

Upton-by-Chester High School

Behaviour Policy



Policy Link	
SLT	Mrs K McCarthy
Governor	Mr P Ivison
Statutory	Yes

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Committee	N/A
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'Learning to shape the future'

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all learners
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in Schools - Advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting learners with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its learners
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles (Appendix 1), and gives schools the authority to confiscate learners' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- **'Misbehaviour'** is often referred to at Upton-by-Chester High School as **'negative learning behaviours'**
- Breaching the school rules of 'Prepared, Respectful, Safe'
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Passive learning and/ or non-completion of classwork or homework (ATL ? (question mark symbol))
- Negative attitude to learning (ATL grades 4 or 5)
- Incorrect uniform and equipment (DUE card and CORE 4)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules, 'Prepared, Respectful, Safe' or a one-off serious breach
- Serious and/ or persistent 'negative learning behaviours' that impact on the learning of others
- Any form of bullying
- Sexual violence, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments, jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism or theft
- Fighting
- Smoking or vaping or being in presence of learners smoking or vaping
- Racist, sexist, homophobic, biphobic, transphobic or discriminatory behaviour
- Possession of any prohibited items.

Prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Equipment that is used to produce, conceal and consume illicit drugs/ substances
- Stolen items
- Tobacco and cigarette papers and other related paraphernalia e.g. lighter

- E-cigarettes and vapes
- Fireworks
- Pornographic images or videos
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic, Biphobic, ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Upton-by-Chester High School's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy

5. Roles and responsibilities

5.1 The governing board

The governing board: Pastoral Committee is responsible for:

- Reviewing and approving the Behaviour Framework (Appendix 2)
- Reviewing this Behaviour and Discipline Policy in conjunction with the Headteacher and Deputy Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher and Deputy Headteacher to account for its implementation

5.2 The Deputy Headteacher: Culture and Ethos

The Deputy Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board: Pastoral Committee
- Giving due consideration to the school's Behaviour Framework (Appendix 2)
- Approving this policy
- Ensuring that the school environment encourages positive learning behaviours
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of learners
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs and/ or trauma, on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer learners both referrals and support when necessary
- Ensuring that behaviour data is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy

5.3 Teachers and staff

Staff are responsible for:

I. All staff will:

- Refer to **Prepared, Respectful, Safe** in interactions with learners
- Model positive behaviours and build relationships
- Regularly **recognise** and celebrate learners who are doing the right thing
- Plan lessons using the **Maximising Success Model** that engage, challenge, and meet the needs of all learners (including DA and those with SEND)
- Consistently use recognition and correction mechanisms (**DUE and PRAISE cards**) to promote good behaviour
- Use the **'Steps'** to deescalate and re-engage learners in the lesson and learning activities
- Ensure **learning conversations** take place to support learners to *change their learning behaviours*
- Use the agreed **Trauma Informed Language** when describing and responding to the behaviour of learners

II. Middle leaders will:

- Be a visible presence in the Department to promote the schools rules of **Prepared, Respectful and Safe**
- Support staff in having **learning conversations**
- Regularly **recognise** and celebrate learners who are doing the right thing
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and implement interventions

III. Senior leaders will:

- Meet and greet learners at the beginning of the day
- Recognise and celebrate staff, leaders, and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support Middle leaders in managing learners with more complex or entrenched negative learning behaviours
- Use behaviour data to target and implement school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the site, particularly at times of mass movement

Middle and Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Staff will always deliver referrals calmly and with care.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's Behaviour Policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher, Form Tutor, Pastoral Support Manager or the Head of Year promptly
- Engage with parent/ carer meetings, to review behaviour
- Engage with the staged reports (1-4) by reading and signing
- Engage with school systems e.g. Edulink (ATL Grades, Attendance and punctuality) and Show My Homework (Satchel One)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

Upton-by-Chester High School will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Learners

Learners will be made aware of the school rules (including referrals) and expectations at regular points throughout their learning journey:

- The school rules 'Prepared, Respectful, Safe'
- The expected standard of behaviour they should be displaying at school- in and out of lessons
- The expected standard of behaviour they should be displaying in the community (see 7.9)

- That they have a duty to follow the Behaviour Policy
- The rewards and recognition (Recognition Pyramid) they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards (referrals)
- The pastoral support that is available to them to help them meet the behaviour standards

Learners will be asked to give feedback on their experience of the behaviour culture to support the evaluation,

improvement and implementation of the behaviour policy.

Extra support and induction will be provided for learners who are mid-year transfers.

6. School Rules

Prepared, Respectful, Safe

Learners are expected to:

- Follow the 3 school rules of **Prepared, Respectful and Safe**

There are 3 Rules at Upton-by-Chester High School that all members of the school community and the wider community should adhere to. These are; **Prepared, Respectful and Safe**. They are underpinned by the Written Statement of behavior principles (Appendix 1)

The 3 Rules are in place to establish a sustainable approach to behaviour. All members of the Upton-by-Chester High School community must apply the Rules of **Prepared, Respectful and Safe** consistently and explicitly teach appropriate behaviour through positive modelling.



The following examples have been created by the learners and Staff at Upton-By-Chester High School.

These are examples of **positive behaviours** linked to each of the 3 rules and the list is not exhaustive. Learners will be recognised for displaying positive learning behaviours.

PREPARED	RESPECTFUL	SAFE
‘..to learn’	‘...to the community and environment’	‘...from harm’
I arrive on time to school and each lesson with a positive mind-set.	I always show respect, I am kind and polite and help others where I can.	I will speak to a member of staff If I am unable to resolve or wish to report an issue.
I fully engage in all lessons and demonstrate a positive attitude to learning.	I consider the learning of others and listen to staff and my peers.	I move around our school calmly and behave in a way that is safe for all.
I complete classwork and homework to the best of my ability.	I respect the property of others and the school/ local environment.	I choose the safer route to and from school.

I carry a school bag and the correct equipment for each lesson.	I try to put myself in others shoes to demonstrate empathy and understanding.	I adhere to the safety rules of classrooms (subject specific spaces).
I wear my correct school uniform with pride.	I am accepting of the opinions or beliefs of others.	I follow all teacher instructions the first time and every time.
I follow the phases of learning in the Maximising Success Model.	I use my phone only when directed by my teacher for the purposes of L & T (otherwise it is switched off and away)	I maintain a clean and manageable digital footprint.
I carry my DUE and Praise cards and present them when asked.	I wait my turn to ask a question/ for help and avoid shouting out or cutting across conversations.	I uphold the school ethos when representing our school off site- e.g. on a trip or visit.

6.1 Mobile phones

Upton-by-Chester High School has reviewed the guidance for schools 'Mobile phones in schools February 2024', when reviewing our Mobile Phone Policy.

In essence, mobile phones at Upton-by-Chester High School should '**never be used, seen or heard**' between 8.40 a.m. and 3.10 p.m. on the school site unless permission from a member of staff has been granted.

There are some exceptions to mobile phone use when learners are on trips/ visits. The full policy can be found in Appendix 5.

Learners in the 6th Form are able to access their mobile phones, and headphones within the 6th Form Area. Outside of the 6th Form Area, mobile phones and headphones should never be used, seen or heard.

7. Behaviour Management (Culture)

7.1 Classroom management

Teaching and support staff are responsible for setting the tone, context and culture for positive learning behaviours within the school.

They will:

- Create and maintain a stimulating learning environment that encourages learners to be engaged. This will be achieved through the Maximising Success Model (Learning and Teaching model at Upton-by-Chester High School)
- Display the rules of Prepared, Respectful and Safe in every classroom
- Follow the Steps in Lessons and use Trauma Informed Practice (language)
- Develop positive relationships with learners
- Record ATL grades in SIMS to allow for effective tracking and intervention
- Record ATL 5 in CPOMS

7.2 Safeguarding

Upton-by-Chester High School recognises that changes in behaviour may be an indicator that a learner is in need of help or protection.

We will consider whether a learner's misbehaviour (negative learning behaviours) may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Positive Learning behaviours

At Upton-by-Chester High School staff recognise and celebrate learners who strive to shape their own future in all aspects of their school life. This provides an opportunity for all staff to reinforce the school's culture and ethos and reward learners for their efforts and achievements consistently.

The Learner Recognition Pyramid provides all learners with the opportunity to be rewarded for their efforts and achievement consistently across the curriculum and wider areas of school. See Appendix 4.

The Learner Recognition Pyramid has been designed with learner input to reflect the ideas and thoughts of learners within our school to recognise positive learning behaviours.

Positive learning behaviours will be recognised and rewarded with:

- Verbal praise
- Whole school weekly briefing (Remote Learner Briefing)
- Praise Card
- ATL grades 1 and 2 in lessons
- Communication home via letters or phone calls
- Certificates (Bronze, Silver, Gold, Platinum)
- Learner Leadership recognition/ positions of responsibility
- Raise Praise prize draw (Form Tutors fortnightly)
- Half Termly Rewards and Recognition assemblies (Heads of Year)
- Halls end of year rewards (Assistant Headteachers- Hall Leaders)

7.4 Negative Learning behaviours

At Upton-by-Chester High School learners positively engage with their learning. Where 'steps in lessons' (Appendix 3) are taken to re-engage learners, learners make the correct choice and modify their behaviour. When learners are required to attend and engage in a referral, they do so and make positive changes to their behaviour going forward.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards and/ or breaches the rules of Prepared, Respectful, Safe. Staff will respond in a consistent, fair and proportionate manner, using de-escalation techniques, so learners know with certainty that misbehaviour will always be addressed. (Trauma Informed Language)

All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour referrals, learning conversations will take place to support the learner in adhering to the school rules and meeting behaviour expectations in the future.

The school may use one or more of the following referrals in response to unacceptable behaviour:

- Catch-up

- Learning Conversations (break, lunch, after school)
- Break and lunch Referral
- Centralised Referral (30 mins after school Monday-Thursday)
- SLT Referral (1.5 Hours after school Friday* end of term Thursday)
- Removal of the learner from the classroom to the Head of Department (Good neighbour practice)
- Removal of the learner from the classroom to the Work Room
- Putting a learner 'on report' (Stage 1-4 or Curriculum)
- Step-Out (short period of time in another CWaC school by prior agreement)
- Internal Suspension (Work Room)
- Suspension (Fixed Term)
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the learner will be taken into account when choosing referrals and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

When imposing a referral, the school will consider whether doing so would:

- Compromise the learner's safety
- Conflict with a medical appointment
- Prevent the learner from getting home safely
- Interrupt the learner's caring responsibilities

7.5 Removal from classrooms

In response to serious or persistent breaches of this policy, and where the Steps in Lessons (Good neighbour Practice) either hasn't been successful, or was so extreme as to warrant immediate removal, the school may remove the learner from the classroom for a limited time.

In this case learners will be removed to the Work Room (Internal Suspension). Learners who have been removed will continue to receive education under the supervision of the Pastoral Support manager (behaviour) or a member of the Senior Leadership Team, which is meaningful, and as closely aligned to the curriculum as possible.

Removal can be used to:

- Restore order if the learner is being unreasonably disruptive
- Maintain the safety of all learners
- Allow the disruptive learner to continue their learning in a managed environment
- Allow the disruptive learner to regain calm in a safe space

Learners will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Directors of Key Stage and/or Deputy Headteacher.

Learners should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a learner successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for learners who are frequently removed from class, such as:

- Use of a Curriculum Report
- Use of a Stage 1-4 Report
- Use of a Learner Support Plan (LSP)

- Use of teaching assistants
- Short period on a Step-Out
- Use of External Alternative Provision
- Use of Internal Alternative Provision (IAP)
- Referral for SEND assessments
- Referral to multi-agency
- Modification to learners curriculum with clear review

All incidents of removal from the classroom along with details of the incident that led to the removal are recorded on SIMS as a ATL 5 and CPOMS.

7.6 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school referrals and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

7.7 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with learners. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner from:

- Damaging property
- Causing disorder
- Hurting themselves or others
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on 'The use of force' Form, logged on CPOMS and reported to parents/ carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions.

Due consideration should be given to the Physical Intervention Policy.

7.8 Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner.

We will also confiscate any item that is harmful or detrimental to good behaviour. These items may be returned to learners after discussion with senior leaders and parents/carers, if appropriate.

Searching a learner

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. The staff who can search are members of the Senior Leadership Team with a member of the pastoral team.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the learner can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept (CPOMS).

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Deputy Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the learner. During this time the learner will be supervised and kept away from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched
- Explain to the learner what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the learner the opportunity to ask questions
- Seek the learner’s co-operation

If the learner refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the appropriate member of staff (Deputy Headteacher or Designated safeguarding Lead), to try to determine why the learner is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

Staff at Upton-by-Chester High School will not ever strip search a learner.

An authorised member of staff may search a learner's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching learners' possessions

Possessions means any items that the learner has or appears to have control of, including:

- Bags
- Lockers
- Desks

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a learner's possessions when the learner and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay via CPOMS:

- Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS)

Informing parents/ carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any referrals that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, Upton-by-Chester High School will consider whether the learner may be suffering or likely to suffer harm and whether any

specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.9 Off-site misbehaviour

Referrals may be applied where a learner has misbehaved off-site when representing the school. This means misbehaviour when the learner is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a learner of our school

Referrals may also be applied where a learner has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another learner
- Could adversely affect the reputation of the school

Referrals will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member (e.g. on a school-organised trip).

7.10 Online misbehaviour

The school can issue behaviour referrals to learners for online misbehaviour when:

- It poses a threat or causes harm to another learner
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The learner is identifiable as a member of the school

Referrals will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member.

7.11 Suspected criminal behaviour

If a learner is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce referrals, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.12 Zero-tolerance approach to sexual harassment and sexual violence

Upton-by-Chester High School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help
 - Refer to children's Social Care
 - Report to the Police

Please refer to our child protection and safeguarding policy for more information.

7.13 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other learners.

8. Responding to misbehaviour from learners with SEND

8.1 Recognising the impact of SEND on behaviour

Upton-by-Chester High School recognises that learners' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a learner's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from learners with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled learner being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of learners with SEND ([Children and Families Act 2014](#))
- If a learner has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the learner concerned.

Upton-by-Chester High School will endeavour to anticipate triggers of misbehaviour and may implement approaches including:

- Adjusted seating plan to support VI or HI learners
- Adjusting uniform requirements for a learner with sensory issues
- Providing staff training in understanding conditions, such as autism
- Use of separation spaces where learners can be supported to regulate their emotions

8.2 Adapting referrals for learners with SEND

When considering a behavioural sanction for a learner with SEND, the school will take into account:

- Was the learner unable to understand the rule or instruction?
- Was the learner unable to act differently at the time as a result of their SEND?
- Is the learner likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the learner for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.3 Considering whether a learner displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCo) may evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

8.4 Learners with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a learner with an EHCP, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHCP.

Cheshire West and Chester SEND Team: senteam@cheshirewestandchester.gov.uk

9. Supporting learners following a sanction

Following a referral or serious sanction, the school will consider strategies to help the learner to understand how to improve their learning behaviours and meet the expectations of the school.

When learners are set a centralised referral, they are asked to complete a reflection document that prompts a discussion with their teacher about the school rules 'Prepared, Respectful, Safe.' This learning conversation makes clear the expectations moving forward, before the next lesson, where possible.

Following a Step-Out or period of Fixed Term Suspension, a reintegration meeting will always take place. This is usually with the learner, parents/ carers, the Head of Year and Director of Key Stage. This briefly reflects on the issues leading to the sanction and documents clear agreed targets for the learner moving forward.

10. Learner transition

10.1 Inducting incoming learners

Upton-by-Chester High School will support incoming learners in Year 7 and Year 12 to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider school culture.

Information events for parents and carers will include information on behaviour.

11. Training

As part of the induction process and ongoing professional development, our staff are provided with regular training on managing behaviour, with an emphasis on de-escalating behaviour and Trauma Informed Practice.

Induction Sessions Include

- Behaviour Policy – Overview and application.
- Attitude to Learning Grades – Monitoring
- The role of the form tutor.

Weekly briefing Include

- Updates on policy and practice.
- Updates on manual handling
- Updates on links to other policies.

INSET days

- Refresher on the Behaviour and discipline and associated policies in the school.

Year Team and Department team meetings are also often used to remind staff about the policies and to discuss any emerging issues with the implementation of the policy.

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Hourly ATL grades in every lesson
- Behavioural incidents, including removal from the classroom
- Punctuality to school
- Attendance and punctuality to lessons
- Internal Suspensions (Work Room)
- Permanent exclusions and Fixed Term Suspensions

- Use of Alternative Provision, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, learners, governors, and other stakeholders via surveys, learner voice and Parent/ Carer Forums.

Behaviour data is reviewed regularly by staff at all levels and reported to Governors.

The data will be analysed from a variety of perspectives including:

- By Year Group with Heads of Year and Director of Key Stage
- By Curriculum Area with Head of Department and SLT link
- At the level of individual members of staff by HoDs, HoYs and Senior Leadership Team
- By time of day/week/term
- By protected characteristics

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

If any trends or disparities between groups of learners are identified by this analysis, the school will review its

Policies to tackle them.

12.2 Monitoring this policy

This Behaviour Policy will be reviewed by the Deputy Headteacher and Pastoral Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

13. Links with other policies

This Behaviour Policy is linked to the following policies:

- Exclusions Policy
<https://www.uptonhigh.co.uk/attachments/download.asp?file=1039&type=pdf>
- Child Protection and Safeguarding Policy
<https://www.uptonhigh.co.uk/attachments/download.asp?file=1083&type=pdf>
- Mobile Phone Policy
<https://www.uptonhigh.co.uk/attachments/download.asp?file=1031&type=pdf>
- Anti-Bullying Policy
<https://www.uptonhigh.co.uk/attachments/download.asp?file=957&type=pdf>
- Anti-Racism Policy
<https://www.uptonhigh.co.uk/attachments/download.asp?file=1028&type=pdf>
- Physical Intervention Policy
<https://www.uptonhigh.co.uk/attachments/download.asp?file=961&type=pdf>

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

The Behaviour Framework is reviewed and approved by the Pastoral Committee annually.

Appendix 1:

Written Statement of Behaviour Principles

We value learning:

Prepared

- By making a positive contribution to the lesson
- By contributing to the education of others
- By completing classwork and homework on time and to the best of our ability
- By wearing the correct uniform in the way it was intended to be worn
- By being punctual and bringing the correct equipment

We respect each other:

Respectful

- By respecting everyone and treating others as we would expect to be treated ourselves
- By ensuring my behaviour always considers the learning of others
- By wearing the correct uniform in the way it was intended to be worn
- By following rules with regard to hair, makeup, jewellery and mobile phone use
- By guaranteeing that our behaviour ensures that the school remains a respected and valued part of the community


We keep ourselves safe by:

Safe

- By moving around the school site sensibly, calmly and safely.
- By reporting any concerns to an adult.
- By behaving in a way that keeps us safe

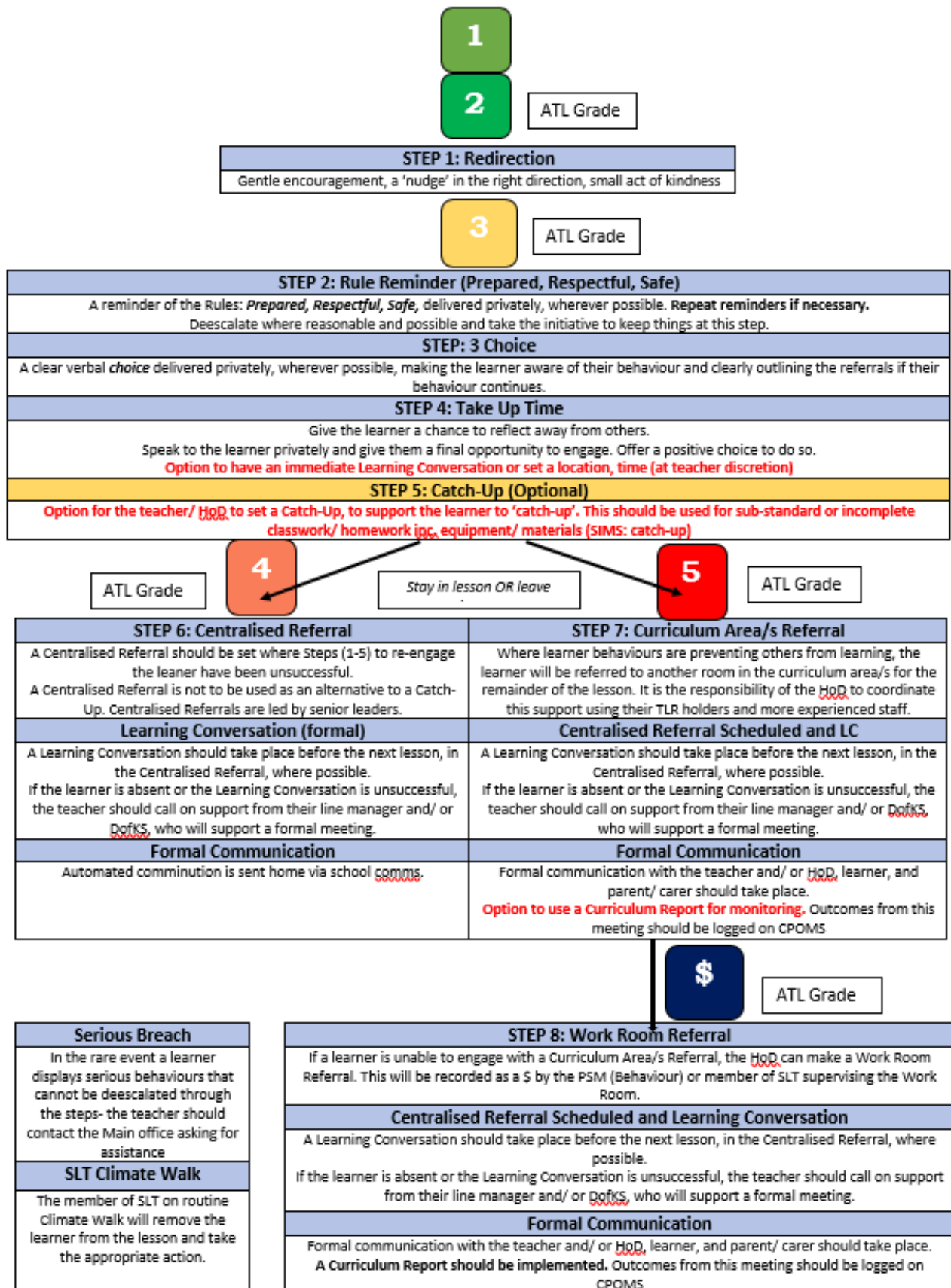
This written statement of behaviour principles is reviewed and approved by the Pastoral Committee of the Governing Body.

Appendix 2: Behaviour Framework

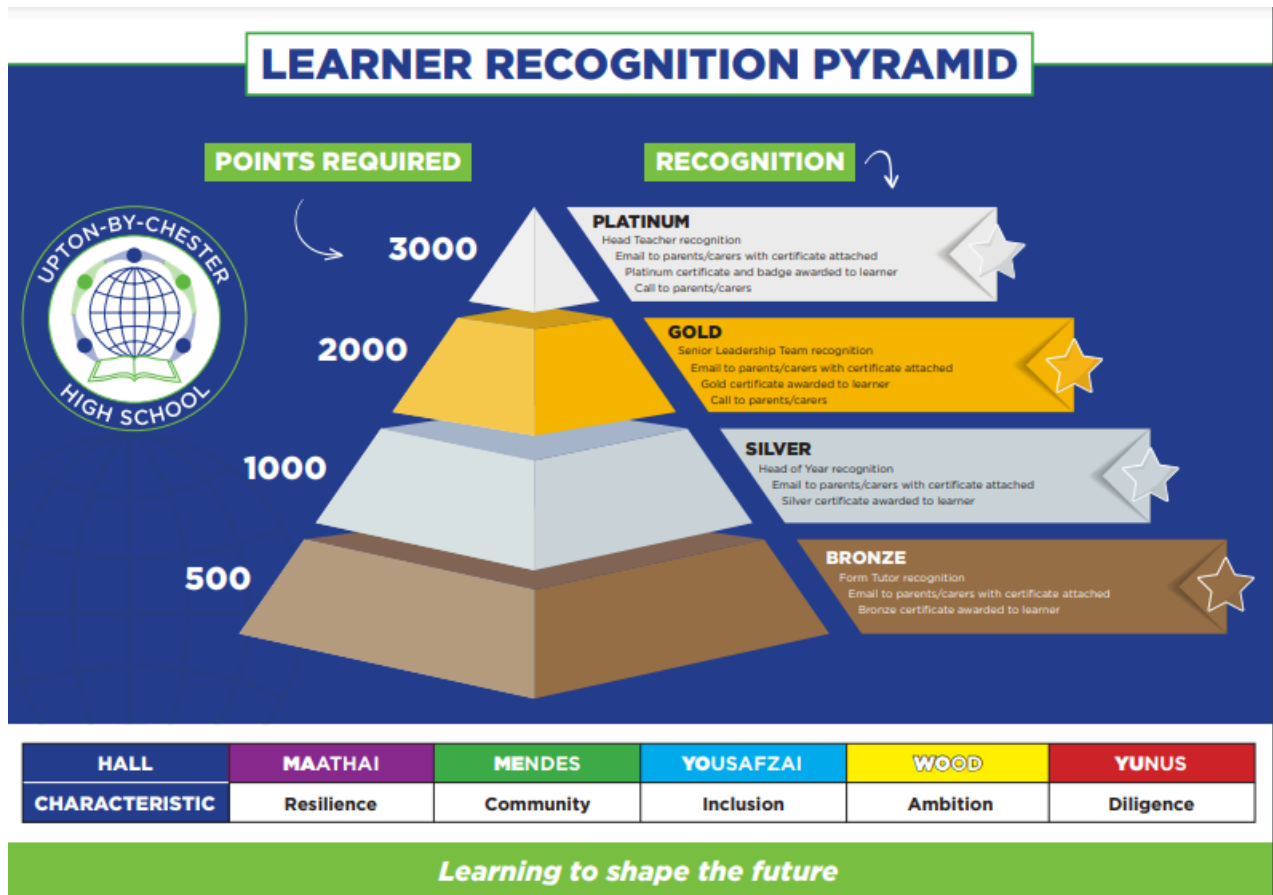
Stage	Stage description	What this looks like at Upton-by-Chester High School
Stage 1	Core Values	<ul style="list-style-type: none"> • School Motto: <i>'Learning to Shape the Future'</i> • School Rules: <i>Prepared, Respectful and Safe</i> • Halls Characteristics: <i>Resilience, Diligence, Community, Ambition, Inclusion</i>
Stage 2	Defining Behaviours	<ul style="list-style-type: none"> • <i>Prepared...to learn</i> • <i>Respectful... to the community and environment</i> • <i>Safe...from harm</i> • <i>School Council- examples of positive learning behaviours</i> <p><i>Acknowledging GOOD behaviour is the starting point to encourage learners to continue to behave well</i></p> 
Stage 3	Building Systems	<ul style="list-style-type: none"> • Learner Leadership (creating positions of responsibility) • Learning Conversations (restorative justice/ reflective conversations) • Referrals (Catch-Up, Centralised, HoY, SLT) • Attitude to Learning (lesson by lesson monitoring and tracking through PowerBi) • Stage 1-4 Reports (engaging parents and carers) • Learner Support Plans
Stage 4	Explicitly Teaching Behaviours	<ul style="list-style-type: none"> • Consistently Modelling Standards (a.m. Tutor Time PowerPoint) • Steps in Lessons (staff proactively address misbehaviour by intervening before things escalate and support learners to get back on track) • Trauma Informed Practice- underpinning HOW we consistently deliver the 'Steps in Lessons' • Pastoral Curriculum (assemblies, PLaN, a.m. tutor time) • Acknowledging GOOD behaviour (RAISE PRAISE)

Stage 5	Monitor, Evaluate and Review	<ul style="list-style-type: none">● ATL grades (SIMS)● Power Bi data (by curriculum area and year groups, including sub groups, DA/ SEND/ Gender)● Lates to lesson Reports● Lates to Form Reports● Learner Voice● Parent/ carer Voice (Parent/ Carer Forums and questionnaires)● Pastoral Concern levels (may impact learning behaviours)● Climate Walks● Learning Reviews
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Appendix 3: Steps In Lessons



Appendix 4: Learner Leadership Pyramid



Upton-by-Chester High School

Mobile Phone Policy



Policy Link	
SLT	Mrs E Bradbury
Governor	Mrs J Minion
Statutory	No

To	Date
Committee	
Full Governing Body	March 2024
Next Review	March 2027
Make available on:	Yes/ No
School website	Yes
Staff shared area	Yes

'Learning to shape the future'

Rationale

The absence of mobile phones in our school undoubtedly has a positive impact on learning and progress. Learners are more engaged in their work, more focused on what is going on around them in the classroom, and generally happier with their school experience.

Mobile Phone Policy

Mobile phones are not allowed to be seen, heard or used in school and must be turned off and out of sight. Headphones are also 'classed' as using a mobile phone because they are connected to a phone. Smartwatches can be worn but must not be used for anything other than telling the time.

Phones will not be used in the classroom for learning purposes e.g., whole class quizzes, research, and revision. If the planned learning activity requires the use of technology, the teacher will provide a Chromebook instead. This applies to all pupils in years 7-13. There are a few exceptions to the mobile phone ban which are detailed below.

Exceptions to the mobile phone ban.

- Sixth-form learners are permitted to use their phones in study areas only, for the purpose of their work.
- A learner can still use their phone to contact home, with the permission of a member of staff.
- Phone use will be permitted by the teacher, in some subjects, in order to complete and upload their work. For example: Photography, Media Studies and Textiles.
- Phones will be permitted for learners with medical needs e.g., diabetics who need to monitor blood glucose
- Phones will be permitted for translation purposes if English is an additional language for learners.

School Trips/Visits

The trip leader will decide on the mobile phone policy that will apply to their trip/visit. This may include one of the following:

- Mobile phones can be used by learners during this visit
- Mobile phones need to remain at home during this visit
- Mobile phones can be used at specific times during this visit

Upton-by-Chester's Mobile Phone School Rules

- Learners are allowed to use their phones before 8.40am and after 3.10pm.
- Mobile phones are also banned during after-school referrals.
- If a learner is seen with a mobile phone in school hours, the teacher asks for the phone to be handed to them.
- Confiscated mobile phones will be stored securely in the school office and will be collected from the Deputy Headteacher at the end of the school day.
- If a learner refuses to hand over their phone, they will receive an after-school referral. If the phone is not removed that day, it will be removed the following school day.
- If a learner has their phone confiscated 3 or more times in a term, they will receive a mobile phone ban for 5 school days and will have to hand the phone in for each day of the ban and collect it at the end of each day.
- If parents wish to keep the phone at home, for the duration of the ban, we ask that this is communicated with school, so that we can confirm the learner does not have their phone.
- Repeat offences will incur further consequences.
- The mobile phone log resets after each full term.

