



The Crossley Heath School

Savile Park, Halifax, West Yorkshire HX3 0HG
Tel: 01422 360272 • email admin@crossleyheath.org.uk

STUDENT PASTORAL SUPPORT AND BEHAVIOUR FOR LEARNING POLICY

Sept 2023

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
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Responsibility: Members of SLT with overall responsibility for each Key Stage

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1. Purpose and Scope

At Crossley Heath, we recognise that every student is an individual and as such is entitled to individual support, monitoring and guidance. A student support system exists so that an appropriate level of support and guidance is available at all times. Our policy and practice is based upon principles of respect, fairness and inclusion. We are committed to improving outcomes for all students and to eliminating all forms of discrimination, harassment and bullying. We will promote equality of opportunity, the welfare of students and good relations across the whole school community. We will ensure that vulnerable students receive the support they need.

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 and Discipline in Schools 2022](#)

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 takes prime responsibility for monitoring 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 Progress Leaders (PLs)

Each Progress Leader (PL) is responsible for a Year Group. PLs 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. PLs 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 PL 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)

A member of the SLT, the Assistant Head Teacher; Pastoral and Behaviour for Learning, has overall responsibility for pastoral care and provision across dedicated Key Stages. The main aim is to ensure all students receive the support, monitoring and guidance to which they are entitled. The SLT member ensures continuity, liaise with outside agencies and effectively manage Form Tutors and Progress and Pastoral Leaders. They ensure the Headteacher is kept fully informed in all matters relating to pastoral care and support. The Assistant Head Teacher Pastoral and Behaviour for Learning, is currently the designated safe guarding leads (DSL) for child protection.

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
- Positive/negative housepoints
- Questionnaires and surveys
- Attendance reviews and letters home

Form Tutors, subject teachers, Department Leaders, Progress 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 Headteacher/Deputy Headteacher.

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 governors. 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. Governors 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

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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 practise: 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.

How our School Values match our definition of Crossley Heath character.

School Value	Associated Crossley Heath Character
Self-belief	Do you have a growth mindset? Are you self-aware and reflective? Do you show confidence – including quiet confidence
Respect	Do you embrace school rules? Do you display positive manners? Do you look after our environment? Are you honest, even in difficult times? Do you show kindness and compassion?
Purpose	Are you organised and prepared for the day? Do you complete work to the best of their ability? Are you self-motivated?
Responsibility	Do you take responsibility for your own actions and outcomes? Are you an active team player? Do you support their house? Are you self-disciplined?
Challenge	Do you aim for their honest best in all that they do? Do you show resilience? Do you aim to have a positive impact on the school and your community?

School Value	Associated Crossley Heath Character
Aspiration	Do you set high targets and goals? Are you ambitious for their future in whatever form that takes? Do you make an effort to understand their future options and pathways?

6. **PHSE**

PHSCE 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

PSHCE lessons and PHSCE days, are an important means of ensuring that cross-curricular parts of the National Curriculum are covered. PHSCE covers Careers Education, Health Education, Education for Citizenship and Environmental Education.

7. **SRE**

As above SRE policies meet legal requirements and are reviewed regularly.

8. **Rewards and Sanctions**

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

8.1 **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 based around our High Performance Learning Principles (see annex 9) inspired by our school values. Our values at Crossley Heath School are to **inspire** each of our young people to **flourish** as an individual, to be **curious**, to be **resilient** and to **love learning**. We **aspire** for them to grow into **articulate, independent future citizens** and to become the **leaders of tomorrow**

8.2 **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 a out of school trip/visit if their behaviour is deemed unsatisfactory.

8.3 **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 Headteacher. A Head teacher's award will be awarded by the Head teacher to the student concerned.

8.4 **Annual Prizes**

Annual prizes are awarded for attainment at GCSE and A level in a Prizegiving evening.

9. 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.

9.1 Statutory guidance

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

- **Behaviour in schools (2022)**
- **Suspension and Permanent Exclusion including student movement (2022)**
- **KCSIE (2023)**
- **Searching, Screening and Confiscation (2022)**
- **Use of reasonable force (2013)**
- **Education Act (1996)**

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 Headteacher 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 Headteacher 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.

9.2 Detentions/Sanctions explained

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, lines, 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 Grammar 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 or Department 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, low-level disruption in class, poor effort, rudeness, insolence, lateness, non-compliance, misbehaviour during movement or social times, failure to follow an instruction first time.
- c. **School Detention** – these take place on a Tuesday and Thursday after school and are one hour in length. Department/Pastoral/Progress 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, Progress/Pastoral Leaders may place a student in 'School detention' for any misbehaviour they consider worthy.

- d. **Isolation**

When a student receives five School Detentions within a half term this is deemed persistent misbehaviour (see point 9.6 overleaf). 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 fixed term exclusion (see section 10).

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 Pastoral/Progress 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

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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 fixed term exclusion.

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 Restorative 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.

- c. **Individual Support Plan**

Students may be placed on an ISP (see annex 6) that focuses on behaviour actions and outcomes. This may also detail support and adjustments made for each student. This may include a conduct contract (see annex 5).

- d. **Parental Meeting**

Parent/carers may be required to attend an in school or virtual meeting with their child's Progress Leader, A member of the senior leadership team and/or the head teacher to discuss their child's behaviour and progress.

- e. **Governor 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.

9.3 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) **Progress Leader 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 Progress Leader 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 Progress Leader 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 Progress Leader and it may lead to an Individual Behaviour Plan (IBP) in order to help the student to improve.

9.4 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 schools '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 fixed term exclusion.

9.5 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.

9.6 Persistent misbehaviour and serious misconduct

For persistent or serious misbehaviour, a student may be required to spend a period of time in isolation as outlined in 9.2d. A parent/carer will be informed as soon as reasonably possible when this sanction is issued. This sanction can only be issued by a Pastoral/Progress or Senior Leader. 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 fixed term exclusion.

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 fixed term exclusion (see point 10.1).

9.7 Contract of Behaviour Agreement & Individual Behaviour Plans

For misbehaviours/fall outs between students, or bullying incidents, students may be asked to negotiate and sign a Contract of Behaviour agreement (see Annex 6).

A student who persistently misbehaves or has seriously misbehaved, may be asked to negotiate and agree to an Individual Behaviour Plan/Individual Support Plan (IBP/ISP). 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 IBP. An example may be seen in Annex 7.

9.8 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 planner. A student must hand over their planner without argument or delay. This may include

retrieving their planner from another location. A comment will be written in their planner and the member of staff will inform the students form tutor. The form tutor will then issue a Standards Detention at the next available slot. If serious misbehaviour occurs at lunchtime, then a pastoral or senior leader will be called immediately.

9.9 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 5).

9.10 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.

- Headteachers, 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.

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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 schools Mobile Phone policy (see Annex 7).
- School staff can retain or dispose of a student's property as a disciplinary penalty where reasonable to do so.

9.11 Investigation of incident

Where an incident has been reported or seen it shall be firstly reported to the appropriate pastoral or progress leader. 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 schools secure electronic CPOM system.

9.12 Use of reasonable force

All members of school staff have a legal power to use reasonable force as set out by DfE guidance [‘Use of reasonable force 2013’](#). This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

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 where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another 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.

10. 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 Headteacher to exclude a student from school. As it is the Headteacher'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 Headteacher's decision should never be prejudged in this way. In the absence of the Headteacher, the power to exclude is delegate by the Headteacher to the Deputy Head Teacher. In arriving at a decision to exclude, the Headteacher 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:

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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, alcohol.
7. Attempted arson or arson.
8. Vandalism (including graffiti) to buildings and furniture or to other people's belongings.
9. The distribution of illegal/banned items in school.
10. Theft or possession of stolen goods.
11. Lying to a member of staff or being rude/insolent.
12. Bullying as defined by the schools anti-bullying policy (see Annex 8).
13. Cyber-bullying, which also includes the obtaining and/or sharing of images or videos without consent including those of staff members, visitors or members of the public. Please see our mobile phone policy for further details on mobile phone serious misbehaviour.
14. Refusal to follow a reasonable instruction by a member of staff, including refusal to accept any imposed sanction.
15. Any act that brings (or has the potential to bring) the school's reputation into disrepute including violence, truancy, anti-social behaviour, taking images, filming and/or distributing images/film or the use of illegal substances outside of school hours/term times.
16. Falsely making malicious allegations against a member of staff.
17. Undertaking any illegal activity in school including malicious sounding of the fire alarm (see point 1 and 2 below).
18. Persistent disruption of learning, including low-level disruption.
19. The selling of any item in school.
20. Racial/homophobic/gender or religious based abuse.
21. Persistent bad language.
22. Failure to improve on a Senior Leader report.
23. Persistent misbehaviour including breaches of the school uniform policy.
24. 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.
25. The attempt to influence others in extreme views.
26. Persistent behaviour that falls below the values of the school
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.

10.1 Fixed Term Exclusion (Suspension)

A fixed term exclusion (suspension) is of short duration and may be necessary if a student commits serious misbehaviour. The Department for Education allows the Headteacher 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

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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 fixed term exclusion 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.

Governors 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.

11. Managed Move

A Managed Move may be arranged in order to avoid risk of permanent exclusion. It may be used as the culmination of behaviour interventions, when none has succeeded or, in exceptional circumstances, for a serious one off incident. Schools and other educational establishments (e.g. Student Referral Unit – P.R.U.) in Calderdale have an agreement whereby students may be offered the opportunity of a fresh start dependant on the student successfully demonstrating the desire to meet the expectations of the receiving institution. Managed Moves are arranged via the Calderdale Behaviour and Attendance Collective (CBAC) which is convened once per month. Parental agreement is essential for a managed move to take place. If agreed, an application is made to CBAC by Crossley Heath.

At the CBAC meeting, student details will be shared with other the other schools. Depending on the seriousness of the referral, there may be one of three outcomes:

1. Managed Move to another secondary school in Calderdale.
2. Managed Move to P.R.U in Calderdale.
3. No school willing to accept a Managed Move

A Managed Move to another secondary school is offered initially as an eight-week trial. If the parent/carer or student does not accept the trial school then the managed move cannot proceed. However, in such circumstances it should be noted that a permanent exclusion may follow. If accepted, following an induction meeting at the receiving school, the student joins the receiving school for the trial period. At the induction meeting, the student must promise to fully abide by the rules of the receiving school and the parents/carers promise to offer full support. If, during the trial period, the student fully abides by the rules of the receiving school, then a place is offered on a permanent basis. If unsuccessful, the student is returned to the original school. In such circumstances, a permanent exclusion may follow.

A Managed Move to a P.R.U. is arranged when the student is in serious danger of permanent exclusion and is not accepted by another school. In such circumstances, the Managed Move is arranged in the same way, but the student does not attend on a trial. The student remains a member of our school, but will attend P.R.U. for lessons. Although every effort is made to support a student at a P.R.U. in order to achieve qualifications, it should be appreciated that such an action can seriously inhibit a student's chance of success in education.

In cases where the school is concerned that a student is at risk of permanent exclusion or a Managed Move, because he/she has established a pattern of persistent rule-breaking, poor conduct or non-compliance with instruction, the school may invite parents to attend for a meeting of the Governors Disciplinary Committee. This will involve at least one member of the senior leadership team and at least one school governor. The purpose of the meeting will be to discuss the student's future education.

12. Permanent Exclusion

The decision to permanently exclude a student should only be taken:

In response to a serious breach or persistent breaches of the school's behaviour policy and/or where allowing the student to remain in school would seriously harm the education or welfare of the students or staff in school.

In the case of a permanent exclusion, the Governors Student Disciplinary Panel will meet within 15 days to consider whether or not to uphold the decision. The Local Authority must also be informed of any permanent exclusion that is upheld by the Governors. If the decision is to reinstate, (including following a failed Managed Move) the Headteacher must be so directed and must comply. If the decision is not to reinstate, (Including via a failed Managed Move) the student's parents (or the student if over 18) must be informed of their right to appeal and be heard by an Independent Review Panel set up by the Governing Body for that purpose, with an Independent Chairperson and a majority of independent members including at least one lay member.

An Independent Review Panel does not have the power to direct a governing board to reinstate an excluded student. However, where a panel decides that a governing board's decision is flawed when considered in the light of the principles applicable on an application for judicial review; it can direct a governing board to reconsider its decision. The panel will then be expected to order that the school

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must make an additional payment of £4,000 if it does not offer to reinstate the student. Whether or not a school recognises a student as having SEN, all parents have the right to request the presence of an SEN expert at a review meeting. The SEN expert's role is to advise the review panel, orally or in writing or both, impartially, of the relevance of SEN in the context and circumstances of the review. For example, they may advise whether the school acted reasonably in relation to its legal duties when excluding the student. Reference should be made to the DfE guidance on school exclusions as updated in September 2017.

The following points should be noted:

- When establishing the facts in relation to an exclusion decision the Headteacher 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 Headteacher 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 fixed term exclusion.
- 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 Headteacher 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 fixed term exclusion may be served at another school e.g. Halifax Academy Inclusion Unit.
- 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 Headteacher 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 Governors 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 Governors 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 Headteacher 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.

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- Parents may be asked to attend a re-admittance interview with their child at the school following a fixed term exclusion 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 Governors Disciplinary Committee meeting whereby the staff governor may be present or a Governors disciplinary panel.
- If a child is permanently excluded, Parents/Carers have the right to appeal to the Governors tribunal panel, this should be done within 6 months of the first day of the exclusion.

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Annex 1

POST 16 STUDENT DISCIPLINE POLICY

Student Behaviour

Sixth Form students are part of the school and are expected to abide by the rules and regulations put in place to support the health, safety and wellbeing of all students and staff. The student support and behaviour policy which precedes this annex applies equally to all students.

Learning and Progress

We are aspirational for all our students and committed to ensuring that they make the very best use of their abilities and talents whilst in the Sixth Form. It is important that they develop the independence, maturity, study skills and knowledge necessary for them to succeed with future educational and career opportunities and experiences.

We expect all our Sixth Form students to:

- Act as positive role models for other students and to lead by example.
- Demonstrate high levels of attendance and punctuality.
- Take responsibility for their own progress, seeking help and advice as necessary.
- Be positive and engaged in their classroom learning; this includes arriving well prepared, being attentive, participating actively in discussions and all learning activities, completing the written tasks set thoroughly and to the best of their ability and working co-operatively with teachers and with their peers.
- Show a genuine commitment (in terms of both time and attitude) to independent study; all students must use non-contact time (whether supervised or not) effectively and ensure that all additional preparation, homework and revision tasks are carried out thoroughly.
- Meet the submission deadlines set by their teachers.
- Engage with the feedback and marking process by ensuring all suggestions for improvement are actively followed up.
- Behave with consideration for others.
- Work well in groups and teams as appropriate in order to maximise progress for all.
- Follow the instructions and advice given by all teachers and support staff, regardless of their role.
- Show respect for the school environment by keeping it tidy, quiet and conducive to learning.
- Contribute to the wider life of the school.

To this end we will ask all Post-16 students to sign a school- student agreement confirming they are willing to fulfil these obligations, at the start of each school year.

Where a student consistently fails to meet with one or more of the expectations listed or fails to make appropriate progress academically then parents will be informed and an individualised plan of action will be agreed.

These actions may include:

- Guidance and support from tutors, subject specialists or the Post-16 leadership team.
- Closer monitoring against agreed targets by subject teachers, Department Leaders or the Post 16 leadership team.
- Compulsory attendance at extra support or revision sessions.
- Completion of additional review and consolidation tasks.
- Departmental detentions to catch up any missed work.
- Attendance at after school extended study support sessions.

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Other actions may be agreed between the student, parents and the school (represented by the Assistant Head Post-16) where they are deemed in the best interest of the student and likely to promote improvement.

Student progress will be reviewed regularly until improved behaviours for learning or satisfactory progress is achieved.

On the very rare occasion that a student does not engage with the improvement process or fails to demonstrate significant progress in his/her A Level subjects following intervention, then the school reserves the right to:

- Withdraw the student from a class.
- Withdraw the student from public examinations in one or more subjects.
- Withdraw the student's place in the school.

These sanctions may be applied for a temporary period or as permanent arrangement. Decisions of this nature will rest with the Headteacher and are subject to the appeals process for permanent exclusions detailed in the School Student Support and Behaviour Policy, which precedes this annex.

Annex 2

POWER TO USE REASONABLE FORCE

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent students from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The use of Positive Handling to Manage Challenging Behaviour (Updated August 2010 in line with Calderdale guidance)

Introduction

This guidance is supplementary to the LA's existing guidance 'Policy Guidelines for staff on the use of Physical restraint' April 1999.

This guidance is intended to address the needs of children and young people whose behaviour is consistently challenging and may therefore require planned strategies including the use of positive handling over an extended period of time. It is also intended to provide a supportive safe framework for staff working with these children and young people.

This policy supports the Local Authority's priorities for:-

- Improving attainment in schools and standards of education
- Supporting vulnerable people and tackling disadvantage
- Creating safer communities

In addition, it meets the Schools and Children's Services purpose to ensure:-

- All children and young people can grow and develop in an environment where they can be safe from harm and maltreatment

Aims

The aim of the policy is to ensure continuity of provision and consistency across all of the services provided via the Local Authority's Children and Young People's Services Directorate within Calderdale and includes:-

- All teaching and support staff
- Youth workers
- Play workers
- Volunteers

The policy has been updated in response to the recommendations of the use of force to control or restrain students (DCFS April 2010) which relates to section 93 of the Education and Inspection Act 2006, and section 246 of the Apprenticeship, Skills, Children and Learning Act 2009.

The guidance and resulting policy should be read in conjunction with other school policies relating to interaction between adult, children and young people:-

- Child Protection and Safeguarding
- Self Harm
- Code of Conduct for Working with Young People
- Staff Discipline
- Complaints
- Policy for dealing with allegations of abuse against teachers and other staff

Physical management will only be used as a last resort when all other behaviour management strategies have been implemented or when children, young people, staff or property are at risk.

The school acknowledges that physical techniques are only a part of a 'whole school' approach to behaviour management.

Definition

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum required to achieve the desired result.

Positive handling is a planned physical intervention to support the child/young person to regain control and ensure the safety of all concerned.

Principles

All staff, children and young people in school have a right to:-

- Recognition of their unique identity.
- Be treated with respect and dignity.
- Learn and work in a safe environment.
- Be protected from harm, violence, assault and acts of verbal abuse.

Training

It is important to note that staff employed as teachers are expected to take appropriate action under their conditions of service. All other non-teaching staff have to be authorised by the Headteacher when they have been adequately trained.

Training for staff will be made available and will be the responsibility of the Headteacher. No member of staff will be expected to employ agreed physical management techniques unless appropriately trained. Prior to the provision of training, guidance will be given on action to be taken. The school is committed to following the DfE guidelines of approved approaches.

Complaints

Any complaints about staff will be dealt with under the school's complaints procedure.

Monitoring

The Headteacher will monitor records and documentation associated with this guidance and related school policies.

Reporting and documentation should follow school reporting procedures ie report of an accident, violent incident, and or dangerous occurrence (see 'Code of Conduct for Working with Young People – guidance on physical intervention').

This process will address patterns and evaluate trends which may be emerging, thus informing planning to meet individual need and maintain the health and safety of staff.

Annex 3

IN CLASS BEHAVIOUR PROCEDURE

'All staff need to be aware of IBP'S/SEN/AEN (located in P drive) of students and allow reasonable adjustment. When dealing with negative/disruptive behaviour all staff need to be clear, firm, fair and forgiving avoiding confrontational behaviour or questioning that may lead to an argument with the student. Staff need to be always be mindful of maintaining the student's dignity and sustaining lasting positive relationships.'

STAGE 1 – Initial disruption i.e. slow to start, talking about other topics, distracting others, and deliberately diverting the lesson away from the core learning objectives.

Teachers should follow strategies that they see fit in order to get a student back on task and remove low level disruption quickly thus limiting the loss of learning time. Strategies may include: Pausing, using questioning, making eye contact, physical proximity or the use of simple and clear instructions such as 'stop talking and listen'.

STAGE 2 – Continued disruption – verbal warning

Teachers should issue a clear and firm verbal warning indicating that the next time they disrupt the class their planner will be removed.

STAGE 3 – Continued disruption – Formal Warning & a Standards Detention

The teacher will issue a verbal FORMAL WARNING and issue a lunch time STANDARDS detention, record the incident on ARBOR after the lesson and inform your parents/carers

STAGE 4 - SLT Call out

Your teacher will send another student to RECEPTION or the PASTORAL BASE where a member of the Senior Leadership Team will be notified to come and remove you from your lesson. A teacher may also email 'pastoral' and 'SLT' with the title SLT CALL OUT – ROOM xyz. The student will be taken to the Pastoral Base where they will be in isolation for the remainder of that lesson. The incident will be recorded on ARBOR by the person removing the student after the lesson, they will inform parents/carers and an after school 'SCHOOL DETENTION' will be issued. The teacher may also go straight to stage 4 for aggressive behaviour, verbal abuse, dangerous behaviour, any behaviour which they feel needs emergency attention

Persistent disruption may lead to student reports, longer term isolation, fixed term exclusion, IBP's, BAC referral and permanent exclusion.

Annex 4

POLICY ON MOBILE DEVICES

Responsibility: Assistant Head (LCH)

Reviewed: May 2023

Date for Review: Sept 2025

This policy should be read in conjunction with the school's E-Safety Policy.

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 or on silent from 8:25am and **kept out of sight**. Students are only allowed to use their phones during lunch time in their indoor social area or outside of the school building. Students are not allowed to use their phones during morning break. **The exception is for Y11 who may use their phones during morning break in the OBG only.** Students are never allowed to use their phones in the toilets, corridors, staircases, reflection room, changing rooms or classrooms (without the explicit permission of a member of staff.)

We encourage all our students to spend their social times away from screens. We encourage them to talk, play, join extra-curricular clubs and socialise with their friends and peers. Mobile phones/iPods/music playing devices and all other technology must be kept switched off or on silent inside school during the school day unless a member of staff has given explicit permission, for example a teacher may allow students to use a mobile device for a teaching and learning purpose. This also applies to tutorial time. In these circumstances, students use will be monitored.

Smart watches must not be activated to receive calls/messages during the school day.

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 may 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.

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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 Headteacher 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/smart watch/other technology outside the above concessions, it will be confiscated and a Standards Detention 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 pupils 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.

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'.

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Annex 5

**CONTRACT OF BEHAVIOUR
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 Grammar 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 Grammar School) in doing any of the things listed above.**
- 5. I will go to my Progress Leader 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 6

EXAMPLE INDIVIDUAL BEHAVIOUR/SUPPORT PLAN

NAME – STUDENT A **FORM -** ... **START OF PLAN –** DD/MM/YYYY

PROGRESS LEADER REVIEWS - Half term **SLT REVIEW -** termly

BEHAVIOUR TARGETS (MAXIMUM OF THREE, TO BE NEGOTIATED WITH STUDENT)

(NAME) STUDENT A should:

1. Follow school rules both in and out of lessons.
2. Only call people by their given names and keep any negative thoughts/comments to themselves.
3. Ensure that lunchtimes are spent in the designate area.
4. Ensure that their LA average grade is at least 2.0.

METHODS AND RESOURCES TO MEET TARGETS

Background Information:

Any information with regards to the student's background that they wish to share with teachers to understand the context will be written here.

To help:

Any initiative to support the student in reaching and maintaining their targets should be written here.

CRITERIA FOR SUCCESS

Progress will be monitored by the Progress Leader.

How the targets will be assessed will be written here.

REWARDS

- Spoken and written praise
- Any rewards deemed appropriate by each department
- School House Points
- School trips invites

*The School is happy to support your
choice to be a success.*

You can do it!

SANCTIONS

Current sanctions including normal school sanctions as per the behaviour policy or any additional sanction deemed appropriate.

Annex 7

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 PSHCE 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.

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- 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 governors will evaluate and review the Anti-Bullying Policy, and will ensure that it is non-discriminatory.
- 5.3. The Assistant Head (AH) (7-11) 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 AH (7-11) who is also the DSL. These will be recorded securely on school systems.
- 5.4. Each Progress Leader (PL) 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 Progress Leader (PL) 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 PL 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.

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- 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 PL 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 AL and parents may be appropriate.
 - Students involved will be informally monitored by the FT and PL 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 PL 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 PL should report the matter to the AH, if the bullying is reported to continue for more than four weeks.
- 6.6.4. The AH should report the matter to the Headteacher (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. Headteachers have a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers 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 Headteacher 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.

Incident	<ul style="list-style-type: none">• Minor incidents will be reported to the students' Form tutor to investigate.• For more serious/ persistent incidents the victim, alleged bully and witnesses are all to be interviewed separately, preferably by the appropriate Pastoral Leader (PL).• Seek First Aid if necessary.
Investigation	<ul style="list-style-type: none">• Interview all parties involved.• Limit contact and discussion between victim, bully and witnesses.• Take statements if necessary.• Avoid making premature assumptions.• Enter information on CPOMS.
Sanctions	<ul style="list-style-type: none">• Conventional sanctions, such as after-school detentions, exclusions may be pursued. Discretion can be used.• If appropriate for all, try for reconciliation.• Inform parents of all concerned about what action is being taken.
Follow Up	<ul style="list-style-type: none">• The Form tutor should informally check whether the bullying has stopped.• The PL should formally check whether the bullying has stopped.• If necessary, break up group dynamics by asking staff to assign places in classes and in the form room.• Encourage the victim to tell a trusted adult in school if bullying is repeated• Inform parents of any further issues.
Support	<ul style="list-style-type: none">• Students who have been bullied will be supported by form tutor and PL, offered counselling if needed, work around social interactions and resilience if needed.• Students who have bullied others will be supported by sanctions for their actions, support from PL, tutor and counselling if needed, work around their social interactions.

Other relevant policies

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

Child Protection and Safeguarding

Annex 8

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 9: High Learning Performance Priorities.

Students will

Students will:	
RESPECT	<ul style="list-style-type: none"> • Arrive promptly and sensibly • Wait patiently until invited into their lesson • Greet teachers in a positive way • Look after the learning environment • Follow teacher instructions without question • Engage and interact positively with the teacher and their peers • Listen to the contributions and opinions of others demonstrating tolerance and understanding
RESPONSIBILITY	<ul style="list-style-type: none"> • Be fully prepared for learning with the equipment and resources required for each lesson • Follow the classroom expectations and routines set out by their teachers • Be active learners • Develop the skills to self-regulate their learning • Avoid unnecessary distractions or be a distraction to others • Meet deadlines
SELF-BELIEF	<ul style="list-style-type: none"> • Foster a growth mindset • Give everything their best effort – try hard • Take creative and intelligent risks in their learning, not fearing failure or ridicule from others • Be resilient and persevere
PURPOSE	<ul style="list-style-type: none"> • Engage purposefully with the lesson content • Engage positively in the classroom discussion activities and questioning opportunities • Actively listen – be present in the room, focus and concentrate • Engage positively with home learning, appreciating its value and importance
CHALLENGE	<ul style="list-style-type: none"> • Retrieve previous learning to strengthen knowledge and memory • Deepen skills and understanding through demanding activities, questions and tasks • Try hard and think hard • Overcome barriers with support, practice and perseverance
ASPIRATION	<ul style="list-style-type: none"> • Aim high • Make effective use of teacher marking and feedback to be better than before • Reflect on their learning and progress • Avoid complacency, strive to succeed beyond their ability • Be the best they can be