

Rationale:

Litherland High School is committed to ensuring consistency of professional practice in order to provide a secure, calm and productive learning environment. Through positive relationships and clear structures, we seek to foster a sense of mutual responsibility and an exemplary standard of behaviour which will enable learning to be effective and enjoyable.

Introduction:

This Behaviour for Learning Policy promotes and supports a school environment in which students are able to learn purposefully and feel safe, secure, happy and confident. It aims to develop relationships between students and between staff and students based on mutual respect, tolerance and an acceptance of the rights and responsibilities of all members of our community. It does not stand alone but is part of the underlying culture of the school and should be read in conjunction with other policies and guidance documents related to this area.

Aims:

- To ensure a system of behaviour management which leads to exemplary standards of conduct and a fair and consistent application of school rules
- To promote a positive and effective learning environment in which all members of the school community can thrive and be happy, thus contributing to improving standards of attainment and achievement
- To foster an understanding of the rights and responsibilities essential for a safe, happy and productive learning environment to flourish
- To ensure the use of an integrated rewards system which provides motivation, encouragement and a genuine sense of celebration

Reward System

Good work and attitude are rewarded through both the LIVO system and through the awarding of certificates and prizes. A conscious effort is made by all our staff to recognize individual achievement and to suitably reward good behaviour and attendance.

Rewards are issued for different reasons.

Tutor time (up to 3 points per day)

- Attendance
- Uniform
- Standards

Classroom based. For example:

- Finishing class work quickly and to a high standard
- Answering a question really well
- Producing an outstanding project/coursework/essay/piece of work
- A fantastic sporting achievement representing school

Outside of the classroom. For example:

- Doing something excellent in the community
- A fantastic sporting achievement
- Supporting/representing the school in out of hours activities

Praise points are accumulated to achieve LIVO's, which are the currency of the school

20 praise points = 1 LIVO

In addition, each week the Principal awards Stars of the Week to students who have been nominated by staff: Praise postcards and letters of commendation are also issued.

Celebration assemblies are held at regular intervals over the academic year as well as an Awards Evening at the end of the year where parents are invited to celebrate the successes of the students.

The LIVO store is where students can exchange their LIVO's for rewards.

Spend or saveyou decide?

Staff Responsibilities:

For a positive and supportive learning and teaching environment to flourish, all members of staff must embrace their responsibility for standards both in and out of the classroom.

Staff must constantly refer to students' rights and responsibilities. All students have the right to learn, the right to be respected and the right to be safe. They also have the responsibility to ensure they do not make choices which take away other people's rights: they do not stop someone learning (or teaching), they do not disrespect someone and they do not make someone feel unsafe. They must be aware that if inappropriate choices are made regarding these responsibilities, there will be consequences to those choices.

These rights and responsibilities have been formalised at Litherland High School into the RESPECT agenda and it is essentially the application of this agenda which will determine the use of rewards and sanctions in relation to Behaviour for Learning.

Ready to learn

Engaged

Suitably dressed and equipped

Progress is made

Excellent standards of behaviour

Consideration for others

Tidy environment

Within the classroom the teacher has responsibility for standards of behaviour and should be assertive and proactive in seeking to develop positive relationships and effective learning. The teacher should consistently enforce this Behaviour for Learning Policy, including through the display of the supporting posters, and should frequently refer to rights and responsibilities, choices and consequences and to the RESPECT agenda to maintain, reinforce and promote these standards.

Outside of the classroom teachers and other appropriate members of staff have a responsibility to ensure good behaviour and safe practices and to correct breaches of these should they come to their attention. Any serious cases of indiscipline should be reported to a senior member of staff using the school's red card system if necessary.

Behaviour Management System:

All members of staff are expected to use the following system of sanctions alongside guidance for students entering and leaving the classroom.

If a student chooses to disrupt the learning of others, not engage in learning or prevent the teacher from teaching, the consequences will be:

Stage 1:

A verbal warning will be given using the words 'S1'. The student's initials will be written on the board and one behaviour point given.

Stage 2:

A second verbal warning will be given using the words 'S2'. A tick will be added to the student's initials and a second behaviour point will be given. The student may be moved to another seat in the classroom.

Stage 3:

If a student chooses to disrupt the learning of others, not engage in learning or stops the teacher from teaching three times, an 'S3' will be given. Another tick will be added to the student's initials and a third behaviour point will be given. An S3 is a departmental detention on the following Monday after school lasting 20 minutes.

Stage 4:

If a student chooses to disrupt the learning of others, not engage in learning or stops the teacher from teaching four times, an 'S4' will be given. An S4 is a red card offence. The student will be taken by a member of staff to the Responsibility for Learning Room and will stay there for the remainder of the lesson they were withdrawn from and the following lesson (including break and lunchtime). The student will then complete a one hour detention after school on that day. The classroom teacher must still enforce the S3 detention and give a fourth behaviour point.

The teacher may issue an immediate S3 or S4 for a serious offence.

Inevitably, there will be instances when misbehaviour continues and further sanctions and systems are required which do not involve the classroom teacher but are the responsibility of the school's pastoral staff and, ultimately, the Principal and Governors. In such cases the following system will be employed.

Stage 5:

If a student's behaviour becomes a cause of concern, he/she will be placed on a Tutor Report. Parents/carers will be informed.

Stage 6:

If a student does not meet the targets agreed for the Tutor Report, he/she will move to a Behaviour and Welfare Officer Report. New targets will be agreed and parents/carers will be invited into school to take part in the process.

Stage 7:

If a student does not meet the targets agreed for the Behaviour and Welfare Officer Report, he/she will move to a Head of Year Report. New targets will be agreed and parents/carers will be invited into the school to take part in the process.

Stage 8:

If a student does not meet the targets agreed for the Head of Year Report, he/she will be placed on a Senior Leadership Report. The SLR will contain targets agreed by the school, the student and parents/carers. It will be monitored by a member of the Senior Leadership Team.

Stage 9:

If the targets agreed in the SLR are not met or if the student's behaviour has become particularly worrying, it may be decided that a period of time should be spent in the Litherland Off-Site Centre.

Stage 10:

If there has been no improvement at the Off-Site Centre, the student and parents/carers will be asked to appear before the Governors' Behaviour Panel to discuss the student's behaviour and continued membership of the school community. Following the meeting, a Behaviour Contract will be put in place. The Behaviour Contract will be in force for a period of eight weeks and will be reviewed after four. It will be agreed that if the Behaviour Contract fails, the student will be educated away from Litherland High School. In some circumstances off-site provision may not have been deemed appropriate. In such cases the Governors' Panel will be convened following failure to meet the targets in the SLR.

Stage 11:

A managed transfer to another school or specialist centre or to alternative educational provision will be established.

Persistent misbehaviour at Stages 5-9 may result in detentions, internal exclusion or a fixed term exclusion. Four behaviour points will be added for each day's internal exclusion and five for each day's fixed term exclusion. Fixed term and permanent exclusions will be imposed for very serious offences according to the school's Exclusion/Isolation Guidance.

Students Conduct Outside of School:

Schools have the power to discipline students for misbehaving outside of the school where such misbehaviour is non-criminal or related to bullying and which is witnessed by a member of staff or is reported to the school. This applies to students from Litherland High School when:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- Being in some other way identifiable as a member of the school community

Schools are also able to discipline students for misbehaviour outside of school which:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will be applied in accordance with the consequence system detailed earlier in this policy ranging from an S3 detention to exclusion depending upon the severity of the offence.

Equality Act 2010:

The Equality Act 2010 was drawn up to tackle inequality and prevent discrimination on the basis of 'protected characteristics'. The duties set out in Chapter 1 of Part 6 of the Equality Act apply to schools. These provisions protect students at the school and, in the case of admissions, those applying or wishing to apply for admission. Former students are also protected from discrimination or harassment.

The Act lists a number of characteristics which must not be used as a reason to treat some people less well than others. These are:

- age
- disability
- race
- gender
- pregnancy and maternity
- gender reassignment
- religion or belief
- sexual orientation

Schools have a duty not to:

- discriminate against a student or prospective student because of their disability, race, sex, gender reassignment, religion or belief, or sexual orientation
- harass or victimise a student or prospective student

and not to discriminate against a person in relation to the following activities:

- admission to the school
- the provision of education to students
- access to any benefit, facility or service
- exclusion from school

Everything a school does must be non-discriminatory and this requires regular reviews of practices, policies and procedures to ensure they do not discriminate against students with a protected characteristic.

Litherland High School is aware of its legal duties in relation to the Equality Act and fully embraces its ethos of equal opportunity, diversity, tolerance and mutual respect. In relation to this Behaviour for Learning Policy and the administration of sanctions, it will never discriminate against students when making exclusion decisions and reasons for exclusion will not be the protected characteristic. Any exclusions based on behaviour will be consistently applied to those with or without a protected characteristic. The procedures used for investigating incidents and deciding upon sanctions will not discriminate against students with a particular protected characteristic. In addition, the school will always consider the particular circumstances and pastoral needs of a student when considering the application of sanctions. It will seek to support students in whatever way is necessary to ensure their experience of school is positive and will do so especially at times of difficulty.

Bullying:

Litherland High School is committed to preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our community by proactively dealing with all students, their families and staff to eradicate and promptly address all reported incidents. We have an anti-bullying policy which should be referred to for guidance.

E-Safety:

All members of our community are expected to follow e-safety guidance and precautions. It is illegal to use a mobile device and social networking sites to frighten or upset people. Electronic devices may be confiscated if it is suspected that they may contain inappropriate material. Cyber bullying is an extremely serious matter which may result in police involvement. Reference should be made to our Acceptable Use Policy.

Searching, Screening and Confiscation:

The school has, and will use, the power to search without consent for:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property
- Any item banned by the school rules and which has been identified as an item which may be searched for.

Legislation requires that knives, weapons and extreme pornography must be handed to the police. The school will decide what to do with other items and if and when to return any item which has been confiscated.

Use of Reasonable Force:

Members of staff are legally entitled to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline in the classroom.

Malicious Allegations against Members of Staff:

Any allegations against a member of staff will be dealt with by the Principal in accordance with the school's Safeguarding Policy. If it is established that the allegation is false, the student's motives and misunderstandings will be addressed in an effort to discover whether there is evidence that the student is displacing abuse experienced elsewhere. In such circumstances further intervention may be required.

If an allegation is shown to be invented or malicious, the Principal will consider whether disciplinary action is appropriate against the student who made it. If the allegation was made by an adult, the police will be contacted to ascertain whether their involvement may be appropriate.

Support and advice from designated Local Authority officers will be sought at all stages of this procedure.