

WHITWORTH COMMUNITY HIGH SCHOOL

Behaviour for Learning Policy / Home School Agreement

Date effective from:	Summer 2025
Prepared by:	Mr A Kewin
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Approved By :	Curriculum & Standards Committee (6.10.25)
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Version control record from December 2015.

Please note that where policy is LCC model policy, then the version details will be provided by LCC in the document.

Version numbers ending in a letter relate to documents under review and awaiting approval. Once a document has been approved then the version number will increase e.g. version 1a = approved version 1 being reviewed. Once version 1a has been approved it will then move to version 2.

Version Number	Date of change	Reviewed by	Brief reason for changes
2.0	08/01/2016	P Dugdale	Annual review
3.0	06/10/2016	P Dugdale	Annual review
4.0	08/06/2017	P Dugdale	General review
5.0	14/06/2018	P Dugdale	Annual review
6.0	4/7/2019	P Dugdale / G Middlemas	Annual review
7.0	15.06.2020	Mr A Kewin/Mr A Oliver	Annual Review
8.0	15.07.2021	Mr A Kewin/Mr A Oliver	Annual Review
9.0	03.11.2022	Mr A Kewin	Annual Review
10.0	29.09.23	Mr A Kewin	Annual Review
11.0	21.06.24	Mr A Kewin	Annual Review
12.0	18.09.25	Mr A Kewin	Annual Review

BEHAVIOUR FOR LEARNING POLICY

The Education Act 2011 details the statutory powers for schools regarding behaviour and discipline. The legislation enables school staff to discipline students for inappropriate behaviour on or, as reasonable, off school premises including in particular the failure to follow reasonable instructions.

Governors' Statement of Principles Purpose:

- To fulfil the Governors' duty of care to students and staff
- To promote teaching and learning and high standards of attainment
- To maintain the ethos of Whitworth Community High School
- To support the school in fulfilling its moral imperative: a shared commitment to safeguarding students and enhancing their life chances; and the drive and resources to make a difference.
- To give guidance to the Headteacher in drawing up the Behaviour for Learning Policy
- To delineate the purpose of sanctions: sanctions demonstrate that misbehaviour is not acceptable; express the disapproval of the school community and deter other students from similar behaviour.

Governors recognise that the application of rewards and sanctions must have regard to the individual student and the Headteacher is expected to use their discretion in their use and to establish procedures for monitoring and review

Rationale

Whitworth Community High School recognises that children are capable of abusing their peers. This may include (but is not limited to) bullying (including cyberbullying), physical abuse, sexual violence and harassment, upskirting, sexting, or initiation/hazing type behaviours.

All forms of child-on-child abuse are unacceptable and will not be tolerated. Such behaviours will never be passed off as "banter" or "part of growing up." Victims will be supported and protected in line with our safeguarding, anti-bullying and behaviour policies. Allegations will be investigated thoroughly, recorded on CPOMS, and appropriate action will be taken to safeguard all students involved. Parents and carers will be informed where appropriate.

Where behaviour indicates risk of significant harm, the school will follow child protection procedures and involve external agencies as required.

The right to teach and the right to learn are central to Whitworth Community High School's primary aim of achievement for all and of being a school that is 'Climbing Higher.'

Our ethos promotes safeguarding; self-discipline; encourages positive behaviour, respect for others, attendance, punctuality; and expects the highest standards of work and effort within a caring, orderly and inclusive learning community.

The essential outcomes of: being healthy and staying safe, enjoying and achieving, making a positive contribution to school and community, and economic wellbeing underpin everything we do in school.

The school believes that for effective teaching and learning to take place, positive behaviour in all aspects of school life is necessary. We seek to create a learning environment that both challenges

and supports by

- Promoting positive behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fair treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Building a positive relationship with parents and carers to develop a shared approach: involving them in the implementation of the school's policy and procedures
- Preparing students for life outside and beyond school

Roles and responsibilities

The Governing Body establishes, in consultation with the Headteacher, staff, students and parents, the policy for the promotion of positive behaviour and keeps it under review. It ensures that it is communicated to students and parents, is non-discriminatory and that expectations are clear. Governors support the school in maintaining high standards of behaviour. The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures.

Support for staff faced with challenging behaviour is also an important responsibility of the SLT. Staff, including teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.

Staff have a responsibility, with the support of the Pastoral (Care, Support and Guidance) Team, for creating a high-quality learning environment; teaching positive behaviour; upholding the school's expectations of students, and implementing the agreed policy and procedures consistently.

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They are expected to work in partnership to assist the school in maintaining high standards of behaviour and keeping young people safe, and have the opportunity to raise with the school issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and are made aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported and to understand their role in safeguarding themselves and their peers.

Procedures

The procedures arising from this policy will be developed by SLT and the Pastoral team in consultation with focus groups and will have a clear rationale which is shared with staff, students and parents. The procedures will be consistently and fairly applied, with regard to individual circumstances, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Rewards

A school ethos of encouragement is central to the promotion of positive behaviour. Rewards have a motivational role in helping students realise that positive behaviour is valued, and are outlined in the procedures.

Sanctions

Sanctions are needed to respond to inappropriate and unacceptable behaviour. A range of sanctions is identified in the procedures and are designed to promote positive behaviour in the future. The procedures make a clear link between the sanctions applied for minor and major offences.

Training

The school will ensure that appropriate training on aspects of behaviour management is provided to support the implementation of the policy.

Involvement with outside agencies

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

Review

The Headteacher and SLT, in consultation with the staff, will monitor and review the Behaviour for Learning policy and procedures and evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed. The policy and procedures will be reviewed to ensure their continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and focus groups.

Policy adopted by Governors: Summer 2024

WHITWORTH COMMUNITY HIGH SCHOOL CODE OF BEHAVIOUR AND EXPECTATIONS OF STUDENTS

Rationale:

The Behaviour for Learning Policy is a statement of good practice that covers all aspects of life at Whitworth Community High School, contributing to safeguarding and ensuring positive behaviour and a positive ethos. All staff, students, parents/carers and visitors are expected to help maintain an atmosphere conducive to learning, to wellbeing and to 'Climbing Higher.' Fundamental to the School's ethos is the principle of being Consistent, Insistent and Persistent.

The School Code of Behaviour and Expectations of Students detail the minimum standards expected of all students. They are displayed in all classrooms and are in Student Planners. All staff are expected to refer to them in their work with students.

THE SCHOOL CODE OF BEHAVIOUR

Good behaviour provides the basis for a good education. It is vital that:

- We share the school's key aim of 'Climbing Higher'
- We respect ourselves and others as individuals
- We seek to achieve our full potential
- We co-operate to make our school a friendly, safe, healthy and polite environment
- We meet the Expectations of Students and School Standards at all times
- We accept the consequences of failing to meet the Expectations

EXPECTATIONS OF STUDENTS

At Whitworth Community High School, the staff, governors, parents and community have high expectations of all our students. To succeed as a student at our school you will need to conform to these expectations. They are there to make sure everyone:

- Enjoys school;
- Stays healthy;
- Feels safe and secure;
- Achieves their potential;
- Makes a positive contribution to school and to the community;
- Leaves school ready for the world of work and adult life.

If you cannot meet the school's Expectations of Students, and follow the Code of Behaviour and School Standards: you do not fit into our school.

This is what we expect of all students:

1. TO SPEAK RESPECTFULLY TO STAFF

This means:

- Speaking quietly and in a polite tone of voice;
- Thinking before you speak;
- Speaking when it is appropriate to do so;
- Using polite and respectful language;
- Telling the truth when asked a question.

You will not:

- Shout at a member of staff;
- Threaten a member of staff;
- Interrupt a member of staff;
- Swear at or verbally abuse a member of staff.

2. TO BEHAVE RESPECTFULLY TO STAFF

This means:

- Doing as you are asked or told without argument;
- Entering and leaving classrooms quietly and sensibly;
- Accepting that members of staff have authority over students because they have responsibility for your welfare;
- Treating staff as professionals and co-operating with them;
- Showing that you want to learn.

You will not:

- Refuse to do as you are asked;
- Physically threaten or intimidate a member of staff;
- Touch a member of staff – including pushing past them;
- Refuse to hand over an item to be confiscated;
- Walk away when you are being spoken to or told to do something;

3. TO SPEAK RESPECTFULLY TO OTHER STUDENTS

This means:

- Speaking politely to other students;
- Thinking before you speak;
- Keeping quiet if you have nothing pleasant to say;
- Keeping 'street language' out of school;
- Working cooperatively with other students when asked to in lessons.

You will not:

- Swear at or verbally abuse other students;
- Spread rumours;
- Threaten another student;
- Make offensive or insulting comments to or about another student;
- Engage in any other behaviour which could be seen as verbal bullying

4. TO BEHAVE RESPECTFULLY TO OTHER STUDENTS

This means:

- Showing consideration on the corridors;
- Moving around the school in a sensible, thoughtful and responsible way, carrying bags carefully;
- Queuing properly;
- Avoiding physical contact with other students;
- Respecting other students' space;
- Sitting where you are asked to in class;
- Telling a member of staff if there is a problem with or concern about another student.

You will not:

- Intimidate another student;
- Physically threaten or abuse another student;
- Take or tamper with someone else's possessions;
- Persuade another student to do wrong.
- Engage in any form of bullying behaviour

5. TO RESPECT THE SCHOOL ENVIRONMENT AND THE WIDER COMMUNITY AND THE SCHOOL'S REPUTATION

This means:

- Putting rubbish in bins – in and out of classrooms;
- Looking after and having pride in your tutor room;
- Keeping the school tidy, clean and free from graffiti;
- Sticking to the standards regarding specialist rooms and equipment – eg Science labs; technology rooms; sports and ICT equipment and areas;
- Reporting any damage to a member of staff; Making sure you are in the right place at the right time, including at lunchtime;
- Eating and drinking only in the designated areas. Chewing gum is not allowed anywhere in school;
- Behaving out of school in a way that would be expected when in school;
- Making the best use of the systems in school to reduce, reuse and recycle

You will not:

- Damage or graffiti on school property;
- Enter classrooms without permission;
- Bring illegal or forbidden items into the school environment;
- create litter or unnecessary waste

6. TO HAVE RESPECT FOR YOUR OWN LEARNING AND YOURSELF

This means:

- Having pride in yourself in your reputation and your achievements;
- Being resilient and independent
- Wanting to succeed, valuing success and being the best version of yourself

- Being on time to school and to lessons;
- Having excellent attendance;
- Having the correct equipment;
- Doing the work to the best of your ability;
- Recording home learning in your planner;
- Taking responsibility for doing home learning and handing it in on time.

You will not:

- Rely on the teacher to do everything for you;
- Blame anyone else if you don't make good progress;
- Waste time in or be late to lessons;
- Settle for just doing enough to get by.

7. TO HAVE RESPECT FOR OTHER STUDENTS' LEARNING

This means:

- Working hard in class without disturbing others;
- Celebrating other students' successes as well as your own;
- Valuing other people's opinions, ideas and beliefs

You will not:

- Distract other students;
- Dominate a lesson by taking up all the teacher's time;
- Ask irrelevant or thoughtless questions;
- Make other students feel uncomfortable about their work or progress;
- Be intolerant of other people's values, ideas or beliefs.

ALL STUDENTS ARE EXPECTED TO BE AMBASSADORS FOR OUR SCHOOL

This means:

- Wearing uniform correctly, including when it is worn out of school time;
- Having respect for the school's reputation at all times, including when in the wider community such as travelling on public transport;
- Having respect for the local community;
- Being proud to be members of our school community;
- Challenge and report issues when appropriate to do so

RIGHTS AND RESPONSIBILITIES

STUDENTS have the right to:

- Feel safe, secure, healthy and respected in a school free from verbal or physical abuse
- Belong to a school that is 'Climbing Higher.'
- Be educated to a high standard with access to a rich, interesting and varied curriculum
- Be confident that problems will be addressed in a relevant manner
- Learn in a pleasant and attractive environment

STUDENTS have the responsibility to:

- Meet the School Standards, Code of Behaviour, Expectations of Students and follow the school Anti-bullying Policy
- Accept the consequences of failing to do this
- Be independent, resilient, aspirational learners
- Conduct themselves in a manner which supports their own safety and wellbeing and that of others

PARENTS have the right to:

- Expect that their children are educated to their full potential
- Expect that their children are listened to by school staff and treated with respect
- Be kept fully informed of their children's progress, including issues relating to their behaviour, and be consulted if problems arise
- Be informed if their children are absent without an explanation
- Have any complaint they make about their child being bullied taken seriously and investigated/resolved as necessary
- To follow the school's complaints procedure as outlined on the school website, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably
- Be notified if their child is injured or ill at school

PARENTS have the responsibility to:

- Support the school's Expectations of Students, Code of Behaviour, Parent Carer Code of Conduct and School Standards and Anti-bullying Policy
- Respect the School's behaviour policy and procedures and the disciplinary authority of school staff as outlined in the government's latest behaviour and discipline in the school's document
- Support the school by encouraging hard work, positive behaviour, punctuality and excellent attendance and by supporting the school's rewards and sanctions. Where there is a genuine reason for absence, keep the school informed of this on a daily basis
- Help ensure that their child follows reasonable instructions by school staff and adheres to school rules and policies
- Send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn

- Keep in touch with their children's progress by attending Parents' Evenings
- Attend meetings with school staff, when requested, to discuss their child's behaviour and attendance
- Ensure school complaints are resolved through official channels and not over social media
- If their child is suspended from school, to ensure the child is not found in a public place during school hours in the first 5 days of their suspension and to attend a reintegration meeting, in person, with the school regarding any suspensions. To ensure their child accesses provision should the suspension be for 6 days or longer
- Let the school know of problems that arise. Ensure school staff are aware of factors which may result in their child displaying behaviours outside the norm. This may involve change of family circumstance, medical changes etc.
- Treat all staff respectfully and as professionals in all communications
- Ensure school holds appropriate medication for their child by completing a medical needs form, meeting with the appropriate member of staff and keeping that person updated with changes as necessary

SCHOOL STANDARDS

The school's Expectations of Students and Code of Behaviour detail the standards expected of all students. The School Standards provide further clarification for students and must be adhered to at all times.

Being Healthy:

- Students may drink water (only) during designated lessons
- Students must ensure toilets are kept in the best possible condition
- Smoking is forbidden and illegal anywhere on the school site, on school visits, and coming to or leaving school. Any kind of smoking materials are banned.
- School will take appropriate action in the event of anyone smoking or suspected of smoking. This includes any form of e-cigarettes
- Students should see a member of staff if they are taken unwell during the school day

Stay Safe:

- Students must remain on site throughout the school day unless permission has been agreed upon beforehand, eg for medical appointments
- The school will not tolerate bullying or unsafe behaviour of any kind
- Any student who uses, buys, sells or possesses any illegal drug or substance could face suspension or permanent exclusion
- Any student who uses, buys, sells or possesses cigarettes or alcohol will face disciplinary action which can include suspension or permanent exclusion
- Any student who brings onto the school site any item which could be used as a weapon could face suspension or permanent exclusion
- Students must conform to the school's Online Safety Policy
- Students should report concerns, including about other students, to a member of staff

Enjoy and achieve:

- Students must complete Home Learning/classwork on time and to the best of their ability
- Students must keep school equipment, books and folders neat and tidy
- Students are expected to arrive punctually for school and for each lesson with the necessary equipment
- Students who arrive after registration must register in Reception. If there is a genuine reason for lateness such as an appointment, an official appointment card should be presented. Where there isn't an acceptable reason for lateness, a lunchtime detention will be completed. During the lunchtime detention, only sandwiches will be available
- Students must wear full school uniform correctly at all times

Make a Positive Contribution:

- Students should play an active role in promoting the good reputation, success and smooth running of the school
- Students are expected to use their abilities to support the school and other students
- Students must take responsibility for safeguarding the well-being of themselves and others
- Students should act and speak respectfully when in the school community in order to reflect the good manners and values we would wish for all our learners

Achieve Economic Wellbeing:

- The school will not tolerate theft of personal or school property
- Students must safeguard their own possessions and those of others, and must not bring forbidden items into school
- Students must take good care of the fabric and facilities of the school site.

BEHAVIOUR FOR LEARNING POLICY - PROCEDURES

The application of sanctions must have regard to the individual student, and therefore the Headteacher and SLT are expected to use discretion in their use.

- It is expected that the majority of minor behavioural incidents will be managed by the classroom teacher or form tutor.
- Where necessary, Care, Support and Guidance issues should be discussed with Pastoral Managers who may advise; support/work alongside the form tutor; or lead on the issue.
- Curriculum issues (eg. home learning, lack of effort in a subject) should initially be discussed with the Director of Learning.
- More serious issues, or those involving students from more than one year group, will involve the Progress Leaders and Pastoral Managers.
- Progress Leaders and Pastoral Managers will also involve the Senior Leadership Team in issues where required.
- The final decision regarding directions, suspensions or permanent exclusion remains with the Headteacher, or person acting with the Headteacher's authority, following an investigation by the pastoral team.

Sanctions given by staff may include:

The list below sets out a range of behaviours for which sanctions may well be considered appropriate. The list is not exhaustive.

- Detentions
- Referrals to Progress Leader for meetings
- Reflect
- Suspensions
- Directions to other provisions
- Permanent Exclusions

Centralised Lunchtime Detention System:

If a student is issued with a lunchtime detention, an EduLink One message is not sent home to parents/carers. The list below sets out a range of behaviours for which a lunchtime detention may well be considered appropriate. The list is not exhaustive.

- Arriving at school after the gates have closed at 8:43
- Being in an out-of-bounds area during the school day i.e on the top floor at breaktime and lunchtime
- Failure to make up missed learning time during a visit to the toilet
- Inappropriate haircut (shorter than a 0.5mm)
- The wearing of fake tan/make-up while at school
- The writing/drawing of any description on hands.

Centralised Evening Detention System:

If a student is issued with an evening detention, an EduLink One message is sent home to parents/carers to inform them of it. If a student is issued with an evening detention during periods 1-4 they will complete the detention the same evening. If a student is issued with an evening detention during period 5 they will complete the detention the following evening (Monday to Friday) The list below sets out a range of behaviours for which an evening detention may well be considered appropriate. The list is not exhaustive.

- Uniform issues (4 incidents on a student's Respect Card)
- Truancy (If a student has missed 10 minutes or more of a lesson)
- Repeated equipment issues (4 incidents on a student's Respect Card)
- Punctuality lessons (4 incidents on a student's Respect Card)
- Poor corridor behaviour (4 incidents on a student's Respect Card)
- A significant breach of the school code of conduct
- Inappropriate behaviour out of lessons (4 incidents on a student's Respect Card)
- Loss of their Respect Card
- Failure to complete Home Learning after a reminder
- Support and Remove from a lesson
- Missed or failed lunchtime detention

Incidents will be logged on Sims and/or CPOMs in order for Progress Leaders/Directors of Learning/Leadership Team to be able to monitor and take further action as necessary.

Please note: 'Section 92 of the Education and Inspections Act 2006 provides significant scope for K/Policies 25/26 – Behaviour for Learning Policy Version 12.0

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schools to apply the disciplinary penalty of detention.’ ‘Schools now have much greater flexibility to impose detentions without parental consent.’ ‘School staff have a statutory power to put students aged under 18 in detention after school sessions and on some weekends and non-teaching days.’ ‘Detentions are lawful if: students and parents have been informed that the school uses detentions as a sanction’ and the Education Act in 2011 has removed the need for the school to give parents 24 hours’ notice of detentions outside school sessions.

Reflect:

A student may be placed in Reflect at the discretion of the Headteacher or Assistant/Deputy Headteacher. The list below sets out a range of behaviours for which Reflect may well be considered appropriate. The list is not exhaustive.

- Smoking on the school site or when wearing school uniform in public
- Possession of smoking materials including e-cigarettes (and other banned items)
- Instances of defiance
- Theft
- Instances of verbal abuse to staff or students
- Breach of Internet / ICT policy
- Failing to tell the truth during an investigation
- Instances of threatening or intimidating behaviour towards another student
- Issues with key students where specific arrangements have been made beforehand between Deputy Headteacher/Assistant Headteacher/Progress Leader
- Failure to meet basic school expectations – e.g. several instances of support calls
- Damage to school property
- Pending an investigation
- Homophobic/racist language
- Sexual Harassment
- Serious or repeated breach of the school uniform policy
- Bullying
- Physical altercation with other students
- Damaging the school’s reputation in the community
- Using a mobile phone whilst on the school premises

While in Reflect students will be given a score out of 5 depending on their behaviour and work ethic. If it is deemed by the Progress Leader/ member of SLT that a student’s behaviour has not been acceptable, then they will be issued a further day in Reflect. During Reflect, only sandwiches will be available. The school day for students in Reflect will end at 15:15. As a courtesy, the school will endeavour to notify parents/carers if their child is placed into Reflect. However, it is not compulsory.

Suspensions:

A student may be suspended for a fixed term, for an isolated incident or where a student’s behaviour has not improved over a period of time, despite support and despite other sanctions. A suspension may be from ½ day to 45 days, up to a maximum of 45 days in one academic year. For suspensions of 6 days or longer, alternative educational provision will be made via

the school. This provision may be at another educational establishment. The decision to suspend will be made by the Headteacher, or person acting with the Headteacher's authority.

The list below sets out a range of behaviours for which suspensions may well be considered appropriate. The list is not exhaustive.

- Physical abuse of another student during a fight
- Threatening or intimidating behaviour towards another student/bullying behaviour which discriminates against a group or individual, including verbal abuse
- Threatening or intimidating behaviour towards a member of staff, including verbal abuse
- Theft
- Damaging the school's reputation in the community
- Smoking in the school building, including E-cigarettes
- Repeated defiance
- Other serious breaches of the School's Code of Conduct / Behaviour for Learning Policy/failure to meet the School's Expectations
- False or malicious allegations
- Damage to school property
- Serious breach of Internet / ICT agreements
- Possession of an illegal substance or being under the influence of an illegal substance/ legal substance
- Repeated breaches of school uniform policy, including where they relate to jewellery, hairstyles, body-piercing etc. and where these are persistent and in open defiance of the policy
- Homophobic / racist abuse
- Repeated bullying
- Refusal to follow school sanctions once Reflect has been used

Direction to other provisions:

Direction to other provision: Direction to other provisions: Under Section 29 and Section 29 (A) of the Education Act 2002, the Governing Body can require any student to attend at any place outside the school premises for the purposes of receiving any instruction or training included in the secular curriculum for the school. This includes for the purpose of receiving educational provision which is intended to improve the behaviour of the student. This will be done through the use of a direction which the school will issue to the parents of any student required to attend elsewhere. The Governing Body have delegated the responsibility for issuing directions to the Headteacher, or person acting with the Headteacher's authority.

Permanent exclusion:

A student may be permanently excluded where a serious isolated incident has occurred, or where a student's behaviour has not improved over a period of time, despite support and despite other sanctions, including suspensions. The decision to permanently exclude will be made by the Headteacher, or person acting with the Headteacher's authority.

The list below sets out a range of behaviours for which permanent exclusion may well be considered appropriate. The list is not exhaustive.

- Physical abuse
- Severe threatening or intimidating behaviour
- Severe behaviour which discriminates against a group or individual
- False or malicious allegations

- Bringing a weapon, or an item to be used as a weapon, onto the school site
- Possession of an illegal substance or being under the influence of an illegal substance or other substance
- Sale/supply of an illegal substance
- Severe damage to school property
- Issues relating to exploitation
- Homophobic/racist incitement or assault
- Continued failure to meet school expectations despite support being given

PROCEDURES FOR SUSPENSION AND PERMANENT EXCLUSION:

A student may be accommodated in Internal Exclusion pending a possible decision to suspend or permanently exclude.

When a decision has been made to exclude a student, the parent/carer will be contacted and informed of the decision.

An exclusion letter will be forwarded to the parent/carer with a reason for exclusion and details of the procedures involved.

The letter will take account of Government and Local Authority (LA) guidance.

Work will be provided for a student during the first 5 days of suspension or permanent exclusion. For longer exclusions, work will be given to the alternative provider.

The LA and Chair of the Governing Body will be informed promptly of a decision to permanently exclude.

The LA will be notified of all exclusions.

Government and LA guidance will be followed with regard to procedures to review, where appropriate, a decision to exclude.

Parent/carers will be expected to attend a reintegration meeting with their child and members of the Senior Leadership Team/ Pastoral Team following an exclusion.

- This policy has been developed with due regard of the following two documents:
 - Behaviour and Discipline in Schools Guidance for Headteachers and Staff January - DfE 2016, published July 2013, last updated 2 September 2020
 - Exclusion from maintained schools, Academies and Pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion – DfE September 2017

Reports and parental involvement:

Whitworth Community High School places a high value on home/school links and seeks to promote the active and supportive involvement of parents/carers in their children's education. Subject teacher, form tutor, Directors of Learning/ Pastoral staff, Assistant Headteacher / Deputy Headteacher may all contact parents/carers as appropriate.

Alongside the above list of procedures runs a system of Support cards

Behaviour and achievement points are monitored on a weekly basis by form tutors, pastoral, progress leaders and SLT. Sanctions will be issued to students if they have failed to follow the school expectations.

School staff may use Support cards for a range of reasons, including that of monitoring behaviour. We use various monitoring cards to address different issues. It will be clear to students when they are given a card, who to report to, when to report, and whether parents/carers need to sign the card.

Other behaviour interventions may also be used such as:

- PSP / Behaviour Contract – persistent failure to comply to the 7 respects leads to time in IE, suspensions or permanent exclusion.
- Involvement of outside agencies. The school liaises with outside agencies: eg, the police, PCSOs, Children’s Social Care, as appropriate. The school and police have an agreed information sharing protocol.
- A Managed Move to another local school may be considered for certain students.
- Meeting with the Chair of Governors. Parents will be required to attend this meeting.

Search and Screening

Schools are empowered to search, without consent, where they have reasonable grounds for suspecting that a student may have a prohibitive item. School staff can seize and dispose of any prohibited item found as a result of a search.

Prohibited Items

Students must not bring the following items on the school premises:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- fireworks
- tobacco and cigarette papers
- pornographic images
- E-cigarettes
- Headphones
- Portable speakers
- Fidget spinners
- Tablets
- Games consoles
- Smartwatches (e.g. Apple watch or equivalent) etc

The list is not exhaustive and includes prohibited items which can lead to a search without consent.

The school will temporarily confiscate inappropriate items of jewellery, hoodies and valuables. Confiscated items can be claimed by students at the end of the week at 2.55 pm Friday. Items confiscated on a repeated basis should be collected in person by parents after a meeting with SLT / Progress Leaders.

Mobile phones

Student Use of Mobile Phones

The recommendation of the school is for students not to bring in any personal electronic devices. Added to this, there is absolutely no requirement for personal electronic devices to be brought into school, and most certainly no need for them to be used during the school day. However, pupils are permitted to bring their phones, provided they are completely switched off (not in silent mode or aeroplane mode). Phones must not be seen, heard, or used from the moment students step through the school gate at the bottom of the driveway until they leave at the bottom of the driveway.

Pupils' mobile phones should not be seen, heard or used, so as to avoid confiscation and sanctions. Confiscated devices will only be returned to a parent/carer or other nominated responsible adult who will have to come and collect it from the school. It may also lead to a sanction, as set out below.

- **Heard** - Behaviour point, device confiscated, parents to collect device
- **Seen** - Behaviour point, device confiscated, parents to collect device
- **Phone switched on** - Behaviour point, device confiscated, parents to collect device
- **Used** - Behaviour point, device confiscated, parents to collect device, isolation in Reflect
- **Refusal** to cooperate with sanctions - refer to further sanctions in behaviour policy e.g. increased time in Reflect, Suspension etc.

The decision to allow children to bring a phone lies with parents/carers, as does the responsibility for the device in the case of loss, theft or damage. It is particularly recommended that expensive devices are not brought into school as pupils may be involved in activities such as Physical Education (PE), which means they cannot always have their items with them.

Students needing to contact parents/carers may use the school telephone with a member of staff's permission.

If a phone is found to be turned on, e.g. during a search conducted by school staff, it will be confiscated.

Students will be electronically screened for mobile devices to comply with exam requirements, including for internal examinations such as mocks. Students caught taking mobile devices into examinations will face the sanctions as set out above. Additionally, the incident will also be reported to the relevant examination authority and the student will risk being disqualified from additional examinations.

If a mobile phone has sounded during the course of the school day, students in the vicinity may be searched or electronically screened to ascertain which student has the mobile phone that caused the disturbance. Any mobile phones found that are not switched off will be confiscated.

Students will be electronically screened for mobile phones on entry to the Reflect room.

Electronic screening and searching in other circumstances may also be undertaken as authorised by the Headteacher or DSL.

As students are not allowed to use their phones during the school day, Cyber bullying via personal electronic devices should not take place in school. It is expected that online issues such as bullying that happen beyond the school day are dealt with by parents/carers.

The use of mobile phones by students on school trips and residential is at the discretion of the school trip leader.

Student's Responsibilities

I will seek to:

- Attend school regularly, punctually, properly equipped and wearing school uniform correctly.
- Meet the school's Expectations of Students: our 7 Respects and School Standards; follow the Code of Behaviour.
- Accept the consequences of failing to do any of the above.

Signed (Student) (Date)

School's responsibilities We will seek to:

- Ensure achievement for all within by fostering an attitude of 'Climbing Higher' by promoting the highest standards of achievement, dress, behaviour, attendance and punctuality.
- Provide students with a rich, interesting and varied curriculum.
- Ensure students feel safe, secure and healthy in a pleasant and attractive school environment free from verbal or physical abuse.
- Address problems and take complaints seriously.
- Keep parents/carers informed of a student's progress, including issues relating to their behaviour and attendance.

Signed (Deputy Headteacher) (Date)

Parent's / carer's responsibilities: I / we will seek to:

- Support the school's Expectations of Students: our 7 Respects School Standards, Parent Carer Code of Conduct and Code of Behaviour.
- Respect the school's behaviour for learning policy and procedures and the disciplinary authority of school staff, and treat all staff as professionals. Support the school by encouraging hard work, positive behaviour, punctuality and excellent attendance and by supporting the school's rewards and sanctions; ensure that my child follows reasonable instructions by school staff and adheres to school policies.
- Send my child to school each day punctually, suitably clothed, fed, rested and equipped and ready to learn. Let the school know of problems that arise and of factors which may result in my child displaying behaviours outside the norm.

Signed..... (parent / carer)..... (Date)