THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
8225755

The Crossley Heath School

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STUDENT PASTORAL SUPPORT AND BEHAVIOUR FOR LEARNING POLICY

Sept 2026

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Version Control

Version Number	Purpose/Change	Author	Date
1	Update policy with new procedures	Lee Chesters	October 2022
2	Ratified by FGB		Dec 2022
3	Insert Ratified FGB of Mobile Phone Policy	Claire Heaton	Sept 2023
4	Amends by HT	Dean Jones	July 2024
5	Approval by Governing Body/amends	Casey Hamilton	Sept 2024
6	Reviewed/Updated	Lee Chesters	July 2025
7	Ratified by FGB		Sept 2025
8	Update policy with new procedures	Lee Chesters	Sept 2026
9	Ratified by A&W Committee		

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Date: Sept 2026 Responsibility: DH Pastoral Date for Review: Sept 2027

1. Vision, Values and Purpose

Our vision:

"The leading school for educational excellence, where we nurture happy students with strong values so they all contribute positively to society"

We truly look forward to welcoming students to The Crossley Heath School and championing their success throughout every moment of their time with us; with the vision that our students of today can become the leaders of tomorrow. As leaders of tomorrow our students will become positive role models for our values of kindness, courage and excellence, they will set a good example to society no matter the career they pursue in future and will leave school committed to making the world a better place.

Our values:

Our values are kindness, courage and excellence. Crossley Heath students have the kindest manners, support others in a spirit of philanthropy and are inclusive in welcoming all people into our school family. We stand up courageously for what is right, celebrate the diversity of people from all backgrounds and develop the confidence to help influence the world to become a better place. Excellence is our goal, excelling academically through hard work, giving our all-in sports and the arts, seizing every opportunity to shine. We firmly believe that all students can achieve high standards of behaviour. Our approach is based on positive relationships, consistency, explicit teaching of routines, recognition of success and proportionate consequences. Where behaviour falls below expectations, support and intervention will be considered alongside sanctions

Our purpose:

Crossley Heath is here to provide an aspirational and inclusive school family at the heart of our community, building on our proud heritage to champion the students of today to become the leaders of tomorrow. At Crossley Heath, we recognise that every student is an individual and as such is entitled to individual support, monitoring and guidance. Our ethos is one of support, co-operation and community spirit. Our expectations of students are clear in that we expect all students to behave well and show consideration towards others. When unacceptable behaviour occurs, we have clear sanctions in place which are known and understood by all. All staff and students are working together to foster positive values and high expectations for every individual within the school. We seek to provide challenge alongside a sense of security with the aim that each student will achieve his or her potential. This policy has been written in line with Dfe guidance: Behaviour in schools 2024 and the Dfe guidance Suspension and Permanent exclusion in schools 2026

Leaders and Trustees regularly review behaviour, suspension, attendance and exclusion data, including the experiences of vulnerable groups, disadvantaged pupils and pupils with SEND, to ensure the policy is implemented fairly and consistently. The student support system is structured as follows:

1.1 Form Tutors

The role of the Form Tutor is integral to the success of the pastoral system. The Form Tutor knows each individual in his/her form well and supports the monitoring of his/her academic achievement and pastoral well-being. Form Tutors act as a 'point of reference' for students on a day-to-day basis and it is the Form Tutor who is in the best position to support and guide individual students. Form Tutors aim to build positive and supportive relationships with their students through discussion and academic tutorials. Form Tutors provide individual mentoring support to all students in their form group and will liaise with parents should it be necessary.

The Form Tutor Expectations Handbook outlines in more detail the full list of Form Tutor duties and responsibilities.

1.2 Head of Year

Each Head of Year (HOY) is responsible for a Year Group. HOY's are responsible for ensuring consistency in student support and guidance for all students in the year group. They will monitor the academic performance of all students in the year group and ensure that they are achieving their potential. They will make interventions, such as setting up or providing mentoring support for individuals or groups as appropriate. They will monitor the effectiveness of interventions. HOY's supply guidance and support for the Form Tutors in their daily work. They lead teams of Form Tutors working in their year group and conduct regular meetings at which the pastoral work within the year group is discussed.

Data is used to identify students who may be under-achieving in addition to students who are making secure and excellent progress. The HOY is available to support individual students and to deal with any issues that arise concerning students in their Year Group. This includes contacting parents and instigating meetings with all relevant parties.

1.3 Pastoral Leaders

The school has three full-time pastoral leaders who are available during the day to offer pastoral support and guidance for any student. They monitor attendance and Behaviour for Learning. Their role includes liaising with parents.

1.4 Senior Leadership Team (SLT)

Members of the SLT, the Deputy Head Teacher; Pastoral and Behaviour for Learning, and Assistant Head: 6th Form have overall responsibility for pastoral care and provision. The main aim is to ensure all students receive the support, monitoring and guidance to which they are entitled. The SLT member ensures continuity, liaises with outside agencies and effectively manages Form Tutors and Head of Years and Pastoral Leaders. They ensure the Head Teacher is kept fully informed in all matters relating to pastoral care and support. The Deputy Head Teacher: Pastoral and Behaviour for Learning, is currently the designated safeguarding leads (DSL) for child protection. He supports the Assistant Head Teacher 6th Form in ensuring excellent behaviour in the 6th form.

2. Home/School Liaison

Home/school liaison is intended to be an important feature of the pastoral system at Crossley Heath School. Mechanisms to facilitate this within the school are:

- Arbor communications and emails
- Telephone conversations
- Progress Reports (2/3 per year)
- Parent consultation evenings
- Questionnaires and surveys
- Attendance reviews and letters home

Form Tutors, subject teachers, Department Leaders, Head of Year and Pastoral Leaders or members of SLT will make contact by email, letter or telephone if they have individual concerns. Outside agencies may be involved as appropriate. Parents are encouraged to contact school whenever necessary.

3. Individual Student Records

Individual records are maintained in the school office containing information of KS2 transfer data, medical details, copies of past reports, correspondence with home or external agencies, reports of incidents involving a particular student and references. All confidential information is stored securely

with strict access protocols in place. Requests for this information is on a need-to-know basis and only available upon request to the Head Teacher/Deputy Head Teacher.

Parents may request access to all records held on their children, other than those held by the school confidentially from outside agencies or where a child is over 16.

4. Student Council/Leadership

The Student Council provides opportunities for students to discuss aspects of school life and to bring issues and suggestions to the attention of senior staff and Trustees. It offers opportunities to become familiar with the conventions of democratic culture and debate and promotes active citizenship within school.

Membership of the Student Council itself is made up of representatives from each year group and the post 16 Student Leaders. Trustees are invited to attend Student Council Meetings. Items for the agenda are forwarded by Year Group representatives and discussed at the meeting.

5. Tutorial/Character Education

Developing a 'Crossley Heath Character' comes from our curriculum offering and all aspects of school life including our out of school activities, extra-curricular offerings PSHE, outside speakers, student leadership opportunities, school council, house activities, Duke of Edinburgh, National Citizenship Scheme, careers education, sports teams, academic competitions, school trips, commitments and the involvement in our outside community.

The tutorial programme is an important part of our 'taught' education offering to our students. It reinforces school values, is thought provoking and aids the building of 'Crossley Heath character' so that our young people can go on to live successful, happy, flourished and fulfilled lives. Crossley Heath Character Education is about acting through our values, about developing a good 'moral' sense and developing practical wisdom in the differing circumstances of our student's lives. It is about informed action, reflection, personal and practical experience and fundamentally growth.

It is to help our students prepare for the "test of life"

- Assemblies support our tutorials and PSHE by focusing on school values, united (British) values, topical issues as well as being a time for celebrating our achievements.
- During house assembly weeks, a diversity activity/mini project will be completed which also allows our students to increase their confidence in their oral presentation skills.
- Building character takes practice: and, practise presupposes that we make mistakes, but are constantly prepared to learn from them. This is a healthy and realistic attitude to becoming a better person. It also might be seen that building character is not a straight trajectory of progression and nor should it be so.

We recognise that positive behaviour is taught, practised and reinforced in the same way as any other aspect of the curriculum. Students are explicitly taught the routines, habits and behaviours required to be successful members of our school community. This includes clear expectations for behaviour in lessons, during transitions and in corridors, at social times, during assemblies, on trips and visits, and when using digital and online platforms. Expectations are modelled by staff and reinforced through regular reminders, consistent language, positive recognition and appropriate consequences where necessary.

Staff receive training throughout the year including support staff. SLT conduct supportive walkabouts during the day to help model correct behaviour and to aid a positive learning environment. The implementation of the behaviour policy is monitored regularly by leaders through behaviour and

attendance data, learning walks, supportive walkabouts, staff feedback and pastoral reviews. Leaders will identify patterns or inconsistencies in the application of expectations and provide appropriate support, training or challenge to ensure that the policy is applied fairly and consistently across the school.

Staff are expected to apply the school's behaviour expectations consistently and fairly, ensuring that students understand what is expected of them, why these expectations are important and how they can demonstrate them. Through a consistent whole-school approach, students are supported to develop self-discipline, respect for others, responsibility and the behaviours necessary for successful learning and positive relationships. We also reinforce our values of Kindness, Courage and Excellence through our taught PSHE (Personal Development) curriculum. PSHE is currently a weekly timetabled lesson in the curriculum for Years 7 -10, 12 and 13 students and PSHE is supplemented by drop down days. Please see PSHE policy on our website for further details PSHE lessons and PSHE days, are an important means of ensuring that cross-curricular parts of the National Curriculum are covered. PSHE covers Careers Education, Health Education, Education for Citizenship and Environmental Education. This includes SRE (Sex and Relationships Education).

6. SEN: Reasonable Adjustments

We recognise that some students with special educational needs and/or disabilities (SEND) may require additional support or reasonable adjustments to enable them to understand and meet the school's behaviour expectations. We maintain high expectations for all students and do not use SEND as a reason to excuse behaviour; however, we recognise that a student's needs, communication difficulties, sensory needs, emotional regulation, or other identified barriers may affect how they respond in particular situations. Staff will therefore consider relevant SEND information when responding to behaviour and will make reasonable adjustments where appropriate, in line with the Equality Act 2010 and the student's individual needs. Such adjustments may include adapting the way expectations are communicated, providing additional processing time. Adjustments will be informed by the student's identified needs and any relevant individual plans, including where appropriate an EHCP, SEND support plan or other agreed provision. Where a student's behaviour indicates an unmet need, staff will seek to understand the underlying factors and work with the student, parents/carers and relevant professionals, including the SENDCo where appropriate, to identify effective strategies and support. Reasonable adjustments will be proportionate, purposeful and regularly reviewed to ensure that they support the student to access learning, develop independence and meet the school's expectations as successfully as possible. The school will also consider whether repeated or persistent behaviour may indicate an unmet special educational need and will respond through the appropriate graduated approach where required.

7. Rewards and Sanctions

Crossley Heath teachers will be firm, fair and forgiving. We recognise that our students are young people and should be treated with dignity and respect. We recognise that young people may make errors in judgements at times and after a sanction has been served, a fresh start in school will be given. Students are encouraged to take responsibility for their actions.

Rewards are organised within school to encourage good behaviour, achievement and effort. Their operation plays a major part in the moral and social development of students. Assemblies are also used as a means of celebrating the achievements of students. House points are awarded to students who display school values and these in turn lead to a variety of rewards

7.1 Expectations of students and parents

It is our expectation that students attending Crossley Heath will endeavour to meet our standards for Behaviour for Learning and engage positively with our rewards system. We expect parents to co-operate with, trust and support us in implementing our rewards and sanctions systems. Our expectations of students are clear. These are inspired by our school values. Our values at Crossley Heath School are to

inspire each of our young people to **excel** as an individual, to be curious, to be resilient and to love learning. To behave with **kindness** always, with respect to others regardless of their backgrounds, beliefs or identity. We **challenge** them to grow into articulate, independent future citizens and to become the **leaders of tomorrow.**

7.2 The House Point System

House points are awarded to students and are awarded for particular noteworthy effort or work to develop confidence and self-esteem. They are also rewarded for displaying school values and the 'Crossley Heath Character'. House points contribute to the House cup. They may also be used as an indicator for other rewards such as vouchers, badges, certificates, early lunch passes and invitations to school trips and reward events such as a film event or outside trip. Poor behaviour incidents will also lead to a loss of house points. **Students may be denied the chance to represent the school or attend an out of school trip/visit if their behaviour is deemed unsatisfactory**. This may occur without refund to the parent/carer of sums already paid.

7.3 Head Teacher's Award

An outstanding piece of work or excellent effort either by a teacher or student should be brought to the attention of the Head Teacher. The Head Teacher's award can be earned through a student demonstrating a school wide or beyond school achievement which demonstrates our values especially strongly. A Head Teacher's award will be awarded by the Head Teacher to the student concerned.

7.4 Annual Prizes

Annual prizes are awarded for attainment at GCSE and A level in a Prizegiving evening. For Years 7-10 annual Star awards events are held where students will be awarded prizes for academic excellence, effort and displaying school values.

7.5. Star Awards, Badges and Other Awards

Throughout the year students will be awarded with pin badges for consistently displaying outstanding attitudes to learning, achieving house points and 100% attendance. Students may also receive positive emails, letters and postcards for positive work.

8. Sanctions

Sanctions play an important part as a deterrent to poor/unacceptable behaviour, an opportunity to learn from one's mistakes and to ensure our school community remains safe and students can learn undisrupted. Sanctions range in severity depending on the seriousness, the effect on others and whether the behaviour forms a pattern of poor behaviour.

8.1 Statutory guidance

This section of the school's 'Student Pastoral Support and Behaviour for Learning Policy' has been set up in line with guidance from the following Dfe documents;

- **Behaviour in schools** *(2024)*
- **Suspension and Permanent Exclusion including student movement** *(2026)*
- **KCSIE** *(2026)*
- **Searching, Screening and Confiscation** *(2022)*
- **Use of reasonable force** *(2026)*
- **Education Act** *(1996)*
- **The Equality Act** *(2010)*

The aim of all sanctions is to alter misbehaviour and provide a chance for reflection. The aim is to enable students to learn from their mistakes.

The Head Teacher has the authority to decide the 'standard' of behaviour expected of students on roll at the school, including behaviour whilst representing the school, on a school trip or in the community outside of school hours including school holidays. He or she also has the power to determine the school rules and any disciplinary penalties for breaking the rules providing that it does not breach any other legislation.

Teachers have the authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for students, such as teaching assistants.
  - Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
  - Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate students' property.

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. The teacher may discipline a student for any misbehaviour when he/she is: -

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

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

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

8.2 Detentions, Sanctions and Interventions

For all detentions, students will be required to complete tasks as set out by the supervising member of staff. They may include reflective practice, subject based work, writing out passages of the school rules, an essay or any other written work as deemed appropriate by the supervising member of staff. Non-compliance during the detention or failure to attend a school detention may result in the school detention being re-issued and may result in a period of isolation.

Although permitted by law, The Crossley Heath School will not issue weekend detentions.

a. **Standards Detentions** - occur daily, are at lunchtime and last twenty minutes. They are imposed on students who are late, breaching uniform standards (see uniform policy), not completing homework, missing equipment or not following or demonstrating Crossley Heath standards.

   When a standards detention is issued and entered into the school management information system, ARBOR, this will trigger an email message to parents to advise them that a detention has been issued and will result in a loss of house points.

If 5 standard detentions are issued to a student in the same half term, a school detention will be issued. Should a student fail to attend the 'Standards Detention' or engage in any misbehaviour during that detention, this will result in the sanction being repeated. Persistent standards breaches will result in parent/carer being contacted and the student will be placed in isolation until the matter is resolved.

b. **Subject Detention** - issued by departments/subject teachers to take place at a time convenient to them, including after normal school hours. A Subject Detention may be given for a variety of reasons, which may include incomplete homework/classwork, poor effort, rudeness, insolence, lateness, failure to prepare adequately for an assessment or lesson. If a student has already received a Subject Detentions in a half term in a single subject then on the 2nd occasion the student will receive a school detention. If a student fails to attend a Subject Detention without good reason then a School Detention will be issued.

c. **School Detention** – these take place on a Tuesday, Wednesday and Thursday after school and are one hour in length. Department/Pastoral/Head of Year or Senior Leaders may place the student into a School Detention either for an accumulation (a total of 5 per half term) of Standard Detentions or Subject/Department detentions. Senior Leaders, Head of Year /Pastoral Leaders may place a student in 'School Detention' for any misbehaviour they consider worthy. School Detentions will be issued also for 5 lates in a half term.

d. **Isolation**

When a student receives five School Detentions within a half term this is deemed persistent misbehaviour. They will have a day in the isolation room working independently followed by a further detention on the same day. Parents will be informed via telephone or email as soon as reasonably possible for all isolations. Repeated misbehaviour could lead to further sanctions, such as a suspension (see section 10). Repeated use of isolation will trigger a review of support, reasonable adjustments, safeguarding concerns, SEND needs and appropriate interventions.

Isolation may also be used for internal reflection, whilst an investigation is taking place or be issued as a sanction for misbehaviour and serious misbehaviour.

This sanction can only be issued by a Head of Year or Senior Leader of the school. On arrival in the isolation room, all technology capable of sending and receiving messages must be handed into the supervising member of staff and will be returned at the end of the day. Whilst in isolation work will be provided which may include reflective practice, subject based work, writing out passages of the school rules, lines, an essay or any other written work as deemed appropriate by the supervising member of staff. The student will be escorted for all comfort breaks and to purchase lunch if necessary. It is advised that a student brings a packed lunch where possible. Non-compliance/misbehaviour whilst in isolation will result in the sanction being repeated in full. Persistent non-compliance/lack of effort/misbehaviour will result in a suspension.

Other sanctions/interventions

a. **Catch up session** - A student may be required to attend a catch-up session during lunchtime or after school to complete work or if the teacher judges that it is a necessity for that student's progress. These sessions are compulsory AND ARE NOT CONSIDERED A SANCTION

b. **Restorative Sanction** - In some circumstances, a member of staff may issue a **r**estorative sanction where this is deemed appropriate. This may include school-based community service or imposition of a task – such as picking up litter or weeding school grounds, tidying a classroom, helping clear up the dining hall after meal times or removing graffiti. This may also include mediation between parties and conversations between staff and students where appropriate. It is our expectation that

if a sanction is issued then a reflective conversation will take place between a student and a member of staff.

C **Student Engagement Support Plans**

Students may be placed on a Student Engagement Support Plan when they are unable to meet the requirements, they have agreed to via our home-school agreement. We will work to re-engage them through positive encouragement and manageable target setting. This is in line with our values of Kindness, Courage, and Excellence.

This policy has been written to support students who have shown a lack of satisfactory engagement. A lack of satisfactory engagement is defined at the discretion of the Head Teacher and may be due to, but is not limited to, the following:

a. An attendance record of less than 90%
b. Accumulating 20 negative incidents in a term
c. 10 lates in a half term
d. One or more 'Serious Misbehaviours' as defined in the Student Support and Behaviour Policy
e. An average learning attitude grade higher than 2.0 on a progress report

These indicators may prompt consideration of a Student Engagement Support Plan; however, decisions will take account of the individual circumstances of the student, including any safeguarding, SEND, medical, welfare or other relevant factors. The presence of one or more indicators will not, in itself, result in automatic progression through the support process.

Students may have received interventions prior to this policy being enacted. Teachers will intervene at a classroom and tutorial level to ensure attendance does not fall below 90%, negative incidents remain infrequent and non-serious, and students consistently portray a positive attitude to learning.

Additionally, there may be safeguarding or welfare concerns, a new or recurring disability, a physical or mental health condition, or any other factor that may require initial intervention. We are committed to equal opportunities and aim to make our procedures accessible. In responding to and managing situations where a student's health, well-being, or a disability may present a barrier to their learning, we will be mindful of our duty of care and our obligations under the Equality Act 2010, including any reasonable adjustments. However, there are sometimes limitations to the support and adjustments we can reasonably provide. Our goal is for all students to complete their studies successfully and achieve their potential. In some circumstances, a sixth-form college may not be the correct environment for a young person, and withdrawal may be in their best interest.

If a student has an EHCP (Education Health Care Plan) and there are significant concerns about their participation in academic studies due to a new or recurring disability, illness, medical condition, or well-being, we will arrange an early review of the EHCP and invite the local authority to participate. This review may coincide with the implementation of levels of support within this policy.

Student Engagement Support Plans

A lack of satisfactory engagement may lead to an S.E.S.P. 1 (See Annex 1). A meeting will be called by the student's Head of Year, involving the student and parents/carers, to discuss the barriers, concerns, and possible support or reasonable adjustments. Targets will be set for the next six weeks of school. Other staff, such as the appropriate Pastoral Leader, Form Tutor, or LSA, may also attend. If the targets are not met and a lack of satisfactory engagement persists, the student will move on to Student Engagement Support Plan 2.

S.E.S.P. 2 will be led by the Head of Year. A meeting will be arranged with the student and parents/carers to review S.E.S.P. 1, the reasons for failure, barriers, concerns, and possible support or reasonable adjustments. Targets will be set for the next six weeks of school. Other staff may also

attend. If the targets are not met and a lack of satisfactory engagement persists, the student will move on to Student Engagement Support Plan 3.

S.E.S.P. 3 will be led by the Deputy Head. A meeting will be called with the student and parents/carers to review S.E.S.P. 2, the reasons for failure, barriers, concerns, and possible support or reasonable adjustments. Targets will be set for the next six weeks of school. The Deputy Head has the authority to take any appropriate action, including moving directly to the next stage. If the agreed targets are not met and a lack of satisfactory engagement persists, an Engagement Review Meeting will be held with the student, parents/carers, Head Teacher, and Associate Head Teacher.

During the Engagement Review Meeting, the reasons for failure, barriers, concerns, and the support or reasonable adjustments that have been put in place will be discussed. The Head Teacher and/or Associate Head Teacher has the authority to take any appropriate action, including suspension, off-site direction, or permanent exclusion of the student.

d. **Parental Meeting**

Parent/carers may be required to attend an in school or virtual meeting with their child's Head of Year. A member of the senior leadership team and/or the Head Teacher to discuss their child's behaviour and progress. This may be in the form of SESP meeting or another more informal meeting.

e. **Trustees Meeting**

Parent/carers may be asked to attend a meeting with a senior member of staff and at least one governor to discuss their child's progress/behaviour. These will be reserved for when a student has been identified as being close to being permanently excluded. The possibility of a 'managed move' may be discussed in such a meeting.

8.3 Reports

The school may place students on report for both academic underperformance or for behaviour monitoring. Reports consist of:

a) **Form Tutor Report**. These will monitor attitude to learning for each lesson on a daily basis and are supervised by a form tutor.
b) **Head of Year Report**. A student may be placed on this report because the Form Tutor Report has not had the desired impact or because the student's attitude to learning grades or behaviour call for a more senior intervention.
c) **Senior Leader Report**. A student may be placed on this report because the Head of Year Report has not had the desired impact or because the student's attitude to learning grades or behaviour call for a more senior intervention. Failure to improve on a Senior Leader Report will be considered serious misbehaviour.
d) **Form/Class Report**. A whole form may be monitored via a Form Report if the Head of Year judges this to be appropriate. It may be used when reports of poor attitude are made by teaching staff that are attributed to a significant number of the same form/class. These will be used in order to gain a better understanding of the patterns of behaviour in the form/class.

When a student is placed on report all barriers to learning/improvement will be discussed with the Head of Year and it may lead to an Individual Behaviour Plan (IBP) in order to help the student to improve.

8.4 Low Level Disruption

Low-level disruption is defined as: any behaviour that disrupts learning (even momentarily) including the distraction of other students and/or the supervising member of staff. For low-level disruption

during lessons, teachers will follow the school's 'In Class Behaviour Procedure' as seen in annex 4. Low-level disruption may result in a Standards Detention. Additionally, if a member of SLT is called to a lesson, it will result in a School Detention to take place after school. Parents will be given prior notice for School Detentions. Persistent low-level disruption will be considered as serious misbehaviour and may lead to serious sanctions including suspension.

8.5 Behaviour expectations for school trips and visits

Attendance on a school trip/visit is conditional upon consistently satisfactory behaviour in school. Crossley Heath reserves the right to refuse or withdraw attendance on a trip/visit at any point should a student's behaviour cause concern. This may result in the loss of any monies already paid. Parents may be asked to collect their child from a school trip at the parents' expense for any behaviour that is considered serious misbehaviour, (see page 11, serious misbehaviour). Please note that the list is not exhaustive. Disruption to a trip/visit itinerary or disregard of trip/visit rules, may be deemed as serious misbehaviour.

8.6 Persistent misbehaviour and serious misconduct

Persistent misbehaviour is detrimental to students' outcomes and well-being. We will aim to make contact with home after a number of negative incidents during a school year in order to offer support and protect our learning environment. This may trigger a SESP meeting. We understand that this may be because of an unmet need and SEND needs will be discussed.

We consider persistent misbehaviour as serious misbehaviour and therefore, a student may be required to spend a period of time in isolation as outlined in 9.2d or suspended from school. A parent/carer will be informed as soon as reasonably possible when this sanction is issued. Whilst in isolation work will be provided which may include reflective practice, subject based work, an essay or any other written work as deemed appropriate by the supervising member of staff. The student will be escorted for all comfort breaks and to purchase lunch if necessary. It is advised that a student brings a packed lunch where possible. Non-compliance/misbehaviour whilst in isolation will result in the sanction being repeated in full. Persistent non-compliance/lack of effort/misbehaviour will result in a suspension.

Should a student receive a second day in isolation, parents will be asked to attend a meeting to discuss the situation. Repeated misbehaviour could lead to further sanctions, such as a suspension (see point 10.1).

8.7 Contract of Behaviour Agreement & Individual Behaviour Plans (SESP)

For misbehaviours/fall outs between students, or bullying incidents, students may be asked to negotiate and sign a Contract of Behaviour agreement (see Annex 3).

A student who persistently misbehaves or has seriously misbehaved, may be asked to negotiate and agree to an SESP. The purpose of the plan is to improve behaviour and reduce the number of behaviour incidents that occur. We encourage parents to discuss and contribute to the SESP, please see section 8.2 for further detail of SESPS.

8.8 Behaviour at lunchtime and break times or before/after school

We expect the highest standards of behaviour at all times including behaviour during social times. Any student misbehaving or failing to comply with instructions during lunchtime will be asked for their name. A standards detention will then be issued. Failure to give their correct name will be considered serious misbehaviour. If serious misbehaviour occurs at lunchtime, then a pastoral or senior leader will be called immediately.

8.9 Mobile Phone and Technology

For behaviours regarding the misuse of mobile phones and technology, please refer to our separate mobile phones policy in school (see Annex 2).

8.10 Screening, Searching and Confiscation

(Refer to DfE guidance for further information).

Ensuring that our staff and students feel safe and secure is vital to establishing our calm and supportive environment. Using appropriate screening, searching and confiscating powers is an appropriate way to ensure this. Before screening or the search of a student, our staff will consider the students right for privacy. However, staff have the legal right to search a student under the Education Act 1996.

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items**.**

- Head Teachers, and staff authorised by them, have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property and any item banned (or restricted use) by the school rules including mobile phones.
- When exercising their powers, staff will consider the age and needs of students being searched allowing reasonable adjustments where needed.
- The school may decide to use any screening device on any student at any time.
- Before searching, staff will consider if they have reasonable grounds and consider the urgency of need for a search. The student will be advised why the search is taking place, how it will take place and allow them to ask any questions. If a student refuses to cooperate this will be considered serious misbehaviour. If a search is still needed, the DSL and/or Head Teacher must be informed. Staff may use reasonable force to ensure a search takes place.
- All searches should take place in an appropriate location away from other students.
- The search will be conducted by a member of the same sex. There will be at least one other witness. There is an exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness only: if the member of staff carrying out the search believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and, in the time available it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- Staff may search a student's outer clothing, pockets, possessions, bags, desks or lockers etc. No clothing other than outer clothing must be removed.
- Metal detectors/wands may be used to aid a search.
- Strip searches may only be carried out by the police. School staff will maintain a duty of care to the student. Unless there is a safeguarding issue parents/carers will be informed prior to a strip search taking place. It is not the school's but the police's decision whether a strip search is necessary. There must be at least two people present, one acting as the appropriate adult which may be the parent/carer. Officers must be the same sex of the person being searched. An appropriate adult not of the same sex as the student may be present if specifically requested (in writing) by the student. If the student does not want an appropriate adult in the room, they need to sign a written record of such prior to the search taking place.
- School staff can seize any item found as a result of a search or which they consider harmful or detrimental to school discipline. Any item considered a weapon, drugs or other illegal item may not be returned but handed directly into the police. Other items may be held until a parent/carer can collect them.

- Staff will record each search on CPOMs, including the following information

- Date, time and location
- Names of student(s) searched
- Who conducted the search (including student themselves emptying pockets/bags etc) and witnesses.
- Reason for search
- What prohibited items were found (or if no prohibited items found)
- Any follow up action needed including student support.

- Technology/Mobile phones will be confiscated for misuse or if they are being used inside school without the consent of a teacher. Staff have the right to examine the content of any student's phone. Please refer to the school's Mobile Phone policy (see Annex 2).
- School staff can retain or dispose of a student's property as a disciplinary penalty where reasonable to do so.

8.11 Investigation of incident

Where an incident has been reported or seen it shall be firstly reported to the appropriate pastoral or Head of Year They may decide further investigation needs to take place. Verbal accounts of an event may be gathered as part of intelligence gathering. Students may be asked to type up a statement of their account of events (this will always be the case where 'serious misbehaviour' is considered) via the school's electronic student statement form. Before the statement is typed, they will be reminded about the importance of being honest and telling 'the whole truth'. Statements will be taken in the presence of a member of staff. Once they have completed their main statement, a member of staff will go through the statement with them to check for accuracy, they may ask for further clarification and edit the statement. The student will then be asked to re-read their statement and tick a box to declare that what has been typed is truthful. Named witnesses may also be asked to make statements.

Students may be questioned about their statements at a later time/date.

Students may be asked to sign a printed version of their statement at a later date.

If a student wishes to edit their electronic statement, they will be questioned as to why and the reason noted. The student must then complete a new statement form. Both statements will be kept.

If a student has made an electronic statement, the parents of that student will be informed that day.

All statements and other evidence will be considered before issuing a sanction. If serious misbehaviour has been committed, it will be referred to a senior leader.

Details of incidents plus actions will be logged on the school's secure electronic CPOM system.

8.12 Use of reasonable force

All members of school staff have a legal power to use reasonable force as set out by Dfe guidance This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Control means

either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention. Crossley Heath staff will always try to avoid acting in a way that might cause injury where reasonable force is needed, but in extreme cases it may not always be possible to avoid injuring the student. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

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

We will never use force to sanction a student.

9. Exclusion

Exclusion is the strongest sanction available in cases of student misbehaviour and may be used for serious misbehaviour. It is exclusively the power of the Head Teacher to exclude a student from school. As it is the Head Teacher's responsibility, it is important that no student is ever told by any other member of staff that he or she is excluded or will be excluded. The Head Teacher's decision should never be prejudged in this way. In the absence of the Head Teacher, the power to exclude is delegated by the Head Teacher to the Deputy Head Teacher**.** In arriving at a decision to exclude, the Head Teacher would normally consult with senior pastoral staff to seek their views. The decision would be guided by:

1. Whether it is deemed serious misbehaviour as set out by this policy.
2. The frequency with which the student concerned may have been guilty of such misbehaviour in the past and previous sanctions/interventions.
3. The need to protect and deter other students in the school and,
4. The personal circumstances of the offender.

Serious misbehaviour includes:

1. Threatening or intimidating behaviour towards or physical attacks on staff.
2. Verbal abuse of staff, including obscenities.
3. Threatening or intimidating behaviour towards or physical attack on other students including the provocation and encouragement of violence.
4. Verbal abuse of other students, including obscenities.
5. Sexual offences including harassment and violence which may take the form of online abuse, verbal sexual abuse which includes sexual name calling and persistent unwanted attention.
6. Possession of offensive weapons or illegal substance including drugs, cigarettes, vapes, alcohol.
7. Possession of any covert recording or image taking device such as Smart Glasses etc.
8. Attempted arson or arson.
9. Vandalism (including graffiti) to buildings and furniture or to other people's belongings.

10. The distribution (or planned distribution) of banned items in school and/or the selling of any item in school.
11. Cheating: as defined by copying work, plagiarising, misuse of A.I. and the submission of any work not is not the students own. Please refer to our Home Learning Policy for appropriate use of A.I.
12. Theft or possession of stolen/illegal goods.
13. Lying to a member of staff or being rude/insolent.
14. Bullying as defined by the school's anti-bullying policy (see Annex 5).
15. Cyber-bullying, which also includes the obtaining and/or sharing of data/images or videos without consent including those of the school, staff members, visitors or members of the public. This also includes following an account of a member of staff whether it be real or fake. This also includes the following of a fake/parody account of the school. The creation of such sites could lead to permanent exclusion. Please see our mobile phone policy for further details on mobile phone serious misbehaviour. This also includes the use of A.I to adapt/create any image of a student or staff member.
16. Refusal to follow a reasonable instruction by a member of staff, including refusal to accept any imposed sanction.
17. Any act that brings (or has the potential to bring) the school's reputation into disrepute including violence, truanting, anti-social behaviour, taking images, filming and/or distributing images/film or the use of illegal substances outside of school hours/term times.
18. Falsely making malicious allegations against a member of staff, trustee or student.
19. Undertaking any illegal activity in school including malicious sounding of the firearm (see point 1 and 2 below).
20. Persistent disruption of learning, including low-level disruption.
21. Prejudice-related incidents involving a protected characteristic under the Equality Act 2010
22. Persistent bad language.
23. Failure to improve on a Senior Leader report or SESP.
24. Persistent misbehaviour that falls below the values of the school, including breaches of the school uniform policy.
25. Anti-social behaviour around the school site which disturbs staff or students from their normal activities, or which causes alarm or distress to staff or students.
26. The attempt to influence others in extreme views.
27. Refusal to cooperate with a screen/search.
28. Any other situation whereby emergency SLT attention is required.

Malicious sounding of the fire alarm:

1. This is a serious breach of the school's behaviour policy and poses a significant risk to the safety of students and others in school. Students caught sounding the school fire alarm maliciously will be permanently excluded.
2. Students caught conspiring to have the fire alarm sounded maliciously will be excluded for a fixed period and may be permanently excluded.

Suspension (formerly Fixed Term Exclusion)

A suspension is of short duration and may be necessary if a student commits serious misbehaviour. The Department for Education allows the Head Teacher to suspend a student for one or more fixed periods not exceeding 45 school days in any one school year. The school will inform parents immediately by phone call when the decision has been taken to 'fixed-term exclude' a student. This will be followed, subsequently by a letter in which the terms of the exclusion are set out, together with the time and date of the re-admission meeting. The school will set work via teams or direct students to learn via online platforms such as Oak National Academy. Parents/carers must ensure that their child attends the suitable full-time education provided by the governing body or the local authority from the sixth day of exclusion.

If the decision is made to suspend or permanently exclude a student parents/carers will be told as soon as possible. If a student has a social worker they will also be told as soon as possible.

The local authority will also be told as soon as possible regardless of the length of the suspension.

For exclusions that are longer than 5 days, the school will provide suitable provision for the student's education, which may be off site. Students on suspension will be forbidden from attending school, or being in the vicinity of school for the term of their exclusion. Under current legislation, parents/carers are obliged to take responsibility for their child if s/he is excluded and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120).

Parents/carers have a right to make representations to the governing body about a decision to exclude within 5 days of the first day of the exclusion.

Where a fixed-period exclusion does not bring the student's total number of days of exclusion to more than five in a term, the governing board has a duty to consider any representations made by parents, but it cannot direct reinstatement.

Where a fixed-period exclusion is for more than 5 days but less than 15 days in a term, the governing board must consider within 50 school days of receiving the notice of exclusion whether the excluded student should be reinstated.

The governing board must consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if:
- the exclusion is permanent;
- it is a fixed-period exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term; or
- it would result in a student missing a public examination or national curriculum test.

Trustees will be presented with suspension and exclusion statistics periodically. They will also be informed without delay of any student permanently excluded, a suspension that would take a student beyond 5 school days missed through suspension during a term or if the suspension meant missing a national test.

Students will be supported to reintegrate successfully back into school.

10. Off-site direction/Managed Move

An Off-Site Direction or Managed Move may be considered where a student's behaviour is significantly affecting their own education or the education, welfare or safety of others, and where the school considers that a change of educational setting may provide an appropriate opportunity for the student to make a fresh start.
An Off-Site Direction may be used as part of a graduated response to persistent or serious misbehaviour where previous interventions have not been successful, or, in exceptional circumstances, following a serious one-off incident. Any decision to use an Off-Site Direction will be made in accordance with current statutory guidance and following consideration of the individual circumstances of the student.
An Off-Site Direction is a temporary measure and will be used for a defined period, with appropriate arrangements for the student's education, attendance, safeguarding and pastoral support. The school will

work with the receiving setting, the student, their parents/carers and the Local Authority where appropriate to ensure that the arrangement is properly planned and reviewed.

A Managed Move is a voluntary arrangement between schools and requires the agreement of the relevant parties, including the parents/carers and the receiving school. It is intended to provide a student with an opportunity for a fresh start in a different educational setting where this is considered to be in their best interests.

The school will consider the student's individual circumstances when determining whether an Off-Site Direction or Managed Move is appropriate. This will include any relevant safeguarding, SEND, medical, welfare or other factors, and reasonable adjustments will be considered where appropriate.

Where an Off-Site Direction is arranged, the school will monitor the student's attendance and engagement and maintain appropriate communication with the receiving setting and parents/carers. The arrangement may subsequently result in a return to the school, a Managed Move where agreed by the relevant parties, or other appropriate action in accordance with statutory guidance.

11. Permanent Exclusion

A decision to permanently exclude a student is a serious one and will only be taken in accordance with current statutory guidance.

A permanent exclusion may be considered where a student has committed a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school community.

Before making a decision to permanently exclude, the Headteacher will consider the individual circumstances of the student, the nature and seriousness of the behaviour, the impact on others, the interventions and support that have been provided, and any relevant safeguarding, SEND, medical, welfare or other factors. The school will also consider whether reasonable adjustments are appropriate and whether the behaviour may indicate an unmet need.

Permanent exclusion will be used only where the Headteacher considers that it is an appropriate and proportionate response and that allowing the student to remain in school would not be appropriate.

Where a permanent exclusion is issued, the school will follow the statutory procedures relating to notification, governing board consideration, parental representations and any relevant review or appeal processes. The Local Authority will be informed in accordance with statutory requirements.

The school will work with the student, parents/carers and the Local Authority to ensure that appropriate arrangements are made for the student's education following exclusion.

The following points should be noted:

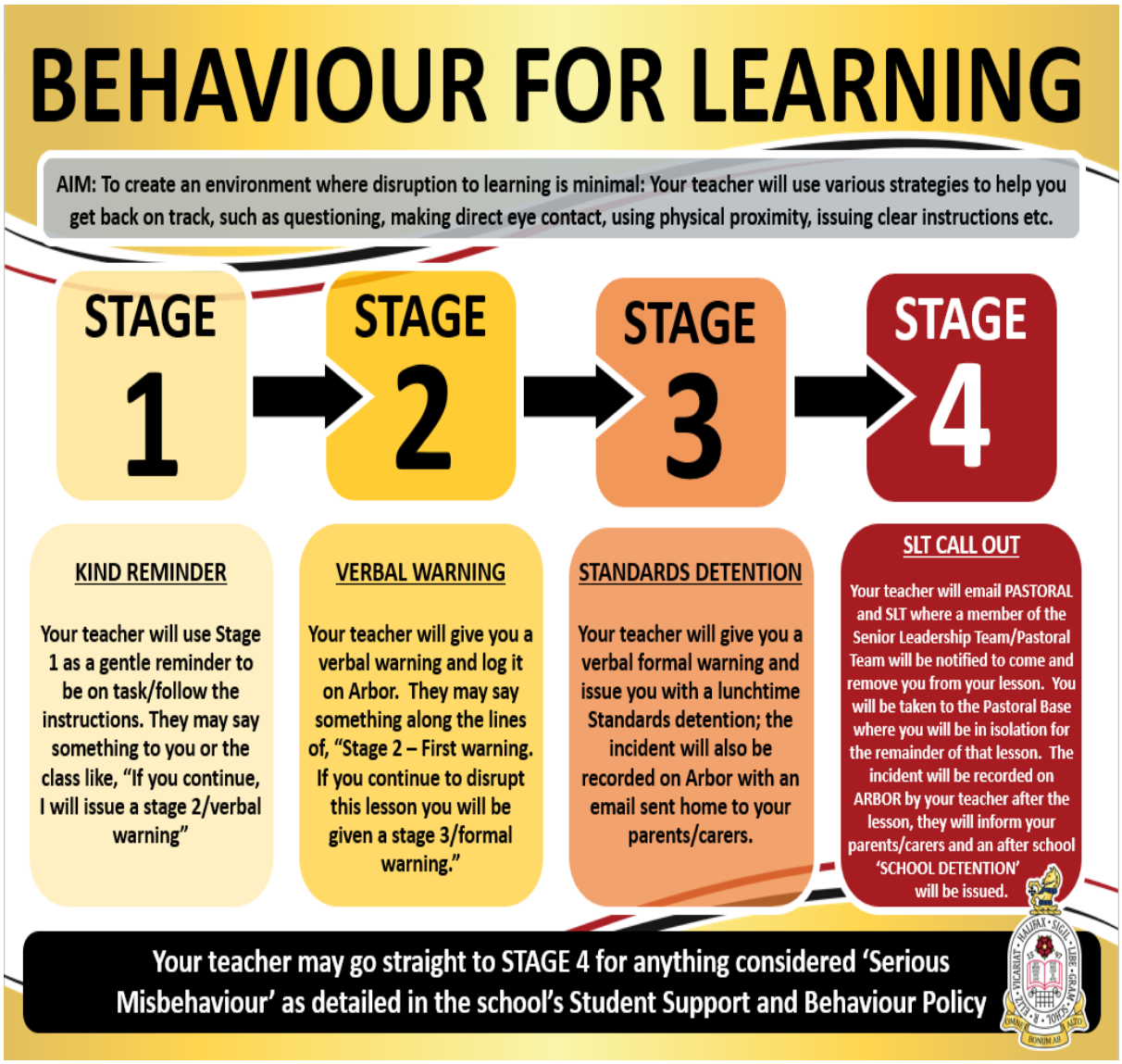
- When establishing the facts in relation to an exclusion decision the Head Teacher must apply the civil standard of proof; i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Head Teacher should accept that something happened if it is more likely that it happened than that it did not happen.
- Governing Bodies are legally responsible for ensuring a student is provided with full time education from the sixth day of any suspension.
- Local authorities are responsible for ensuring a student is provided with full time education from the sixth day of a permanent exclusion.

- Parents are legally responsible during the first 5 days of exclusion for ensuring their child is indoors and could be subject to a fine if the child is found in a public place.
- A fixed-period exclusion can also be for parts of the school day. For example, if a student's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.
- The Head Teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.
- A suspension may be served at another school.
- A child can be excluded if they repeatedly ignore school rules (including uniform).
- The 'Home Authority' will also be informed if the child lives outside the local authority of the school.

Whenever the Head Teacher excludes a student, they will notify parents of the period of the exclusion and the reason(s) for it. They will also, provide parents with the following information in writing:

- The reason(s) for the exclusion;
- The period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- Parents' right to make representations about the exclusion to the Trustees Disciplinary Committee and how the student may be involved in this;
- How any representations should be made; and
- Where there is a legal requirement for the Trustees Disciplinary Committee to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.
- Written notification of the information can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.
- Where an excluded student is of compulsory school age the Head Teacher will also notify the student's parents of the days on which they must ensure that the student is not present in a public place at any time during school hours. These days would be the first five school days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.
- Parents may be asked to attend a re-admittance interview with their child at the school following a suspension depending on the length and reason for the exclusion. The student will meet with an appropriate member of staff on their return. This may be in the form of a Trustees Disciplinary Committee meeting whereby the staff governor may be present or a Trustees disciplinary panel.
- If a child is permanently excluded, Parents/Carers have the right to appeal to the Trustees tribunal panel, this should be done within 15 DAYS of the first day of the exclusion.

Annex 1


BEHAVIOUR FOR LEARNING
AIM: To create an environment where disruption to learning is minimal: Your teacher will use various strategies to help you get back on track, such as questioning, making direct eye contact, using physical proximity, issuing clear instructions etc.
STAGE 1
STAGE 2
STAGE 3
STAGE 4
KIND REMINDER
Your teacher will use Stage 1 as a gentle reminder to be on task/follow the instructions. They may say something to you or the class like, "If you continue, I will issue a stage 2/verbal warning"
VERBAL WARNING
Your teacher will give you a verbal warning and log it on Arbor. They may say something along the lines of, "Stage 2 – First warning. If you continue to disrupt this lesson you will be given a stage 3/formal warning."
STANDARDS DETENTION
Your teacher will give you a verbal formal warning and issue you with a lunchtime Standards detention; the incident will also be recorded on Arbor with an email sent home to your parents/carers.
SLT CALL OUT
Your teacher will email PASTORAL and SLT where a member of the Senior Leadership Team/Pastoral Team will be notified to come and remove you from your lesson. You will be taken to the Pastoral Base where you will be in isolation for the remainder of that lesson. The incident will be recorded on ARBOR by your teacher after the lesson, they will inform your parents/carers and an after school 'SCHOOL DETENTION' will be issued.
Your teacher may go straight to STAGE 4 for anything considered 'Serious Misbehaviour' as detailed in the school's Student Support and Behaviour Policy

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
8225755

Annex 2

POLICY ON MOBILE DEVICES

POLICY ON MOBILE DEVICES

Responsibility: Deputy Head (LCH)
Reviewed: Sept 2026

Date for Review: Sept 2027

This policy should be read in conjunction with the school's E-Safety Policy. This policy has been written taking in due regard the Dfe's Mobile phones in schools guidance Apr 26 and also our own school context. We have a strong PSHE programme that educates students on the dangers of phone use and how to stay safe online. We have a sophisticated firewall and filtering system in school that alerts the school's DSL of any inappropriate use. Unacceptable use of technology is deemed serious misbehaviour and may result in a period of isolation or exclusion. Our policy aims to balance the dangers and distraction of phone use and also the positive uses for a young person growing up in a digital world.

1 Permission to carry a mobile device

Students may need to carry mobile phones to and from school for use in emergencies or for personal use. Students are allowed to bring them on site but they must be switched off before entering school grounds, placed in a bag (not in a pocket/on ones person) and **kept out of sight until the student leaves the school building at the end of the day.** Headphones should also not be seen unless it is part of a student's ISP

6th formers should model the above expectations. They can use their phones in the 6th form common room and study areas at any time.

We encourage all our students to spend their social times doing positive activities. We encourage them to talk, play, join extra-curricular clubs and socialise with their friends and peers.

Smart watches must not be activated to receive calls/messages during the school day. They too should be placed in bags.

Smart glasses are prohibited on site and on school buses. Bringing a pair to school will be seen as serious misbehaviour.

Should students need to contact their parents/carers at break they should go to the pastoral base where they will be able to use their own or the school phone for such purposes. We discourage parent/carers from messaging their child during the school day unless absolutely necessary.

2. Unacceptable Use of Mobile Devices/technology

The use of mobile devices which attempts in any way to intimidate, bully or harass a student or member of staff will not be tolerated either during the school day or outside of school hours. The police may be involved if a criminal act is committed.

The taking of photos/and or filming or recording of staff and students is strictly forbidden and will be considered serious misbehaviour. No photos of any student/staff should be shared or posted online without prior and express permission of the person(s) involved. Cyber bullying such as online threats

and intimidation, harassment/cyber-stalking, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. (It can include messages intended as jokes, but which have a harmful or upsetting effect.) This includes any posts, images or videos that may be considered of a sexual nature. Please refer to our Anti-Bullying Policy and Student Support and Behaviour Policy.

All school technology should be solely used for the purpose of teaching and learning or school business only. In addition, all comments on school systems including email and 'Teams' or any other application used should be solely for educational/school business purposes.

Students should not access or store inappropriate material. The school retains the right to examine the contents of a mobile phone in response to an incident which has been reported. This will be done by an appropriate designated person such as the Head Teacher or Designated Safeguarding Lead. Content may be deleted from the phone and a factory reset of the phone may be conducted to ensure all offending items are deleted from all parts of the device.

3 Taking Care of Mobile Devices

All students are recommended to take care of their personal devices. Personal electronic devices are brought onto school grounds at their owners' risk. The Crossley Heath School Academy Trust Ltd accepts no liability for any loss or damage.

In the event of the loss or suspected theft of a phone, the student must report the loss to the school office and/or to their Pastoral Leader as soon as possible.

In the event of a suspected theft, while every reasonable effort will be made to investigate the suspected theft, students and parents should remember that it is the student's responsibility to follow the guidelines for safekeeping as outlined above. Where it is suspected a theft has occurred, the police will be informed and criminal proceedings may be taken.

4 Sanctions

If a student is caught using their phone/watch/other technology on school site, it will be confiscated and a Standards Detention given. If the device is caught being using in a private area such as a bathroom or changing room then a **School Detention** will be given. Technology must be handed over to a member of staff on request without exception or delay. The phone will be taken to the Pastoral Base and locked away. Students will be asked to sign a receipt when collecting their phone. (Schools are permitted to confiscate phones from students under sections 91 and 94 of the Education and Inspections Act 2006)

Appropriate sanctions will be imposed on a student who is found to be using a mobile device inappropriately and is in breach of point 2 of this policy. Unacceptable use of technology is deemed serious misbehaviour and may result in a period of isolation or exclusion. The police may be called, depending the nature of the situation. if students follow a social media account of a member of staff, real or fake we will consider it serious misbehaviour. The setting up of a fake account of the school or a member of staff could lead to permanent exclusion.

Persistent breaches of this policy will be treated in line with persistent breaking of the school's behaviour policy and may result in an escalation of sanctions as persistent breaches are considered 'serious misbehaviour'.

5 School Trips

- Students on local/regional trips of up to 2 hours in the school day should not use phones, other than when permitted to notify parents of arrival times.
- On trips longer than 2 hours students will be given identified time windows during which phone use is permitted when travelling, for example time for phone use on a coach for music, games, contacting home. Also, with phone free hours to limit screen-time (to be managed by staff).
- On excursions and during field-work students will be permitted phones for photos and safety.
- Students will be given identified time windows when phone use is permitted in evenings (outside the school day).
- Once students are in their rooms they will be permitted to keep their phones for safety, however at 'lights out' the use of phones will be expected to stop and breaking this curfew would result in phone confiscation.

Annex 3

CONDUCT AGREEMENT
BETWEEN
STUDENT A
And
Student B

Date of Contract…DD/MM/YYYY

1. **I will not have any contact with STUDENT B in school or through any kind of social media, (for example on Whatsapp, Facebook or Instagram) and I will not send any texts or other messages to him or about him, for any reason at all.**
2. **I will not make physical contact with STUDENT B either in school or outside of school.**
3. **I will not make any provocative statements/videos/comments about any member of The Crossley Heath School and their family/friends.**
4. **I will not attempt to involve any other person (including members of my family that do not attend The Crossley Heath School) in doing any of the things listed above.**
5. **I will go to my Head of Year immediately if any of these rules are broken by STUDENT B and agree that I will not try to deal with it myself.**
6. **I understand that if I break any of these rules that I could lose my free time, given after school detentions, be put in isolation, excluded from school or permanently excluded.**
7. **I will conform immediately to all staff instructions without debate.**
8. **I will spend my social times in a designated area if required**
9. **I promise that I will follow all these rules to make sure that I and other members of our school feel safe, happy and free to concentrate on our education.**

Name…STUDENT B Signature……
Name…STUDENT A Signature……

PL ……

Signature:……

Annex 4

The Crossley Heath School

Student Engagement Support Plan

SESP STAGE: 1 2 3

Student Name:	
Form Group:	
SESP Reviewer:	
SESP Start Date:	
SESP Review Date:	

**Please attach current and previous academic year's attendance certificate, progress data and behaviour incident summary*

REASON FOR STUDENT ENGAGEMENT SUPPORT PLAN	
Attendance	
Behaviour	
Attitude for Learning	
Other:	

Student and parent/carer wish to continue at The Crossley Heath School and therefore be fully engaged?

YES / NO

DISCUSSION POINTS	
• *Barriers that are preventing the student from being able to engage in their education, in-line with Crossley Heath expectations* • *Support already in place/previous plans* • *Consider support (plus reasonable adjustments and any ILPs) that might be reasonably provided to help a student overcome their barriers.* • *At all stages it must be considered whether continued study at Crossley Heath is in the best interests of a student's health, wellbeing and education*	•

SESP – REVIEW OF ENGAGEMENT	
Date:	
THE CROSSLEY HEATH SCHOOL ACADEMY TRUST **8225755**	

STUDENT ENGAGEMENT SUPPORT PLAN (S.M.A.R.T Targets)		
Desired engagement outcome(s)	•	**Short term measurable indicators of successful engagement** •
Steps towards meeting outcome(s) (incl. support)	•	
Staff leading		

SESP REVIEW DECISION – NEXT STEPS (✓)	
Engagement has been successful and SESP is no longer required	
Remain on this SESP level for a further 4-weeks	
Progress to the next SESP level	

Annex 5

ANTI BULLYING POLICY

1. What is bullying?

1.1. Bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another. It is often difficult for a victim to defend themselves against bullying.

1.2. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs but frequent and happen over a period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm. It is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

2. What does bullying look and sound like?

2.1. Many different kinds of behaviour can be considered bullying. Bullying can be related to almost anything. Teasing another student because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur. Child on Child abuse can be considered a form of bullying.

2.2. Categories of bullying include:

- **Verbal** – name calling, imitating, teasing, insulting, spreading rumours, swearing, and making threats. This may also include harassment.
- **Physical** – any unwanted or inappropriate touching, physical intimidation, hitting, pushing and shoving, kicking, pinching, poking, damaging or taking of belongings, threats of violence and extortion.
- **Emotional** – spreading rumours, deliberate exclusion from groups, tormenting, ridiculing, isolating, refusing to work with another student, revealing personal information, threatening, inciting others to treat an individual in a manner that could be considered bullying.
- **Cyber** – online threats and intimidation, harassment/'cyber-stalking', defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. (It can include messages intended as jokes, but which have a harmful or upsetting effect.)

3. Prevention

3.1. Staff will encourage student co-operation and the development of interpersonal skills through the use of group work and pair work.

3.2. Bullying will be discussed as part of the PSHE curriculum, and diversity, difference and respect for others should be promoted and celebrated through assemblies, lessons and through form tutor led programmes.

3.3. Changing and organising seating arrangements in class can help to prevent instances of bullying.

3.4. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, for example, drama productions, sporting activities, cultural groups.

3.5. All members of the school community will be made aware of the school's Anti-Bullying Policy.

3.6. All staff members will receive training on identifying and dealing with bullying.

3.7. A safe, supervised place, such as the Learning & resource Centre (LRC), or the Pastoral Base will be available as a safe place for students to go to at lunch if they are involved in conflict with their peers.

4.9 Code of Conduct and RESPECT posters are displayed in each classroom which emphasise that respect should be shown to all individuals within the school. Each Year 7 form group writes and agrees upon a Class Charter at the start of each year which emphasises the importance of respect for others.

4. Staff guidance principles

4.1. Prevention will be at the forefront of our Anti- Bullying Policy.
4.2. Staff will treat reports of bullying very seriously.
4.3. Staff will not ignore suspected bullying.
4.4. Unpleasantness from one student towards another will always be challenged and never ignored.
4.5. Staff will take action immediately.
4.6. Staff will respect students' privacy, and information about specific instances of bullying will not be discussed with others, unless in a setting that the victim gives consent to.
4.7. Follow-up support will be given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

5. Roles and responsibilities

5.1. It is the responsibility of all staff to be alert to possible harassment of students and deal with incidents of bullying as the highest priority.
5.2. The Trustees will evaluate and review the Anti-Bullying Policy, and will ensure that it is non-discriminatory.
5.3. The Deputy Head (DH) will review and amend the policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures. All records of bullying or Child on child abuse will be reported to the DSL. These will be recorded securely on school systems.
5.4. Each Head of Year will correspond and/or meet with parents where necessary. They will also provide a point of contact when more serious bullying incidents occur.
5.5. Form Tutors will be alert to social dynamics in their class and be available for students who wish to report bullying. They will also provide follow-up support following bullying incidents.
5.6. Subject teachers will ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the student's Head of Year (HOY) of such observations. Throughout the year, the composition of groups shows sensitivity to those who have been the victims of bullying.
5.7. Parents/carers should inform their child's Form Tutor if they are concerned that their child may be bullied or be involved in bullying.
5.8. Students should inform a staff member if they witness bullying, or are a victim of bullying. They should not respond to bullying by making counter-threats, students should walk away from any dangerous situations and avoid involving other students in incidents. Students should be advised to retain all evidence of cyber-bullying.

6. Procedures for dealing with bullying

6.1. **Minor incidents** will be reported to the students' Form Tutor, who should investigate the incident, set appropriate sanctions for the perpetrator, and inform the Head of Year of the incident and outcome.
6.2. The procedure outlined below will be adopted by all staff in serious incidents.
6.3. Interviews**:**
6.3.1. The victim, alleged bully and witnesses are all to be interviewed separately.
6.3.2. Try to ensure that there is no possibility of contact between the students interviewed, (for example by texting).

6.3.3. If a student is injured, take the student immediately to the First Aider for a medical opinion on the extent of their injuries.

6.3.4. Use a room that allows you to interview in privacy and allow appropriate time. The support of a second member of staff is recommended for serious incidents to act as a witness and take full notes of the interviews.

6.3.5. If appropriate and/or necessary, ask all parties (bully, victim, witnesses) to write down details of the incident. This may need prompting with questions from you to obtain the full picture.

6.3.6. Avoid making premature assumptions. It is important not to be judgemental at this stage. Listen carefully to all accounts, be non-confrontational and do not attach blame until your investigation is complete.

6.3.7. Adopt a 'problem-solving' approach, asking the bully to suggest ways they could have improved the situation, and, if the victim has provoked the bullying incident, helping them to understand more appropriate ways of behaving.

6.3.8. Inform all students concerned that they must not discuss the interview with other students.

6.4. Record keeping**:**

The HOY who was informed by the Form Tutor (FT) or who conducted the interviews should write a summary of the incident and enter the details onto the school's secure systems.

6.5. Action and sanctions:

Conventional sanctions, such as after-school detentions, may be imposed. In addition to this, the following actions should be considered. Discretion can be used.

6.5.1. Appropriate action to deal with the child who has harmed

- The child who has harmed will be helped to understand the consequences of his/her actions and receive a warning about consequences if repeat offences occur.
- Reconciliation will be aimed for and the bully will be encouraged to give an apology. This can be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. (Discretion should be used here; victims should never feel pressured into a face-to-face meeting with the bully.)
- The student will be made to realise the distress they are causing and will be encouraged to change their behaviour.
- An agreement should be reached with the student on what is reasonable long-term behaviour.
- The bully will be prepared to face their peer group by discussing what they will say to them.
- Parents will be informed about bullying incidents and what action is being taken. Face-to-face meetings between the HOY and parents may be appropriate.
- Students involved will be informally monitored by the FT and HOY over the next half-term.

6.6. Appropriate actions to deal with the child who has been harmed

6.6.1. If the student visits the First Aider, she should informally check whether the bullying has stopped.

6.6.2. The Form Tutor should informally check whether the bullying has stopped on a weekly basis for a month after the last reported complaint of bullying.

6.6.3. The Head of Year should formally check whether the bullying has stopped the week after the last reported complaint of bullying, and again during the same half term. The Head of Year should report the matter to the DH, if the bullying is reported to continue for more than four weeks.

6.6.4. The DH should report the matter to the Head Teacher (HT) if the bullying continues for more than six weeks.

6.6.5. If necessary, break up group dynamics by asking staff to assign places in classes and in the form room.

6.6.6. Encourage the child who has been harmed to tell a trusted adult in school if bullying is repeated.

6.6.7. Encourage the victim to broaden their friendship groups by joining a lunchtime or after-school club or activity.

6.7. Follow-up:

6.7.1. The progress of both the bully and the victim should be monitored by their Form Tutors. One-on-one sessions to discuss how they are getting on may be appropriate.

6.7.2. If the incident was sufficiently serious, follow-up communication from the PL with parents a month after the incident may be necessary.

6.7.3. Students who have been bullied will be supported by:

- Being listened to and having an immediate opportunity to meet with their PL or a member of staff of their choice.
- Being reassured.
- Being offered continued support.
- Being offered counselling where appropriate.

6.7.4. Students who have bullied others will be supported by:

- Receiving a consequence to their actions.
- Being able to discuss what happened.
- Reflecting on why they became involved.
- Understanding what they did wrong and why they need to change their behaviour.
- Appropriate assistance from parents/carers.

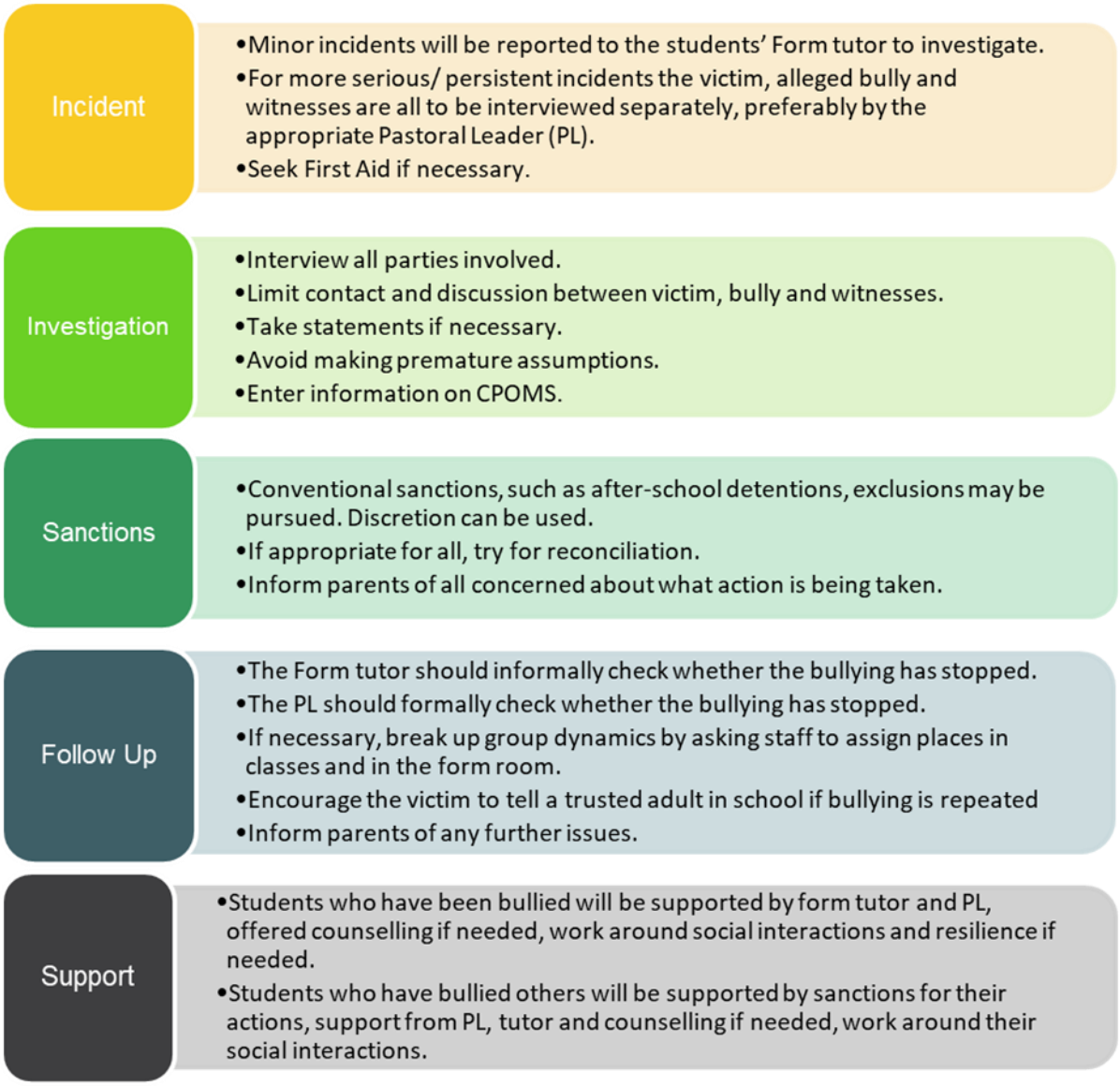
7. Bullying outside of the school

7.1. Teachers have the power to discipline students for misbehaving outside the school premises. This can relate to any bullying incidents occurring anywhere off the school premises including when using school or public transport.

7.2. Where bullying outside school is reported to school staff, it should be investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the student on school premises, or elsewhere when the student is under the lawful control of the staff member (for example on a school trip).

7.3. Head Teachers have a specific statutory power to discipline students for poor behaviour outside of the school premises. Head Teachers have the power to regulate students' conduct when they are not on school premises and therefore not under the lawful charge of a school staff member.

7.4. The Head Teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.



Other relevant policies

Guidance for safer working practice for those working with children and young people in education settings

Child Protection and Safeguarding

Annex 6

Remote Learning.

At times students have to study remotely including through homework sessions. The above Student Support and Behaviour policy remains fully active.

Students are expected to continue to engage with their remote learning whilst not in school. Whilst participating in home learning we expect all our students to adhere to our school values. Failure to do so may lead to sanctions as detailed earlier in this policy. Including school detentions upon return to school. House Points and star rewards will continue to be issued.

Annex 7

Positive Values House Points

Students are expected to display our school values. Students will be awarded house points when they do so. Some examples of the behaviours displayed to earn house points are:

Kindness:

- Helping Others: Volunteering assistance to peers or teachers in need.
- Inclusive Attitude: Embracing diversity and making everyone feel welcomed.
- Acts of Generosity: Sharing resources, knowledge, or even a simple gesture like holding doors.
- Empathy: Listening and understanding others' perspectives without judgment.
- Random Acts of Kindness: Performing small acts of kindness without expecting anything in return.
- Respectful Communication: Speaking kindly and respectfully to others, even in challenging situations.
- Being Supportive: Offering emotional support and encouragement to classmates facing difficulties.
- Being Thoughtful: Considering the feelings and needs of others in decision-making.
- Celebrating Others' Success: Showing genuine happiness for others' achievements.
- Resolving Conflicts Peacefully: Handling disagreements with compassion and seeking mutually beneficial solutions.

Courage:

- Speaking Up: Voicing opinions or concerns respectfully, even when it's difficult.
- Taking Initiative: Taking on leadership roles or tackling challenging tasks without hesitation. **Student Leaders: Bronze: Silver: Gold**
- Facing Challenges Head-On: Confronting difficulties with resilience and determination.
- Standing Up for Others: Advocating for peers who may be marginalized or mistreated.
- Admitting Mistakes: Acknowledging errors and taking responsibility for one's actions.
- Trying New Things: Stepping out of comfort zones to explore new opportunities.
- Resisting Peer Pressure: Making choices based on personal values, even if they differ from others.
- Accepting Feedback Gracefully: Receiving constructive criticism with an open mind and using it for growth.
- Overcoming Fears: Confronting fears and anxieties with bravery.
- Persevering in Adversity: Continuing to strive towards goals despite setbacks or obstacles.

Excellence:

- Diligent Work Ethic: Consistently putting forth one's best effort in academic and extracurricular pursuits. Excellent classwork/homework
- Setting High Standards: Establishing ambitious goals and striving to exceed them.
- Continuous Improvement: Actively seeking opportunities for growth and development.
- Excellent uniform: Wearing the school uniform smartly and with pride.
- Effective Time Management: Planning and prioritising tasks to maximize productivity and efficiency.
- Active Participation: Engaging enthusiastically in class discussions, group projects, and school activities. Completing commitments
- Seeking Knowledge: Demonstrating curiosity and a thirst for learning beyond the required curriculum.

- Taking Pride in the presentation of work: Exhibiting a sense of ownership and satisfaction in producing quality work.
- Leadership by Example: Inspiring others through exemplary behaviour and achievements.
- High achievement: In assessments and extra-curricular pursuits.
- **Star of the week**
- **Head Teacher's award**