



Positive  
Relations  
Policy

September

**2020**



# AIMS

We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to:-

**P**REPARE for adult life in a happy, caring and purposeful environment

**A**CHIEVE their full potential regardless of individual need

**C**CARE for everyone and encourage respect and tolerance

**E**NJOY education and rejoice in success



## **Our Approach to Pastoral Leadership at The Whitby High School – Core Principles**

### **Our purposes: What we are here for**

- ✓ To build for a framework to provide care and support for all students to ensure their personal development and academic progress
- ✓ To support and guide staff to ensure a consistent approach to achieve the best possible outcomes for students
- ✓ To ensure students are treated fairly and recognise boundaries to allow them to make a positive contribution to the school and the community
- ✓ To articulate clearly and regularly school aims and priorities

### **Our values: What really matters to us**

- ✓ All students feel safe, happy and supported in a welcoming learning environment, free from any form of discrimination
- ✓ All students are treated fairly and consistently
- ✓ All students are striving to achieve and exceed expectations
- ✓ All students and staff enjoy their lives in school
- ✓ All strive to celebrate success
- ✓ Respect is central to our work
- ✓ We have an effective and appropriate exchange of information

### **Our success criteria**

- ✓ Students are happy (Voice Committee, involvement in self-review, meetings with staff)
- ✓ Students are achieving (progress data, targets, effort grades, attendance data, behaviour data)
- ✓ Students and staff are supported (student voice, staff feedback)
- ✓ The pastoral team does its work with consistency, fairness, respect  
(pastoral team reviews)

### **Other School Documents and Policies which are related to this policy**

- ✓ Home School Agreement
- ✓ Anti-Bullying and Discrimination Policy
- ✓ Use of Reasonable Force Policy
- ✓ Child Protection and Safeguarding Policy (including reference to 'Keeping Children Safe in Education (2019)')
- ✓ Equality Policy
- ✓ The principles enshrined in The Equality Act 2010 underpin this document

### **Introduction**

Effective behaviour management and strong relationships, based upon mutual respect, are the cornerstones of successful schools. This policy is designed to provide a framework to achieve these ends. It has been developed in unison with all the major stakeholders at The Whitby High School. The policy is based on the principles of 'Positive Discipline'. It is our belief that good conduct should be rewarded, but conduct which falls below expectation will incur a sanction. A clear set of sanctions is in place and this is adhered to steadfastly. This includes the use of fixed-term and permanent exclusion from school.

Behaviour and rewards policies could be regarded as 'two halves of the same walnut'. It is essential that staff are able to teach and promote learning without interruption or harassment in a safe and purposeful environment. Staff must have a range of options and support available to them when dealing with challenging behaviour. However, it is important to recognise the role that rewards and fostering a positive attitude towards learning have in effective behaviour management.

Staff at The Whitby High School are united in the belief that it is our duty to keep all students safe, happy and able to learn in a supportive, inclusive environment, where everybody's talents are nurtured. We believe in the importance of encouraging all students to behave in a caring, co-operative, self-disciplined and tolerant manner as we prepare them for the future.

This policy applies to all students in school but will always allow the Headteacher to exercise discretion and take into account individual circumstances including students with special educational needs.

### **The aims of the policy**

- ✓ To provide a framework to ensure consistent practice across the school
- ✓ To foster a culture of positivity and rewards in the school
- ✓ To provide clear and simple procedures for staff to follow and students to understand
- ✓ To adopt a non-confrontational approach to disciplinary issues
- ✓ To determine clear roles and responsibilities for staff in school behaviour management
- ✓ To ensure students understand their rights and responsibilities in school

### **The underlying principles of the policy**

- ✓ Consistency
- ✓ Fairness
- ✓ Clarity
- ✓ Simplicity
- ✓ Visibility
- ✓ Ownership
- ✓ Non-confrontation
- ✓ Diagnosis of behavioural problems and support for students

### **Rights and responsibilities**

These rights underpin the policy:

- ✓ To learn or teach in a calm, safe environment free from disruption
- ✓ To be respected and spoken to accordingly
- ✓ To be safe around the site at all times
- ✓ To be free from harassment or discrimination due to skin colour, religion, gender, sexuality or family status

**We all have a responsibility to ensure these rights are respected at all times**

### **The Rewards System**

#### **Key Stages 3 - 5**

All students in the school will be awarded 'House Points'. These are issued electronically for good homework, displaying a good attitude in class and involvement in 'extra activities' such as school events. They should also be awarded for improvement, in order to encourage this to be sustained. House Points may be awarded for consistently producing work or behaviour in line with expectations. Awarding House Points is vital, in order to develop a culture of praise amongst students of all year groups, from Year 7 to Year 13.

Staff will issue House Points electronically, using SIMs. Students will receive points for 'Achievement' (House Points) and 'Behaviour'. When 'Behaviour' points are subtracted from 'Achievement' points, students are left with 'Conduct' points. This allows form tutors to monitor student progress on a weekly basis. 'Achievement' points will determine the rewards that students receive, so for example as soon as a student reaches 150 House Points, he or she will receive a 'Bronze' award regardless of how many 'Behaviour' points accrued. 'Conduct' points will determine attendance on trips and the end of Year 11 prom.

In line with the school's marking policy, staff should indicate that a House Point has been awarded (by simply adding an 'R' to marked work or 'R2' if more than one House Point is being issued).

Students do not carry House Points over as they go through the school – every year is a ‘fresh start’. However, those who are close to the threshold may be rewarded on a discretionary basis.

**Please see ‘Appendix 1’ for a more details about rewards.**

### **The SIMs ‘Parent App’**

All parents/carers will receive access to the SIMs ‘Parent App’. This allows access to day-to-day information, such as attendance, behavioural incidents and rewards. It is really important that this is monitored regularly by parents and carers.

### **Achievement mornings and assemblies**

There will be a weekly focus on achievement on a Monday morning across the school. Extra points will be awarded for those students who achieve 100% attendance and punctuality. At the end of every half-term, there will be a House celebration assembly which focuses on student achievement both in and out of school. Tutors should use these mornings to track and notify Houses about awards due.

### **6<sup>th</sup> Form Rewards**

It is vital that 6<sup>th</sup> form students are rewarded for good work. A range of prizes are available for those students who consistently produce good work.

### **Awards assemblies**

Special assemblies are held at the end of each academic year to celebrate student success in subject areas. Awards are presented for ‘Character’, ‘Resilience’ and 100% attendance.

## **Behaviour Management**

### **Recording ‘Attitude to Learning’ and behavioural incidents**

Teachers will grade students on their ‘attitude to learning’ every lesson on a scale of 1-5 (1 being the best). This is done through the SIMs system, as is recording behavioural incidents. Separate guidance is issued to staff on using both of these procedures. E-mails should only be used for information purposes. Parents will be able to view these grades through the SIMs App.

### **5 ‘Golden Rules’**

These underpin the policy and are displayed in all classrooms on the consequence chart:

- ✓ Follow instructions
- ✓ Be on time
- ✓ Have the correct equipment for class
- ✓ Behave sensibly and responsibly
- ✓ Respect others and yourself

## The Classroom Consequence System

The whole system is based on students making the right '**choices**'. If students choose to misbehave and disrupt lessons, the following '**Consequence System**' needs to be followed (the chart is in 'student speak'):

<b>Consequence</b>	<b>Action taken</b>
<b>1</b>	<ul style="list-style-type: none"><li>✓ The teacher will give you two opportunities to make the right choice and correct your behaviour</li><li>✓ The teacher may choose to move you in class</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>✓ You may be asked to leave the room for 'time out' (maximum 5 minutes)</li><li>✓ The teacher may choose to issue a further consequence at this stage (warning about conduct or detention)</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>✓ You will be removed from class to work with a 'good neighbour'</li><li>✓ Further consequences may be issued</li><li>✓ The Head of Department/Senior Curriculum Leader will be informed</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>✓ Referral to the Head of Department/Senior Curriculum Leader</li><li>✓ An after-school detention <b>will</b> be set</li><li>✓ You may be placed on subject report</li><li>✓ Referral to the member of the Senior Leadership Team (SLT) 'on call'</li><li>✓ You may be placed in the Study and Reflection Centre (SRC)</li></ul>

Students are expected to complete all work set in line with "The Whitby Way" guidelines. Inadequate or incomplete work should be repeated or completed.

It is essential that staff use consistent language to be clear to students about the consequences of their actions. Emphasise that students are making 'choices' and should they choose not to follow instructions/requests, they are choosing to move to the next stage.

Staff should ensure that they remain calm and use de-escalation strategies where students are anxious or "acting out" in order to prevent an escalation of the incident. Language used should be in line with The Whitby Way staff guidance.

Should the strategy at each stage fail, move to the next stage. So, for example, if a student is still behaving inappropriately even when they are working with a 'good neighbour' (Stage 3), move to Stage 4.

**Very serious incidents**, such as foul and abusive language towards staff or violence, will be referred straight to the member of SLT 'on call', via Pupil Services, by the teacher. Staff in an isolated room with no other support nearby can also seek SLT assistance through Pupil Services. If there is no phone available, please send a reliable student.

### **The 'good neighbour' system**

All Senior Curriculum Leaders and Heads of Department need to have a 'good neighbour' system in place. For each period, staff will be designated to accommodate students who are proving to be unco-operative and require 'time-out' from the regular class. A timetable will be available on each teacher's desk. This step should be used for persistent low-level disruption. A detention will also be issued if this facility is used. Staff could arrange to use the 'good neighbour' scheme in advance of a lesson. This would be a short-term measure. Isolated departments will need to make 'local agreements'.

### **SLT 'on call'**

All members of SLT will have allocated 'on-call' periods in their non-contact time. Meetings should be avoided during this period as the designated member of staff needs to be contactable. The 'on-call' system is for emergencies only and should only be used by Senior Curriculum Leaders or House staff, once all other options have been exhausted. These staff will contact **Pupil Services**, who will in turn contact SLT. Pupil Services will manage 'on call' requests - teaching staff do not send for 'on call' unless it's an emergency (violence/foul language) or they are in an isolated room with no other support nearby. Please do not contact House offices or send students there during lesson times.

### **Persistent disruption**

Staff should deal with persistently disruptive students in the following way:

- ✓ Ensure calm and clear instructions are given to the child and de-escalation strategies are used where necessary. Staff must continue to have high expectations of students and not allow students to feel that staff do not expect better of them.
- ✓ Record all incidents on SIMs and pass on information to the relevant House
- ✓ Issue detentions which increase in length
- ✓ Liaise with House staff, who may be aware of wider issues, before phoning home
- ✓ Refer to the Head of Department and the Senior Curriculum Leader
- ✓ Place on subject/faculty report
- ✓ Refer to the House system if the above fails
- ✓ The House Leaders will decide whether further input and monitoring is required.
- ✓ Referral to Learning Support for testing, if not done previously

### **Detentions**

- ✓ This is the most common sanction used in school and it is vital that students attend them.
- ✓ **Students can be detained in school for up to 30 minutes without prior notice** (we will endeavour to make home contact).



- ✓ Detentions vary in length: 30 minutes (classroom teacher/support staff) or up to 80 minutes if issued by Houses, Senior Curriculum Leaders or SLT (see section on next page).
- ✓ Detentions can be done at break, lunch or after school. If a lunchtime detention is set, staff must ensure students have time to eat or bring a packed lunch to school.
- ✓ Ensure the detention is recorded on SIMs with the appropriate number of Behaviour Points.
- ✓ Staff issue a detention by filling in the appropriate part of the student planner. It is expected that parents/carers will sign to acknowledge this. If the planner is not signed, the student must still serve the detention. Staff need to exercise professional judgement here, particularly in the winter months.
- ✓ The ownership of the issue for which the detention has been set lies with the member of staff. In order to have the maximum impact, it is important that staff take every step to ensure the detention is served. This includes requesting collection of the student (via the school system) and contacting parents/carers.
- ✓ If staff require support over a detention matter, they should initially go through their Head of Department or SCL. This should only be done when the avenues stated previously have been exhausted.
- ✓ Should the Head of Department or SCL require support, they should go through SLT.
- ✓ As soon as a detention is issued, it is the student's responsibility to inform parents/carers about the detention. Staff may wish to exercise discretion here and make contact with the parents/carers of certain students.
- ✓ **Detention notification is designed to inform parents/carers about detentions, not seek approval.**
- ✓ Tutors will detain members of their form group who were late or displayed a poor 'attitude to learning' (through daily scores in lessons) without notice after school.
- ✓ Should parents/carers have a concern about a detention which has been set, they may contact the school. **However, the school's decision on the matter will be final.**

### **What if students fail to attend detentions?**

- ✓ Staff can arrange the collection of students by Teaching Assistants through their SCLs for curricular matters or HPMs.
- ✓ If students do fail to attend, it is important to check if they were in school on the day the detention was due to be served. Staff then need to re-issue the detention. The length of the detention **may** be increased - this is discretionary.
- ✓ The next step is to involve the relevant Head of Department or SCL. The HoD/SCL should take the necessary steps to ensure the student attends (collection/parental phone calls and meetings).
- ✓ If the issue is still unresolved, the HoD/SCL may seek SLT support over the matter.
- ✓ **Refusal** to attend detentions will result in further sanctions being imposed, including possible exclusion from school.

### **Extended School (up to 80 minutes in length)**

- ✓ House Leaders and Senior Curriculum Leaders have the right to place students in 'Extended School' for **up to** 80 minutes in length (40 minutes will be the norm). This can be for a range of issues, such as poor behaviour or persistent failure to complete home learning tasks.
- ✓ House Leaders will staff a pastoral 'Extended School' every day in a designated room. This can act as an alternative to placement in the SRC. With home agreement, students can be placed in this facility on the same day.
- ✓ Unless home contact is made, 24 hours' notice must be given when placing students in the Extended School.

- ✓ House Leaders and SCLs can seek SLT support with persistent cases. A detention will then be set on a one-to-one or small group basis for 80 minutes.
- ✓ Failure to attend Extended School will lead to further sanctions being imposed.

### **The House Card**

Every student is issued with a House Card, which they must carry at all times. The House Card also acts as a 'standards card'. Staff will sign House Cards for good conduct and those students accruing three signatures will get extra rewards. However, should a student be wearing incorrect uniform or behaving inappropriately between lessons in the school building, a member of staff may ask the student for their House Card and sign it. After the third signature, the card will be confiscated, a new one issued and the student placed in Extended School.

### **The 'Step Out' arrangement**

The school has 'Step Out' agreements with Ellesmere Port Catholic High School, Helsby High School, Neston High School and Upton High School (Chester). Under this agreement, students attend the Inclusion Rooms of the respective school as an alternative to a fixed-term exclusion. This is used for lower-level breaches of school behaviour policy, which do not merit an exclusion from school.

### **Exclusion**

- ✓ The Whitby High School is fully inclusive and exclusion from school is always a last resort. Reasonable adjustments will be made to support students with Special Educational Needs (SEND). However, please be advised that we **ARE** an excluding school. This applies to **ALL** students, without exception. Certain types of behaviour will not be tolerated and fixed-term exclusions will be issued for the following behaviours: using foul language towards staff, serious defiance, serious disruption to learning, violent or threatening behaviour towards staff and bringing the school into disrepute. Please see **Appendix 5** for more details.
- ✓ Only House Progress Managers and SLT can initiate an exclusion from school.
- ✓ House staff are to collect all the evidence possible and see the Deputy Headteacher. Exclusions will then be sanctioned by the Headteacher.
- ✓ All excluded students **must** attend a re-admission meeting with their House Progress Manager and parents/carer. There will be SLT involvement for more serious cases and those students excluded more than once in a school year. Following an exclusion, students will be placed 'on report' for at least two weeks to monitor their re-integration.
- ✓ All excluded students have a re-integration session(s) with the Inclusion Manager as part of the school's restorative approach.
- ✓ Students who are excluded for extremely serious offences will be re-admitted by the Headteacher. Students at risk of permanent exclusion will be re-admitted in the presence of a member of the Governing Body.

### **Behaviour Modification at The Whitby High School**

It is acknowledged that challenging behaviour can be a result of unmet needs in children. The school employs a number of staff and undertakes a wide range of strategies in order to support young people. These strategies may be school-based and/or involve other agencies and professionals, in order to provide the support necessary for young people to succeed. The school provides emotional and mental health support to students and this is always a key line of enquiry when trying to establish the nature of a young person's needs.

The Behaviour Improvement Group includes key staff in the system who frequently discuss students causing concern and strategies to support them. The Deputy Headteacher responsible for pastoral care will always attend for very serious cases.

The **Student Welfare and Behaviour Improvement Lead** will act as the referral point for emotional and behavioural support. Students will then be directed to appropriate staff and programmes. Examples of intervention programmes include: reduced timetables, emotional literacy support (ELSA), work with the Inclusion Manager, one-to-one mentoring and referral to the school's therapeutic counsellor for high-level cases.

Additional behaviour management training, advice and support will be made available to colleagues in order to improve their own practice

**Please see Appendix 4 for an explanation of the functions of the facilities the school has to engage students and avoid recourse to exclusion.**

### The 'Staged' Behaviour System

The school has a staged system for behaviour management, which is outlined below.

Type of report	Reason	Monitored by	Timescale/Action
<b>Uniform (White)</b>	Poor standard of uniform in school	Tutor	One month - if no improvement move to Stage 1
<b>Punctuality (White)</b>	Poor punctuality (lateness)	Tutor	One month - no improvement move to Stage 1
<b>Subject report (White)</b>	Concerns in subject area re: homework/conduct	HoD/SCL	One month SCL to refer to House system if concerns persist
<b>Class report Light blue</b>	General concerns about behaviour/ progress of a class	HoD/SCL	One month - individuals named on the report to be sanctioned and/or put on an individual report card
<b>Stage 1</b>	General concern across the school- disengagement/ behaviour/work/ underachievement/combination of uniform and punctuality	Tutor	2-6 weeks - move to Stage 2 if no improvement
<b>Stage 2</b>	Following exclusion from school/no improvement after 6 weeks on Stage 1	House	2-8 weeks - move to Stage 3 if no improvement
<b>Stage 3</b>	Not responding to previous steps  Final step before an IBP is issued	SLT	4 weeks - move to Stage 4 if no improvement Behaviour Improvement Group involvement
<b>From Stage 3 onwards, students may be placed on a 'Behaviour Contract'. This lays out a clear set of expectations and sanctions if the contract is broken</b>			
<b>Stage 4 (School Action) (Red Card)</b>	Student has moved through Stages 1 – 3 and is becoming a real concern  Exclusion record building up	Deputy Headteacher and Inclusion Manager	8-16 weeks with reviews every month to 6 weeks <b>IBP to be put in place</b> <b>The following may happen:</b> Managed move or short-term Alternative Provision sought Learning Support Involvement and possible application for 'Top-Up

			Funding' Referral onto the local 'Behaviour Pathway' programme (Appendix 4)
<b>Stage 5 (School Action +) (Red Card)</b>	Failure to respond to the strategies implemented above  'At risk' of permanent exclusion	Deputy Headteacher	Ongoing <b>IBP</b> remains - reviewed monthly <b>The following may happen:</b> Modified timetable Measures enacted from the 'Behaviour Pathway' programme
<b>Stage 6</b>	Failure to respond to the above  Alternative to permanent exclusion	Deputy Headteacher	Ongoing Full-time alternative provision to be sought, to support the student in completing their education

**Please note:**

- ✓ **The actions at Stages 4 and 5 are not designed to be an exhaustive list**
- ✓ **THE GOVERNING BODY DELEGATES THE RIGHT TO REFER STUDENTS TO ALTERNATIVE PROVISION TO THE HEADTEACHER**
- ✓ **Permanent exclusion from school is possible at all stages**

### **Appendix 1 – Rewards**

- ✓ The main reward type is a 'House Point'
- ✓ All students start the year with 100 House Points
- ✓ Students can exchange their points at each stage for a reward
- ✓ Totals start again every year and are not carried over

<b>Type of award</b>	<b>Requirement</b>	<b>Reward</b>
<b>Bronze</b>	150 House Points	<ul style="list-style-type: none"> <li>✓ Certificate signed by tutor and House Progress Manager</li> <li>✓ Presentation in form time by the tutor</li> </ul>
<b>Silver</b>	200 House Points	<ul style="list-style-type: none"> <li>✓ Certificate signed by House Progress Manager and SLT Line-Manager</li> <li>✓ Presentation in assembly or form time</li> </ul>
<b>Gold</b>	300 House Points	<ul style="list-style-type: none"> <li>✓ Certificate signed by House Progress Manager and Deputy Headteacher</li> <li>✓ Presentation in House assembly</li> <li>✓ Name in newsletter</li> <li>✓ A range of prizes – see separate brochure</li> </ul>
<b>Platinum</b>	400 House Points	<ul style="list-style-type: none"> <li>✓ Certificate signed by House Progress Manager and Headteacher</li> <li>✓ Presentation in assembly by Headteacher</li> <li>✓ Name and picture in newsletter (optional)</li> <li>✓ Letter home signed by Headteacher</li> <li>✓ Entry into prize draw to win a significant prize (to be announced yearly)</li> </ul>

### **Achievement mornings**

Every week, form tutors will look at the performance of students in their tutor group. Extra House Points should be awarded for the following:

- ✓ 100% attendance – 2 House Points

- ✓ 100% punctuality – 2 House Points
- ✓ An additional discretionary House Point for those students tutors feel are making good progress overall (tutors should check the 'Attitude to Learning' scores in SIMs)

## Appendix 2 – Roles and responsibilities in the behaviour management system

The basic premise of the school policy is that **EVERYONE** is responsible for student behaviour. This includes parents/carers and all staff. The following information outlines this:

- ✓ **Parents/carers** – support the school over disciplinary matters and put measures into place at home to enable this to happen. Attend meetings with school staff to discuss issues and be available during the day in the event of a serious incident, whereby a student needs to be collected from school.
- ✓ **The Learning Support Department** - assess students and put strategies into place to support them. Deploy Teaching Assistants (TAs) accordingly. TAs play an important role in assisting those students with behavioural problems, as well as those with learning difficulties. Any major incidents should be reported to the line-manager and House system.
- ✓ **The Inclusion Department – Please see Appendix 4.**
- ✓ **The Student Welfare and Behaviour Improvement Lead** – lead on behaviour modification by identifying underlying causes. Create bespoke intervention for students in terms of behaviour and mental health issues. House Leaders seek support for students through this avenue.
- ✓ **Cover Supervisors** - promote effective learning and deal with low-level disruption in accordance with the school policy, such as setting detentions. Seek support from classroom teacher or subject leader for more serious misbehaviour.
- ✓ **Classroom teachers** - maintain classroom discipline in accordance with school procedures, monitor homework and set detentions accordingly. Model positive behaviour with students, use non-confrontational approaches and de-escalation strategies where required. Make home contact if a child receives an ATL grade '5' in lesson.
- ✓ Deal with disciplinary issues as much as possible in the first instance before seeking support from the Head of Department for more serious and persistent issues.
- ✓ **Form Tutors** - monitor behaviour by checking the student planner, home liaison for low-level issues, set daily detentions for punctuality, work with the House Progress Manager to decide appropriate courses of action. **Daily equipment and uniform checks in form time.**
- ✓ **Heads of Department** - maintain discipline in the subject area, run departmental detentions and support staff as necessary. Refer serious or persistent issues to **Senior Curriculum Leader.**
- ✓ **Senior Curriculum Leaders** - maintain discipline across the faculty, support **Heads of Department**, run faculty detentions and use monitoring cards for persistent issues. **Major concerns should be referred to the House system once all avenues have been exhausted.**

- ✓ **House Progress Managers/Assistant Progress Managers** - support form tutors, monitor students who are persistently causing disruption, pick up serious issues, investigate incidents, support **Senior Curriculum Leaders** when they have exhausted all other avenues. Place students on report when necessary. Refer more serious issues to **SLT**.
- ✓ **SLT** - support House staff and Senior Curriculum Leaders, monitor challenging students in the House they line-manage, support staff across the school through the 'on call' system, refer students to the Isolation Room and Inclusion Manager as necessary, support House staff with serious issues, liaise with the LEA and other alternative education providers and inform staff and SLT colleagues of good practice and review systems regularly.
- ✓ **The Governing Body** – to provide support and challenge to the school in terms of specific cases, policies and record keeping. Monitor and challenge exclusion levels. Review, approve and monitor the effectiveness of this policy.

**All staff must adopt a non-confrontational approach to discipline and act as excellent role models to students**

**All staff must uphold the school rules and adhere strictly to the system**

### Appendix 3 - Basic classroom routines

#### Form time

This is arguably the most important part of the day. A purposeful form period will put students in the right frame of mind for the school day. Entry and exit protocol is the same as for lessons (outlined below). Check uniform daily, especially hair, footwear and jewellery.

#### Equipment and the planner

As the form tutor is the first point of contact for a student in a school day, they must carry out equipment checks on non-assembly days. It is expected that students will come equipped to learn. Students must have a pen, pencil and ruler, as well as their **planner**. Parents/carers must check planners weekly and sign them. The planner acts as a key method of home-school communication. Students who lose planners will be charged £5 for a replacement. Failure to produce a planner in form or class will lead to a sanction being issued.

When students do not have the correct equipment it causes unnecessary diversions in class time. Tutors will have a bank of spare materials to lend to their form group, including spare temporary planner pages. Students who persistently fail to bring in the correct equipment must be given detentions by the form tutor. If there is still no improvement, the issue should be referred to the House system.

#### Attitude to Learning ('ATL') grades

Students are graded on their 'attitude to learning' every lesson (1-5). Tutors should monitor these and intervene with students causing concern as necessary.

#### Entry into lessons

All students should be met at the classroom door, whenever possible, and uniform checked upon entry. Students should enter the classroom in an orderly manner and be 'on task' as soon as possible. A seating plan must be used in order to establish a purposeful working environment. A 'default' plan needs to be available in the event of staff absence. The register **must** be taken at the start of the lesson.

#### Exit

At the end of the lesson students should put their chair under the table and stand behind it having checked that there is no litter around the desk. They should not leave the room until directed to do so by the member of staff.

The member of staff should see each student out of the door and remain in the corridor to supervise movement between lessons.

**Students out of lessons**

Students should only be allowed out of class in exceptional circumstances. Toilet requests should be deflected unless there are exceptional circumstances. Each member of staff will be issued with two corridor passes which should be given to students and returned after use. Should a student not have a pass when challenged, they will be returned to the class they have come from to obtain one.

**Appendix 4 – Student Support at The Whitby High School**

The table below explains how the school’s Inclusion Department and Student Support Centre function. These rooms are key in supporting students with a range of needs.

Room and purpose	Reasons for Referral	Referred by
<p><b>SRC- students will usually be booked in 8.30 to end of lunch but can remain in there until 3.30.</b>  <b>Core purpose: to allow reflection and restorative time, to act as a ‘holding room’ for serious incidents and as a deterrent to bad behaviour, alternative to multi-day FTE in some cases.</b>  <b>Maximum number of daily referrals: 7</b></p> <p><b>Staffed by:</b>            Inclusion Manager            SLT, SCL, HOD,            HPM and TAs</p>	<p>Defiance            SLT ‘on call’ referrals for extremely serious incidents            Persistent FTA for detentions            Verbal abuse to staff (short of swearing)            Walking out of class            Immediate serious referral, e.g. following fight/assault pending exclusion  <b>No limited periods/modified timetables</b></p>	<p>SLT/HPM</p>
<p><b>Inclusion Area</b>  <b>Core purpose: Removing barriers to being in class and behaviour modification</b></p>	<p>Post-exclusion meeting and intervention work            Working with students to remove barriers to being in class over a designated time period            To develop strategies to improve behaviour            In-class support and monitoring of designated</p>	<p>SLT/House</p>



<b>Staffed by:</b> Inclusion Manager and support	students Small group work Restorative cases	
<b>Student Support Centre</b> <b>Core purpose: Curriculum support and student engagement</b>  <b>Staffed by:</b> Study Support Leader and a designated Teaching Assistant	Truancy (depending on situation) Alternative curriculum Curriculum support Limited periods (planned – emotional reasons/medical needs/re-engage students) Limited periods due to behavioural concerns (short-term) KS4 catch up support	House and SCLs to make referrals through the SLT member responsible for alternative curriculum

### **The Local Authority ‘Behaviour Pathway’**

The school is able to refer cases directly to medical professionals using the ‘Behaviour Pathway’. Please see the link for more details:

[https://search3.openobjects.com/mediamanager/cheshirewestandchester/directory/files/se\\_pack\\_for\\_sch\\_-mar16.pdf](https://search3.openobjects.com/mediamanager/cheshirewestandchester/directory/files/se_pack_for_sch_-mar16.pdf)

### **Appendix 5 – A Guide to Sanctions for Specific Offences**

<b>Offence</b>	<b>Action</b>
*Using a mobile phone in class or around the school site (See note below)	Classroom issues are dealt with by the teacher, those around the site by Houses. The device is to be confiscated and passed to Pupil Services. Detentions are set by teachers/House staff. Sanctions increase for persistent use.
<b>Note to parents/carers:</b> The use of electronic devices (including 'smartwatches') is not allowed in school, unless directed by staff. The school's position is that such items are brought onto the site at a child's own risk. The school will not be held responsible for lost or stolen items. This includes confiscated items which are stolen from the school.	
Inappropriate use of mobile devices	This includes offences which cause harm or distress to individuals, such as bullying or 'upskirting'. Possible permanent exclusion from school and police involvement.
Smoking on the school site or in the school vicinity (including 'e-cigarettes'), including possession of smoking paraphernalia (such as lighters)	Placement in Extended School. Sanctions will increase thereafter, including use of a fixed-term exclusion. Smoking cessation support will be offered. Items will be confiscated and destroyed.
Selling contraband items, for example energy drinks or cigarettes, in school or the school vicinity	Extended School or SRC. Repeat offenders will be issued with a fixed-term exclusion from school. Confiscation and eventual destruction of items.
Selling ('dealing') drugs or 'legal highs' in school	Permanent exclusion from school and police involvement.
Using illegal substances such as drugs (including 'legal highs')	Possible permanent exclusion from school. Confiscation of items and police involvement.
Bringing illegal substances onto the school site	Depending on the circumstances, a fixed-term or possible permanent exclusion from school. Confiscation of items and police involvement.
Lateness	Daily detentions of 30 minutes after school. This increases to daily one-hour detentions for persistent offenders.
Leaving the school site without permission at	Placement in Extended School. SRC for more persistent offenders. Further repeats will lead to a 'Step Out' arrangement and possible fixed-term

break/lunch/during the day	exclusion.
Failure to attend detentions	Increasing length of detentions. Placement in the SRC for persistent failure or <b>refusal</b> to attend.
Truancy	The circumstances will be investigated. Support will be offered if necessary. Wanton truancy will lead to placement in Extended School or SRC.
Refusal to follow instructions	Extended School or SRC depending on the case. A 'Step Out' or fixed-term exclusion will be issued if this happens on more than one occasion.
Bullying and peer-on-peer abuse	The school will not tolerate any form of bullying or abuse. A range of sanctions may be used, depending on the circumstances. See the 'Anti-Bullying and Discrimination Policy' and 'Safeguarding Policy' for more details.
Racial abuse	The school takes a firm line against racism. After investigations are concluded, a range of sanctions may be used from SRC to a fixed-term exclusion. Persistent racial abuse will lead to permanent exclusion.
Fighting	Depending on the circumstances, a range of sanctions may be used. Assault will result in exclusion (fixed-term or permanent if serious). Restorative work may be carried out.
Inappropriate behaviour in the SRC or Inclusion Room/repeated referrals	Immediate home contact will be made. The student may be issued with a fixed-term exclusion and/or have extra time added to the original sanction, depending on circumstances.
Refusal to go into the Isolation Room	A fixed-term exclusion from school and the time owed in the Isolation Room will also be served.
Walking out of a class without a valid reason	Immediate placement in the SRC for that period and placement in Extended School.
Serious one-off incidents such as assault or wanton vandalism of school property	Possible permanent exclusion from school.
Persistent disruptive behaviour	See the earlier section in this policy. Support will be offered to students to modify behaviour. However, should persistent disruptive behaviour (which disrupts the education of others) continue, this will lead to permanent exclusion from school.
Bringing an offensive weapon, including bladed articles, into school	Depending on circumstances, a fixed-term or permanent exclusion from school. The item will be confiscated and the police involved. The school takes a strong line on this issue, in line with the courts.
Swearing at staff	Fixed-term exclusion from school.
Physical assault of staff	Possible permanent exclusion from school.
Malicious communication towards staff or students	Examples include malicious comments on social media or via e-mail or letter. Possible permanent exclusion from school.
Damaging residents' property	Depending on the damage, Isolation or a fixed-term exclusion will be issued.
Repeated poor behaviour at break and lunch	Lunchtime withdrawn and supervised by senior colleague. Persistent offenders will be placed in the Isolation Room.
Bringing the school's name into disrepute, including inappropriate use of social media	The Headteacher will determine what constitutes this. Possible permanent exclusion from school.

**The table above is not designed to provide an exhaustive list. Every incident is different and will be dealt with proportionately. Many of the offences listed above may result in a fixed-term exclusion being issued, or a permanent exclusion in certain circumstances (for example when a student is on a 'final written warning'). The overriding principles will be consistency and fairness. In all cases the school's decision will be final.**

**Any prohibited or dangerous items found in students' possession will be confiscated. Searching and screening students is conducted in line with the DfE guidance on Searching, screening and confiscation, January 2018.**

**Off-site behaviour** - Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

**An important note to parents/carers**

Parents/carers are expected to play a central role in promoting good behaviour – it is not the school's responsibility alone. You are your child's greatest role model and first teacher and are encouraged to talk through incidents calmly and in detail, apply sanctions for misbehaviour in school and adhere to our Home School Agreement and school policies. Staff in the school are here to support your son/daughter and the most effective way of ensuring they have the greatest chance of success is by working closely together. The school's success is built on high standards and expectations and we would especially appreciate your support on disciplinary issues. We are always willing to discuss incidents and will act in a reasonable manner. **However, the school's decision on issues will be final.**

**Appendix 6 - Behaviour Intervention Thresholds**

Students are awarded Behaviour Points for misdemeanours in the classroom and around the school site. The points are awarded on three levels:

Level	Example of misdemeanour
Yellow (1 Point)	<ul style="list-style-type: none"> <li>✓ Low level disruption in class</li> <li>✓ Forgetting equipment</li> <li>✓ Lateness to class (first time)</li> <li>✓ Failure to submit home learning</li> <li>✓ Chewing</li> <li>✓ Poor uniform</li> </ul>
Orange (3 Points)	<ul style="list-style-type: none"> <li>✓ Student sent out of class</li> <li>✓ Poor attitude/argumentative</li> <li>✓ Smoking (first time)</li> <li>✓ Poor behaviour at break/lunch</li> <li>✓ Lower-level violent conduct</li> </ul>
Red (5 Points)	<ul style="list-style-type: none"> <li>✓ Serious defiance</li> <li>✓ Refusal to attend detentions</li> <li>✓ Swearing at staff</li> <li>✓ Violent conduct</li> <li>✓ Leaving the school site without permission</li> <li>✓ Failure to comply with Senior Staff</li> <li>✓ Bringing the school into disrepute on or off site</li> </ul>

**Intervention Thresholds**

Tutors receive a weekly 'conduct sheet' and students note down their personal scores every week in their planners.

Number of Behaviour Points	Suggested Intervention
10-30	<ul style="list-style-type: none"> <li>✓ Tutor monitoring and phone call home</li> </ul>

30-60	<ul style="list-style-type: none"> <li>✓ Tutor involvement</li> <li>✓ Parental meeting</li> </ul>
60-100	<ul style="list-style-type: none"> <li>✓ Tutor involvement</li> <li>✓ Parental meeting</li> <li>✓ House intervention, such as report</li> <li>✓ Extended school</li> <li>✓ Possible intervention with the Inclusion Manager</li> </ul>
100 - 170	<ul style="list-style-type: none"> <li>✓ Daily House Monitoring</li> <li>✓ Intervention with the Inclusion Manager</li> <li>✓ Possible student welfare and behaviour referral</li> <li>✓ Possible Learning Support Involvement</li> </ul>
170 - 210	<ul style="list-style-type: none"> <li>✓ As above, plus SLT support</li> <li>✓ Meeting with SLT Link</li> <li>✓ Possible Referral onto the Behaviour Pathway</li> </ul>
210	<ul style="list-style-type: none"> <li>✓ As above, plus meeting with Deputy Headteacher</li> <li>✓ More serious cases, Headteacher and Governor</li> </ul>

**Positive Relations policy: addendum for reopening of school September 2020**

## **1. Scope**

This addendum applies from September 2020 until further notice.

This addendum is to be read alongside our usual positive relations policy which includes behaviour expectations. Students, parents and staff should continue to follow the usual positive relations policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents, carers and students. This addendum will be next reviewed, at the latest, by the end of October 2020.

## **2. Expectations of pupils in school**

The current situation is a time like no other that requires that all in our school community take significant personal responsibility for their own conduct. Failure to behave reasonably and responsibly puts others at risk and as such, this will and cannot be tolerated within the school environment. Students are expected to be kind and tolerant to one another and to behave in a way which supports all within our school community. Students should inform staff if they have worries or concerns.

### **2.1 New rules**

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents/carers should also read the rules and prepare their children in advance to ensure that they understand the new procedures that have been put in place. Full information about reopening schools will be shared with parents, carers and students in advance of reopening.

Parents/carers should contact the appropriate House Progress Manager if they think their child might not be able to comply with some or all of the rules, so that we can consider ways to support them to integrate back into school life.

This addendum has been put in place in line with the latest government guidance for full opening of schools.

We will support all students in re-establishing school routines and will ensure that there is ample opportunity to have new rules explained. There will be frequent reminders of rules, routines and expectations. We expect that all students will exercise personal responsibility when in school, recognising that they have a role to play in promoting a positive environment and ensuring all students can learn uninterrupted and feel safe and secure on their return to school.

- ✓ Students must arrive and leave the school only at the correct time for their year group and using the designated entry and exit points for their year groups
- ✓ Students must follow the directed advice around personal hygiene, including frequent handwashing and sanitising.
- ✓ Students must only socialise within their bubble and at lunch and break times
- ✓ Students must observe social distancing wherever possible with both staff and students
- ✓ Deliberate serious or repeated physical contact with others will be treated as a disciplinary matter

- ✓ Students must follow the procedures for movement around school within the school day (entry and exit systems, routes to lunch and break areas and following the one way system)
- ✓ Students must use tissues when sneezing or coughing, and tissues should be disposed of ('catch it, bin it, kill it').
- ✓ Students should endeavour to avoid touching mouth, nose and eyes with hands
- ✓ Students must inform an adult if they are unwell
- ✓ Protocols for shared equipment and resources must be followed.
- ✓ Students must not behave in an anti-social manner, e.g. spitting, coughing/sneezing without covering face or disrespecting another person's individual space.

## **2.2 Rewards and sanctions for following rules**

To help encourage pupils to follow the above rules, we will:

Give positive recognition and verbal praise when we see students following the new rules without issue in class and around school.

Give positive strikes on housecards when we see exceptionally positive behaviour around the school site.

Award housepoints for those students who consistently follow the rules well in lessons and form time.

Award one or more discretionary housepoints during each Monday celebration tutorial to those students who have had consistently good ATLs during the previous week (in addition to the usual points for 100% attendance and punctuality).

However, if pupils fail to follow these rules, we will:

Follow our usual consequence procedures in line with the existing policy. Detentions will not be set during the first weeks of term as students and families become used to new routines though they will be reintroduced in the following weeks. In cases where students put others at risk through potentially harmful or particularly anti-social behaviour, parents and carers might be asked to remove their child from school immediately regardless of personal circumstance.

## **2.3 Changes to rules since partial opening to students during the summer term**

- ✓ Expectations for attendance – the latest government guidance clearly states that attendance will be mandatory from September and school will be reverting back to our normal expectations for attendance. Parents and carers have a key role to play in ensuring that their children are ready emotionally and physically for school. Parents and carers have received appropriate advice on preparing their young people for a return to school life and those who have concerns have specifically been asked to contact school for support. Students who have previously struggled to maintain high attendance have been contacted by House Progress Managers with advice and offered support prior to term starting. See Attendance Policy.
- ✓ Expectations for uniform: From September 2020, all pupils must wear uniform to school and follow normal school rules on uniform. If pupils cannot wear their full uniform, parents must provide a written note in the student planner explaining when the missing item of uniform will be replaced. Plain black trainers may only be worn as an alternative to school shoes where a medical note explains this. If parents/carers are experiencing financial pressures as a result of the coronavirus pandemic they must inform the child's House Progress Manager.

- ✓ It must be stressed that the school rules on mobile phones will be back to usual. Mobile phones may not be seen or heard in school. Phones will be confiscated. We understand that many students have become particularly attached to their phones since the start of lockdown so parents/carers must help their children prepare for not being permitted to use them in school. Parents/carers should not contact their children directly during school hours. In cases of emergency messages can be passed on via the school reception.

### **3. Expectations for remote learning**

Remote learning provision will be in place in line with guidance and will mirror the school curriculum. If students are not in school because of isolation or further lockdown, we expect them to follow all of the rules set out below.

Parents/carers should also read the rules and ensure their children follow them and should contact the House Progress Manager if they think their child might not be able to comply with some or all of the rules, so that school can offer advice to support their children with their learning.

Students must:

- ✓ Complete school work and independent study during school hours as far as possible
- ✓ Complete work to the deadline set by teachers
- ✓ Seek help if they need it, from teachers or teaching assistants
- ✓ Alert teachers if they're not able to complete work
- ✓ Use proper online conduct, such as using appropriate language in messages

We understand that in some cases this might not be possible for parents/carers to insist on though every effort should be made by school and home to guide and support the child to be committed to and understand the importance of completing schoolwork.