



Behaviour Policy and Statement of Behaviour Principles

(Including Bullying and Care and Control)

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

All behaviours at West Lancashire Community High School should be taken in context of the needs of the student and this should be considered when approaching all levels of behaviour in school.

3.1 Reasons for Behaviours

Behaviours at West Lancashire Community High School have been categorised as;

Communication Driven Behaviours

Students who struggle to communicate feelings in conventional ways may reach a point where they display behaviours that appear to disrupt or challenge.

Anxiety Driven Behaviours

Students may suffer high levels of anxiety and internalise feelings and emotions. Students when confronted with social situations that challenge these anxieties may display behaviours that appear to disrupt or challenge.

Sensory Driven Behaviours

Students may have sensory processing issues related to their needs and struggle to process the world around them. They partake in sensory seeking behaviours that appear to disrupt or challenge.

Externally Driven Behaviours

Students may enter the school environment from a situation that is causing distress. They may be exposed to adverse childhood experiences which may cause reactionary behaviours that may cause students to display disruptive or challenging behaviours.

Unknown Reason for Behaviours.

There are always cases where reasons for behaviours cannot be identified.

3.2 Examples of Behaviours

Low Level Behaviours are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework
- Poor attitude towards staff and other students.
- Refusal to engage with staff.

High Level misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

4. Bullying

4.1 Definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period
- Difficult to defend against

4.2 Types of Bullying

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Within West Lancashire Community High School children are encouraged to develop a positive self-concept which will give them as much confidence as possible to deal with problems and events as they may occur. They should develop a capacity to have relationships with peers and adults which include empathy, cooperation, care and respect for others. Pupils should feel cared for and secure in an environment where they are given the opportunity to learn and to thrive.

4.3 Cyberbullying

Cyberbullying is defined as any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, Snapchat, House Party and other chat rooms.

Bullying may be distinguished from other forms of aggression in that it involves the dominance of one pupil by another, or a group of others, it is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident. Many pupils experience bullying at some point. The fact that incidents have not been reported to staff does not mean they are not happening. Bullying or other forms of harassment can make pupil's lives unhappy, can hinder their academic progress and can sometimes push otherwise studious children into truancy.

4.4 Taking Action

School staff must act – and importantly be seen to act – firmly against bullying wherever and whenever it appears. Children should actively be encouraged and constantly reminded that they should tell a member of staff whenever they feel that they are being victimised for whatever reason. Members of staff should:

- Investigate claims thoroughly. Failure to respond to incidents may be interpreted as condoning the behaviour

- Report incidents through the CPOMS and track events to observe patterns and intervene at the earliest opportunity
- Discuss bullying issues within the Personal, Social and Health Education Programme
- Interventions which were introduced in September 18 which provides the opportunity for pupils to share concerns and worries across a range of personal and social issues including aspects of bullying. In addition to this, pupils are encouraged to share interests, to interact appropriately with each other and to work together on given practical tasks.
- Pupils across the key stages take part in structured practical tasks and activities relating to a range of issues re. Bullying through a robust PSHE curriculum.
- The school has a reporting system for welfare incidents which may include incidents involving bullying. These incidents are monitored daily by SLT through CPOMS.
- During the less structured times of the school day (breaktimes, lunchtimes etc.), involve and encourage pupils to interact positively and through modelling appropriate communication and interaction.
- Share information with each other in order that patterns of behaviour can be identified
- Involve parents – explain what is happening – report back to parents as soon as possible.

4.5 Prevention

Prevention of bullying including Cyber Bullying is addressed through:

- Anti-Bullying programmes
- Online safety embedded across the Computing curriculum
- Personal and Social Development Curriculum
- Pastoral support from departmental teams.
- Departmental reflections and celebrations.
- Meetings with parents.
- Relevant meetings involving all professionals involved with students.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the Senior Leadership Team and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 Senior Leaders

A designated member of SLT is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMS (see appendix 3 for a behaviour log)
- Develop, implement and monitor impact of appropriate plans to support behaviour management.
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct through the home/school agreement.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Work in collaboration with school teams to support the student to develop social and emotional literacy and resilience and learn self-management skills that will allow them to thrive in adulthood.

6. Pupil code of conduct

Pupils are expected to:

- Behave in a way that is socially acceptable and where possible self-managed
- Show respect to all members of the school community and to the wider community when offsite.
- In class, they make it possible for all pupils to learn and use their strategies and support to self-manage and regulate their responses to situations.
- Move calmly around the school
- Treat the school buildings and school property with respect.
- Always wear the uniform (unless sensory issues prevent full uniform, and these changes should be discussed formally)
- With support accept that there will be consequences to their actions and accept these when given.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise/Certificates
- Acknowledgement through CPOMS
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Class based strategies that should be developed based on the needs and understanding of the group.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning or informal discussion.
- Requesting additional support to allow the student time-out to self-regulate and manage behaviours and re-engage positively with learning.
- Removal of choice options.
- Requesting intervention and support from a senior member of staff
- Consultation with parents regarding current issues and next steps
- Developing a Pupil Support Plan in conjunction with parents and agencies involved, that focusses on a long-term aim supported by short-term outcomes addressing current behaviours (where appropriate)
- CPOMS logs and potential agency meetings including the right by the school to call an emergency review.

Note: Students have the option to use safe spaces in response to some aspects of behaviour. Students can refuse this and are not placed here against will and alternate methods will be found and supported.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged based on their needs as stated in their Education, Health and Care Plans
- Ensure students are aware of the expectations and boundaries in a way they understand.
- Develop positive relationships with all students, which may include:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines that are easy to follow and achievable.
 - Communicating expectations of behaviour in ways they understand.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Deal with behaviours proactively.
 - Using positive reinforcement and allowing students to thrive and succeed.

8.2 Care and Control of Students Through Physical Intervention

In some circumstances, staff may use reasonable force to physically intervene with a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Follow the principles of TEAM TEACH and follow the 95% to 5% rule.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents through CPOMS and in the Serious Incident Log.
- Comply to the training given to staff though TEAM TEACH.

8.2.1 Training

All staff at West Lancashire Community High School are trained routinely in physical intervention techniques and positive behaviour management strategies through the TEAM TEACH model. All staff will have an initial 12 - hour training session and this is refreshed every 2 years with a 6 - hour refresher session.

School also have a trained Intermediate Tutor who delivers training to all staff. The training involves an initial 5 - day training course and 2 - day refresher every year.

8.2.2 Authorised Staff

In West Lancashire Community High School, all appointed teaching staff and specialist support assistants (TA's) who have control or charge of students are authorised to use reasonable force for management or control.

Authorisation is not given to volunteers or parents.

The headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and what duration of time this authorisation will last. The headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the headteacher has not authorised will be told what steps to take in case of an incident where control or restraint are needed, for example to contact an authorised member of staff.

Supply staff will not be authorised to use reasonable force unless they are familiar with the school's policy and have undertaken training at this school.

The headteacher will maintain a list of those who have been authorised and training which has been provided. This list will be constantly reviewed.

8.2.3 Staff from the Authority working within the school

Support services will have their own policies for care and control of students, but service staff will, whilst on the school premises, be expected to be aware of and operate within the policy of the school.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's annual review process will evaluate the needs of a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Many students have acute needs and we will liaise with external agencies and plan support programmes for that student bespoke to their needs. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). This is planned to allow the student time to acclimatise to new situations and expectations and prepare them for change. In addition, staff members hold transition meetings to ensure current and up to date information is transitioned with the student including Student Support Plans.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year through CPOMS. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Senior Leadership team and governing body every year. At each review, the policy will be approved by the Senior Leadership Team.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy

Exclusions at West Lancashire Community High School are a last resort and procedure will follow the Lancashire County Council policy for exclusions.

Exclusions of students with Special Educational Needs and Disabilities is not a preferred strategy especially when behaviours are in relation to their needs.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every year.

Reviewed by D Mullen 11.2.2021

Approved by Governors 1.3.2021