MOSAIC
LEARNING TRUST
Raising Aspirations,
Empowering Futures

BEHAVIOUR FOR LEARNING

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Contents

1. Mission Statement 5
2. The Standish Way 5
3. General Principles 5
4. The Home-School Agreement 5
5. Promoting Positive Behaviour 5
6. Maintaining High Standards of Behaviour 6
7. School's Power to Discipline Beyond the School Gate. 6
8. Rewards 13
9. Sanctions 13
10. Sanctions available to Class Teachers and Heads of Department 14
11. Sanctions available to Pastoral Leaders and Behaviour Lead 15
12. Sanctions Available to Deputy/Assistant Headteacher 15
13. Sanctions Available to Head Teacher 15
14. Detentions 15
15. Suspensions and Permanent Exclusion 16
16. Managed Move 17
17. Separation of pupils for safeguarding purposes 17
18. Removal from the Classroom 17
19. Supporting Student Behaviour 18
20. Sanctions and Consequences: 19
21. Report Monitoring 20
22. Individual Behaviour Plan 20
23. Wigan Engagement Centre 20
24. Wigan Family Help 20
25. TESS Team 20
26. Educational Psychology Service 20
27. CAMHS (Child and Adolescent Mental Health Service) & Mental Health Support Team (MHST) 21
28. School Nursing Service 21

29. Drug and Alcohol Abuse 21
30. Searching Students and the Confiscation of Inappropriate Items 21
31. Use of Force to Control or Restrain Students 22
32. Investigating allegations made against members of staff 23
33. Monitoring and Review of Behaviour for Learning Policy 23

1. Mission Statement

To develop and encourage a safe, calm, orderly and positive atmosphere in order for all learners to become Successful Learners, Confident Individuals and Responsible Citizens.

2. The Standish Way

Through consultation with students, parents, staff and school governors, a common set of principles have been derived to produce the Standish Way. It is designed to demonstrate to all stakeholders the values that we hold as a school. The Standish Way outlines the qualities and personal attributes we wish to develop, recognise and reward in our learners in order that they may become Successful Learners, Confident Individuals and Responsible Citizens.

The Standish Way is displayed in each classroom in school, it is used in conjunction with the school reward system and serves as a reference for staff and students to promote positive behaviours in and around school.

See the Standish Way.

3. General Principles

- Every member of Standish Community High School is responsible for the successful functioning of the school and for making a positive contribution to the school community.
- As individuals we all contribute to the general atmosphere and good working relationships in the school; making our school a pleasant place of learning for **ALL** students and staff.
- The respect and consideration that we show for each other and all members of the community promotes an environment where everyone feels safe, happy, secure and able to succeed.
- All students and staff will be treated with respect and dignity at all times
- Decisions made will always ensure a consistent and measured approach is taken whilst assessing the individual merit of the situation.

Standish Community High School recognises the importance of partnership work when creating a positive behaviour culture for all students. Staff will endeavour to liaise and work effectively with parents/carers and other professionals at all times. The partnership is designed to enable all students to demonstrate successful behaviour that reflects the values of the school, in doing so, they can achieve the best learning outcomes for themselves and others.

4. The Home-School Agreement

The Home School Agreement ensures that all students and parents understand the principles and expectations for student behaviour before they start at Standish Community High School. The signing of this document signifies both the parent's and the student's acceptance of the principles and details of the behaviour policy to uphold the school's expectations. It is a working, live document that will be referenced by school leaders in conversation over a student's conduct when meeting with students and parents.

Please see the Parent Home School Agreement & Student Home School Agreement

NB: In light of recent DfE guidance on mobile phones use in schools (Children's Wellbeing and Schools Act) the Student Mobile Phone Policy may be subject to change. Students and Parent/Carers will be informed of any changes made.

5. Promoting Positive Behaviour

Positive behaviour is consistently promoted and taught using a behaviour curriculum that allows students to understand what is expected and encouraged and what is prohibited. The teaching of successful behaviour will provide students with clarity and detail for many aspects of their school life.

This is carried out at the following opportunities in school;

- Discreet Induction lessons for all students at the beginning of each academic year that teaches students the school procedures and routines, together with the associated expectations for behaviour both in lessons and around the school site
- The Standish Way – displayed in each classroom and referred to by all staff
- During assemblies and form time
- Staff model good behaviour and act as positive role models for behaviour
- Discrete units of work delivered in the Personal Development Programme (PDP) and form period
- Student Services work and The Base deliver bespoke learning to students in order to support and encourage positive behaviour when required
- Form time is used to provide students with one point of contact throughout the school day for all pastoral issues. Within form time opportunities are used to reinforce expectations and systems in line with the standish way. This is designed to facilitate students to become successful learners, confident individuals and responsible citizens.

The role of parents is integral in assisting the school in promoting positive behaviour. In order to support the school, parents are encouraged to know and understand the Behaviour for Learning Policy and reinforce the principles of the policy with their child at home. Standish Community High School will seek to build and maintain positive relationships with parents, keeping them updated about their child's behaviour and achievements.

6. Maintaining High Standards of Behaviour

The school will endeavour to provide a clear vision of what good behaviour looks like to all stakeholders. High standards and expectations of student conduct and behaviour are maintained through clear and comprehensive staff training in all aspects of the school's behaviour management strategy.

Training will ensure:

- All staff have a clear understanding of the school vision for behaviour and embody the school culture and uphold the school's behaviour for learning policy.
- All staff are able to create a positive and safe environment in which bullying, physical threats, discrimination or abuse and intimidation are not tolerated.
- School procedures and systems for managing behaviour are clear and understood by all.
- Staff induction, development and support with regard to behaviour management is utilised at the appropriate times where needed.
- All staff respond to misbehaviour consistently and fairly with proportionate action.
- Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.
- Information and guidance is readily available in order that staff can make reasonable adjustments for pupils with Special Educational Needs and/or Disability (SEND) as required.
- General and targeted interventions are understood in order to improve student behaviour.
- Pupil behaviour does not disrupt teaching, learning or school routines.

7. School's Power to Discipline Beyond the School Gate.

Standish Community High School has high expectations of student conduct outside the school boundaries, including online conduct. Students are expected to behave in a manner that is responsible and reflects the values and expectations of the school. The Behaviour for Learning policy and the appropriate sanctions will be applied in keeping with DFE Guidance around school's power to discipline beyond the school gate, see Behaviour outside of School Premises in Behaviour in Schools.

Standish Community High School will apply sanctions to address student misbehaviour:

- Travelling to and from school
- Taking part in any school organised or school related activity
- When wearing school uniform
- When in some other way identifiable as a student at the school
- When in breach of the acceptable use of the internet, mobile phones and social media
- That poses a threat to another student or member of staff
- That could have repercussions for the orderly running of the school
- That adversely affects the reputation of the school

Promoting Positive Student Behaviour – The Standish Way

Successful Learners	Confident Individuals	Responsible Citizens
Listen and follow instructions	Present ideas and work to others	Follow all school rules
Think hard and concentrate on the task	Help and work with visitors	Support the school ethos and values
Approach learning with a positive attitude	Motivate others	Take part in fund-raising
Persist when the learning is difficult	Take part in all aspects of aspects of school life	Accept responsibility for their actions
Always give their best effort	Take part in extra-curricular activities	Be honest and open
Are not afraid to make mistakes	Represent the school	Be helpful and supportive to others
Learn from setbacks and mistakes	Wear uniform with pride	Be polite
Seek help when needed	Contribute and help out with school events	Be Respectful
Possess enthusiasm and motivation for learning	Set challenging goals for themselves	Recognise and accept diversity
Open to new thinking and ideas	Strive to be outstanding	Tolerant of different faiths and beliefs
Have determination to reach high standards of achievement	Look after their physical, emotional and mental wellbeing	Listen to the views of others
Work creatively and independently	Demonstrate self-respect	Make informed choices and decisions
	Positively relate to others	
	Celebrate and encourage the achievement of others	

Expectations of Student Behaviour – The Standish Way

Arriving at School	In School	In Lessons	Outside Of School
Arrive to school on time	Follow staff instructions at all times	Follow the teachers instructions at all times	Behave in a manner that does not threaten the health and safety of students, staff or members of the public
Bring the correct equipment	Move around school quietly, calmly and sensibly	Arrive at your lessons on time	Be respectful within the community
Wear the correct uniform	Be punctual to registration, assembly and lessons	Line up quietly outside the classroom and wait to be greeted by the teacher	When using mobile phones, the internet or social media do so responsibly
Wear your uniform correctly	Treat all property, your own and others with respect	Enter the classroom quietly and sensibly	Represent the school in a positive manner
Ensure your appearance is appropriate for school	Do not litter	Stand behind chairs in the teacher's seating plan	Follow the highway code and walk sensibly
Ensure your phone is switched off and in your bag ***Please Note this is the current school ruling and may be subject to change in light of recent DFE guidance for schools on mobile phones***	Report unacceptable behaviour	On the teacher's instruction, remove coats and bags, place equipment on the desk and sit down	Do not bully, intimidate or seek to frighten other people either in person or online
	Take responsibility for your own behaviour	Answer your name clearly for the register	
	Be honest at all times	Engage in the learning throughout the lesson	

	Be polite and respectful – do not use offensive or aggressive language	Ensure your workspace is kept tidy and pack away on the teachers instruction	
Arriving at School	**In School**	**In Lessons**	**Outside Of School**
	Do not use physical aggression or encourage others to do so	Stand behind your chair when asked to do so by the teacher	
	Do not make unpleasant comments about someone else's colour, religion, race, gender, sexuality or appearance	Upon the teachers dismissal, leave the classroom quietly and calmly	
	Do not bully, intimidate or seek to frighten other people		

Expectations of Staff Behaviour

Be responsible	Be respectful	Be ready to achieve
Maintain good behaviour in classrooms and around school	Model the behaviour that we wish to see our students and ourselves adopt.	Consistently address issues with equipment and uniform
Monitor and report on the behaviour of individuals and groups of students where necessary	Separate the problem from the person	Take effective action to deal with disruptive behaviour in class and around school by following the Standish Way
Address any form of unacceptable behaviour and take appropriate action in line with agreed procedures	Be firm and calm	Help keep all areas of school clean and tidy
Attend all staff training and induction in order to apply school and departmental procedures persistently, consistently and fairly	Apply rules persistently, consistently and fairly to all students at all times	Report and act upon student lateness and absence
Be punctual to briefing, registration, lessons and duties.	Care for our environment by ensuring that students do not damage facilities or equipment, or drop litter	Consistently address issues with student uniform and appearance
Ensure that professional attire is correctly worn in and out of classrooms	Show that you are interested in all members of our community as human beings in their own right	Ensure that your classroom is welcoming and stimulating
Ensure that mobile phones and music players are not used in class unless as part of a teaching and learning activity.	Respect and value diversity of colour, race, creed, gender and sexual orientation, physical appearance	Provide feedback for students promptly and positively, according to the practice agreed in the Teaching & Learning Policy
Use the school Arbor system as a means of conveying both positive and negative messages to parents/carers	Promote equality in and beyond our community	Challenge our students to achieve and to live up to the highest of expectations, not down to the lowest

Be responsible	Be respectful	Be ready to achieve
Ensure that lessons have Engagement and Purpose	Help our students to become Successful Learners, Confident Individuals and Responsible Citizens	

Staff will regularly reinforce high expectations with students in lessons through the teaching of PDP, form time and at each opportunity whilst at school. Staff must model behaviours and attributes that are in line with The Standish Way.

8. Rewards

Standish Community High School understands the importance of recognising and rewarding student behaviour that is in line with the Standish Way. The school reward system will seek to inform both parents and students of their achievements in a timely manner in order to celebrate successful behaviours as they occur both inside and outside of school.

The reward system will allow students to accumulate achievement points using Arbor. By contrast, behaviour points will be issued when a student's conduct does not meet the school's expectations. The net point total between achievement and behaviour points will be used as a general measure of a student's conduct in school. This points total will be rewarded at key milestones using badges, certificates and special rewards that will be recognised by the school community.

Recognition and rewarding student achievement can be undertaken in following manner;

- Verbal praise
- Achievement points sent to parents and student via the Arbor app
- Telephone calls home
- Postcards home
- Certificates
- Half termly recognition of student achievement from all subject areas
- Head Teacher breakfast
- Termly recognition of achievement in school assemblies
- Annual Prize Giving
- Rewards trips
- Attendance awards and rewards

9. Sanctions

Whilst our main emphasis is on the rewarding of positive behaviour, Standish Community High School will impose sanctions on those students who display unacceptable behaviour. Unacceptable behaviour includes:

- Questioning staff instructions
- Not following staff instructions
- Interrupting staff or other students
- Ignoring staff
- Not using basic manners such as "please" and "thank you"
- Disturbing the learning of others
- Use of aggressive, abusive or offensive language
- Use of physical aggression or violence
- Vandalism and damage to personal property
- Truanting within school

This policy should be read in conjunction with the schools Anti-Bullying Policy. Bullying of any sort is unacceptable, including bullying due to:

- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to appearance or health
- Bullying related to sexual orientation or gender
- Bullying of young carers or looked after children, or other related home problems
- Sexist or sexual bullying
- Cyberbullying

All incidents will be investigated and, where appropriate, perpetrators will be educated and guided as to why their actions are inappropriate, where necessary they will receive sanctions in line with this Behaviour for Learning Policy and restorative work may be carried out.

10.Sanctions available to Class Teachers and Heads of Department

Whilst we aim for **consistency** in our rewards and sanctions system, each child is an **individual** and therefore individual considerations may need to be taken into account when dealing with students. Classroom management remains the responsibility of the classroom teacher. Staff should adhere to the expectations, practice and systems referred to with this policy and the associated linked documents. If required staff will involve the support of colleagues and leaders should the situation escalate in accordance with Standish Community High School Behaviour for Learning procedures.

Staff will receive regular updates regarding behaviour management strategies, techniques and good practice along with information that may be pertinent to supporting those with additional needs. Staff should consult and follow appropriate student plans where necessary.

Following any sanction staff will help students to understand how to avoid any further such instances of poor behaviour providing support where appropriate.

Stage	Sanction	Action
Teachers should use sanctions with increasing severity but individual circumstances may dictate that an omission of some stages is required	Verbal warning/move places	No documentation
	Behaviour points added	Documented on Arbor
	Break time detention with class teacher Behaviour points added	Documented on Arbor
	lunchtime detention with class teacher Behaviour points added	Documented on Arbor Parental phone call by teacher
	Removal of student to a nearby classroom within the department 30-minute after school detention with class teacher Behaviour points added	Documented on Arbor 24-hour notice to parents/carers to be provided Parental phone call by teacher Documented on Arbor
	60 min after school departmental detention with Head of Department Behaviour points added	24 hours' notice to parents/carers required Parental phone call by Head of Department documented on Arbor
	SLT on Call	Dial 200 - SLT will remove the student to enable the lesson to continue. SLT will decide the following; If the student will return to the lesson The appropriate sanction to be implemented and number of behaviour points added The member of staff to make parental contact

- Whole class detentions are not permissible
- Departments will monitor and review the behaviour of all students in lessons routinely
- Where a student's conduct is not improving using departmental procedures, the HOD will recommend students to a Behaviour Lead for whole school behaviour monitoring using a monitoring report

11.Sanctions available to Pastoral Leaders and Behaviour Lead

The Assistant Headteacher (Behaviour and Attitudes) will oversee all aspects of behaviour management, including establishing clear procedures, quality assuring practice and offering support, advice and guidance to colleagues and parents. To ensure consistency, all decisions regarding high level sanctions e.g. Fixed Term Suspensions will be made in consultation with the Assistant Headteacher (Behaviour and Attitudes).

Withdrawal of privileges	Documented and parents informed
Detentions	Documented and parents informed
Withdrawal from lessons	Documented and parents informed
Restorative Justice	Documented and parents informed
Behaviour meeting with parents and student	Documented and parents informed
Regular reporting to staff	Documented and parents informed
Referral to Assistant Headteacher	Documented and parents informed

12.Sanctions Available to Deputy/Assistant Headteacher

Withdrawal of privileges	Documented and parents informed
Detentions	Documented and parents informed
Withdrawal from lessons/placements	Documented and parents informed
Restorative Justice	Documented and parents informed
Individual Behaviour Plans (IBP)	Documented and parents informed
Referral to outside agencies	Documented and parents informed
Behaviour meeting with parents and student	Documented and parents informed
Period of time in Respite Room	Documented and parents informed
Regular reporting to staff	Documented and parents informed
Headteacher detentions (1hr)	Documented and parents informed
Referral to Headteacher	Documented and parents informed

13.Sanctions Available to Head Teacher

Permanent Exclusion	Documented and parents, governors and LA informed
Fixed Term Suspension	Documented and parents, governors and LA informed
Placement Suspension	Documented and parents, governors and LA informed
Respite Placement to another secondary school	Documented and parents, governors and LA informed
Off Site Direction to another secondary school	Documented and parents, governors and LA informed
Managed Move to another secondary school	Documented and parents, governors and LA informed

14.Detentions

Detentions may be imposed to serve as a deterrent to future misbehaviour, these can be both within school hours and outside of school hours. Any such sanction will be supervised by a member of staff and will be used consistently and fairly as part of the schools Behaviour for Learning procedures and in line with government guidance on School discipline and exclusions – See the government guidelines Behaviour in schools: sanctions and exclusions and Behaviour in Schools.

14.1. Detentions within school hours (including same day detentions)

Staff may issue break or lunch detentions (including same day detentions) for behaviour incidents. Students will be given opportunity to eat, drink and use the toilet during a lunch detention.

14.2. Detentions outside of school hours

Staff may also issue a detention outside of school hours. DFE guidance states that parental consent is not required for such detentions, however in these instances school will notify parents of the detention either by way of a phone call, an Arbor notification, email or text. This is to inform parents only and not to seek consent for the detention. Notification to parents is designed to enable them to make any necessary adjustments to the student's travel arrangements home for that date.

15.Suspensions and Permanent Exclusion

Standish Community High School does not wish to suspend any child from school, but sometimes this maybe necessary.

Only the Headteacher (or acting Headteacher) has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods of up to 5 days at a time, or up to 45 days in anyone school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term suspension into a permanent exclusion, if the circumstances warrant this.

Standish Community High School does not take the decision to suspend any student lightly. Prior to reaching any decision to suspend, the member of staff investigating the incident will collect information from all the relevant parties and sources e.g. CCTV. Members of the Senior Leadership Team (SLT) and/or Pastoral Leaders will conduct such investigations and once the investigation has been concluded, in the interests of consistency and equality, the case will be presented to the Assistant Headteacher with responsibility for Behaviour and Attitudes. In conjunction with investigating staff a decision on a case-by-case basis will be reached. Decisions will consider all information gathered and reflect upon any mitigating factors. Once a decision has been reached, the proposals will be presented to the Headteacher for ultimate approval. In the absence of the Headteacher, a Deputy Headteacher or acting Headteacher will oversee suspensions.

Standish Community High School will not decide whether a student should be suspended until an investigation has been concluded. Whilst every effort is made not to prolong the process, it may be necessary to place the student into the Respite Room whilst an investigation is undertaken thoroughly.

If the Headteacher suspends a child, parents / Carers will be informed without delay, giving reasons for the suspension. In addition, associated Social Worker and Virtual School Headteacher will be notified if appropriate. In writing, the Headteacher makes it clear to the parents / carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal.

Following a fixed term suspension a reintegration meeting will take place with any relevant professional, parent / carer and student to ensure the best start is achieved for the student upon re-entry to school. Any further support the school can implement is established and agreed at the meeting to further support the student in making successful behaviour choices.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed term suspensions beyond five days in any one term.

The governing body itself cannot either suspend a child or extend the suspension period made by the Headteacher

When the governing body meets to consider a permanent exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider if a child should be reinstated. If the governing body decide that a child should be reinstated, the Headteacher must comply with this ruling.

Suspension and Permanent Exclusions will be carried out in accordance with government guidance detailed in the following links:

- Behaviour in schools: sanctions and exclusions
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

As part of planning, alternative options will be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil has been placed in a mainstream school).

16.Managed Move

A managed move may be used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. A managed move will be voluntary and agreed with all parties involved. In such instances, a managed move will be offered as part of a planned intervention for the pupil and after previous support strategies (which may include multi-agency support and the use of statutory assessments) have proven unsuccessful.

17.Separation of pupils for safeguarding purposes

In certain circumstances it may be necessary for Standish Community High School to temporarily forbid a pupil from attending the premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. In this scenario the Local Authority must arrange education for the pupil if the school or the pupil's parent does not do so. It should be noted that this is not an exclusion on disciplinary grounds.

The school will notify parents of the reasons why the pupil has been temporarily forbidden from attend the premises.

Ultimately, any decisions, including to temporarily forbid a pupil from attending its premises for safeguarding reasons, are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a lead role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Standish Community High School will support pupils to reintegrate successfully into school life and full-time education following a period of separation for safeguarding purposes. A reintegration strategy will;

- Provide the student with a fresh start
- Help the student understand the effect of their behaviour on themselves and others
- Teach the student how to meet the high expectations of behaviour in line with the Standish Way
- Foster a renewed sense of belonging within the school community
- Build engagement with learning

18.Removal from the Classroom

As an alternative to fixed term suspension, Standish Community High School may choose to remove a pupil from the classroom and utilise the internal Respite Room as a sanction for challenging behaviour. Standish Community High school will use where appropriate, a period of internal Respite if preferable to fixed term suspension. Students will be withdrawn for a temporary period of time from normal lessons. Factors that will determine the duration of time spent in respite will include;

- The level of severity of the incident and/or behaviour of the student

- The level risk the student poses to other students in school
- The level of risk the student may pose to themselves

Students will work in the Respite Room under the direct supervision of a member of staff and will be set appropriate work to complete in order to continue with their learning and refocus.

Upon completion of a period of time in the respite room, the school will facilitate a period of reflection for the pupil to examine the behaviour that led to their removal from the classroom. This will explore what the student can do to improve their behaviour and avoid further such incidents in the future. Further support may be offered to the student by the pastoral team to enable them to make successful behaviour choices.

For clarity, please note that the removal of a student from a classroom to be placed into the school's Respite facility will be deemed a disciplinary sanction. The Respite facility is a supervised area in which students will continue to learn. It is not a 'restrictive intervention' (a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil), it is also not 'seclusion' (a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving)

The Respite Room facility can also be used in the following circumstances

- While an incident is being investigated
- To give supervised "time out" for a student to calm down when appropriate

19.Supporting Student Behaviour

19.1. Methodology

In addition to the facilities and strategies below, a number of methodologies will also be deployed in order to support students in improving their behaviour and avoiding recurrence of misbehaviour. These include monitoring of a student's behaviour, use of key personnel to mentor individual students or working in small groups, bespoke educational work following an incident and frequent and open engagement with parents. These interventions will be assigned on an individual basis and be coordinated by the Assistant Headteacher with responsibility for behaviour.

19.2. Transition

Standish Community High School staff endeavour to provide a seamless transition to secondary school for all students. Standish Community High School will liaise with partner school to ascertain information regarding additional behaviour needs and provision that students are offered, prior to starting. Staff will regularly liaise with parents/carers and primary colleagues in the run up to transition, will attend meetings and participate in plans/make joint decisions to ensure effective behaviour provision is maintained. Appropriate provisions will then be made and necessary information will then be disseminated to the relevant staff.

19.3. Pastoral Leaders & Behaviour Lead

To provide efficient and effective pastoral and behavioural support, Standish Community High School employs a team of full time Pastoral Leaders and a Behavioural Lead. These staff have responsibility for their own respective year group or to proactively work to remove barriers to learning. These highly trained and skilled staff are readily available and accessible to students and parents to offer support and address issues as and when they arrive.

19.4. Student Support, Care and Guidance

Our School recognises that student behaviour can be affected by a variety of different circumstances and events. Standish Community High School works closely with numerous agencies to ensure that students receive the necessary support at the appropriate times. As appropriate, plans can be put into place which highlight targets, strategies and resources to help to achieve a successful way forward. This can include forms of alternative provision both in and out of school where leaders deem

appropriate. In these instances school will work with parents to achieve the most beneficial outcome for the student.

19.5. Responding to the behaviour of pupils with SEND

Standish Community High School will communicate regularly and routinely with all professionals involved concerning the education of pupils with SEND. The SENDCo will contribute to discussion and decision. Information will be shared regarding individual plans and procedures to support students with their behaviour in and around school in order that they may have the best chance to make positive behaviour choices in this respect.

It will not be assumed that because a pupil has SEND it must have affected their behaviour on a particular occasion – this is a question of judgement for the school given the facts of the individual situation. Consideration on each occasion will be given as to whether a pupil's SEND has contributed to the incident and whether it is indeed appropriate to sanction. Where a sanction is applied, reasonable adjustments will be made to the sanction in response to any SEND the pupil may have. Professionals will attempt to understand the underlying causes of the behaviour and implement additional support where needed.

19.6. Off Site Direction

Where interventions or targeted support have not been successful in improving a student's behaviour Off Site Direction may be used to provide a time limited placement at an alternative provision or another mainstream school. In these instances, statutory guidance will be adhered to covering objectives, timeframes and appropriate monitoring of the pupil's progress whilst at the hosting school or alternative provision. The governing board will ensure that parents / carers (and the local authority if the pupil has an EHC plan) are notified in writing and provided with information about the placement as soon as practicable after the decision has been made and no later than two school days before the relevant day.

The length of time a pupil spends in another mainstream school or alternative provision and the reintegration plan, will be kept under review by the governing body and will reflect what best supports the pupil's needs and potential improvement in behaviour. Review meetings will be held at appropriate times, based on the individual needs of the pupil and for as long as the requirement remains in effect. The governing body will provide a written invitation for parents to attend such meetings and will as far as is practical try to arrange them at a date and time that is suitable for the parent.

Parental involvement will be sought with the transition of the student to the hosting school and throughout the duration of the Off-Site Direction. A meeting will be held at the hosting school to induct the student effectively and ensure the best possible start to the placement is achieved.

All student support will be maintained during the temporary move and the student will return to Standish Community High School following a period of Off-Site Direction.

20. Sanctions and Consequences:

20.1. Uniform and Appearance

Standish Community High School has extremely high expectations of student uniform and appearance. We strongly feel that adherence to rules regarding appearance prepare students for life in the world of work, whilst creating the correct mind-set for learning. To uphold high expectations of uniform and appearance all staff have a responsibility to intervene where a student does not meet the expectation in this area. This will ensure a consistent and coherent approach to maintaining expectations providing equity for all students at Standish Community High School.

Rules and regulations regarding appearance are routinely shared with parents and students. Detail of each category of the acceptable uniform and appearance is available to view on the school website.

Any student breaching uniform and/or appearance rules, will be required to rectify the problem issue as soon as possible. Students will receive behaviour points in the first instance and may receive a sanction if the issue is repeated persistently. Where a uniform or appearance issue cannot be rectified in school, students will be placed into the respite room. Pastoral leaders and the Behaviour Lead will work with parents to secure resolution to the particular issue.

20.2. Time-Out Cards

A student may feel that, to avoid escalation of a situation or their behaviour, removing themselves from a particular environment may assist. At the discretion of the Pastoral Leader or Behaviour Lead, where appropriate, some students may be issued with a Time-Out Card. All staff would be informed of this and would allow the student to exit unchallenged. Students will be given designated places to attend in school upon use of a Time-Out Card. Abuse of such a strategy would lead to its removal.

21. Report Monitoring

A student may be placed on Report Monitoring for a variety of reasons. The type of monitoring used will depend on the need of the student and the desired outcome. Behaviour and achievements will be closely monitored in each lesson providing an accurate overview of the specific behaviours exhibited by students. The Behaviour Lead will oversee the process and update parents of their child's progress. The process is reviewed after a set period of time and a decision made upon any future support needed.

22. Individual Behaviour Plan

An Individual Behaviour Plan is a way to target and improve the behaviour of an individual student. This type of behaviour modification can be extremely effective for any student as it focuses on desired outcomes and strategies to achieve these. Students are fully involved in the setting of targets and staff are aware of the students who have an IBP, and their corresponding targets via Arbor. The IBP is reviewed every six weeks to inform further support offered.

23. Wigan Engagement Centre

Where a student is exhibiting persistent challenging behaviour and is not responding to school sanctions and support, Standish Community High School may invoke the support of the Wigan Engagement Centre to assist with behaviour monitoring, strategies and techniques to improve choices.

24. Wigan Family Help

Wigan Family Help work closely with schools and families to resolve behaviour, attendance and other issues, arranging school and home visits as necessary. They support children and families when students are experiencing difficulties in school or welfare issues are disrupting a child's education. School staff will refer to the Wigan Family Help Team for support where necessary.

25. TESS Team

The TESS Team work in partnership with the whole school community to ensure support matches the needs of the student. Their primary aim is to develop the best possible standards of behaviour and promote successful learning outcomes for young people. The work that is undertaken within the school varies in accordance with the requirements and requests of the school. This work can include anger management, raising self-esteem and conflict resolution, as well as behavioural assessments and parental consultations. The TESS Team can offer training to both staff and students within the behavioural field. Lesson observations can be undertaken to offer advice and strategies for developing a positive learning environment.

26. Educational Psychology Service

The Educational Psychology Service apply psychology in the development and support of an educational environment in which all children are included and valued and in which they have every opportunity to become fulfilled adults. Where appropriate and in consultation with parents, school may invoke the services of the EPS.

27. CAMHS (Child and Adolescent Mental Health Service) & Mental Health Support Team (MHST)

CAMHS provide help for young people aged up to 16, and can help with lots of problems or worries such as if students are feeling depressed, not enjoying food, feeling panicked or scared, having trouble concentrating, or having problems with family life. An initial assessment identifies issues and support sessions may then be arranged. CAMHS, MHST school link and the team will routinely offer consultations and sessions with students referred by pastoral staff.

28. School Nursing Service

School Nurses provide and deliver a range of activities, they assess and monitor children's health needs and undertake screenings such as vision, hearing, measuring of height and weights. The School Nurse also delivers talks on health related topics such as drugs, relationships, sexual health, diet, exercise and keeping safe, they act as a resource to teaching staff and assist in achieving and sustaining 'Health Promoting Schools'. They advise, listen and where necessary, direct children, young people and parents to more specialists help. The School nursing team can also support children and parents, provide advice on topics such as risk taking behaviours, behaviour management and continence problems. They also deliver immunisations in accordance with the National Programme.

In addition to the above, Standish Community High School can refer students to many other agencies, depending on the need of the student. Pastoral staff will liaise with parents where appropriate.

29. Drug and Alcohol Abuse

It is the policy of Standish Community High School that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to Student Reception for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a member of school staff.

The school will take seriously misuse of any substances such as drugs, glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purposes of misuse will be punished by a permanent exclusion and the police and Social Services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be collected. It is forbidden for anyone, adult or child, to bring illegal drugs onto the school premises. Any child who is found to have brought to school any type of illegal substances will be punished by a permanent exclusion. A parent or guardian of the child will also need to visit the school and discuss the seriousness of the incident with a member of the Senior Leadership Team.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other students for money, the child will be permanently excluded from the school, Wigan CYPS, the police and social services will also be informed. Referrals to REACH and WithYou, may also be submitted following such incidents.

30. Searching Students and the Confiscation of Inappropriate Items

The Headteacher can authorise a search of students or their possessions (including bags) without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search.

The power to search applies to searching for weapons in accordance with the Education Act 1996, however as of 1 September 2010 an amendment has been added to cover alcohol, controlled drugs and stolen property.

Student searches are undertaken in accordance with the DfE Searching, Screening and Confiscation and Use of reasonable force.

Whilst most student searches will be conducted by a member of SLT, student searches may be undertaken by staff other than teachers, including staff employed specifically for this purpose, such as the Pastoral Leaders or the Behaviour Lead. These staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

The member of staff may use a metal detector to assist with the search, as stated in the DfE Searching, Screening and Confiscation.

Standish Community High School prohibits the possession of the items outlined below on site:

- Cigarettes/lighters/matches/E-Cigs/E-Cig fluids, refills and paraphernalia
- Weapons/sharp implements/items that could cause harm or injury
- Drugs (illegal and/or legal) and any other illegal substances
- Stolen items
- Standish Community High School reserves the right to confiscate mobile phones or other telecommunications devices should they be hindering Teaching and Learning or should there be suspicion that they contain information that is illegal or inappropriate e.g. explicit images/videos/information
- Any item that the member of staff reasonably suspects has been, or is likely to be used:
  - To commit an offence, or
  - To cause personal injury to, or damage to the property of, any person (including the pupil)

31. Use of Force to Control or Restrain Students

All school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

However, because the use of force should only be a last resort, Standish Community High School will seek to de-escalate such incidents by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind.

Some examples of situations where reasonable force might be used are:

- To prevent a student causing injury or harm to themselves
- To prevent a student from attacking a member of staff, or another student, or to stop a fight between two or more students
- To prevent a student causing deliberate damage to property
- To prevent a student causing injury or damage by accident, by rough play or by misuse of dangerous materials or object
- To ensure that a student leaves a classroom where the student persistently refuses to follow an instruction to do so
- To prevent a student behaving in a way that seriously disrupts a lesson
- To prevent a student behaving in a way that seriously disrupts a school sporting event or school visit
- To conduct a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that the school reasonably suspects have been or are likely to be used to commit an offence or cause harm

Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

It is essential that each significant incident in which a member of staff uses force on a student is reported to the Headteacher and is communicated to the student's parents / carers as soon as practicable after the incident. If reporting the incident to a parent / carer would be likely to result in significant harm to the student, then the

incident must be reported to the local authority where the student normally lives. All Senior Leaders, Pastoral Leaders and some members of the Student Services Team have been Teamteach trained and would utilise practised techniques should physical handling of a student be required.

Under no circumstances will physical force or intervention be used as a form of punishment.

The use of physical handling will be utilised where deemed absolutely necessary by members of staff. The individual needs of the student e.g. SEND status disabilities, should always be factored into such decisions.

Following any incident where physical handling has been deployed a reflection meeting with the student and parent will take place. Here a Positive Handling Plan will be created and discussed with the parent and student detailing strategies for staff to use in order to help de-escalate situations in the future should they arise. It will also detail key members of staff to assist where possible in order to provide continuity for the student. Where a Positive Handling Plan was already in existence prior to an incident where physical handling was deployed the meeting will serve to review the plan in place and make necessary amendments.

In addition to this information please see Behaviour in Schools.

32.Investigating allegations made against members of staff

Where any student or parent makes an allegation against any member of staff at Standish Community High School, this allegation will be swiftly and thoroughly investigated by a member of the Senior Leadership Team. Should this allegation be made about the Headteacher the investigation will involve the Chair of Governors. (Reference Standish Community High School Safeguarding Policy, Child Protection and Early Help Policy)

Standish Community High School will not tolerate malicious allegations made against staff. Should a student make an allegation against a member of staff, that once investigated, is found to be unfounded, then the full range of sanctions available to school could be employed including restorative approaches, isolation and even permanent exclusion where appropriate. When required, Standish Community High School will also invoke the support of partner agencies including Social Care and the police.

Parents / carers should also be aware that it is prohibited to make public allegations about members of staff (including publishing, reporting or any form of social networking) that could lead to the member of staff being identified. In such an instance, parents / carers or members of the public would be in breach of the reporting restrictions and as a result there would be a range of legal consequences.

In any case, an appropriate and thorough investigation would be conducted. Parents/carers will be kept regularly informed at all stages. The outcomes of the investigation would be presented to the Headteacher for ultimate decisions and conclusions to be drawn.

Parents / carers would be informed and where necessary, Standish Community High School Partnership would consult with appropriate partner agencies, including Wigan Safeguarding Children's Board SCB and the Wigan LADO. Appropriate actions would be implemented and carried out in accordance with safeguarding and employment requirements.

33.Monitoring and Review of Behaviour for Learning Policy

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews the policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed by: _____ Headteacher

Signed by: _____ Chair of Governors