadlines.</p> <p>Where a pupil is found to have truanted a lesson they are escorted to EXIT for the remainder of the lesson. A 20 minute afterschool P3 detention is issued.</p> <p>Where pupils truant 3 times in a half term, a P8 suspension is issued.</p>	
<p>P4 – Failure to attend P3 lunchtime detention/ failure of P3 lunchtime detention</p> <p>This detention is centralised and run by a member of staff and our Behaviour Mentor. P4s are 20 minutes long. Failure to attend or failure of a P4 results in a P5 ELT Wednesday or SLT Friday 90 min detention.</p>	<p>The detentions are held in allocated classrooms. Pupils are required to complete lines about the 3C values.</p> <p>Teachers record the P4 in ClassCharts and pupils will be notified at the point of being issued a P4 and by Heads of Year in detention. It is the responsibility of the pupil who misses a detention to check when their upscaled detention is.</p>
<p>P5 – ELT/ SLT detention</p> <p>These detentions will run for 90 minutes every Wednesday and Friday afternoon and will begin with the P4 detentions.</p> <p>Pupils who miss or fail a Friday, Monday or Tuesday P4 are sanctioned with a Wednesday ELT P5. Pupils who miss or fail a Wednesday or Thursday P4 are sanctioned with a Friday SLT P5.</p>	<p>These will be an extension of the Wednesday and Friday P4 detentions in the detention room.</p> <p>Pupils who complete four pages of unbroken lines as requested will leave at 4.30pm pupils who don't will leave at 4.40pm.</p> <p>If the P5 detention 'fails' or is missed, pupils will be placed in Impact for a period of time covering an unstructured period. Only SLT and HoY can issue a P7.</p>
<p>P6 – IMPACT: Impact – Failure/refusal of EXIT / or two EXITs in one day</p> <p>On call should be contacted and the pupil will be removed and taken to IMPACT. A P6 will result in the pupil spending the rest of the day in Impact and have two 20 minute after school EXIT detentions on the following day.</p> <p>A pupil may be asked to spend time in IMPACT if</p>	<p>When a pupil is brought to IMPACT the on call staff should let the Impact staff member know the reason for the P6. If the reason is failure/refusal of EXIT the member of staff in Impact then records the incident in ClassCharts under P6.</p> <p>The member of staff in Impact should follow</p>

there is an investigation into an incident being conducted. An IMPACT will not be recorded at this stage however parents will be contacted.	Impact instructions to ensure a silent and purposeful learning environment.
<p>P7 – IMPACT: Internal exclusion. This is for a serious offence which doesn't require a P8 for example.(but not exclusive to)</p> <ul style="list-style-type: none"> • Aggressive behaviour • Defiance • Failed P6 • Bullying incident • Carrying a vape 	<p>This will run from 8.40 am – 4.10 pm. Pupils will complete academic and restorative work.</p> <p>Only a member of SLT or a Head of Year can issue a P7 or decide if a pupil can be isolated.</p> <p>If it is for a serious incident, the pupil's Head of Year should be notified and should investigate accordingly.</p>
P8 Suspension	<p>See page 11 and serious incidents section.</p> <p>If a pupil misbehaves, in or outside of school, they may receive a P7 or P8 sanction. A permanent exclusion may also be considered.</p>

<p>P4 Other - Outside the classroom</p> <p>A P4 detention is to be given to a pupil whose behaviour is below expectations outside the classroom.</p> <ul style="list-style-type: none"> • Inappropriate behaviour outside the classroom • Dangerous behaviour in corridors • Shouting/chanting in corridors 	<p>P4 others' can be issued by class teachers and members of the pastoral team. They must be recorded in ClassCharts. Support staff must notify the relevant Head of Year should they witness any inappropriate behaviour outside of the lesson. The detention is served the following day.</p>
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Requesting On Call support

A member of staff is timetabled to be 'on call' with a radio and access to the oncall@ email address every period. If a teachers requires support or assistance in a lesson they must email oncall@lancasterhigh.lancs.sch.uk.

In the subject line write short details using the examples below to enable the member of staff oncall to prioritise the oncall requests. Teachers must include the classroom location.

Fred Smith missing from A2

Mary Jane unwell in C3

Urgent assistance needed with Mary Jane A9

Bullying disclosure Jack Jones D4

On some occasions the member of staff on call may reply to your email. For example, if you report a missing child and On Call staff are aware the child is unwell and awaiting collection they will email teachers this response rather than disturb the lesson.

If a pupil reaches a P3 Exit in a lesson, staff issue the pupil with an exit card and they are dismissed from the classroom. Staff email exit@ with the child's name only in the subject line.

Structure of detentions

P3 detentions - These will be completed in year groups and will be held for 20 minutes during the first half of lunch for homework, chewing gum and uniform infringements. Completion/none completion will be recorded on ClassCharts. Failure to attend a P3 detention will result in a P4 after school detention.
P3 lunchtime detentions run Tuesday-Friday.

P3 late detentions - These will be completed daily and run by the Attendance Officer. They are held for 20 minutes during the first half of lunch for lates to school, lessons and form time. Completion/none completion will be recorded on ClassCharts. Failure to attend a P3 late detention will result in a P4 after school detention.
P3 late detentions run daily.

P3 EXIT detentions –after school for 20 minutes. Pupils will be asked to complete lines. There are three 20-minute detentions per evening: 15.10-15.30, 15.30-15.50 and 15.50-16.10.
P3 after school detentions run Tuesday-Friday.

P4 detentions –after school for 20 minutes. Pupils will be asked to complete lines. There are three 20-minute detentions per evening: 15.10-15.30, 15.30-15.50 and 15.50-16.10.
P4 after school detentions run Tuesday-Friday.

P5 detentions –every Wednesday and Friday for 90 minutes. Pupils will complete lines. If they complete 4 sides then they will be permitted to leave at 16.30, if not they will leave at 16.40.

P6 IMPACT: Impact – pupils spend the rest of the day until 15.05 in the Impact room. If a pupil fails Impact they may receive a P8 suspension or spend additional days in Impact (P7) until 16.10.

P7 IMPACT: Internal exclusion - The school operates a system of internal exclusion managed by a member of staff. Pupils can be placed in this room by SLT or Heads of Year. This will be in the case of (but not exhaustive):

- A pupil fails to attend a P5 detention
- Pupils who present repeated low-level negative behaviour
- The actions of the pupil were serious enough to escalate the sanctions immediately to a P7
- A pupil acts in clear defiance of the school rules
- Inappropriate behaviour towards a member of staff
- Inappropriate behaviour towards other pupils
- Inappropriate behaviour outside of the school community
- Misuse of social media

Pupils will work as directed by the member of staff in IMPACT in silence work. Pupils in IMPACT will not mix with the normal school population for the time they are in internal

exclusion but will have the opportunity to order free breakfast, a school lunch and go to the toilet at the appropriate time. Internal exclusion starts at 08.40 and finishes at 16.10 for a P7.

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.

On occasions it may be necessary to impose multiple days of internal exclusion in an attempt to avoid formal P8 suspensions.

P8 Suspensions

All decisions to suspend are serious and only taken as a last resort or where allowing the pupil to remain in school would either harm the safety or well-being of other pupils or undermine the good order of the school. The following are examples but not a definitive list. All decisions to suspend will be made by the Executive Headteacher after due consideration of available evidence.

- Refusal to comply with a reasonable request from a senior member of staff
- Refusal to comply with internal exclusion
- Verbal abuse to staff or pupils
- Unprovoked or premeditated violence towards another pupil or staff member
- Smoking, including vaping/e-cigs, on site
- Damage to school site
- Misuse of social media that harms others or brings the school into disrepute
- Multiple trancies in a half term

All suspensions will involve a reintegration meeting with parents/carers and the pupil before the pupil returns to their timetabled lessons. The reintegration meeting will be conducted by the child's Head of Year and/or a member of SLT and where appropriate a member of the school's governing body may attend.

If a parent/carer is unable to attend the scheduled meeting, the pupil will be placed in IMPACT until the meeting is held.

Pupils will be placed on a behaviour monitoring card following a suspension. If appropriate, pupils will also undertake a restorative meeting with either the pupil or member of staff involved in the incident leading to the suspension. If involving a class teacher, this will take place before the pupil returns to that lesson.

Following a suspension, the school will undertake supportive interventions to avoid repeat suspensions. These interventions may include, although not exhaustive to:

- Allocation of a key worker – PSO, Behaviour Mentor, House Tutor, Head of Year or member of SLT
- SEND screening where applicable
- SEND interventions based on identified need
- SEND one-page profile
- WRAT5 assessment where applicable and subsequent intervention – literacy and numeracy focus
- Individual Behaviour Management Plan
- Short term reduced timetable
- Managed move or short-term AP placement
- Family support including EHA referral

- External agency referrals including ACE, NEST, CAMHs

Reasonable Adjustments

Where appropriate, a reasonable adjustment may be made for a sanction to support SEND needs or safeguarding of a pupil. The reasonable adjustment will be communicated to the pupil and parent and recorded internally.

6 Day Provision and 'Step Out' provision

Where a suspension of 6 days or more is issued, the pupil must attend another education provision from day 6. It is the 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 CLHS uniform and will be given work to complete via ClassCharts.

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 a Bay Learning Trust partner school working in their inclusion facility from 09.30 to 14.30. On return from the placement the pupil will be reintegrated into CLHS school through a reduced timetable or alongside intervention to support their success at CLHS.

Direction to Attend

On occasion a pupil may be sent to an alternative education provision for a fixed period under a 'Direction to Attend' for the purposes of improving behaviour or in relation to individual situations and circumstances.

Managed Move

When other support has failed to improve pupil behaviour and the pupil is at risk of permanent exclusion, a Managed Move to another school may be tried following a discussion with parents/guardians. In these circumstances, the pupil will be put forward at the local Pupil Panel Meeting and discussed with other local schools and the Pupil Access Team. Where an accepting school comes forward, the pupil will be given the opportunity for a fresh start at that school. This move will be reviewed after a 6-week period, and if successful, again at 12 weeks. If after a 12-week period the pupil's behaviour and attendance has been to a continually high standard, they will be taken on roll at the accepting school. If the move fails, the pupil could either return to CLHS or be permanently excluded.

Permanent exclusion

Only the Executive Headteacher can permanently exclude a student. A decision to exclude a pupil permanently should only be taken:

- In response to serious 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 pupils or others in the school.

<https://www.gov.uk/government/publications/school-exclusion>

The procedures laid down by the Local Education Authority are strictly adhered to and parents are advised of them. School work is set for excluded pupils if parents request it. Parents have a right of appeal against all exclusions to the Governing Body and the Local Education Authority. The permanent exclusion of a pupil with Special Educational Needs requires a review of the pupils' needs to be held within a short period of time.

There will, however, be exceptional circumstances where, in the Executive Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff
- false allegations regarding the conduct or behaviour of a member of staff
- sexual abuse or assault
- supplying an illegal drug
- possession of a substance that could cause harm to others
- carrying an offensive weapon
- deliberately setting off the school's fire alarm
- smoking/vaping on school site

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the calm, safe school environment and well-being of the school's community.

Schools should consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether an EHA referral is appropriate and consider the role of any other agency working with the pupil.

Restorative Actions

Where appropriate, restorative actions may take place following an internal exclusion or suspension.

The aims of restorative actions are:

- Restore relationships and plan for the pupil's reintegration
- Ensure pupils reflect and take responsibility for their behaviour
- Teach pupils the behaviour staff want to see
- Reinforce compliance with the 3C core values

- Enable any underlying issues to be raised

Restorative actions will take place at the first available opportunity. The member of staff who referred the student leads the restorative conversation. The conversation should be supported by another member of staff who will explain the process and the structure of the meeting to the pupil and member of staff.

Discipline outside of the School gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable".

In line with DFE Guidance, Central Lancaster High School may sanction a pupil for any misbehaviour when the child is:

- Taking part in any school organised activity or school related activity or travelling to or from the school.
- Wearing the school's uniform or in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

Mobile phones and other electrical devices

Pupils are allowed to bring mobile phones into the school provided that they are switched off and are not seen by staff whilst on the school site. Identical restrictions apply to all other electrical devices including the use of earphones and smart watches.

Should pupils not adhere to these rules the item(s) will be confiscated and stored in a safe and secure place. In the case where headphones are being used or visible, the attached device may also be confiscated.

Pupils can collect any confiscated items at the end of the school day.

In line with DfE guidance, if, during a search, a member of staff finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit or record an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so.

Staff may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school's rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

- In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school's rules.
- If an electronic device that is prohibited by the school's rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.
- If a staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate or not to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

All Central Lancaster High School's staff should be aware that behaviours linked to the sharing of nudes and semi-nudes put a child in danger.

Reducing Racism

Any racist act in work or deed is totally unacceptable. The parents of the offender will be advised of the incident and an appropriate sanction will be applied. Records will be kept in the school.

Threats to the safety and welfare of others

Pupils: A pupil who is involved in persistent acts of aggression towards other pupils, including verbally violent or aggressive behaviour, will be suspended or permanently excluded depending on the severity of the incident or incidents and with reference to the pupil's behaviour record.

Staff: Physical assault on a member of staff by a pupil will lead to permanent exclusion. Threatening behaviour towards a member of staff by a pupil, including violent and threatening language, will lead to a suspension or permanent exclusion, depending on the severity of the incident and with reference to the pupil's previous behaviour record.

Drugs and other illegal substances

A pupil found in possession of or under the influence of an illegal substance will receive a serious sanction; a suspension or permanent exclusion may be considered. In rare cases, internal exclusion may be used instead. Parents and the relevant outside agencies will be informed. A pupil supplying an illegal substance for use by others will be given either a suspension or permanent exclusion depending on the circumstances. If personal gain is involved ("trafficking") the exclusion will be permanent.

The Fire alarm

Setting off the Fire Alarm with no good reason will lead to a suspension or a possible permanent exclusion.

Searching pupils

Central Lancaster High School staff can search a pupil for any item if the pupil agrees.

The Executive Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable ground for suspecting that the pupil may have a prohibited item.

Prohibited items are:

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

A search can only be authorised by the Executive Headteacher, the Head of School or other senior staff who have delegated responsibility in their absence. There must be 2 members of staff present including a female member of staff if a female student is being searched and a male member of staff for a male student.

CLHS may use a metal detector wand for purposes of a search, carried out with consent from the child.

Confiscation

- Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to the school community (including cigarettes or items for used for smoking).
- Mobile phones and items of non-uniform should be confiscated if seen. These items must be put into a 'confiscation envelope' handed into the office where they will be kept securely.
- Staff should hand other confiscated items to the office via On-Call. On-Call must complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecured area at any time.
- Any item which staff consider to be dangerous or criminal e.g. drugs, must be brought to the attention of a SLT member immediately.
- Items confiscated by the school can be collected by students at the end of the day. Items which are deemed dangerous or criminal may only be collected by a parent/carers

except where the school has chosen to dispose of the confiscated items or sent to the Police.

- The school reserves the right to dispose of items which are not collected.

CCTV

The school uses CCTV for the purpose of monitoring and managing behaviour and safety.

Allegations against staff

Any malicious, unfounded allegation against a member of staff by a pupil could result in a permanent exclusion.

Use of reasonable force

In line with the Education and Inspections Act of 2006 (item 93), reasonable force may be used by staff to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The DfE document “Use of Reasonable force” July 2013 (Revised 2015) states that schools can use reasonable force to:

- Remove disruptive children from a class room 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 class room 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
- Stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts

The Executive Headteacher, Senior Leaders and Heads of Year may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The use of restraint is seen as a last resort and will only be undertaken in circumstances deemed to be dangerous by the responsible adult at hand. If there is occasion to use reasonable force, it will be deemed to be both necessary and proportionate. To this end, a number of staff have been trained in the use of positive handling by nationally accredited company, Team Teach and, unless there is an emergency, it is only these staff who are expected to physically intervene with pupils.

On any occasion that a member of staff has used force with a pupil they must inform the Executive Headteacher or Head of School as soon as practically possible. The Executive Headteacher/Head of School will keep a record of every occurrence of the use of force. Where parents consider that the use of force was unjustified, or that excessive force was used, they will be able to use the normal complaints procedure – see the academy’s Complaints Policy for further information.

Behaviour training and support

Behaviour training will take place for staff annually. All staff new to the school will receive behaviour training and induction. Individual staff may receive additional behaviour training to support their own needs.

Heads of Year meet daily (15:15-15:30) and active concerns are raised about staff's behaviour management. These concerns will be shared with the Head of School to consider appropriate support or training for the member of staff. Following consultation with the SLT faculty link, appropriate interventions will be established. This will include support from the SLT and the behaviour team and could consist of observations, in lesson support, accessing link strategies or observing an effective practitioner.