



Shevington High School

Behaviour Policy

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SHEVINGTON HIGH SCHOOL

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Purpose and Principles

At Shevington High School, pupil behaviour is a high priority. This behaviour policy applies to all pupils, at all times, including online and offline. We expect the highest standards of behaviour both in school, travelling to and from school and whilst representing the school in a range of capacities, including activities such as sporting fixtures, musical events etc.

Aims and principles

- We insist on the highest standards of behaviour.
- Mutual respect must prevail.
- High standards are crucial to support teaching and learning.
- A strong work ethic is crucial.
- Success should be recognised and celebrated.
- There should be collaboration between pupils, school and home.
- Teachers can teach and children can learn in a safe and fulfilling environment.
- There are clear expectations and consequences for disruptive or antisocial behaviour.
- The school provides a consistent approach to behaviour management that is applied equally to all pupils, by all staff.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education Guidance on:

1. Behaviour and discipline in schools
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
2. Search, screening and confiscation
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. Equality act advice for schools
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
4. Reasonable force in schools
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
5. SEND code of practise
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Roles and Responsibilities

At Shevington High School, we all play a part in creating an excellent climate for learning. The list, although not exhaustive, provides an insight of how we work as a collective team.

Governing body

Shevington High's Governing Body are responsible for:

- a. Reviewing and approving the behaviour policy.
- b. Monitoring the policy's effectiveness.
- c. Holding the Headteacher to account for its implementation.

Senior Leaders

The senior leadership team are responsible for:

- a. Reviewing and implementing this behaviour policy in a way that ensures it is fit for purpose.
- b. Ensuring that the school environment encourages positive behaviour.
- c. Ensuring that staff deal effectively with poor behaviour, following the behaviour policy.
- d. Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils so that there is a clear link between cause and effect.
- e. Ensuring that through training, communication and leadership structures all staff understand the behavioural expectations and the importance of maintaining them.
- f. Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules, routines and values, including how best to support all pupils to participate fully in their learning.
- g. Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour so that they can fulfil their duties set out in this policy.
- h. Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- i. Ensuring that school behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

All staff

Staff are responsible for:

- a. Creating a calm and safe environment for pupils
- b. Following the appropriate systems and procedures for rewarding and sanctioning children's conduct.
- c. Establishing and maintaining clear boundaries of acceptable pupil behaviour
- d. Implementing the behaviour policy consistently
- e. Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- f. Modelling expected behaviour and positive relationships
- g. Providing a fair approach to the specific behavioural needs of particular pupils that does not lower expectations.
- h. Considering their own behaviour on the school culture and how they can uphold the values and mission.
- i. Logging behaviour incidents promptly using ClassCharts and the appropriate codes, CPOMs or department tracking.
- j. Challenging pupils to meet the school expectations and values

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers will support their child's learning by:

- a. Abiding by the guidance in the home school agreement, which was signed at induction.
- b. Getting to know the school's behaviour policy / values and reinforce them at home where appropriate.
- c. Support their child in adhering to the academy's behaviour policy by assisting with the implementation of school procedures and systems including sanctions and rewards.
- d. Inform the school of any changes in circumstances which may affect their child's behaviour
- e. Discuss any behavioural concerns with the class teacher promptly
- f. Refrain from making excuses or taking the blame for the actions of their child.
- g. Take part in any pastoral work following misbehaviour, for example: attending reviews of specific behaviour interventions, restorative opportunities or disciplinary panels if appropriate.
- h. Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

- i. Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and by working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture and at regular times during the school year:

- a) The expected standard of behaviour they should be displaying at the school and during their learning.
- b) That they have a duty to follow the behaviour policy.
- c) The various rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- d) Participation in rewards whereby students can claim different experiences, privileges and prizes.
- e) The pastoral support that is available to them to help them meet the behavioural standards. This includes but is not limited to, mentoring, report cards, reflection sessions and wellbeing intervention
- f) Pupils will be supported to meet the behaviour standards and will be provided with repeated induction and reflection sessions wherever appropriate.
- g) Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture, they will be taught about Shevington High School's expectations during inductions, form time, PSH\CE lessons and assemblies.
- h) Pupils 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 pupils who are mid-year or have missed key induction.

School Systems and Social Norms

Students will

- Be polite and follow instructions.
- Be kind, respect others, the school environment and local community.
- Move calmly and with purpose around the school.
- Dress smartly, wearing the correct uniform at all times.
- Be on time, equipped and prepared for learning.
- Work hard, embrace challenges and show resilience.

Teachers will

- Plan and deliver well structured, engaging lessons.
- Use praise and rewards to promote excellence.
- Manage behaviour consistently and effectively.
- Be inclusive and treat all students with respect.
- Offer challenges, promote resilience and expect hard work.
- Provide opportunities for students to develop a strong character.

Parents/Carers will

- Read and reinforce the behaviour policy principles with students.
- Ensure regular school attendance, punctuality and not take holidays in school time.
- Ensure students wear full school uniform and are fully equipped.
- Read and promptly respond to school communications, being available when necessary.
- Attend and engage in all meetings/events relevant to the students.
- Support students to work hard at school and home, by embracing challenges and showing resilience.

Rewards and Recognition

Pupils thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving and can inspire those who, from time to time, may be struggling. Finding ways to reward must be at the heart of our teaching and a prominent feature of school life. All pupils of all ability levels in all year groups should benefit from the rewards process, we seek to reward pupils through a variety of different means. There will be half-termly rewards that will be celebrated in assemblies and may take the form of e.g. recognition certificates, vouchers, drop-down lessons, additional privileges, trips etc. All rewards, whether in or out of class will be put on ClassCharts by staff. This will ensure that all our parents can see the rewards that we are giving to our students.

Each department will have their own ClassChart reward points, for example 'Top Scientist' from the science department. There will also be 3 more general awards:

1. Good Attitude to Learning = **+1 point**
2. Outstanding Attitude to Learning = **+2 points**
3. Above and Beyond Award = **+3 points**

Our above and beyond award will be given to students who do something in a lesson that goes beyond the normal expectation of a student in the classroom. This award may also be given for something done outside the classroom.

Rewards Rubric

	BRONZE	SILVER	GOLD	PLATINUM
Attendance	90% or above	92.5% or above	95% or above	97.5% or above
Uniform and Equipment	-20 points	-10 points	-5 points	0 points
Coaching Points	6 points	8 points	9 points	11 points
Behaviour Points	20 points	40 points	60 points	80 points
Above and Beyond Points	1 point	2 points	3 points	4 points

Attitudes to Learning

Alongside our behaviour rubric, we will be also reporting students' attitudes to learning at different points in the year. The attitudes to learning that students will be judged on are:

1. Behaviour
2. Independence
3. Participation
4. Preparation

Teachers will allocate a rating of Outstanding, Good, Inconsistent and Unacceptable to each of the 4 attitudes to learning and this will be sent home as a report to parents. We will then create an attitude to learning score that will be a product of all of the students' lessons and produce an award for either Outstanding Attitude to Learning or Good attitude to learning.

Sanctions and detentions

Every child has the right to learn in a lesson free from disruption. It is not acceptable for a small minority of pupils to ruin the education of others. At Shevington High school we have the highest expectations of ALL our pupils. If we allow pupils to disregard rules and expectations, we send a message that we do not believe in their ability to succeed. Pupils will be given opportunities to modify their behaviour if they make a mistake at Shevington High. We use a staged approach in lessons, outlined on the following page. Each stage has a clear value, with a full explanation of the stage being given to the pupil. If a class teacher has deemed a pupils behaviour to be persistently disruptive they will be removed for the lesson and as a result will be given an after-school detention.

The Department for Education guidance states 'Teachers have authority to issue detention to pupils, including same-day detentions. A school's behaviour policy should make clear that detentions (including detention outside of school hours) can be used as a possible sanction. Parental consent is not required for detentions....'. At Shevington High school, we will communicate to parents/carers of the detention via ClassChart notifications, so it is crucial that all parents/carers have their ClassChart account installed and active.

All sanctions given will be same-day detentions and parents/carers will be notified by 2:00pm via ClassCharts. If the incident occurs after 2:00pm, the detention will be scheduled for the next school day. All detentions will either be for 30 mins or 1 hour in duration, depending on the number or severity of the incident. Detentions can be sanctioned for incidents that occur inside or outside of the classroom during the school day. Good behaviour in these detentions is paramount; failure to meet expectations will result in an escalation of the sanction, as will missing a sanction. If a detention is missed we will follow the procedures of:

- Missed 30 min detention - Escalated to 1 hour next day detention (If missed detention is a Friday, the rearranged detention will be on the following Monday)
- Missed 1 hour detention - Escalated to isolation (out of circulation) and parent/carer meeting arranged and 1 hour detention. Pupils will only be allowed back in circulation after the meeting has taken place.
- Refusal for isolation - Suspension and parent/carer meeting arranged. Pupils will only be allowed back in circulation after the meeting has taken place.

The Isolation Room

The isolation room is open on a Wednesday and Friday at Shevington High School. The Isolation Room will be used as a form of internal exclusion when a student has behaved in a way that either persistently breaches the behaviour policy or a decision is made by SLT that a behaviour is more serious. The most common reasons for isolation to be used as a sanction are:

- After a student has missed two after school detentions.
- Failure to follow requirement to go to a buddy room after a C3 (May also be a suspension).
- Persistent issues with school uniform.
- Serious behaviour incidents that do not meet the threshold for suspension.

Students will be collected for isolation in the morning and the regular exit time will be 3pm. The isolation manager may decide that a student can leave before 3pm if they behave well and show full reflection on their behaviour that got them into isolation. If multiple isolations have been awarded to a student, it may be decided that a student will only be allowed to exit isolation at 4pm.

Whilst in the Isolation Room, students will complete a reflection booklet that will challenge students to consider how they could have behaved differently. Pastoral staff will also support the student by sharing strategies on how to deal better with emotions in certain situations. In some circumstances, more specific interventions will be appropriate and pastoral staff will lead on individual or group sessions on these topics.

Students will be fully equipped with a chromebook and therefore the ability to access their Google Classroom as well as online platforms such as Seneca.

If a child does not conduct themselves in an appropriate manner in Isolation, parents will be contacted and they will either; serve another full day in Isolation, stay on the same day until 4pm, or in serious cases be suspended from school immediately.

Pupils will not be permitted to return to classes until they have completed their time in exclusion to a required standard. Pupils will be allowed to order and eat lunch in the exclusion room and take rest periods in line with the school day break/lunch times and will have access to a toilet when required.

Off-site Education

If it is deemed necessary the school and Governing body have the power to direct a pupil off-site for education to improve his or her behaviour. In current legislation the school would have to ensure that parents (and the local authority where the pupil has a statement of special educational needs) are given clear information about the placement: why, when, where, and how it will be reviewed; keep the placement under review and involve parents in the review. The regulations specify regular reviews but do not specify how often reviews must take place (that should be decided on a case-by-case basis). Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it.

In Class Staged Sanctions

C1

Reason:

- Teacher has to pause the lesson to remind you to focus and improve your behaviour.
- Examples may include shouting out, lack of focus, work avoidance, distracting others, entering or exiting inappropriately, talking when the teacher is talking and poor manners.

Sanction:

- Verbal warning and explanation of why C1 applied.
- 1 point removed via ClassCharts

C2

Reason:

- Persistently losing focus in class or disrupting others, being disrespectful to the teacher or a mis-use of school equipment.

Sanction:

- A mark against the name on board to symbolise 'C2'.
- 2 points removed via ClassCharts.

C3

Reason:

- Persistently displayed elements of low-level disruption through the stages OR will have behaved in a serious single inappropriate way/failed to comply.

Sanction:

- Removed from class by HOY/CL/SLT.
- Exclusion for remainder of lesson to buddy room.
- 3 points removed via ClassCharts.
- Same day detention given for incidents during period 1 to 4 (or before 2:00pm), any incident during period 5 (after 2:00pm) will result in a detention the next day.
- One C3 incident will result in a 30 min detention, Two C3 incidents will result in 1 hour detention. Three or more C3 incidents will result in the child being removed from circulation and parents/carers being contacted.

Isolation or Suspension

C4

Reason:

- Failure to attend two after school detentions.
- Repeated truancy.
- Verbal abuse and threatening behaviour against a pupil.
- Verbal abuse and threatening behaviour against an adult.
- Theft and vandalism.
- Inappropriate use of social media or online technology.
- Persistent Bullying.
- Threatening, abusive, obscene, racist, homophobic, sexually inappropriate, sexist or transphobic language towards other pupils or adults.
- Peer on Peer abuse.
- Intimidating, aggressive or violent behaviour towards self or others, or willful destruction of property.
- Possession of banned items on school premises, on the way to school.
- Leaving school without permission.
- Other high risk behaviours.

Sanction:

- Isolation 8:45-3:00.
- Isolation 8:45-4:00.
- Fixed term suspension 1-5 days.

Permanent Exclusion

Reasons:

- Serious one off behaviour incidents.
- Persistent threatening and abusive behaviour towards staff and students.
- Persistent dangerous and other high risk behaviour.

Sanction

- Permanently excluded from school

Monitoring Cards

Card type	Purpose	Staff	Communication
Form Tutor Monitoring Card GREEN 2 weeks	To reflect and correct on emerging pupil behaviour choices/habits that are being displayed in majority of lessons.	HOY (Identification) Form tutor (Monitor)	Phone call to parent/carer made by HOY.
Subject Specific Monitoring Card PURPLE 2 to 4 weeks	To reflect and correct on emerging pupil behaviour choices/habits that are being displayed in specific subject lessons.	HOD (Identification) Teacher (Monitor)	Phone call to parent/carer made by HOD.
Head of Year Monitoring Card AMBER 4 weeks	To monitor and reflect inconsistent behaviour in all lessons in line with school expectations.	HOY (Identification and monitor)	Face-to-face meeting with parent/carer and HOY.
SLT Monitoring Card RED 4 weeks	To monitor and reflect persistent poor behaviour in all lessons in line with school expectations.	HOY (Identification) SLT (Monitor)	Face-to-face meeting with parent/carer, HOY and SLT.

****HOY has the discretion to assign monitoring cards to pupils dependent on nature, regularity or severity of displayed behaviours***

Pupil Support Plans - 12 weeks

A Pupil Support Plan may involve multi agency support to meet the specific needs of a pupil - these are for students who consistently and persistently show poor behaviour in many aspects of school life - Thus will be documented using SIMS and Google Drive.

Bullying

Bullying is defined as the repetitive, intentional harming of a 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 in any form, including racism, homophobia, biphobia and transphobia are not tolerated at Shevington High School. If there is evidence that a student is bullying, the most serious sanctions available to the school will be applied.

Examples of types of bullying:

Emotional - Being unfriendly, excluding, tormenting

Physical - Hitting, kicking, pushing, unwanted contact, taking another's belongings, violence

Prejudice/Discriminatory - 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

Cyber - Name-calling, sarcasm, spreading rumours, teasing

Direct/Indirect Verbal - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Pastoral Care and Guidance

It is important for pupils to feel safe, happy and valued within school. Our pastoral care system aims:

- to cater for the social, emotional and behavioural needs of all pupils
- to ensure that each pupil is well known by a form tutor who is the first point of contact for pupils and parents
- to promote a feeling of belonging and loyalty to a tutor group, year group and the whole school
- to be aware of any factors outside of school which may be affecting a pupil's performance in school
- to recognise and celebrate the achievements, talents and interests of all pupils
- to encourage pupils to become responsible and active citizens within the school and wider communities

Attendance

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is a legal responsibility of every parent to make sure their child receives that education. Parents must contact school regarding any absence on the first day of absence and every subsequent day thereafter.

Peer-on-Peer Abuse

This is defined as abuse between pupils. All staff are aware that peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about peer-on-peer abuse. The aim of this policy is to establish a climate where pupils who are victims of peer-on-peer abuse know that;

- They will be listened to
- Their concerns will be taken seriously
- The matters will be investigated thoroughly and dealt with sensitively and swiftly Together we will resolve the situation and provide ongoing support.
- Shevington High School has a zero tolerance approach to any form of peer-on-peer/child-on-child abuse.

All staff understand the importance of challenging inappropriate behaviour between peers and know it may manifest itself in many forms, including:

- Bullying, including cyberbullying and prejudice-based discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse- this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence- this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual Harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.

- Upskirting
- Initiation and hazing type violence and rituals, which can include activities involving harassment, abuse or humiliation, used as a way of initiating a person into a group, and may also include an online element.

Mobile Phones

The use of mobile phones during the school day is banned at Shevington High School. Phones should be switched off and put away in bags or left at home. If a student is found using a mobile phone without the permission of a staff member the following sanctions will be applied:

- First time - Mobile phone confiscated and students will be allowed to pick up from the front office at 3pm.
- Any further time - Mobile phone will be confiscated and handed to their head of year. The phone will not be returned to the student under any circumstances. A parent/carer must collect the phone from school after a meeting with the student's HOY.

There will be no exceptions to these rules, therefore if students require their phone after school for contact with parents or other siblings, it is vital they adhere to this behaviour policy during the school day.

If parents need to speak to students whilst at school, they should contact the school directly and we will arrange for a message to be passed or facilitate a conversation. If there is an emergency which requires communication with home, pupils must speak to their Head of Year.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

Searching, Screening and Confiscations

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to parents who come to collect themselves. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Banned items will be confiscated and include;

- Energy drinks
- Fizzy Drinks (excluding those bought in school canteen)
- Chewing gum
- Controlled substances
- Children are not allowed to bring cigarettes, electronic cigarettes or other smoking paraphernalia into the school.
- Knives or weapons or any object that could be used with the intention of harming another person
- Alcohol or illegal drugs
- Stolen items
- Fireworks/bangers

- Pornographic images
- Stink bombs and water bombs
- Aerosols
- Laser pens
- Hot water bottles

Equipment

It is vital that students are equipped for school so they are ready to learn throughout the day. There will be daily checks for the following equipment list:

- Clear pencil case
- Black Pen
- Purple Pen
- Pencil
- Ruler
- Whiteboard pen
- Highlighter
- Scientific calculator

ClassCharts points will be removed should students go to class without an item on the list above. It is a students' responsibility to be equipped and although teachers will try and provide equipment where possible, students will be negatively impacted if they have missing items.

School Uniform

Every pupil at Shevington High School must wear a school uniform. This creates a strong ethos, a sense of identity and pride in the school.

We believe that a school uniform:

- Reduces the social exclusion of students based on what they are wearing.
- Reduces tension as students do not have to compete with their peers for the latest fashion trends.
- It's cost effective for parents in the long run.
- Uniform encourages a sense of pride in personal appearance and being part of a community.
- It promotes safety, by making it easier to identify strangers.
- Makes students ambassadors for the school in the community.
- Supports discipline and good behaviour.

Uniform Details (Years 7-10)

Blazer - Maroon blazer with logo, worn at all times, to and from, and around school.

Shirt - Blue long/short sleeved school shirt.

Jumper (optional) - Maroon jumper with gold lines around the V-neck and school crest.

Trousers - Black standard fit. Leggings and tight fit trousers are not acceptable.

Shorts (Summer only) - Black tailored shorts.

Shoes - Black, simple plain leather, polishable flat shoes.

Skirt - Shevington High School tartan skirt.

Tie - Plain maroon tie with school crest.

Tights - Black tights required with skirt in Autumn and Spring terms.

Socks - Plain black socks with trousers and skirt (in summer term).

Coat - Single coloured waterproof coat/jacket which fits over the blazer

Hats - Plain woollen hat in extreme cold situations (outside only). No baseball caps.

Uniform Details (Years 11)

Shirt - White long/short sleeved school shirt.

Jumper - Black jumper with gold lines around a v-neck

Tie - Black tie with gold stripe

No Blazer required. All other items are the same as above.

Further information and examples of what is acceptable are viewable on the school website.

Canteen/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 Shevington 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. 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.

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).

Smoking/Vaping

Any student caught smoking/vaping on the school site or with smoking/vaping related paraphernalia, will receive an isolation on the first instance. Any further incidents will result in a suspension from school. This includes smoking outside the school grounds, or on the way to and from school.

Staff and Pupil Support and Transition

Each September, students will take part in an induction week. During this time period, students will be introduced or re-introduced to the behaviour systems, rules and routines shared in this policy. There will be clear communication of the roles and responsibilities of designated staff and how pupils will be supported to follow the policy. Further support will be given to pupils with special educational needs to ensure they understand this policy.

Staff will receive regular training and support regarding behaviour management in and out of the classroom.

Special Educational Needs

At Shevington High School, we are committed to providing an inclusive and supportive learning environment for all students, including those with Special Educational Needs and disabilities (SEND). We recognise that reasonable adjustments may be necessary to accommodate individual needs and ensure equal access to education. These adjustments may include tailored support plans and passports, specialised resources, and personalised strategies designed in collaboration with teachers, parents, and specialists. However, it is important to note that all students are expected to adhere to the school's core expectations for behaviour and conduct.

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 there are repeated behavioural incidents, putting a student at risk of suspension, 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 a suspension following the implementation of reasonable adjustments. This will be at the discretion of the headteacher.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.



OUR **BIG 6** PUPIL EXPECTATIONS

1 Be polite and follow instructions.

2 Be kind, respect others, the school environment and local community.

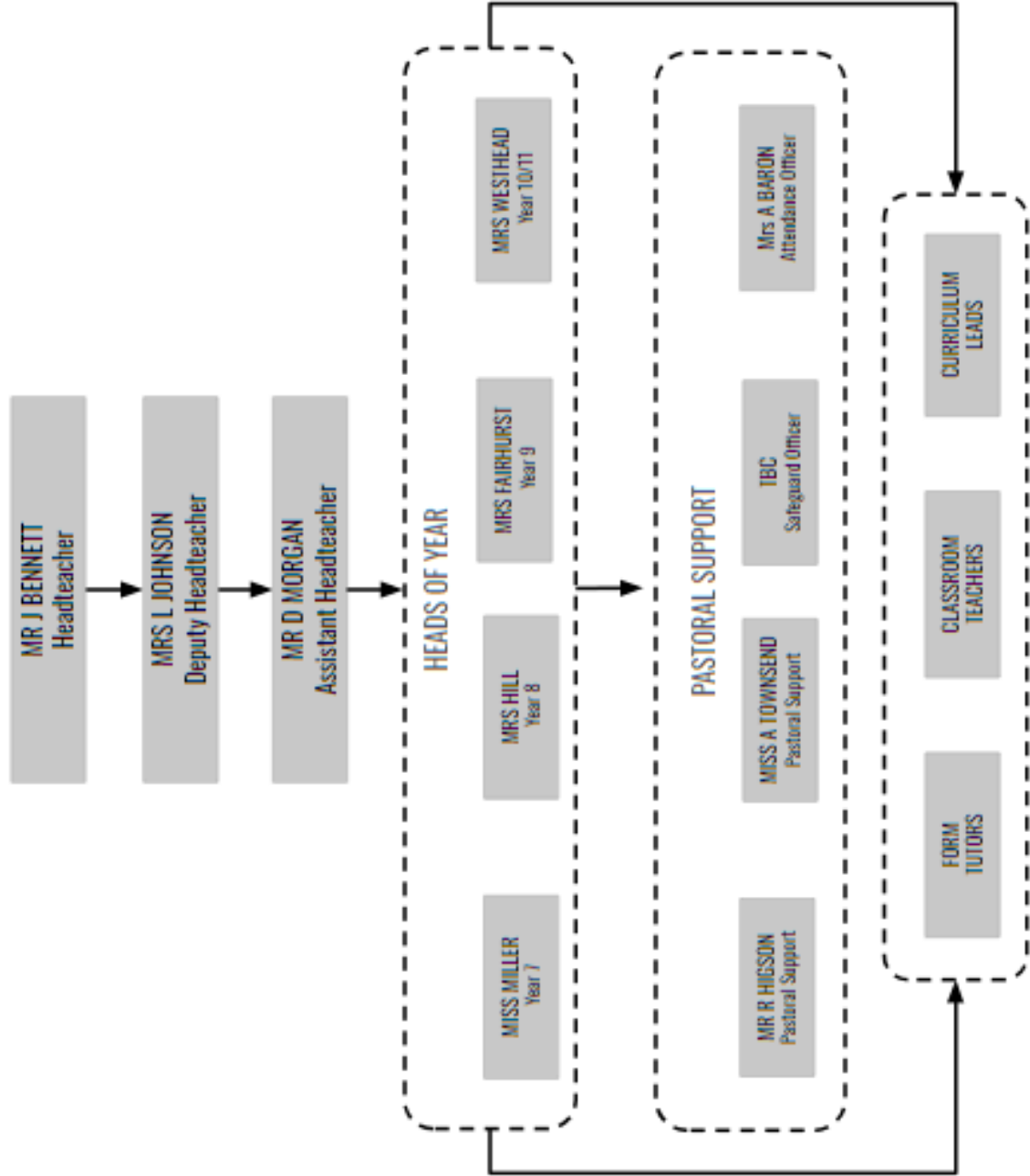
3 Move calmly and with purpose around the school.

4 Dress smartly, wearing the correct uniform at all times.

5 Be on time, equipped and prepared for learning.

6 Work hard, embrace challenges and show resilience.

Pastoral Support Structure



Appendix C - Monitoring Card Flowchart

SHEVINGTON HIGH SCHOOL

Behaviour Monitoring Flow Chart

