

Behaviour and Rewards Policy

Promoting positive behaviour choices



Formby High School
Determined to Achieve

AIMS AND POLICY STATEMENTS

At Formby High we expect all students to work hard, respect themselves and respect others. Our school will be a calm and purposeful learning environment, free from disruption, in which all members of the community are respected, feel safe and able to thrive.

At all times, an atmosphere that is conducive to effective teaching and learning will be promoted, requiring good behaviour in all aspects of school life.

We seek to ensure that students complete assigned work in a calm and purposeful learning environment by:

- Promoting excellent behaviour and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring fair treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging positive relationships with parents and carers to develop a shared approach in the implementation of the school's policy and associated procedures.

A school ethos of recognition and encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued and are clearly defined in the procedures. The school's Governors and leaders value the positive contribution that students make to the school community and understand the importance of recognising and rewarding good behaviour. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups. Our overarching principle is 'warm strict', based on the work of Doug Lemov. 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'.

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 Rewards 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 and Rewards 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.

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*' (2022)
- DfE guidance '*Searching, Screening and Confiscation: Advice for Schools*' (July 2022)
- DfE guidance '*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England*' (September 2022)
- School Rules
- Online Safety Policy

- Mobile Phone Policy
- Anti-Bullying Policy
- Positive Handling Policy
- Child Protection Policy
- Special Education Needs Policy
- Student ICT Acceptable Use Policy
- Drugs Policy

REWARDS SYSTEM

The 'spirit' of the rewards system is firmly rooted in a 'recognising success mind-set' and is intended to motivate all students to achieve their very best and become confident, independent learners and citizens.

Giving rewards:

- increases the motivation of all students, improving their self-esteem, aspirations and enjoyment of learning.
- encourages all students to achieve. They will receive credit for achievement throughout the school in all contexts. This will continue to raise standards and further improve behaviour and attendance.
- supports the role of the tutor in celebrating success, and helps to facilitate the awareness of achievement by other members of staff and parents.

Rewards Points – using the School Rewards System

Rewards points are issued and accumulated through Class Charts. To ensure rewards are inclusive we strive to facilitate the following:

- Every member of teaching staff will recognise and reward students for successes within their curriculum area(s).
- Every member of staff will recognise and reward positive behaviours outside of the classroom.
- Every form tutor will recognise and reward students for their contributions to their tutor group, for following school rules and expectations, and to acknowledge their successes outside of school.
- Every member of staff will recognise and reward a student's effort, attitude and commitment in any aspect of school life.
- Students whose attendance is excellent and who consistently demonstrate a good attitude to learning across all subjects will automatically be given rewards points on a termly basis by a nominated member of staff. This also applies to students who are actively involved in student leadership.
- Students actively involved in school run extra-curricular activities will be given rewards points by leaders of these activities on a termly basis. Students participating in the Duke of Edinburgh scheme will receive rewards points as appropriate.

Methods of Recognising Students' Successes

Alongside the Class Charts rewards system, student successes may be recognised in the following ways, including verbal praise:

- Celebration breakfasts
- Prizes awarded at Presentation Evening
- Certificates
- Headteacher recognition
- The school website and/or social media
- FOCUSON... newsletter
- School noticeboards
- Assemblies
- Golden Ticket and hot chocolate
- Prize draws
- Privileges

- Stickers

Rewards Badges

Students in Years 7 to 11 will accumulate rewards points during the school year which will be recognised through termly reporting to parents and by being awarded bronze, silver, gold and platinum badges as they accumulate points throughout the year. Students will be asked to wear the badge(s) on their blazer. Every September will be a fresh start (points will be reset at zero and students will work towards bronze, silver, gold and platinum for that school year). When determining students' rewards points, any behaviour points are deducted from the total. The points balance thresholds are below:

Bronze	25 merits
Silver	60 merits
Gold	100 merits
Platinum	150 merits

Where students receive 200+ merits, they are awarded a Headteacher's Recognition Award during the final school assembly of the academic year. Exceptional performance across a range of areas can also result in the awarding of the Headteacher's Recognition Award.

Rewards Trips

Alongside the allocation of rewards points for positive behaviours, students also formally accumulate behaviour points for poor behaviour (that subsequently results in a sanction) or failure to follow our basic expectations. For the purpose of establishing who is eligible to participate on the rewards trip, a student's total number of behaviour points will be deducted from his / her total number of rewards points and if he / she has a positive balance then he / she should be able to participate in the trip. The same criteria will apply for the Year 11 Prom. This final decision will be made by the student's Climate for Learning Leader and/or the Senior Leadership Team.

BEHAVIOUR

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"> • Reminder to student of expectations (C) 	<ul style="list-style-type: none"> • Not recorded
Name and 1 tick	<ul style="list-style-type: none"> • One behaviour point (C1) 	<ul style="list-style-type: none"> • Record on Class Charts by the end of the lesson • Communicated via Parental App
Name and 2 ticks	<ul style="list-style-type: none"> • 30 minute detention • Two behaviour points (C2) 	<ul style="list-style-type: none"> • Record on Class Charts • Communicated via Parental App

Name and 3 ticks	<ul style="list-style-type: none"> • Removal from lesson for de-escalation by 'buddying out' • Three behaviour points (C3) • School detention • LOFT the following day 	<ul style="list-style-type: none"> • Record on Class Charts • Communicated via Parental App
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On Call System

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

Form Tutors will use morning form period to check on equipment. 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 and Pupil Premium students should not be disadvantaged and can receive 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 during lunch times providing they behave responsibly and swipe out on departure and swipe in on their return to school.

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 serious breach of this policy is investigated.
- In most cases, the most effective consequences are issued and 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)	In lessons Name on board Outside lessons Not fully equipped Minor behaviour breach	Verbal reprimand Attend equipment detention Not recorded	All staff	Not communicated to parents
CONSEQUENCE 1 (C1)	In lessons Name + 1 tick Uniform transgression Make up / jewellery Chewing / eating Late to lesson Mobile phone not switched off Outside lessons Late to school KS3 Repeatedly not fully equipped* 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)	In lessons Name + 2 ticks Non-completion / poor effort with homework Repeated / persistent breaches of (C1)* Outside lessons Repeat Other relatively minor behaviour breach Late to school KS4 Chewing gum	30 Minute Detention (served after school) 2 behaviour points +/- LOFT +/- Restorative work	All teaching staff Pastoral Support Team Cover Supervisors Teaching Assistants (TAs)	Communicated to parents via Class Charts parental app
CONSEQUENCE 3 (C3)	Inside lessons Name + 3 ticks (de-escalation) Outside lessons Truancy/being out of bounds Unacceptable language choice (swearing/discriminatory comment) Failure to attend a school detention More serious behaviour breach	Inside lessons 3 behaviour points School detention Outside lessons 3 behaviour points 60 Minute Detention (served after school) +/- LOFT +/- Restorative work	CfLL SL/CL SLT Pastoral Support Manager (PSM)	Inside lessons Record on Class Charts Outside lessons Inform PSM/CfLL Communicated to parents via Class Charts parental app
CONSEQUENCE 4 (C4)	Inside lessons On call referral Outside lessons Reckless/violent/aggressive behaviour Other serious behaviour breach	Inside/Outside lessons 4 behaviour points up to 5 sessions of LOFT +/- SLT detention Community service** +/- Restorative work	SLT CfLL PSM	Letter to parents +/- email or phone call +/- parental meeting

	BEHAVIOUR	CONSEQUENCE	RESPONSIBILITY	COMMUNICATION
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** +/- Restorative work	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** +/- Restorative work	SLT CfLL PSM	Letter home Parental meeting (AHT/CfLL)
CONSEQUENCE 7 (C7)	Extreme behaviour breach Repeated C4/5/6 behaviour*	Fixed term suspension 7 behaviour points plus 1 per day of FTS +/-1 Restorative work +/- Consideration of Managed Move	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. 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 may 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 consequences. Reasonable adjustments are identified on Class Charts.

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.

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.

Sanctions

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

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

PROCEDURES AND PROCESSES

Dealing with Behaviour Incidents

Incidents will be handled fairly and swiftly. Students will always be given the opportunity to give their account or provide an explanation. Where necessary, matters will be investigated to establish the facts before any decisions are made and careful consideration will be given to both mitigating and aggravating factors when determining an appropriate sanction. The school is not required to prove beyond reasonable doubt and will use 'on the balance of probabilities' as the burden of proof. Where necessary, written records of incidents and statements from those involved or witnesses will be taken and retained. A record of serious incidents, including the outcome and any sanctions issued, will be recorded on CPOMS.

Merseyside Police

A designated Safer Schools Officer works in partnership with the school to promote good conduct both in school and in the local community. The role of the Safer Schools Officer is to help keep students safe, reduce the risk of young people getting drawn into crime or antisocial or extremist behaviour, improve the safety of the school site and surrounding area, build positive relationships between students and the police, promote shared values and improve community relations generally within the school and wider community.

The Safer Schools Officer will also help in preventing and tackling specific issues such as bullying of particular groups (and associated issues of racial tension or homophobia for example), extremism, drugs and alcohol misuse. They will also support raising awareness of specific crime issues, such as tackling financial fraud, and work with other agencies on issues of local concern, such as safeguarding, domestic violence or sexual exploitation.

Whilst the Headteacher and staff retain responsibility for discipline and behaviour in school, the Safer Schools Officer remains an operational Police Officer who will make his own decisions on when and how to intervene in incidents where the law is threatened.

The decision to involve the Safer Schools Officer or Merseyside Police will be at the discretion of the Headteacher and taken following review of the behaviour incident using the guidance outlined in Appendix 3.

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 will be informed by 2pm on the day the detention is due to be served for any detention that takes places out of school hours, although parental consent is not required for detentions. A student who misses a detention without good reason will be expected to serve the detention and may receive a further appropriate sanction.

Suspensions / Exclusions

The decision to suspend a student from school is not taken lightly and will only be used when serious breaches of the school's Behaviour and Rewards 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 suspension before a fixed term suspension. In some circumstances, however, it may be necessary and appropriate to suspend a student for a fixed term. Where a student receives an internal suspension, he / she will report to school at 9:00am and will remain in school until 4:00pm and will remain out of circulation and work under supervision 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 2022 DfE guidance *'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'*.

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 2022 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. The option for a Managed Move to another school will be discussed with the family.

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 advice for schools 2022*).

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.

Before screening or conducting a search of a student, the school will consider its obligations under the European Convention on Human Rights. Under Article 8, students have a right to respect for their private life. In this context, this means that students have the right to expect a reasonable level of personal privacy. The powers to search in the Education Act 1996 are compatible with Article 8. When exercising our powers lawfully, we should have no difficulty in demonstrating that we have acted in accordance with Article 8.

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.

A strip search is a search involving the removal of more than the outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A. In the unlikely event that a strip search is required, guidance from Sefton Council will be consulted before calling police into school.

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).

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

The school 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.

Smoking / Vaping

Smoking/vaping on the school site or being caught in possession of smoking/vaping paraphernalia is considered an extreme behaviour breach and will be dealt with as such.

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 and Rewards 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.

School Expectations and Rules

School Rules and Expectations

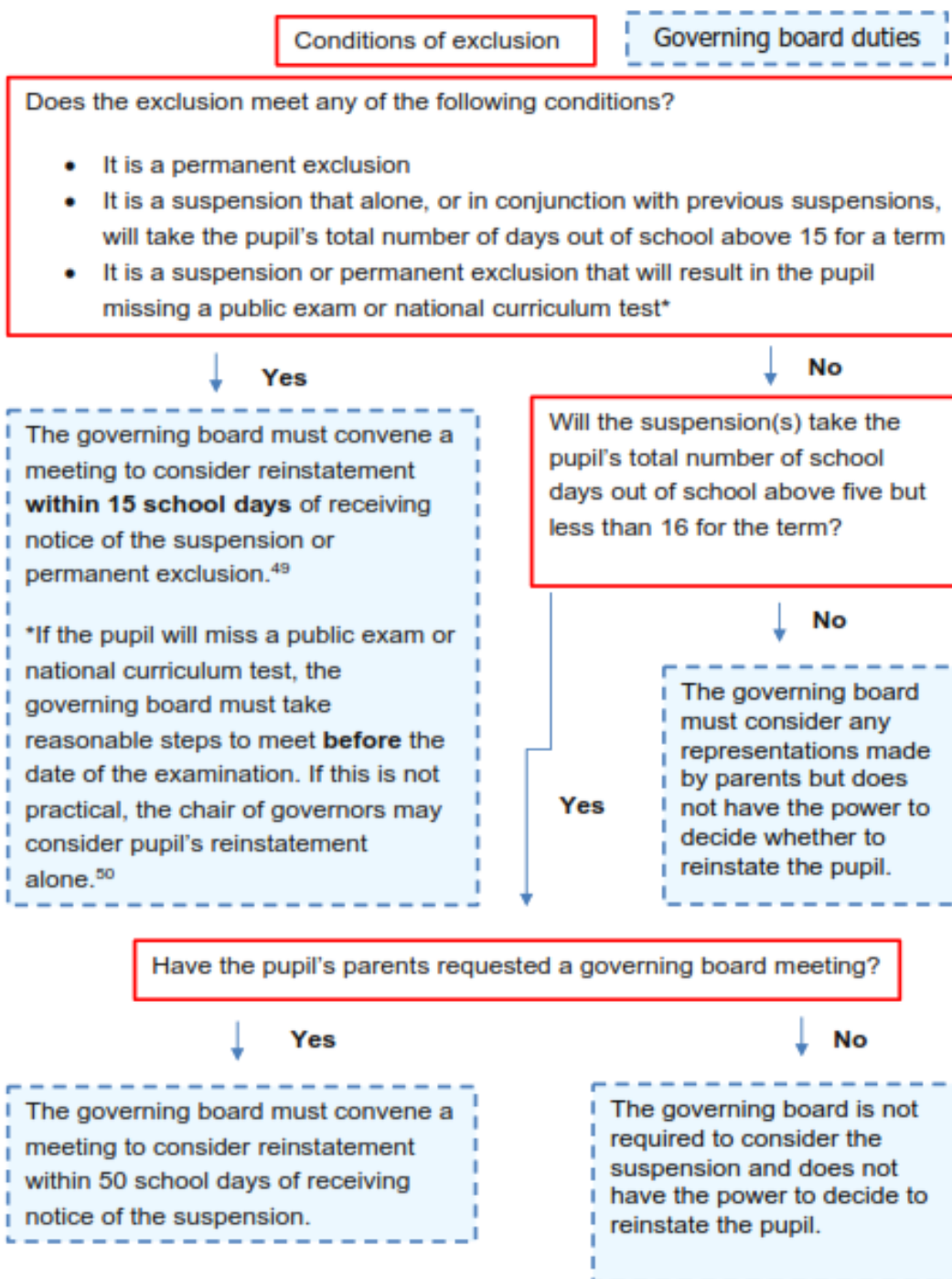
At Formby High School we expect the highest standards of behaviour and conduct from our students at all times. We expect students to *work hard, respect themselves and respect others*.

- **Kindness & Respect** – treat all members of the school community with kindness, dignity and respect, both face to face and online
- **Equipment** – fully equipped (as per the equipment list) every day
- **Appearance** – full school uniform (as per the uniform list), worn smartly and with pride
- **Mobile Phone** – switched off and out of sight from ‘gate to gate’
- **Punctuality** – arrive to school and all lessons on time
- **Environment** – litter free, graffiti free, damage free, no chewing gum, no fizzy drinks (only water in lessons)
- **Calm & Orderly** – civilised behaviour between lessons, morning break, lunch time and when arriving at / leaving school, both indoors (classrooms, corridors, toilets, dining room, other communal areas) and outdoors (between buildings, MUGA, playing fields and bike sheds)
- **Behaviour for Learning** – ready to learn, engaged and trying your best with positive contribution in every lesson; excellent presentation and pride in your work
- **Homework** – completed on time and to the best of your ability in all subjects

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.
- Wait 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.

A summary of the governing board's duties to review the headteacher's exclusion decision



⁴⁹ The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

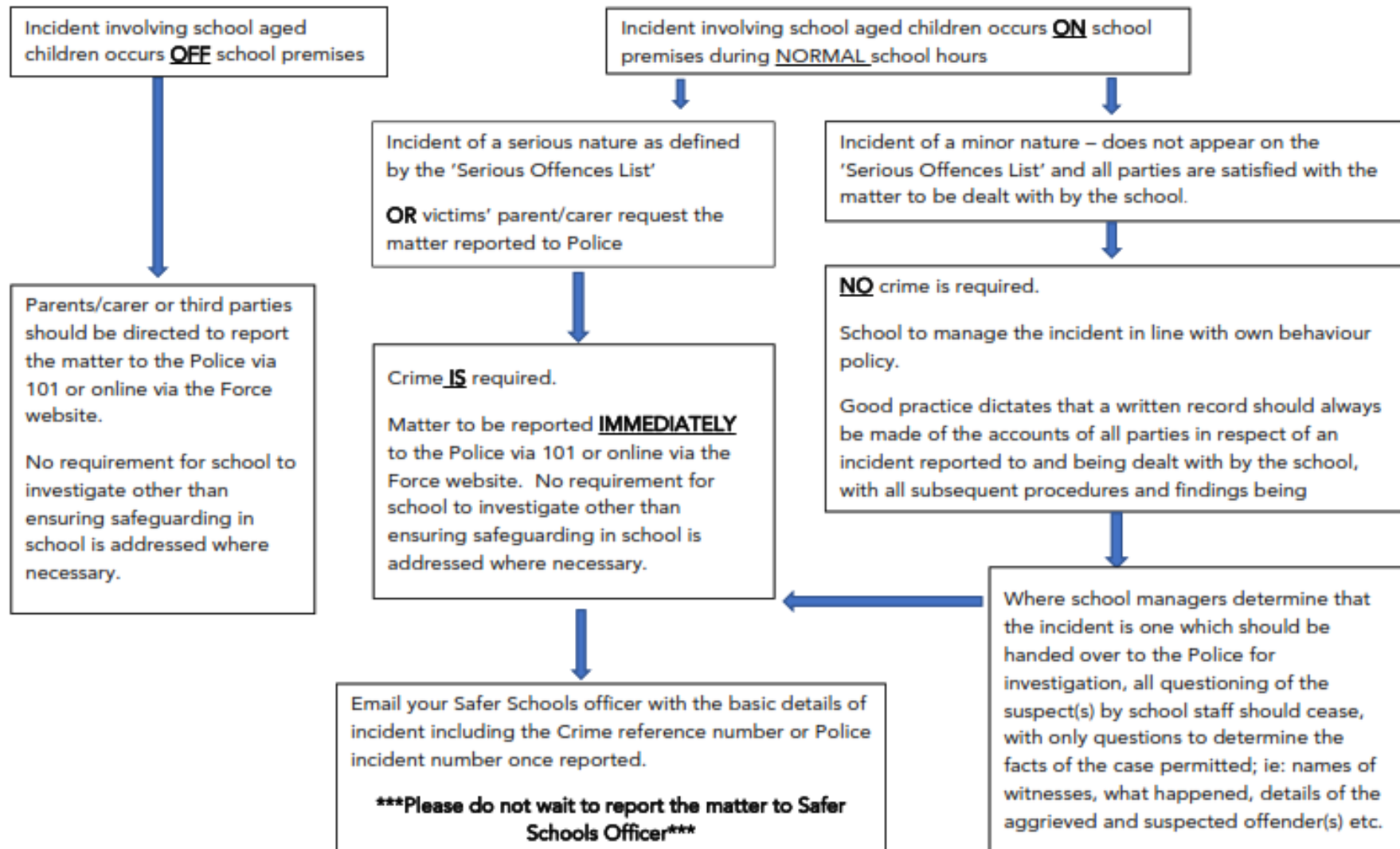
⁵⁰ The ability for a chair to review in the case of public exams refers only to maintained schools.

Appendix 3



FORMBY HIGH SCHOOL
Determined to Achieve

Crime Recording Advice for Schools



Crime Recording Advice for Schools

Home Office Counting Rules (HOCR) Schools Protocol

- Incident involving school aged children
- Incident of a minor nature – does not appear on the 'Serious Offences List' (See Appendix A)
- Incident occurred ON school premises
- During NORMAL school hours
- The school are aware of the incident
- All parties are satisfied with the matter to be dealt with by the school
- NO crime is required

What constitutes a school?

The term "school" refers to any type of educational establishment, ie: first, infant, primary, junior, secondary, grammar, private, independent, pupil referral units, community colleges and alternative curriculum providers.

What is classed as an incident on school premises?

- Any incident at a school, during school hours, where the victim, offender or suspect is a pupil at the school. In these circumstances the school should deal with the incident within the school disciplinary procedures. (There are exceptions)
- Incidents that occur on school trips or on school transport to or from school should be reported to the Police.
- Where a school occupies more than one site, premises include those public areas (roads, paths etc) between those sites during the period that the school is open as outlined above.

Deciding whether School or Police should deal with incidents

- In order to determine who should deal with the incident, it will first be necessary to determine if the incident being reported took place on school premises as defined in the previous slide.
- If the incident being reported **did not** take place on school premises, a crime report should be generated in accordance with the NCRS.
- Annex B of the NCRS provides a list of crimes deemed to be serious. Reports of this nature must be reported to Police who should always record a crime. There may also be circumstances where schools may wish to refer their students to the Police for committing a non-serious incident, eg: where the student concerned is deemed to be a 'prolific offender' by them.
- A crime will always be recorded if requested by the victim, victim's parent/carer or the school themselves.

Serious incidents that must always be recorded as a crime

Serious incidents referred to within the 'Crime Recording by Police Officers Working in Schools' guidance are defined as:

- All Indictable Only offences
- All offences within HOCR classifications
- Assault with Intent to Cause Serious Harm
- Possession of Firearms
- Possession of other Weapons
- Possession of Article with Blade or Point
- Cruelty to Children
- Child Abduction
- Incest
- Kidnapping
- Sexual Activity with a Person with a Mental Disorder
- Abuse of Children through Sexual Exploitation
- Obscene Publications
- Sexual Grooming

- Trafficking in Controlled Drugs
- Possession of Controlled Drugs
- Modern Slavery
- Possession of Controlled Drugs
- Possession of Cannabis
- Modern Slavery
- All sexual assaults

Any other offence is serious only if its commission has led to any of the consequences set out below, or is intended to lead to any of those consequences:

- Serious harm to the security of the State or to public order
- Serious interference with the administration of justice or with the investigation of offences or of a particular offence
- The death of any person
- Serious injury to any person
- Substantial financial gain to any person
- Serious financial loss to any person

What to do

- The thrust of the [jointly published policy \(DfE, Home Office and ACPO\)](#) is to ensure school managers, not the Police, have primacy for the recording and management of incidents that occur on school premises. In cases of uncertainty, schools should be encouraged to discuss incidents with their nominated Schools Safety Officer.
- Whilst schools are not bound by PACE, good practice dictates that a written record should always be made of the accounts of all parties in respect of an incident reported to and being dealt with by the school, with all subsequent procedures and findings being documented.
- Where school managers determine that the incident is one which should be handed over to the Police for investigation, all questioning of the suspect(s) by school staff should cease, with only questions to determine the facts of the case permitted i.e. names of witnesses, what happened, details of the aggrieved and suspected offender(s) etc.
- When the Police are to be involved in an incident at school, no investigation should be undertaken by the school other than is necessary to establish the basic facts to make the reporting decision. There should be early engagement with the schools officers. Every effort should be made by the school to preserve any evidence, ie: property, drugs, CCTV etc and where applicable, the scene of the crime.
- Any initial inquiry undertaken by the school in the first instance should be fully documented, as it may be needed later if the matter goes to court. Copies of any documentation generated in respect of the incident should be handed to the police. Original documents should be retained by the school in the first instance.
- The investigating officer will ensure that the Headteacher and/or Schools Safety Officer and/or youth engagement officer are kept informed in line with the victims' code.

Escalation

- Whilst the school, in consultation with the parent/carers and where necessary the Schools Safety Officer or youth engagement officer will decide upon a course of action, the school retains the right to report the incident for Police investigation at a later stage should the matter prove to be more serious than it appeared at first. When the decision is made that the school will deal with the incident internally, it remains the prerogative of the school to investigate the incident and resolve it in the manner it thinks is appropriate.
- If the school, having considered all the circumstances, makes the decision to request the Police to take over the investigation, it still remains for the school to co-operate fully in that subsequent investigation.

Summary

Incidents involving school children, on school premises, during school hours do not need to be recorded as a crime unless they feature on the serious list or the parent, guardian, representative, school or victim themselves request that we record it as a crime.

If the incident happens outside school on a school trip or the school bus, normal recording rules apply.

Serious incidents should always be referred to and crimed by the Police even if the school play some part in the subsequent investigation.

Remember this:

- Non serious incident
- On school premises
- Between school aged children
- During normal school hours

Examples of what does not fit the schools protocol

What is not classed as an incident on school premises: "Any incident at a school where the victim, suspect or offender is not a student at the school."

Examples:

- Parent assaults teacher
- Teacher or school staff steals school property
- Student breaks into school out of school hours
- Stranger steals school property