



Carnforth
High School

Behaviour for Learning Policy



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Confidence Purpose Respect

Aims and Principles of the Policy

At Carnforth High School, we expect excellent behaviour from all our pupils. This behaviour policy applies to pupils at all times. We expect the highest standards of behaviour in school, and travelling to and from school. This also includes online activity, and whilst representing the school in events such as sports fixtures and educational visits.

Promoting a Positive School Culture

Our school vision is clear. By the time a pupil leaves Carnforth High School in year 11, we want them to:

1. Have plans in place for their future
2. Know how to maintain a healthy body and mind
3. Have respect and understanding for themselves and others, regardless of differences
4. Have productive roles as a contributing member of society
5. Enjoy learning, see it as a lifelong process and have developed an enquiring mind
- 6. *Have achieved their best academic outcomes***

We have high standards and high expectations for all pupils, and we encourage our pupils to have high standards and expectations of themselves. We expect this vision to be achieved by adhering to the '**Carnforth Way**', where pupils embody our school values of **confidence, purpose & respect** on a daily basis to promote a positive school culture that allows pupils to achieve the 6 outcomes above.

The Carnforth Way is grounded in the belief that:

- **Learning is our top priority, both within and outside the classroom**
- Every member of our school community has the right to be treated with dignity and respect
- Every member of our school community has the right to equality of opportunity, irrespective of gender, gender identity, sexual orientation, disability, race, religion/ belief, social class or educational need.
- Every pupil builds confidence by trying their hardest in the classroom and being aware of their personal responsibilities
- Every pupil develops purpose by arriving at school prepared and ready to learn
- Every pupil shows respect and purpose by arriving at school wearing the correct uniform and dressed smartly (please see CHS uniform policy)
- All pupils have the right to learn without being disturbed by others, and teachers have the right to teach without being disturbed
- All pupils have the right to feel safe, secure, valued and happy
- Our school environment should be calm and safe, including corridors, dining rooms and recreation areas
- Success should be rewarded and celebrated
- In the classroom, adhere to the 'Carnforth 6' at all times

Pastoral Care and Guidance

It is important that all pupils feel safe, happy and valued within school. Our pastoral care system looks to support pupils by:

- Looking after the behavioural, emotional and social needs of all pupils
- Liaising with form tutors, who are pupils' first point of pastoral care
- Building cohesive year groups through regular assemblies and drop ins, and through year group celebration and reward events
- Being aware of any out-of-school issues that may affect a pupil in school
- Ensuring that pupils are regularly reminded of the 'Carnforth Way' and understand how to embody our school values on a daily basis

Rewards

At Carnforth High School we want to reward our pupils for adhering to the **Carnforth Way** and demonstrating our school values both in and outside of the classroom. All pupils should benefit from the rewards process. Celebrating positive behaviour helps to drive standards forwards and uphold the high expectations we have of pupils and they have of themselves. All of our rewards are based on pupils demonstrating one or more of our school values of **confidence**, **purpose** and **respect** in a variety of ways. There are a range of ways in which rewards may be given.

Verbal Praise and Positive Interaction

Staff will look to offer verbal praise and encouragement whenever possible. This may be formally or informally, publicly or discreetly, but should be regular and sincere.

Positive Behaviour Points

At the beginning of each academic year student points will be reset to a zero balance. As the year progresses 'Positive' points are awarded to pupils for demonstrating the school values of confidence, purpose and respect. Pupils may also have points deducted if they incur a sanction for not following school policy, therefore pupils will have a running total of points. This is visible on their **Class Charts** accounts and will enable them to track their points total. Parents are also able to view positive and negative behaviour points awarded via the **Class Charts** parent app.

Each award will consist of 1 Positive point per incident of positive behaviour.

Parents/ carers will be notified of their child's achievement by Class Charts email every 10 Positive points.

Class Charts Message

Parents may receive a congratulatory message through the Class Charts system to notify them of exemplary conduct, either during or outside of lesson. For example, it may be a pupil has shown confidence by surpassing their target grade in an exam, or respect through helping another pupil.

Pupils of the Week

The two pupils with highest 'Positive' point tally for that week for their Year group will be awarded 'Pupil of the Week' and will receive a certificate.

Subject Stars of The Week/Month

Subjects are encouraged to nominate pupils in their subject area to be recognised for exemplary behaviour and attitude to learning, and for outstanding achievements. Departments can use displays within their subject area to promote student stars and may wish to allocate Positive points on Class Charts.

Random Pupil Awards

A variety of random rewards will run throughout the year, such as the weekly 'school values raffle'. Each member of staff will have on raffle ticket per week to give to a pupil who they see demonstrating confidence, purpose or respect around school. There will be a weekly raffle draw to select a winner who will receive a small prize

Headteacher's Award Nominations

Pupils within departments can be nominated for the headteachers award. This can be for a range of department related achievements. Pupils will be invited to a breakfast with the Headteacher. They will be provided with a free breakfast and a drink, and a congratulatory message will be sent to parents along with a certificate of achievement. Any teacher can nominate a student for this reward.

Headteacher's Book Awards

The deputy headteacher rewards 5 pupils each week for excellent classwork and book presentation. These rewards may vary from week to week.

Rewards Shop

At the end of each term, the Rewards Shop opens on Class Charts. Pupils can bid for rewards by using their points

Celebration Assemblies

At the end of each term, Year Leaders organise celebration assemblies to highlight the positive achievement of each year group.

The Rewards Offer

At the end of each term, there are organised rewards event for each year group. These may range from an in-school cinema afternoon to a school trip to the Trafford Centre. Pupils are invited to these events based on whether or not they have met the points and/ or attendance threshold. These are designed as an incentive for pupils to maintain high standards throughout each term.

School Sanctions System

All school staff have statutory and delegated authority to sanction pupils who do not meet the expected standards of behaviour (Section 90 and 91 of the Education and Inspections Act 2006). This authority applies at any time the student is in school or elsewhere under the charge of a teacher, including on school visits and applies outside of the school premises when a student is in uniform or is travelling to or from school.

At Carnforth, learning is our top priority and it is essential that any behaviour that prevents this from happening is addressed appropriately.

Classroom Management

The 'Carnforth 6' routines apply in every classroom to ensure that pupils experience a consistent start and finish to each lesson, and that the structure of each lesson is similar. This ensures pupils understand what is expected of them, and ensures a calm and orderly start and end to each lesson. The Carnforth 6 is outlined below:

1. **Pupils** will begin every lesson with a silent starter activity.
2. **Teachers** will clearly communicate the expected sound level of every stage of the lesson.
3. **Pupils** will be given a clear *purpose* at the beginning of every lesson.
4. **Teachers** will use a hands-up signal to gain the attention of the class.
5. **Pupils** will listen to any instructions or explanations *respectfully* in silence.
6. **Pupils** will pack up at the end of the lesson as instructed and then wait behind their chairs for dismissal

Classroom Sanction System

We believe that pupils should be given the opportunity to modify their behaviour if they make a mistake and it is stopping them, or others from learning. Therefore, we used a stepped approach which allows pupils to recognise what they are getting wrong and make the choice to alter their behaviour before they reach the next step of the sanction system.

Step 1- The pupil is disrupting their learning and/or the learning of those around them. The pupil 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. Their name is written on the board.

Step 2- The pupil continues to disrupt the learning and/or the learning of those around them. The pupil 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. A S2 mark is placed against their name on the board. At the end of the lesson a S2 is recorded on Class Charts. There will be a reason recorded for both the S1 and S2 sanction recorded on Class Charts. The pupil is deducted a point from their tally on Class Charts. This information is sent home via the Class Charts parent app.

Step 3- The pupil continues to disrupt the learning and/or the learning of those around them. The pupil is told they are now on a **S3** removal. The pupil is sent to the 'Removal Room' for the remainder of that lesson. At the end of the lesson a reason recorded for both the S1, S2 & S3 sanction is recorded on Class Charts. The pupil is deducted a point from their tally and is placed in after school detention. An information email and detention alert is sent home via the Class Charts parent app.

If a child is removed from a lesson they will be expected to attend an after-school detention and to have a short restorative conversation with the teacher to resolve the issue, ready to start the next lesson afresh.

Detentions

Detention is a well-established sanction for managing poor behaviour. We have set out below the various detentions which may be issued at CHS.

The School does not need parental or pupil consent to issue a detention which runs after the School session has concluded. The convenience as to whether a pupil can be picked up or taken home at the conclusion of the set detention is not a reason for the detention to not to go ahead.

At Carnforth we will listen to representations from parents and/or pupils, and will consider the following:

- Whether the detention is likely to put the pupil at increased risk;
- Whether the pupil has known caring responsibilities;
- Whether the detention timing conflicts with a medical appointment;
- Whether parents ought to be informed of the detention. In many cases it will be necessary, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

There are a range of detentions that staff may set as a sanction for failure of pupils to disrupt their own or other's learning or failure to demonstrate our school values. Failure to attend a detention will result in it being escalated to a longer detention, or in the case of after school detention, time in Internal Suspension. For lunchtime and breaktime detentions, please note that there is enough time for pupils to eat/ get a drink/ visit the toilet.

Sanction	Time	Length	Location
Breaktime Detention	11.25	10 mins	Form Classrooms
KS3 Lunchtime Detention	13.00	20 mins	RE1
KS4 Lunchtime Detention	13.00	20 mins	GG3
After School Detention	3.25	20 or 40 mins	Hall

Internal Suspension

The Internal suspension Room is the last step the school will take prior to a Fixed-Term suspension from school. Pupils can only be placed in IS by SLT or Year Leaders. It is a serious sanction and will be used when:

- A student fails to attend or complete a 40 minute after-school detention.
- A student fails to attend the Exit 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 removals in a half term. This resets each half term
- The actions of the student were serious enough to escalate the sanctions immediately to the Internal suspension Room
- A student acts in clear defiance of the school rules

Whilst in the Internal suspension Room, pupils will attend from 9.20am until 3.25pm Pupils will receive their break & lunch in the internal suspension.

Pupils will be placed in either a full day, or half day internal suspension dependent on the behavioural issue and circumstances. Pupils who fail to attend a 40 minute after school detention (ASD40) will be placed in internal suspension from 11.20 – 1.20. Pupils can also be isolated for an individual lesson after consultation with the Senior Assistant Headteacher and Subject Leaders as a behaviour management strategy. This should only be used for an interim period prior to a restorative meeting taking place between parties involved.

When a student attends internal suspension they will be expected to hand in their mobile phone. There will be learning activities for them to complete. The tasks set by the Pastoral Support Worker in the morning will be completed throughout the day. Staff will provide work for GCSE pupils in KS4.

Pupils who fail to meet the requirements of, or refuse to be placed in the internal suspension room, will be subject to a fixed term suspension of one day and will be placed in the Internal Suspension Room on their return to complete the day.

Examples of behaviour that may result in Internal Suspension

This list is not exhaustive:

<p>Single lesson internal suspension</p>	<p>The length of time spent in Internal Suspension is dependent on the unique circumstances of each incident and is will be decided by staff.</p>
<p>Half day Internal Suspension</p>	<ul style="list-style-type: none"> • Persistent lesson disruption • Rudeness to staff • Inappropriate behaviour towards another student or member of staff
<p>Full day Internal Suspension</p>	<ul style="list-style-type: none"> • Failure to attend an ASD • Failure to attend the exit room • Awaiting investigation • Having a banned item in school • Refusing to hand over a banned item (e.g mobile phone) • Repeated offences escalation (e.g. repeated poor behaviour in free time) • Three S3 removals in a half term • Serious incident (e.g. bullying) • Return from a fixed term suspension for a failed/ refusal of Internal Suspension
<p>Multiple day Internal Suspension</p>	<ul style="list-style-type: none"> • Refusal of instruction from pastoral staff or SLT • Serious incident outside of school • Return from a fixed term suspension where reintegration meeting cannot be attended on the day of return • Bringing the school into disrepute • Partial serving of a fixed term suspension

Behaviour Types & Resulting Sanctions Summary

Behaviour Issue	Examples	Sanction
Classroom Behaviour (Steps 1-3 S1, S2, S3)	For example - Unfocused, distracting others, shouting out, entering & leaving the classroom inappropriately, rudeness to staff/ peers, lack of effort, refusal to follow instructions, lack of work produced	<ul style="list-style-type: none"> • Formal Warning (Step 1) • Warning recorded, point deducted, parents informed (Step 2) • Removal from class, ASD, parents informed, restorative conversation (Step 3)
Not following school rules/ school values in or out of lesson	For example – uniform issues, missing equipment, chewing, disrespectfulness, littering, shouting/ running in the corridors	<ul style="list-style-type: none"> • Break detention • Lunchtime detention • After school detention • Internal suspension (persistent)
Not following School Values - Punctuality	Late to school Late to lesson	<ul style="list-style-type: none"> • Lunchtime detention
Serious behavior incident	For example- Failed S3 removal, child on child abuse, defiance of SLT, possession of banned item, bullying, sexual assault/ harassment, truanting, sharing of inappropriate images, smoking/ vaping, swearing at a member of staff, discriminatory language, damage to property	<p>One of the following, depending on circumstances:</p> <ul style="list-style-type: none"> • After School Detention 40 • Internal suspension (lesson, half or full day) • Suspension from school • Permanent exclusion

Fixed Term Suspension Process

All decisions to suspend are serious and are taken as a last resort or where allowing the student to remain in school would either harm the safety or well-being of other pupils or undermine the values of the school. The following are examples but not a definitive list. All decisions to suspend will be made by the Headteacher following a rigorous investigation process. Some of the reasons to issue a fixed term suspension may include:

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

All fixed-term suspensions will involve a reintegration meeting with parents/carers and the student present to allow the pupil to recognise the mistakes they have made and reiterate our school values.

Where possible the reintegration meeting with parent/carers will be made in the morning of the day of returning from the suspension. Parents will be informed of the recommended actions following each fixed-term exclusion by letter.

Support is provided for all pupils who are suspended from school; examples include:

- Use of a digital report card on Class Charts to track behaviour and reward positive behaviour
- Restorative work
- Support with social, emotional or mental health needs, either in school or via referral to external agencies
- Mentoring with pastoral support staff or teachers
- Managed move to another school

Following a period of repeated fixed term suspensions, or an extremely serious incident and a failure of all other systems to rectify a pupil's behaviour, the headteacher reserves the right to permanently exclude a pupil from the school. In extreme circumstances, the headteacher may decide that the other stages may not be justifiable and it will result in an immediate permanent exclusion.

Permanent Exclusion

Pupils who have persistently disrupted other's learning and the day to day running of the school/ refused to adhere to school policy or are responsible for a single incidence of violence/ aggression (such as knife crime, drugs, sexual offences) may be permanently excluded from school. This is a serious step and is always carried out in accordance with the statutory procedures laid down by the Local Education Authority. School work is set for excluded pupils 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 pupils' needs to be held within a short period of time.

School will use the 'When to call the police' guidance from the National Police Chief's 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.

Supporting Pupils to Improve Behaviour

Digital Report Cards

Year Leaders will track the behaviour incidents given to their Year group on a weekly basis to identify patterns. If we are concerned that a pupil's behaviour is hindering their own or other's learning then they may be discussed at the weekly ECM meetings with the Welfare Manager. If deemed suitable a report card will be issued to the pupil to further monitor behaviour and progress in lessons.

Report cards can be tailored to suit different targets. All report cards issued at different levels have individualised targets specific to the student needs and requirements of the report. There are different levels of report card to reflect the pupil's ability to modify their behaviour and reflect our school values. If a pupil is unable to improve their behaviour, they may move up to the next level of report. If the pupil's behaviour improves following a period of time on report, then the report will be ended.

1. **Subject Report** – where a pupil may be struggling to focus and follow rules in a specific subject. These will be issued by the Subject Leader. This will last for a fixed period of time.
2. **Form Tutor Report** – where a pupil may be underachieving in lesson or there is an escalation in low-level disruption. The reporting period will be two weeks.
3. **Year Leader Report** – where form tutor report has proved unsuccessful in improving achievement/ behaviour, a pupil will be placed on Year Leader report. Parents/ carers will be informed. This will initially be for a period of 2 weeks, but may be extended.
4. **SLT Report** – where Year Leader reports have proved unsuccessful, a member of SLT will supervise the report. If improvements are not made, a parental/ carer meeting will be arranged by the member of SLT to discuss next steps, such as a behaviour contract.

Behaviour Contracts

Where SLT reports have been unsuccessful, a behaviour contract may be used to clarify behaviour and conduct expectations in school. The behaviour contract outlines the basic expectations of the school in both the classroom and in the wider school community.

Behaviour contracts will be used by the Assistant Headteacher for Behaviour when pupils have been identified as being at risk of fixed suspension or permanent exclusion. The behaviour contract will be discussed and signed by pupils and parents/guardians.

Support Work

Where it is judged to be necessary, pupils will be supported in developing:

- Self-discipline through understanding the consequences of their actions
- Appropriate social skills and strategies to help them deal with conflict
- Patterns of positive behaviour through being taught what good behaviour looks like and being encouraged to practice it.

Governors Behaviour Panel

As a further stage of support following an unsuccessful behaviour contract, we feel it is beneficial for pupils with persistent behaviour issues to have the opportunity to look at these and decide on ways to improve away from any one specific incident, and with different members of the school leadership & management team.

Pupils, parents/carers and members of the school team are invited to a governor's behaviour panel when it is deemed necessary, as a last resort, prior to permanent exclusion from school. This will provide all stakeholders to decide on actions which need to be taken by:

- The pupil
- Parents/ carers
- The 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.

SEN pupils at Carnforth High School

In order to support our SEND pupils at Carnforth, teachers ensure they follow the guidance outlined on the pupil's individual learning plans. These are available to all teachers through Class Charts. Teachers know their pupils well and work hard to forge positive relationships in class. Teachers ensure a consistent approach with the classroom behaviour Steps for all pupils, but will take account of any specific SEN.

We support the behavior of pupils with SEN by:

- Making reasonable adjustments where possible to accommodate needs
- Cooperate with Local Authorities where the pupil has an EHCP
- Train staff in recognising medical conditions and the associated triggers that may cause negative behaviour.

It is not unlawful to suspend or exclude a child with special educational needs or a disability. However, the Headteacher will consult with the SENCo before taking any decision to consider whether the breach of the behaviour policy that would ordinarily warrant exclusion is a manifestation of the pupils SEN. In the event that it is, the Headteacher may still believe that suspension or exclusion is warranted as it is a proportionate means of achieving a legitimate aim.

Additional Behaviour Issues

Punctuality

Punctuality is important to ensure lessons commence on time and pupils 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 pupils 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 pupils 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 (lunch detention). This will be recorded on Class Charts,

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 maybe conflict with late buses or transport issues. In these circumstances, pupils are not marked in as late and no lunchtime detention is issued.

Period 3: After break the first bell will ring at 11.35, giving pupils 5 minutes to get to lesson. A second bell will ring at 11.40 am. Pupils are expected to be in lesson by 11.40am. Any pupil who arrives after the second bell will be marked as late and a late detention will be issued. This will be recorded on Class Charts.

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 pupils 5 minutes to get to lesson. Any pupil who is not at the classroom door by the ringing of the second bell is marked as late and a late detention is issued. This will be recorded on Class Charts.

Period 1, 2, & 5: Pupils who arrive more than 5 minutes after the bell will be marked as late and a lunchtime detention will be issued by the class teacher. This will be recorded on Class Charts.

If a student has a genuine reason for being late to lesson (e.g. they have been in a meeting or at an appointment) the student should request a note from the member of staff they have been with. Alternatively, this may be added as a note on Class Charts for their teacher to read. If a student does not have a note to explain their late arrival, they will be issued with a lunchtime detention. This will be recorded on Class Charts.

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
- Incorrect uniform items
- Items that are violent or aggressive in nature, e.g. knives, knuckle dusters

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.

Certain items that have been confiscated will be returned to pupils at the end of the day (e.g. mobile phones). Items which pupils are not legally permitted to have will not be returned to the student (e.g. vapes). These may only be collected at the end of the school day by a parent/carer. Parents will be reminded by the person making contact, that should they wish to collect an item on the day it is confiscated, the school office closes at **16:30**

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

Mobile Phones

Mobile phones can be bought into school by pupils, but they must be switched off before entering the school building and kept in a school bag at all times during the school day. If pupils are caught using a mobile phone during the school day, it will be confiscated and placed in the pastoral office safe. Pupils will need to collect their phone from the pastoral office at the end of the school day.

If a pupil needs to contact a parent or family member for an urgent reason during the school day, then they may approach their year leader to arrange to make a phone call from the year leader's office.

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 it can be returned.

Searching Pupils

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 internal suspension and may face a fixed term suspension or permanent exclusion based on the information and previous history of the student.

The Headteacher and staff authorised by them have a statutory power to search pupils 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 not be on their own. A minimum of two staff must be present. Pupils may be asked to carry out the search by emptying pencil cases, bags etc. themselves to reduce risk to all parties.

If a child is searched this must be recorded on CPOMs even if nothing has been found, and parents/guardians must be informed that a search has taken place. A letter will be given to the child to take home and a text will be sent.

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 suspension. If this a repeated offence it could lead to a permanent exclusion due to the seriousness of the action.

Child on Child Abuse

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Child on child abuse is defined as abuse between pupils of any age or gender both inside and outside of school including online. All staff are aware of child on child abuse, how to identify it and how to respond to reports of it. They will report any concerns to the DSL/ AHT for Behaviour/ Year Leader and will record these on CPOMS.

The aim is to establish a community where pupils know that:

- They will be listened to
- Their concerns will be taken seriously
- Any reports of child on child abuse will be investigated thoroughly
- Incidents will be dealt with swiftly and sensitively
- Incidents will be resolved and pupils will be supported

At Carnforth, there is zero tolerance of any form of child on child abuse. It contravenes the **Carnforth Way** and undermines our school values of confidence, purpose and respect. Forms of child on child abuse (including online forms) include:

- Bullying – including prejudice-based bullying (e.g. racism, homophobia) and cyberbullying
- Physical abuse, including threats of physical violence and aggression
- Sexual violence including threats of/ encouraging/ sexual violence or forcing someone to engage in sexual activity without consent
- Sexual harassment
- Sharing of nude images with or without consent
- Up skirting
- Initiation and hazing- type violence and rituals

Derogatory language that is discriminatory, racist, sexist, homophobic, disablist or transphobic in nature will not be tolerated at Carnforth High School and will be challenged by staff. This includes language intended to cause harm and language used between peers. We look to educate pupils about inappropriate language through everyday interactions and the school PSHE programme.

Sanctions

A range of sanctions will be used in response to the behaviour listed above, depending on the seriousness and intent involved. Any pupils involved will be provided with the appropriate education to ensure they understand the inappropriateness of their actions and the impact they have on others.

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 suspension. In rare cases, internal suspension 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

Pupils: A student who is involved in persistent acts of aggression towards other pupils, including verbally violent or aggressive behaviour, could face a fixed term suspension 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 suspension. Dependant on the severity of the incident(s) this could lead to a permanent exclusion. This will consider the pupils’ previous behaviours and circumstances surrounding the event.

The Use of Force to Control or Restrain Pupils

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. It is advised that where possible the use of restraint should only be utilised by staff if alternative ways of dealing with the situation are not available.

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

- 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 or others through physical outbursts.

Relevant Legislation

This discipline and behaviour policy has been prepared with regard to the following statutory provisions and guidance:

- Education (Independent School Standards) Regulations 2014
- Education and Inspection Act 2006
- Equality Act 2010
- School Information (England) Regulations 2008
- Children and Families Act 2014
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) Amendment and Transactional Provision) Regulations 2023
- The Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Department for Education's advice "Behaviour in Schools" September 2022
- Department for Education's advice "Preventing and Tackling Bullying" July 2017
- Department for Education's guidance "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" May 2023
- Department for Education's guidance "Searching, screening and confiscation at school" July 2022
- Department for Education's guidance "Use of reasonable force in schools" July 2013
- Department for Education's guidance 'Keeping Children Safe in Education' as amended 2022

There is also reference to other school policies, namely:

- Uniform Policy