Behaviour Policy
2018-2019
Person responsible for Behaviour Policy: Mr Jerry Lamb

Date of Annual Review: 27th November 2018

Monitoring Procedures:

The implementation and effectiveness of the policy will be subject to an ongoing regular review by SLT, Personal Development, Behaviour and Welfare Committee, with appropriate reference to the school Governing Body and the LEA.

<table>
<thead>
<tr>
<th>Governing Body Option</th>
<th>Personal Development, Behaviour and Welfare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>27th November 2018</td>
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<tr>
<td>Signed: Chair of Committee</td>
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<td>Signed: Headteacher</td>
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<td>To be reviewed by:</td>
<td>November 2019</td>
</tr>
</tbody>
</table>
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims and Expectations</td>
<td>P3-7</td>
</tr>
<tr>
<td>Behaviour for Learning</td>
<td>P8-13</td>
</tr>
<tr>
<td>Working Together</td>
<td>P14-15</td>
</tr>
<tr>
<td>Outside of lesson rules</td>
<td>P16</td>
</tr>
<tr>
<td>Confiscation of Student Property</td>
<td>P17</td>
</tr>
<tr>
<td>Reflection</td>
<td>P18</td>
</tr>
<tr>
<td>BEHAVE</td>
<td>P19</td>
</tr>
</tbody>
</table>
Aims & Expectations

At Rainhill High School Media Arts College, our policy for Behaviour involves everyone – students, teaching staff, non-teaching staff, parents and governors.

It is a primary aim of Rainhill that every member of our community feels valued and respected, and that each person is treated fairly within a climate of mutual trust and respect.

Establishing High Expectations

The Rainhill Behaviour Policy is expressed in clear and positive terms and underpins all behaviour expectations within our community. Our school is inclusive and we have high expectations and standards of excellent Behaviour for Learning. The New Behaviour Policy has been drawn up in consultation with all stakeholders and therefore it applies to students, staff, parents and any other visitors to the school. The aim of this document is to put the focus firmly onto the establishment of a calm and orderly climate for learning. Our ‘Expectations’ provide the cornerstone of how all stakeholders should conduct themselves in and around school.

The Principles

Rainhill High School believes that in order to enable high quality learning and teaching to take place, outstanding Behaviour for Learning in all aspects of school life is essential. It seeks to create an inclusive, caring, learning environment in the school by:

- Promoting desired behaviour and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention.
- Providing an environment which is safe and free from disruption, violence, bullying and any form of harassment.
- Promoting a culture of praise and encouragement in which all students can achieve.

In particular:

Students at Rainhill have the right to an education which offers them the best opportunity to achieve their potential.
Teachers are here to create the correct learning environment for this to happen.
It is the right of every individual at Rainhill to achieve without being hindered by others.
Students at Rainhill must be encouraged to behave in a co-operative and interdependent manner as part of a supportive school community.

EXPECTATIONS

- Everybody has a right to be safe, healthy and happy;
- Teachers have a right to teach;
- Students have a right to learn;
- Everybody has a right to be treated with dignity and respect.

The school’s Attitude to Learning Levels with its ‘Expectations’ is displayed in posters at the front of every classroom and in prominent areas around the school. Greater consistency is expected as a result of communicating our expectations widely.
Aims & Expectations

Roles & Responsibilities

The Governing Body and the Executive Principal will ensure that this policy will be communicated to all stakeholders, is non-discriminatory and has clear expectations. Governors will support the school in maintaining high standards of desired Behaviour for Learning from its students and staff.

The Assistant Headteacher for Behaviour will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff (Executive Principal, SLT, teachers, support staff and volunteers) will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff will have a key role in advising the Assistant Headteacher for Behaviour on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Executive Principal, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Executive Principal and staff will ensure that this policy is implemented fairly. They will also ensure that the concerns of the pupils and staff are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour for learning and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all instances of undesirable behaviour.

Procedures

The procedures arising from this policy will be developed by the Assistant Headteacher for Behaviour in consultation with the staff and trade unions. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be monitored by the Executive Principal via the Assistant Headteacher for Behaviour and to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Rewards

Students respond best to praise. A school ethos of encouragement is central to the promotion of desirable behaviour and rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Important to the system of rewards is an emphasis on praise both formal and informal to individuals and groups. Alongside this is informing parents regularly on their child’s desired behaviour, especially when he/ she does well.

Sanctions

Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued all Behaviour Management strategies will have been actioned.

It is the responsibility of the school to provide a range of sanctions as well as rewards. A range of sanctions and guidance on Behaviour/ATL Levels (1-4) is clearly defined in the policy and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.
Aims & Expectations

Training

The Governing Body and the Executive Principal will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Inter-relationship with other school policies

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly Special Educational Needs and Anti-Bullying, will be established.

Relevant to this policy are the following documents: Anti-Bullying, SEN, Single Diversity and Equality, Sex and Relationships Education, Drugs Education, Attendance and Punctuality.

Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Review

The Assistant Headteacher for Behaviour will monitor and review the Behaviour Policy. He will report to the Governing Body on the policies, effectiveness, fairness and consistency.

The Governing Body will review this policy annually and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Executive Principal, staff and students and changes will be communicated to all stakeholders.

As far as possible, staff will use restorative practices to deal with undesirable behaviour in order that matters be resolved to everyone’s satisfaction.
Aims & Expectations

Expectations for Behaviour & Learning

‘Good behaviour, politeness and courtesy around school means good learning – for all students.

To achieve this, we have the following expectations’

- To behave and work in a way where everyone is respectful to each other.
- Be polite – no swearing, hold doors for others, no racist, derogatory or homophobic language.
- To be ambitious and work to the best of your ability.
- To follow staff instructions first time.
- To achieve a minimum of 96% attendance.
- To be fully prepared for school each day in respect of equipment (pen, pencil, ruler, planner, calculator).
- To be in full school uniform at all times (including year badge).
- To arrive to school and all lessons on time every day.

B E H A V E

Be smart
Ensure you follow instructions first time
Have all books & equipment
Arrive to lessons & registration on time
Value your surroundings
Ensure you are respectful to all
**Level 1**

**Low level disruption/inappropriate behaviour**

+1 SIMS POINT

- Deliberately disrupting the learning of others.
- Failure to follow instructions after whole class explanation.
- Talking and distracting others.
- Being argumentative.
- Interrupting teacher, shouting out.
- Shooting across classroom.
- Getting out of seat and walking around.
- Moving seats without permission.
- Being rude to teacher or other students.
- Showing a lack of respect to other students or the teacher.
- Using inappropriate language.
- Lack of effort.
- Failure to complete class work, coursework etc.
- No homework (1 occasion).
- Eating, chewing, drinking in class.
- Littering.
- Graffiti on book, table etc.
- Late to lesson 5+ mins plus - no valid reason.
- Missing equipment - specific to lesson (e.g. PE kit, ingredients).
- Mobile phone displayed/used in lesson.

**Level 3**

**Head of Faculty/Year Progress Leader**

+3 SIMS POINTS

- Continually off task over a number of lessons despite class teacher intervention at Level 1 & 2.
- Repeated incidents of disruption in lesson e.g. continued talking, turning round, failure to focus despite intervention at Levels 1 and 2.
- Repeated rude and disrespectful behaviour to a member of staff in actions or words despite intervention at Levels 1 and 2.
- Sustained refusal to follow instructions.
- Truancy - within faculty/across the school day.
- Graffiti and/or vandalism outside of classroom.
- Bullying - name calling or mocking behaviour directed towards other students.
- Cyberbullying.
- Verbally aggressive to staff.
- Aggressive behaviour towards a student.
- Intimidating behaviour.
- Misuse of IT and telecommunications.
- Unsafe and/or dangerous behaviour that endangers self and others.

**Level 2**

**Persistent low level disruption/inappropriate behaviour either within one lesson or over 2/3 lessons**

+2 SIMS POINTS

- Persistent repeated minor incidents as above.
- Inappropriate comments made to students or staff.
- Leaving lesson without permission.
- Preventing Teaching & Learning.
- Continued refusal to follow instruction.
- No homework – (more than 1 occasion).

**Level 4**

**Senior Leadership**

+5 SIMS POINTS

- Homophobic/transphobic/racial bullying towards staff/pupils.
- Bullying related to SEND.
- Physical abuse towards other students or staff.
- Assault on another student.
- Verbal abuse/Abusive language (swearing) to staff.
- Abuse/violence isolated acts.
- Possession of knives, drugs, cigarettes, stolen property, electronic cigarettes.
- The attempt to deal/sell any of the above items.
- Any threatening behaviour relating to the possession of the above items, such as threatening a member of staff or pupil.
- Repeated truancy despite intervention at Levels 1-3.
- Repeated incident(s) of Sexual harassment/inappropriate physical contact of any kind.
- Repeated incident(s) of Physically threatening behaviour towards staff or pupils.
- Repeated incident(s) of Assault.
- Repeated incident(s) of Aggressive/abusive language to staff.
Mobile Phones

A phone will be confiscated from a student if they are found to be:

- Using their phone.
- Holding their phone.
- Having it visible in their shirt/blazer/trouser pocket.

Stage 1
Returned at 3:10pm from Student Services. Year Student Manager will contact home to inform.

Stage 2
Parents/Carers to collect the phone from school. Phone will remain in school until collected.

Stage 3
Phone remains in school until collected by Parents/Carers.

Stage 4
Student will spend 1 day in Reflection (internal exclusion). Phone will be handed in at the school office at the start of each day for the remainder of the school year.

If a student goes beyond a fourth confiscation/stage and continues to be defiant in respect of the school’s Mobile Phone and Behaviour Policy, it will then lead to a Fixed Term Exclusion from school. Further defiance of this rule, following a Fixed Term Exclusion, will then be discussed at senior level and could lead to that student’s permanent departure from Rainhill High School.
### Fizzy Drinks

Fizzy drinks are not permitted in school. If a student is seen with one, it will be taken from them, disposed of and reported to the Year Student Manager.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Action</th>
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<tbody>
<tr>
<td>Stage 1</td>
<td>Year Student Manager contacts Parents.</td>
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<tr>
<td>Stage 2</td>
<td>Lunchtime detention. Year Student Manager contacts Parents.</td>
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<tr>
<td>Stage 3</td>
<td>After school detention. Year Student Manager meets with Parents.</td>
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<tr>
<td>Stage 4</td>
<td>Student will spend one day in Reflection (internal exclusion).</td>
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Drinking fizzy/energy drinks that are high in caffeine do not help students settle in classrooms and do not support good behaviour for learning, achievement will be affected by poor concentration.

### What’s the problem?

Dentists state that they are the biggest factor in tooth erosion that can lead to pain, decay and disfigurement of teeth.

Health Studies have linked high consumption to certain types of cancer.

There is a link between high sugar consumption and Type 2 Diabetes.

They are highly calorific and can lead to weight gain/obesity.
Uniform

SCHOOL UNIFORM

- Official School Blazer
- Official School / House Tie
- Black Flannel Trousers or Skirt
- White Shirt
- Black Socks
- Black Shoes (Not Trainers)
- Coloured Badge
- School PE Kit

There is an optional official black school jumper that can be worn under the blazer, when it is extremely cold. Other black jumpers are not allowed. Pupils are not expected to wear make up or any jewellery. Coats may be left in lockers during the day.

What happens if a pupil does not have the correct uniform?

Stage 1: A school version will be offered to borrow for the day and a letter sent home to parents.

Stage 2: Parents will be contacted and arrangements made to bring the correct uniform into school.

Stage 3: He/She will be given a detention or spend time in Reflection until correct uniform is worn.

Jewellery & Valuables

Non-permitted items will be confiscated until the end of the school day.

Students are allowed to wear watches.

Students must not wear jewellery or bring valuables into school.

Facial or body piercings are not allowed.
Permitted Footwear

BLACK SHOES - NOT TRAINERS

RATIONALE FOR BLACK SHOES
SHOES ARE SMART
PREPARING YOUNG PEOPLE FOR THE WORLD OF WORK
RAISING STANDARDS OF THE SCHOOL UNIFORM
CONSISTENT APPROACH ACROSS THE SCHOOL

NOT PERMITTED
ANY BOOTS
BLACK TRAINERS
KICKER TOVNI
KICKER KARIKO GIBB

The shoes pictured below are intended to be a visual guide only. The brands listed are only given to illustrate that acceptable shoes are widely available. We are not recommending these brands, or restricting parents to these brands.

If you buy shoes from Clarks, please ensure that they are permitted. Clarks advertise footwear that they describe as shoes, the following fall into our inappropriate footwear category:
Tri Buddy Junior Monte Lite BL Mini Racer Flare Lite Jnr Hula Thrill Nathan Lace/Strap

Commonly worn boys’ shoe during 2017/18
Kicker Troiko Lace

ALL STUDENTS MUST BE IN APPROPRIATE BLACK SHOES.
BLACK TRAINERS ARE NOT PART OF THE SCHOOL UNIFORM.
IF YOUR SON/DAUGHTER TELLS YOU THAT TRAINERS ARE PERMITTED - THEY ARE NOT.
FAILURE TO ADHERE TO SCHOOL UNIFORM POLICY WILL RESULT IN YOUR CHILD BEING SENT HOME FROM SCHOOL.

If your son/daughter arrives at school with inappropriate footwear on, you will be asked to do the following.
1. Bring a pair of black shoes into school immediately.
2. If you cannot drop black shoes off immediately...
3. You will be asked to collect your child and take them home.
 Behaviour/ATL Levels

1st verbal warning
“I am giving you a verbal warning”

1st POOR BEHAVIOUR

15 minute classroom detention with subject teacher on the day the detention is issued or nearest possible time.

Class teacher detentions are at break, lunch or after school.

15 Minutes

2nd 1st formal warning
“I am giving you a formal warning”

Level 1
Class Teacher Detention
+1 SIMS POINT

Level 2
Class Teacher Detention
+2 SIMS POINTS

Level 3
Head of Faculty Detention
+5 SIMS POINTS

Level 4
SLT/Senior Staff Detention
+10 SIMS POINTS

Sanction

15 Minutes

30 Minutes

60 Minutes

60 Minutes

90 Minutes

1 hour detention with Head of Faculty. Detentions are from 3:15 to 4:15pm.

Class teacher detentions are at break, lunch or after school.

Failure to attend HOF Detention will be escalated to Year Progress Leader Detention.

1 hour Pastoral detention with Year Progress Leader. Pastoral detentions are from 3:15pm until 4:15pm.

Failure to attend YPL Detention will be escalated to Level 4.

SLT/Senior Staff detention is for 90 minutes and held on a Friday from 3:15pm until 4:45pm.

If you fail to attend a Level 4 detention this may result in a placement in internal exclusion/fixed term exclusion/meeting with a senior member of staff.

PLEASE NOTE
Behaviour for Learning

Introduction

The following guide shows what our responsibilities are as teachers in the Behaviour Policy.

- It is the collective responsibility of all staff to ensure good discipline around the school.
- All staff must ensure the Behaviour Policy is adhered to and administered consistently.
- It is also important that the system of Behaviour/ATL Levels and Levels of Escalation is adhered to so as to involve as many stakeholders as possible in supporting students and changing negative behaviours.
- All staff are tasked with the responsibility of challenging negative behaviour around school as well as implementing the Behaviour Policy.
- In lessons, ensure positive Behaviour for Learning is maintained so that students can learn and make progress. This will be promoted by ensuring effective lesson planning takes account of prior learning, addresses the needs of all students through a range of experiences and activities and lets students know how to improve.
- Student success is dependent upon effective liaison between the child’s teachers, the managers responsible for their subject area, the relevant Head of Year and the child’s family.

We aim to ensure consistency in our approach in rewarding students for positive behaviours and good learning. Similarly, we aim to ensure consistency in our application of the Behaviour Policy, our approach to dealing with challenging situations, and the administration around all support mechanisms in place to help pupils realise their full potential.

Below is a list of roles that we, as teachers, should adopt in managing the behaviour of our pupils. It is not a job description, but a guide on how we can support each other.

**Roles of Teacher**

1. Ensure highest quality Behaviour for Learning at all times to ensure students are engaged in lessons and have a range of opportunities to learn.
2. Plan lessons effectively, taking into account prior learning and working to challenging targets so all students have appropriate work.
3. All staff should model the behaviour that we require of our students, acting in a professional manner at all times.
4. Be punctual to your duties and lessons, meeting and greeting students as they arrive, maintaining good order and discipline.
5. A positive learning environment is conducive to good behaviour – ethos shown in lesson.
6. Ensure all students conform to uniform requirements. Mobile devices should not be visible in lessons – confiscated items must be handed into school office in a sealed, named envelope with description.
7. Ensure Behaviour policy is administered effectively using the appropriate channels.
8. To contact parents where appropriate, record behaviour incidents and detentions set on SIMS.
9. Aim to achieve the right balance between rewards and sanctions.
10. Liaise with Form Tutor.
11. To escalate appropriately beyond Level 1 and 2 of the Behaviour Policy.

**Role of the “Buddy”**

1. To support colleagues in faculty in the event that a student needs to be “buddied” to their classroom.
2. To monitor the behaviour of that student for the remainder of the lesson and record any incidents on SIMS.
Behaviour for Learning

Roles of Head of Faculty
1. To liaise with Head of Key Stage on all matters of pupil behaviour.
2. To act on referrals from Heads of Key Stage once that level of support has been fully utilised.
3. Produce a ‘buddy’ timetable and ensure this is adhered to by all staff.
4. Monitor referrals/escalation of student behaviour via Faculty meetings and take appropriate action.
5. Monitor rewards and sanctions in the faculty and take appropriate action.
6. Ensure rewards and sanctions are discussed at Faculty meetings.
7. To contact, and/or interview parents at Level 3 of the Behaviour Policy and record all information on SIMS
8. Ensure all staff within the faculty are familiar with and apply the ‘Roles of Teacher’.
9. To be aware of all events in the faculty and be the main point of contact with appropriate Year Progress Leader
10. To refer issues to Year Student Manager once all strategies have been fully utilised and recorded.

Roles of Year Student Manager
1. To liaise with form tutors and class teachers on all matters relating to student attendance
2. To act on referrals from form tutors once that level of support has been fully utilised.
3. To be the central contact for parents regarding communication on matters of student attendance.
4. To report weekly to Year Progress Leader on all matters relating to student attendance, and behaviour as appropriate.
5. To contact and interview parents, as appropriate, on all matters relating to student attendance, including key groups (SEND, Disadvantaged, Persistent Absentees)
6. To meet with Assistant Headteacher for Behaviour and School Attendance Officer as appropriate to discuss student attendance referrals.

Roles of Year Progress Leader
1. To line manage Year Student Manager on all matters of student behaviour.
2. To liaise with Heads of Faculty on all matters of student behaviour.
3. To act on referrals from Heads of Faculty once that level of support has been fully utilised.
4. To contact, and/or interview parents at Level 3 of the Behaviour Policy and record all information on SIMS
5. Monitor rewards and sanctions in the year group and take appropriate action.
6. Ensure rewards and sanctions are discussed at Year Team meetings
7. Ensure all Form Tutors within the year group are familiar with and apply the ‘Role of the Form Tutor’
8. To quality assure the work of Form Tutors in respect of Behaviour Monitoring (eg: behaviour trackers, rewards, report cards, sanctions, use of pastoral data).
9. To lead Year Student Manager in their role of Behaviour Monitoring.
10. To contact and interview parents, as appropriate, at their level of the school’s behaviour policy
11. To refer issues to Key Stage Progress Leader once all strategies have been fully utilised and recorded.

Roles of Key Stage Progress Leader
1. To liaise with Senior Pastoral Leaders on all matters of student behaviour.
2. To act on referrals from Year Progress Leaders once that level of support has been fully utilised.
3. To quality assure Year Progress Leaders in monitoring of rewards and sanctions in their key stage and take appropriate action.
4. To lead Year Progress Leader in their role of Behaviour Monitoring.
5. To contact and interview parents, as appropriate, Level 3 of the school’s behaviour policy.
6. To make decisions, with the Assistant Headteacher for Behaviour on which students are placed on Interim Pastoral Support Plans (IPSP).
7. To refer issues to Assistant Headteacher for Behaviour once all strategies have been fully utilised and recorded.
## Behaviour for Learning

### Roles of the Form Tutor
1. Implement the Behaviour Policy through use of rewards and sanctions, and monitor for their form group.
2. To liaise with YSMs/YPLs/HOF as appropriate, where concerns arise over behaviour and attitude.
3. Supervise pupils to and from assembly.
4. Ensure YSMs are informed of any concerns regarding a student’s attendance and punctuality.
5. Ensure pupils are regularly reminded of the standards and expectations required at Rainhill School.
6. Ensure all pupils in the form group are wearing correct school uniform.
7. Ensure jewellery is not worn.
8. Check basic equipment – bag, book, pens (black or blue and purple), planner, calculator, compass, protractor, highlighter, sharpener, ruler, eraser.
10. Maintain first line of contact with parents on any matters regarding behaviour and keeping a record of communication on SIMS.

### Roles of Assistant Headteacher for Behaviour
1. To lead/monitor/review all matters relating to student behaviour, its policy, practice and strategy.
2. To liaise with the pastoral team (Deputy Headteacher for Personal Development, Behaviour and Welfare, Key Stage Progress Leaders, Year Progress Leaders, SENCO) on all matters relating to student behaviour and Behaviour for Learning.
3. To make decisions, with the Headteacher, on Fixed Term Exclusions.
4. To formally re-admit students, with appropriate pastoral leader, following any Fixed Term Exclusions.
5. To be responsible for all Formal Complaints at Stage Two (Behaviour).
6. To refer acute issues to Deputy Headteacher for Personal Development Behaviour and Welfare, once all strategies have been fully utilised and recorded.

### Roles of Deputy Headteacher for Personal Development, Behaviour and Welfare
1. To quality assure and conduct appraisal of all Key Stage Progress Leaders in respect of their role in Behaviour Monitoring.
2. To make decisions, with the Executive Principal, on Fixed Term Exclusions.
3. To contact and interview parents, as appropriate, at Level 4 of the school’s Behaviour Policy.
4. To be responsible for all Formal Complaints at Stage Two (Pastoral & SEND).
5. To refer acute issues to Headteacher once all strategies have been fully utilised and recorded.

### Role of Executive Principal
1. To liaise with the Assistant Headteacher for Behaviour on all matters of student behaviour, its policy, practice and strategy.
2. To quality assure Assistant Headteacher for Behaviour in respect of their role in Behaviour Monitoring (use of all pastoral data).
3. To make final decision on acute cases relating to Fixed Term Exclusions and Managed Transfers.
4. To make final decision on which students are placed on Pastoral Support Plans (PSP).
5. To contact and interview parents of acute cases, as appropriate, at Level 4 of the school’s behaviour policy.
6. To be responsible for all Formal Complaints at Stage Four.

### Role of On-Call officer
1. To ensure correct procedure has been followed leading up to on-call and to provide appropriate support as a result (see Appendix).
2. To escort “buddy” referrals to the appropriate area, if pupil refuses to leave teaching area.
3. To respond to incidents of a serious nature which require immediate action.
We expect pupils to commit themselves to:
• Attending school regularly and being on time;
• Ensuring they have the correct uniform and equipment for learning;
• Following all reasonable instructions from all staff first time given;
• Showing courtesy and respect to everyone;
• Listening to and accepting advice from staff;
• Working to the best of their ability;
• Asking for help as necessary but being prepared to wait their turn;
• Following the Behaviour Policy and having a positive attitude to school.

The school will commit itself to:
• Setting work of an appropriate standard;
• Recognising and encouraging achievement and success;
• Informing parents/carers of any concerns it may have about the student;
• Treating the student with respect and courtesy always;
• Maintaining an orderly atmosphere in the classroom to ensure a safe, learning environment that promotes confident learning;
• Provide support and encouragement for all students.

We expect parents/carers to commit themselves to:
• Ensuring your child keeps to the terms of this agreement;
• Supporting the Headteacher and staff;
• Supporting the School Behaviour Policy (including detentions/sanctions);
• Ensuring your child attends school regularly and on time;
• Communicating regularly with the school;
• Acknowledging that your child’s progress will depend upon respecting school rules and good behaviour;
• Ensuring your child attends school fully equipped for learning and in full school uniform;
• Attending Parent’s Evenings and other meetings to support your child’s progress.

The Bottom Line
The law of the land applies at Rainhill High School just as it does everywhere else. So there are some things which are forbidden, not just because we may disapprove of them, but because they are against the law. These are:
• Illegal Drugs
• Physical Violence
• Drinking alcohol under age
• Smoking on site
• Bullying
• Damage to property
• Theft
• Threatening/Homophobic or Racist Behaviour
• Offensive Weapons
• Leaving Litter

It is essential that all pupils, parents and staff “work together” as a condition of being a member of our community.
Outside of Lesson Rules

S  SHOW RESPECT FOR OTHER PEOPLE, THEIR BELONGINGS AND FEELINGS

A  AT ALL TIMES TREAT OUR SCHOOL ENVIRONMENT WITH CARE

F  FOLLOW INSTRUCTIONS 1ST TIME GIVEN

E  ENJOY AND STAY SAFE
Confiscation of Pupil Property

Staff are entitled to confiscate property from pupils if it is being misused or is causing a disruption to pupil learning. All confiscated items will be placed in a safe place and returned to the pupils as soon as is practically possible.

- Mobile Phones confiscated will be placed in the school office and a record made in the log book.

- Other electrical equipment, items of jewellery etc confiscated will be placed in the school office and a record made in the log book. These will be returned to the student via Student Services at 3:10pm on the last day of the week of confiscation.

- Cigarettes will not be returned to the pupil for Health and Safety reasons and the parent will be contacted by the Year Progress Leader to agree disposal. Anyone student caught smoking, the parents will be subject to a £50 fine. E-Cigarettes are not permitted in school.

- Any offensive weapon(s) or illegal drugs confiscated will involve action from the Assistant Headteacher for Behaviour and the Safer Schools Police Officer. Parents will be invited into school for a formal meeting. Teachers are protected by the law against allegations of “possession” following confiscation.
Reflection

Reflection is the school’s isolation room and students can be placed in there for the following reasons:

- As an alternative to a fixed term exclusion
- Repeated truancy
- Fighting
- Verbal abuse to students
- Defiance of staff instruction
- Failure to attend SLT After School Detention

Reflection Procedure
Students placed in Reflection arrive at the beginning of period 1 (9:05am) and stay there until 4.10pm. This means that they are isolated during break and lunch time and will serve an extra hour at the end of the day. Reflection is staffed all day by the Year Student Managers and SLT.

Students will be set work according to which lessons they have that day, ensuring they do not miss any of the content which would have been taught them were they not in Reflection.

Rules of Reflection
- No talking
- No phones – collected from student as soon as they come in and placed on desk
- Students are escorted to/from toilet
- Students eat their lunch in Reflection (it is brought to them from the dining room or they have a packed lunch)