



Positive
Relations Policy

November

2023



VALUES

At The Whitby High School, every individual is valued for who they are and what they contribute to our school. Values are intended to support the personal, social and spiritual development of every person throughout our school.

Our values are:

COMMITMENT We commit to doing our best and always striving to improve

INCLUSIVITY We value diversity and the unique contributions each individual brings to this school

KINDNESS We treat everyone the best that we can, no matter who they are or how we feel about them

RESPECT We respect one another's right to safety and dignity at school. We will speak to each other with calmness, politeness, and civility

AIMS

We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to:

PREPARE for adult life in a happy, caring and purposeful environment

ACHIEVE their full potential regardless of individual need

CARE for everyone and encourage respect and tolerance

ENJOY education and rejoice in success

Our Approach to Pastoral Leadership at The Whitby High School – Core Principles

Our purposes: What we are here for

- To build for a framework to provide care and support for all students to ensure their personal development and academic progress
- To support and guide staff to ensure a consistent approach to achieve the best possible outcomes for students
- To ensure students are treated fairly and recognise boundaries to allow them to make a positive contribution to the school and the community
- To articulate clearly and regularly school aims and priorities

Our values: What really matters to us

- All students feel safe, happy and supported in a welcoming learning environment, free from any form of discrimination
- All students are treated fairly and consistently
- All students are striving to achieve and exceed expectations
- All students and staff enjoy their lives in school
- All strive to celebrate success
- Respect is central to our work
- We have an effective and appropriate exchange of information

Our success criteria

- Students are happy (Voice, involvement in self-review, meetings with staff, PACE pledge participation)
- Students are achieving (progress data, targets, effort grades, attendance data, behaviour data)
- Students and staff are supported (student voice, staff feedback)

- The pastoral team does its work with consistency, fairness and respect (pastoral team reviews)

Other School Documents and Policies which are related to this policy

- Home School Agreement
- Anti-Bullying and Discrimination Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Personal Development Policy

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools](#)
- [Searching, screening and confiscation in schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [The special educational needs and disability \(SEND\) code of practice](#).

Introduction

A strong school culture is essential in promoting an inclusive and successful school community. Our culture is exemplified by our aims, values and ways of working. The Whitby Way is the set of routines and behaviours expected of all in the school community and will be strongest when all adhere to these at all times. The expectations for some of our most common daily routines are detailed in The Whitby Way handbook for staff, which staff should read alongside this policy.

Effective behaviour management and strong relationships, based upon mutual respect, are the cornerstones of successful schools. This policy is designed to provide a framework to achieve these ends. It has been developed in unison with all major stakeholders at The Whitby High School. The policy is based on the principles of 'Positive Discipline'. It is our belief that good conduct should be rewarded, but conduct which falls below expectation will incur a sanction. A clear set of sanctions is in place and this is adhered to steadfastly. This includes the use of suspension and permanent exclusion from school.

Behaviour and rewards policies sit together. It is essential that staff are able to teach and promote learning without interruption or harassment in a safe and purposeful environment. Staff must have a range of options and support available to them when dealing with challenging behaviour. It is important to recognise the role that rewards and fostering a positive attitude towards learning have in effective behaviour management. Students who struggle to meet expectations will receive appropriate support.

Staff at The Whitby High School are united in the belief that it is our duty to keep students safe, happy and able to learn in a supportive, inclusive environment, where everybody's talents are nurtured. We believe in the importance of encouraging all students to behave in a caring, co-

operative, self-disciplined and tolerant manner as we prepare them for the future. We understand that behaviour can sometimes be a sign of a safeguarding concern and staff are trained to spot and report possible safeguarding concerns.

This policy applies to all students in school but will always allow the Headteacher to exercise discretion and take into account individual circumstances, including students with special educational needs.

The aims of the policy

- To provide a framework to ensure consistent practice across the school
- To foster a culture of positivity and rewards in the school
- To provide clear and simple procedures for staff to follow and students to understand
- To adopt a non-confrontational approach to disciplinary issues
- To determine clear roles and responsibilities for staff in school behaviour management
- To ensure students understand their rights and responsibilities in school

The underlying principles of the policy

- Consistency
- Fairness
- Clarity
- Simplicity
- Visibility
- Ownership
- Non-confrontation
- Diagnosis of behavioural problems and support for students

Rights and responsibilities

These rights underpin the policy:

- To learn or teach in a calm, safe environment free from disruption
- To be respected and spoken to accordingly
- To be safe around the site at all times
- To be free from harassment or discrimination due to skin colour, religion, gender, sexuality or family status

We all have a responsibility to ensure these rights are respected at all times

Responsibilities of individuals/groups are detailed in Appendix 2.

The Rewards System

Autumn term 2023 - this section is under review

Key Stages 3 - 5

We aim to create a positive school culture where good conduct is recognised and celebrated consistently and publicly so that this is the norm and aim for all students. There are numerous ways in which students' good conduct is celebrated.

All students are awarded 'Achievement Points'. These are issued electronically using Class Charts for good homework, displaying a good attitude in class and involvement in 'extra activities' such as school events. They should also be awarded for improvement, in order to encourage this to be sustained. Achievement Points may be awarded for consistently producing work or behaviour in line with expectations. Awarding Achievement Points is vital in order to develop a culture of praise amongst students of all year groups, from Year 7 to Year 13, which will assure them that their good effort and conduct is recognised.

In lessons ATL (Attitude to Learning Scores) are linked with Achievement and Behaviour. The awarding of Attitude to Learning points are categorised as detailed below.

Recognition and Consequences

ATL 1– Excellent attitude to Learning, Excellent Standard of work and contributes to class discussions **+2 ClassChart points**

ATL 2– Good attitude to learning, Good standard of written work shown and engages in class discussions **+1 ClassChart point**

ATL 3– Poor Attitude shown, verbal reminders to remain on task or failure to follow instructions **–1 ClassChart point**

ATL4– Serious Concern– No engagement in lesson and extremely poor attitude shown to staff or peers **-2 ClassChart points**

Additional points can also be awarded for excellence in effort or progress. Staff issue Achievement points electronically, using Class Charts. Students receive points for 'Achievement' and 'Behaviour'. When 'Behaviour' points are subtracted from 'Achievement' points, students are left with 'Conduct' points. This allows form tutors to monitor student progress on a weekly basis. Conduct points are then exchanged for rewards in the Class Charts rewards store. Examples of rewards are Lunch time queue jumper passes, stationary, sports balls, prom discount vouchers and many more.

Students do not carry Achievement Points over as they go through the school – every year is a 'fresh start'. However, those who are close to the threshold may be rewarded on a discretionary basis.

In addition to the above, students who demonstrate the school's values, consistently uphold the Whitby Way or make determined improvement might:

- Receive a praise postcard, phone call or email home from any subject teacher, tutor or SLT
- Be invited to attend the half-termly Headteacher's breakfast
- Receive the Form "Student of the Fortnight", or School "Student of the Week" award.
- Receive the half-termly year group challenge reward breakfast
- Receive recognition for excellent or sustained attendance and punctuality
- Be invited to attend a significant reward event, such as an activity afternoon.

The Whitby High School's PACE Pledge system also recognises student achievements as they strive to achieve Bronze, Silver and Gold Pledge Awards. Students are awarded certificates, badges and other rewards as they progress through the Pledge system, developing and demonstrating skills in the areas of Careers, Service, Leadership, Excellence, Diversity, Giving, Participation and Experience.

At the start of each academic year students will be informed about how achievement points and rewards will be awarded and they will be reminded regularly throughout the year.

Please see 'Appendix 1' for a more details about rewards.

The Class Charts 'Parent App'

Parents/carers have access to the Class Charts 'Parent App'. This allows access to day-to-day information, such as attendance, behavioural incidents and rewards. It is important that this is monitored regularly by parents and carers. If you don't have access to the Parent App, please contact school and we will reissue your access.

Achievement mornings and assemblies

There will be a weekly focus on achievement on a Monday morning across the school. Extra points will be awarded for those students who achieve 100% attendance and punctuality. If a student has 100% attendance for the week they will awarded 5 positive points. If a student achieves 100% attendance over a calendar month and additional 20 positive points are awarded. These points can be exchanged in the rewards shop. At the end of every half-term, there will be a celebration assembly which focuses on student achievement both in and out of school.

6th Form Rewards

It is vital that 6th form students are recognised for good work and contributions to school life. A range of recognition and rewards are available for those students who consistently produce good work and contribute to the school community. This

Awards assemblies

Special assemblies are held at the end of each academic year to celebrate student success in subject areas. Awards are presented for areas such as 'Endeavour', 'Resilience' and excellent attendance.

Behaviour Management

On induction and at regular intervals students will be informed about what expected behaviour looks like, through tutorials, assemblies and in lessons.

Setting routines

Routines that are well understood by all are essential for good classroom and school behaviour management. All staff are expected to set and maintain effective routines, both in and outside the classroom, which maximise learning and promote a positive atmosphere. Routines should be explicitly taught, modelled and revisited frequently by staff. Refer to Appendix 3 and The Whitby Way for further details on some of the most common routines.

Recording 'Attitude to Learning' (ATL) and behavioural incidents

Students are expected to complete assigned classwork and home learning tasks to a good standard and teachers will take steps to ensure all students are enabled to do so. Where students do not complete required work, interventions will be put in place such as after school intervention, catching up at break or after school or detentions.

Teachers will grade students on their 'attitude to learning' every lesson on a scale of 1-4 (1 being the best). This is done through the Class Charts system, as is recording behavioural incidents. Serious incidents should be reported using a Major Incident Form. Separate guidance is issued to staff on using these procedures. E-mails should only be used for information purposes. Parents will be able to view grades and comments through the Class Chart App. We will ensure that students have an opportunity to reset themselves between each stage and are guided to make correct behaviour choices.

Stage	<i>Each stage must have take up time between them</i>	<i>ATL to be issued</i>
<u>C1- Check in with Student</u> <i>This will be used as a reminder to the student to refocus and ensure that they understand the task.</i>	<i>Ensure the student fully understands the task.</i> <i>Do you understand what you have to do?</i> <i>Can you please explain the task to me?</i> <i>Let me help you get started.</i> <i>Do you require any additional help/support to complete the task?</i>	ATL 2
<i>Take up time</i>		
<u>C2- Chance</u> <i>To be used as a reset for students to ensure that they understand the task</i>	<i>Further check in but with a verbal warning if required</i> <i>You have said that you understand the task and I now need you to complete it</i> <i>I have further explained the task but you are still off task- do you need further clarification?</i>	ATL 2
<i>Take up time</i>		
<u>C3- Consequence</u> <i>Sanction to be awarded.</i>	<i>Consequence to be put in place due to persistent disruptive behaviour</i> <i>You have had numerous opportunities to complete your work/ reset your behaviour. You will now be issued with a sanction- Change of seat/ good neighbour/ curriculum detention</i>	ATL 3
<i>Take up time</i>		
<u>C4- Consequence-</u> <i>Removal from Class to Good Neighbour</i>	<i>Persistent Disruption of Learning.</i> <i>You have now continued to disrupt behaviour the Learning of others. You now need to work in another class room.</i>	ATL 4

<i>Take up time</i>		
<u>C5- Call out</u>	<i>On Call to be issued</i> <i>When a student persistently disrupts the learning of others or dangerous behaviour is demonstrated that is out of the control of the class teacher</i>	<i>On Call- Behaviour</i>

The above is a flexible set of steps and may not be appropriate in all circumstances.

Students are expected to complete all work set in line with “The Whitby Way” guidelines. Inadequate or incomplete work should be repeated or completed.

It is essential that staff use consistent language to be clear to students about the consequences of their actions. Emphasise that students are making ‘choices’ and should they choose not to follow instructions/requests, they are choosing to move to the next stage. It is also essential that “take up time” is provided at each stage.

Staff should remain calm and use de-escalation strategies where students are anxious or “acting out” in order to prevent an escalation of the incident. Language used should be firm, consistent and de-escalatory.

Very serious incidents, such as foul and abusive language towards staff or violence, will be referred straight to the member of staff ‘on call’, using Class Charts.

Wherever possible restorative conversations should take place between staff and the student following an incident and each lesson considered a fresh start.

The ‘good neighbour’ system

Senior Curriculum Leaders and Assistant curriculum leaders need to have a ‘good neighbour’ system in place. For each period, staff will be designated to accommodate students who are proving to be uncooperative and require ‘time-out’ from the regular class. A timetable will be available on each teacher’s desk. This step should be used for persistent low-level disruption in line with the Classroom Consequence System. Staff could arrange to use the ‘good neighbour’ scheme in advance of a lesson. This would be a short-term measure. Isolated departments will need to make ‘local agreements’.

SLT ‘on call rota’

Senior colleagues have timetabled ‘patrol’ and ‘rota’ periods. The ‘on call’ system is for emergencies only and should only be used once all other options have been exhausted. Students should never be sent to see a member of staff or to the Pastoral Hub because of poor behaviour without prior agreement.

Managing Behaviour

Staff must ensure that all lessons are planned to meet student need and are delivered in a positive, safe and orderly environment. There are frequent briefings and annual training for colleagues about managing behaviour and resources are available for staff. Behaviour management is discussed regularly at staff and department meetings. It is recognised that students with additional needs might require additional support to manage lessons or unstructured time and this will usually be provided by the class teacher, a teaching assistant or a member of the pastoral team.

Persistent disruption

Staff should deal with persistent disruption in the following way:

- Ensure lessons are planned and delivered to be accessible and inclusive to all.
- Seek to use positive reinforcement and praise wherever possible.
- Ensure calm and clear instructions are given to the child and de-escalation strategies are used where necessary. Staff must continue to have high expectations of students and not allow students to feel that staff do not expect better of them.
- Record all incidents on Class Charts and pass on information to the relevant Senior Curriculum Leader/Pastoral Leader.
- Issue sanctions in line with the Classroom Consequence System.
- Refer to the Head of Department and the Senior Curriculum Leader.
- Place on subject/faculty report, keeping the Pastoral Leader informed.
- Liaise with Pastoral Leader, who may be aware of wider issues, before contacting home.
- SCL will work together with the Pastoral Leader if required.
- Pastoral Leaders will decide whether further input and monitoring is required.
- Referral to Learning Support for testing, if not done previously.

Detentions

- This is the most common sanction used in school.
- **Students can be detained in school for up to 30 minutes without prior notice** (we will endeavour to make home contact via the Class Charts App).
- Detentions vary in length:
 - Tier 1 detentions are 20 minutes
 - Tier 2 detentions are 40 minutes
 - Tier 3 detentions are 60 minutes
 - Tier 4 detentions are 90 minutes for serious behaviour breaches.
- Detentions can also be carried out at break and lunch. If a lunchtime detention is set, staff must ensure students have time to eat or bring a packed lunch to school.
- The priority is to allow an opportunity to discuss the unacceptable behaviour through a restorative discussion or detention, where appropriate. These are usually of short duration and focus on understanding the reason the behaviour was unacceptable (e.g. classwork incomplete because of off task behaviour, talking over staff, distracting others from learning).
- Detentions are recorded on Class Charts which automatically alerts parents, providing they have activated their accounts on the app.
- All students are collected by their period 5 teacher and are taken the Overpool building. Staff then collect students who they have placed on detention and have a restorative conversation followed by any additional work as set out above. The ownership of the issue for which the

detention has been set lies with the member of staff. In order to have the maximum impact, it is important that staff take every step to ensure the detention is served by informing the student in person and writing it in their planner and ensuring they know the reason it has been set.

- If staff require support over a detention matter, after following the above, they should initially go through their ASCL or SCL.
- Should the ASCL or SCL require support, they should approach the Pastoral Leader.
- When a detention is issued, it is the student's responsibility to attend though students are sometimes escorted by a member of staff.
- Staff might need to exercise discretion in the day/timing of a detention in individual student circumstances.
- Detention notification is designed to inform parents/carers about detentions, not seek approval.
- Tutors will detain members of their form group who have been late or who have displayed a poor 'attitude to learning' (through daily scores in lessons) without notice after school.
- Students who miss parts of lessons throughout the day without good reason will make the time up in a truancy detention. Sanctions will be increased where there are repeated cases.
- Should parents/carers have a concern about a detention which has been set, they may contact the school. **However, school does not require permission or approval from parents/carers and the school's decision on the matter will be final.**

What if students fail to attend detentions?

- Students will sometimes be escorted to detentions, though the responsibility to attend rests with the student.
- If a student is absent on the day the detention should be reset by the member of staff. If a student refuses to attend, the detention should be "upscaled" so more time is served, which could include break, lunchtime or extended detention time.
- The next step is to involve the relevant ASCL, Senior Curriculum Leader or Pastoral Leader and speak with parents directly. The HoD, SCL or Pastoral Leader should take the necessary steps to ensure the student attends (collection/parental phone calls and meetings).
- Where there are incidents of extreme defiance over refusal to attend placement in SRC with an extended end of day will be an appropriate sanction.

Investigating serious incidents

School will investigate promptly where a serious incident has occurred. Staff and students who were involved in or who witnessed the incident will be asked to write a statement. Wherever possible, the student should be supervised writing the statement by a member of staff who was not involved in the incident. Students will be supported in writing their statements and might be questioned on the content for clarity. Students might be directed to work out of general circulation while the investigation takes place. The member of staff overseeing the investigation will gather all information (statements, CCTV, screenshots, other footage). In some cases, the incident will be referred to the police or other appropriate agencies.

The Standards Card

Every student is issued with a Standards card, which they must carry at all times and show whenever they are asked to. This card acts as a 'standards card' for issues outside of lessons. Staff will sign cards for good conduct and students accruing three signatures will get extra rewards. However, should a student be wearing incorrect uniform or behaving inappropriately outside of lessons, a member of staff may ask the student for their card and sign it. After the third

signature, the card will be confiscated, a new one issued and the student issued with a detention. The standards card is also used to indicate that students have permission to be out of lesson to attend the toilet. This enables the school to monitor if any underlying medical issues are evident and allows discussions to be had with parents/ carers regarding any concerns.

Study and Reflection Centre

Students will be referred to spend time in the SRC when there has been a serious breach of school behaviour policy which does not necessarily merit a suspension from school.

'Step Out'

The school has a 'Step Out' agreement with a number of local schools. Under this agreement, students attend the "Inclusion" Rooms of the respective school. This is used for serious breaches of school behaviour policy, which could otherwise merit a suspension from school.

Suspension/Exclusion

- The Whitby High School is fully inclusive and exclusion from school is always a last resort. Reasonable adjustments will be made to support students with Special Educational Needs (SEND) or other particular circumstances. However, please be advised that we **ARE** an excluding school. This applies to **ALL** students, without exception. Certain types of behaviour will not be tolerated and suspensions will be issued for very serious or persistent breaches of the behaviour code. Please see **Appendix 5** for more details.
- Pastoral Leaders are to collect all information and evidence and see the Pastoral Director/Assistant Headteacher, if it is felt a suspension should be considered they will refer to the Senior Deputy Headteacher. Suspensions/exclusions will be authorised by the Headteacher.
- All excluded students must attend a re-admission meeting with their Pastoral Leader and parent/carer. There will be SLT involvement for more serious cases and those students excluded more than once in a school year. Following an exclusion, students will be placed 'on report' for at least two weeks to support and monitor their re-integration.
- All excluded students have a re-integration session(s) with a member of the pastoral team as part of the school's restorative approach.
- Some students who are excluded for extremely serious offences will be re-admitted by the Headteacher. Students at risk of permanent exclusion might be re-admitted in the presence of a member of the Governing Body.
- Suspensions and Exclusions are implemented in accordance with the DfE statutory guidance: School suspensions and permanent exclusions.
<https://www.gov.uk/government/publications/school-exclusion>

Internal Suspension

Students will sometimes be "internally suspended" as an alternative to a suspension. This will involve spending time supervised in school, usually with a member of the school's senior leadership team, completing independent learning and guided reflection.

In all of the above cases individual circumstances will be considered, alongside the seriousness of the incident and the impact on the school community. The sanction will be the decision of the Headteacher.

Participation in Trips and Activities

Behavioural incidents, including 'Behaviour' and 'Conduct' points will determine attendance in activities, on trips and the end of Year 11 prom.

Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will issue a sanction in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will issue a sanction in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the needs of staff and pupils accused of misconduct.

Selling items

Students are not allowed to bring items to school in order to sell them for profit or otherwise. Where there is suspicion that this is taking place a search may take place.

Drugs/Vaping/Smoking

Students in all years receive education through PSHE, school assemblies and briefings regarding the dangers, health risks and laws connected to drugs, vaping and smoking. Vapes and e-cigarettes are not allowed in school. Where students are suspected to be in possession of a vape, e-cigarettes or associated paraphernalia they may be searched. Students in possession of a vape or smoking paraphernalia will have the items confiscated and sanctions issued. If a student is found to be involved in the supply of any illegal substance they will face permanent exclusion from school. Students in possession of or under the influence of any illegal substance may face a permanent exclusion from school.

Confiscation and Searching students

- School staff have the power to search a student for any item if the student agrees. Headteachers and authorised staff have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item or any other item that the school rules identify as an item which may be searched for. Searching students is conducted in line with the DfE guidance, 2022.
[Searching, screening and confiscation at school](#)

Any prohibited or dangerous items found in students' possession will be confiscated. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any item that staff reasonably suspects has been, or is likely to be used:

- To commit an offence, or
- To cause personal injury to, or damage to property of; any person (including the student)
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Staff authorised by the Headteacher to conduct a search are SLT, Pastoral Directors and Pastoral Leaders. All searches, including the reason for the search and the outcome, must be recorded on CPOMs.

Reasonable Force

- In some circumstances, staff may use reasonable force (control or restraint) though as a rule, staff avoid making physical contact wherever possible. The school procedures are in line with the DfE guidance [Use of reasonable force in schools](#).

Staff may use restraint to prevent a student:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

Staff may use control (active or passive) to, for example:

- Stand between students
- Signal that a student must stop
- Lead a student by the arm

Behaviour Support at The Whitby High School

It is acknowledged that challenging behaviour can be a result of unmet needs in children. The school employs a number of staff and undertakes a wide range of strategies in order to support young people. These strategies may be school-based and/or involve other agencies and professionals, in order to provide the support necessary for young people to succeed. The school provides emotional and mental health support to students and this is always a key line of enquiry when trying to establish the nature of a young person's needs.

The Pastoral Team frequently discuss students causing concern and strategies to support them. The Deputy Headteacher responsible for pastoral care will be involved for very serious cases.

The **Pastoral Leader for Student Welfare and Mental Health** will act as the referral point for emotional and behavioural support. Students will then be directed to appropriate staff and programmes. Examples of intervention programmes include: additional pastoral support, support

plans/reports, personalised timetables, emotional literacy support (ELSA), behaviour improvement programmes, race education, sexist or sexual harassment interventions, anger management, external agency support programmes, one-to-one mentoring and referral to the school's therapeutic counsellor.

Additional behaviour management training, advice and support will be made available to colleagues in order to improve their own practice

Please see Appendix 4 for an explanation of the functions of the facilities the school has to engage students and avoid recourse to exclusion.

The 'Staged' Behaviour System

The school has a staged system for behaviour management, which is outlined below. There will be a conversation with parents whenever a student goes on to or comes off report. Parents are asked to monitor the report each evening.

Type of report	Reason	Monitored by	Timescale (suggested)	Action/Intervention (suggested)
Standards Report (e.g. lesson attendance/uniform/ punctuality) (white)	Issue with lesson attendance/uniform/punctuality/other standards	Tutor	One month - if no improvement move to Stage 1	Contact home Tutor intervention PL intervention
Subject report (White)	Concerns in subject area re: homework/conduct	Teacher/HoD	One month SCL to refer to Pastoral system if concerns persist	High Quality Teaching Contact home
Class report Light blue	General concerns about behaviour/ progress of a class	Teacher/HoD	One month - individuals named on the report to be sanctioned and/or put on an individual report card	Resetting expectations HQT Support from HoD/SCL
Stage 1	General concern across the school- disengagement/ behaviour/work/ underachievement/combination of uniform and punctuality	Tutor	4 – 6 weeks - move to Stage 2 if no improvement	Support intervention by PL and form tutor
Stage 2	Following suspension from school or no improvement after 6 weeks on Stage 1	Pastoral Leader	4 - 6 weeks - move to Stage 3 if no improvement	Parental Meeting Ongoing pastoral team support Round robin to identify patterns of behaviour Consider referral to LS Advice to staff re strategies to support student Complete internal referral for support/ intervention.
Stage 3	No improvement after 6 weeks on Stage 2 after appropriate intervention	SLT Year Link or Pastoral Director	4 – 6 weeks - move to Stage 4 if no improvement.	As above and other appropriate support measures. Regular contact with parents/carers (logged).

				Refer to Behaviour Strategy List and begin to complete Behaviour Support overview. Refer to LS Discussion with AHT
From Stage 3 onwards, students may be placed on a 'Behaviour Contract'. This lays out a clear set of expectations and sanctions if the contract is broken				
Stage 4 (IBP)	<p>Student has moved through Stages 1 – 3 and has not improved despite appropriate support in place.</p> <p>Significant behaviour record Significant support strategies logged.</p>	Assistant Headteacher for Behaviour or Pastoral Director	8-16 weeks with reviews every month Individual Behaviour Plan (IBP) to be put in place	<p>As above</p> <p>Meeting with parents to discuss actions and outcomes of the process at this stage.</p> <p>Personalised timetable.</p> <p>Short term alternative provision might be considered (internal).</p> <p>Support from outside agency if appropriate.</p> <p>Pastoral support plan in place.</p> <p>IBP will run as part of the pastoral Support Plan</p> <p>Learning support involvement – Multi Agency Map and discuss top up funding application.</p>
Stage 5 (School Action +) (Red Card)	<p>Failure to respond to the strategies implemented above</p> <p>'At risk' of permanent exclusion</p>	Deputy Headteacher	Ongoing IBP remains - reviewed monthly	<p>IBP and Pastoral Support Plan in place.</p> <p>Referrals made to relevant agencies identified as part of the plan.</p> <p>Personalised timetable.</p> <p>Multi Agency Map</p>
Stage 6	<p>Failure to respond to the above</p> <p>Alternative to permanent exclusion</p>	Deputy Headteacher	Ongoing	Full-time alternative provision might be considered, to support the student to reengage with education/complete their education

Please note:

- The above are guides and timings/stages can be adapted in some circumstances.
- The actions at Stages 4 and 5 are not designed to be an exhaustive list
- **THE GOVERNING BODY DELEGATES THE RIGHT TO REFER STUDENTS TO ALTERNATIVE PROVISION TO THE HEADTEACHER**
- Permanent exclusion from school/ direction to Alternative Provision is possible at all stages

Appendix 1 – Achievement Point Reward Threshold

Autumn term 23 – under review

- All students start the year with 100 Achievement points
- Students can exchange their points at each stage for a reward/spend in the stationery shop
- Totals start again every year and are not carried over

Type of award	Requirement	Reward
Bronze	150 Achievement Points	<ul style="list-style-type: none">• Certificate signed by tutor and Pastoral Leader• Presentation in form time by the tutor
Silver	200 Achievement Points	<ul style="list-style-type: none">• Certificate signed by Pastoral Leader and Pastoral Director• Presentation in assembly or form time
Gold	300 Achievement Points	<ul style="list-style-type: none">• Certificate signed by Pastoral Leader and Deputy Headteacher• Presentation in assembly• Name in newsletter• A range of prizes
Platinum	400 Achievement Points	<ul style="list-style-type: none">• Certificate signed by Pastoral Leader and Headteacher• Presentation in assembly• Name in newsletter• Letter home signed by Headteacher• Entry into prize draw to win a significant prize (to be announced yearly)

Achievement mornings

Every week, form tutors will look at the performance of students in their tutor group. Extra Achievement Points are awarded for the following:

- 100% attendance – 2 Achievement Points
- 100% punctuality – 2 Achievement Points
- An additional discretionary Achievement Point for those students tutors feel are making good progress overall (tutors should check the 'Attitude to Learning' scores in Class Charts)

Appendix 2 – Roles and responsibilities in the behaviour management system

The basic premise of the school policy is that EVERYONE is responsible for student behaviour. This includes students, parents/carers and all staff. The following information outlines this:

- **Students** – endeavour to meet school expectations and accept support when this is offered to help meet expectations. Accept the authority of all staff and understand that sanctions will be applied in line with this policy.
- **Parents/carers** – support the school over disciplinary matters and put measures into place at home to enable this to happen. Attend meetings with school staff to discuss issues and be available during the day in the event of a serious incident in case a student needs to be collected from school.
- **The Learning Support Department** - assess students and put strategies into place to support them. Deploy Teaching Assistants (TAs) accordingly. TAs play an important role in assisting students who struggle with behaviour, as well as those with additional learning needs. Any major incidents should be reported to the line-manager **and** pastoral leader.
- **Student Support – Please see Appendix 4.**
- **Pastoral Leader for Mental Health and Welfare** – lead on behaviour improvement by identifying underlying causes. Create bespoke intervention for students in terms of behaviour and mental health issues. Year group Pastoral Leaders seek support for students through this avenue.
- **Cover Supervisors** - promote effective learning and deal with low-level disruption in accordance with the school policy. Seek support from classroom teacher or subject leader for more serious misbehaviour.
- **Classroom teachers** - maintain classroom discipline in accordance with school procedures, use High Quality Inclusive Teaching strategies, take steps to ensure students complete classwork, monitor homework and set detentions accordingly. Model positive behaviour with students, use non-confrontational approaches and de-escalation strategies where required. Make home contact to praise or to discuss progress or behaviour concerns. Deal with disciplinary issues as much as possible in the first instance before seeking support for more serious or persistent issues.
- **Form Tutors** - monitor behaviour by checking Class Charts, home liaison for low-level issues, set daily detentions for punctuality and poor ATLs, work with the Pastoral Leader to decide appropriate courses of action. Daily equipment and uniform checks in form time.
- **Heads of Department** - maintain discipline in the subject area, ensure effective Good Neighbour rota and support and advise staff on behaviour management strategies. Refer serious or persistent issues to Senior Curriculum Leader.
- **Senior Curriculum Leaders** - maintain discipline across the faculty, support Heads of Department, use monitoring cards for persistent issues, ensure behaviour management is discussed at faculty meetings. Major concerns should be referred to the pastoral system once other avenues have been exhausted.
- **Year group Pastoral Leaders and Assistants** – monitor ATLs and identify key trends, support form tutors with setting consistent standards, monitor students who are persistently causing disruption, deal with serious incidents, investigate incidents, support Senior Curriculum Leaders when they have exhausted all other avenues. Place students on report when necessary. Refer more serious issues to Pastoral Director/**SLT**.
- **Pastoral Director** – develop and support the strategy for high standards, oversee the operational behaviour management systems, advise and support SCLs with behaviour management and organisation of key groups/students.
- **Assistant Headteacher for Behaviour and Attendance** – set the school behaviour curriculum strategy and oversee the work of the pastoral team in supporting behaviour across

the school. Ensure the behaviour management systems are consistent and appropriately followed by all.

- **SLT** – support all staff in implementing this policy consistently, set and support high standards in all areas of school, support Pastoral Team and Senior Curriculum Leaders, support with individual students in the link Year group, support staff across the school through the ‘on call rota’ system, refer students to the Study and Reflection Centre or to Behaviour Interventions as necessary, support Pastoral team staff with serious issues, liaise with the LEA and other alternative education providers and inform staff and SLT colleagues of good practice and review systems regularly.
- **The Governing Body** – provide support and challenge to the school in terms of specific cases, policies and record keeping. Monitor and challenge suspension/exclusion levels. Review, approve and monitor the effectiveness of this policy.

All staff must adopt a non-confrontational approach to discipline and act as excellent role models to students.

Any member of staff can ask for support with behaviour management at any time.

All staff must uphold the school rules and adhere strictly to the system

Appendix 3 - Basic classroom routines **(full details of routines detailed in The Whitby Way handbook)**

Form Tutorials

This is arguably the most important part of the day. A purposeful form period will put students in the right frame of mind for the school day. Entry and exit protocol is the same as for lessons (outlined below). Check uniform daily, especially hair, footwear and jewellery. Recognise achievements throughout the day and review and address incidents of poor conduct.

Equipment

As the form tutor is the first point of contact for a student in a school day, they must carry out equipment checks on non-assembly days. It is expected that students will come equipped to learn. Students must have a pen, pencil and ruler, as well as their standards card and planner. Parents/carers must check planners weekly and sign them. The planner acts as a key method of home-school communication. Students who lose planners will be charged for a replacement. Failure to produce a planner in form or class will lead to a sanction being issued.

When students do not have the correct equipment it causes unnecessary diversions in class time. Tutors will have a bank of spare materials to lend to their form group, including spare temporary planner pages. Students who persistently fail to bring in the correct equipment must be given detentions by the form tutor. If there is still no improvement, the issue should be referred to the Pastoral system.

Attitude to Learning ('ATL') grades

Students are graded on their 'attitude to learning' every lesson (1-4). Tutors should monitor these and intervene with students causing concern as necessary.

Entry into lessons

All students should be met at the classroom door, whenever possible, and uniform checked upon entry. Students should enter the classroom in an orderly manner and be 'on task' as soon as possible. A seating plan must be used in order to establish a purposeful working environment. A 'default' plan needs to be available in the event of staff absence. The register **must** be taken at the start of the lesson.

Exit

At the end of the lesson students should put their chair under the table and stand behind it having checked that there is no litter around the desk. They should not leave the room until directed to do so by the member of staff.

The member of staff should see each student out of the door and remain in the corridor to supervise movement between lessons.

Students out of lessons

Students should only be allowed out of class in exceptional circumstances. Toilet requests should be deflected unless there are particular circumstances. Staff should sign students' standard cards to give permission to leave the room. Should a student not have a pass when challenged, they will be returned to the class they have come from to obtain one. Students who choose to miss all or part of lessons will make the time up after school. Sanctions will be put in place for repeat incidents of missing lessons/parts of lessons. Unless there is a medical or particular reason, staff should not allow students out at the start of lessons or immediately after lunch and break, when they have had an opportunity to use the toilets and the key introduction to the learning occurs.

Appendix 4 – Student Support at The Whitby High School

These areas are key in supporting students with a range of needs. The reasons below are a guide.

Room and purpose	Reasons for Referral	Referred by
SRC - students will usually be booked in 8.30 to end of lunch but can remain in there until 4 pm. Core purpose: to allow reflection and restorative time, to act as a 'holding room' for serious incidents and as a deterrent to poor behaviour, alternative to multi-day suspension in some cases. Maximum number of daily referrals: 7	Defiance SLT 'on call' referrals for extremely serious incidents Persistent FTA for detentions/lessons Verbal abuse to staff (short of swearing) Walking out of class Immediate serious referral, e.g. following fight/assault pending suspension/exclusion Not for modified timetables	SLT/Pastoral Team
Internal Suspension/SLT one to one	Serious breaches of the school behaviour policy which might otherwise result in suspension from school. Opportunity for guided reflection and restorative work. Guided and independent study.	HT/DHT
PACE Room Core purpose: Removing barriers to being in class and behaviour support	Post-exclusion meeting and interventions. Work with students to remove barriers to being in class over a designated time period Develop strategies to improve behaviour In-class support and monitoring of designated students One to one or small group intervention work Restorative work	SLT/Pastoral Team
Student Support Centre Core purpose: Curriculum support and student engagement	Truancy (depending on situation) Alternative curriculum Curriculum support Limited periods (planned – emotional reasons/medical needs/re-engage students) Limited periods due to behavioural concerns (short-term) Curriculum catch up support	Pastoral Team and SCLs to make referrals through the SLT member responsible for alternative curriculum
Student Support Centre Plus	Ongoing self-exclusion from learning.	AHT/SEND/CO/Pastoral Team

Core Purpose: Internal Alternative Provision to support student behaviour and enable curriculum access	Numerous support interventions and sanctions without impact. Repeated disruption to other students' learning or to the school environment	
Seahorse Room	Safe space to be calm/regulate For students who hold passes to attend as required or are referred Short term only	Pastoral Team
Quiet Room	For students with additional needs. Safe Space to be calm/regulate/build up to lesson attendance.	SENDSCO/TAs

The Local Authority Multi-Agency Map

The school is able to refer cases to professionals using the Multi-Agency Map: to support the Emotional Health and Wellbeing of Children and Young People (previously the 'Behaviour Pathway'). Please see the link for more details:

https://www.livewell.cheshirewestandchester.gov.uk/Information/Multiagency_Map?categoryId=4838

The school SENDCO will work with the Pastoral Team regarding students who are referred to this pathway.

Appendix 5 – A Guide to Sanctions for Specific Offences

Offence	Action
Using a mobile phone in class (See note below)	Classroom issues are dealt with by the teacher. A student should be asked to put the phone away and it can be left on the teacher's desk until the end of the lesson if required. A repeat use or refusal to put it away will result in a detention being used.
Using a mobile phone on corridors	Student will have the Standards signed with a negative strike. Any student making a call will have a sanction issued and the phone might be confiscated and stored in Student Services until the end of the day.
<p>Note to parents/carers: The use of electronic devices (including smartwatches and headphones) are not allowed in lessons. Students may check their phones during set times including before and after school and during break times in certain areas. *Note that this will be kept under review in Autumn term 2023.</p> <p>The school's position is that such items are brought onto the site at a child's own risk. The school will not be held responsible for lost or stolen items. This includes confiscated items which are stolen from the school.</p>	
Inappropriate use of electronic/mobile devices	This includes offences which cause harm or distress to individuals, such as bullying, 'upskirting' or recording/replaying. Sanctions will vary but could include permanent exclusion from school and police involvement in the most serious cases.
Smoking/vaping on the school site or in the school vicinity, including possession of smoking paraphernalia (such as lighters)	Placement in detention. Sanctions will increase thereafter, including possible suspension. Smoking cessation support will be offered. Items will be confiscated and destroyed.
Selling contraband items, for example energy drinks or cigarettes, in school or the school vicinity	Detention or SRC. Repeat offenders might be issued with a Step Out or suspension. Confiscation and disposal of items.
Selling ('dealing') drugs or other illegal substances in school	Permanent exclusion from school and possible police involvement.
Using illegal substances such as drugs (including 'legal highs')	Possible permanent exclusion from school. Confiscation of items and possible police involvement.
Bringing illegal substances onto the school site	Depending on the circumstances, a fixed-term or possible permanent exclusion from school. Confiscation of items and police involvement.
Lateness	Daily detentions increasing in duration for persistent offenders.
Leaving the school site without permission at break/lunch/during the day	Supervised break/lunch or after school detention. SRC for more persistent offenders. Further repeats or in cases where the school is brought into disrepute will lead to a 'Step Out' arrangement and possible suspension.
Failure to attend detentions	Increasing length of detentions. Placement in the SRC for persistent failure or refusal to attend.
Truancy	The circumstances will be investigated. Support will be offered if necessary. Wanton truancy will lead to placement in detention or SRC. Cases including disruption/defiance will be treated more seriously.

Refusal to follow instructions	Supervised break, lunch or after school detention. SRC or 'Step Out' in serious or persistent cases.
Bullying and child on child abuse	The school will not tolerate any form of bullying or abuse. A range of sanctions may be used, depending on the circumstances. See the 'Anti-Bullying and Discrimination Policy' and 'Safeguarding Policy' for more details.
Harmful and Abusive Sexual Behaviours	Harmful and abusive sexual behaviours including comments, language, touching and gesticulation will not be tolerated. Students will be educated and a firm sanction issued, ranging from detention to exclusion, depending on the circumstances
Racial abuse	The school takes a firm line against racism. Students will be educated on the abusive behaviours. A range of sanctions may be used from SRC to suspension. Persistent racial abuse will lead to permanent exclusion.
Fighting	Depending on the circumstances, a range of sanctions may be used. Assault will result in suspension (fixed-term or permanent if serious). Restorative work may be carried out.
Violent or Threatening behaviour	SRC / Internal Exclusion / Suspension /Permanent exclusion. Police involvement in some cases.
Abusive behaviour to and harassment of staff	Sanctions will vary and might include SRC or suspension, parental involvement. Education around why behaviours are unacceptable will be provided.
Inappropriate behaviour in the SRC /repeated referrals	Home contact will be made. The student may be issued with a fixed-term exclusion and/or have extra time added to the original sanction, depending on circumstances.
Refusal to go into the SRC Room	A step out, one to one supervision or suspension from school.
Walking out of a class without a valid reason	Immediate placement in the SRC or other supervised location for that period and placement in detention.
Serious one-off incidents such as assault or wanton vandalism of school property	Possible permanent exclusion from school. In case of deliberate damage to school property parents/carers will be invoiced for the repairs.
Persistent disruptive behaviour	See the earlier section in this policy. Support will be offered to students to support behaviour. However, should persistent disruptive behaviour (which disrupts the education of others) continue, this will lead to permanent exclusion from school.
Bringing an offensive weapon, including bladed articles, into school	Depending on circumstances, a suspension or permanent exclusion from school. The item will be confiscated and the police involved, if appropriate. The school takes a strong line on this issue, in line with the courts.
Swearing at staff	Step out or suspension from school.
Deliberate inappropriate or forceful contact with staff, such as pushing or barging	Removal from circulation and step out or suspension from school. If considered assault, see below.
Physical assault of staff	Possible permanent exclusion from school.
Malicious communication towards staff or students	Examples include malicious comments on social media or via e-mail or letter. Possible permanent exclusion from school.
Serious or persistent disruption to learning or to the smooth running of the school	Step Out / SRC/ Internal exclusion / Suspension / Permanent exclusion
Damaging residents' property	Depending on the damage, SRC or a fixed-term exclusion will be issued.
Repeated poor behaviour at break and lunch	Either break/lunch report or lunchtime withdrawn and placed in supervised lunch. Persistent offenders will be placed in the SRC.
Bringing the school's name into disrepute, including	The Headteacher will determine what constitutes this. Possible permanent exclusion from school.

inappropriate use of social media	
Malicious Allegations	Students will be issued a sanction ranging from detention to suspension depending on circumstance.

The table above is not designed to provide an exhaustive list. Every incident is different and will be dealt with proportionately. Students will have the opportunity for guided reflection on their conduct and appropriate support to reduce the chance of repeat behaviour. Restorative steps will be taken wherever possible. Many of the offences listed above may result in a suspension being issued, or a permanent exclusion in certain circumstances. The overriding principles will be consistency and fairness. In all cases the school's decision will be final.

Off-site behaviour - Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. This is in line with DfE guidance "Behaviour and Discipline in Schools".

An important note to parents/carers

Parents/carers are expected to play a central role in promoting good behaviour – it is not the school's responsibility alone. You are your child's greatest role model and first teacher and are encouraged to talk through incidents calmly and in detail, apply sanctions for misbehaviour in school and adhere to our Home School Agreement and school policies. Staff in the school are here to support your son/daughter and the most effective way of ensuring they have the greatest chance of success is by working closely together. The school's success is built on high standards and expectations and we would especially appreciate your support on disciplinary issues. We are always willing to discuss incidents and will act in a reasonable manner. **However, the school's decision on issues will be final.**

Appendix 6 – Achievement and Behaviour Points

Autumn term 2023 – this section is under review

Achievement and Behaviour Points are awarded on Class Charts for conduct in and out of lessons

Achievement points can be awarded for a variety of reasons, including:

Kindness, Progress, Effort, Improvement in any area, Contribution to School Community, Perseverance, Always on Task, Always Punctual, always equipped, as well as any other area exemplifying positive conduct.

Behaviour points can be awarded for a variety of reasons, including:

Truancy, Lack of home learning, off task, Disruption, Refusal to follow instruction, Incomplete work through poor effort, late without good reason, Mobile phone use, Swearing, Lack of equipment, as well as other areas which do not meet the standards expected by the school.

Intervention Thresholds

Tutors receive a weekly 'conduct sheet' and students note down their personal scores every week in their planners. The thresholds below are a guide and each student's circumstances will be looked at holistically when making decisions on support and intervention.

Number of Behaviour Points	Suggested Action
10-30	<ul style="list-style-type: none">• Tutor monitoring and phone call home
30-60	<ul style="list-style-type: none">• Tutor involvement• Parental meeting
60-100	<ul style="list-style-type: none">• Tutor involvement• Parental meeting• Pastoral intervention, such as additional meetings or report• Detention• Possible referral for intervention
100 - 170	<ul style="list-style-type: none">• Daily pastoral monitoring• Referral for intervention• Possible Learning Support referral
170 - 210	<ul style="list-style-type: none">• As above, plus SLT support• Meeting with SLT Link• Referral to Learning Support
210	<ul style="list-style-type: none">• As above, plus meeting with Deputy Headteacher• More serious cases, Headteacher and Governor