



Behaviour for Learning Policy

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1 Rationale

We aim to “catch students getting it right”

We define:

Outstanding behaviour – as conduct which allows the school to fulfil its function and enable all students to achieve their full potential.

Poor behaviour – as conduct by an individual or group of individuals which prevent the expectations of the school, the staff, and the students from being fulfilled.

This policy interrelates with a number of other school documents. It includes guidance on the school’s response to bullying behaviour by students.

The key to good student behaviour is not just about a system of discipline and sanctions, these are only the final elements in the chain. The foundations lie in an explicit set of school aims and objectives from which a culture and ethos of success and achievement is developed. Recognising student achievement and rewarding it helps to create a positive learning environment for all.

2 Introduction

The Behaviour for Learning Policy promotes and supports an environment in school where students feel safe and take pride in their work, their school and their appearance. It aims to develop confident, self-assured learners who show a mutual respect and tolerance for others. Where opportunities arise pupils will be rewarded and their efforts recognised. With a culture of recognition for their efforts, students will be empowered to flourish and achieve their potential in all aspects of school life.

3 Aims

- Reward and recognise the achievements of all students
- Ensure that where practicable, reasonable adjustments are made with students that are on the SEND register
- Promote high standards of behaviour, self-discipline, respect and tolerance leading to impeccable behaviour;
- Address and where practicable, prevent all forms of bullying;
- Develop self-assured learners who are proud of their achievements and of their school.
- Create a culture in which students feel safe at all times and that culture equips them to be tolerant, kind, caring and active citizens in school and in wider society.



4 Shared rights and responsibilities

The following shared rights and responsibilities form the culture and ethos of Worthing High School:

<p>We all have a right to learn without undue distraction and disruption To learn well in our classroom we will:</p> <ul style="list-style-type: none"> • Be punctual and get to class on time • Settle quickly in our allocated seat • Have the correct equipment/uniform • Be ready to learn • Make the most of our abilities and talents – give 100% effort • Demonstrate the Worthing Core Values in all that we do. 	<p>We all have a right to be treated respectfully To show respect in our school we will:</p> <ul style="list-style-type: none"> • Listen and allow others to talk • Show good manners - be polite, show kindness, say 'please' and 'thank you' • Take responsibility for our behaviour • Be caring, co-operative and honest, treating others fairly 	<p>We all have a right to feel safe To feel safe in our school we will:</p> <ul style="list-style-type: none"> • Follow e-safety rules • Report bullying • Support each other • Act calmly • Be aware of others in corridors (stay left) and outside • Respect school and other peoples' property • Learn to work together, value other people, and help create a caring community
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5 Rewards

Staff should always look for opportunities to celebrate successes with students, through verbal praise to communication home with parents/carers.

There is a system of awarding merits to individual students. These merits will be recorded on SIMS and students will be rewarded for the accumulation of merits over the school year. This system is designed to give every pupil the opportunity to be rewarded and all staff have the ability to award merits.

Students are awarded merits for the positive behaviours, examples include; excellent effort in class, being ready to learn (100% attendance in a week + 100% equipment in a week), 100% in accelerated reader quiz, 100% in spelling test, participation in after school club, activity, activ8 day etc., participation in school event, e.g. tour guides on open evening.

Staff log merits onto SIMS using the register function.

Form tutors are able to see the data live on their SIMS homepage and can praise students and hold celebrations in tutor time and make positive calls home. Form tutors also track the progress of the form using a visual classroom display.



Students who reach certain milestones also receive additional rewards including certificates.

Praise cards provide staff with the opportunity to reward students for acts of kindness and compassion.

5.1 Classroom rewards

The Merit system is designed to award students who display positive behaviours consistently and those who go above what is normally expected in a particular way. The awarding of Merits should be in addition to verbal praise and celebrated with the student.

For example – Working consistently all lesson – verbal praise given

Working hard consistently (above baseline expectation) – Merit awarded

Reward	Description and examples	Member of staff
Resilience	Demonstrating perseverance when attempting challenging work according to their ability Outstanding effort in class, working individually or in a group – Linked to being awarded a 1 for attitude to learning. Outstanding effort in homework Outstanding effort in an enrichment activity	Classroom teacher and support staff
Integrity	Demonstrating moral and ethical principles during classroom debates or role modelling. Developing integrity within others. Taking responsibility for individual and/or group actions.	Classroom teacher and support staff
Community	Participation in an afterschool club, activity, activ8 day etc. Participation in school event, e.g. tour guides on open evening, maintaining the school ethos and community. Assisting members of the community (inside and outside of school)	Classroom teacher and support staff
Excellence	Making excellent progress in class Excellent performance in homework Excellent performance in a piece of work Excellent performance in an enrichment activity Exceptional use of skills such as ‘word of the week’.	Classroom teacher and support staff
Respect	Showing courtesy to others Showing consideration of others feelings Considering and valuing others opinions Valuing and respecting our differences	Classroom teacher and support staff

Staff log merits onto SIMS using the register function.



Form tutors are able to see the data live on their SIMS homepage and can verbally praise students and hold celebrations in tutor time. Form tutors also track the progress of the form using a visual classroom display.

5.2 Positive phone calls home

Subject phone calls home for exceptional pieces of work or effort can be made at any point of the year. Staff are encouraged to make 5 positive phone calls or emails to parent/carers each week as part of our 'Friday 5'.

5.3 Termly awards

Each term the following are to be presented:

- 100% attendance certificate
- Merit letters (sent home) based on merit points only (Gold, Silver, Bronze).
- Merit badges (Gold, Silver, Bronze) based on conduct points and attendance.
- Celebration PowerPoint to reflect on student achievements over the last term both curricular and extra-curricular

Below is an overview of the rewards that will be offered to students (this list is not exhaustive and may be added to with SLT consultation at any time).

Frequency	Reward
Daily	Merit Verbal praise Phone call after exceptional act/performance
Weekly	Merits logged Friday 5 email/call Attendance draw – 100% attendance winner. Can gain 10 merits, a lunch pass for a week or invite to reward breakfast.
Half-Termly	Top 20 students in each year group selected and celebrated for attendance, merits, attitude to learning and/or sporting achievements. Letters and certificates are sent home for each student. Subject referral prize draw – all students who have been referred for a subject praise in assembly entered into a draw. 2 names drawn for a £10 amazon voucher. Consequence card draw: 10 positive cards are drawn each half term and prizes made available to students which they can claim for themselves or nominate another student to receive them. Rewards breakfast – top achievers in each year group based on attitude to learning and attendance. Students that have made significant improvement in behaviour and/or attendance will be invited.
Termly	Rewards Cinema – top achievers in each year group based on attitude to learning and attendance.



	Y11 only – draw one or two names from Hall of Fame list for a free prom ticket.
Annually	Community awards – SLT to award prizes in each community based on core values – certificates and letters sent home. Community prizes – awarding of Activ8 badges and prizes from event Awarding of Community winners from inter-community competition – annual prize for whole community Subject prefect/ambassadors awarded in each subject area Prefect/Senior Prefect/Head Boy/Girl Awarded to year 10 students in Spring term each year

6 Behaviour expectations

- Worthing High School teachers will discipline students whose conduct falls below the standard which is 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 sanction on that student.
- Worthing High School will consider whether the behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, Worthing High School will consider whether a multi-agency assessment is necessary.

7 Therapeutic approach

- We aim to consider student context when working with students and applying sanctions. Where possible we will make reasonable adjustments when it is practicable and appropriate.
- We aim to show students there are; 'consequences, not punishments'.
- Staff consider a therapeutic approach to their behaviour management strategies (considering language, tone and approach) whilst also maintaining a consistent approach to working with students and issuing sanctions when appropriate.

8 Core routines for all staff to follow

8.1 Start of lesson

- Students to wait in an orderly manner outside the classroom.
- Teacher greets students at the door and supervises a calm entry into the classroom, encouraging a 'Ready to Learn' attitude. A meaningful starter will be provided to engage all students with their learning.
- All staff to pick up on any student who is late and record this as an 'L' code on the SIMS register.



- In class students take out the necessary equipment

8.2 During the lesson

- Create a positive and calm classroom environment by establishing clear expectations for all students. See guidelines on how to create a positive classroom environment and classroom expectations.
- Encourage a 'Ready to Learn' atmosphere through the use of classroom consequences and by issuing merits in line with the Reward system.

8.3 Finish

- Students to stand quietly behind desks, chairs neatly positioned. Students to pick up any litter to prepare the room for the next class.
- At the end of the lesson students should be released in an orderly manner. If a large class, a row at a time.

8.4 Around the school

- We recognise and compliment students for their orderly behaviour, this means walking not running, talking not shouting. The students should be challenged if they behave in a disrespectful manner or use inappropriate language.
- Between lessons staff encourage quick movement between classes, not standing in groups talking. Staff recognise and promote politeness. Students are encouraged to open doors for adults and each other.
- We ask students to pick up litter and staff model this. We aim to encourage a community spirit where students and staff look after each other and the school environment.

8.5 Outside of school

- Ensure students arrive to and leave school in an orderly and respectful manner, being considerate of others and representing the school in a positive manner in the community.

9 Classroom consequences

C= consequences summary

C1	Verbal warning with expectation
C2	Verbal warning with sanction At this point staff will contact First Call to have a therapeutic conversation with students to prevent further escalation in negative behaviours
C3	Send student to F&A (30 min detention the following school day)



The following consequences are to be used if a student is displaying poor behaviour in a classroom. The stages must be followed in sequence and applied by all staff in all lessons consistently.

9.1 1st warning = C1 (Ask)

A C1 is issued when a student fails to meet expectations. At this stage a class sanction may also be put in place.

9.2 2nd warning = C2 (Tell)

A C2 is issued when a student continues to fail to meet the expectations set. A sanction must be put in place, e.g. move student, 5 min time out, breaktime detention, etc. This should be recorded on SIMS. A Subject teacher needs to contact home for students consistently being given C2s. Staff will contact First Call staff who will have a therapeutic conversation with students to prevent further escalation in negative behaviours.

9.3 3rd warning = C3 (Remove and Resolve)

A C3 is issued when a student's behaviour has failed to improve and is therefore preventing the teacher from delivering the lesson without constant disruption and is preventing other students from making progress.

The student will be sent to Positive Behaviour Support Room (F8A) and staff will send an email to firstcall@worthinghigh.net with the students' name and time sent alongside relevant work.

Staff must log the C3 on SIMS , giving details for each consequence given, before 4pm on the day it was given out, set a 30min detention the following day on SIMS and contact parents.

Assistance in a lesson:

If a teacher requires assistance in a lesson a student can be sent to the Main Office or email firstcall@worthinghigh.net to request a member of the Extended Leadership Team.

10 Follow up consequences

10.1 C4= Tier S Internal Exclusion

If a student is poorly behaved at social times they may be placed in Tier S Internal Exclusion which will lead to them being supervised at break and lunch time with either their Progress Leader or a member of the Behaviour or Extended Leadership Team.

If the student fails to behave during the Internal Exclusion they may be issued with a Tier 1 internal exclusion.



10.2 C4 = Tier 1 Internal Exclusion

If a student receives two C3s in a school week or behaves poorly outside of lessons the student will be in Internal Exclusion for break time, lunchtime and will complete an after-school detention until 4.15pm. The student may be collected from lessons by the behaviour team. If the student fails to behave during the Internal Exclusion, they will need to repeat the day and the after-school detention. This will be monitored by the behaviour team who will inform the appropriate progress leader and Deputy Head - Pastoral.

10.3 C4 = Tier 2 Internal Exclusion

A student will be in isolation all day for a serious behaviour incident including an hour afterschool which will be supervised by the Extended Leadership team. This includes defiance for failing to correct a uniform issue.

10.4 C4 = Tier 3 Internal Exclusion

A student will be placed in isolation for a minimum period of 3 days including an hour afterschool which will be supervised by the Extended Leadership team

In some cases it may be necessary to convene a Governors' Disciplinary Panel.

11 Pastoral Support Plans

11.1 Pre-Pastoral Support Plan (PSP)

Will be used when students have displayed repeated low level concerns or isolated incidents of significant severity. A meeting will be held and targets set with the student, school and parents. This will be reviewed and successes celebrated. If the student has not met their targets and their behaviour is still a concern a Pastoral Support Plan will be initiated.

11.2 Pastoral Support Plan (PSP)

A Pastoral Support Plan (PSP) is a school-based, time-limited intervention designed to support individual pupils in addressing behaviours which are having a negative impact on their learning and/or social inclusion. (Please see Appendix 4 for PSP guidance)

11.3 Final PSP

A Final PSP will be coordinated with West Sussex Fair Access team and with the approval of the Headteacher.

A Final or Intensive Pastoral Support Programme (FPSP/IPSP) is enhanced PSP that is supported by a multi external agency approach.

A FPSP or IPSP should be set up for a pupil where there is:

- A significant deterioration in behaviour
- Risk of failure at school through disaffection
- Risk of permanent exclusion



A FPSP or IPSP should only be considered after all other strategies, including a PSP, have been tried and proved not to be effective with evidence of APDR. A FPSP/IPSP may re-visit strategies that have previously been successful. A FPSP/IPSP will require professionals to think creatively in terms of support for the pupil. A pupil should only embark on a FPSP/IPSP with the agreement of Senior Leaders within the school and in discussion with APC Inclusion/Fair Access. The overall responsibility for a FPSP/IPSP must sit with a Senior Leader within the school. A FPSP/IPSP will run for 16 weeks and be formally reviewed at least every 4 weeks.

12 Consequence cards

Every student must carry a consequence card with them at all times

12.1 Rationale

To recognise the positive behaviours of students in lessons, during lunch, break and when they move around the building.

- To reinforce the high expectations of students regarding kindness to others, socially acceptable behaviour, uniform, litter and following school rules.
- To reinforce with students that there are consequences for their behaviour, to enable them to learn to 'self-regulate' their behaviour.
- To understand the benefit of behaving positively after you have made poor choices and how this can lead to positive consequences. Students will be presented with a new card each term. Each week staff will be given the focus of the week for positive signatures. Staff should aim to catch students 'getting it right'.

12.2 Detentions

All members of Worthing High School staff can issue detentions to students as a sanction where they feel it is appropriate. Staff will aim to give 24hrs notice to parents where possible via email, text or a phone call for detentions after school. Staff may keep students for up to 15 minutes after school without contact with parents/carers. With lunchtime detentions, staff will allow reasonable time for the student to eat, drink and use the toilet.

12.3 Subject detention guidelines

Type of detention	Responsibility	Possible reasons	How to log
30min subject teacher detention	Classroom teacher (supported by Subject Leader)	C3 No homework No equipment	<ul style="list-style-type: none">• Phone call home by classroom teacher• Log on SIMS



45min Subject detention	Classroom teacher (supported by Subject Leader)	Failed to attend 30min subject teacher detention	<ul style="list-style-type: none"> • Phone call home by classroom teacher • Log on SIMS • Inform subject leader • Admin to confirm via email
1hr Progress Leader detention	Progress Leader	Failed to attend 45min subject detention Uniform infringement Poor behaviour around the school	<ul style="list-style-type: none"> • Phone call home by classroom teacher • Log on SIMS • Admin to confirm via email
90min SLT detention	Member of SLT	Completed consequence card for negative signatures or repeated lost card	<ul style="list-style-type: none"> • Logged by the behaviour team • Email sent home
Tier S IE	Progress Leader	Poor behaviour around the school in social time	<ul style="list-style-type: none"> • Phone call home by progress/pastoral leader • Complete IE form • Admin to log on SIMS
Tier 1 IE	Progress Leader	Failure to attend progress detention Two C3's in one school week Possession of smoking or electric smoking material (1 st offence)	<ul style="list-style-type: none"> • Phone call home by PL • Complete IE form • Admin to log on SIMS
Tier 2 IE	Deputy Head – pastoral, behaviour manager	Significant incident in or out of school Persistent poor behaviour Failure to attend Tier 1 sanctions	<ul style="list-style-type: none"> • Phone call home by Deputy Head/ Behaviour Manager • IE form completed • Admin to log on SIMS
Tier 3 IE	Deputy Head-pastoral, behavioural manager	Significant incident in or out of school. Persistent poor behaviour Failure to behave in Tier 2	<ul style="list-style-type: none"> • Phone call home by Deputy Head/Behaviour Manager • IE form completed • Admin to log on SIMS



13 Behaviour for learning at Worthing High School

14 Sanctions/consequences

Worthing High does not operate a tariff based approach to sanctions. Each incident will be thoroughly investigated and then the context of the incident and the circumstances surrounding the student will be considered when a sanction (including fixed term suspension or permanent exclusion, if appropriate) is applied. Where possible, reasonable adjustments will be made for vulnerable students, though this may not always be possible depending on the incident.

When a student with SEND may require a sanction being enforced, the AHT Inclusion and/or SENCO will be involved in deciding the sanction issued. This may lead to reasonable adjustments being made where possible.

If a student contravenes the drug policy a suspension will be issued and a permanent exclusion may be issued if there is repetition of contravention of the drugs policy or a serious breach of the policy.

15 Students conduct outside the school gates

“Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” in line with section 90 of the Education and Inspections Act 2006.”

Worthing High School will respond to reported incidents of criminal and non-criminal poor behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. This may be recorded as ‘bringing the school into disrepute’ and a suitable sanction (including fixed term suspension or permanent exclusion, if appropriate) will be applied depending on the severity of the incident. Criminal behaviour will be reported to the police.

Teachers may discipline students for:

- misbehaviour when the student is:
- taking part in any school-organised 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.
- part of a group of students involved in serious criminal or non-criminal activity out of school
- involved in a serious social media incident
- involved in a serious incident out of school
- 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, staff or member of the public or
- could adversely affect the reputation of the school.
- poses a significant safeguarding risk to students or staff at the school

16 Guidelines on the use of reasonable force

The information below is taken from the Department for Education Use of Force guidelines published July 2015.

All members of Worthing High School staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

17 Reasonable force can be used

- To prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- To control students or to restrain them.

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. Staff may need to make reasonable adjustments for disabled students and students with special educational needs (SEN).

Where appropriate the use of force will be reported to the parents of a student by a member of the senior leadership team and the incident will be reported using the Use of Physical Restraint Report Form to the behaviour manager or Deputy Headteacher (Pastoral).

18 Anti-bullying strategies

We believe that bullying behaviour is unacceptable. This school is committed to creating a safe environment where young people can learn and engage socially, and can talk about their worries, confident that an adult will listen and will offer help.

We will make it clear to students, staff, parents and governors that if bullying happens, we will work as a community in accordance with our policy which is based on a supportive approach, to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and encourage and support improved behaviour from the bully towards the victim(s) either as an individual or through delegation into the peer group. Sanctions, including internal exclusions, suspensions and permanent exclusions, will be applied however, whenever appropriate, if bullying behaviour occurs.



18.1 The Senior Leadership Team will:

- Take all incidents of bullying very seriously.
- Provide training for all new staff to the School in applying the supportive model procedures.
- Monitor all incidents of bullying within the school.
- In consultation with the Headteacher apply the necessary sanctions if bullying persists.
- Ensure sufficient coverage within the PSHE curriculum.
- Monitor and review resources to support delivery in the curriculum.

18.2 Pastoral Leaders and Progress Leaders will:

- Take all incidents of bullying very seriously, respond appropriately using the support model procedures.
- Be involved in the training of form tutors to deliver the skills and knowledge to support students within their care.
- Ensure that appropriate resources are available and updated.
- Record all incidents of bullying on SIMs.

18.3 All staff will

- Take all incidents of bullying very seriously.
- Inform form tutors and Pastoral Leaders / Community Leaders of any incidents brought to their attention.
- Adhere to the supportive model procedure if required to take action.
- Deliver the prescribed PSHE curriculum content relating to bullying

18.4 Governors will

Review the Behaviour for Learning Policy on a regular basis

19 Strategies used to promote an anti-bullying culture at Worthing High School will include

- Appropriate and consistent use of sanctions
- Curriculum support, particularly in PSHE and Citizenship
- Anti-bullying information including, assemblies, displays and educational literature for students who show bullying behaviour.
- Student and peer intervention where appropriate. Supportive work will be undertaken via the School Council (overseen by teaching staff). The “no-blame” national strategy will be applied by senior and middle level leaders in cases where a positive outcome is deemed likely



- Advice through pastoral systems will be available to students and parents to help them overcome challenging circumstances related to bullying situations.

Cyberbullying is recognised as a distinctive and very serious form of bullying. Strategies employed at Worthing High School to tackle instances of cyberbullying include the following:

- All students and parents are required to sign an 'acceptable use of the internet in school' agreement
- Appropriate sanctions, such as limiting access, are put in place if this agreement is broken
- Social-networking and video sharing sites are not accessible at school
- 'E'-safety is taught as part of the ICT curriculum at Key Stage 3
- Promotion and awareness of cyberbullying through assemblies, family group time and anti-bullying week
- Promotion and awareness of cyberbullying by communicating with parents, eg via the newsletter and website
- Encouraging students to report incidents of cyberbullying
- Supporting victims of cyberbullying
- Investigating incidents of cyberbullying, including liaison with parents, website providers and the police as appropriate
- Implementing appropriate sanctions
- The school will not intervene in cyberbullying if students are using platforms that are not of an appropriate age rating for that student. Parents/Carers will be encouraged to report this to the Police and will be encouraged to remove the social media platform from their child's device.

20 Appendix 1 student expectations

20.1 F8A student expectations

- Students coming into F8A will initially report to the member of staff in the room and explain why they are there (C3 etc.) then await direction.
- Whilst in the room students, once seated by staff remain in that seat and work in silence.
- If a student has a need, or wishes to ask a sensible question, or discuss an issue, they will raise their hand and wait silently to be addressed by a member of staff present.
- The student will initially complete a Reflection sheet to the best of their ability.
- Once completed, a member of staff in the room will speak with the student about their behaviour
- and how they can reflect, learn and amend to prevent any further escalations and ultimately loss of their own education.



- Once reflection is complete, the student will be set work at the discretion and direction of staff present in the room.

Failure to comply with any of the above may attract further sanctions

21 Appendix 2 staff procedure for a C3

21.1 F8A – staff procedure

- Open the First Call log spreadsheet and complete the details for each student as they arrive in F8A.
- If a student has taken too long to arrive at F8A please email the progress leader the timings.
- Complete a Self-Reflection sheet with each student when they first arrive in F8A (you may need to allow the student some time to sit and reflect before they begin writing).
- If a student fails to arrive at F8A please report to the member of ELT on duty via a First Call email.
- Ensure students read the student expectation sheet for F8A.
- Use the Behaviour for Learning warnings and if a student receives a C3 please send for the member of ELT on duty via a First Call email.
- Allow students to return to their next lesson of the day unless you feel that further intervention is required. If so, inform the member of ELT on duty.



22 Appendix 2 Physical restraint form

The school retains this form. The member(s) of staff involved may also retain a copy. *Staff may wish to seek advice from a senior colleague or a representative of their professional association when compiling the report.*

Incident date:	Time:	Location:	
Name of staff member(s) involved:			
Name(s) of student(s) involved:			
Name(s) of any witnesses (indicate if student(s) or staff)			

Reason that force was judged necessary: *(e.g., to prevent injury to another student)*

Details of how the incident progressed: *(include details of student's behaviour, what was said by all parties, the steps taken to defuse the situation – the type and degree of force used and for how long)*

Continue at end of next page or attach continuation sheet as required

Outcome of incident: *(including student response)*

Details of any injuries to any parties/damage to property:

Accident/incident reporting form completed by: *(name of first aider and attach copy)*

Action taken by Headteacher/Member of Leadership Team if appropriate *(e.g. external*



agencies contacted, discussion with parents)

confirmation that the staff member was advised to seek medical assistance: Yes/No

Signature(s):

Date:



23 Appendix 3 pastoral support plan guidance

23.1 What is the purpose of a pastoral support programme (PSP)?

A Pastoral Support Plan (PSP) is a school-based, time-limited intervention designed to support individual pupils in addressing behaviours which are having a negative impact on their learning and/or social inclusion.

Pupils at risk of repeated fixed term or even possible permanent exclusion often need longer-term or more intensive intervention. Occasionally the Local Authority, from its record of fixed term exclusions, may prompt a school to set up a PSP for a particular pupil, however at WHS we aim to be proactive in the use of PSPs. At WHS, if a student has a Fixed Term Exclusion (FTE) or 3+ Internal Exclusions this should trigger the start of an Pastoral Support Programme. Students with more than one FTE should without question be on an PSP.

A PSP should be a multi-agency intervention and when setting up a PSP, the school should alert any relevant agencies, such as the Pupil Entitlement Team, Fair Access or the Educational Psychologist. If the pupil is Looked After, their Social Worker must be informed.

A PSP should be specific in outlining the main causes of concern and should identify precisely what the school, pupil and parents/carers need to do to improve both academic and social progress. A nominated member of staff must be identified to co-ordinate the PSP.

Although there are exceptions (for example a serious act of violence, sexual abuse or assault, carrying an offensive weapon or supplying an illegal drug) exclusions and managed moves will rightly be open to challenge unless the school can demonstrate that it took determined measures (“best endeavours”) to rescue a deteriorating situation and to keep a vulnerable and at risk pupil in school. A PSP is often key to this.

A PSP should not be used to replace the special education needs assessment process or an EHP / PEP. There will be some pupils who will need a PSP but do not have particular special educational needs (or an IEP). It is expected that most pupils at risk of exclusion will already have an EHP; all Looked After pupils will have a PEP.

23.2 Who should have a PSP?

- Pupils who are at risk of failure at school through disaffection.
- Pupils whose behaviour is deteriorating.
- Pupils who have had several specific fixed term exclusions or internal exclusions, which may escalate towards further exclusions or a permanent exclusion.



23.3 What will a PSP aim to achieve

A PSP is a collaborative process between the school, the pupil and parents/carers. The intention of the collaboration is to ensure that the school provides appropriate support, the pupil feels able to make better choices and that the parents are supportive.

For a pupil who has had problems over a considerable period of time, the key is to help them experience success and feel better about themselves. The PSP should therefore include **rewards for success and improvement** as well as consequences as appropriate. Those aspects of the pupil's behaviour and social skills in need of improvement have to be clearly and specifically identified and clear, realistic objectives and achievable targets need to be set. Short term incremental goals are likely to have a far greater chance of success than very general, long term ones. The need is to help the pupil towards as many successes as possible, creating a habit of success to replace the habit of failure. Setting unrealistic targets will likely result in failure and will leave the school open to criticism or an appeal) in the event of an exclusion hearing.

An effectively executed PSP calls for high levels of determination and persistence on the part of school staff. When working within a multi-agency framework there is an even greater need for clear organisation, consistent management, good record keeping and regular reviews.

23.4 How should the PSP be set up?

The programme of support will need to be agreed between the school, the pupil, the parents/carers and if relevant any other person working with the pupil. The school will need to invite parents/carers to an initial meeting to discuss the main causes of concern and to agree how the child can be supported. Schools should seek and maintain close liaison with parents/carers throughout the process; this will help secure a consistent approach and expectation from both the school and home. The level of parental involvement will have considerable impact on the success of the programme.

The person with responsibility for co-ordinating the PSP will need to gather information by seeking the views of parents/carers, the pupil and from any other relevant professionals. They may want to also seek input from colleagues, for example via a 'Round Robin' on aspects such as learning, behaviour, attitude and relationships. This information will inform the targets and support agreed at the initial meeting. It is likely that less information will be required for future review meetings. The PSP should then set clearly identified targets for the pupil and outline the relevant support and reward/consequence strategies to assist the pupil in meeting such targets. At the final review for each PSP a decision will need to be made as to whether further, more severe sanctions are required or praise for successful completion of the PSP and agreement on future support to maintain positive behaviours.



23.5 Guidance for planning and using PSPs

Before initial meeting
Allocate an appropriate member of staff to coordinate the PSP and who can ensure implementation of the actions
Consider a Round Robin to gain input from teachers
Explain to the pupil the purpose of the PSP and their role in it
Explain to parents the purpose of the PSP and their role in it
Offer parents a choice of dates to ensure they can attend
Invite or seek input from other colleagues/professionals as appropriate, particularly if actively engaged with the pupil/family. NB the social worker must be invited if the pupil is Looked After
During the meeting
Avoid apportioning blame by using a solution-focused approach
Break the targets down into small steps to increase the chances of success
Align targets with other documents in use with the pupil such as IEP, PEP, EHP. The PSP should not replace an IEP
Recognise that some of the school systems, or the approach of some colleagues, may need adjusting to support achievement of the targets
Make sure everyone knows what they have to do and by when
After the meeting
Give everyone present a copy of the completed plan
Ensure targets, strategies and expectations are communicated to all staff who have contact with the pupil. The PSP should be a 'live' document that all relevant colleagues are aware of.
Ensure that rewards and consequences agreed are used consistently at school and at home
Monitor progress regularly and keep parents informed
Consider an interim annual review for a pupil with a statement, particularly towards the end of PSP since changes to the statement may be needed dependent on outcomes
Consider incorporating the PSP into the PEP for a looked-after child
Use the PSP as a positive intervention and not paper exercise to gather evidence for a managed move or exclusion
At the review meetings
Celebrate improvement and success
Review the targets and/or support strategies and amend them if appropriate
Set a date for further review
Confirm the next steps