



**Central Lancaster  
High School**

## **BEHAVIOUR FOR LEARNING POLICY**

**Date: February 2020**

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**SLT Review: VJO**

**Governors Review: Learning and Standards Committee**

# Behaviour for Learning policy

## High quality behaviour for learning is underpinned by:

- Relationships
- High quality lesson planning
- Positive reinforcement and recognition
- Student compliance with the Central Way

The **Central Way** is the way which Central expects its students to conduct themselves both in school and outside of school as members of our community. It has the following 5 expectations at its core:

- **Effort**- try to be the best version of YOU!
- **Respect**- look after staff/ students/ self/ environment, both in and out of school.
- **Ready**- be ready to learn by having uniform and equipment.
- **Responsibility**- if you do something wrong, accept the consequence.
- **Punctual & present**- be there, be on time!

## Our staff will:

1. Refer to the Central Way
2. Model positive behaviours and build relationships.
3. Plan lessons which engage, challenge and meet the needs of all students.
4. Ensure praise outweighs anything negative by 5:1 ratio.
5. Be present at the classroom door and on corridors - meet and greet.
6. Retain ownership and engage in reflective dialogue with students.
7. Never ignore or walk past students who are not following school rules.

When dealing with low-level disruption and other breaches of the Central Way use the consequences:

P1 – Warning	P2 – 10min class teacher detention	P3 – 20 min lunchtime detention
P4 – Exit to Exit Room for 1 lesson plus 40 min after school detention	P5 - Impact	

- Detentions are for lateness, home learning concerns or behavioural issues.
- A Serious Breach of the Central Way is an incident which may lead to an instant IMPACT, internal exclusion, fixed term exclusion or a permanent exclusion.
- An On-Call team will be present around the school during lesson time, and an On Duty team will be present at break time, lunchtime, before and after school.
- Progress Tutors, Heads of House and Progress Leaders have a pivotal role in the success of the overall policy.
- A reconciliation meeting will take place following an IMPACT, or exclusion where applicable.

## **Introduction**

Central Lancaster High School is committed to creating an environment where exemplary behaviour is at the heart of productive learning and a highly cohesive school community. It is called the 'Behaviour for Learning' policy as the two are inextricably linked.

Students and staff are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same at all times.

## **Purpose**

To provide simple, clear and practical procedures for staff and students that:

- Ensure classrooms are disruption free
- Ensure consistency by staff across the school
- Place the highest value on learning
- Recognise and positively reinforce behavioural norms
- Support the values of the school
- Teach self-esteem, compliance and self-regulation
- Hold the line on student compliance to the Central Way

## **The Central Way**

This is the code of conduct defining the 5 expectations of students at all times:

- **Effort**- try to be the best version of YOU!
- **Respect**- look after staff/ students/ self/ environment, both in and out of school.
- **Ready**- be ready to learn by having uniform and equipment.
- **Responsibility**- if you do something wrong, accept the consequence.
- **Punctual & present**- be there, be on time!

## **Sanctions Use of the Consequences**

All consequences will be recorded on Classcharts. Classcharts will communicate achievements and sanctions to parents.

P1	Warning
P2	10 mins detention run by class teacher at their convenience, which could be at break time, lunch time or after school.
P3	20 minute lunch time detention. This can also be issued for out of class behaviour by all staff.
P4	Exit to work in the 'exit room'. Class teacher to provide work. Teacher to facilitate reconciliation with student. Followed by a 40 minute after school detention on the same day.
P5	Sent to IMPACT for equivalent of 1 day plus an afterschool detention.
Supported study	Detention at the convenience of the class teacher, which could be at break time, lunch time or after school for up to 1 hour to ensure that home learning is completed to acceptable standard. Run by teacher/ department/ faculty as study support.

- If a student fails to attend a P2 detention Classcharts up-scales to a P3.
- If a student fails to attend a P3 detention at lunchtime this is reissued as an after school detention and the pupil is escorted by Period 5 staff.
- If a student fails to attend a Supported Study afterschool this is re-issued by the class teacher for the next appropriate level of detention.
- If a student fails to attend a 40 minute after school detention a 1 Hour SLT detention is issued for Friday.

### **Detention**

Individual members of staff may keep a student back, or require that they arrive, for a 'short detention' for 10 minutes at break, lunchtime or after school. This may be for issues relating to home learning completion, or persistent concerns that stop short of 'exit'. Students will be expected to work as directed by the member of staff. It is good practice for students to check Classcharts regularly to see if they have any detentions issued for that day.

After School Detentions- According to government guidance parents do not need to be informed of after-school detentions or of the reason why a detention has been given. Parents will be informed, by Classcharts, of the 'after school' detention (up to an hour after school) but not a 'short detention' of 20 minutes after school.

Detention is intended as a deterrent, and should not be something attended regularly by any student. If a student is frequently in home learning detention for their subject, a phone call home must be made home by the class teacher. If a student is frequently in home learning detention for a number of subjects, a phone call home must be made by the Progress Tutor.

## **Exit**

The class teacher requests On-Call to attend. If the situation cannot be reconciled immediately, On-call will escort the pupil to the exit room. All pupils being sent to the exit room must have work provided by the teacher who has exited them for them to complete in the exit room. The Exit must be reported via Classcharts by the exiting member of staff.

## **On Call**

A member of the On-Call team will be present around the school during lesson time. The purpose is not just to deal with difficult issues, but take every opportunity to generate a positive ethos around school.

## **IMPACT**

1. Students referred to the IMPACT room will remain in there until 4.05pm. They are not allowed to leave for extra-curricular activities.
2. Students will complete a full school day in the IMPACT room. If, for example, they are referred during period 3 on Monday they will be there until 4.05pm on Monday and return at 8.50am on Tuesday, and stay in the IMPACT room until the end of period 3, provided their parent has been contacted and met with.
3. On arrival students will complete a reflection sheet and a letter of apology to be given to the teacher during reconciliation.
4. Standards of behaviour are expected to be exemplary in the IMPACT room. The purpose of the room goes far beyond containment.
5. The consequences also apply in the IMPACT room to the same rigorous standards, and will be recorded. Students must work throughout. Breaches of the Central Way, such as arriving late, turning around to gain the attention of others or putting their head on the desk will be followed by a consequence. There should be no routine discussion between the supervising members of staff and the students. It is not a social area.
6. There is no referral from the IMPACT room, once the consequences have been exhausted or if there is a Serious Breach. In these circumstances a one-day internal exclusion may be issued in the first instance, leading to further days of internal exclusion with repeated poor behaviour.
7. Students will not leave the IMPACT room at break or lunch. Toilets will be managed at defined times when not in use by other students. Students will choose a sandwich and drink which will be deducted from their account unless they have a packed lunch. This will be delivered.
8. In the IMPACT room students should complete work provided or read their reading book as directed.
9. Parents will be contacted and a meeting arranged with the student, parent and ELT or Achievement Leader. During the meeting a Behaviour Contract will be agreed and a monitoring card issued.
10. Staff should ensure that mobile phones are confiscated from pupils on entry to IMPACT and handed in to the school office at the end of their duty. Where pupils

refuse to hand over mobile phones, duty on call should be alerted to perform a search. The phone will then be kept safe at the main school office for parents to collect.

### **Reconciliation**

Reconciliations should take place following an IMPACT or following a return from exclusion.

#### **The aims of reconciliation are:**

- Restore relationships and plan for reintegration
- Ensure students reflect and take responsibility for their behaviour
- Teach students the behaviour staff want to see
- Reinforce compliance with the Central Way
- Enable any underlying issues to be raised

Reconciliations take place at the first available opportunity (and on the same day) in or near the referral room. This is to ensure that the majority of the sanction has taken place in as many cases as possible. It is important to enable a private conversation wherever possible.

The member of staff who referred the student leads the reconciliation. The reconciliation should be supported by another member of staff who will explain the process and the structure of the meeting to the student and member of staff.

### **Serious Breaches and exclusions**

#### **Managed Move -**

When other support has failed to improve student behaviour and the student is at risk of 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.

#### **Internal Exclusion-**

When a student has received 3 sessions in IMPACT, or where their behaviour is deemed poor enough, they will be placed on an Internal Exclusion for a fixed number of days. In these circumstances the student will complete work set by subject teachers, in the IMPACT Centre between the hours of 12pm and 6pm Monday to Thursday and 11.00am and 5pm on Friday. Once the exclusion is complete, the parents and pupil will be invited into school to discuss the reason for the Internal Exclusion and a behaviour contract/support plan will be implemented along with a monitoring card.

### **Fixed Term Exclusion-**

Where a student is persistently disruptive or has a single incident which is deemed to justify, a fixed term exclusion for a fixed number of days may be issued. In these circumstances the student will be directed to attend an alternative provision where they will continue with class work supplied by school. Parents and pupils will be invited to attend a readmission meeting at the end of the exclusion, to discuss the severity of the incident and the next steps.

### **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.

Exclusions can only be made by the Principal, or the Vice Principal in the absence of the Principal.

### **Permanent Exclusion**

Only the Principal 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>

There are two categories of permanent exclusions:

#### **1. Cumulative**

Students can be permanently excluded for a series of serious breaches, incidents, multiple IMPACTs or other concerns.

It can also happen if:

- The required improvement is not achieved within any timescale stated in a final written warning.
- Further misconduct takes place during the currency of a final written warning, whether or not it involves a repetition of conduct which was the subject of a previous warning
- Breaches of behaviour contracts.

**2. Students can also be permanently excluded for a first or 'one-off' offence.** The list is not exhaustive but indicates the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the whole community. It includes:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying or use (or intention to do either) of an illegal drug

- Carrying an offensive weapon
- Serious bullying, including extortion
- Serious damage to school property, including arson
- Making a malicious serious false allegation against a member of staff
- Tampering with health and safety equipment, including the fire alarm, in a way that endangers others
- Hacking or other activities that compromise the integrity of the computer network.

### **Screening, Searching and Confiscation**

Please refer to the <https://www.gov.uk/government/publications/searching-screening-andconfiscation> advice for Headteachers, staff and governing bodies.

In addition to the practice identified in the DfE guidance, Central Lancaster High School will also ban any item brought into the school with the intention of the item being sold or passed on to other students which will cause disruption to the school, be detrimental to good order or the health, safety and wellbeing of others.

A search can only be authorised by the Principal, the Vice Principal 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.

### 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 school discipline (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, e.g. cigarettes or alcohol.
- The school reserves the right to dispose of items which are not collected.

### **CCTV**

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



## **Use of Reasonable Force**

Please refer to the <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> advice for Headteachers, staff and governing bodies.

Reasonable force is used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Situations can include:

- The removal of a disruptive student from the classroom where they have refused to follow an instruction to do so.
- The prevention of a student behaving in a way that disrupts a school event or a school trip or visit.
- The prevention of a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- The prevention of a student from attacking a member of staff or another student, or to stop a fight in the playground.
- The restraint of a student at risk of harming themselves through physical outbursts.

Central Lancaster High School acknowledges the legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

All members of staff have a legal power to use reasonable force. It can also apply to people whom are temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an organised visit.

## **Expectations beyond the gate**

At Central Lancaster High School, we value our school's reputation in the community. Our students are our best ambassadors and represent our school when they are wearing our school uniform outside of the school gates. They also represent our school when they are on school trips when they may not be wearing our school uniform.

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the premises which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a member of staff, the Principal or the Vice Principal must be informed. In the vast majority of cases they will involve the school's PCSO, who will then follow agreed police and school procedures.

For health and safety reasons, and to maintain a positive reputation for the school, very high standards of behaviour are expected on residential and day trips. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on site.

If unacceptable behaviour occurs when a student is travelling to and from school or wearing Central Lancaster High School uniform, the school reserves the right to issue a sanction, including an IMPACT, or an internal, fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.

Students should wear their uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the school's reputation. At the end of the day once students have walked past the school gate they should keep moving and not linger in the immediate vicinity of the school boundary.