



Lancaster
High School

Behaviour for Learning Policy

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THE BAY
LEARNING TRUST

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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 Behaviour (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

- 1.2. At Lancaster High School positive behaviour is actively promoted. The school recognises that good behaviour, that demonstrates our school values and expected behaviours, are essential to creating an effective teaching and learning environment in which all pupils can progress without disruption
- 1.3. The 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. This is clear within our school values and expected behaviours
- 1.4. The school recognises that, sometimes, unacceptable behaviours can be displayed as a result of a Special Educational Needs (SEN). In such cases, the SEN policy will be applied, and reasonable adjustments made to the application of this policy
- 1.5. The school also recognises that at times pupils misbehave and in cases where a pupil is persistently disruptive, further action may be required
- 1.6. This policy should be read alongside the school's SEN policy
- 1.7. The purpose of this policy is to set out:
 - 2.6.1 the standard of behaviour expected of pupils and how this is rewarded;
 - 2.6.2 the behaviour points which staff can issue if behaviour falls below expected standards / is unacceptable and demonstrates disregard of our school values; and
 - 2.6.3 how the 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 rules

Ambition

Kindness

Service

Pupils and staff are expected to demonstrate the school values of ambition, service and kindness by demonstrating the expected behaviours.

- **We are respectful and responsible**
- **We are prepared and punctual**
- **We are polite**
- **We persevere.**

We are respectful and responsible

- 3.1 Pupils are kind and respectful towards one another and all staff members, respecting the protected characteristics of all in our community
- 3.2 Pupils do not leave the classroom without permission from the teacher

- 3.3 Pupils do not leave school site without permission from their Pastoral Team in agreement with their parents/carer
- 3.4 Pupils complete their homework activities independently and submit to their teacher on given deadlines
- 3.5 Pupils learn from their mistakes
- 3.6 Pupils listen to the answers and opinions of other pupils
- 3.7 Pupils demonstrate sensible behaviour in corridors and around the school site
- 3.8 Pupils report, through the 3R system, any concerns they have about the behaviour of adults or children towards them or others
- 3.9 Pupils do not chew chewing gum.

We are prepared and punctual

- 3.10 Pupils have excellent attendance and are supported by parents to meet the expected 97% attendance target
- 3.11 Pupils are punctual to school and all lessons. Pupils access school from the pupil entrance from 08:40 for commencement of the school day at 08:50. Pupils can access the dining room for free breakfast club from 08:15 via school reception
- 3.12 Pupils wear their uniform with pride, following the expectations of the Uniform and Appearance Policy <https://lancasterhigh.lancs.sch.uk/our-school/policies-and-reports>
- 3.13 Pupils bring their school bag to school daily and are equipped with their stationery and specialist equipment as required (for example PE kit)
- 3.14 Pupils follow their timetable and arrive punctually to all lessons.

We are polite

- 3.15 Pupils follow the instructions from staff
- 3.16 Pupils behave appropriately when transferring between all lessons and during unstructured times and respond to other members of the community with respect
- 3.17 Pupils represent the school when wearing the school uniform, they are considerate of those within our wider community and represent the school appropriately on their way to and from school.

We persevere

- 3.18 Pupils are expected to work hard and with focus in all lessons.
- 3.19 Pupils engage with all activities within their lessons and challenge themselves to achieve highly
- 3.20 Pupils ask for help if they are finding subjects or elements of the school day difficult
- 3.21 Pupils explore new subjects and topics with an open mind

3.22 Pupils engage well with DEAR activities

3.23 Pupils participate in extra-curricular activities to support their learning beyond the classroom.

4 Aims of Lancaster High School

4.1 Pupils should develop a sense of respect and tolerance towards each other, the school's employees and the wider community. This is demonstrated through polite responses to all pupils and adults within the school and is how pupils develop service to one another and the wider community

4.2 The school offers a safe, happy and positive environment where kind behaviour and actions can flourish

4.3 Positive approaches towards rewarding and openly recognising behaviour that demonstrates our values and expectations are our priority

4.4 Pupils should develop a sense of responsibility, demonstrated through being prepared and punctual, and develop an understanding of the outcomes of their own actions

4.5 Pupils should be actively supported in developing the appropriate social skills and strategies to be more able to deal with difficulties and conflict and persevere through difficult periods of time to demonstrate ambition

4.6 Pupils will be taught what expected behaviour looks like which will be demonstrated and modelled in the first instance by the school's staff

4.7 The school will address all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) while educating all in its prevention.

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 have delegated the day-to-day responsibility of the implementation of this policy to the Headteacher. They are both responsible for:

5.2.1 maintaining 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 the school's behaviour 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 leadership at the school will;
 - 5.4.1 ensure that they visibly display high levels of good behaviour;
 - 5.4.2 ensure that all staff understand the behavioural expectations and the importance of maintaining them; and
 - 5.4.3 assist the Headteacher with the induction of new staff into the school's behaviour culture.
- 5.5 All members of staff have a role to play in developing a calm, positive, structured and safe environment at the school which is led by warm and welcoming behaviours modelled by all staff. All staff shall ensure that;
 - 5.5.1 clear boundaries of acceptable pupil behaviour are established;
 - 5.5.2 they teach and model expected behaviour and positive relationships showing kindness;
 - 5.5.3 they respond to incidents of unacceptable behaviour predictably, promptly, assertively and in line with this policy;
 - 5.5.4 they challenge pupils to meet the expectations of this behaviour policy and they work hard with high ambition and expectations for all pupils;
 - 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 the school deserve to learn in a safe and calm environment. To uphold this standard pupils must;
 - 5.6.1 follow the 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 the school among their peers.
- 5.7 The school recognises that expected 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 the school when behaviour is unacceptable.

6 School procedures and strategies

- 6.1 All teachers implement the key non-negotiables for learning within their classrooms;

- 6.1.1 Staff must meet and greet pupils at the door welcoming them into the room
 - 6.1.2 Pupils must enter the classroom at noise level 0 (silence), remove their coats, go straight to their own seat and place all relevant equipment on their desk for the teacher to check
 - 6.1.3 There must be a seating plan; no pupil should be sat with their back to the front of the room
 - 6.1.4 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 at noise level 0 and the teacher must complete and save the register. Teachers must email oncall@ immediately if pupils are missing from their lesson and this is not explained with a red triangle or appropriate absence code on the register
 - 6.1.5 Noise levels should be identified by the teacher, on the noise level board, and adhered to by pupils
 - 6.1.6 The end of lessons and dismissal must be ordered and controlled by the teacher
 - 6.1.7 Staff must record no/incomplete homework in ClassCharts as a B3 homework behaviour.
- 6.2 Behaviour that meets the school's expectations will be recognised through rewards including ClassCharts positive points, certificates, communicating praise to parents via phone call or written correspondence, positions of responsibility (e.g. Pupil Leadership roles) and prizes. Points awarded are made explicit through the display of a Reward Board in every classroom
- 6.3 Positive reinforcement and praise are highly effective methods of creating positive behaviour and positive relationships. The school's employees follow the positive behaviour management strategies:
- 6.3.1 Pupils can receive reward points for demonstrating any of the school's values. There is no restriction on the number of times a pupil can be rewarded for demonstrating any of the school's values and all reward points are worth one point
 - 6.3.2 The teacher should share explicitly what the reward point is awarded for and write their name on the reward board displayed at the front of the classroom. The reward point should be recorded on ClassCharts. Staff should look to achieve a 5:1 ratio between reward points and points for unacceptable behaviours

Rewards on ClassCharts	
Demonstration of the school values: ambition, kindness and service	1 positive behaviour point
Excellent homework	2 positive behaviour points
Attendance at an extra-curricular lunchtime or after school club	5 positive behaviour points
Year 11 revision session attendance	2 positive behaviour points

Attendance rewards:	
Whole week	5 points
Half term	25 points
Whole term	50 points
Whole year	150 points
Whole form, full week attendance	5 points
Stage 1 attendance postcard	10 points

6.3.3 Pupils who display any of the values outside of the classroom should be told why they are receiving a reward point and staff should enter this on ClassCharts. Reward points will be accumulated and celebrated in a number of ways including:

- 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. Pupils receive a free breaktime canteen snack
- Termly celebration assembly of pupils who have the most praise points. Pupils receive a certificate and free breaktime canteen snack
- Pupil names and pictures displayed on Praise powerpoints in the school
- Pupils celebrated in the weekly newsletter to all parents
- Access to enrichment activities
- Free tickets to end of term reward trips and events.

6.4 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 be dealt with more easily. The school believes that the curriculum should be planned to include all pupils in order to maximise their opportunities to experience success and enhance their self-esteem

6.5 When there are difficulties with individual behaviour which is not in line with the school values, then points and behaviour outcomes will be applied: see section 10 of this policy

6.6 The school will consider whether unacceptable behaviour is as a result of a pupil suffering, or likely to suffer, significant harm. In these circumstances the appropriate DSL will be notified and the appropriate procedures followed as set out in the school's Child Protection & Safeguarding Policy

6.7 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

6.8 All incidents of unacceptable behaviour are recorded via ClassCharts.

7 Assemblies

7.1 There are weekly assemblies during which individual pupils, and classes, receive updates on demonstration of expected behaviour and achievements which are also celebrated in our termly Achievement Assemblies.

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 and assemblies
- 8.2 Pupils will be taught the explicit behaviour expectations for key routines in school; entering classrooms, line up, assemblies, evacuation, dining room and corridor conduct amongst others
- 8.3 A copy of this policy will be accessible on our website 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 Lancaster High School are encouraged to use our 3R system for reporting any concerns that they have for themselves or others

Report	Pupils report any concerns about behaviour, feelings or safety through a number of methods (see 9.2)
Respond	The appropriate member of staff will respond to the concern with clear actions and communication with pupil and their families
Review	Following a report, the appropriate member of staff will check in and review the outcome of the report and subsequent actions with the child and their family.

- 9.2 Pupils can report concerns through the following routes at Lancaster High School:

- Face to face to any member of staff, we encourage this communication via the child's House Tutor
- Through the Care Code (QR code around school, Parent Newsletter and on the website)
- Via the antibullying@ email address (antibullying@lancasterhigh.lancs.sch.uk)
- Via the antibullying text line **07930 995 456**
- Through a paper report placed in the reporting box in reception.

10 SEN pupils

- 10.1 The school believes that all pupils should have the support to achieve high standards of behaviour inside and out of the classroom. However, the school also recognises that some members of the community with SEN or disabilities may have barriers in place to achieve these standards
- 10.2 The school aims to support the behaviour of pupils with SEN by;
 - 10.2.1 identifying support for every lesson through consultation with parents and the child and the implementation of a One Page Profile support plan;
 - 10.2.2 making reasonable adjustments where possible to accommodate their needs;

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

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

10.3 However, where it is apparent a pupil with SEN is struggling at the school even when accommodations are in place the school will work with multi agencies to provide education for those who the school might not be the best option. This includes supporting a move to an alternative educational provider where this is in the best academic and social interest of the child

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 SEN. 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 Unacceptable Behaviours

11.1 When a pupil's behaviour justifies the application of a sanction one will be issued in order to deter future repeats of unacceptable behaviour

11.2 When necessary and reasonable to do so, the school will adopt the one or more of the following actions which is proportionate in all of the circumstances. All behaviour points carry the value of -1 negative point on ClassCharts:

Classroom Behaviours		
B1	B1 Missing equipment B1 Disruption to learning	-1 behaviour point
B2	B2 Repeat disruption to learning B2 Missing equipment & disruption to learning	-1 behaviour point
B3E	B3 Exit from lesson – after B1 & B2 warning penalties have been issued in class	-1 behaviour point and 30 minute after school detention
B3	B3 Late to lesson/form B3 No PE kit B3 homework issue	-1 behaviour point and 15 minute lunch time detention issued when three B3 sanctions are issued in a half term Pupils without a PE kit are sent to Exit for the lesson as they cannot take part. Pupils are not issued an Exit detention.
Out of Classroom Behaviours		
B3	B3 Chewing gum B3 Uniform	-1 behaviour point and 15 minute lunch time detention issued when three B3 sanctions are issued in a half term
B3L	B3 Late to school	-1 behaviour point and 15 minute lunch time detention
B4	B4 Out of classroom unacceptable behaviour	-1 behaviour point and 15 minute lunch time detention
B5	B5 Lesson truancy	-1 behaviour point, 60 minute after school detention & 1 day in Impact
	B5 Failure of / to attend lunchtime detention	-1 behaviour point, 30 minute after school detention

B6	B6 Failure of / to attend 30 min after school detention	-1 behaviour point, 60 minute after school detention
B7	B7 Two exits B7 Refusal / failure of Exit B7 Serious incident (that has taken place in/outside of the classroom or school) B7 Failure of / to attend 60 min after school detention	-1 behaviour point, Impact until 15:20 (already have 2 x 30 min after school detentions for the Exit sanctions) -1 behaviour point, Impact until 15:20 (already have 1 x 30 min after school detention for the Exit sanction) -1 behaviour point, Impact plus 60 minute after school detention. Length of Impact sanction is the decision of the Headteacher -1 behaviour point, Impact with opportunity to 'work out' with perseverance shown to the Impact curriculum work
B8	B8 Step out B8 Suspension	-1 behaviour point Issued for serious incidents or persistent unacceptable behaviours in school

11.3 The Headteacher may consider permanent exclusion for serious or persistent breaches of the behaviour policy. Suspensions and permanent exclusions are dealt with in more detail below

11.4 The behaviour system's principal role is to support learning by dealing with low level unacceptable behaviour i.e. behaviour that undermines the pupils own learning or that of others. Behaviour points (for unacceptable behaviours) are not a replacement for good classroom management techniques and will not compensate for poor teaching and unstructured lessons

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

11.6 The classroom system is for low level disruption- if a situation is more challenging, on call should be requested via oncall@ and a pupil may be removed without B1-2 sanctions

11.7 At the end of a sanction, where appropriate, the pupil will receive further guidance about what they did wrong, the impact of their actions and how they can do better in the future. They will also be offered further support if appropriate which may include;

11.7.1 the school engaging with parents

11.7.2 a change of teaching set or class;

11.7.3 consideration by the Special Education Needs Coordinator (SENCO), with colleagues, of possible interventions within the school;

11.7.4 allocation of a key worker such as a Progress Leader, Pastoral Officer or external support colleagues;

11.7.5 referral to a specific support service, such as the Education Welfare Service, Children's Services, Child and Adolescent Mental Health Service, or school's Family Support Service; and

11.7.6 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 the school
- 12.2 For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet, lunchtime detentions commence at 13:00 and run for 15 minutes until 13:15 Monday – Friday. A bell sounds at 12:55 to alert pupils to detentions commencing at 13:00
- 12.3 After school detentions run 15:20-16:20 for 30 or 60 minute sessions. Two 30 minute detentions can be set on one afternoon. These detentions run Monday-Friday. Pupils are seated by staff members on duty and have access to maths and English Sparx platforms in which pupils work on at noise level 0. Pupils who do not follow such instruction will be issued warnings (as per B1-2 in the classroom), and if a pupil reaches B3E they will be asked to leave the detention room. The detention will then be upscaled due to failure. Where Year 11 pupils are in after school detention but revision sessions are taking place after school, the Progress Leader may collect pupils to attend mandatory revision for the length of their after school detention. Pupils who follow instruction and complete lines and their work successfully will be dismissed 5 minutes early.
- 12.4 The school do not need parental or pupil consent to issue a detention which runs after the 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 to go ahead. Detentions are set via ClassCharts for parents and pupils to check
- 12.5 The school will listen to representations from parents and/or pupils, and will consider the following:
- 12.5.1 whether the detention is likely to put the pupil at increased risk;
 - 12.5.2 whether the pupil has known caring responsibilities;
 - 12.5.3 whether the detention timing conflicts with a medical appointment;
 - 12.5.4 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 parent
- 12.6 A failure to attend detention will result in an escalation of sanction and will be classed as a breach of this behaviour policy.

13 Removal from the classroom

- 13.1 The school uses removal from the classroom (B3E) 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 to 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 consequence of their actions, the impact on others and to adjust their behaviour once returned to normal timetable
- 13.4 Parents are informed on the same day if their child has been removed from the classroom and placed into Impact, the school do this via ClassCharts
- 13.5 Lancaster High School operates an Impact space for formal / repeat removals. This is managed by Senior Leaders and Pastoral staff. B7 sanctions are used for the following but not exhaustive reasons:
- A pupil fails to attend a B6 detention
 - Pupils who present repeated low-level negative behaviour
 - The actions of the pupil were serious enough to escalate the behaviours immediately to a B7
 - A pupil acts in clear defiance of the school rules and values
 - Inappropriate behaviour towards a member of staff
 - Inappropriate behaviour towards other pupils
 - Inappropriate behaviour outside of the school community
 - Misuse of social media
 - As a 'holding space' whilst a serious incident is investigated.
- 13.6 Pupils will work as directed by the member of staff in Impact at noise level 0. Pupils in Impact will not mix with the normal school population for the time they are in internal removal but will have the opportunity to access a free breakfast, a school lunch and go to the toilet at the appropriate time. Internal removal at B7 sanction level begins at 08.50 and finishes at 16.20 for a P7
- 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 in line with our school values and behaviour expectations. Pupils will complete work which supports the core and humanities curriculum via our Sharepoint resources
- 13.8 On occasions it may be necessary to impose multiple days of internal removal to avoid formal B8 suspensions.

14 Restorative actions

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

14.2 The aims of restorative actions are:

14.2.1 Restore relationships and plan for the pupil's reintegration

14.2.2 Ensure pupils reflect and take responsibility for their behaviour

14.2.3 Teach pupils the behaviour staff want to see

14.2.4 Reinforce compliance with the school values and expected behaviours

14.2.5 Enable any underlying issues to be raised.

14.3 Restorative actions will take place at the first available opportunity. A pastoral leader will lead the restorative conversation. The conversation should be engaged with by those involved in an incident or interaction that led to a high level sanction.

15 Mobile phones and other smart devices

15.1 For the purpose of section 15 mobile phone shall mean a mobile phone and any other smart device with a similar functionality to a mobile phone (for example, the ability to send and/or receive notifications or messages via mobile phone network) including, but not limited to, tablet devices and smart watches

15.2 During the school day mobile phones will be kept in pupils' bags and are not permitted to be used, seen or heard. This means that the mobile phone should be switched off and placed in the pupil's school bag / blazer pocket

15.3 Should parents need to contact a pupil during the school day they can do so through the school office

15.4 In the event that a mobile phone or other smart device such as a tablet is found on a pupil or is being used in breach of this policy it will be lawfully confiscated and returned at the end of the school day

15.5 The school will communicate with pupils and parents whether mobile devices are permitted and the rules for their use in advance of any off site or residential trip

15.6 We have the lawful right to issue a sanction where a pupil is found with a mobile device. Where a sanction is issued, this may include confiscating the pupil's mobile device for a period of time to be determined by the Headteacher at their absolute discretion

15.7 We have a lawful right to search the content of mobile phones and other electronic devices without consent from the pupil or parents. For more information on staff searching powers please see section 17 below

15.8 There may be rare occasions where the Headteacher allows a pupil to have a mobile phone or smart device present in school for a finite period. This is a matter for the Headteacher in their absolute discretion.

16 Confiscation

- 16.1 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)
- 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 office where they will be kept securely
- 16.3 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 pupil and the member of staff'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 a SLT member immediately
- 16.5 Items confiscated by the school can be collected by pupils at the end of the day. Items which are deemed dangerous, or criminal may only be collected by a parent/carer except where the school has chosen to dispose of the confiscated items or sent to the police
- 16.6 The school reserves the right to dispose of items which are not collected.

17 Restrictive Interventions

- 17.1 Restrictive interventions will only be used to prevent immediate risk of harm to the pupil, other pupils, staff, or property, and must be proportionate, necessary, and the least restrictive option available
- 17.2 Any restrictive intervention must be recorded promptly, reported to the Headteacher (or Deputy in their absence) and communicated to parents/carers in line with statutory expectations
- 17.3 Staff are trained in safe, proportionate responses to crisis situations, with an emphasis on preventative and de-escalation techniques
- 17.4 There are 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. Members of staff may use reasonable force when conducting a search for illegal items such as weapons (including knives), alcohol, illegal drugs, stolen items, tobacco, fireworks or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm
- 17.5 The Behaviour Policy acknowledges that restrictive interventions are distinct from routine behaviour management techniques and are governed by specific safeguarding and legal requirements.

18 Moderate to serious breaches of the School's rules

- 18.1 Any serious breach of the school's rules (including serious aggressive behaviour), will be followed up immediately by a member of the pastoral or senior leadership team
- 18.2 Parents will be informed and, if appropriate, asked to come into the 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 Prohibited items

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

20 Direction off-site to improve behaviour

- 20.1 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 compulsory. This is not a sanction, but a measure at the Headteacher's disposal to take steps to support an improvement in a pupil's behaviour, with a view to reintegrating back with such an improvement
- 20.2 A placement will be commissioned based on the circumstances that have arisen leading to the sanction. This can be at another mainstream school or alternative provision (AP) which, in the Headteacher's opinion is going to assist in supporting an improvement in behaviour
- 20.3 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

- 20.4 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
- 20.5 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 warranting suspension or permanent exclusion.
- 20.6 An off-site direction can also be imposed to initiate a process which leads to the transfer of a pupil to another mainstream school permanently
- 20.7 An off-site direction will only be considered when it is in the pupil's best interests and offered as part of a planned intervention once an appropriate initial intervention has been carried out at a school level for purposes of a permanent move to another school. The Headteacher shall have discretion in relation to what an appropriate initial intervention is
- 20.8 Examples of interventions the school can consider prior to a managed move include:
- 20.8.1 frequent and open engagement with parents, including home visits if deemed necessary;
 - 20.8.2 mentoring;
 - 20.8.3 short-term behaviour management cards or longer-term behaviour management;
 - 20.8.4 pupil support sessions; and
 - 20.8.5 engaging with local partners and agencies to address specific challenges.

21 Suspension

- 21.1 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
- 21.2 Suspension and permanent exclusion are the most serious sanctions available to the school and will be issued when behaviour warrants such intervention. For the majority of pupils, a suspension will not be necessary. The 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 probability'. This means that the Headteacher will accept that it is more likely that an incident happened than it did not happen. The Headteacher will take into account his statutory duties in relation to SEN duties when considering whether to suspend a pupil
- 21.3 The school will take reasonable steps to set work for the pupil during the first five school days when they are suspended. For longer suspensions, the school will arrange suitable alternative educational provision from the sixth school day of the suspension
- 21.4 A suspension can be issued for part of the school or for a number of days. A suspension cannot be converted to a permanent exclusion. However, in the event that evidence has come to light which warrants a more serious sanction to be imposed the Headteacher may issue a permanent exclusion

21.5 Upon return to the school after a suspension, the pupil will attend a reintegration meeting with the appropriate member of their year group's pastoral team. Parents will be invited to reintegration meetings and it is the Senior Leadership Team's strong expectation that parents attend to support the pupil's reintegration into the school community and so that they can help their child understand the standard of behaviour required.

22 Six day Provision and 'step out' provision

22.1 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 LHS uniform and will be given work to complete via ClassCharts and the year group's Sharepoint curriculum

22.2 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 partner school working in their inclusion facility from 09:30 to 14:30. On return from the placement the pupil will be reintegrated into LHS school through intervention to support their success at LHS.

23 Permanent exclusion

23.1 A 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 the school would seriously harm the education or welfare of the pupil or others at the school

23.2 Persistent breaches are when a pupil repeatedly breaches the school's behaviour policy and which other sanctions, interventions and strategies have not been able to effectively manage

23.3 A serious breach will be a singular event which warrants permanent exclusion from the school. These may include, but are not limited to:

23.3.1 violence, or threatened violence, towards pupils, staff or visitors

23.3.2 carrying on offensive weapon

23.3.3 drug use or possession

23.3.4 possession of a substance that could cause harm to others

23.3.5 sexual abuse or assault

23.3.6 deliberately setting off the school's fire alarm;

23.3.7 serious but false allegations against a pupil or staff.

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

24 Poor behaviour off the School's premises/online behaviour

- 24.1 All pupils have a responsibility to conduct themselves in accordance with our behavioural expectations at all times and so as not to bring the school or our community into disrepute
- 24.2 The same standard of good behaviour is expected online as apply offline. The 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
- 24.3 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 and Safeguarding policy and speaking to the Designated Safeguarding Lead (DSL) (or deputy) when an incident raises a safeguarding concern
- 24.4 The Headteacher is entitled to take into account behaviour outside the 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 the school
- 24.5 Conduct outside the school premises, including online conduct, that the school might sanction pupils for include, but are not limited to:
 - 24.5.1 Unacceptable behaviour when taking part in any school-organised or school-related activity
 - 24.5.2 Unacceptable when travelling to or from the school
 - 24.5.3 Unacceptable when wearing school uniform
 - 24.5.4 Unacceptable when in some other way identifiable as a pupil at the school
 - 24.5.5 Unacceptable that could have repercussions for the orderly running of the school
 - 24.5.6 Unacceptable with an electronic device
 - 24.5.7 Unacceptable that poses a threat to another pupil or
 - 24.5.8 Unacceptable that could adversely affect the reputation of the school.

25 Suspected criminal behaviour

- 25.1 In cases when a member of staff or headteacher suspects criminal behaviour, the school will conduct initial investigations
- 25.2 Investigations will be fully documented, and all reasonable efforts will be made to preserve relevant evidence. The findings of such investigation will determine whether the school makes a report to the police
- 25.3 Once a decision is made to report the incident to police, schools retain the discretion to continue investigations and enforce their own sanctions, so long as it does not conflict with police action.

26 Child-on-child abuse

- 26.1 The school takes any report of online, offline abuse or forms of sexual abuse seriously and will not tolerate such behaviour
- 26.2 Witnessed, concerning or reported behaviour will be investigated by the pastoral team. If there is evidence that a criminal act has taken place, the school will report to the police
- 26.3 Pupils will be sanctioned in line with the B1-8 behaviour sanctions detailed within this policy and subsequent sanctions will be implemented if there is evidence that bullying behaviours have continued
- 26.4 Restorative and educational actions will be conducted following a child on child incident if both parties agree to take part and parents will be notified of the actions taken
- 26.5 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 school community must advocate for high standards of conduct and model dignified and respectful relationships

- 26.6 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 dealt in line with the Child Protection and 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.

27 Reducing Racism

- 27.1 Any racist act in word 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.

28 CCTV

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

29 Reporting

- 29.1 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
- 29.2 The Headteacher will make a termly report to the Local Governing Body with exclusion data. This shall include
 - 29.2.1 The number of suspensions issued;
 - 29.2.2 The number of permanently exclusions issued; and
 - 29.2.3 The number of permanent exclusions rescinded.
- 29.3 The Local Governing Body will consider the exclusion data and use it to inform;
 - 29.3.1 The effectiveness and consistency in implementing the school's behaviour policy

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

Change Log

Date of change	Updates	Page	Version control
07.04.26	Updates to reasonable force section 17	17	1.1