

Behaviour and Discipline Policy



Carnforth
High School

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Governors' Committee: Student Welfare
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Confidence

Purpose

Respect

Key Changes

October 2021

Exit Sanction System – Alteration to sanction issued for S3 Exit. Renaming of S3 Matrix to S3 Exit.
Recording of S1 and S2 warnings completed for all year groups.

Lunchtime Detention – List of possible reasons for lunchtime detention updated.

After School Detention – List of possible reasons for after school detention updated.

Isolation – List of possible reasons for Isolation updated.

Fixed Term Exclusion – List of possible reasons for FTE updated.

Governors Behaviour Panel – Addition of behaviour panel as additional strategy to improve behaviour.

Punctuality – Reduction in number of morning lates before escalation to after school detention.

Anti-Bullying – This section has been renamed peer on peer abuse.

Aims and objectives

The aim of the Behaviour and Discipline policy is to promote and ensure that outstanding behaviour is promoted across the school which means that students show self-discipline and respect for others. In addition, this policy seeks to show how we will prevent bullying and ensure students complete work and adhere to whole school standards.

Principles of the Governing Body

- Every member of the school community has the right to be treated with respect and dignity
- Every member of the school community has the right to equality of opportunity to develop their particular talents irrespective of gender, gender reassignment, sexual orientation, disability, race, religion or belief, social class or any special educational needs.
- All rules of conduct will be positive and restorative in nature
- All rules and punishments will be fairly and consistently applied

Relevant Legislation

This policy has been revised with regard to:

- [Behaviour and discipline in schools January 2016 – DFE](#)
- [Education Act 1996, 2002 & 2011](#)
- [Keeping Children Safe in Education 2020](#)
- [Education and Inspections Act 2006](#)
- [Equality Act 2010](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)
- Carnforth High School Child Protection & Safeguarding Policy 2021-2022
- Carnforth High School Confiscation of Property Policy and Procedure 2021-2022
- Bay Learning Trust Staff Code of Conduct
- [Teachers' standards](#)
- [SEN Code of Practice](#)

Roles within the Behaviour System

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

This authority applies at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

This authority applies at outside of the school premises when a student is in uniform or is travelling to or from school.

Governors' Student Welfare Committee

This meets on a regular basis to consider and review issues around discipline and exclusions.

Senior Leadership Team

School leadership are expected to uphold high standards of behaviour and discipline at all times and support staff in their management of student behaviour

The Senior Leadership Team set the tone of the school on a daily basis by meeting the student body and welcoming them in to school. In conjunction with the pastoral staff, they should address uniform and other issues on entry to prevent these interrupting the learning of students.

The Senior Leadership Team will patrol the school on a rota system to ensure high standards are maintained and to support staff in addressing any minor issues. At all times, their conduct would be welcoming and positive and initially, serious misconduct should be managed through requesting the student to comply with the school policy. Any student refusing to comply with a reasonable request from the Senior Leadership team could face exclusion from school by the Principal.

The Senior Leadership Team will support staff and students by running lunchtime detentions, patrolling at break, lunch time and lesson change over and staffing afterschool detentions each week.

The team will model high standards of personal presentation and demonstrate the school vision and values in the ways in which they relate to students and their families.

Year Leaders

Year leaders are responsible for promoting good standards of behaviour with their year groups and addressing the needs of students who find it difficult to meet the expectations of the school. Year Leaders must find the balance of challenge and support.

Year leaders will support the Senior Leadership Team by researching more serious issues, staffing isolation and being the point of contact for more serious issues. They will also provide the administration duties of after school detentions and isolation to ensure a consistent approach.

A key part of the Year Leaders role is supporting students who are underachieving and addressing the underlying causes of any poor behaviour.

Year leaders should practically address uniform and appearance issues by issuing appropriate uniform and contacting parents to secure their support. Year leaders will visit forms on a weekly basis to assist in promoting attendance and uniform expectations.

Subject Leaders

Subject Leaders are responsible for the behaviour of students in their subject areas and supporting teaching staff in upholding the policies of the school.

This includes establishing clear routines for student behaviour in individual subject areas, for example safety and behaviour guidelines in subjects like PE, Science and Technology.

It is also important that Subject Leaders are clear about standards of presentation expected in student work in their subject and reinforce these with staff and students.

Subject Leaders are expected to support teachers in the following ways:

- Prepare the exit room timetable for their subject and liaise with other subjects if required.
- Dropping in to support class teachers
- Offering coaching and guidance to staff
- Modelling best practice in behaviour management
- Monitoring and supporting staff with students on subject report

Teachers

Teachers are responsible in assisting and promoting positive behaviours & discipline in the classroom, around school and on extra-curricular activities.

Teachers have statutory authority to discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student (Section 90 and 91 of the Education and Inspections Act 2006). This will be underpinned through the understanding and implementing the use of the Behaviour & Discipline policy 2021-2022.

- Teachers can discipline students at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers will report any circumstance if they witness any poor behaviour outside school to the relevant Year Leader.
- Teachers can confiscate students' property.
- Teachers have a responsibility to safeguard students in line with the school's safeguarding policy and annual safeguarding training.
- Teachers will have planned and prepared for the needs of all students in lessons.
- Teachers will act as appropriate role models in accordance with the standards of the profession, underlined in Teachers Standards.
- Teachers will develop and implement appropriate classroom management techniques to maintain an orderly classroom atmosphere conducive to learning and if this is failing to work will seek appropriate support from the Subject Leader.
- Teachers will establish an appropriate rapport and an effective working relationship with parents, students and other staff members.

Students

Students play a key role in the behaviour and discipline policy as by following the expectations within the policy they will ensure they are part of a conducive learning environment which provides them with the best chance to make progress and develop a love for learning.

The Carnforth High School community is built around three key values. We want students to develop confidence in their learning and feel confident to show the behaviours expected within the community. We want students to know the purpose of their learning and provide them with purpose going forward into the wider community. We want students to respect their school community and themselves so they make positive decisions with their behaviour.

The following are key expectations which will ensure students help to support positive behaviour and attitudes within the Carnforth High School community.

- Take responsibility for their own behaviour
- Have proper regard for the authority of teachers and other adults
- Arrive in school and lessons punctually
- Comply with the school uniform policy
- Be well prepared for lessons by bringing appropriate equipment
- Tackle class work and homework to the best of their ability
- Treat the views of others with respect

School Sanction Systems

Classroom management

Teaching staff are encouraged to use a range of classroom management methods to ensure a positive learning environment is maintained for all learners. Teaching staff are encouraged to use rewards as well as sanctions to maintain the balance of positive learning experiences.

It is important that when sanctions are used, a consistent approach and system is used across all lessons. Teachers will manage the classroom in line with the school policy and will be supported in addressing any issues in the classroom by the Subject Leader.

The Sanction Systems work in conjunction with a progressive system of structured intervention designed to address underlying causes of poor behaviour wherever possible. In order to support this all sanctions are recorded on the student's school record.

Exit Sanction System

The Exit Sanction System is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour disrupts lessons and undermines the authority of the teacher.

Step 1- Student is disrupting their learning and/or the learning of those around them. The student is told that they are on a S1. They are told why they are receiving the sanction and what they should do to correct the behaviour and their name is written on the board.

Step 2- Student continues to disrupt the learning and/or the learning of those around them. The student is told that they are on a S2. They are told why they are receiving the sanction and what they should do to correct the behaviour and an S2 mark is placed against their name on the board.

Step 3- Student continues to disrupt the learning and/or the learning of those around them. The student is now on a S3 Exit. The student is sent to the 'Exit Room' for the remainder of that lesson.

In the last 3 minutes of the lesson, the student should return to their lesson and the teacher will explain when their after school detention will be.

When the student completes the after school detention, they should complete the S3 Exit Report Form (See Appendix). Whenever possible, the teacher who has given the S3 Exit should see the student in the after school detention.

A text message is sent home when a student has received an S3 Exit. It is good behaviour management practice to phone home if a student has received more than one S3 Exit from a subject.

There are a number of low level disruptive behaviours which in the previous behaviour management system had no consequence or the consequence was not equivalent to the behaviour.

Staff are asked to record S1 and S2 sanctions on EPraise. These will be combined on a daily basis. If a student gets more than 8 or these marks in a day, then they will be issued a lunch detention the following day.

Lunchtime Detention

This is the main sanction teaching staff will use when dealing with poor behaviour choices from students which do not follow the Exit Sanction System. These can be issued in lesson, form time or out of lesson. The detention is 30 minutes at lunchtime. The detention starts at 12:40pm until 1:10pm (This allows the student time to eat their lunch). It is served with a member of SLT.

Lunchtime Detentions may be issued for the following behaviours: **(This list is not exhaustive)**

- Late to lesson / school
- Wearing uniform incorrectly
- Foul language / gesture
- Chewing
- Failure to bring required equipment (pen, pencil, ruler, whiteboard, calculator) on 5 occasions
- Failure to bring lesson specific equipment (exercise book, DEAR book, cooking ingredients, PE kit)

Failure to attend a lunchtime detention for poor behaviour choices will see the sanction elevated to an after-school detention.

Homework Issues

Teachers will place all homework onto the Epraise system. Students requiring support with homework are expected to see members of staff individually before the deadline rather than arrive with no completed homework.

All students who fail to complete a piece of homework by the set deadline will be given a second deadline to complete the work by. Where possible students should be given worksheets and instructions again to ensure their best chance of completing the work. It should also be made clear to students where they are to return the completed homework. The length of this second deadline is set at the teacher's discretion, however it should not exceed more than a week. If the second deadline is missed, then the sanction is an after-school detention.

If there is a persistence in failing to complete homework set, the teacher will discuss with the Subject Leader and determine the appropriate next steps i.e. Subject report, parental call, report to Year Leader, recommendation for homework club or meeting with parent.

Parents concerned about homework should contact teaching staff directly. Email addresses for teaching staff can be found on the school website.

After School Detention

From 1st September 1998, schools have the legal authority to detain students' afterschool, with 24 hours' notice, without the consent of parents. Parents/Carers will be notified of an afterschool detention through text or email.

There is an after-school detention on each day of the school week. The detention is overseen by a member of SLT or a Year Leader.

A student may receive an afterschool detention for the following circumstances:

- Being exited from a lesson as per the school's Exit system
- Failure to attend a lunchtime detention
- Failing to complete homework after a second deadline has been issued
- Failing to attend the designated matrix room when exited from a lesson
- Poor behaviour in lessons or around school that is too significant for a lunchtime detention
- Truants from lesson or form period

- Is late for school 2 times and every subsequent late to school
- Has a banned item visible in school (mobile phone, aerosols) Please see the school's confiscation of property, screening and searching policy.
- Receives a consequence from a member of SLT or their year leader for their behaviour in school or the wider community.

Follow up actions will be explored if there are persistent breaches in the behaviour policy including meetings in school with Teachers, Subject Leaders, year leaders or members of the senior leadership team.

If a student does not attend their after-school detention, then they will be issued with a Friday SLT detention. This detention is 1 hour and 35 minutes from 3:25pm to 5pm.

Isolation

The Isolation Room is the last step the school will take prior to a Fixed-Term exclusion. It is a very serious sanction and will be used when:

- A student fails to attend a Friday SLT detention
- A student fails to attend the Matrix Room (this maybe for a reduced amount of time dependant on the situation)
- A student has truanted in school.
- A student who receives three S3 matrix's in a half term. This resets each half term
- The actions of the student were serious enough to escalate the sanctions immediately to the Isolation Room
- A student acts in clear defiance of the school rules
- They are returning from a fixed term exclusion

Whilst in the Isolation Room, students will attend from 9.00am until 4.25pm. Students will receive their break & lunch in the isolation room. Students who fail to meet the requirements of the isolation room will be subject to a Fixed Term exclusion and will spend additional time in the Isolation Room on their return.

Fixed Term Exclusion Process

All decisions to exclude are serious and only taken as a last resort or where allowing the student to remain in school would either harm the safety or well-being of other students or undermine the good order of the school. The following are examples but not a definitive list. All decisions to exclude will be made by the Principal after due consideration of available evidence. Some of the reasons to issue a fixed term exclusion may include;

- Refusal to comply with a reasonable request from a senior member of staff.
- When in isolation failing to adhere to the rules.
- The use of aggressive language towards peers or staff.
- Unprovoked or premeditated violence towards another student
- Bringing smoking/vaping items into school.
- Using racist, homophobic, xenophobic language towards peers or staff.
- Other issues based on the principal's discretion.

All fixed-term exclusions will involve a reintegration meeting with parents/carers and the student present. When the student has successfully completed the reintegration meeting they will spend one day in the Isolation room prior to them being readmitted to normal lessons.

Where possible the reintegration meeting with parent/carers will be made in the morning of the day of returning from the exclusion, if a parent/carer cannot attend, the student will be placed in isolation

until the reintegration meeting takes place. Parents will be informed of the recommended actions following each fixed-term exclusion by letter. These actions are as follow;

Second exclusion: Parent will meet with the year leader again. Looking at the students' progress since the previous fixed term exclusion and if there is any support that needs to be explored. Student and parent will be asked to sign behaviour contract.

Third exclusion: Meeting with Year Leader and Senior Leader. In this meeting a review of all behaviour and how the school student & parent move forward. It may be necessary to complete a document called a common assessment framework (CAF) for school to be able to assist with providing further support. Managed move to be discussed and option to be offered or directed.

Fourth exclusion: Meeting with 2 members of the Senior Leadership Team in charge of behaviour and Discipline. Student is at risk of a permanent exclusion-warning given. If no managed move has been trialled, this option is to be directed.

Further exclusion after a fourth fixed term exclusion may result in directions to attend alternate education provision and referrals to relevant agencies. At this point reintegration meetings may also be held with the Principal. If the student reaches 15 days of exclusion in a term they will have to attend a meeting with the Principal and School Governors.

Permanent exclusion

Where no other sanction is deemed appropriate, the Principal may exclude a student for a fixed period or permanently. For example, a permanent exclusion may be appropriate to manage persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or possession and/or use of an illegal drug or drug paraphernalia on school premises.

The procedures laid down by the Local Education Authority are strictly adhered to and parents are advised of them. School work is set for excluded students if parents request it. Parents have a right of appeal against all exclusions to the Governing Body and the Local Education Authority. The permanent exclusion of a student with Special Educational Needs requires a review of the students' needs to be held within a short period of time.

There will, however, be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- a) serious actual or threatened violence against another student or a member of staff
- b) sexual abuse or assault
- c) supplying an illegal drug
- d) carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community

School will use the 'When to call the police' guidance from the National Police Chiefs Commission to decide when police involvement is required. We will also consider whether a CAF referral is appropriate and consider the role of any other agency working with the student.

Report Sheets

Year Leaders will track the behaviour incidents given to their Year group on a weekly basis to identify patterns. Students causing concern will be discussed at the weekly ECM meetings with the Welfare Manager. If deemed suitable a report sheet will be issued to the student to further monitor behaviour and attitude in lessons.

Students who are underperforming in a subject area or have consistent behaviour issues in a subject area can be put on subject report. The subject report is issued by the teacher with authorisation of the subject leader. The teacher can set targets for the student each lesson and should use the report to find positive behaviour to reward. However, if underperformance or behaviour issues remain then these will be recorded.

There are two review points when a student is on subject report. At the end of the report period, one of the following actions will be taken:

- Student comes off report,
- Report period is extended,
- Student goes onto Year Leader Report.

Year Leader reports are issued by a student's year leader. This may be due to the outcome of a subject report, multiple subject reports being consolidated to one report card or an accumulation of behaviour issues. This report covers all lessons and form time. The targets and duration of the report are managed by the year leader.

At the end of the report period, one of the following actions will be taken:

- Student comes off report,
- Report period is extended,
- Student goes onto SLT Report.

SLT reports are issued by the student's year leader but a member of SLT will oversee the management of the report and set the student targets. This report covers all lessons and form time. The targets and duration of the report are managed by the SLT member.

At the end of the report period, one of the following actions will be taken:

- Student comes off report,
- Report period is extended,
- A further behaviour strategy is explored.

Governors Behaviour Panel

The school recognises that after behaviour incidents, and the follow up sanctions, students may not be best placed to reflect on their behaviour effectively. It is important that reintegration meetings occur so expectations can be made clear to all parties. However, we also feel it is beneficial for students with persistent behaviour issues to have the opportunity to look at these and decide on ways to improve away from any one specific incident.

Students, parents/carers and members of the school team will be invited to a governors behaviour panel. This will provide all stakeholders to decide on actions which need to be taken by:

- Student
- Home
- School

in order to see an improvement in the student's behaviour and their progress in school. These panels will be completed on a half termly basis with all year groups.

Additional Behaviour Issues

Punctuality

Punctuality is important to ensure lessons commence on time and students have the opportunity to engage in the full set of learning experiences provided by the teacher. Therefore a 2-bell system is in place for key lessons to ensure students arrive promptly for lessons.

Start of the School Day: The school day starts at 9:00am. There is a 2-bell system in place for the start of this session. The first bell rings at 08:55am, this allows the students 5 minutes to get to form time. Any student in school at this time who is not at the classroom door by the ringing of the second bell is marked as late and a late detention is issued.

Any student who arrives after 9:00am will have to enter through reception. The receptionist will then mark the student as Late in the register and the student will receive a lunchtime detention. This system is in place for times where there may be conflict with late buses or transport issues. In these circumstances, students are not marked in as late and no lunchtime detention is issued.

If a student receives 2 morning lates in any half term will result in an after-school detention and future morning lates will be issued an after-school detention. This resets each term.

Period 4: After lunch, lessons start at 13:25. There is a 2-bell system in place for the start of this period. The first bell rings at 13:20, this allows students 5 minutes to get to lesson. Any student who is not at the classroom door by the ringing of the second bell is marked as late and a late detention is issued.

Period 1, 2, 3 & 5: These lessons occur after lessons or morning break, therefore teaching staff monitor lateness to these lessons and use their discretion to decide what, if any, sanction will be issued. The sanction would be a lunchtime detention.

Uniform and Personal Appearance

In the staff handbook and parent handbook, we provide details on the correct uniform which must be worn in school as well as personal appearance expectations.

When students do not have the correct uniform, they will be sent to their year leader to correct this. Wherever possible students will be issued with the correct uniform item which they will wear and return at the end of the school day. Replacement uniform is provided by school, this is purchased from new or donated by students who have left. This is regularly washed.

Where students are not meeting appearance expectations, they will be provided with supplies to correct personal appearance.

If there is no replacement uniform or appearance can't be easily corrected, then students will be issued with a uniform card, which is dated and signed. This can then be shown to any further staff who challenge students about uniform.

SLT and Year Leaders will issue lunchtime detentions when incorrect uniform is worn or personal appearance rules are broken.

If a student refuses to correct their uniform or appearance, despite correct uniform/supplies being available then they will be issued a lunchtime detention. A second refusal will lead to an after-school detention and further refusals could lead to isolation. A parent meeting will be held if problems persist.

Where parental notes are sent in to explain incorrect or missing uniform, these will be considered before a sanction is issued.

Equipment Expectations

All students at Carnforth High School are given a plastic folder to act as their work and equipment organiser. They are also provided with a whiteboard, whiteboard pen and wiper, ruler and a green pen. Students are also expected to provide a black/blue pen and pencil which they can store in their folder if they wish.

Students should take responsibility for their own equipment and arrive at lessons with all the equipment to participate in the learning. If a student arrives to a lesson and doesn't have any of the following equipment: **black/blue pen, green pen, purple pen, pencil, ruler, whiteboard (pen and wiper) and their plastic folder**; then staff should log this on EPraise as a 'Missing Equipment' behaviour incident. Staff do not need to follow this with a lunchtime detention; instead when a student gets 5 'Missing Equipment' incidents they are issued an SLT lunchtime detention by the pastoral team.

If students lose the equipment provided they will have the ability to purchase this from school at a cost price. Parent/Carers of students who need support in purchasing items should contact the Welfare Manager or Assistant Principal.

Banned Items Procedure

The following items are not allowed in school as they are deemed to be an unnecessary risk to safety to the student and others:

- Any items containing solvents
- Aerosols
- Cigarettes and Electronic Cigarettes including matches, lighters, fluids, spares
- Electronic/Battery computer games, devices, and gadgets
- Excess jewellery or incorrect uniform items

Mobile phones can be bought into school by students, but they must be switched off and kept in a school bag at all times during the school day. If students are caught using or carrying a mobile phone during the school day, it will become a banned item and the same procedure will be used as for the items listed above.

Banned items that are found on a student or on the school site will be confiscated by any member of teaching or support staff. The member of staff will take the item to the pastoral office or send for the SLT staff on call to collect the item if they are unable to get to the pastoral office promptly. Items will be signed in and out by 2 members of staff so that they are able to identify the item and condition.

These may only be collected at the end of the school day after contact has been made with the parent/carer, a senior member of staff agrees that they can have the item back or that there may be a safety risk in not presenting the item back to the student. Parents are reminded that should they wish to collect an item on the day it is confiscated, the school office closes at **16:30**.

If a mobile phone is confiscated due to the nature of the content, it will be determined by the relevant authority (i.e. Police) if this can be returned.

Please be aware that some items can't be returned to students.

Searching Students

School staff can search a student for any item if the student agrees. If a student refuses to be searched and it is deemed that they are in the possession of a prohibited item, they will be directed to isolation and may face a fixed term or permanent exclusion based on the information and previous history of the student.

The Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable ground for suspecting that the student may have a prohibited item. Some items that are prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Prescription and over the counter drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the student).

When carrying out a search, staff will adhere to social distancing guidelines and students may be asked to carry out the search by emptying pencil cases, bags etc. themselves to reduce risk to all parties.

For more information, please see the Confiscation of Property, Screening and Searching Policy and Procedure.

The Fire Alarm

Setting off the Fire Alarm with no good reason will lead to a fixed-term exclusion, due to the nature of the incident this exclusion could be of significant length. If this a repeated offence it could lead to a permanent exclusion.

Discipline outside the School Gates

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers/Principles a specific statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable".

In line with DFE Guidance, the school may discipline a student for any misbehaviour when the child is:

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

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

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

Peer on Peer Abuse

We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. The Anti-Bullying policy states that bullying of any form is unacceptable, that the school's anti-bullying stance will be explicitly stated to parents and students,

that instances of proven bullying will be recorded and that normal disciplinary sanctions, including exclusion where appropriate will be involved. The long term aims of the policy are to develop an ethos in which the students themselves regard bullying as unacceptable.

Any racist act in work or deed is totally unacceptable. The parents of the offender will be advised of the incident and an appropriate sanction will be applied.

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, and support staff) have a duty to report bullying, to be vigilant to the signs of bullying and play an active role in school's efforts to prevent bullying.

Staff will record on the school CPOMS system:

- Peer on Peer Abuse incidents,
- Prejudice-Based incidents,
- Uses of Derogatory language

This will alert the Year Leaders and relevant members of the Senior Leadership Team to concerns.

For more information, please see the school's anti-bullying policy.

Drugs and other illegal substances

A student found in possession of or under the influence of an illegal substance will normally be given a fixed-term exclusion. In rare cases, isolation may be used instead. Parents and the relevant outside agencies will be informed. A student supplying an illegal substance for use by others will be given either a fixed term or permanent exclusion depending on the circumstances. If personal gain is involved ("trafficking") the exclusion will be permanent.

Threats to the Safety and Welfare of Others

Students: A student who is involved in persistent acts of aggression towards other students, including verbally violent or aggressive behaviour, could face a fixed term exclusion or permanent exclusion, depending on the severity of the incident or incidents and with reference to the student's behaviour record.

Staff: Physical assault on a member of staff by a student will lead to permanent exclusion.

Threatening behaviour towards a member of staff by a student, including violent and threatening language, could face a fixed term exclusion. Dependant on the severity of the incident(s) this could lead to a permanent exclusion. This will take into account the students' previous behaviours and circumstances involved in the event.

The use of force to Control or Restrain Students

In July 2013, the government published a revised version of 'Use of Reasonable Force'. It indicates that all members of school staff have a legal power to use reasonable force and the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The guidance is clear that any member of staff may use 'reasonable force' to physically restrain a student under the following circumstances:

- Remove disruptive children from the classroom where they have refused to follow instructions leave the classroom;
- Prevent a student behaving in a way that disrupts a school event, trip or a visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.

As outlined in 'Positive Environments where children can flourish', March 2018 (Ofsted), protecting the pupil's rights and dignity will be taken into consideration by staff when determining the need for and level of physical intervention required.

In line with 'Keeping Children Safe in Education' (2020), as a school, we will consider the risk of using physical restraint or isolation for pupils with SEND given the additional vulnerability of pupils in this cohort. As part of our positive planning and proactive behaviour support, we aim to reduce the occurrence of risky behaviour and the need to use restraint.

Rewards Systems

Rewards form an important part in maintaining positive behaviours and attitudes in school. The following is a list of reward systems used within Carnforth High School. The list is not exhaustive and staff/departments may implement their own reward schemes as well.

EPraise

The purpose of E-Praise is to allow for instant recognition of student achievement and effort through a website.

All staff, students and parents/persons with parental responsibility have access to an EPraise account and their classes and form group are updated automatically through this system. The system quickly allows staff to add points and students to see points they have earned for a variety of positive behaviours. As mentioned earlier in the policy, homework is also set through EPraise so it is important for staff and students to become familiar with the system.

EPraise Prize Draws

At the end of each term, students are able to enter prize draws on EPraise by spending the points they have earned over the year.

Attendance Prize Draws

Attendance is an important element of a student's success at school. Each week form tutors are asked to go through their form's attendance using the 'Week Ahead' presentation. This is an opportunity to praise students meeting our 96% attendance target. Some prize draws on EPraise are linked to attendance and only students with a certain attendance percentage can enter. There are also other attendance draws held to keep the importance of attendance high profile.

For more information about the use of rewards for attendance, please refer to the Attendance Policy for the school.

Progress Report Rewards

There are three student progress reports issued to parents each year. These collect information about student achievement and effort in all subject areas. Students who meet certain criteria are awarded with a letter of commendation by either their Year Leader or the Principal. These letters are sent home directly to parents to celebrate and recognise the student's achievement in school.

Achievement Assemblies

Achievement assemblies will take place each term to celebrate student achievement in a variety of academic and extra-curricular areas. These assemblies are heavily linked to achievement on EPraise.

Sports Award Evenings

At the end of the academic year the PE department hosts a sports award evening. Nominees and their guests are invited to attend the evening in July when the names of winners are announced.