

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

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.

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 reinforce and promote these standards. Students should be **Ready, Engaged and Safe**.

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: Verbal Warning

A verbal warning will be given using the term 'S1'. The student's initials will be written on the board, one negative behaviour point issued and recorded on Class Charts.

Stage 2: Second Verbal Warning

A second verbal warning will be given using the term 'S2'. A cross will be added to the student's initials; a second negative behaviour point will be issued and recorded on Class Charts. It is an **expectation** that the teacher challenges the student's behaviour at this point and discusses with the student the actions that have led to a second sanction in relation to the school's expectations that students should be **Ready, Engaged and Safe**.

Stage 3: Class Teacher Detention

If a student continues to disrupt the learning of others, an 'S3' will be given. Another cross will be added to the student's initials and a third negative behaviour point will be issued and recorded on Class Charts. An S3 is a 15 minute detention issued by the class teacher and scheduled at their discretion. Teachers may schedule detentions at break time, lunch time or after school. The S3 must be recorded on Class Charts using the steps outlined in Appendix 1 and students in Y7-9 are expected to record the detention in their planner. Parents will be notified via the MyEd app. [See guidance relating to detentions for missed detentions protocol – Appendix 2].

Stage 4: Removal

If a student continues to disrupt the learning of others, an 'S4' will be issued and recorded on class charts. An S4 is a red card offence. The teacher should send the red card with a student to the Main Office. The offending student will be collected by a member of the on-call staff to the Responsibility for Learning Room and will stay there for the remainder of the lesson. The student will then complete a 30 minute detention after school on that day led by the pastoral team. The Assistant Head of Year will contact home for the students in their year group. **The classroom teacher must still enforce the S3 class teacher detention.**

Teachers should only issue an immediate S3 or S4 for a serious offence. The expectation is that students are issued with an S3 or S4 in line with the sanctions above. An immediate

S3 or S4 would be an extremely rare occurrence and must be authorised by the Assistant Principal: Behaviour, Vice Principal or Principal

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: Tutor Monitoring Programme

If a student's behaviour is a cause for concern, he/she will be placed on a Tutor Monitoring Programme for 4 weeks. Examples of incidents that suggest there is a cause for concern include:

- 3+ S3s issued within a two-week window
- 2+ S4s issued within a two-week window
- 20+ behaviour points issued within a half term
- 4+ S3's within a half-term
- 3+ S4's within a half-term
- Repeated S1 and S2 incidents

The student will be issued with a card that they are required to hand to all teachers so that teachers are aware that information is required in SIMS. Parents/carers will be informed by letter. The Tutor will monitor the behaviour of the student daily using the SIMS report card function. The Tutor will also monitor the number of behaviour and praise points issued each week and will issue sanctions/rewards as appropriate. The Tutor has a key role in the pastoral system and students who fail to show improvements in behaviour whilst on the Tutor Monitoring Programme should be issued with Tutor S3 detentions. A review will take place after 2 weeks with the Tutor where the report card will be shared and behaviour and praise points discussed. Following the review, the Tutor will provide an update to parents by telephone or meeting with parents. The Head of Year and Tutor will review progress at the end of the 4 week period to determine next steps. If the student has demonstrated a significant improvement in behaviour evidenced by a reduction in behaviour points, they will be removed from the Tutor Monitoring Programme. If no improvement is evident, the student will be referred to the Behaviour Modification Programme. Parents/carers will be informed of the outcome by letter.

Stage 6: Behaviour Modification Programme

If a student does not demonstrate an improvement in behaviour at the end of the Tutor Monitoring Programme, he/she will move to a Behaviour Modification Programme which is led by the Assistant Head of Year. The student will be issued with a card that they are required to hand to all teachers so that teachers are aware that information is required in SIMS. Parent/carers will be required to attend a meeting in school with the Assistant Head of Year where their behaviour log will be discussed. A 6-8 week Behaviour Modification Programme will commence to identify barriers to learning. Interventions and support will be implemented as appropriate so that the student is supported to change their behaviour. Interventions may include but are not limited to: mentoring, targeted group work and referrals to external agencies/professionals as appropriate. The barriers and intervention strategies will be recorded on an Individual Behaviour Plan and shared with relevant staff. A review will take place after 3 weeks with the Assistant Head of Year and parents/carers where the report card will be shared and behaviour and praise points discussed. The Head of Year will review the impact of the programme and will determine the most appropriate next steps either: commencing a Pastoral Support Programme or returning to Tutor monitoring for a two-week period to ensure that improvements are sustained.

Stage 7: Pastoral Support Programme

If a student does not demonstrate a sustained improvement in behaviour, he/she will be placed on a 12-week Pastoral Support Programme led by the Assistant Principal: Behaviour. Parents/carers will be required to attend a PSP planning meeting where the behaviour log and previous interventions are discussed and recorded on a PSP. Teachers will continue to update the SIMS report card and the student will continue to access support as appropriate including but not restricted to: anger management sessions, family support worker intervention and mentoring. The Assistant Principal: Behaviour will review behaviour and praise points every two weeks and will provide formal updates to parents monthly. At the end of the programme the student will either: be referred to the Governors' Disciplinary Panel (Stage 8) or be monitored by the Head of Year on a four-week reintegration programme. Parents will be invited into school to discuss outcome.

Stage 8: Governors' Disciplinary Panel

If a student has not demonstrated a sustained improvement in their behaviour during Stage 7, they will be required to attend a Governors' Disciplinary Panel with their parents/carers. The Panel will be provided with the IBP and PSP for the student in addition to their behaviour log. The Governors' Disciplinary Panel may issue a range of sanctions including, but not limited to: a fixed-term exclusion, a pre-exclusion placement in a host school, managed transfer, referral to alternative provision or a permanent exclusion.

Fixed term and permanent exclusions will be imposed for very serious offences.

The school operates its exclusion policy in line with the DFE document: *Exclusion from maintained schools, academies and pupil referral units in England* (September 2017). Internal and external fixed term exclusions will be recorded in SIMS and will carry behaviour points. Permanent exclusion will only be used as a last resort, in response to a serious breach 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 pupil or others in the school." (DFE, 2017: [Exclusion from maintained schools, academies and pupil referral units in England \(Sept.2017\)](#)).

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.

Behaviour for Learning: Rewards System

Our rewards system is designed to be a counter balance to our robust behaviour policy. Students are to be rewarded for making the right choices and fulfilling their responsibilities in the same way that sanctions are applied when incorrect choices are made. We want our students to feel that staff appreciate their co-operation and determination to meet our high standards. Staff are therefore encouraged to use praise and positive language in order to build self-esteem and to reinforce the consequences of making good choices.

It is essential that good work and a positive attitude to learning are recognised and rewarded. The rewards system includes Class Charts, Livos and the awarding of certificates and prizes. A conscious effort should be made by all staff to recognise individual achievement and to suitably reward good behaviour for learning.

Rewards are issued for many different reasons. During registration, up to 3 points per day should be awarded by the Tutor as follows:

- Attendance and Punctuality
- Uniform and standards
- Standards (Pen, pencil, red pen, ruler, calculator, planner)

Classroom based rewards should be issued through Class Charts in recognition of good behaviour and attitude for learning

- Producing high quality classwork
- Providing an excellent answer to a question
- Producing an outstanding project/coursework/essay/piece of work
- Engaging in learning
- Demonstrating resilience

Outside of the classroom achievements should also be rewarded. Examples include:

- Sporting achievements
- Making a positive contribution to the community
- Supporting/representing the school in out of hours' activities
- Attending school revision sessions "out of hours"
- Participating in or leading an extra-curricular club

Praise points are accumulated to achieve LIVO's, which are the 'reward currency' of the school
10 praise points on Class Charts = 1 LIVO which should be issued by the Tutor on the scheduled day in week 2. Each term, the Principal awards 'Stars of the Term' to students who have been nominated by staff; Praise Postcards and Letters of Commendation are also issued. Celebration Assemblies take place

termly in addition to a formal Awards Evening at the end of the year where parents are invited to celebrate the successes of our students.

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's screening, searching and confiscation policy is in accordance with the Department for Education guidance: [Searching, screening and confiscation Advice for headteachers, school staff and governing bodies](#) (January 2018).

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.