**Behaviour For Learning Policy**

***We are proud to belong to the Carr Hill Community where we pursue excellence through commitment, aspiration, resilience and respect.***

**1.0 School Ethos and Values and Who they Apply To2**

**2.0 A Consistent Approach to Behaviour Management2**

**2.1 Strong School Leadership**4

**3.0 Behaviour Management 6**

**3.1 Discipline Management** 6

**3.2 On Duty** 6

**3.3 Drop In** 7

**4.0 Rewards and Sanctions 7**

**4.1 Rewards** 7

**4.2 Sanctions and Consequences** 8

**4.3 Detentions** 9

**4.4 Dealing with ‘Prohibited Items’ in School** 9

**4.5 Screening, Searching and Confiscation** 10

**4.6 Exclusions** 11

**4.7 Isolation Room** 12

**5.0 Behaviour Strategies and the Teaching of Good Behaviour - Bullying 12**

**5.1 Reporting and Recording Incidents of Bullying** 14

**5.2 Students’ Conduct outside the School Gates** 14

**5.3 Power to Use Reasonable Force** 15

**6.0 Staff Development and Support - Training 15**

**6.1 Allegations of Abuse against Staff and other Adults working in the School.** 16

**6.2 Action in the Event of a Malicious Allegation** 16

**7.0 Staff Development and Support - Training 17**

**7.1 Behaviour of Parents and other Visitors to the School .** 17

**7.2 Types of Behaviour that are Considered Unacceptable** 18

**7.3 Procedures for Dealing with Unacceptable Behaviour** 18

**8.0 Managing Student Transitions - Communications 20**

**8.1 Transitions.** 20

**8.2 Other Agencies** 20

**1.0 School Ethos and Values and Who They Apply To**

Carr Hill High School and Sixth Form Centre encourages excellent behaviour for learning through a combination of high expectations, clear policy and an ethos that promotes discipline, responsibility and mutual respect between students and between staff and students. This includes countering and challenging prejudice and stereotypes that discriminate against particular groups in our community and the wider society.

The school understands its legal duties and responsibilities under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs. Carr Hill High School will not unlawfully discriminate against people because of their sex, race, disability, religion or belief or sexual orientation.

At Carr Hill High School we are committed to being the best school that we can be. To achieve this every member of the school community has a responsibility to behave well and the right to enjoy and be inspired by their school experience.

This Behaviour Policy applies to staff, all students, parents and visitors to Carr Hill High School and should be read in conjunction with the Sixth Form: Expecting Excellence document.

**2.0 A Consistent Approach to Behaviour Management**

This Behaviour Policy, alongside the ‘Sixth Form: Expecting Excellence’ underpin effective education at Carr Hill High School and enable staff, students and parents to understand the behaviour expected at all times.

**Carr Hill High School Rules and Behaviour Expectations for Students.**

All members of the School and Sixth Form should support the ethos of the school by:

* Being present
* Being punctual
* Being positive
* Being polite
* Being proud
* Being prepared

Our rules are based on the following principles:

* No student has the right to disrupt the learning of others.
* No student has the right to be rude or aggressive to any other member of the School.
* No student has a right to defy or disobey a member of staff.
* All students must attend school and lessons punctually, properly prepared for each lesson and wearing correct school uniform or following the Post-16 dress code.

Carr Hill High School ensures that the expectations of behaviour and conduct are explained clearly too all students and staff in the following ways:

* Regular assemblies by senior leaders and pastoral leaders.
* Explanation during College time by College Mentors.
* The publication of expectations and consequences on the school website and in classrooms.
* INSET days and meetings for school staff.

Members of staff will ensure that they use rewards and sanctions consistently and record and share this information with colleagues and parents. Pastoral leaders, curriculum leaders and College Mentors all have responsibilities to track and monitor student conduct and intervene to improve the conduct and attitude to learning of students where necessary.

 **2.1 Strong School Leadership**

 The **Governing Body** is responsible for setting the general principles that inform this behaviour policy. The Governing Body’s Curriculum, Students and standards Committee ensures that the school has effective behaviour discipline and anti-bullying policies in place and monitors their effectiveness.

 The Headteacher is responsible for developing the behaviour policy based on the school’s ethos. The Headteacher and senior staff fully support and promote this policy.

 **Senior leaders** are responsible for setting the standards of behaviour in school by communicating expectations. They will ensure that the policy is fairly and consistently applied in the faculties and year teams they manage. Senior leaders will ensure that behaviour incidents are thoroughly investigated to ensure all sanctions, including exclusions, are applied consistently. Senior leaders are responsible for providing training, advice and guidance to colleagues.

 **Heads of Faculty** are responsible for setting standards of behaviour, supporting colleagues and dealing with incidents within their faculty. They are responsible for systems of praise and reward within their subject area and should communicate with parents when appropriate. Heads of faculty establish and oversee 'Time- Out' arrangements which include a removal timetable, 'Time-Out' slips, a logging system for 'Time-Out', swift arrangements for restorative meeting and detention after 'Time-Out'. Head of faculty should refer to the AHT – Teaching and Learning any teacher who continues to have significant classroom behaviour management issues, following standard departmental support.

**Classroom staff (teaching and non-teaching)** are ultimately responsible for making sure students behave respectfully and appropriately both in their classroom and around school. In promoting good behaviour classroom staff should apply a wide range of strategies to resolve issues successfully. These include:

* Quality first teaching to avoid behaviour issues
* Dealing with the student behaviour rather than stigmatising the child
* Using sanctions in a calm, controlled and consistent manner - Avoiding early escalation to severe sanctions
* Making relevant ‘reasonable adjustments’ for individual students particularly SEND students
* Using sanctions to help students put right harm caused.
* After a behaviour issue and the use of an appropriate sanction/action allow the student a `fresh start`
* Educating students to learn from their mistakes and implement strategies to improve behaviour
* Contacting parents/carers

 **College Leaders** are responsible for incidents outside of subject areas and for persistent behaviour across subjects. They should communicate with parents and carers as and when necessary. They should coordinate with College Care Leaders and College Mentors in order to ensure that all barriers to learning, including attendance, punctuality and behaviour are tracked regularly and appropriate support provided. College Leaders liaise between home, school and outside agencies for students on support plans and ensure rewards and celebration are administered according to policy and procedure in assemblies and College time

 **College Care Leaders** have a responsibility to work with the appropriate College Leader and SLT to ensure adherence to policies and procedure. They should provide early identification of students likely to become a behavioural concern and intervene by providing an agreed programme of support and intervention both informally and through the management of BLPs and PSPs as directed by College Leader/ SLT. College Care Leaders will liaise between home, school and outside agencies for students on PSPs and BLPs. In addition they will refer students to external agencies where appropriate and they will liaise with the Special Education Needs Coordinator (SENCO) about students who need support with emotional and behavioural needs

 Each **College Mentor** has a key responsibility to monitor the attendance, behaviour and attitude to learning of the students in his/her College Mentor Group. College Mentors will reinforce positive behaviour through praise and the use of the school’s rewards system and follow up incidents of poor conduct through the use of sanctions. It is the responsibility of the College Mentor to clarify and explain behaviour expectations and ensure their mentees follow the school rules.

 **Parent/Carers** have an obligation to agree to and reinforce Carr Hill High School’s expectations on behaviour. We ask parents to:

* Support the school with any sanctions imposed, for example detention
* Attend meetings to discuss behaviour or on return from exclusion as requested
* Alert the college team of any circumstances which might trigger a decline in behaviour

 **Students** at Carr Hill High school are expected to abide by our code of conduct and live by our mission statement. Student leadership also plays an important role in setting high standards of conduct in school and in helping to monitor and manage behaviour. Junior College Leaders and Junior College Mentors are responsible for contributing to the behaviour policy through Junior Leadership Team meetings. The opportunity to take on the role of prefect also gives students the responsibility to manage and guide the behaviour of their peers. Student mentors are responsible for giving advice, guidance and support in academic and pastoral contexts.

**3.0 Behaviour Management - Rewards, discipline, Sanctions**

Carr Hill High School aims to ensure that every student feels valued in an environment of mutual respect. We believe that a calm and purposeful environment will contribute to improved achievement and behaviour of all students.

All members of staff will provide guidance to students on how to develop their own personal skills and equip them to be self-reliant, resilient and happy in order to have high aspirations and meet their future challenges with confidence.

All members of staff have a responsibility to understand and support this aim by maintaining a consistent and positive approach to managing student behaviour in and out of the classroom and developing appropriate supportive relationships with students.

Carr Hill High School has a range of rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the school’s behaviour policy. These responses are proportionate and fair and may vary according to the age of the students, and any other special circumstances that affect the student.

 **3.1 Rewards**

It is vital we celebrate, at every opportunity, the successes, progress and improvements of our student both within and out of the classroom. A variety of rewards are used to praise students for their positive attitude, effort and work and to encourage them to enjoy their learning.

* Verbal praise in class.
* Written praise in marked work.
* Sharing and celebrating success during lesson time.
* Sharing and celebrating success during assembly.
* Sharing and celebrating success during mentor time.
* Merits in lessons for behaviour and attitude, classwork. Helping and caring for others and homework. Merits can also be issued for demonstrating positive behaviour and attitude outside the classroom, for 100% attendance in a half term, no demerits in a half term and academic achievement, consistently on target,
* Merits out of lessons through the 6P Card for being positive, polite, proud and prepared.
* Bronze, silver, gold, Platinum certificates and badges awarded in recognition of merit accumulation.
* College Half Termly Celebrations
* College Annual Celebration
* Whole School Awards Evening
* 100% Attendance Awards
* Exemplary Behaviour Awards
* Academic Achievement Awards
* Rewards for most improved students in specific subjects.
* Postcards home.
* Letters from the Headteacher.

 **3.2 Discipline Management**

 All members of staff have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

* All members of staff are responsible for managing the behaviour of students in school, will be vigilant at all times during the school day and must intervene where necessary
* Members of staff can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
* Members of staff can also discipline students in certain circumstances when a student’s misbehaviour occurs outside of school.
* Members of staff have a power to impose detention outside school hours.
* Members of staff can confiscate students’ property.

 **3.3 On Duty**

 Where a student fails to respond to the four stage classroom procedures (1 - Rule reminder, 2 - Warning, 3 - Demerit, 4 - Time Out), to improve an aspect of behaviour that disrupts the learning of others, they can be removed from class by the ‘on duty’ member of staff. In such circumstances, the student will receive an appropriate sanction from the class teacher. Students may also be removed from class for more serious misconduct without the use of the four stage response. A high level sanction may be enforced as a consequence.

 **3.4 Drop in**

 Staff on duty will drop into lessons to recognise positive behaviour for learning or to monitor any student where behaviour or attitude to learning is unsatisfactory.

 **3.5 Sanctions and Consequences**

 Members of staff can discipline students whose conduct falls below the standard that could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the member of staff can impose a punishment on that student. The punishment (including detentions) must satisfy the following four conditions:

* The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
* The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
* It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
* A punishment must be reasonable. In determining whether a punishment is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

 Members of staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school’s safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other need. At this point, the school should consider whether a multi- agency assessment is necessary.

 **3.6 Responding to unacceptable behaviour**

When young people choose to break rules or behave unacceptably, then they must understand that there will be consequences. Carr Hill High School strives to apply these consequences in a consistent and proportional manner. Parents can find it distressing or worrying when their child is punished by the school, however, our experience tells us that by supporting the school the matter is more rapidly resolved and the young person is less likely to misbehave in the future.

It is the policy of the school to involve parents and carers in the behaviour management of their child at school and to share with them information and data about their child.

**3.7 Sanctions**

The range of sanctions open to all staff include: a rule reminder to students followed by a verbal warning, followed by a Demerit and finally a Time Out (temporary removal to another classroom). Conduct out of the classroom can be dealt with through the P card (for uniform or minor behavioural issues). Observations may also be made against a student and recorded electronically on individual student records. *In the case of Post 16 students’ reference should be made to the Post-16 Expecting Excellence Policy.*

Other sanctions can include:

**3.7.1. Detentions**

 Members of staff have the power to issue detentions to students (aged under 18). The times outside normal school hours when detention can be given include:

* Any school day where the student does not have permission to be absent.
* Weekends - except the weekend preceding or following the half term break.
* Non-teaching days or ‘INSET days’ or ‘non-contact days’.

 Members of staff should consider the following when imposing detentions:

* Parental consent is not required for detentions.
* As with any disciplinary penalty a member of staff must act reasonably and proportionately.
* With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

**3.7.2 Report Cards**

There are several report cards, each monitoring aspects of student behaviour, work and attendance. Each card lasts for an agreed monitoring period of at least one week and, depending on the reports from staff, students may move up or down the card system. All cards require parental signature and monitoring. Zero Tolerance cards are used for fixed periods with students on the cusp of permanent exclusion unless they demonstrate substantial alterations in behaviour and attitude.

**3.7.3 Managed Moves**

A Managed Move is a formal agreement between two schools, a student and his/ her parents/ Carers. It allows a child at risk of permanent exclusion to transfer to another school for a trial period of 16 school weeks. If the move is deemed to be a success, at the end of this period, the student will formally transfer to the proposed school. If, during this period, the move is unsuccessful, the student will return to Carr Hill. The move requires the agreement of the Student’s parent/ carer, the head teacher, the head teacher of the proposed school, and the Strategic Lead from the Pupil Access Team on behalf of the LA.

**3.7.4 Exclusions**

 Carr Hill High School is an inclusive school. The decision to exclude a student from school is a serious one and may only be taken by the Headteacher or Deputy Headteacher in the Headteacher’s absence. Students may be excluded from school for a one-off serious breach of school discipline or for persistent disruptive behaviour. Where appropriate internal exclusion may be used to punish a student while keeping them in school. Fixed-term exclusions and permanent exclusions may be used for more serious behaviour incidents or where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

 Disruptive behaviour can be an indication of unmet needs. Where the school has concerns about a student’s behaviour it will attempt to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation the school will give consideration to a multiagency assessment that goes beyond the student’s educational needs.

 In all cases where exclusion is used as a sanction, the member of the Senior Leadership Team involved will ensure the facts have been established, the student has a voice, safeguarding, safety and special needs’ issues have been considered, and communication within school and with parents is clear. In all cases the student will be given work to complete during the period of exclusion.

 For a fixed-period exclusion of more than five school days, the Governing Body must arrange suitable full- time education for any student of compulsory school age. This provision must begin no later than the sixth day of the exclusion. For permanent exclusions, the local authority must arrange suitable full-time education for the student to begin no later than the sixth day of the exclusion.

 Parents have the right to make representation to the Governing Body if they wish to question a decision to exclude. Where parents dispute the decision of a Governing Body not to reinstate a permanently excluded student, they can ask for this decision to be reviewed by an independent review panel. This panel does not have the power to direct a Governing Body to reinstate an excluded student. However, where a panel decides that a Governing Body’s decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a Governing Body to reconsider its decision.

 **3.7.5 Internal Exclusion**

The Internal Exclusion room allows a student displaying disruptive behaviour to be placed in an area away from other students for a limited period. The timings of the day for a student placed in the exclusion room are 9.00am – 4.00pm with separate break and lunch times to the main school. Any use of internal exclusion that prevents a student from leaving a room of their own free will should only be considered in exceptional circumstances, such as when they may be at risk from harm to themselves or others. CCTV will be used in the internal exclusion room for the protection of both students and staff.

 The Headteacher/ Deputy Headteacher/ Assistant Headteacher will decide how long a student should be kept in the exclusion room for, and the staff member in charge will ensure that students follow the rules of the exclusion room. Students will be kept in the exclusion room no longer than is necessary and their time spent there is used as constructively as possible catching-up or keeping-up with class work or completing coursework or examinations. Students will be allowed to drink water, eat and use the toilet.

 **3.8 Dealing with ‘Prohibited Items’ in School**

 In line with legislation, the school has a policy of no smoking in the building and on the school site including e-cigarettes.

 No alcohol should be consumed during the course of the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the lettings’ contract.

 The school will ensure that potentially harmful substances are stored safely, and students will be supervised carefully where such substances are used in the course of their work.

 No illegal or illicit substances should be brought to school or used on school premises.

 As a result of a drug-related incident, the student(s) concerned will be subject to disciplinary action. This action may result in a fixed-term exclusion and in the most serious of cases such as dealing would result in permanent exclusion.

 **3.9 Screening, Searching and Confiscation**

 There are two sets of legal provisions that enable school staff to confiscate items from students (a record of all searches must be made on CPOMS):

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006).
2. Power to search without consent for “prohibited items” (Section 550ZA (3) of the Education Act 1996) including:
* knives and weapons;
* alcohol;
* illegal drugs;
* stolen items;
* tobacco, cigarette papers and e-cigarettes;
* fireworks;
* pornographic images;
* any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
* laser pens / pointers;
* drug paraphernalia;
* legal highs;
* extremist material.

 The Headteacher and other authorised staff (Leadership team, College Leaders and College Care Leaders) can search lockers etc. without the permission of the student when looking for prohibited items. Authorised staff can search a student‘s outer clothing, so long as a witness is present, without the consent of the student.

 The personal search must be undertaken by a staff member of the same sex with the witness being the same sex wherever possible.

 Reasonable force may be used in order to complete the search.

 Students should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

 Prohibited items found as a result of a search must be dealt with in the following way: weapons, knives, drugs and extreme or child pornography must always be handed over to the police, otherwise it is for the member of staff to decide if and when to return a confiscated item.

**4.0 Support for students:**

The school has a number of staff who work hard to help students to maintain their positive behaviour:

* Mentors, Teaching staff, Care Leaders, College Leaders and Senior Leaders all provide care, support and guidance to young people on a daily basis.
* In addition, the SEN department provide highly specialised, professional and intensive support for some students.
* On occasions Pastoral Support Programmes are devised for students who are in danger of exclusion or have on-going significant issues which require external agency help.

**4.1 Behaviour Contract:**

The Behaviour Contract is used for a variety of issues such as bullying, poor behaviour in a subject area / with a particular member of staff, poor behaviour at break / lunchtimes, disruptive behaviour on the bus. The contract contains targets which if not successfully completed can result in isolation, A BLP or exclusion. The Behaviour Contract is signed by the school, parents and the student and retained in the student’s records.

**4.2 Behaviour for Learning Plan (BLP):**

The Behaviour for Learning Plan is a 12 week support plan for students at risk of disengaging or who are hindering the learning of themselves or others due to their behaviour. College staff arrange an initial BLP meeting with parents, staff and the student, in order to agree a support plan for the student. The school sets targets in discussion with the student and relevant staff. The plan is reviewed after a maximum of 6 weeks, however, in many cases a number of reviews will take place during this period. At the end of the 12 week plan, a meeting is held to decide on either an extension to the plan, a transfer to a PSP (see below) or an ongoing lower level support package. In some circumstances, a PSP may not be beneficial or appropriate, and in such circumstances a student may face a fixed term or permanent exclusion without one.

**4.3 Pastoral Support Plan (PSP):**

The Pastoral Support Plan is a maximum 16 week provision which aims to support students at risk of exclusion or further exclusion, those requiring multi-agency external support, students in difficult circumstances and those who have become disaffected. College staff arrange an initial PSP meeting with parents, staff, the student and external agencies as deemed necessary, in order to agree a support plan for the student. The school sets targets in discussion with the student and relevant staff. The plan is reviewed after a maximum of 8 weeks, however, in many cases a number of reviews will take place during this period. At the end of the 16 week plan, a meeting is held to decide on either an extension to the plan, an ongoing lower level support package, a managed transfer or permanent exclusion as appropriate. A Common Assessment Framework (CAF) will be initiated for any student on a Pastoral Support Programme. Pastoral Support Plans are not appropriate support for every student or every incident of persistent poor behaviour and specialist staff in school assess whether to use one on a case-by-case basis. As a result, students may behave in a manner warranting permanent exclusion, who do not have a PSP.

**4.4 Respite**

Respite with an alternative provider such as the McKee Centre (Poulton) can sometimes be arranged depending upon the circumstances as presented. We have a reciprocal agreement whereby students may spend time at the alternative establishment with a view to;

* Time out/reflection time for our students.
* Re-integration into main stream school with us from the McKee Centre.

ACERS Medical Short Stay School (ACERS MSSS) is accessed by the school when medical issues prevent a student from engaging with their education at Carr Hill. This is a short term facility and is accessed in agreement with parents and medical professionals.

**5.0 Bullying**

Members of staff will take incidents of bullying seriously and will always take action to stop bullying. For Carr Hill High School, bullying is defined as:

‘’Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’’.

Specific types of bullying include those relating to:

* Race, religion, culture or gender.
* SEN or disabilities.
* Appearance or health conditions.
* Sexual orientation and gender identity.
* Young carers or looked after children or otherwise related to home circumstances.
* Sexist or sexual bullying.

Bullying can take place between students, between students and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying often involve an imbalance of power between the perpetrator and the victim, and can include:

* Name-calling.
* Taunting.
* Mocking.
* Making offensive comments.
* Kicking.
* Hitting.
* Pushing.
* Taking belongings.
* Inappropriate text messaging and emailing.
* Sending offensive or degrading images by phone or via the internet e.g. via social networking sites.
* Producing graffiti.
* Gossiping.
* Excluding people from groups.
* Spreading hurtful and untruthful rumours.

 Cyber bullying can be defined as the use of information and communications’ technology and mobile devices deliberately to upset someone else. Cyber bullying that occurs while students are under the school’s direct supervision will be dealt with in line with this policy. In cases where cyber bullying occurs while students are outside our direct supervision, parents will be encouraged to report these incidents to the police as criminal laws may apply.

 **5.1 Reporting and Recording Incidents of Bullying**

 Students and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the student’s College Care Leader to be investigated; appropriate action will be taken and parents will be informed promptly using usual school procedures. All incidents must be recorded on CPOMS. Student voice is important and students are encouraged through various means to report any incidents of bullying behaviour, which they encounter personally or of which they become aware.

**6.0 Students’ Conduct outside the School Gates**

Members of staff have the power to discipline students for misbehaving outside of the school premises “to such an extent as is reasonable” (Section 90 of the Education and Inspections Act 2006).

Incidents of non-criminal bad behaviour and bullying, which occurs off the school premises and which is witnessed by a staff member or reported to the school, will be treated in the following ways:

* The school will contact parents of the student(s) involved to inform them of the behaviour.
* The student will receive an appropriate and proportionate punishment, which may include a detention or an exclusion, restorative justice meeting between all parties and the schools PCSO or the issue of a behaviour contract.

Members of staff may discipline students for:

Misbehaviour when the student is:

* Taking part in any school-organised or school-related activity or travelling to or from school.
* Wearing school uniform.
* In some other way identifiable as a student at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

* 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.
* In all cases of misbehaviour the teacher can only discipline the student on school

premises or elsewhere when the student is under the lawful control of the staff member.

**7.0 Power to Use Reasonable Force**

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

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Relevant staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques that must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques that may be used to physically restrain students. This more specific training will be to an approved nationally acceptable level and will be regularly refreshed.

**8.0 Staff Development and Support - Training**

The school has a behaviour for learning training programme which will be reviewed to ensure that it is appropriate to the needs of staff and the changing circumstances of the school.

The school provides relevant information and training on behaviour for learning matters to all groups of staff, including:

* Support staff
* Newly qualified teachers during their formal induction period
* Students undertaking programmes of initial teacher training
* Supply teachers
* Class teachers
* Governors

The school will provide for the training and development of all staff on behaviour for learning through induction training for all new staff, whole-school INSET and specific planned/tailored training. The school also undertakes annual reviews of the continuing professional development (CPD) needs of all staff through the appraisal process and provides opportunities, as appropriate, for staff to develop their knowledge and skills in relation to such issues as:

* Implementing the school’s behaviour policy
* Logging and recording of incidents
* Teaching strategies
* Classroom management
* Educational visits
* The implications of legislation affecting behaviour for learning (e.g., detention, exclusion, child protection, pupil restraint, pupil searches)
* Pupil support
* Equal opportunities and anti-discrimination
* Techniques for promoting positive behaviour

 **9.0 Allegations of Abuse against Staff and other Adults working in the School.**

The Governors of Carr Hill High School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (Section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role, however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious. In order to fulfil its commitment to the welfare of children, Carr Hill High School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation. In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school’s Whistleblowing Procedure.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance ‘Keeping Children Safe in Education’ published by the DfE (September 2016).

 **9.1 Action in the Event of a Malicious Allegation**

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed via Lancashire County Council and will refer the matter to local authority Children’s Social Care Services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the student who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a student. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a student might include detention, fixed-term or permanent exclusion. Whatever action is taken will be discussed with the parent or carer of the student concerned at an early stage.

**10.0 Liaison with Parents and other Agencies**

Carr Hill High School encourages close links with parents and the community. We believe that students benefit when the relationship between home and school is a positive one.

Parents are informed about the behaviour and attitude to learning of their children in a variety of ways. Carr Hill uses a web based application called Moodle which provides parents with live information about Merits and Demerits awarded in school.

College Leaders, College Care Leaders and senior leaders will invite parents to attend individual meetings to discuss their child if members of staff are concerned about a student’s behaviour or attitude. A member of the Senior Leadership Team will always hold a re-admission meeting, for example, after a fixed-term exclusion to agree an action plan.

 **10.1 Behaviour of Parents and other Visitors to the School**

The vast majority of parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is being expressed, these can be threatening behaviour, including written, verbal and/or physical abuse towards a member of the school community.

Threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfE document ‘A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community’. Carr Hill High School expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement of a member of SLT. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right, in an extreme case, of appropriate self-defence. We expect parents and other visitors to behave in a reasonable way towards other members of the school community.

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

* Shouting, either in person or over the telephone.
* Speaking in an aggressive/threatening tone.
* Physical intimidation e.g. standing very close to her/him.
* The use of aggressive hand gestures/exaggerated movements.
* Physical threats.
* Shaking or holding a fist towards another person.
* Swearing.
* Pushing.
* Hitting, e.g. slapping, punching or kicking.
* Spitting.
* Racist or sexist comments.
* Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address.
* Publishing or posting derogatory or inappropriate comments that relate to the school, its students or staff/volunteers on a social networking site.
* Breaking the school’s security procedures.
* In seeking to make a complaint, refusing to follow the school’s Complaints Policy or refusing to accept the findings of the investigation into a complaint where the school’s Complaints Policy has been fully and properly followed and completed.

 Unacceptable behaviour may result in the police being informed of the incident.

 **10.2 School Procedures for Dealing with Unacceptable Behaviour**

 When a parent or visitor behaves in an unacceptable way during a telephone conversation, members of staff at the school have the right to terminate the call. In such cases, or when a parent or member of the public uses electronic communication in an unacceptable way, the incident will be reported by staff to the SLT. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the parent or visitor, implement a communication plan which will be reviewed monthly, ban them from the school, and/or contact the police. When any parent or visitor behaves in an unacceptable way in person towards a member of staff, a member of the SLT will seek to resolve the situation through discussion and mediation. If necessary, the school’s complaints’ procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an act of violence, the discussion will be terminated and the parent or visitor will be asked to leave the school immediately. It is also an offence under Section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The parent or visitor may also be banned from the school premises for a period of time, which will be determined by the school. Prior to a ban being imposed, the following steps will be taken:

* Depending on the severity of the incident, the parent/visitor may first be issued with a written warning stating that, if a similar incident occurs, the individual concerned will be banned from the school premises.
* In more serious cases, the parent/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
* Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban.
* In all cases, parents will still have the opportunity to discuss any issues relating to their child with school staff and a communication plan will be relied on by school to facilitate such discussions.
* Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

**11.0 Managing Student Transitions - Communications**

Carr Hill High School will ensure there is always effective communication and good relationships with other schools and agencies to promote the well-being of all students. The school has procedures for sharing information with primary feeder schools to ensure effective transition between KS2 and KS3, which includes sharing information about behaviour.

 **11.1 Transitions**

The school will ensure that good systems are in place to ensure the effective communication of student information as students’ progress through the school. Key transitions (from KS3-4 and KS4-5) are supported by Information Advice and Guidance meetings and open evenings where students, parents and tutors discuss the student’s welfare and future plans.

 **11.2 Other Agencies**

The Senior Leader with responsibility for Behaviour, Pastoral Care and Safeguarding will represent the school on the Pupil Access Inclusion Panel to ensure effective communication about students who are hard to place and students with critical need for behaviour support. Liaison with alternative providers and other schools may lead to intensive behaviour support or a fresh start for students at risk of exclusion.

**Appendix 1 - Behaviour for Learning Guidelines for Staff**

**Appendix 2 - Behaviour for Learning Guidelines for parents and students**

**Appendix 3 - Behaviour for Learning Continuum**