



Haslingden High School and Sixth Form

Behaviour for Learning Policy

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Section 1 - Introduction

School Aims

At Haslingden High School and Sixth Form our number one aim is 'Achievement for All' and we pride ourselves on our reputation for not only our academic success but success in its widest sense. We are successful because we have high expectations of all of our students, and because we create a learning environment underpinned by a culture of respect where individuals are nurtured and supported.

Achievement for All: for all our students to be safe, happy and successful, developing as individuals into caring, responsible citizens equipped for life in the 21st century.

We strive to:

- **create successful learners**, who achieve the best possible qualifications, alongside equipping them with the skills and motivation to overcome future challenges
- **ensure all students experience an exciting, ambitious and inclusive curriculum** that is well-planned, broad, diverse and expertly delivered. Our curriculum will inspire and motivate students to want to know and remember more, allowing them to become lifelong learners
- **provide access to a wide range of opportunities and experiences** beyond the taught curriculum, enabling our students to leave our school with high aspirations
- **work in partnership to offer a personalised approach to care, guidance and support** that will ensure students feel and know how to keep themselves safe and happy. Students' physical, mental and emotional wellbeing is at the forefront of everything we do, empowering them to make informed choices
- **guide students, helping them to become kind, resilient and ethical individuals** who will make a positive contribution to their local community and beyond. They will embrace change and leave as well-rounded individuals with a strong set of values and beliefs

At Haslingden High School and Sixth Form we believe that for students to feel a sense of belonging, to achieve well across the whole curriculum and to thrive as young people, positive behaviour in all aspects of school life is necessary. We seek to create a learning environment which both challenges and supports by:

- Carefully considering the key aspects of school practice
- Building a positive relationship with parents and carers to develop a shared approach: involving them in the implementation of the school's policy and procedures
- Promoting and teaching positive behaviour and discipline
- Promoting self-esteem, self-discipline, appropriate regard for authority and positive relationships based on mutual respect
- Ensuring fair treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline our system of rewards and sanctions
- Define what we consider to be unacceptable behaviour.
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

Governors' Statement of Principles

Purpose:

- to fulfil the Governors' duty of care to students and staff
- to promote teaching and learning and high standards of achievement and attainment
- to maintain the ethos of Haslingden High School and Sixth Form
- Governors recognise that the application of rewards and sanctions must have regard to the individual student and the headteacher is expected to use their discretion in their use
- Governors recognise that rewards and sanctions must be applied with regard to each individual student's circumstances. The headteacher is expected to use their professional judgement and discretion when applying them.

Sanctions are used to:

- make clear that misbehaviour is not acceptable;
- express the disapproval of the school community; and
- deter other students from similar behaviour.

Governors recognise that the application of rewards and sanctions must have regard to the individual student and the headteacher is expected to use their discretion in their use.

Roles and responsibilities

Governing Body

- The Governing Body establishes, in consultation with the headteacher, staff and parents, the policy for the promotion of positive behaviour and keeps it under review. It ensures that it is communicated to students and parents, is non-discriminatory and that expectations are clear for all stakeholders. Governors support the school in maintaining high standards of behaviour. Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Staff

- The headteacher is responsible for the implementation and day-to-day management of the policy and procedures
- Support for staff faced with challenging behaviour is also an important responsibility of the Senior Leadership Team (SLT), who are keen to maintain a positive and purposeful environment that allows all students to learn and all teachers to teach
- School takes reasonable steps to ensure that all registered parents of students sign the parental declaration to indicate that they understand and accept the contents of the home-school agreement.
- All staff are responsible for ensuring that the policy and procedures are followed, and that they are consistently and fairly applied. Staff have responsibility, with the support of the Pastoral Team (Care, Support and Guidance) Team, for creating a high quality learning environment; teaching positive behaviour and upholding the school's expectations of students.

Parents and carers

- Parents and carers are expected to take responsibility for the behaviour of their child, both inside and outside the school. They are expected to work in partnership with the school to maintain high standards of behaviour and parents and carers are also expected to fulfil their responsibilities as outlined in the home-school agreement
- We operate as an 'open school', inviting parents to raise any concerns that may arise from the operation of this policy. We recognise that there may be occasions where contact is felt necessary and politely remind parents and carers that all communications adhere to our communications policy, ensuring that the tone and manner is appropriate throughout
- It is important to acknowledge that managing behaviour can be a challenging aspect of school life and works best where all parties work together to establish and maintain clear boundaries and expectations

Students

- Students are expected to take responsibility for their own behaviour and are made aware of the school policy, procedures and the four expectations. Students also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported (students are informed of the various methods of reporting available to them)

Review

- The headteacher, in consultation with the staff, will monitor and review the Behaviour for Learning policy and procedures and evaluate them to ensure that the operation is effective, fair and consistent. The headteacher will keep the Governing Body informed
- The policy and procedures will be reviewed to ensure their continuing appropriateness and effectiveness. The review will take place in consultation with the headteacher, staff and focus groups

Four expectations of students - The Respect Agenda

At Haslingden High School and Sixth Form we firmly believe respect is an essential part of school life. The Respect Agenda details the minimum standards expected of all students. We work hard to establish a school environment where students can be safe and happy. They are displayed in all classrooms and staff refer to them in their work with students. We know that in order for 'Achievement for All' to be possible, we have to ensure that all members of our school show the respect outlined in our four expectations:

- Speak and behave respectfully to staff and students
- Respect your learning and the learning of others
- Respect the school environment
- Respect the wider community

Rights and responsibilities

Students have the right to:

- Be educated with access to a rich, inclusive and varied curriculum
- Feel safe, secure and healthy in a school free from verbal or physical abuse
- Be listened to by school staff and treated with respect
- Be confident that problems will be addressed in an appropriate manner

Students have the responsibility to:

- Consistently meet the school's four Expectations
- Accept the consequences of failing to do this

Parents / Carers have the right to:

- Expect that their child is educated to their full potential
- Expect that their child is listened to by school staff and treated with respect
- Be kept fully informed of their child's progress, including issues relating to their behaviour and be consulted if problems arise
- Be informed if their child is absent without explanation
- Have any complaint they make about their child being bullied taken seriously and investigated/resolved as appropriate
- To appeal to the Headteacher / Governors, if they believe the school has exercised its disciplinary authority unreasonably

Parents / Carers have the responsibility to:

- Support the school's four expectations and school standards
- Respect the school's Behaviour for Learning policy and procedures and the disciplinary authority of school staff
- Respect and adhere to the school's Communication Policy
- Support the school by encouraging hard work, positive behaviour, punctuality and excellent attendance and by supporting the school's rewards and sanctions
- Help ensure that their child follows all safe and reasonable instructions by school staff and adheres to school rules and policies
- Send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn
- Keep in touch with their children's progress by attending Parents' Evenings
- Attend meetings with school staff, if requested, to discuss their child's behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour and or progress
- Discuss any behavioural concerns with the class teacher promptly
- Treat all staff respectfully and as professionals
- Work in partnership with school if an off site direction is deemed necessary
- If their child is suspended from school, to ensure the child is not found in a public place during school hours in the first 5 days of suspension and to attend a reintegration meeting with the school regarding any fixed term suspension. To ensure their child accesses an alternative provision identified by the school should the fixed term suspension be for 6 days or longer

Section 2 - Positive Behaviour for Learning

One of the primary aims of Haslingden High School and Sixth Form is to create a nurturing and effective learning environment by actively fostering and promoting positive behaviour for learning (BfL) among all students. This commitment is central to our educational philosophy, recognising that appropriate conduct is intrinsically linked to academic success and personal development.

This positive BfL is cultivated and encouraged through a cohesive and multifaceted approach, employing a variety of methods that permeate all aspects of school life:

In the classroom

Teaching and support staff are responsible for setting the tone and environment for positive behaviour within the classroom. Staff will refer to the Respect Agenda to support them in:

- Creating and maintaining a stimulating environment that encourages students to learn
- Planning lessons to ensure that the needs of all students within their class are met, taking account of prior learning, any special educational needs and those students facing vulnerabilities that the classroom teacher is aware of
- Ensure learners make every minute count by being ready and prepared to learn

Staff are encouraged to develop positive relationships with students, which may include:

- Greeting students at the beginning of the lesson in line with school expectations
- Establishing clear routines
- Communicating expectations of behaviour
- Highlighting and promoting good behaviour
- Using positive reinforcement
- Using house points to celebrate achievement
- Dismissing students at the end of the lesson by reinforcing key concepts learnt during the lesson.

Rewarding positive behaviour

At Haslingden High School and Sixth Form we encourage all students to take responsibility for their own actions and actively seek to reward those students who consistently make positive choices in the learning environment.

We encourage good work and behaviour by using a wide range of rewards including:

- Verbal praise
- House points
- Star of the week nominations
- Written praise on work as part of the feedback process.
- Display of work
- Telephone calls home
- Comments during Parents' Evening
- Reporting to parents
- Certificates and rewards
- Praise postcards
- Academic/sport achievement and attendance awards at presentation evening
- Wall of fame achievement displays in subject areas
- External certificates
- Letters from agencies

- Commendation assemblies
- House assemblies
- Attendance assemblies
- Visits and trips
- Badges, including AB club, attendance, homework attainment and top achievers badges.

Section 3 - Child on Child Abuse including Harmful Sexual Behaviour

Through various training opportunities all staff will be aware that child on child abuse can occur between students of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child on child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child on child abuse is not occurring. All staff will speak to a DSL if they have any concerns about child on child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

All staff will be clear as to the school’s policy and procedures regarding child on child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of students with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the student’s SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ students, who evidence suggests are also more likely to be targeted by their peers. In some cases, students who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ students. The school’s response to sexual violence and sexual harassment between students of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Support for all children involved

Haslingden High School and Sixth Form will offer support for both the victim and the child alleged to have displayed child on child abuse and or harmful sexual behaviour. Support will be provided by the pastoral team or external agencies where bespoke support is required.

Children can abuse other children. This is generally referred to as **child on child abuse** and can take many forms. This may include (but not limited to):

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between children.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a student’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting*
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.

***Upskirting** refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including children and staff, of any gender can be a victim of Upskirting.

Consensual and non-consensual sharing of nude and semi-nude images and/or videos, colloquially known as “**sexting**” and “**youth produced imagery**”, is defined as the sharing between students of sexually explicit content, including indecent imagery. **Indecent imagery** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Consent is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purpose of this document, sexual violence, sexual harassment and online sexualised behaviours will also be referred to as HSB (Harmful Sexual Behaviour).

Disclosures

- Process

Students will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Students will also be reassured that they will be taken seriously, be supported, and kept safe. Students have three ways to disclose at Haslingden High School and Sixth Form and they are regularly reminded of these. They can email or speak to a colleague, report via the Sharp system on the website or use the Speak up; Speak out app on their iPads.

- During

Ensure that the child who has reported the behaviour is reassured that their concerns are being taken seriously and that they will be kept safe. Their wishes in terms of how they want to proceed should be sought and they should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.

Response to initial concern

1. Challenge the behaviour.
2. Report the behaviour immediately using CPOMs or in person to DSL/Deputy DSL if the child is at immediate risk or behaviour is of a sexual nature.

Role of DSL

The following will be considered:

- The wishes of the victim in terms of how they want to proceed
- The nature of the alleged incident
- The ages of the children involved
- The development stages of the children involved
- Any power imbalance between the children
- Is the incident a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children, school or college staff
- Analysis of SEND/LGBTQ+ needs
- Contextual safeguarding issues

Following a report of sexual violence, the DSL (or member of the Safeguarding Team) will make an immediate risk and needs assessment, considering:

- The victim
- The alleged perpetrator
- All other children (and if appropriate adult students and staff).

Support from:

- Lancashire Safeguarding Advice Line
- Children's Social Care
- Police
- Use of The Brook Traffic Light tool to assess behaviours

Use of Risk Management Plans (RMP)

RMPs may be used to ensure action is taken to reduce the risks posed by the child alleged to have displayed harmful sexual behaviour. The plan could but is not limited to considering the following:

- Supervision in class including seating plan arrangements
- Supervision during unstructured times including transition from lesson to lesson
- Toilet arrangements
- Transport to and from school
- Identified key staff for both victim and child alleged to have displayed harmful sexual behaviour.

RMPs will be recorded, signed by all parties and shared with staff. They will be reviewed on a regular basis. Timescales will be discussed and reviews arranged at the initial meeting.

Contact with parents/carers

Throughout the process school will maintain open communication with the parents/carers of all the children who have been involved (both victim, and those who displayed the behaviour) to ensure any concerns are identified as quickly as possible.

Where a RMP is needed the parent/carer of both children will be involved where possible to contribute towards the plan. The victim's wishes will underpin the RMP to ensure risks are minimised and all students feel safe.

Section 4 – Bullying and Discrimination

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found in the school policies [here](#).

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

DfE Preventing and tackling bullying 2017

Bullying is, therefore:

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

Bullying may include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online*, either directly or indirectly such as through social networking sites, messaging apps or gaming sites

Section 5 - Choices and consequences

Where students choose to make inappropriate choices which affect their learning or the learning of others, a range of sanctions will apply. There are a range of strategies which may be used in cases of unsatisfactory work or behaviour; depending on the level of concern or the number of issues arising which include detentions, use of internal exclusion, suspension and permanent exclusion. The suspension and permanent exclusion policy can be found [here](#).

The application of sanctions must have regard to the individual student, and therefore the Headteacher, SLT and Pastoral team are expected to use discretion in their use. However, fundamental to the school's ethos is the principle of being Consistent, Insistent and Persistent in order to fulfil the school's primary aim of 'Achievement for All.'

It is expected that the majority of low level behavioural incidents will be managed by the classroom teacher or form tutor by utilising the Respect Card and the agreed warning system. Staff are encouraged to consider the classroom behaviour checklist, outlined in the document "Getting the simple things right"

- Where necessary, care, support and guidance issues should be discussed with Head of Year (HoY) who may advise; support / work alongside the form tutor; or lead on the issue
- Curriculum issues (e.g. homework, lack of effort in a subject) should initially be discussed with the Subject Leader (SL) and/or the Curriculum Leader (CL)
- More serious issues, or those involving students from more than one year group, will involve Heads of School (HoS) as well as HoY
- HoS and HoY will also involve the SAHT (B&A): Behaviour and Attitudes, in issues as appropriate
- The final decision regarding off site direction/fixed term suspension or permanent exclusion remains with the Headteacher, or person acting with the Headteacher's authority, following investigation by the pastoral team

Respect Cards

All students are immediately given a Respect Card at the start of each half term by their form tutor. If a student is absent for this it is their responsibility to collect one from the main office on the morning of their return. Students are encouraged to follow the school expectations which maintains the Respect Agenda and creates the right environment for students to flourish. This is recognised and celebrated by our respect cards.

Students are expected to carry their respect card at all times and hand it over to staff whenever they are asked for. Staff can ask for the card if they have concerns about any of the following;

- Lack of equipment
- Uniform/chewing gum
- Late to lesson
- Speaking/behaving disrespectfully
- Homework completion

If a staff member feels that a student has not followed one of the expectations they would ask for the card and they will place a signature in the correct row.

Once a student receives five signatures on their card they will be issued a 30 minute detention in line with the detention system. Students are expected to collect a new card at their next natural break from lessons, this could be at break, lunch, after school or before school.

If a student does not have a card or refuses to hand a card over, this will result in 60 minute detention and where needed the relevant member of the pastoral staff will be informed.

If a student loses a card they can obtain a new one from the main office before the start of the school day. On the second instance or more it would result in a detention.

If a student forgets their card, they can borrow a replacement card from the office before the start of the day. They would then return the card the next day and any signatures would be carried over. If a student was unable to find the original card they would be issued a new card and on the second or more occasion a detention would be issued.

At the end of each term, students hand their cards in to their form tutors. Any student with a blank card would receive fifty housepoints, any student still on their first card would also receive twenty housepoints.

Students are aware that the number of Respect Cards they are on has an impact on the end of year rewards.

Please see Appendix for details.

Support system

At Haslingden High School and Sixth Form we operate a support system for all lessons. This is to ensure the school's four expectations are upheld consistently and to enable a uniform approach to the issuing of detentions. Colleagues can use this system as a consequence of students either ignoring to act on the repeated instructions / warnings from a member of staff on the third instance or as the result of an isolated, yet serious incident as indicated below.

Examples of low level disruptions which hinder the learning of the student and others in the class that could result in a warning could include the following:

- Talking unnecessarily or chatting
- Calling out without permission
- Being slow to start work or follow instructions
- Showing a lack of respect for each other and staff
- Not bringing the right equipment
- Taking another student's possessions
- Interrupting the flow of learning
- Distracting others
- Non completion of work including homework
- Unsafe behaviour in a subject lesson

If support is called, there are four options:

1. The student returns to the class following appropriate resolution (apology, clear improvement in attitude/work, showing respect, following instructions promptly). This would result in a 30 minute detention.
2. The student is removed and placed in the department/faculty internal isolation (another classroom identified on the internal isolation rota which should be published in all classrooms). This would result in a 60 minute detention.
3. Taken to student reception to organise first aid and/or contact home due to illness (no sanction)
4. Placed in Stage 2 with the agreement of Deputy Headteacher, Senior Assistant headteacher or relevant Head of School

A respect essay may be issued if behaviour falls short of school expectations and parents/carers will be informed.

Detention System

Haslingden High School employs a same day detention system.

- If students are placed in detention before 12:30 pm they will be issued a detention on the same day.
- Any detention issued after 12:30 pm would be issued for the following day, providing parents and carers time to make arrangements if needed.

Students can be issued a detention in class, or in the wider school community for a serious incident or when the Support System is used. Whilst in lesson students would be given two warnings regarding their behaviour. If they are informed a third time that their behaviour is not acceptable a support call will be called. Students will then be spoken to by the support team and they will where possible assist the student in amending their behaviour so they can return to lesson.

- If the student returns to class they will be issued a 30 minute detention.
- If the student does not return to lesson then a 60 minute detention will be issued and they will be placed in an internal support room for the rest of the period.

Detentions take place in the Maths corridor, and begin five minutes after the end of the school day. Students should arrive in time and check the room they have been allocated to from the information provided. Students are expected to complete the detention to their best ability and complete the work set.

If a student does not complete the detention in the required manner they would be reissued the detention again and may also be placed in a separate room..

If a student misses their detention it will be reissued for the following day and the sanction will be extended.

- If a student misses a 30 minute detention, they will then be expected to complete a 60 minute detention the next day.
- If a 60 minute detention is missed the student would spend the afternoon in Stage 2 and then complete the 60 minute detention.

Students may also be placed in an Extended School Day which would result in 3 60 minute detentions on the first occasion and 5 on the second instance where appropriate due to their behaviour or number of detentions they have received in a given time..

Detentions are supervised by members of the teaching staff and are organised and supported by a senior member of staff each night.

Reports and parental involvement

Haslingden High School and Sixth Form places a high value on home/school links and seeks to promote the active and supportive involvement of parents / carers in their child's education.

Reports are seen as a supportive measure: intended to ensure that students, school and parents work together to bring about improvement, and so that progress towards given targets may be monitored. Reports may be instigated by staff, students or requested by parents / carers for consideration.

The reports follow a traffic light system and are designed to support Behaviour for Learning. Prior to the formal report system, curriculum staff, in discussion with subject leader and/or curriculum leader may decide to issue a report which monitors: homework, classroom behaviour and/or attitude to learning within their classroom.

Reports include mentoring, form tutor report (green), HoY report (amber) and HoS/SAHT/DHT report (red).

A Pastoral Support Programme (PSP) will be discussed if a student makes limited progress on a red report card or returns from an alternative provision placement due to behaviour. This involves a 12 week monitoring period and an additional invite to the Governor Behaviour Panel.

Stage 2 (Pastoral Inclusion Unit):

This may be the equivalent of an internal exclusion. Students are expected to work in silence, place mobile phones in the safe and follow all safe and reasonable instructions. A student may be required to work alternative hours at the discretion of the Headteacher, Deputy Headteacher, Senior Assistant Headteacher or Head of School. Reasons for this sanction may include but not limited to:

- Smoking and vaping on the school site including e-cigarettes
- Instances of refusing to follow instructions from a member of staff
- Instances of verbal abuse of staff or students
- Minor breach of internet / Acceptable Use Policy / Online Safety and Security Framework
- Failing to tell the truth
- Use of discriminatory language
- Instances of threatening or intimidating behaviour towards another student
- Issues with key students where specific arrangements have been made beforehand between HoS, Deputy Headteacher and the Pastoral Inclusion Manager
- Failure to meet uniform and appearance expectations
- Failure to meet basic school expectations – e.g. several instances of support or failure to attend SLT detention
- Damage to school property
- Child on child abuse including low level harmful sexual behaviours
- Bringing in a sharp object or imitation weapon which could cause distress to students

A student may be accommodated in Stage 2 during the investigation phase of an alleged incident or pending a possible decision to suspend. All students will return to Stage 2 after a suspension or direction to another school.

If a student brings or uses smoking or vaping materials into school repeatedly it will lead to further sanctions, examples of which could include, but not limited to a longer period of time in Stage 2, direction to another school and suspension.

Sixth Form

For some instances of unacceptable behaviour, Sixth Form students may be required to complete a period of home study and/or restorative justice at the discretion of the Headteacher, Deputy Head, Senior Assistant Headteacher or director of Sixth Form – this may include, but not limited to:

- Smoking and vaping on the school site including e-cigarettes
- Instances of refusing to follow instructions from a member of staff
- Instances of verbal abuse of staff or students
- Minor breach of internet / Acceptable Use Policy / Online Safety and Security Framework
- Failing to tell the truth
- Use of discriminatory language
- Instances of threatening or intimidating behaviour towards another student
- Issues with key students where specific arrangements have been made beforehand between the Head of Sixth Form
- Failure to meet basic school expectations
- Damage to school property
- Child on child abuse including low level harmful sexual behaviours
- Bringing in a sharp object or imitation weapon which could cause distress to students

Support for children with Special Educational Needs

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage.

Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. Deputy Headteacher, Senior Assistant Headteacher and the pastoral team will liaise with SENDCo to discuss a student who exhibits challenging behaviour to determine whether they may have any underlying unmet needs.

When needs are identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers during the assess, plan, do and review cycle.

When issuing a consequence, the special educational needs of a student will always be taken into consideration. Where appropriate, when imposing sanctions for poor behaviour the school will apply reasonable adjustments for children with special educational needs, this may include but not limited to:

- Location of detentions e.g. in Learning Support Faculty
- Specialist support whilst working in Stage 2
- Consideration of the length of any fixed term suspension or internal exclusion

Fixed Term Suspension

The decision to suspend will be made by the Headteacher, or the person acting with the Headteacher's authority and will take account of both Government and Local Authority guidance. The Headteacher may suspend a student for up to 45 days (9 school weeks) in a school year. For the first 5 days of any suspension, it is a parent/carer's responsibility to provide care and supervision for their child, although the school has a responsibility to set work.

Stage 2 colleagues will arrange for work to be collected and sent home. After the fifth day the school will make provision within the Rossendale area. Students on fixed term suspension will receive work to complete and return to the school for review.

The offences listed below may lead to fixed term suspension, but not limited to:

PP	Physical assault against a student
PA	Physical assault against an adult
VP	Verbal abuse / threatening behaviour against a student
VA	Verbal abuse / threatening behaviour against an adult
OW	Use or threat of use of an offensive weapon or prohibited item
BU	Bullying
RA	Racist abuse
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
MT	Inappropriate use of social media or online technology
PH	Wilful and repeated transgression of protective measures in place to protect public health

Return to school after Fixed Term Suspension

Following a fixed term suspension all students with a parent/carer, will be expected to attend a reintegration meeting at school. The meeting will be chaired by the Head of Year, Head of School, Senior Assistant Headteacher or Deputy Headteacher. The reason for the suspension will be discussed and school expectations will be revisited. Parents/carers will also have the opportunity to ask any questions. The student must clearly demonstrate they are ready to return to school during this meeting and sign to say they will meet school expectations. Depending on the nature of suspension it may be necessary for a restorative meeting to take place for the student and any others involved in the incident. This will be confirmed during the reintegration meeting. All students who return from fixed term suspension spend a period of time in Stage 2.

Direction to other provision:

Under Section 29 and Section 29 (A) of the Education Act 2002, the Governing Body can require any student to attend at any place outside the school premises for the purposes of receiving any instruction or training included in the secular curriculum for the school. This includes for the purpose of receiving educational provision which is intended to improve the behaviour of the student. This will be done through the use of a direction which the school will issue to the parents/carers of any student required to attend elsewhere. The Governing Body have delegated the responsibility for issuing directions to the Headteacher and the Deputy Headteacher.

Governors Behaviour Panel:

At the Headteacher's discretion, parents/carers may be invited to a Governors' Behaviour Panel to help improve an individual student's behaviour. The panel will consider all relevant factors regarding a student who is at serious risk of permanent exclusion as a result of his/her behaviour and/or attitude. The Governors will inform the parent(s) and child of their views in writing, following the meeting.

Behaviour in the wider community:

At Haslingden High School and Sixth Form we take pride in ensuring that our students uphold our values within the school community and within the wider community, students who fail to meet our expectations in the wider community will be sanctioned in the same way as they would if they fail to meet our behaviour expectations within school.

The wider community could include but is not limited to:

- taking part in any school-organised or school-related activity
- travelling to or from school wearing school uniform

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is proved to have been malicious, the headteacher will discipline the student in accordance with this policy. Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Section 6 – Procedures

Power to use reasonable force

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Searching, screening and confiscation

Searching and screening students is conducted in line with the DfE's latest guidance on [Searching, screening and confiscation guidance - July 2023](#). Any prohibited items found in students' possession will be confiscated. These items will not be returned to students. These could include but are not limited to:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- vapes
- any product that aims to bypass, interrupt or compromise the school filtering and monitoring systems.

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 property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and

- pornographic images.

We will also confiscate any item which is harmful or detrimental to school discipline. This includes e-cigarettes, vapes or laser products. These items can only be returned to parents/carers at their request. Any smoking paraphernalia that is not collected by the end of each half term are disposed of via our local Police team.

In addition to standard search procedures, the school may also use with consent an electronic hand-held wand as an additional screening method. The purpose of the wand is to help determine whether a student may still be in possession of an item that has not been surrendered when requested. The use of an electronic wand does not replace existing search protocols but provides a non-intrusive method to support safeguarding and ensure the safety and wellbeing of all students and staff.

If a student refuses a lawful request for a search for a specific prohibited item, **a member of the pastoral/senior team** will be informed and will immediately contact the student's home. The school will outline the concern and the student's refusal, seeking parental cooperation and support in resolving the matter. If the search is ultimately not completed, a sanction will be issued. The nature and severity of this sanction will be determined **in accordance with the item the student is reasonably suspected of holding**.

Recording searches

All searches are recorded and include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Parents/carers will be informed of a search for a prohibited item and/or any item which is harmful or detrimental to school discipline as soon as is practicable. A member of staff will inform parents/carers of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Searching electronic devices and file spaces

A member of the pastoral team/senior leadership team/IT team may access and examine any data or files on a device (including mobile phones) if they think there is a 'good reason' to do so e.g. the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence. The member of staff should also consider whether the material found may constitute evidence relating to an offence. In these instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

If inappropriate material is found on the device it is up to the Deputy Headteacher/Headteacher/Designated Safeguarding Leads to decide whether they should delete the material, retain as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police. This includes, but is not limited to:

- indecent images of children,
- pornography,
- abusive messages, images or videos,
- or evidence relating to suspected criminal behaviour.

Mobile Phone policy

Haslingden High School appreciates that mobile phones can serve a useful purpose. However, we consider that the risks to students' health and safety, to their wellbeing, and to maintaining good order within the school far outweigh the benefits. Students needing to contact parents/carers may use a school telephone with a member of staff's permission. School cannot be held responsible for any issues arising as a result of a student bringing a mobile phone or additional electronic accessories (including Bluetooth earphones or headphones) to school.

A privilege for students of Haslingden Sixth Form is that they are entitled to use their mobile phone in designated areas within school. We expect our sixth form students to fulfill their responsibility as role models to younger students who do not have this privilege, therefore:

- Mobile phones and additional electronic accessories must not be used in the main school buildings. (Sixth form students are permitted to use them in the Sixth Form building).
- Mobile phones should only be visible in class with the permission of the class teacher.
- If you are seen using your mobile phone and any additional electronic devices in main school or without permission in a class, they will be confiscated in line with this policy.

In accordance with the Education Act 2011 and advice from the Department for Education (Searching, screening and confiscation – July 2022):

Any student **seen or heard with a mobile phone**** on the school premises, whether using it or not, will have the phone confiscated from them.

Any student found **to be actually using a mobile phone** on the school premises will have it confiscated from them, and one of a wide range of sanctions, appropriate to the level of use, will be imposed. This may range from a one-hour after-school detention up to suspension in more serious instances.

Should a student have a mobile phone confiscated on a **second occasion** an appropriate sanction will be imposed and they will be issued with a warning letter explaining our procedure in the event of a further confiscation.

Should a student have a mobile phone confiscated on a **third or subsequent** occasion in any rolling 12 month period an appropriate sanction will be imposed and the phone will be retained by school until the end of the last school day of that half-term. At this point it will be returned to the student. This will be explained in the warning letter.

For continued breach of our policy on mobile phones the school reserves the right to impose further sanctions, up to and including suspension, as deemed appropriate by the headteacher.

Unlawful use of a mobile phone may result in police involvement.

**Please note that if any attached equipment is visible and connected to a mobile phone, then both items will be confiscated in line with this policy.*

***In the event of a phone being confiscated, the phone will be stored securely until the parent/carer arranges to collect it from the school office between 8.15am and 4.15pm (with the receipt) or until it is returned to the student on the last day of the half-term, as appropriate to the particular circumstance. The phone also includes the SIM card.*

We expect, for reasons of security, that phones are collected by an adult named as an emergency contact on our school system, unless a prior arrangement has been made with the pastoral team.

Multi Agency working

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements. Further details on <https://www.safeguardingpartnership.org.uk>

The school works positively and will be fully engaged, involved, and share information with outside agencies. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will work with a range of external agencies including (but not limited to) CSC, Police, Health services and other relevant partners and agencies for the benefit of families and children ensuring contribution to multi-agency plans to provide additional support.

Pupil transition

To ensure a smooth transition to Haslingden High School, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

The school will ensure that appropriate training on aspects of behaviour management is provided to support the implementation of the policy. Behaviour management will also form part of continuing professional development.

Complaint process

The school will seek to resolve complaints informally by email, telephone call, brief meeting as appropriate. If the complaint is unable to be resolved at this stage, the school will ask you to put your concerns or complaint in writing and follow the formal stage guidance in the Complaints policy which can be found here: <https://haslingdenhigh.com/about/policies/>

Monitoring arrangements

This policy will be reviewed by the Headteacher and Governing Body regularly inline with Keeping Children Safe in Education guidance.

Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and permanent exclusion policy
- Safeguarding and Child Protection policy
- Anti-bullying policy
- Mobile phone policy
- Student acceptable use policy
- Online safety policy

Section 7 - Further sources of information:

1. [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
2. [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - July 2026](#)
3. [Restrictive interventions, including use of reasonable force in schools - April 2026](#)
4. [Searching, screening and confiscation - July 2022 \(updated 2023\)](#)
5. [Keeping children safe in education - September 2025](#)
6. [SEND Code of Practice - January 2015](#)

Appendix

Flow chart of Respect Card and Support Systems

