

Rationale:

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

Introduction:

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

Aims:

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

Staff Responsibilities:

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

Staff must constantly refer to the school's **Student Charter** which was designed by both staff and students in June 2019. All students have the right to learn, the right to be respected and the right to be safe. They also have the responsibility to ensure they do not make choices which take away other people's rights: they do not stop someone learning (or teaching), they do not disrespect someone and they do not make someone feel unsafe. They must be aware that if inappropriate choices are made regarding these responsibilities, there will be consequences to those choices.

Within the classroom the teacher has responsibility for standards of behaviour and should be assertive and proactive in seeking to develop positive relationships and effective learning. The teacher should consistently enforce this Behaviour for Learning Policy, including through the display of the supporting posters, and should frequently refer to the school's **Student Charter** to reinforce and promote these standards. Students should be **Ready to Learn** at all times.

Outside of the classroom teachers and other appropriate members of staff have a responsibility to ensure good behaviour and safe practices and to correct breaches of these should they come to their attention. Staff must constantly refer to the school's Student Charter which was designed by both staff and students in June 2019. Any serious cases of indiscipline should be reported to a senior member of staff using the school's red card system if necessary. It is vital that staff use the **3s'** when discussing behaviour outside of the classroom with students;

Smart

Sensible

Stay left

Student Charter

In class I will...

- Listen carefully when the teacher is talking
- Put my hand up to ask a question
- Do my best to learn
- Never give up
- Be fully equipped to learn (pens, pencil, rubber, ruler, calculator)
- Be engaged in learning
- Be on time to lessons
- Respect teachers, peers and school property
- Not disrupt learning
- Help others if I can
- Not chew gum, eat or drink during lessons

Out of class I will...

- Follow the 3s' – Smart, Sensible, Stay left
- Walk calmly on the left of the corridor
- Respect others
- Have good manners
- Put rubbish in the bin
- Do my homework

- Hold doors open for others
- Respect the community
- Follow instructions from staff

Behaviour Management System:

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

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

Stage 1: Verbal Warning

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

Stage 2: Second Verbal Warning

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

Stage 3: Class Teacher Detention

If a student continues to disrupt the learning of others, an 'S3' will be given. Another cross will be added to the student's initials and a third negative behaviour point will be issued and recorded on Class Charts. An S3 is a 15 minute detention issued by the class teacher and scheduled at their discretion. Teachers may schedule detentions at break time, lunch time or after school. The S3 must be recorded on Class Charts and parents will be notified via the MyEd app.

Stage 4: Removal

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

Teachers should only issue an immediate S3 or S4 for a serious offence. The expectation is that students are issued with an S3 or S4 in line with the sanctions above. An immediate S3 or S4 would be an extremely rare occurrence and must be authorised by the Assistant Principal: Behaviour, Vice Principal or Principal

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

Stage 5: Tutor Monitoring Programme (4 weeks)

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

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

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

Stage 6: Behaviour Modification Programme (8 weeks)

If a student does not demonstrate an improvement in behaviour at the end of the Tutor Monitoring Programme, he/she will move to a Behaviour Modification Programme which is led by the Pastoral Leader. The student will be issued with a red report card that they are required to hand to all teachers for them to complete each lesson. Parent/carers will be required to attend a meeting in school with the Pastoral Leader where their behaviour log will be discussed. An 8 week Behaviour Modification Programme will commence to identify barriers to learning. Interventions and support will be implemented as appropriate so that the student is supported to change their behaviour. Interventions may include but are not limited to: mentoring, targeted group work and referrals to external agencies/professionals as appropriate. The barriers and intervention strategies will be recorded on an Individual Behaviour Plan and shared with relevant staff. A review will take place after 4 weeks with the Pastoral Leader and parents/carers where the report card will be shared and behaviour and praise points discussed. The Head of Year will review the impact of the programme and will determine the most appropriate next steps either: commencing Senior Leadership monitoring for a four-week period or returning to Tutor monitoring for a two-week period to ensure that improvements are sustained.

Stage 7: Senior Leadership Monitoring (4 weeks)

If a student does not demonstrate a sustained improvement in behaviour, he/she will be monitored daily by the Assistant Principal: Behaviour for a four-week period. Parents/carers will be required to attend a meeting with the school's Behaviour Lead to discuss where the student is on the school's Behaviour for Learning Policy. Teachers will continue to update a daily report card and the student will continue to access support as appropriate including but not restricted to: anger management sessions, family support worker intervention and mentoring. The Assistant Principal: Behaviour will review behaviour and praise points every week and will provide formal updates to parents weekly. At the end of the programme the student will either: be referred to the Principal's Report (Stage 8) for a four-week period or be monitored by the Head of Year on a four-week reintegration programme. Parents will be invited into school to discuss outcome.

Stage 8: Principal's Report (4 weeks)

If a student is unable to demonstrate a sustained improvement in their behaviour during Stage 7, he/she will be monitored by the Principal for a final four-week period. At this stage, if there is no improvement in the student's behaviour and attitude they will be referred to a Governors' Disciplinary Panel. If the student has been successful on this report they will be monitored by the school's Behaviour Lead on a four-week reintegration programme. Parents will be invited into school to discuss the outcome.

Stage 9: Governors' Disciplinary Panel

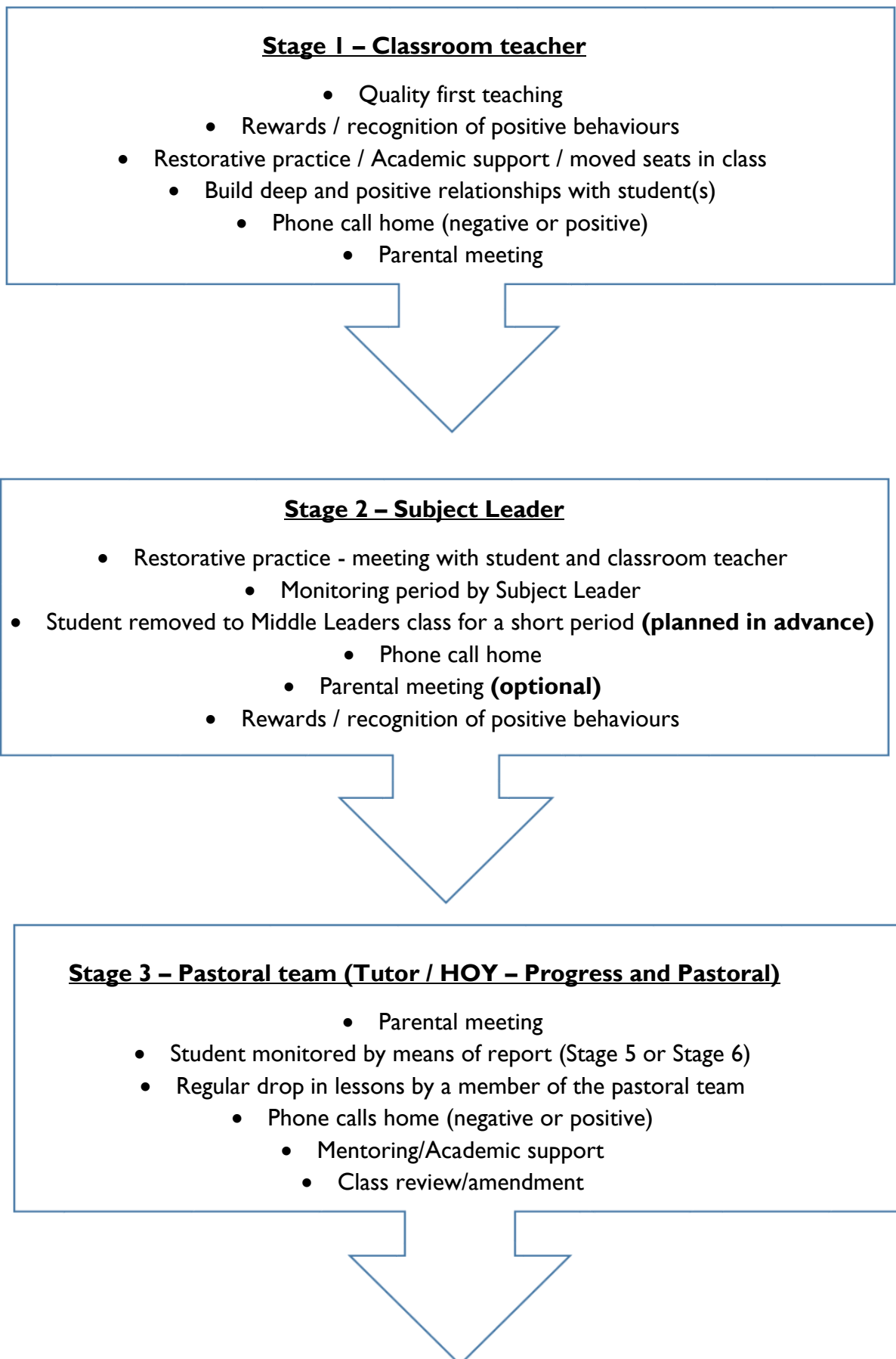
If a student has not demonstrated a sustained improvement in their behaviour during Stage 8, they will be required to attend a Governors' Disciplinary Panel with their parents/carers. The Panel will be provided with the IBP and a summary of all interventions completed by the student in addition to their behaviour log. The Governors' Disciplinary Panel may issue a range of sanctions including, but not limited to: a fixed-term exclusion, a pre-exclusion placement in a host school, managed transfer, referral to alternative provision or a permanent exclusion.

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

The school operates its exclusion policy in line with the DFE document: *Exclusion from maintained schools, academies and pupil referral units in England* (September 2017). Internal and external fixed term exclusions will be recorded in SIMS and will carry behaviour points. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school." (DFE, 2017: Exclusion from maintained schools, academies and pupil referral units in England (Sept.2017)).

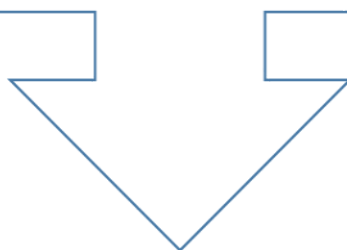
Supporting Positive Behaviour (Staged Approach)

The following is used as a guide and is not an exhaustive list. Although consistency is very important, it is imperative that classroom teachers find ways within the policy to support and promote positive behaviours.



Stage 4 – Senior Leader

- Senior Leaders solution meeting – with student and classroom teacher
 - Daily monitoring of student in that lesson
 - Rewards / recognition of positive behaviours
 - Parental meeting
 - SLT mentoring (Stage 7 report)
 - Removal from timetabled lesson for a short period
 - Loss of privileges
 - Internal Exclusion or Fixed-term Exclusion



Students Conduct Outside of School:

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

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

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

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

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

Behaviour for Learning: Rewards System

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

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

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

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

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

- Producing high quality classwork
- Providing an excellent answer to a question
- Producing an outstanding project/coursework/essay/piece of work
- Engaging in learning
- Demonstrating resilience
- Making sufficient progress during a lesson
- Showing creativity

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

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

Praise points are accumulated to achieve LIVO's, which are the 'reward currency' of the school 20 praise points on Class Charts = 1 LIVO. Students can exchange their LIVO's for prizes during the final week of each half term. Each term, the Principal awards 'Stars of the Term' to students who have been nominated by staff; Praise Postcards and Letters of Commendation are also issued. Celebration Assemblies take place termly in addition to a formal Awards Evening at the end of the year where parents are invited to celebrate the successes of our students.

Livo Legend of the week

This is a weekly award for one student from each year group who has demonstrated a number of the above positive behaviours. Students are nominated by teaching and support staff for their efforts and a

weekly winner is chosen by the Pastoral team for each year group. The winner receives a Livo Legend of the week certificate along with 5 praise points. Each student nominated receives one praise point.

Uniform:

School regulations regarding uniform are as follows:

Item	Description	Standard
Navy blue blazer	Official school badge	
Navy blue skirt/pinafore	Regulation style	No fashion skirts
Dark grey trousers	Tailored style	Not jeans or canvas
Light blue shirt/blouse	Buttoned to the collar, short or long sleeved	Must be tucked in
School tie	Official clip-on tie Blue for Years 7-10 Red for Year 11 (Available from school)	Worn outside the shirt – not tucked in
Navy blue jumper/cardigan	V-necked	Not zipped
Socks/tights	Navy, white socks or neutral, navy or black tights	No patterned tights
Black shoes	Low heeled, plain black leather	Boots (knee high or ankle) not allowed. No pumps or trainers. No logos.

Hair should be of an appropriate style for school. Extreme hairstyles, including colours, are not acceptable.

Make up and nail varnish are not allowed. Students wearing make-up will be asked to remove it. Students wearing nail varnish or false nails will be asked to remove them.

Students are permitted to wear one pair of small stud earrings, no other jewellery should be worn. Nose studs, tongue studs or facial piercings are not allowed. Students will be asked to remove jewellery.

No outdoor clothing should be worn inside the school building. It should be removed on entrance to the school building.

Equality Act 2010:

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

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

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

Schools have a duty not to:

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

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

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

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

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

Bullying:

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

Sexual Harassment

Definition of Sexual Harassment

Sexual harassment is unwelcome verbal, nonverbal, visual, or physical conduct of a sexual nature which:

- Violates a person's dignity
- Makes a person feel intimidated, degraded or humiliated
- Creates a hostile or offensive environment

Procedures for dealing with Sexual Harassment

- The school takes a proactive stance to raise awareness about sexual harassment. This is done through a range of strategies including; assemblies, staff training, RSE sessions during PSHE lessons.
- Incidents of sexual harassment witnessed by staff or reported to staff will be recorded on Class Charts.
- The Safeguarding team / Head of Year Pastoral will review incidents recorded on Class Charts daily and investigate allegations of sexual harassment.
- Careful consideration of all circumstances will be made before sanctions or next actions are decided. This will involve contacting parents/carers of both the perpetrator and the victim.
- The school will provide support for both the perpetrator and the victim including the use of external agencies.
- The Safeguarding team / Head of Year Pastoral will work alongside the victim and perpetrator to resolve the problems actively through a restorative justice model.
- Serious or persistent cases of sexual harassment by a perpetrator will be referred to the Assistant Principal (Attendance & Safeguarding) and could lead to a Fixed Term Exclusion, referral to Merseyside Police or ultimately a Permanent Exclusion.

Mobile Phones and Electronic Equipment:

Students may bring mobile phones to school but they are to be kept out of sight throughout the entire school day including when leaving the building. Any student using a mobile phone on the school premises should have it confiscated for the day. Staff are expected to hand the mobile phone to the Office for safe storage. Parents/guardians will be asked to collect mobile phones should a student continue to use it in school.

1st offence: returned on same day

2nd offence: parent/carer must pick it up from school

3rd + offence: parent/carer must pick it up no sooner than the Friday of that week.

Similarly, headphones are not allowed for personal use in school and should be confiscated for the day if they are visible. Headphones should also be handed to the Office for safe storage.

E-Safety:

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

Searching, Screening and Confiscation:

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

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

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

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

Use of Reasonable Force:

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

Malicious Allegations against Members of Staff:

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

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

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

Approved by: Mr C Wilson

Last reviewed on: September 2021