

# Behaviour Policy

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**Formby High School**  
*Determined To Achieve*

## AIMS AND POLICY STATEMENTS

This policy makes clear the attitudes and values of Formby High School and illustrates the processes involved in ensuring students develop responsibility for a self-directed approach towards their conduct throughout their school life. Good order and discipline are essential to the success of the school, as learning takes place best when students understand and take responsibility for their behaviour.

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

For this policy to be effective it has to be accepted and understood by all those involved in the School. All members of the school community have an important role to play in the implementation of this policy to ensure it is consistently applied.

Whilst the overall aim is concerned with providing guidance on expected standards of good conduct, the school also believes in the importance of individual growth and personal development. We believe it is the right of every individual to learn within a safe and orderly environment, which is free from disruption, violence, bullying and any form of harassment. Therefore, promoting equality and fairness for all.

Working in close partnership with parents is an integral part of the School's Behaviour and Discipline Policy. Parents are encouraged to support students to take responsibility for their actions and we will always share our concerns in an open and transparent manner.

It is the responsibility of everyone in the school to act with courtesy and consideration towards others at all times. We recognise that if all in the school community *work hard, respect themselves and respect others* then good conduct will follow and a calm and orderly learning environment will be achieved.

Bullying of any form will not be tolerated. It is at odds with Formby High School's core values and it will be dealt with sensitively and appropriately, in accordance with the school's Anti-Bullying Policy.

The implementation of the Behaviour Policy is dependent upon all stakeholders within the school community upholding the key principles and practices outlined below:

- Strong school leadership which promotes a culture of high expectations
- A consistent approach to behaviour management, including the application of rewards and sanctions
- Effective and positive classroom management which creates an environment in which all students engage with their learning
- The teaching and modelling of good behaviour by the school's staff and senior students
- Strong systems of support for students, staff and parents to promote good behaviour
- Regular liaison and contact with parents and outside agencies
- The promotion of an orderly school environment, in which students behave sensibly and with consideration for others and the environment, both during lessons and outside lessons

As members of the community, all students have responsibilities; in particular, they are expected to behave responsibly, safely, politely and with respect and common sense at all times, and to take full responsibility for all their actions. Central to good behaviour are three core expectations to which all students are expected to adhere: work hard, have respect for yourself and have respect for others.

Work hard – we expect you to:

- Arrive at school, lessons and activities on time and with the correct equipment
- Participate enthusiastically in all lessons and activities
- Develop a responsible approach to class work and independent study
- Take pride in the presentation of your work

Respect for yourself – we expect you to:

- Use your time to good effect and try your best at everything you attempt

- Accept praise and respond positively to constructive advice
- Dress neatly, wear the correct school uniform and take pride in your appearance

Respect for others – we expect you to:

- Treat all other people in the same way as you would like to be treated
- Listen to and accept the views of others
- Encourage and help those around you
- Respect school property and the property of others

To assist students in meeting these high expectations, the school has laid down a simple set of rules. All students must follow the school rules at all times and accept the consequences if the rules are broken. These rules are contained in Appendix One and appear within the Student Planner.

## LINKS TO OTHER POLICY DOCUMENTS

This policy should be viewed alongside the following documents and Formby High School policies:

- Education and Inspections Act (2006)
- DfE guidance '*Behaviour and Discipline in Schools: Advice for Headteachers and Staff (2016)*'
- DfE guidance '*Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies (January 2018)*'
- DfE guidance '*Exclusion from Maintained Schools, Academies and Pupil Referral units in England: a guide for those with legal responsibilities in relation to exclusion*'
- School Rules
- E-Safety Policy
- Mobile Phone Policy
- Anti-Bullying Policy
- Positive Handling Policy
- Safeguarding Policy
- Rewards Policy
- Special Education Needs Policy
- ICT Acceptable Use Policy
- Drugs Policy

**PLEASE SEE COVID-19 ADDENDUM AT THE END OF THIS POLICY**

## LEARNING

Learning and achievement are at the heart of our community. We expect the highest standards of behaviour during lessons. Classrooms (including laboratories, workshops, sports facilities and other teaching environments) are places of work and there are clearly set rules and expectations for their use. These will enable everyone to work in safety and with enjoyment.

### Discipline System during Lessons (Tick System)

It is imperative that all our students are able to learn in their lessons, free from interruptions caused by the poor behaviour of others. In order to support students to make the correct behaviour choices, the tick system described below will be utilised.

Action Taken	Consequence	Communication
Name on the board	<ul style="list-style-type: none"> <li>• Reminder to student of expectations (C)</li> </ul>	<ul style="list-style-type: none"> <li>• Not recorded</li> </ul>
Name and 1 tick	<ul style="list-style-type: none"> <li>• One behaviour point (C1)</li> </ul>	<ul style="list-style-type: none"> <li>• Record on Class Charts by the end of the lesson</li> </ul>

		<ul style="list-style-type: none"> <li>• Communicated via Parental App</li> </ul>
Name and 2 ticks	<ul style="list-style-type: none"> <li>• 30 minute detention</li> <li>• Two behaviour points (C2)</li> </ul>	<ul style="list-style-type: none"> <li>• Record on Class Charts</li> <li>• Communicated Via Parental App</li> </ul>
Name and 3 ticks	<ul style="list-style-type: none"> <li>• Removal from lesson for de-escalation by 'buddying out'</li> <li>• Three behaviour points (C3)</li> <li>• School detention</li> <li>• Loss of free time (LOFT) the following school day</li> </ul>	<ul style="list-style-type: none"> <li>• Record on Class Charts</li> <li>• Communicated via Parental App</li> </ul>

### On Call System

If de-escalation has not been successful, or a student's behaviour is deemed dangerous (putting others at risk) or offensive, a member of the Senior Leadership Team (SLT) / Pastoral Support Team should be alerted to remove the student. A 'runner' should be sent to Reception to contact the member of staff on call. The incident should be recorded on Class Charts.

### MINIMUM EQUIPMENT FOR LESSONS

Every student is expected to attend school with the correct equipment. The equipment list is contained in Appendix Three and appears within the School Planner.

Form Tutors will use morning form period to check on equipment and planners. Failure to bring equipment to school on equipment check days will result in a SLT break detention (C). Students correctly equipped will receive a Merit. . Equipment can be purchased from the Stationery Shop in school. Free School Meals Pupil Premium students should not be disadvantaged and can access equipment free of charge.

### SCHOOL UNIFORM EXPECTATIONS

The School believes that uniform should be worn with pride and we have the highest expectations of our students. We publish a set of uniform requirements to ensure students and their parents clearly understand what is / is not acceptable. Where uniform expectations are flouted, a consequence will be issued. Form tutors will use morning tutor period to ensure that students appear well-presented and are conforming to the uniform expectations. This time provides an opportunity for our students to take responsibility for their own uniform.

A copy of the school's uniform expectations can be found in Appendix Four.

### MOVING AROUND SCHOOL

We always encourage safe conduct around school and, in a busy school environment, courtesy and consideration are important. We encourage, for example, doors to be held open for others. Students should walk around the school building on the left hand side of corridors and use the appropriate entrances / exits, staircases (in C and L Buildings) and one-way system (in A Building).

### DINING HALLS AND SOCIAL AREAS

Encouraging a positive approach to our communal eating areas, ensuring food is consumed in a calm and orderly way, is important to the ethos of Formby High School. We expect our students to develop healthy eating habits in the best environment we can provide. Food and drink are only to be consumed in the designated eating areas and no eating or drinking should take place in any other area of the school buildings or campus. Litter must not be dropped anywhere inside or outside the school building and all members of the school community should take care to keep the school clean and pleasant. Plenty of litter bins are provided for use and students are expected to take responsibility for picking up any litter in their immediate vicinity. Students are actively encouraged to recycle plastics.

## BEHAVIOUR IN THE WIDER COMMUNITY

Students are ambassadors of the school and are expected to represent the school well when out in the community and show due regard for the school's neighbours. Under section 89 (5) of the *Education and Inspections Act (2006)*, teachers and all persons acting on behalf of the Headteacher have a statutory power to discipline students for misbehaving outside the school premises.

The School reserves the right, therefore, to discipline a student for misbehaviour when:

- the student is taking part in any school related or organised activity
- the student is travelling to and from the school
- the student is wearing school uniform or can be identified as a student of the school
- misbehaviour could have repercussions for the orderly running of the school
- misbehaviour poses a threat to other students or members of the public
- misbehaviour adversely affects the reputation of the school

The above includes any misbehaviour that may take place online (in accordance with the school's E-Safety Policy).

Students in Years 7, 8, 9, 10 and 11 are not allowed to leave the premises during the school day unless they have permission to do so. Students in Years 12 and 13 may leave the premises at lunch times providing they behave responsibly and swipe out on departure and swipe in on their return to school.

## REWARDS

Commending students for their good conduct promotes a positive environment that is conducive to learning and personal development, and encourages students to behave responsibly and respectfully. The overwhelming majority of students make a very positive contribution to the life of Formby High School and should be recognised for this. Students are rewarded for going 'above and beyond' minimum expectations in accordance with the criteria set out in the Rewards Policy.

## ADDRESSING POOR BEHAVIOUR AND CONSEQUENCES

When dealing with incidents of poor behaviour, the following principles will be applied.

- Disruptive behaviour during lessons will not be tolerated – every student has the right to an education and the school will not accept behaviour by a minority of students that prevents others from learning.
- Where appropriate, the school is committed to working with other agencies in order to support students to bring about improvements in their behaviour.
- Students who use technology such as the internet and mobile phones to cause harm, distress or humiliation to others will be dealt with very seriously. This also applies to such behaviour which takes place outside school.
- The school seeks to make all students aware of the consequences should they choose to misbehave. Understanding probable consequences is important in guiding students to make the right decisions and is intended to promote good behaviour.
- Where a student has misbehaved, the matter will be investigated and, if considered appropriate, a consequence will be imposed.
- A student may be taken out of circulation whilst a breach of the policy is investigated.
- In most cases, the most effective consequences are completed expeditiously and as soon after the event as possible.
- Students will be given the opportunity to reflect on their behaviour and demonstrate that they have learned from their experience and their impact on others.
- A consequence will never be humiliating or degrading and blanket punishments will not be imposed.

- When issuing a consequence, a student's prior conduct may be taken into consideration.
- Disciplinary action taken against a student will not be discriminatory and the school will promote equality at all times.

Any consequences will be reasonable and proportionate, and will consider the individual circumstances of the student. To achieve proportionality a graded system of consequences operates and a student who misbehaves may be sanctioned as follows:

	BEHAVIOUR	CONSEQUENCE	RESPONSIBILITY	COMMUNICATION
CONSEQUENCE (C)	<b>In lessons</b> Name on board <b>Outside lessons</b> Not fully equipped Minor behaviour breach	Verbal reprimand Attend equipment detention Not recorded	All staff	Not communicated to parents
CONSEQUENCE 1 (C1)	<b>In lessons</b> Name + 1 tick Uniform transgression Make up / jewellery  Chewing / eating Late to lesson Mobile phone not switched off <b>Outside lessons</b> Late to school KS3 Repeatedly not fully equipped* Chewing gum / eating outside designated areas Mobile phone not switched off Uniform transgression Make up / jewellery	1 behaviour point Mobile phone confiscated	All staff	Recorded on Class Charts  Communicated to parents via Class Charts parental app
CONSEQUENCE 2 (C2)	<b>In lessons</b> Name + 2 ticks Non-completion / poor effort with homework Repeated / persistent breaches of (C1)* <b>Outside lessons</b> Repeat Other relatively minor behaviour breach Late to school KS4	School Detention (30 minutes served after school)  2 behaviour points +/- LOFT	All teaching staff Pastoral Support Team Cover Supervisors Teaching Assistants (TAs)	Communicated to parents via Class Charts parental app  Record in student planner
CONSEQUENCE 3 (C3)	<b>Inside lessons</b> Name + 3 ticks (de-escalation)  <b>Outside lessons</b> Smoking /vaping Truancy/being out of bounds Unacceptable language choice (swearing/discriminatory comment) Failure to attend a school detention	<b>Inside lessons</b> 3 behaviour points School detention LOFT next school day  <b>Outside lessons</b> 3 behaviour points SLT Detention +/- LOFT	CfLL SL/CL SLT Pastoral Support Manager (PSM)	<b>Inside lessons</b> Write in planner Record on Class Charts  <b>Outside lessons</b> Inform PSM/CfLL  Letter to parents Behaviour points recorded

	BEHAVIOUR	CONSEQUENCE	RESPONSIBILITY	COMMUNICATION
	More serious behaviour breach			
CONSEQUENCE 4 (C4)	<b>Inside lessons</b> On call referral <b>Outside lessons</b> Reckless/violent/aggressive behaviour Other serious behaviour breach	<b>Inside/outside lessons</b> 4 behaviour points up to 5 sessions of LOFT +/- SLT detention  Community service**	SLT CfLL PSM	Letter to parents +/- email or phone call +/- parental meeting
CONSEQUENCE 5 (C5)	Very serious behaviour breach Repeated C3/4 behaviour*	5 behaviour points Headteacher's Detention (2 hours, may be served on Saturday morning or during week at discretion of Headteacher)  Community Service**	SLT CfLL PSM	Letter home Parental meeting with CfLL
CONSEQUENCE 6 (C6)	Very serious behaviour breach Repeated C3/4/5 behaviour*	6 behaviour points Internal Exclusion (altered school day: 9:00am to 4:00pm)  Community Service**	SLT CfLL PSM	Letter home Parental meeting (AHT/CfLL)
CONSEQUENCE 7 (C7)	Extreme behaviour breach Repeated C4/5/6 behaviour*	7 behaviour points plus 1 per day Fixed term exclusion	Headteacher	Letter home Parental meeting (Headteacher/DHT)
CONSEQUENCE 8 (C8)	Extreme behaviour breach Repeated C6/7 behaviour*	Permanent Exclusion	Headteacher (reviewed by Governing Body)	Letter home Parental meeting (Headteacher/DHT)

\* Consequences for repeated breaches will be determined at the discretion of Form Tutor, Subject Leader, SLT, CfLL or the Pastoral Team.

\*\* Community Service may be appropriate when the student is required to reflect on the consequences of their actions through supporting the site management team within the school environment.

### Reasonable Adjustments

The school recognises that some students have social emotional and behavioural disabilities such as those with ADD/ADHD, autism or attachment disorder who have additional needs that may accelerate them to the higher levels of the consequences chart.

Careful consideration will be given on an individual basis for such students and reasonable adjustments will be made where possible. An individual Pastoral Plan will be developed by the SENCo or CfLL for those whose behaviour is an ongoing issue. However, the basic right of all students and staff to be part of a safe school community will always remain central to any adjustments made.

Students to be given an additional verbal or visual reminder of the expectations, time to process the reminder and calm down, preferably in a 1:1 situation or out of the room, before any escalation of the Behaviour Policy.

Staff recognise that a response to being challenged may be an impulsive reaction as opposed to further intentional misbehaviour and time to calm down will be offered.

Any sanctions imposed will be completed as soon as is reasonably practical.

## **Reasonable adjustments for ADHD behaviour**

### Calling out

- Give reminder of expectation not to call out / a 1:1 reminder before putting name on the board.
- If it continues, give further reminder and try to eliminate the cause before adding ticks.

### Homework

- Give an extension prior to a sanction if homework has not been completed.

### Lateness

- For occasional lateness to lessons, do not issue a behaviour point. Record minutes late on SIMS.
- Flag repeated lateness to CfLL, Subject Leader and SENCO.

### Challenging staff

- Give time for student to process and calm down before pursuing a conversation, as this will reduce the likelihood of further sanctions.

### Equipment

- A second check will be carried out before a behaviour point issued.
- Pencil cases are available from the Literacy Suite for students to take for a lesson / day at a time.
- Reinforce basics with students – pen, pencil and ruler.

### Behaviour Points

- BP will not be issued for behaviours which are solely a result of the student's additional needs unless additional strategies have been employed to prevent the behaviour.

### LOFT

- ADHD students will not be issued with LOFT unless there is a serious safeguarding concern.

### Detentions

- Detention may be served in an alternative location.
- If a student misses a School Detention it has to be served but there will be no escalation to an SLT detention.

### Sanctions

No adjustment will be made to sanctions for very serious behaviour breaches, including (but not an exhaustive list):

- Physicality / aggressive behaviour
- Intentional swearing
- Truancy
- Substance misuse
- Discrimination
- Bullying
- Sexual harassment



## PROCEDURES AND PROCESSES

### Detentions

Schools have a statutory right (*Education and Inspections Act 2006*) to use detention as a sanction, both within the school day and out of normal school hours. The school believes detentions are a valuable tool in reinforcing behaviour expectations. Parents/carers will be given sufficient notice of a detention that takes place out of school hours. A student who misses a detention without good reason will be expected to serve the detention and may receive a further appropriate sanction.

### Exclusions

The decision to exclude is not taken lightly and will only be used when serious breaches of the school's Behaviour Policy occur or when a student is persistently poorly behaved. The school would prefer to keep students in school and will consider imposing an internal exclusion before a fixed term exclusion. In some circumstances, however, it may be necessary and appropriate to exclude a student for a fixed term. Where a student receives an internal exclusion, he / she will report to school at 9:00am and will remain in school until 4:00pm, and will work under supervision in isolation throughout the day.

A permanent exclusion is the ultimate sanction and will only be used where very serious breaches or persistent serious breaches of this Policy have occurred. The school follows the statutory guidance set out in the 2012 DfE circular entitled '*Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: a guide for those with legal responsibilities in relation to exclusion*'.

Where a student is excluded from school the Headteacher's decision may be reviewed by the Governing Body in accordance with the guidelines set out in the 2012 DfE statutory guidance (Appendix 5). This function will be delegated to the Governors' Disciplinary Committee.

Where a permanent exclusion has been imposed, the Governors' Disciplinary Committee must meet to review the decision and has the power to reinstate. In the case of a permanent exclusion, if the Governors' Disciplinary Committee uphold the Headteacher's decision, the parents of the child have the right to make representations to an Independent Review Panel.

### Final Warning and Governors' Discipline Committee

A student's conduct may place him / her at risk of permanent exclusion, either as a result of persistent poor behaviour or a one off serious breach of discipline. When this is the case, a student will be issued a final warning and / or instructed to appear before the Governors' Discipline Committee. The purpose of such a measure is to give the student an opportunity to account for his / her actions to the Governors and to benefit from the guidance the Governors will provide. Where the Headteacher has issued a final warning, the Governors will determine whether to endorse that decision.

### Role of Parents

On admission to school parents, students and the Headteacher sign the Home School Agreement, clarifying the roles and responsibilities of all parties, and clarifying expectations. Where breaches of the Behaviour Policy have occurred, the school will seek to involve parents from the outset and will strive to provide them with accurate and timely information. Where there may have been a serious breach of the behaviour policy and it is necessary to interview a student, their parents will be contacted and offered the opportunity to attend the interview. In such situations, a written record of the interview will be taken and those present will be requested to sign. On other occasions, it may also be necessary and appropriate for parents to attend a meeting in school concerning their child's behaviour.

### Confiscation of and Search for Inappropriate Items

Under Section 90 of the *Education and Inspections Act 2006* and Part 2 of the *Education Act 2011*, the school has the right to confiscate, retain or dispose of a student's property and protect the school from liability of damage. All procedures for searching, screening and confiscation will be fully compliant with the DfE guidance (Searching, Screening and Confiscation January 2018). The school reserves the right to search without consent for prohibited items. These include: cigarettes, alcohol, illegal drugs, stolen items, weapons or any other item which the school deems could be considered harmful to a student. Sanctions will be imposed if a prohibited item is found, depending upon the judgement of the Headteacher. Refusal

to comply with a search will be treated as a serious breach of this Policy.

Psychoactive Substances are banned in school and will be treated as illegal drugs.

The school also reserves the right to search for, and remove from students, the following: e-cigarettes and vaping paraphernalia, and any other items which they believe may be sold for financial gain.

All searches will be conducted in the presence of two members of staff, one of whom will be the same sex as the student being searched. If possible, the witness will also be the same sex as the student. Where a student has been searched, his / her parents will be informed. Where a member of staff finds an item which is banned under the school rules, they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

The member of staff conducting the search will not require the student to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but does include; hats; shoes; boots; gloves; scarves.

The member of staff conducting the search can use reasonable force when conducting a search for knives, weapons, alcohol, illegal drugs, stolen items, cigarettes, fireworks, pornographic images or articles that have been used to commit an offence or cause harm. Force will not be used to search for items banned under school rules.

Where any weapon or illegal drug is found on a student and this compromises the safety of all students and staff, this may result in the Headteacher imposing a permanent exclusion and the police may be informed (in accordance with DfE guidelines).

### **Smoking / Vaping**

Any student caught smoking / vaping on the site or with smoking / vaping related paraphernalia will be issued with a Senior Leadership Team Detention (C3) and parents will be informed. This includes smoking outside the school grounds, or on the way to and from school. Subsequent offences will result in more serious sanctions being issued.

### **Theft and Vandalism**

Theft of school property or wilful destruction to school property will not be tolerated and consequences will be imposed depending on the seriousness of the incident based upon the judgement of the school.

### **Positive Handling**

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

Teachers and support staff may use reasonable force in the aforementioned circumstances. The school does not require parental consent to use reasonable force. Further information is contained in the Positive Handling Policy.

### **Students with an Educational Health Care Plan**

Students with an Educational Health Care Plan or with identified educational needs are expected to follow the school's Behaviour Policy and comply with all consequences. Where behaviour places a student at risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the student are being supported and that 'reasonable adjustments' are set in place to support the student's needs. It may still, however, be appropriate to impose an exclusion following the implementation of reasonable adjustments.

### **Looked After Children**

Looked after Children are expected to follow the school's Behaviour Policy and comply with all consequences. Where behaviour places a student at risk of exclusion, all appropriate support agencies

will be contacted and every reasonable step will be made to ensure the needs of the student are being supported.

### **Loss of Personal Items on School Property**

The school cannot take responsibility for any personal items lost within the grounds of the school property or whilst on educational visits. This includes bicycles, electrical equipment, items of uniform (sporting and non-sporting) and money.

### **False Allegations against Members of Staff**

Under the *Education Act (2011)*, the school reserves the right to take disciplinary action against any student who, in the view of the Headteacher based on the evidence before him/her, has made a serious, malicious allegation against a member of staff, which is unproven. This may result in exclusion from school.

### **Complaints**

If a parent has a complaint about a disciplinary matter, he / she should follow the procedures laid down in the school's Complaints Policy.

## **ADDENDUM TO BEHAVIOUR POLICY – SEPTEMBER FULL REOPENING**

### **Behaviour September 2020**

When students are in school, we expect them to follow all of the expectations set out below to keep themselves and the rest of the school community safe. This amendment to the Behaviour Policy recognises that for all children to return as safely as possible new rules and routines must be implemented. In advance of students returning to school on a full-time basis, all staff will be made familiar with these and will ensure they are followed consistently.

We expect parents to be supportive and work with their children to encourage them to follow the new procedures that have been put in place.

Parents should contact their child's Climate for Learning Leader if they believe their child may not be able to comply with some or all of the rules and expectations set out in this policy so alternative arrangements can be considered and implemented if necessary.

It is important to note that the procedures, rules and expectations set out in this policy may change in line with government guidance.

### **Guiding Principles**

All students, as a basic minimum, will be expected to follow the guiding principles that will underpin students' good behaviour during the full reopening phase. In doing so, this will support the smooth-running of the school on a day to day basis and will enable them to adapt effectively to their new school environment.

### **'Four by Four'**

#### **Health**

- Be kind to yourself and look after your mental health
- Maintain excellent hand and respiratory hygiene
- Tell an adult if you feel unwell
- Don't cough on others, spit or chew gum

#### **Routines**

- Stay in your bubble unless directed otherwise and follow the 'bubble basics'
- Sleep well, set your alarm and arrive on time
- Pack your bag with everything you need for the day, including a coat
- Keep two metres away from all adults in school

#### **Expectations**

- Work hard, respect yourself, respect others
- Wear your uniform with pride and keep the school 'litter free'
- Arrive on time, switch off your mobile phone and clean your hands
- Speak out when something is wrong

#### **Home Learning**

- Check Class Charts daily and complete all work to the best of your ability
- If needed, ask for support from your teachers through Class Charts messaging
- Submit work by Class Charts (if requested), keeping to the deadline set
- Keep yourself safe online and report any issues

## Bubble Basics

Bubble Basics are our 'non-negotiables' to keep everyone in our community safe. They are year group specific and are clearly displayed within each 'bubble'.

### Year 7

1. Arrive no earlier than 8.45am for an 8.55am start through the Year 7 Freshfield Road gate. If late, sign in with Mrs Baker in the Year 7 office.
2. Sanitise your hands on arrival and report to your tutor form by for 8.55am.
3. Keep two metres from adults at all times.
4. At the beginning of each lesson, enter classroom, take a seat, prepare for the lesson and wait quietly for your teacher. Stand behind your chair when the teacher arrives.
5. Morning break will be taken within your bubble / designated outdoor area.
6. Lunch is 12.55pm to 1.25pm in the 'hot' dining room (entering through the outside door).
7. The area surrounding the Year 7 building is your outdoor recreational space, toilets are in the Year 7 building
8. Bubble Triage available in the Year 7 office.
9. Sanitise your hands before lunch and when moving to a different room.
10. At 3.00pm you will be dismissed. Leave via the Year 7 Freshfield Road gate.

### Year 8

1. Arrive no earlier than 8.55am for a 9.05am start through the Long Lane gate. If late, sign in at the main office.
2. Sanitise your hands on arrival and report to your first lesson by for 9.05am using the rear doors of C Building.
3. Keep two metres from adults at all times.
4. At the beginning of each lesson, enter classroom, take a seat, prepare for the lesson and wait quietly for your teacher. Stand behind your chair when the teacher arrives.
5. Morning break will be taken within your bubble / designated outdoor area.
6. Lunch is 12.55pm to 1.25pm in the 'cold' dining room (entering through the outside door).
7. The square behind C Building is your designated space; toilets are in C Building.
8. Bubble Triage is available on the first floor C Building.
9. Sanitise your hands before lunch and when moving to a different room.
10. At 3.10pm you will be dismissed. Leave via the Long Lane gate.

### Year 9

1. Arrive no earlier than 8.55am for a 9.05am start through the Year 9 Freshfield Road gate. If late, sign in at the main office.
2. Sanitise your hands on arrival, enter A Building using the ramped entrance (green doors) and report to your first lesson by 9.05am.
3. Keep two metres from adults at all times.
4. At the beginning of each lesson, enter classroom, take a seat, prepare for the lesson and wait quietly for your teacher. Stand behind your chair when the teacher arrives.
5. Morning break will be taken within your bubble / designated outdoor area.
6. Lunch is 12.25pm to 12.55pm in the 'hot' dining room (entering through the outside door).
7. The Rainbow Quad is your outdoor recreational space.
8. Bubble Triage is available in the Year 9 office at the back of the School Hall.
9. Sanitise your hands before lunch and when moving to a different room.
10. At 3.10pm you will be dismissed. Leave via the Year 9 Freshfield Road gate.

**Year 10**

1. *Arrive no earlier than 8.45am for an 8.55am start through the Year 10 Freshfield Road gate. If late, sign in at the main office.*
2. *Sanitise your hands on arrival, enter A Building using the entrance by the Dance Studio and report to your tutor form for 8.55am.*
3. *Keep two metres from adults at all times.*
4. *At the beginning of each lesson, enter classroom, take a seat, prepare for the lesson and wait quietly for your teacher. Stand behind your chair when the teacher arrives.*
5. *Morning break will be taken within your bubble / designated outdoor area.*
6. *Lunch is 12.25pm to 12.55pm in the 'cold' dining room (entering through the outside door).*
7. *The grassed area directly to the front of A Building is your outdoor recreational space.*
8. *Bubble Triage is available in the Year 10 office.*
9. *Sanitise your hands before lunch and when moving to a different room.*
10. *At 3.00pm you will be dismissed. Leave via the Year 10 Freshfield Road gate.*

**Year 11**

1. *Arrive no earlier than 8.45am for an 8.55am start through the Long Lane gate. If late, sign in at the main office.*
2. *Sanitise your hands on arrival and report to your tutor form by for 8.55am using the main doors to C Building.*
3. *Keep two metres from adults at all times.*
4. *At the beginning of each lesson, enter classroom, take a seat, prepare for the lesson and wait quietly for your teacher. Stand behind your chair when the teacher arrives.*
5. *Morning break will be taken within your bubble / designated outdoor area.*
6. *Lunch is 1.25pm to 1.55pm in the 'hot' dining room (entering through the outside door).*
7. *The area in front of C Building is your outdoor recreational space; toilets are in A Building.*
8. *Bubble Triage is available in the Year 11 office.*
9. *Sanitise your hands before lunch and when moving to a different room.*
10. *At 3.00pm you will be dismissed. Leave via the Long Lane gate.*

**Sixth Form**

1. *Arrive no earlier than 8.55am for an 9.05am start through the Year 12/13 Freshfield Road gate. Always sign in and out using the InVentry card scanner in the Foyer.*
2. *Sanitise your hands on arrival and report to your first lesson by 9.05am.*
3. *Keep two metres from adults at all times.*
4. *At the beginning of each lesson, enter classroom, take a seat, prepare for the lesson and wait quietly for your teacher; read over the last lesson's work.*
5. *Morning break will be taken within your bubble / designated outdoor area.*
6. *Lunch is 1.25pm to 1.55pm in the 'cold' dining room (entering through the outside door).*
7. *The area outside the Drama Studio is your outdoor recreational space.*
8. *The Sixth Form office is located on the ground floor of S Building and your study space is the Gym.*
9. *Sanitise your hands before lunch and when moving to a different room.*
10. *At 3.10pm you will be dismissed. You must attend afternoon registration and not leave school between 3.00pm and 3.10 pm.*

The Bubble Basics are non-negotiable and will be sanctioned with one Behaviour Point in the first instance. Where a student repeatedly breaches the Bubble Basics parents will be informed.

**Addressing Poor Behaviour and the Consequences**

Our overarching principle is 'warm strict', based on the work of Doug Lemov. The approach is as the name

suggests. STRICT does not mean punitive or harsh. It means it is very clear who is in charge and what the rules are that students are expected to follow. It also means that the rules are consistently applied and reinforced. WARMTH refers to this approach being used to reassure students, with compassion, and is about 'purpose not power'. Instead of lowering expectations of students' behaviour during the full reopening phase, the school will support them to 'raise their game' and maintain very good standards of behaviour, enabling everyone to return safely.

Nurture Triage will not operate during the full reopening phase so we will adopt and adapt the best elements of Nurture Triage to create 'Bubble Triage'. Each Climate for Learning Leader has an identified base within his/her bubble and will be supported by a dedicated member of the Pastoral Support Team who will be based in the bubble to provide pre-emptive and supported de-escalation, and time out support. Each member of the Pastoral Support will patrol his/her bubble during the school day and can also be accessed in their pastoral base.

### Discipline system during lessons

Action Taken	Consequence	Communication
Name on the board	<ul style="list-style-type: none"> <li>Reminder to student of expectations (C)</li> </ul>	<ul style="list-style-type: none"> <li>Not recorded</li> </ul>
Name and 1 tick	<ul style="list-style-type: none"> <li>One behaviour point (C1)</li> </ul>	<ul style="list-style-type: none"> <li>Record on Class Charts</li> <li>Communicated via Parent App</li> </ul>
Name and 2 ticks	<ul style="list-style-type: none"> <li>2 minutes time out</li> <li>Two behaviour points (C2)</li> <li>30 minute detention</li> </ul>	<ul style="list-style-type: none"> <li>Record on Class Charts</li> <li>Communicated via Parent App</li> <li>Email detentions</li> </ul>
Name and 3 ticks	<ul style="list-style-type: none"> <li>De-escalation</li> <li>Three behaviour points (C3)</li> <li>30 minute detention and</li> <li>Restorative work if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Record on Class Charts</li> <li>Communicated via Parent App</li> <li>Restorative work set through Class Charts</li> </ul>

### School Detentions

Detentions will take place for different year groups as set out below:

- Years 7, 10 and 11: 3.05pm – 3.35pm in the 'hot' dining room (enter through outside door)
- Years 8 and 9: 3.15pm – 3.45pm in the 'cold' dining room (enter through outside door)

### On Call System

If de-escalation has not been successful, or a student's behaviour is deemed a risk or offensive to him/herself or others, the member of the Senior Leadership Team (SLT) or Pastoral Support Team assigned to the bubble should be alerted to remove the student. Where possible, de-escalation should be adopted and the student calmed before returning to class.

If necessary, a 'runner' should be sent to the Bubble Triage point to contact the member of staff on call. The incident should be recorded on Class Charts.

### Remote Classroom

Where a student is well but unable to attend school because of a COVID-19 related issue (for example,

quarantine or self-isolation) he/she is expected to log onto Class Charts and complete all work set. Where a student fails to submit a piece of Remote Classroom work set through Class Charts a conversation (either by telephone or Class Charts messaging) between the subject teacher and student should consider the reason for this and identify if any support should be offered. If Remote Classroom work is not completed / submitted, the following approach should be adopted.

Concern	Action Taken	Class Charts	Behaviour Points
Mitigating circumstances established or SEN reasonable adjustment applied	Agree an extension	Record as 'blue' (mitigating circumstances)	0 Behaviour Points
Deadline missed on one occasion with no mitigating circumstances	Message student to reinforce expectations / stipulate date for submission of work	Announcement to parent; record as 'red' (not submitted)	1 'Remote Classroom' Behaviour Point
Deadline missed on two occasions with no mitigating circumstances (either same or another piece of work)	Message student to reinforce expectations / stipulate date for submission of work; inform Subject Leader (by email)	Announcement to parents; record as 'red' (not submitted)	2 'Remote Classroom' Behaviour Points
Deadline missed on three or subsequent occasions with no mitigating circumstances (either same or another piece of work)	Message student to reinforce expectations / stipulate date for submission of work; inform Subject Leader and CfLL by email	Announcement to parents; record as 'red' (not submitted)	3 'Remote Classroom' Behaviour Points

Where a student fails to complete and submit Remote Classroom work on two or more occasions, the Subject Leader and / or Climate for Learning Leader may intervene to support the student / teacher as required. The student may also be expected, on his/her return to school, to remain after school to complete any outstanding work. If this measure is used, parents will be informed in advance.

### Serious Breaches

Serious breaches (within lessons and outside lessons) will be dealt with in line with procedures set out in the existing Behaviour Policy.

### Reasonable Adjustments

Reasonable adjustments will continue to follow the principles set out in the school's existing Behaviour Policy. The relevant Climate for Learning Leader, Subject Leader and the SENDCO must be informed about repeat incidents of poor behaviour by students for whom reasonable adjustments are in place.



## School Expectations and Rules

### School Expectations

At Formby High School we expect the highest standards of behaviour and conduct from our students at all times. We expect students to *work hard, respect themselves and respect others*.

To ensure you take responsibility for your own actions we expect you to:

#### Demonstrate a caring nature by:

- Being polite and courteous to others at all times.
- Following instructions given by staff or senior students quickly and respectfully.
- Being kind to others and speaking out when something is wrong.
- Using our shared spaces considerately and recycle where possible.

#### Act as an ambassador for the school by:

- Wearing your Formby High School badge with pride, both in school and the local community.
- Ensuring your uniform is correct and remains smart throughout the day.
- Switching off your mobile phone from 'gate to gate'.
- Behaving responsibly and with consideration for others at all times when walking or cycling to and from school, using public transport and on school trips.

#### Show you are 'Determined to Achieve' by:

- Arriving at school ready to begin learning by 8:55am.
- Moving calmly to lessons.
- Preparing well for lessons by bringing the correct equipment and appropriate resources to every lesson.
- Working with determination, curiosity and enthusiasm; never disrupting the learning of others.
- Completing homework on time and to the best of your ability.

### School Rules

- Switch off your mobile phone from 'gate to gate'.
- Do not ride your bicycle on the school premises.
- Walk on the left hand side of corridors, keeping noise to a minimum.
- When queuing, do so in single file and quietly.
- Make sure your shirt is tucked in, top button fastened and tie pulled up.
- Wear black polishable school shoes, not trainers.
- No make-up, nail varnish, false nails or jewellery (except a watch and up to one stud earring in each ear).
- Eat only in the designated areas.
- Place litter in bins.
- No fizzy drinks.
- No chewing gum.
- Do not play ball games on the front field.

### Classroom Protocol

- Enter the room calmly, fully equipped and ready to learn.
- Take out your equipment, sit down in silence and engage in the learning activity if one has been set by the teacher; answer your name on the register.
- Remain quiet until it is your turn to speak, respectfully listening to others.
- Stay on task and try your best.
- Pack away sensibly leaving your work area tidy.
- Exit calmly when dismissed.

## APPENDIX 2

## School Detention / Homework Catch Up Protocol

### Rationale

- To ensure detentions have high impact and immediacy
- To facilitate students taking responsibility for their actions
- To provide organisational support to students who have not completed homework

### Student

Student receives school detention / homework catch up consequence for:

- name and two ticks in lessons
- relatively minor behaviour breach outside lessons
- failure to complete homework, late or poorly completed homework

### Procedure

- Informed to attend detention in Dining Hall between 3:25pm – 3:55pm with full equipment and planner
- Record through Class Charts by clicking the relevant icon
  - Homework icon
  - 2 ticks icon
  - School Detention icon (if out of lesson)
- If issued Period 5 (Period 4 Friday week 2) then the detention will be served the following school day
- If parent has requested deferral – student will be allowed to leave

### All staff

- Email [detentions@formbyhighschool.com](mailto:detentions@formbyhighschool.com) with the name of student and tutor group

### Supervision School Detention

- Take register and ensure silence in room
- Sit students sensitively, minimising communication with each other
- Ensure students complete their reflection to a high standard and record in planner the reason for the detention
- Students can read over work in silence
- Pass register to Pastoral Team at end of detention

### Supervision Homework Catch Up

- Collect students from School Hall
- Take students to A12
- Support students to complete homework in silence

### Admin Team

- Send standard ParentMail text to parent – this will not detail the individual reason for the detention
- Print out attendance list for students with reason for detention and pass to Pastoral Team

### Other Information

- Students who receive a detention that day will not be allowed to defer for sport or other extra-curricular activities
- Where 2 detentions are issued in one day the student will serve till 4:00pm and a SLT detention will be served on the following Friday  
Failure to attend will result in a SLT detention (served on Friday 3:30pm – 4:30pm)

### School Equipment

# Get → Set 4 FHS: Equipment List



## GET → ORGANISED



Strong school bag



Reading book  
(Years 7 & 8)



Pencil sharpener



Rubber



Scientific calculator



Pair of compasses



Protractor



Glue stick



Pencil case



Blue/black pens



Purple pen



Pencils



Coloured pencils



Highlighter



30cm ruler

## School Uniform Expectations

- Plain grey or black full length trousers / grey knee length skirt, tunic or pinafore.
- White shirt (tucked in) with school tie (top button to be fastened).
- Plain grey or black v-necked jumper.
- Black blazer with school badge to be worn at all times. (Staff may give permission to students to remove the blazer in classrooms or during break time and lunchtime when playing football, etc or during warm weather.)
- Plain grey or black socks / opaque black or dark grey tights.
- Plain black sensible leather shoes. They should be polishable with flat sole or minimal heel and have no embellishment or logo. Canvas shoes or trainers are not acceptable.
- Outdoor coats and scarves are not to be worn inside the school buildings. No coats or hooded tops are to be worn under blazers at any time during the school day.
- No jewellery except a wrist watch and up to one plain stud earring in each ear\*.
- No make-up\*\*, nail varnish or false nails are permitted.
- Hair accessories (for example, hair bands) should be plain in colour and design. Long hair must be tied back during practical lessons (Dance, Design Technology, Food and Nutrition, PE and Science).

### Hair

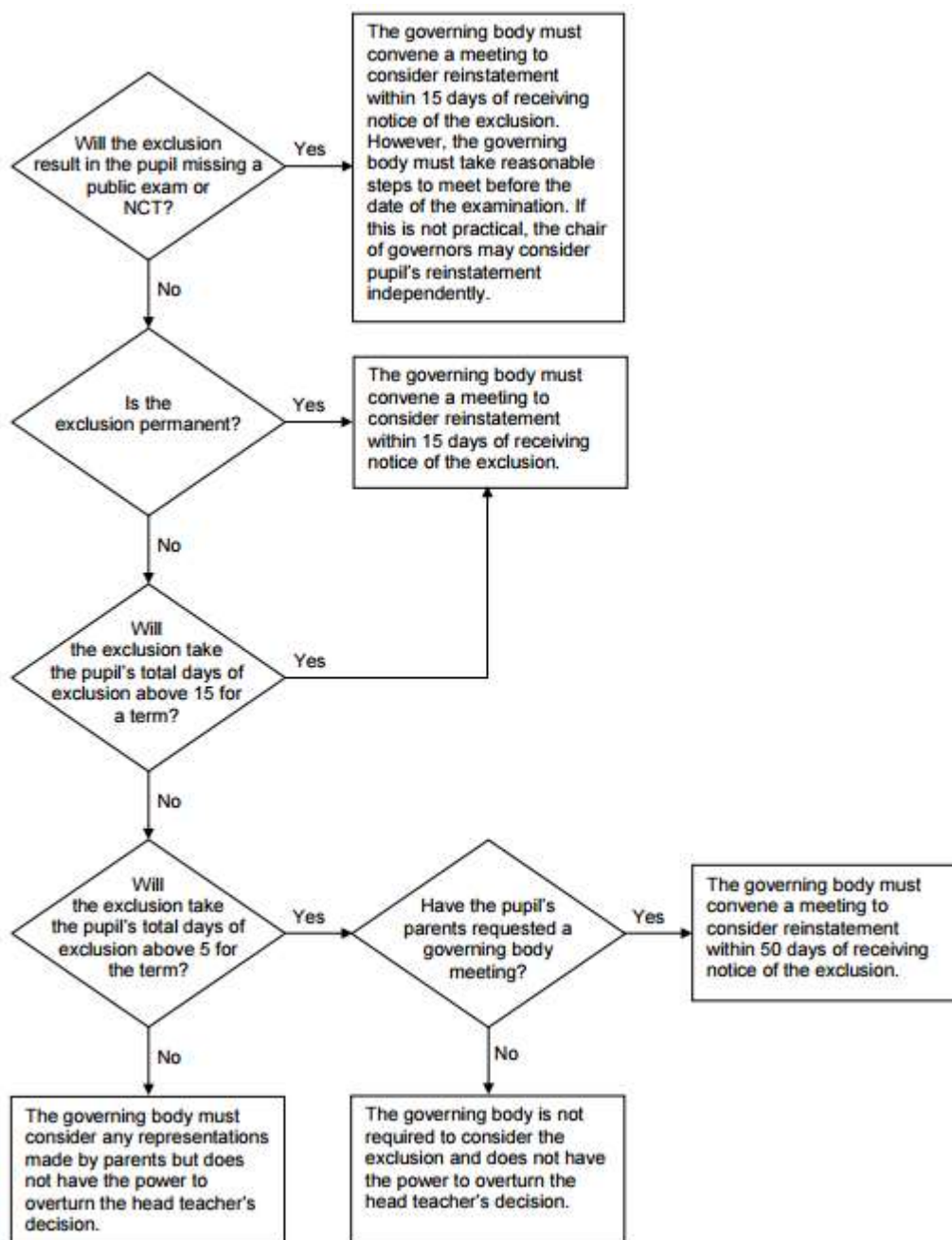
Hair should be neat, tidy and conventional. As views may vary on the definition of 'neat, tidy and conventional', the final decision as to whether a particular hairstyle is within the spirit of the uniform requirements always remains with the Climate for Learning Leaders and the Senior Leadership Team.

\* Spacers are not allowed to be worn in school.

\*\* The wearing of make-up can be difficult to judge. Our expectation is that students do not wear make-up; however, we understand that some students may welcome the opportunity to conceal 'teenage skin' through a light covering of foundation or face powder.

## APPENDIX 5

## A Summary of the Governing Body's Duties to Review the Headteacher's Decision to Exclude a Student



Reference to 'days' means 'school days'.