



Lowton
Church of England High School

Behaviour Policy

The Governors and staff of Lowton Church of England High School are committed to the provision of a high quality education in a Christian context. We aim to provide a school where we can live out our ethos of Caring, Learning and Succeeding on a daily basis. At the heart of the commitment is the notion of the uniqueness and infinite worth of the individual, that every person is valuable in the eyes of God

This policy has been produced in accordance with the Equality Act 2010 and the Special Education Needs Disability Act 2001, the SEND Code of Practice 2014 and the Children and Families Act 2014. It has been reviewed in accordance with all other school policies and related Acts. Please refer to and understand our Behaviour Plan which refers to the wider reopening of schools in September 2020 during the Covid-19 crisis.

Approved by Governing Body

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Behaviour Principles

The Governors and staff of Lowton Church of England High School are committed to the provision of a high quality education in a Christian context. We aim to provide a school where we can live out our ethos of Caring, Learning and Succeeding on a daily basis. At the heart of the commitment is the notion of the uniqueness and infinite worth of the individual, that every person is valuable in the eyes of God.

Our approach to behaviour is underpinned by our Christian ethos of Caring, Learning and Succeeding. We believe that excellent behaviour is learned, taught, reinforced and supported through strong relationships, high expectations and consistent practice.

1. High expectations for all

We have high, reasonable and consistent expectations of behaviour for every pupil. These expectations apply in classrooms, around the school site, during social times, on journeys to and from school, and when pupils are representing the school. Disruptive behaviour by the few will not be allowed to undermine the learning, safety or wellbeing of others.

2. Behaviour supports learning

Positive behaviour is essential for effective learning. We explicitly teach, model and reinforce the behaviours, routines and attitudes that enable pupils to thrive academically and personally. Clear structures and routines reduce uncertainty and help pupils make the right choices.

3. Positive relationships first

Strong, respectful relationships between staff and pupils are at the heart of effective behaviour management. Staff consistently recognise, narrate and praise positive behaviour, effort and improvement, helping pupils feel valued, safe and motivated to succeed.

4. Fairness, consistency and transparency

Behaviour expectations, rewards and sanctions are applied fairly, proportionately and consistently by all staff. Pupils and parents understand what constitutes acceptable behaviour, the consequences of poor choices, and the support available to help pupils improve.

5. Praise and recognition are central

We actively recognise and celebrate positive behaviour, effort, attendance and achievement. Praise is specific, sincere and meaningful, and is a routine part of everyday school life. We believe recognition builds confidence, self-esteem and positive behaviour habits.

6. Sanctions are corrective, not punitive

Sanctions are used to support improvement, reinforce expectations and protect learning. They are applied calmly, respectfully and non-confrontationally, with clear explanations and opportunities for reflection and repair. Behaviour choices have consequences, and pupils are supported to learn from them.

7. Inclusion and equality

We promote an inclusive culture where all pupils are treated with dignity and respect. Behaviour management reflects our duties under the Equality Act and SEND legislation. Reasonable adjustments are made where appropriate, and behaviour is considered in the context of additional needs, SEMH, SEND or adverse childhood experiences.

8. Support before escalation

Where behaviour causes concern, we take a graduated and supportive approach, using monitoring, reports, targeted interventions and personalised support plans. Early intervention and partnership with parents and external agencies help prevent escalation and exclusion wherever possible.

9. Safeguarding and wellbeing

We prioritise the safety and wellbeing of pupils and staff at all times. Behaviour systems, including internal isolation; searches and the use of reasonable force, are used lawfully, proportionately and only when necessary, in line with statutory guidance.

10. Shared responsibility

Positive behaviour is the responsibility of the whole school community. Pupils, staff, parents, governors and leaders work together to create a calm, respectful and purposeful environment where everyone can flourish, thrive and succeed.

Introduction

Our approach to behaviour is underpinned by our school values of caring, learning and succeeding.

Our starting point for this policy is to first focus on what are the learning behaviours, attitudes and routines that students need to have to enable them to flourish, thrive and succeed at school.

Our approach is one of instilling a culture of high but reasonable expectations which are reflected in fairness and consistency.

This means we start by recognising the right things that students are doing each day and in each lesson. This demonstrates a high level of investment in their own learning, one which we should not take for granted and one that we have a responsibility to train and make explicit to our students.

To embed highly effective learning behaviours we need to make clear the purpose behind why we do what we do or what we ask of each student. In doing so, we also teach students that behaviour choices have consequences. These range between reward and sanction.

We value and promote an inclusive culture where all pupils are rewarded and praised regularly, consistently and fairly and where staff are mindful and responsive to any barriers to learning which individual pupils need to overcome to make strong progress in their learning.

The school operates a firm but fair and just approach, applied rigorously, robustly and consistently; ensuring that disruptive behaviour by the few does not damage the achievements of the many.

We are a Church school in which each member understands their rights and responsibilities and the potential impact of their decisions and actions on their own learning and that of others. The school will do everything possible to ensure every pupil succeeds; we will be ruthlessly compassionate, which means when necessary we will take tough decisions where this is needed to safeguard the learning and wellbeing of our students and in keeping with the clear expectations set out in our policies and procedures. This policy should be read in conjunction with the Anti-Bullying Policy and SEND Policy.

Aims of Lowton Church of England High School Behaviour Policy

- To recognise, reward and celebrate good behaviour.
- To develop and encourage a positive atmosphere which instils mutual respect, where all pupils are valued and feel safe.
- To promote our school ethos of Caring, Learning and Succeeding.
- To promote a positive attitude to learning and provide a working atmosphere that enables all pupils to achieve their full potential.
- To ensure that there is a common understanding across all staff, pupils and parents of what constitutes good and poor behaviour, both in and outside of the classroom.
- To demonstrate our Christian commitment to treat all members of our community fairly
- To prepare our pupils to become good citizens when they leave school.
- To summarise the roles and responsibilities of the different people in the school community with regards to behaviour management

Roles and Responsibilities

Promoting positive behaviour and good attendance is the responsibility of the School community as a whole. Specific roles and responsibilities include:

- the **Governors** reviewing the effectiveness and impact of the policy through its scrutiny role and ensuring the School implements it appropriately.
- the **Headteacher** in ensuring the policy is operated and overseeing the procedures that encourage positive behaviour, discourage bullying and promote respect, diversity and equality;
- the **Deputy Headteacher** (who has lead responsibility for the policy) in monitoring all aspects of the school's behaviour policy and its application, to promote equality for all pupils;
- the **Senior Leadership Team** in ensuring they uphold the policy, are visible around school and known to pupils across school; actively seeking out pupils for praise and recognition, demonstrating a genuine care and respect for pupils;
- the **Senior Leader** assigned to lead a year group in ensuring that each and every pupil gets the personal attention they need to ensure excellent standards of behaviour and great learning;
- the **Heads of Year/Student Support Team** and team of **Form Tutors** in creating a year team and class identity where each pupil feels a sense of responsibility for helping and supporting others and promoting excellent behaviour;
- **all staff (teaching and support staff)** in ensuring:
 - that the policy is consistently and fairly applied to all;
 - that pupils are taught and retaught the behaviours which are conducive to successful learning and healthy wellbeing;
 - that high standards of behaviour, attendance and punctuality are modelled and actively promoted at all times;
 - that good behaviour is recognised and praised;

- that poor behaviour is challenged and the sanctions outlined in this policy implemented appropriately, effectively and consistently.
- **all pupils** in understanding and demonstrating good behaviour which reflects our Christian values and the expectations of this policy.
- **parents** and **carers** in taking responsibility for their child's attendance and their behaviour inside and outside school, working in partnership with the School to maintain high standards of behaviour and attendance in line with this policy.

Code of Conduct

The School sets out clear and explicit expectations of all stakeholders through our Code of Conduct which is based on our Christian Ethos. A copy of the Code of Conduct can be found in Appendix A.

The Staff Code of Conduct is made available to all staff and they are routinely taken through this, e.g. at the start of the year and during their induction period.

Praise and Recognition (actioned by all staff)

All members of the school community have a responsibility for developing and sustaining a supportive ethos, fostering positive relationships, promoting respect and encouraging self confidence in our young people.

We seek to foster the climate and conditions which promote, reinforce, consolidate and reward positive aspects of behaviour.

We strive to provide an environment which ensures a positive, successful and proactive ethos, which in turn supports standards of excellence for both pupils and staff.

The most important aspect of effective praise and consequence, in motivating pupils to learn and achieve well, is to foster and maintain outstanding relationships with all pupils.

The simplest and most effective reward that our pupils can have is **constructive and specific praise**.

Staff will explicitly identify positive behaviour, be specific about what it is and make it known to pupils. We call this '**narrating the positive**' to reinforce our behaviour expectations.

Praise is given consistently as a routine part of each lesson to reward those pupils who show consistently high levels of effort and who achieve or exceed expected progress.

This positive approach to behaviour management means staff will take every opportunity to praise positive pupil contributions in all areas of school life.

In order for praise to be most effective it must be:

- **specific** and linked to an achievement or action of merit;
- **sincere** and genuinely expressed with appropriate language and tone;
- **personalised** through the use of the pupil's name;
- **consistent** across all lessons and the life of the school;
- **discreet** and private at times when appropriate.

Specific ways we recognise the right behaviours include:

- Achievement points from staff for: Star of the Lesson, Star of the week, Outstanding work, Effort, Homework, Participation in school events
- Half Termly Achievement certificates for achievement, attendance, behaviour.
- School Flame Badges
- 'Congratulations' postcards home for attendance, improvement, achievement, effort
- Letters to parents.
- Celebration assemblies: to include attendance awards, subject awards, progress/effort awards.
- Referrals to Heads of Subjects, Heads of Year and Headteacher.
- Rewards lunches.

Dealing with behaviour that does not meet our expectations

We believe that, in the main, behaviour is a learned action. In most situations, behaviour is a choice that can be made in the moment.

There are consequences for these choices – for behaviours that are right and for those that are wrong.

Therefore, setting and maintaining high expectations is something we believe must be taught and retaught so that the consequences of behaviour are both consistently and fairly applied.

Establishing, and then constantly reinforcing, firm and clear expectations means that pupils need to make fewer choices around their conduct, ensuring the positive behaviours and expectations we consistently reinforce, become our routine expectations.

However, there are occasions when staff need to challenge behaviours which are not conducive to learning. In order to effectively challenge and improve pupil behaviour, we actively promote non-confrontational behaviour management.

The use of **verbal reminder** should:

- be clearly linked to learning and conduct;
- should not describe the behaviour, but direct the action required to correct it;
- be delivered in a reasonable tone and at an appropriate volume;
- be followed up by discreet praise once the action has been taken by the pupil.

At Lowton Church of England High School we have high expectations of our pupils. We have five simple classroom rules. We summarise these with the word '**LEARN**'

- L** Look Smart at all times
- E** Equipment and Homework brought in every day
- A** Arrive on time to school and for all lessons
- R** Remain on task in all lessons
- N** No calling out or answering back

Pupils who do not follow these good learning habits may be given a 30-minute detention.

Failure to co-operate with the detention system will result in additional sanctions (eg: loss of 'free-time' or time in Internal Isolation)

[The following section explains each rule and how it is enforced in school.](#)

Look Smart

Ensuring pupils attend school dressed smartly is the foundation for high standards in other aspects of school life, including behaviour and a positive attitude to learning.

Uniform	
School Blazer	Worn by all pupils in Y7-10
Navy Blue School Jumper with school logo	Worn by Y11 pupils only (instead of a blazer) Jumpers must not be tucked into trousers or skirts
Grey School Jumper with school logo	Optional for Y7-Y10 Jumpers must not be tucked into trousers or skirts
Royal Blue school shirt	All pupils Shirt must be tucked in
Grey Trousers	Boys Trousers must be standard trousers and not fashion trousers such as skinny, tight fitting trousers.
Grey Trousers with school logo	Girls Trousers must be standard trousers and not fashion trousers such as skinny, tight fitting trousers.
Grey Skirt with school logo	Girls Skirt must be an appropriate length and must not be rolled-up at the waist
Clip on ties	All pupils – colour dependent on year group Worn correctly, clipped to the top of the shirt
Plain black, grey or white knee socks	Girls
Plain black or grey tights No patterns allowed	Girls Tights and socks worn together are not permitted
Plain black shoes	Boys and Girls Trainers or pumps are not permitted (further guidance available on the school website)

As a general rule, boots are not allowed. In the event of extreme bad weather, the school will advise parents if there is a temporary change.

Personal Presentation
'Natural light make-up' may be worn discreetly.
False eyelashes, heavy drawn-on eyebrows and heavy black eye make-up are not permitted.
Fake tan must not be worn.
Nail polish or false nails are not permitted.
Extreme hairstyles are not permitted
Natural hair colours are permitted, but bright colours such as pink, red, blue or purple are not.
Hair accessories should be modest.
Pupils must not wear coloured braids in their hair or fashion hair pieces.
Jewellery (including earrings) or body piercings (including tongue studs) are not permitted.
Pupils may wear a watch (under examination board guidance, watches will not be permitted in examination rooms). SMART watches are not permitted.

How we monitor and enforce these expectations

At the start of the day pupils are met by staff at the school gate as a positive 'meet and greet' to their school day.

This sets the tone and expectations for the day ahead.

Our expectation is that all pupils will enter and leave the school premises every day with their uniform meeting the school's expectations and standards.

It is at this point, before the school day starts, that any breaches in the school's uniform expectations will be dealt with in a non-confrontational manner.

Pupils will be issued a behavior point for a breach of the uniform policy in school the school day.

Form Tutors will issue a detention for repeated breaches of the uniform policy.

Inappropriate hairstyles will be referred to Head of Year who will make the decision on what action is needed to address the situation. This may include isolation for the day with the expectation that it is sorted that evening ahead of the next school day.

Jewellery will be confiscated by staff at the gate, kept safe in Pastoral Office and returned at the end of the day when the student collects it. They will be issued a detention.

Pupils who refuse to co-operate with meeting school uniform standards will be placed in isolation.

Equipment and Homework

It is important that pupils learn to take responsibility for organising themselves and being 'ready to learn' every single day.

We expect all pupils to provide the following equipment for learning.

- 2 Black pens.
- Pencil.
- Rubber.
- Whiteboard and whiteboard pen.
- Ruler.
- Glue Stick.
- Highlighter.
- Green Pen.
- Calculator.
- Books for the day/PE kit.
- A suitable school bag.

How we monitor and enforce these expectations

All equipment will be checked by Form Tutors every day.

‘Spot checks’ of equipment will be made at the school gate.

Pupils can buy equipment from school. This can be purchased on the gates in the morning or from the Pastoral Office at break or dinner time.

Pupils who do not have the correct equipment for lessons will be issued with a behavior point. Pupils who frequently do not have the correct equipment will be issued with a detention.

Mobile Phones/Smartware

Mobile phones and smart watches are a distraction to learning. They must be switched off and kept out of sight from the moment they cross the threshold to the school site and not turned back on until crossing the school threshold at the end of the day.

How we monitor and enforce these expectations

Mobile Phones and smart watches that are seen will be confiscated and a detention issued. The item(s) will be returned at the end of the detention.

If a pupil refuses to hand their device to the teacher, patrol will be called to support. The pupil will be isolated and given time to reflect and comply with the school policy. If the pupil continues to refuse, sanctions will be escalated and this may include a fixed term suspension for defiance.

Repeat offences will lead to longer periods of confiscation and no longer being allowed to bring the items into school.

Should pupils need to make a phone call they may go to the school office or Pastoral Office.

Homework

Using homework to learn new material and reinforce what has been learned is an important element of becoming an effective learner.

Teaching staff publish homework via the Satchel One App and will give pupils at least two days to complete the task. Homework must be completed on time and be of a good quality.

How we monitor and enforce these expectations

Key Stage 3

If a pupil fails to complete their homework on time the teacher will add a behaviour point for homework. It is important that **all pupils** who fail to meet a deadline are given a point so form tutors, Head of Departments and Head of Years can monitor homework submission rates.

The teacher will consider the reason for failure to submit homework and take appropriate action from the list below:

1. Extend the deadline if the pupil has forgotten for a legitimate reason.
2. Refer to Study Support to complete the task if the pupil is struggling or disorganised.
3. Issue a detention if the pupil fails to submit the work after an additional support has been offered as this becomes a defiance issue.

Key Stage 4

- We expect that pupils in Key Stage four have good learning habits. Pupils should be given a behavior point and a detention for failure to complete homework.

Arrive on time

Arriving on time means pupils are ready for their day and will maximise their time spent learning.

Pupils are expected to line up at the designated space on time for the lessons.

A 'warning bell' is sounded at the end of break and lunch to ensure that pupils are aware that lessons are about to begin and they are expected to start moving to their lessons via the shortest route.

Arriving late means a pupil will miss valuable learning time and disrupt the learning of others by arriving to lessons late.

How we monitor and enforce these expectations

The school gates will be locked at 8.30am. Any pupils who arrive after this time will be marked late and issued with a detention.

Staff will complete a register at the start of each lesson. This is part of our safeguarding practices.

The register will be taken formally with pupils in silence only responding to the teacher to register their presence (using 'Yes Sir/Miss').

Pupils who arrive late to lesson will be marked late and issued with a behaviour point. Pupils who are frequently late to lesson will be given a detention.

Remain on task

Pupils learn best when they are concentrating. This will help them understand their work more easily.

Being off-task includes:

- talking when the teacher is talking
- distracting others
- not following instructions
- talking about non-work-related matters.

All of these are unacceptable and will prevent pupils from learning.

How we monitor and enforce these expectations

Staff will give a verbal warning to pupils who are 'off task'. The pupil will be given an opportunity to re-focus this includes using non-verbal cues to settle behaviour and reminder of expectations. If the pupil does not reset their behavior a warning will be given.

If a pupil persists in being off task they will be issued a detention. The teacher will verbally confirm that a second warning has been given that results in a detention. Staff will tell the pupil that they have been given a detention and explain the reasons for the sanction.

Staff will accurately log the incident on Satchel One.

'No calling out or answering back'

Pupils are expected to be polite and respectful to members of staff. Staff will model high standards of conduct when speaking to pupils and pupils must follow the reasonable instructions of adults.

How we monitor and enforce these expectations

Pupils who are rude to staff will be issued with a detention.

Staff will calmly explain why the behaviour was unacceptable and will log accurately the incident on Satchel One.

If pupils feel unfairly treated they must still follow the instruction. Later, in their own time, they can respectfully ask the adult to discuss his or her decision.

Sanctions

In addition to the 'LEARN' policy the following is a range of disciplinary measures which the School reserves the right to use:

- verbal reprimand.
- setting extra work or repeating unsatisfactory work;
- loss of privileges, for example, having the privilege of representing the school in sports events withdrawn;
- missing social time at break;
- detentions, including lunchtime and after-school
- being placed on conduct or attendance report for monitoring and improving behaviour;
- instigating a Pupil Behaviour Support Plan.

These will be implemented consistently, openly and fairly.

Swearing

We expect all member of the school community to demonstrate good manners at all times. Swearing is unacceptable.

Sanctions

- Pupils who swear will be given a detention.
- Pupils who swear at other pupils or at adults will be given with time isolation.
- The Headteacher may issue an exclusion for verbal abuse towards pupils or adults.

For more extreme behaviour, the School may use internal isolation or invoke a fixed term suspension or permanent exclusion.

Teachers also have the power to discipline a pupil for conduct outside of the school premises. This includes misbehaviour when the pupil is:

- taking part in any school organised or school related activity;
- travelling to or from school;
- identified in public when wearing the school uniform;
- in some other way identifiable as a pupil at the school.

Misbehaviour at any time will be disciplined, whether the above conditions apply or not, when behaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

Recording behaviour in school

All behaviour incidents, particularly those that result in a reward or sanction, must be recorded on the pupil record on Satchel One.

Behaviour Data regularly monitored and reviewed by pastoral staff and the Senior Leadership Team to identify patterns and trends and to provide early intervention to avoid escalation of negative behaviours.

Routines at Lowton Church of England High School

- The School site opens to pupils at 8.00 am.
- Pupils will be given a friendly welcome by Senior and Pastoral Staff at the school gates as they enter the school to start their school day.
- Our behaviour expectations will be enforced from that point.
- Pupils must stay in their designated areas for their social time.
- In the dining room, pupils must follow the instructions for lining up and clear up after eating.
- Pupils must not take purchased hot food out of the dining room.
- Pupils can eat a packed lunch outside. They must put their litter in the bins provided.
- Pupils must only eat in their designated area.
- Pupils are not allowed to walk around the site eating food.
- Pupils must line up for lessons at the designated space outside of the teaching block.
- Staff will meet and greet their class outside the teaching block.

- The teacher will lead pupils into the classroom in an orderly and calm manner.
- Pupils must stand behind their chairs in silence with their equipment out.
- Teachers must have accurate annotated seating plans that are accessible and up to date at all times.
- Pupils must use the toilets in their free time and not in lesson time unless they have a medical pass.

In exceptional circumstances a pupil will be allowed to the toilet, escorted by the member

Bullying and Cyberbullying

We believe that all students have a right to an education that is free from bullying or harassment.

It is the responsibility of all adults/students to ensure that the education of students takes place in a safe, caring and protective environment.

The School has a separate *Bullying and Cyberbullying Policy* that details our approach to bullying which should be read in conjunction with this policy.

Detentions

One of the most common sanctions is the after school detention.

Schools are legally allowed to detain pupils without the consent of parents. However, we will always inform parents of our intention to detain a pupil. Parents will receive a text message informing them of a same day detention.

No exceptions are made, even if a child travels by bus. Parents will need to make alternative arrangements for their child to get home from school if necessary. We will consider personal circumstances whenever possible, but inconvenience or disagreement with this sanction is not a reason for non-attendance at detentions.

The school applies a range of detention sanctions outlined below

Lunchtime Late detention	Issued for being late to school. Please refer to Late Detention Sanction section
30-minute detention after school	Issued by a teacher for: <ul style="list-style-type: none"> - Poor behaviour in class (after following the graduated approach to rectifying poor behaviour) - Lack of equipment over a sustained period of time (this is usually issued by the form teacher) - Poor behaviour around the school site in social time - Lack of homework in KS4 - Failure to complete homework in KS3 after support has been offered. - Refusal to attend lunchtime late detention

40-minute detention after school	Issued when a student fails to attend a detention.
Detention in the Isolation Room	Issued for failure to attend two detentions in a week. Running away from Detention
'Triple Detention' after school	Issued by SLT and Senior Pastoral Lead for repeated poor behavior or being persistent late to school.
Social Time Detention	Issued by the Head of Year for poor behavior in social time.

The Reporting System

The school applies a supportive approach to those pupils whose behaviour is a cause for concern.

Our approach is intended to improve behaviour through providing clear specific targets relating to what needs to improve and support to help achieve them. The pupil will be held to account for their behaviour and rewarded for improvements.

We use a report card to support a pupil to improve their behaviour when it has not been in line with school expectations. These report cards are used by teachers to monitor and support pupil progress, attitude and behaviour across the curriculum and around the school.

Pupils can be placed on report for a number of reasons:

- Persistent poor behaviour either in or outside of the classroom.
- A one-off serious incident.
- Time spent in Internal Isolation.
- Regularly on detention.
- Form Tutor request.

Parents will be contacted if their child is to be placed on report.

A pupil will be placed on report for a set length of time, usually 4 – 6 weeks (unless behaviour rapidly deteriorates).

Form tutors have ownership of the pupils on report in their form and check on pupil progress daily. We also expect parents to sign their child's report daily in order to effectively monitor progress and highlight any improvement or deterioration. Pupils will be given up to 3 specific targets aimed at improving their behaviour, as well as enhancing their learning.

The Report Stages are as follows:

Stage 1 - Informal

Form Tutor led Usually 2-4 weeks Pink Report card

- FT identifies a behaviour that needs addressing. eg: Punctuality, equipment, calling out in class.
- FT and Head of Year agree to put a pupil on report.
- FT contacts home.
- Note is added to CPOMS on a weekly basis

Stage 2 - Formal

Form Tutor led Up to 6 weeks Peach Report Card

- Head of Year to initiate
- Maximum of three targets
- Letter emailed to parents.
- Weekly review with FT entered on CPOMS
- Form Teachers may wish to communicate with parents but it is not a weekly requirement.
- Head of Year decides whether to escalate or close at stage 2
- Review letter emailed to parents.

Stage 3 - Formal

Head of Year Up to 6 weeks Red Report Card

- Head of Year to initiate
- Maximum of three targets
- Letter emailed to parents.
- Weekly review with Head of Year entered on CPOMS.
- Weekly contact with parents
- Deputy Head decides whether to escalate or deescalate
- Review letter emailed to parents.

Stage 4 - Formal

SLT Led 3 weeks Blue Report

- Short stage of intensive reporting to rectify a specific behaviour
- Report to SLT on a daily basis
- Weekly review on CPOMS by Head of Year
- The Deputy Headteacher decides whether to submit a proposal for PSP to the Headteacher or to deescalate to Stage 2
- Review letter emailed to parents.

Stage 5 - Personal Support Plan

Headteacher Led 12 weeks White Report

- Headteacher to initiate
- PSP mentor is appointed
- Headteacher to lead mid-point and final reviews

Monitoring of pupils on report

This will be done rigorously by all staff. Parents will be expected to be part of the review process.

Internal Isolation

Internal Isolation is used to isolate pupils in school for serious misbehaviour and is our alternative provision for pupils whose behaviour could warrant a fixed term suspension. Internal Isolation is also used, when necessary, as our 6th day provision for pupils who have received a lengthy fixed term suspension.

Pupils can only be placed in Internal Isolation by the Headteacher, Deputy Headteacher or Senior Pastoral Lead.

Referrals may be made for the following reasons:

- Removal from a lesson.
- Persistent truanting.
- Swearing at a member of staff.
- Persistent poor behaviour in and out of lessons.
- Bullying/racist incidents.
- Misuse of the internet.
- Fighting.
- Smoking.
- Persistent defiance.

Respite Placements

If a pupil does not respond to the support offered within the red report then a *Respite Placement* may be sought. This is usually a 6-week placement at another school offered as an additional intervention strategy to avoid the risk of exclusion from school.

Pupils who go on a respite placement will return to Lowton Church of England High School and be placed on PSP if necessary.

Supported Transfers

As part of a Pastoral Support Programme a pupil may be given the opportunity to move to another school on a permanent basis. Any pupil who moves school as part of the Supported Transfer System will do so with all necessary support.

Supported Transfers are agreed between the headteachers of each school.

Exclusion and Suspension

All suspensions are made in line with Government Guidance and by following the School's Suspensions Checklist. The decision to exclude is not taken lightly.

The headteacher is the only person in the school who has the power to exclude a pupil. This authority can be delegated to a member of the Senior Leadership Team (the Deputy Headteacher is the next person) in the absence of the headteacher.

All schools are required to have due regard of the following when taking a decision to exclude a pupil from school:

- DfE – Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement;
- DfE – Behaviour in Schools;
- Equality Act 2010;
- Keeping Children Safe in Education;
- SEND (Special Educational Needs and Disability) Code of Practice
- The Children’s Act (with particular reference to children in the Care of the Local Authority).

The decision to exclude will be lawful, rational, reasonable, fair and proportionate.

The decision to exclude a pupil is not taken lightly. There will, however, be occasions when it is necessary to exclude a pupil from school.

- In response to serious breaches of the school's behaviour policy;
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

There are two types of exclusions outlined below:

Fixed Term Suspension

Fixed term suspensions are where pupils are sent home for a fixed period of time and when this period is finished the pupil is ‘reintegrated’ back into school.

The period of suspension will vary according to the nature of the incident and will consider whether it is a first offence or whether it is a repeat offence. There are no fixed tariffs for fixed term suspension, but the working principle is that the suspension is a sanction served following which a pupil is then returned to their learning when a successful reintegration meeting has taken place.

Fixed term suspension may be issued for the following reasons:

- Swearing at a member of staff.
- Physical violence towards an adult.
- Threatening behaviour towards an adult.
- Physical violence towards a pupil.
- Threatening behaviour towards a pupil.
- Smoking on school site or whilst in school uniform.
- Racist behaviour.
- Homophobic behaviour.
- Bullying of another pupil.
- Persistent disruptive and defiant behaviour.
- Failure to behave in Internal Isolation.
- Posting or commenting on images of pupils or staff on social media.
- Possession of an illegal drug.

Parents are expected to attend a reintegration meeting with their child following a fixed term suspension.

Parents have a duty to ensure that their child is not present in a public place, in school hours, during a suspension. They may receive a penalty notice from the Local Authority if this happens.

Permanent Exclusion

A decision to exclude a pupil permanently is always a serious one and the most consequential action the school can take.

It will usually be the final step in a process for dealing with disciplinary offences following the school using a range of strategies to support the pupils, which have been tried over time but without success.

It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and is normally used as a last resort.

There are *exceptional* circumstances where, in the headteacher's judgment, it is appropriate to permanently exclude a pupil sometimes for a 'serious one-off' offence.

Reasons for a permanent exclusion include but are not limited to:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Possession/supplying/selling an illegal drug.
- Making false allegations against a member of staff.
- Carrying an offensive weapon.
- Persistent and defiant misbehavior.
- Failure to respond to a PSP.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline, safety, learning and wellbeing of our school community.

Education for excluded pupils

For fixed period suspensions of more than 5 school days, the School will arrange suitable full-time education from the sixth day of the suspension.

For permanent exclusions, the Local Authority will arrange suitable full-time education from the sixth day of the exclusion.

Procedures for excluding or suspending a pupil

The School will notify parents/carers by telephone or face-to-face, if possible, of the decision to exclude/suspend on the day the decision was taken. The decision will be communicated by the headteacher in writing within 24 hours.

The exclusion\suspension letter will note the following:

- If the suspension is fixed-term or if it is a permanent exclusion;
- The duration of the suspension (the number of school days, including dates);
- Reasons for the exclusion or suspension;
- The process by which parents can make representation to the Governing Body if they wish

- The contact details for making representations to the Governing Body and where there is a legal requirement for the Governing Body to meet, that parents have a right to attend the meeting, to be represented at the meeting and to bring a friend;
- Arrangements made by the school for the pupil's education for the first five days of the suspension including setting and marking of work with parents having responsibility for ensuring work sent home is completed by pupil and returned to school;
- Where alternative provision is arranged, information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision;
- Dates the suspended\excluded pupil must not be present in a public place during school hours; and sources for free and impartial advice.

The Governing Body will review the following suspensions within 15 school days of receiving notification of the suspension:

- Permanent exclusion;
- Fixed term suspension resulting in bringing the total number of fixed term suspensions to more than 15 school days in one term
- If the suspension results in the pupil missing a public examination or national test.

Where parental representations are received for a child who is excluded for more than 5 school days but less than 16 school days in a term, then the Governing Body will consider reinstatement within 50 school days, even though it may not affect the actual suspension, as the child will already have served the suspension. Where a decision to reinstate is made, the child's records can be amended.

Where parents or carers have a right to attend the meeting, arrangements will be made to ensure that they are given at least 5 school days notice of the meeting. Any documents that the Headteacher will present at the Governing Body meeting are provided to all parties.

The clerk will inform parents or carers, Headteacher and Local Authority of the outcome of the meeting.

Guidance on drug related incidents

It is forbidden for anyone, adult or child, to bring illegal drugs onto the school premises.

Pupils must not bring any drug, legal or illegal, to school.

Any pupil who is found to have brought to school any type of illegal substance will be issued with a fixed term suspension or permanent exclusion. The school will take seriously the misuse of any substances such as glue, other solvents, alcohol or drugs. Parents or carers of any pupil involved will always be notified. Any pupil who deliberately brings substances into school for the purposes of misuse will be issued a fixed term suspension or permanent exclusion and the police and social services may be informed.

If a pupil is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the pupil will be permanently excluded from the school. The police and social services will also be informed.

Referrals to Restorative Solutions and/or Young Persons Drug and Alcohol Service may also be submitted following such incidents.

If any pupil is found to be suffering from the effects of alcohol or other substances, arrangements will be made for them to be taken home.

If a pupil needs medication during the school day parents or carers should notify the school and ask permission for the medication to be brought in. This should be taken directly to Pastoral Office for safekeeping. Any medication needed by a child whilst in school must be taken under the supervision of a member of staff.

Searching Pupils and the Confiscation of inappropriate Items

The Headteacher can authorise a search of pupils or their possessions (including bags) without their consent if there are reasonable grounds for doing so. Reasonable force may be used to execute the search. The power to search applies to searching for weapons, alcohol, controlled drugs and stolen property.

Our school does not allow the items outlined below on its school site:

- Weapons/knives.
- Alcohol
- Drugs (illegal and/or legal) and any other illegal substances.
- Stolen property.
- Tobacco and cigarette papers lighters/matches/E-Cigs/E-Cig fluids, refills.
- Fireworks.
- Pornographic images.
- Any article that is likely to be used to commit offence, cause injury or damage to property.
- Any item banned by the school rules.

We reserve the right to confiscate mobile phones or other telecommunications devices should they be hindering learning in school or that there is a suspicion that they contain information that is illegal or inappropriate e.g. explicit images/videos/information.

Investigating allegations made against members of staff

Where any pupil or parent makes an allegation against any member of staff at Lowton C of E High School, this must be reported to the Headteacher.

Any allegation will be swiftly and thoroughly investigated.

Should this allegation be made about the Headteacher, the allegation should be reported to the Chair of Governors.

Lowton C of E High School will not tolerate malicious allegations made against staff. Should a pupil make malicious allegations against a member of the school, that once investigated, are found to be unfounded, then the full range of sanctions available to school could be employed including restorative approaches, isolation and even permanent exclusion where appropriate.

Parents should also be aware that it is prohibited to make public allegations about members of staff (including publishing, reporting or any form of social networking) that could lead to the member of staff being identified. In such an instance, parents/members of the public would be in breach of the reporting restrictions and as a result there would be a range of legal consequences.

In any case, an appropriate and thorough investigation will be conducted. The outcomes of the investigation will be presented to the Headteacher for ultimate decisions and conclusions to be drawn. Parents will be informed where necessary.

We will consult with appropriate partner agencies, including WSCB and the Wigan LADO for appropriate advice and support where necessary.

The Use of Force to Control or Restrain Pupils

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

However, because the use of force should only be a last resort, Lowton C of E High School seeks to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind.

Rarely will staff have to intervene physically, but parents need to be aware that the law does allow adults, authorised by the Headteacher, to use such 'force' or 'physical restraint' when necessary. It will be done in exceptional circumstances.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

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

We will always contact parents about serious incidents involving the use of force. We will report facts about the pupil's behaviour, the level of risk presented at the time, the degree of force used and the effect on both the member of staff and pupil.

All restraints are logged in school on the pupil's own record and the school restraint log.

Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. It is essential that each significant incident in which a member of staff uses force on a pupil is reported to the Headteacher and is communicated to the pupil's parents as soon as practicable after the incident.

Under no circumstances will physical force or intervention be used as a form of punishment.

For further guidance see the DofE Document 'Use of reasonable force in schools'
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Staff Guidelines for using restraint.

Whenever possible, staff will try to avoid using physical force.

They will try talking to the pupil in a calm manner, making clear to the pupil that if they do not stop what they are doing then force will be used.

Staff will make clear that using force is not a punishment and that the use of force will stop as soon as the situation has been resolved.

Staff will always weigh up the risks arising from the behaviour against the risk that force may cause distress or injury to the pupil, staff member or other pupils.

Staff will only use force when necessary to resolve an incident: this will be the minimum force required, lasting the shortest practicable time – the purpose being to restrain and reduce risk.

Staff will not try to physically prevent a pupil from leaving a room if the pupil is not at risk. Pupils who leave a room without permission will receive an appropriate sanction.

Use and Forms of Reasonable Force

Physical intervention in these circumstances may take several forms eg;

- physically intervening between two pupils.
- blocking a pupil's path.
- Holding.
- leading a pupil by the arm or hand.
- shepherding a pupil away by placing a hand in the centre of the back.

Pupil Support, Care and Guidance

Lowton Church of England High School recognises that pupil behaviour can be affected by a variety of different circumstances and events. We work closely with numerous agencies to ensure that

pupils receive the necessary support at the appropriate times. As appropriate, plans can be put into place which highlight targets, strategies and resources to help to achieve a successful way forward.

Transition

We endeavour to provide a successful and smooth transition to secondary school for all of our pupils. We liaise with our feeder schools to gather information regarding additional behaviour needs and provision that pupils are offered, prior to starting.

Staff will regularly liaise with parents/carers and primary colleagues in the run up to transition. They will attend meetings and participate in plans/make joint decisions to ensure effective behaviour provision is maintained.

Appropriate provisions will then be made and necessary information will then be disseminated to the relevant staff.

We also have Pastoral Office Managers who are readily available and skilled to deal with all pastoral and behavioural needs. They also offer support and guidance to parents.

Personalised approach to pupils with additional needs and/or SEND

Lowton Church of England High School recognises that at certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Emotional, and Mental Health Needs and/or;
- Adverse Childhood Experiences
- Special Educational Needs and Disabilities

Staff are trained to support pupils with SEMH, SEND or suffer from ACE. If a pupil displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND Policy should be followed. This includes:

- an assessment to establish a clear analysis of the pupil's needs
- a plan setting out how the pupil will be supported using a Pupil Passport
- the required actions to provide the support
- regular reviews to assess the effectiveness of the provision and identify any recent changes

Social, emotional and mental health (SEMH) needs area type of special educational need in which children or young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.

- Adverse childhood experiences (ACE) can be defined as events which occur in a child's life which can be traumatic and leave lasting effects on development and learning e.g. delayed development leading to difficulties following instructions.

- Teachers within the school will be aware of the content of a Personal Support Plan (PSP) for any pupil whose special needs might be manifested in challenging behaviour and as such will be mindful of this when considering the use of behaviour sanctions and make reasonable adjustments where necessary.
- Consideration is made as to whether misbehaviour indicates that a child is suffering from, or is likely to suffer significant harm, or is the result of an unmet educational need or other needs. In these instances, the school will consider a multi-agency assessment where necessary.
- Pupils who have been identified as having additional needs including SEMH and/or ACE characteristics will still be subject to the same procedures laid out within this policy.

Outside Agency Support

Wigan Startwell Team

Startwell workers work closely with schools and families to resolve attendance and other issues, arranging school and home visits as necessary. They support children and families when pupils are experiencing difficulties in school or welfare issues are disrupting a child's education.

TESS Team

The TESS Team work in partnership with the whole school community to ensure support matches the needs of the school. Their primary aim is to develop the best possible standards of behaviour and promote successful learning outcomes for young people.

The work that is undertaken within the school varies in accordance with the requirements and requests of the school. This work can include anger management, raising self-esteem and conflict resolution.

The TESS Team can offer training to both staff and pupils within the behavioural field. Lesson observations can be undertaken to offer advice and strategies for developing a positive learning environment.

Educational Psychology Service

The Educational Psychology Service apply psychology in the development and support of an educational environment in which all children are included and valued and in which they have every opportunity to become fulfilled adults.

Wigan Family Welfare

Wigan Family Welfare provides pupils with an opportunity to talk to a counsellor in confidence, in a warm, supportive and safe environment. Pupils may wish to talk about stress, anxiety, bereavement, depression relationship problems etc.

CAMHS (Child and Adolescent Mental Health Service)

CAMHS provide help for young people aged up to 16, and can help with lots of problems or worries such as if pupils are feeling depressed, not enjoying food, feeling panicked or scared, having trouble concentrating, or having problems with family life. An initial assessment identifies issues and support sessions may then be arranged.

School Nursing Service

Our school nurse provides a weekly drop in service for all our pupils. She can advise, listen and where necessary, direct pupils and parents to more specialist help and support.

Glossary of Abbreviations:

Abbreviation	Term
CPOMS	Child Protection On-line Monitoring System
SLT	Senior Leadership Team
PSP	Personal Support Plan
FT	Form Tutor
DfE	Department of Education
WSCB	Wigan Safeguarding Children's Board
LADO	Local Authority Designated Officer
SEMH	Social, Emotional, and Mental Health Needs
ACE	Adverse Childhood Experiences
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
TESS	Target Excellent and Support System