LYMM HIGH SCHOOL

Behaviour Policy

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1. Aims

Lymm High School believe that every pupil has the right to feel safe, valued and respected, and to be able to learn free from the disruption of others. Equally, all pupils, staff and visitors should be free from any form of discrimination.

The aim of this policy is to ensure that Lymm High School maintains a happy and caring school atmosphere in which all pupils have the opportunity to achieve the very highest standards and to feel valued and respected. We believe that having high expectations of the conduct and behaviour of our pupils creates an environment in which they are free to flourish and be the person they wish to be. We aim to create a learning environment that is calm and purposeful, using routines and systems to support consistency, and promote a sense of social responsibility.

We believe that all pupils should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards; this policy is intended to support that. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school, built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social responsibility.

Our behaviour system supports vulnerable students by ensuring that the atmosphere of the school is calm, friendly and welcoming, and by reducing unwanted behaviour to a minimum. Lymm High School has high standards and requires all pupils to meet the expectations outlined in our behaviour policy. We are calm, clear and consistent in our approach and we recognise that we are educating children with a variety of needs.

We have a large and experienced pastoral team who offer support to students in need of additional guidance with their behaviour, and we aim to deliver our pastoral support with compassion, consistency and clarity.

Whilst support is available to individual pupils to enable them to be successful within our community, our approach to behaviour is based upon the simple principle that there are consequences for poor choices. We pride ourselves on clarity and consistency, with simple rules that are well communicated and understood by all pupils and staff. This policy sets out our expectations and the consequences of unacceptable behaviour, and supports our aim of providing a consistent approach that applies to, and benefits, all pupils.

2. Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

3. Roles and responsibilities

3.1 School

The Governing Body is responsible for ensuring that the behaviour policy is effectively pursued at the school and the principles stated are reviewed from time to time. It will ensure that the policy is communicated clearly to the staff, pupils, parents and carers, via the website. The Governing Body will support the school in maintaining high standards of behaviour and ensure that the behaviour policy has reasonable expectations and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010.

The Headteacher will ensure that effective measures are taken to support the principles laid out by the Governing Body and will determine an acceptable standard of behaviour of all pupils. The Headteacher is responsible for the implementation and application of the policy and procedures, the provision of support for vulnerable pupils, and support for staff when faced with challenging behaviour.

Staff, including teachers, support staff and volunteers, are responsible for following the school's policy and procedures in a fair and consistent way and without discrimination. All staff are expected to model the behaviour expected of pupils and take responsibility for behaviour in any part of the school. With the support of the Headteacher, staff are responsible for providing a positive learning environment that promotes self-discipline. Mutual support for colleagues is important to ensure consistency and high standards are maintained throughout the school. Staff contributions to the review and development of the behaviour policy and procedures are essential for maximum effectiveness. Staff have a responsibility to ensure that all pupils are listened to and supported, and that their views are taken into account.

The Governing Body, Headteacher and staff ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

The Governing Body, Headteacher and staff are committed to ensuring that the behaviour policy and procedures safeguard the rights of all pupils to be educated in an engaging learning environment in which they feel safe and supported, and free from discrimination. This means that in accordance with the Equality Act 2010, the application of the behaviour policy and procedures will not be prejudiced in any way, particularly on the grounds of nationality or ethnicity, culture, disability, religion or sexuality.

The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally and will never denigrate pupils or colleagues. A response to behaviour may have various purposes including deterrence, protection and/or improvement. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report on behaviour, good or bad, to parents regularly: for example, via Class Charts and Progress Reports.

We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it.

We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are displayed on walls in classrooms and other areas of school, as well as regularly reinforced via assemblies, tutor times and PHSE/Life programme lessons.

Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school grounds respectfully and behaving appropriately.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see Section 6 of this policy.

3.2 Pupils

Pupils are expected to take responsibility for their own behaviour and are encouraged to support their peers in behaving well.

They are expected to obey school rules, listen, follow instructions from staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or individual behaviour plans.

They have a responsibility to support the school's stance on bullying, prejudice, harassment, disruptive and unsafe behaviour by reporting any witnessed or suspected incidents either verbally or through written communication with key members of staff. Student can also use the confidential reporting system 'Tell Us.'

The school expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated.

School work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to sanctions. If pupils are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan.

Pupils are ambassadors for our school even when off school premises, and we expect them to act accordingly.

3.3 Parents

The school regards the relationship with parents and carers to be very important and it seeks to foster those relationships positively in order to maximise support for their child. This includes keeping parents and carers informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Parents and carers play an important part in ensuring that their children are responsible for their own behaviour in school and outside of school. They are encouraged to work in partnership with the school in maintaining high standards of behaviour by, for example:

- Getting to know the school's behaviour policy and reinforcing it at home
- Supporting their child in adhering to the school's behaviour policy
- Building school life into a natural routine. Eg: ensuring that their child is at school on time, appropriately dressed, rested, and equipped. For example, ensuring children go to bed at an appropriate time and do not have access to electronic devices after this can make a huge difference to children's behaviour in school.
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Being prepared to attend any meetings, as requested by school, to discuss their child's behaviour
- Discussing any behavioural concerns with the school promptly
- Raising any concerns about the management of behaviour, politely and respectfully with the school directly, while continuing to work in partnership with the school

4. Expectations

Basic school rules that apply to all pupils, at all times include the following:

- Follow all instructions from staff in the school, at the first time of asking and without argument
- Arrive promptly for school and for each lesson
- Complete all classwork and homework
- Keep your appearance smart and tidy, wearing specified school uniform at all times to and from school. (see the school website or the parent handbook for details of the uniform expectations).
- Coats should not be worn inside the school buildings
- Food must only be eaten in the canteen or outside; pupils must not take food onto the corridors or other indoor areas
- Rude, derogatory or defamatory language towards groups with protected characteristics will not be tolerated.
- Be considerate of your peers and the extended community
- Move quietly and sensibly around school. Eg: do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways or when in other public places
- Be polite and respectful to people and their belongings at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way
- Bring the correct equipment to each lesson
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances
- Gambling is not allowed on school property
- Mobile phones are only permitted in school if they are locked in the PhoneLocker pouch all students are provided with (see Section 5)

The following items are not allowed in school under any circumstances:

- Alcohol and drugs, including "legal highs"
- E-Cigarettes / vapes, cigarettes, tobacco and cigarette papers

- Matches or lighters
- Fireworks
- Chewing gum
- Weapons of any kind or instruments/substances intended to be used as weapons
- Any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Material that is inappropriate or illegal for children to have, such as racist or pornographic material
- Any other illegal item
- Stolen items
- Unauthorised electronic or recording devices
- BB guns, air guns, toy guns, anything with a blade or anything designed to look like a weapon

Serious misbehaviour (i.e. that which is likely to result in suspension or exclusion) includes, but is not limited to:

- Persistently unacceptable behaviour
- Refusal to follow instructions from any member of staff, and especially pastoral and/or senior staff
- Verbal abuse to staff or another pupil
- Serious actual or threatened violence against another pupil or a member of staff
- Any form of bullying, including cyberbullying
- Using online platforms and/or social media irresponsibly (for example: identifying staff or students of the school without their permission; posting images or video of staff or students online without their permission; or bringing the reputation of the school into disrepute)
- Serious misuse of mobile phones (see Section 5)
- Indecent behaviour
- Vandalism / damage to property (n.b. if a student deliberately causes damage to anything in school, then they may be asked to contribute towards the cost of any repairs).
- Smoking on school premises, including e-cigarettes / vapes
- Supplying, possessing or using an illegal drug or other substances, including solvents or “legal highs”,
- theft
- Sexual harassment, online sexual abuse and sexual violence (including sexualised language)
- Consensual or non-consensual sharing of nudes and semi-nude images and/or videos
- Abuse in intimate personal relationships between peers
- Upskirting
- Initiation / hazing or other intentional humiliating behaviour
- Carrying an offensive weapon
- Arson
- Malicious allegations against staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent truancy / lateness
- Refusal to take part in screening / searching
- Possession of items prohibited under the school rules as set out above.

This list is by no means exhaustive, and any serious misconduct which affects the welfare of members of the school community or brings the school into disrepute may lead to suspension or permanent

exclusion. It should also be noted that suspension or exclusion may be imposed after a first offence and that the offences considered under this policy may have taken place on or off the school premises.

5. Mobile Phones and Other Electronic Devices

Please note that Lymm High's policy meets the requirements of the Mobile phones in schools - GOV.UK

Mobile phones devices are not completely banned from the school premises because we recognise that they may be needed for the journey to and from school. However, if students do choose to bring a phone or other device to school, they are expected to follow the rules set out in this policy.

This policy applies also applies to smart watches, ear pods and any other communication device that is internet-enabled and/or allows students to communicate with one another electronically.

All phones and similar devices must be switched off and placed in the PhoneLocker pouch that all students are provided with. These pouches must then be kept in students' bags until the end of the school day, when unlocking stations will be accessible.

All students are expected to bring their pouch with them to school every day, whether or not they bring a device with them. If a student forgets their pouch, a spare one will be provided or the phone will be handed in to Student Services for safe keeping until the end of the day, and the student will be issued with a lunchtime detention.

Students who lose their pouch or who have deliberately damaged it will be expected to pay for a new one.

Students will be asked to turn off phones and put them in pouches near the beginning of tutor time or on their way into assembly. They should not lock pouches before this to aid proper supervision of this process. However, it is important to note that it is the responsibility of individual students to ensure devices are locked away by 8.30am, regardless of whether they are specifically reminded to do so by a member of staff.

Any device that is found not properly locked in a student's pouch will be confiscated until 3.30pm the following school day. The device will be available for collection by a parent or carer (or other responsible adult) between 3.30-4.30pm from Reception. If nobody is available to collect it at this time, then the student will be able to collect the device themselves at the end of school on the next day (i.e. the second day after confiscation).

In cases where phones are confiscated, parents/carers will be contacted so that they know their child will be without their device for the evening (or weekend if the confiscation is on a Friday). An alternative, non-internet enabled phone will be offered for use in the meantime.

Students who are found to be contravening the policy more than once will have devices confiscated for longer periods of time (up to a week).

Students who have made especially blatant efforts to circumvent the system of phone pouches (e.g. placing 'dummy' devices in pouches or finding some way of unlocking their pouch during the day) can, in addition to having their device confiscated, expect additional sanctions. Isolation will be the default sanction, especially if it is not the first time a student has contravened the policy.

Students who not only fail to put phones in pouches correctly, but then also use phones for inappropriately will receive additional sanctions. For more serious issues, such as recording staff without their permission or recording incidents of misbehaviour, suspension will be the likely sanction.

Refusal to hand devices over to staff when first requested will result in isolation and, if refusal continues, suspension. If a suspension is necessary, students will be required to hand their device in at their readmission meeting, for the length of confiscation originally expected.

If a student persistently refuses to follow the school policy, they will forfeit their right to bring a device into school altogether.

Routine spot checks will be carried out during the school day to help ensure consistent application of the policy. These will involve pouches being opened by staff to ensure devices are turned off and locked in the pouch as expected.

Spot checks may also include screening with the use of a handheld wand scanner– a brief and non-intrusive process. Bags may also be searched if there are reasonable grounds to believe a student may be in possession of a forbidden device. 'Reasonable grounds' will include, for example: a credible report being received that a student has a device in school; spot checks revealing the absence of device in a student's pouch; or suspicions that a device may be a 'dummy' or second device. Random spot checks may also be applied in cases of students who have persistently contravened the policy on mobile devices.

Exceptions to the above may be made in individual cases (most likely for medical reasons) but only where they are explicitly agreed with a senior member of staff in advance and where there are no reasonable alternatives to a student following the same policy as everyone else.

6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Lymm High School wants to make sure that all pupils feel safe at school and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated. This includes any form of cyberbullying.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying is made, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether suspension or exclusion is appropriate in light of the circumstances.

7. Responding to behaviour

7.1 Responding to good behaviour

Lymm High School believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. Pupils thrive on positive praise, encouragement and recognition for their hard work and efforts. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Staff are encouraged to praise and reward pupils regularly on an informal basis: for example, verbally, with written comments, telephone calls home, or with hall points via Class Charts.

There are also many opportunities for pupils to be rewarded more formally, such as by the Headteacher, in assemblies, access to rewards trips, 'golden ticket' draws, certificates and/or at Celebration and Awards Evenings.

7.2 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

Sanctions are issued with respect to the seriousness and frequency of the behaviour. The Typical Consequences Chart in Appendix 2 sets out the kinds of sanctions that can be expected for some of the most common examples of misbehaviour.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account. Where appropriate, staff will liaise with our SENDCo and/or DSL (or their deputies) to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but always with regard to the impact on perceived fairness. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class (usually referred to as an 'exit')
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal suspension (isolation)
- Suspension
- Off-site direction
- Permanent exclusion, in the most serious of circumstances

7.2.1 Exit from lessons

When a pupil has failed to respond to appropriate warnings, and especially if their behaviour continues to disrupt the learning of others, they will be asked to leave their lesson and work in another classroom

for the remainder of that lesson. This will typically generate a lunchtime detention the following day (see Appendix 2 for more on typical consequences).

7.2.2 Detentions

Most detentions are conducted during school hours, at break or lunchtime, but there will be occasions when pupils are required to attend detention after school (typically when students have already failed to attend lunchtime detentions).

All detention notifications are made via Class Charts, either on the app or through the Class Charts website. For after-school detentions, parents will receive 24 hours' notice.

Parental consent is not required for detentions, including after-school detentions. We will not re-arrange any after school detention unless there are exceptional circumstances. Inconvenience to families does not constitute an exceptional circumstance and it is not the responsibility of school to organise transport home after a detention. If there is an exceptional reason why a student cannot attend an after-school detention, parents must contact school before breaktime on the day to discuss the issue.

7.2.3 Internal suspension (isolation)

Pupils who have breached the school behaviour policy in more serious ways may be placed in the school's Isolation Room to work away from the majority of other pupils for a limited period. The decision to withdraw a student temporarily from his/her school routine will be made reasonably and proportionately in all cases.

Within the Isolation Room, pupils will be supervised by an experienced member of staff, permitted to eat and drink at designated times and visit the toilet when necessary. At all times pupils will be treated with respect and dignity.

On occasions, pupils may be withdrawn from their lessons or part of a lesson if required to assist in an investigation, or when withdrawal would act as a preventative behavioural measure or for their own or others' health and safety or well-being. In such cases, withdrawal is not recorded as a sanction.

7.2.4 Off-site direction

Off-site direction is a temporary, time limited measure which can be used by schools. Off-site direction involves directing a student to attend another education setting to improve their behaviour. At Lymm High School, off-site direction may be used where interventions and/or targeted support have not been successful in improving a student's behaviour. Off-site direction might also be used for a shorter period of time as an alternative to suspension (external or internal).

Depending on the individual needs and circumstances of the student, off-site direction can be used to direct a student either into alternative provision, or a different mainstream setting. Off-site direction into alternative provision can be full-time or a combination of part-time support in alterative provision and continued mainstream education.

The length of time a student spends in another mainstream school or alternative provision will depend on what best supports the student's needs and potential improvement in behaviour. This will be kept under review by the governing body and senior leaders within the school, who will work collaboratively with the alterative provision/other mainstream school, parents/carers and external agencies in the best interests of the student.

Where off-site direction is deemed as the most appropriate form of intervention, parents/carers will be responsible for all travel arrangements to and from the off-site placement, as well as uniform and equipment costs that may be required. Further information regarding off-site direction can be found Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

7.2.5 Suspension and Permanent Exclusion

For the most serious and/or persistent breaches of the behaviour policy, students will be suspended from school for a defined period or, in the most serious of all cases, permanently excluded.

All suspensions and exclusions will be carried out in accordance with the statutory guidance set out by the Department for Education here: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

Please refer to the school's Suspensions & Permanent Exclusions Policy for further details.

7.3 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.3.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.3.2. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

7.4 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. This includes the following:

Any prohibited items (listed in Section 4) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

If a pupil refuses to agree to a search, the member of staff will contact an appropriate senior leader to try to determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in Section 4, but not to search for items that are only identified in the school rules. They may use a metal detector to assist with the search and they may search a pupil's outer clothing, pockets and possessions.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in Section 4) and items identified in the school rules.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

The staff member who carried out the search should inform the DSL of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in Section 4 and/or if they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in Section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

Parents/carers will always be informed of any search for a prohibited item (listed in Section 4). A member of staff will tell the parents/carers as soon as is reasonably practicable:

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.5 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

7.6 Off-site misbehaviour

Pupils are ambassadors for our school, even when off school premises, and we expect them to act accordingly.

Pupils who are caught or known to have been misbehaving on the way to or from school, near the school premises or where it would be considered reasonable to impose sanctions for behaviour outside school (e.g. cyberbullying) will be disciplined by the school. This also applies to pupils who break school conduct during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- the effect such an action may have on the other pupils;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another pupil or member of staff;
- whether the misbehaviour was on the way to or from the school or the pupil was taking part in any school-organised or school-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the school or might be expected to act as an ambassador for the school.

7.7 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when: it poses a threat or causes harm to another pupil; it could have repercussions for the orderly running of the school; it adversely affects the reputation of the school; the pupil is identifiable as a member of the school.

At the same time, parents need to be aware that the school may choose not to get involved in incidents involving online behaviour if they have not taken reasonable steps to keep their own child safe online, which includes not letting them access age-appropriate apps and/or blocking other users where appropriate.

7.8 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the safeguarding team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be proportionate, considered and supportive, and decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to, for example: manage the incident internally, refer to early help, refer to children's social care and/or report to the police

Please refer to our Child Protection and Safeguarding policy for more information.

7.10 Malicious allegations

We aim to build strong and positive relationships with pupils. However, there may arise an exceptional circumstance where a student makes a serious allegation against a member of staff. If, after investigation, the accusation is deemed to be false or malicious (i.e. a deliberate act to deceive) then serious sanctions are likely to be applied to the student. Depending on the seriousness of the allegations, this could result in permanent exclusion.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

8. Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include: taking reasonable steps to avoid any substantial

disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010) and using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including support plans where appropriate, to prevent these from occurring.

When considering a behavioural sanction for a pupil with SEND, the school will consider the extent to which their SEND was the cause of the behaviour (for example: was the pupil was unable to understand the rule or instruction and/or were they unable to act differently at the time as a result of their SEND?) Where necessary, and especially in more serious cases (e.g. where suspension or exclusion are being considered) the SENDCo or an appropriate member of the SEND team will be consulted.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. In assessing whether a sanction is proportionate, due regard will be given to the safety and welfare of the school community and the need to uphold the integrity of the school's behaviour policy.

9. Sixth Form

This policy applies to sixth form as much as it does to the main school. However, the school takes the position that it is reasonable to hold post-16 students to account for a higher level of conduct given the age of the students involved and the fact that they have made a conscious choice to continue their education at Lymm High Sixth Form, including signing the Sixth Form Code of Conduct. Therefore, students can expect to be issued with fixed term suspensions for incidents that might not necessarily have warranted such a sanction in the main school.

10. Uniform

The intention of the uniform policy is to promote pride and responsibility in our students in preparation for adult life. It should also ensure equal opportunity without extremes of fashion. Correct school uniform must therefore be worn at all times on the school site and when travelling to and from school.

Uniform expectations are as follows:

- Official school blazer. Blazers must be worn to and from school and during the school day, at full arm length, sleeves not rolled up. Staff may allow students to remove blazers during lessons but they must be worn when moving around the school
- Clip-on school tie
- Optional school jumper: regulation only, no cardigans. Jumper must be worn untucked
- White shirt (long or short sleeve) with collar. Shirts must be tucked in and buttoned at the neck with the tie attached properly. (Coloured or 'visible' t-shirts are not to be worn underneath, under garments should not be visible)
- Plain black formal full length trousers that hold a crease. Jeans or canvas trousers are not acceptable nor are designs which are exceptionally baggy or tight, or classed as jeggings, skin tight, or worn very low on the hips or as a 'fashion item'
- Plain black belts can be worn through belt loops of trousers. No large buckles, studs or embellishments.
- Black, white and red checked kilt. Length no shorter than 2" above the knee, not to be rolled up
- Tights are to be worn in half-terms 1-5 with skirts. Footless tights or socks worn over tights are not acceptable
- Tights should be plain black opaque (no patterns) and should be no less than 40 denier

- Socks should be black – and knee length if worn with skirts in half-term 6
- Plain and polishable full shoes (no extremes including size of heel). No boots, trainers, skate shoes, canvas shoes, logos or open toed shoes. Any shoe laces to be black. See school website for examples of acceptable/unacceptable styles
- Dark coloured coats only. Leather or denim jackets are not allowed. No coats, hats, scarves or gloves to be worn in the school buildings. No hooded tops, coloured jackets/ sports jackets allowed.
- No hoodies may be worn over or under school blazers, only traditional coats to be worn over the top
- No jewellery apart from a plain wristwatch (n.b. smart watches are forbidden and therefore not to be worn)
- Hair should be neat and conventional with no extremes of style, tramlines or colour that draw attention. No haircuts shorter than a grade 2
- Make-up must be discreet: for example, light and natural looking concealer make up may be worn. Nails must be short and unadorned. No gel, extensions or jewels. Clear nail varnish only may be used. Eyebrows and eyelashes should look natural, no eyelash extensions
- No visible body piercing or tattooing is allowed

Please see Typical Consequences Chart (Appendix 2) for details of typical sanctions for failing to wear uniform correctly.

Pupils not following the uniform policy will be expected to correct the issues immediately if possible. For example, pupils wearing excessive make up/nail varnish will be given wipes to take it off and pupils will be required to take piercings out and/or remove false nails.
If a uniform infringement cannot be corrected immediately, students will have their social time taken away (via detentions) until the issue is resolved. In extreme cases, students may be isolated until the issue is resolved.

Jewellery will be confiscated until the end of the week. Other items of clothing that are not permitted (e.g. hoodies) will be confiscated until the end of the day in the first instance but repeated instances will result in the item being kept until the end of the week and/or until parents come to collect it.
Repeated incidents of failure to wear uniform correctly is likely to lead to more serious sanctions, including isolation or suspension.

If there is any reason for a student wearing any non-uniform item (e.g. a medical reason or because an issue cannot be corrected immediately) this should be agreed with the Head of Year or Student Services and a uniform card (‘green card’) will be issued.

Please note that a judgement about what is or is not ultimately acceptable as regards appearance, uniform, make-up or haircuts are left to the discretion of the Headteacher (who may delegate the power to a member of the Senior Leadership team).

11. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation

- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

This data will be reviewed by school governors regularly.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

12. Links with other policies

This behaviour policy is linked to the following policies

- Suspensions and Exclusions policy
- Child Protection and Safeguarding policy
- Anti-bullying policy
- Online Safety policy
- SEND policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- Restrictive interventions, including reasonable force, are only used as a last resort, and in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing board body annually.

Appendix 2: Typical Consequences Chart

The table below outlines the typical consequences for some of the more common breaches of the school rules. It is important to note that these are merely *typical* consequences and each incident will be dealt with individually, taking into account the specific circumstances and any mitigating or aggravating factors – including the extent to which a pupil has repeated the behaviour.

Example of behaviour	Typical consequence	Notes
Following a warning, a pupil continues to: • Cause low-level disruption and/or prevent learning from taking place • Be off task / not engaged in own learning • Make insufficient effort • Be otherwise uncooperative	Class teacher detention / conversation (10 minutes)	A warning will usually be issued for low-level misbehaviour of this kind before any sanction is issued.
• Continuation of behaviours outlined above even after a class teacher detention has been issued. This will lead to student being 'exited' to another classroom.* • Failure to attend a class teacher detention • Inappropriate uniform ** • Eating on corridors • Behaviour in a lesson that is unsafe (e.g. in a practical lesson) • Poor behaviour at social times: e.g. overly boisterous behaviour or being in areas of school that are out of bounds • Dropping litter • Arriving late to form or arriving late to a lesson (i.e. arriving after the second bell for period 3 & 5 or arriving later than the majority of other students to periods 1, 2 or 4) Forgetting to bring mobile phone pouch into school	Lunchtime detention (30 minutes)	* If a student receives two or more exits in one day, they may be placed in isolation the following day. ** If uniform can be corrected immediately (e.g. shirt tucked in or earrings removed), it should be. This includes using alternatives provided by the school where possible (e.g. shoes). If this is not possible (e.g. unacceptable haircuts or false eyelashes that can't be removed) the student may be sent home to correct the issue or placed in break/lunchtime detentions (or isolated) until the problem has been corrected.
• Failure to follow expectations regarding mobile phones (i.e. phones to be locked in pouches by 8.30am until the end of the school day)	Confiscation of phone until 3.30pm the following school day	Subsequent offences may involve lengthier confiscations (up to a week long).

	(parent/carer to collect phone from school)	Failing to hand phone to staff quickly when requested will result in isolation, with continued refusal leading to suspension and a requirement that the phone is handed in upon readmission. Students who persistently fail to follow rules around phones may lose their right to have a phone with them in school altogether.
• Failure to attend a lunchtime detention • Truanting lessons* • Persistent failure to follow uniform policy	After-school detention (50 minutes)	If a student has truanted more than one lesson, the sanction is likely to be escalated; for example to an extended after-school detention and/or isolation
• Failure to attend an after-school detention	Extended after-school detention (1 hr 20 minutes)	If students do not attend this detention or they attend and do not meet our expectations resulting in a 'failed detention' this will be escalated to the student being placed in isolation.
• Failure to attend extended after-school detention* • Smoking/possession of cigarettes / e-cigarettes or vapes or being in the presence of others smoking/vaping • Persistent or serious non-compliance with staff instructions and/or blatant refusal to follow the school behaviour policy • Refusal to follow instructions from, or walking away from, a member of the pastoral or senior leadership teams • 'Failed exit' – i.e. refusal to comply with instruction to be exited from a lesson and/or not co-operating fully with staff once classroom is left • Persistent breaches of behaviour policy and/or serious non-compliance	Isolation	* Failure to attend extended after-school detention will result in isolation but the detention will still need to be served Suspension is most likely to be used where a pupil has failed to meet the expectations of the Isolation Room. In this instance, the pupil will be expected to complete a full day in isolation upon their return from suspension.
• Verbal abuse directed towards teacher or about a teacher • Racist/homophobic/sexist or otherwise prejudiced behaviour and/or use of language • Bullying (all forms, including cyber-bullying)	Internal exclusion (i.e. 8am-4pm in isolation) or suspension	Internal exclusion is used as an alternative to suspension and will generally be used where possible. Parents will be expected to attend a meeting on the morning before a student enters the isolation room.

• Violent, threatening or dangerous behaviour • Non-compliance with expectations in Isolation Room • Serious breach of mobile phone policy • Refusal to cooperate with a search (see 7.4 search and confiscation) • Setting fire alarm off		Suspension is most likely to be used where a pupil has failed to meet the expectations of the Isolation Room. In this instance, the pupil will be expected to complete a full day in isolation upon their return from suspension. For incidents warranting a sanction of more than one day, a combination of internal exclusion and suspension may be used.
Serious one-off breach or persistent breaches of the 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. Examples of this might include: • Serious actual or threatened violence against another student or a member of staff • Sexual abuse or assault • Possessing, using or supplying an illegal drug • Carrying an offensive weapon • Arson • Serious and/or persistent prejudiced behaviour (e.g. racist or homophobic abuse) • Serious and/or persistent possession and/or supply of prohibited items	Permanent exclusion	