




Ulverston Victoria High School

Student Behaviour (Discipline) Policy

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Contents

1. Policy Aims and Expectations.....	3
2. Policy Implementation	3
3. School Conduct	4
4. Behaviour Expectations.....	4
Home-school agreement to go in appendix.....	6
5. Attendance and Punctuality.....	6
10. During Break and Lunchtime	6
11. Sixth Form	7
12. Rewarding Good Conduct.....	12
13. A Graduated Approach	13
14. “On Call”	14
15. Managing Behaviour	14
16. Involving Parents	15
19. Whole School Sanctions.....	15
22. Outside the Classroom.....	16
23. Behaviour Management	16
24. Behaviour points.....	17
26. Searches.....	18
27. Mobile Phones	19
28. The Use of Reasonable Force.....	21
29. Relationships - Philosophy behind the Policy	23
30. Relationships and Behaviour	23
31. School Trips and Visits	23
32. Serious Breaches of School Discipline.....	24
33. Investigation Procedure.....	24
34. Managed Transfers	26
35. Maintenance of Data	28
Appendix A:.....	29
Appendix B: Sixth Form Learning Agreement	30
Appendix C.....	33
Appendix D.....	35

STUDENT BEHAVIOUR POLICY

1. Policy Aims and Expectations

This policy sets out the expectations of behaviour for students at Ulverston Victoria High School and our approach to ensure that all students and staff are safe and able to thrive in a positive learning environment. This is in keeping with our vision that 'every child is valued, supported and empowered to achieve their unique potential'. The implementation of this policy will:

- enable students to engage in learning in the classroom uninterrupted by disruption.
- Ensure that all students of whatever ability, age, gender or background enjoy their time in the school, participate in extra-curricular activities and thrive in the school environment
- enable teachers to comply with teaching and learning standards set out by the DFE, which state that all staff have a responsibility to promote good behaviour, self-discipline and respect, prevent bullying and create positive and effective learning environments.
- to promote good behaviour, self-discipline and respect in line with our Victoria Values and the school's code of conduct
- to enhance and protect the school's reputation

This behaviour policy applies to students when:

- Students are attending UVHS;
- Taking part in any UVHS organised or related activities;
- Travelling to and from the UVHS;
- Wearing the UVHS uniform;
- In some other way identifiable as a student at UVHS

Even where the five conditions above do not apply, the behaviour policy can extend to any behaviour which could have repercussions for the orderly running of the school, pose a threat to another student, or member of the public, or could adversely affect the reputation of the school, this can include issues such as bullying or cyber-bullying.

In applying this policy, UVHS will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that Act, notably disability. It will also take into account the needs of students with special educational needs. UVHS will also have regard to its Safeguarding Policy where appropriate.

2. Policy Implementation

The Governing Body will establish in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and review it annually. This will be communicated to students and parents. The policy is non-discriminatory and the expectations are clear. Our Governors support the school in maintaining high standards of behaviour.

The Headteacher is responsible for the implementation and day to day management of the policy and procedures.

The Senior Leadership Team will ensure that all staff adhere to the behaviour policy and implement effective systems for keeping records of any reported incidents, reporting to governors and parents when required.

All staff, including teachers, support staff and student teachers are responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst staff in the implementation of the policy ensures a high-quality learning environment is created in which students develop self-discipline and personal responsibility. The Governing Body, Headteacher and staff ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers must take responsibility for the behaviour of their child both inside and outside the school. They are encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedures and expectations. Students must ensure they move safely around the building and do not participate in any behaviour which may put themselves or others at risk of harm. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. Students are ambassadors for the UVHS and are expected to maintain our standards of behaviour when representing the UVHS or when in the local community.

3. School Conduct

We believe rewards are always preferable to sanctions and they can be powerful motivators. We encourage good behaviour and self-regulation through high expectations; celebration; an ethos which fosters a sense of belonging and engagement, mutual respect between students and staff; self-discipline. See Rewarding Good Conduct in Section 12.

4. Behaviour Expectations

Creating the right environment for students to learn is vital to ensure all students make their expected progress. At UVHS, we believe that all students have the right to a disruption free classroom where learning can thrive. This places a large amount of responsibility on the student to ensure they meet our classroom expectations and follow all instructions. We do not accept any excuses for poor behaviour and believe that all students can learn effectively and behave well.

Our expectations across the school are underpinned by our Victoria Values:

- **Attend**
- **Listen**
- Show **understanding** of and be kind to others
- **Engage** in your learning
- **Support** the wider life of the school and the wider community.

Students and parents will sign the home-school agreement (see appendix)

During Lessons:

At the start of lessons students are expected to enter the classroom in silence. The class teacher will greet students and students will complete the 'Do Now' task. Sometimes students will be asked to line up outside the classroom. Students are expected to have the equipment needed for the subject.

If a student is disturbing their learning or the learning of others, they will be given a 1st warning **(Prompt)**.

If a student repeats the behaviour or displays a different example of disruptive behaviour, the student will be given a second warning and be given a clear choice to make to support their learning and the learning of others. *For example*, they may be given the choice to move seats (directed by the class teacher) or continue where they are seated in a more positive way **(Choose)**.

If the student repeats the behaviour or displays a different example of disruptive behaviour following the decision they took themselves, the student will be removed from the lesson via the on-call system and be taken to the Independent Learning Room **(Remove)**. The student will follow the instruction to attend the Independent Learning room (ILR) or a further sanction will be applied.

Warnings are given in lessons for any behaviour that either stops a student learning or stops others from learning. In some circumstances warnings are not issued and students are immediately removed and sent to the ILR – Pending Investigation. Please find appendix B attached with example of warnings.

b) Around School Behaviour

At UVHS, we expect our students to do the right thing, even when no one is watching. We have clear expectations of our students outside of lessons to ensure that the school is safe at all times. Our expectations are:

- 1) Follow instructions the first time
- 2) Respect others and treat them accordingly (hands off)
- 3) Keep voices at a quiet volume and use appropriate language
- 4) Move quickly and sensibly without stopping
- 5) Keep on the left-hand side including the stairs

Students who do not meet these expectations will receive a warning and have explained how they can correct their behaviour. Students will be given the chance to correct the behaviour and if this is not taken, a second warning will be issued. If students do not correct their behaviour after the second warning (by either repeating the same behaviour or not meeting the expectations in a different way), this will result in the student spending a maximum of 24 hours in the independent learning room to complete restorative work on meeting expectations.

During assemblies students are expected to enter silently. During this time they will be seated in their form groups. Students can be removed from assemblies after one warning due to the nature and scale of the disruption. This will result in time spent in the ILR.

c) Uniform

We expect all students to show their support for the school and respect for their uniform – wearing it with pride.

Where a student does not have a particular item of uniform, parents are expected to provide a written explanation regarding this which should be shown to their form tutor at the start of the day. If a student arrives at school without appropriate shoes or other uniform items, they will be sent to the Pastoral Hub at the start of the day. If uniform replacements are available, they must hand over their footwear or suitable clothing before being provided with a pair of black shoes, or tie or other uniform items, as appropriate. If there is a medical reason which means that a student cannot wear an item of uniform this must be evidenced with an appropriate medical note.

Should a student refuse to co-operate, they risk being placed in the ILR or a Leadership Detention.

d) Other Serious Incidents

At UVHS, we have the highest standards for our whole school community. In some cases, incidents are serious enough to warrant a suspension from the school. This is a very serious sanction and not taken lightly. The decision to exclude a student is only made by the Headteacher. If a student is excluded, parents/carers will be informed by telephone in the first instance followed up with a letter outlining the details of the suspension. Parents/carers are responsible for their child for the first 5 days of any suspension and they must stay at home for this period. Parents/carers are expected to attend a reintegration meeting with a member of the Pastoral Team and/or Senior Leadership Team. For further information please see our Suspension Policy.

Home-school agreement to go in appendix

5. Attendance and Punctuality

Late to school detentions

The school gates close at 8.50am. All students are expected to be on school site by this point. Any student arriving after this time should go through reception to sign in. Two or more late registrations in a week will lead to a break time detention a detention for every time you are late to line up. Students who refuse this will be placed into ILR for up to 24 hours.

For students arriving after morning or afternoon registration, parents will be contacted, and a detention will be issued for that evening for 45 minutes. If students refuse this then this will result in, Senior Leaders' Detention up to 24 hours in the ILR, off-site direction or suspension. If lateness occurs often, parental meetings will take place and an action plan will be used to support punctuality.

10. During Break and Lunchtime

High caffeine energy drinks are not allowed in school. All food must be eaten in the dining room or cloister. Plates and litter should be cleared away after eating. No drink other than

water should be consumed around the school. Water bottles may be filled at break and lunchtime only. The Sixth Form may consume hot drinks in the common room only.

Drugs, alcohol tobacco and vapes are forbidden in the school buildings and in the grounds of the school. Smoking or vaping are also not allowed outside the school grounds whilst wearing school uniform.

11. Sixth Form

At Sixth Form we expect our students to be able to embody these values and serve as examples to our younger students in the main school. This core ethos, alongside our values, allows us to create a learning community that will enable all students to flourish in an environment of collaboration and respect.

Members of Ulverston Victoria High School Sixth Form are required to follow the standards outlined in this document as part of their membership of our community. Sixth Form students are at a stage in their life and education where they act as significant role models for the younger students at school. As such we expect them to be leaving the potential for immaturity and misbehaviour of their younger years behind. We do however recognise that this is a journey and mistakes will be made. The following is outlined below:

- Expected Conduct
- Sixth Form behaviour policy
- Dress Code
- Independent Study and Support
- Bullying and Relationships
- Recognition and Sanctions

Expected Conduct:

At Ulverston Victoria High School, we recognise that this is an important time of transition in a student's life. In the space of two years a young person will transition from a child to adult and make key decisions about their future. The expected conduct below is designed to promote the values and behaviours a student successfully making this transition should embody.

A Sixth form student will:

- Uphold and embody the school's Victoria Values which exemplify our ethos which allows all to flourish and learn. At Sixth Form we expect students to be model examples of this for younger pupils.
- Engage with learning and complete work set in accordance with deadlines outlined by the member of staff setting the work.
- Respect the right of other students to learn.
- Follow the Sixth Form dress code.
- Be prepared to learn by having the necessary equipment.

- Follow the Sixth Form’s attendance and punctuality policy.
- Engage with extra and super curricular activities.
- Engage with careers and work experience opportunities.
- Be respectful of all members of staff.
- Take care of the school community spaces by not littering, damaging school property or the property of other members of the school community. Students are also expected to report damage they or their peers cause through accidental or intentional action to a member of staff.
- Ensure that all submitted work is the product of one’s own effort. To not plagiarise or copy other student’s work or pass off work produced by AI or computer programs as one’s own, in accordance with guidance from JCQ – the Joint Council for Qualifications.
- Not engage in discriminatory or bullying behaviour.
- Use social media appropriately and maturely.
- Understand that teachers have a statutory right to act on behaviour that takes place outside the school gates.
- Not, through their own actions, bring the school into disrepute.

Parents and Carers:

By enrolling with us you agree to ensure that your child understands the content of this document. It is important that, as members of our school community, parents and carers support the school in upholding the expectations outlined in this document.

It is also important that the school is made aware of any additional needs that may affect a student’s ability to act in accordance with these expectations to allow reasonable adjustments and accommodations to be made.

We also ask that parents monitor their child’s progress to support them and communicate any issues to the school.

Attendance and Punctuality

Students are expected to be in school and on time for registration at 8.50am and 1.30pm. They must attend all lessons and be on time.

Use of Technology

We expect Sixth Form students to be able to use technology appropriately to support their learning. Sixth form students are permitted to use mobile phones during the school day **only in their Common Room, the Coach House and the Resource Area**. A student would be considered misusing technology should they:

- Use their mobile phones in lessons.
- Encourage the misuse of technology by students in year 7-11.
- Take photographs of any member of the school community without that person’s prior permission. Photos of students in years 7-11 are not permitted under any

circumstances. Photos of members of staff are not permitted under any circumstances.

- Damage or misuse school technology.
- Engage in harmful or illegal online activity while on the school premises; this includes but is not limited to cyberbullying. It also includes the use of another person's online content to harass or harm them in person.
- Access pornography or harmful sexual content on any electronic device whilst on the school premises.
- Actively attempt to circumvent or evade the schools online monitoring systems or teach others to do so.

Drugs and Alcohol

We recognise that students during their time at Sixth Form will reach legal drinking age and will be able to legally purchase vaping products. As outlined in the whole school behaviour policy Sixth Form students should be aware that:

- Vapes, alcohol, controlled drugs, and tobacco/smoking related products, are all prohibited items. This means that a student will be considered for exclusion should such items be found on their person. In addition, use of these items on the school site will result in the student being considered for permanent exclusion.
- This includes their use during school trips or any time when the student is representing the school.

Sixth form students have the privilege of their own study areas and more freedom around the school site. We therefore expect them to rise to this privilege. Unlike main school students there are no expected routines for students to follow whilst learning in the classroom, we do however expect the following:

- Active participation in learning and response to feedback.
- Engagement with activities outlined by the classroom teacher.
- No low-level disruption to lessons or learning of others in study zones.
- Respectful use of the Common Room, Resource Area and Coach House.
- Leaving a learning space in the condition it was found.
- Adherence to deadlines concerning coursework, products, independent learning tasks and practical work.

Dress Code

Sixth Form dress is an important part of the school's image. As a public institution we need to project an image appropriate to the work we do and, as senior members of the school, the Sixth Form are an important part of that image. The respect that an institution earns from the public it serves is, in part, due to the appearance of its members. It is therefore in the students' own interests to adhere to acceptable standards of

appearance because they will ultimately benefit by association with a respected establishment. In addition, it is important that the senior members of the school provide a positive role model for our younger students in terms of smart appropriate dress.

As the senior members of the school community, sixth formers do not need to wear uniform bearing a school logo. However, as preparation for the workplace and as older role models in the school, they are expected to adhere to a dress code outlined below:

- No revealing tops (for example low cut or showing bare midriff)
- Shorts and skirts should be mid-thigh length at the shortest
- No offensive slogans
- No very torn/ripped jeans
- No hats in school buildings (unless there are extenuating circumstances)
- No outdoor coats to be worn in lessons
- Sensible footwear (e.g. no flip flops or open toed shoes)
- In terms of facial piercings, one, small discreet nose stud or ring (not a septum ring) may be worn
- No extreme hair colours or hairstyles

Independent Study and Support

In 16-19 education a greater emphasis is placed on the student's ability to complete work and meet deadlines with less contact time with a teacher. A great deal of support will be provided by the school to support independent study and support students with independent learning both on the premises and off the premises.

We expect students to:

- Engage in independent study to support their learning.
- Plan their study periods and what they will do in this time.
- Seek support when unsure of how to use their time.
- Aim to be completing 30 hours of work per week towards their A-levels, including lesson time (normally 15 hours for a student with three subjects), homework tasks and independent study. This should be in place and a routine by Y13.

Students whose attainment is significantly below expectation will be moved onto a managed intervention programme, Supported Independent Study (SIS), supported by the Sixth Form Team.

Bullying and Relationships

We do not condone or tolerate bullying in any form at Sixth Form. Such behaviour is unbecoming of a Sixth Form student. Those found to be engaging in bullying behaviour will be considered for suspension and exclusion for repeat offenders. At UVHS we define

bullying as the deliberate and continuous act intended to hurt another person: physically, emotionally, or mentally.

As a school we will:

- Take every case of bullying seriously when it is reported.
- Support all the students who may have suffered from bullying ensuring they feel and are safe.
- Take action against bullying, wherever this may take place.
- Work with parents/carers to ensure any student suffering from bullying gets the aid they deserve.
- Ensure that there is a no tolerance policy with no room for ignorance towards the issue.
- Give opportunities for students to report bullying anonymously at various points in the year.

As a student I know that I have a responsibility to:

- Respect other people's beliefs even if I share a different belief.
- Avoid using discriminatory language, including the use of anti-religious, classist, racist, and sexist speech.
- Protect my peers by defending victims and supporting them.
- Encourage my peers to talk about their situation to staff.
- Use my moral initiative and report bullying when I see it.
 - Treat all of my peers equally, with respect.

As part of our personal development programme the student will engage with sessions on healthy and appropriate relationships amongst many other topics to support their personal development at

Sixth form. More information about this can be found on the school website and curriculum sections.

Rewards and negative behaviour recording

Rewards

The use of rewards in UVHS Sixth Form is similar to that in Years 7-11 with appropriate adaptations for older students moving towards adulthood: for example, individual praise and positive feedback on work is still used by teachers, while those recipients of student of the week prizes will be entered into prize draws. Headteachers wows are still awarded to students who have achieved impressively, both in school and outside. Our senior prize-giving ceremony rewards Year 12 and Year 13 students for the academic achievements in the sixth form.

Negative Behaviour Recording

Where a student is engaging with their school experience in a negative manner, this will be recorded via SIMS as a record of the behaviour and further action may be taken by the school in support. These instances should be rare and a student at Sixth form who is following our expectations should receive no negative behaviour recording in their time at Sixth form. Examples include:

Lack of effort

- This could be when a student completes poor homework, late homework or their classwork is substandard. It will also be used if a student is poorly prepared for assessments.
- If continually occurring a restorative meeting will take place with the teacher. This will be monitored internally across subjects.
- Students that continue to obtain this sanction may be referred to our senior learning mentor to receive support in the form of Supported Independent Study.

Poor Conduct

- Where a student is in breach of the behaviour policy of the school or in breach of school expectations this point will be communicated home.
- A restorative meeting will take place with the awarding teacher.
- Continued poor conduct or exceptionally poor conduct will be referred to the Sixth Form Team.

12. Rewarding Good Conduct

High levels of motivation should be developed in various ways. In particular, the achievements and contributions of students, both as individuals and groups, should be recognised and commended. This can be done using:

- individual praise – e.g. in private, in class, in assembly.
- A specific written comment on a piece of work
- Sending a student to a HoL/member of SLT to look at a piece of great work
- An email to tutor/parents/HoL/SLT
- Displaying students' work
- Post card home
- Phone calls home: staff should aim to make 5 positive phone calls home for each negative
- the awarding of merit points (Years 7 to 11).
- Student of the week.
- mention in the bulletin or newsletter.
- awarding of school prizes.
- presentation of achievement certificates.
- presentation of certificates in Achievement Assemblies.
- Headteacher WOWs

Annual celebration of success and rewards:

i Annual Awards Ceremony celebrating positive attitudes to learning across the curriculum, wider participation in the life of the school community and sporting success.

13. A Graduated Approach

At UVHS, we want every child to thrive: every child is valued, supported and empowered to achieve their unique potential and we recognise that children may need support at different times throughout their life at school.

To support children to meet our standards of behaviour, we give them access to a range of connected provision, in addition to, and different from, our universal UVHS offer. We nurture the whole child using this holistic approach through our Wave 2 menu of interventions delivered by the pastoral team, Townlands, Form 45 and the Engagement Team.

The aims of the graduated approach:

- To support standards of learning and behaviour at Ulverston Victoria High School.
- To support, refocus and re-engage students who have barriers to learning
- To support parents of students who experience emotional/and or behaviour difficulties.
- To promote and deliver direct and focused learning opportunities for Secondary SEAL, that underpins effective learning, positive behaviour, regular attendance and the emotional health and well-being of students.
- To provide a therapeutic environment to assist and direct students in changing their behaviour and attitude in school.
- To promote positive alternatives to suspensions

The Pastoral Team supports positive behaviour by regularly praising students in their year group and by liaising closely with parents, internal and external teams and by implementing Early Help Assessments (EHAs) and Team around the Child (TAC) and Multi-agency meetings (MAMs). Academic progress is tracked and monitored and so that appropriate intervention can be put in place.

The Engagement Team is available to any student in emotional need e.g. bereavement or family crisis. The team also forms the basis of the restorative behaviour interventions. The Engagement Team also runs a 'core group' of students who register with them in the morning and afternoon and have staff available at break and lunchtimes if students need support and interventions in social times.

Their work also includes academic tutoring, mentoring and delivering social, emotional and mental health interventions to support students with barriers to learning re-engage with their academic study.

The Intervention Team, lead of the member of SLT responsible for Intervention supports the learning of students who are finding school challenging and alternative provision is set up for some students: work placements or alternative curriculum packages.

Townlands is the SEND faculty at Ulverston Victoria High School. The Inclusion Review completed by the Local Authority (Spring 2025), and the subsequent data gathering completed by newly appointed SENCo and Assistant Head, Fae Horsley, in Summer 2025, highlighted the undeniable unity, talent and potential of the Townlands staffing body. Townlands staff are experts in working with complex pupils with a wide range of needs, and the staff recognise that they play a vital role in the provision of pupils with additional needs. The development and professionalising of the STA role, and the re-imagining of the function of the Townlands space, is a positive step towards creating a truly inclusive school where all pupils are supported and empowered to achieve their unique potential.

Form 45 is a bespoke WAVE 3 provision that enables pupils who are chronic absentees from school to access school through the stepping stone of Form 45. However, more than that, Form 45 has acted as a nurture base for pupils who have great difficulty in navigating the day-to-day demands of the school through providing a safe space for pupils identified as being at risk of EBSA or who have a high number of ACEs. Form 45 is built upon the principles of trust, consistency and safety, using attachment theory and EBSA tools to work in co-production with the pupils and parents to increase safety and belonging for the pupils in school. The aim is to support pupils as swiftly as possible in order to prevent an escalation in absence.

14. “On Call”

1. The “on-call” rota for each lesson ensures a member of staff is always available to support learning to continue by removing a student who is persistently disrupting learning for others or to respond to emergencies or unforeseen problems.
2. If there is a serious incident of misbehaviour such that the teacher is unable to continue the lesson, then the on-call teacher should be sent for to speak to and remove the student in line with this policy. All action taken will be recorded on SIMs and processed accordingly.
3. A member of the SLT will determine an appropriate sanction to deal with the incident of poor behaviour. This will be communicated to the teacher involved as soon as is practicable and or appropriate. The names of all students who are removed from the lesson are recorded and parents are informed. Pastoral Leaders will be informed by email of ‘removals’ issued to students in their Year Group.

15. Managing Behaviour

Ulverston Victoria High School has a range of disciplinary measures. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.

- Loss of privileges – for instance the loss of a prized responsibility or place at the school prom.
- Break time detention.
- Detention including during lunchtime and after school.
- School based community service or a Restorative Justice approach – such as tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- Isolation.
- In more extreme cases schools may use temporary suspension or permanent exclusion. **See Exclusion and Suspension** below.

16. Involving Parents

Parents will always be kept informed of their child’s behaviour. The school believes that in working together it can achieve the best for its students; this includes behaviour. A telephone conversation, email or interview with parents can be very positive and constructive and can promote a change in the student’s attitude.

19. Whole School Sanctions

It is the school’s policy to keep the use of sanctions to a minimum. Wherever possible students should be encouraged to behave well towards others both inside and outside the classroom and all systems should promote this. They should be shown that their achievements are recognised and rewarded. Where such positive encouragements do not seem to work, it is usually sufficient to express disappointment when dealing with poor behaviour or lack of effort. Where further sanctions become necessary, the school aims to apply them fairly and objectively and with due regard both to the circumstances of the individual and the need to maintain an orderly and safe environment for the good of all. Individual staff may use the sanctions of reprimands, behaviour points or detentions. The procedure for serious breaches of school discipline is set out below.

In line with the Education and Inspections Act 2006, a student may be disciplined “Beyond the School Gate” in line with this policy for any misbehaviour when the student

- is taking part in any school activity or
- is travelling to and from school or
- is wearing the school uniform or
- is in some other way identifiable as a student at the school.

In addition, a student may be disciplined for misbehaviour at any time, whether or not these conditions apply, if the behaviour

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

In the most serious of these circumstances the head teacher should also consider whether it is appropriate to notify the police of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

For drugs related offences see “Drugs and Drug Related Incident Policy”.

22. Outside the Classroom

- Behaviour management around the corridors and school must concern all staff on the site.
- It is the interventionism and professionalism of staff which will create and maintain a similar set of hierarchical sanctions. Staff are advised to ensure misbehaviour is dealt with using the most appropriate sanction.
- In the first instance of poor behaviour a verbal warning ought to be issued.
- Sanctions for misbehaviour around the site could involve the following:

23. Behaviour Management

Through all stages of this system the individual child is at the heart of the decision making process. Equity, fairness and the need to be consistent underpin all actions as do the individual needs of each student.

Classroom Teacher

In addition to The Prompt, Choose, Remove, teaching staff need to control their space and the ability to sanction other breaches of good practice by students such as lack of work, homework or punctuality.

- **Admonishment:** Verbal Warning by member of staff.
- **Break time detention:** Organised by the classroom teacher and reported through Behaviour Monitoring Form in SIMS.
- **Lunchtime detention:** Organised by the classroom teacher and reported through Behaviour Monitoring Form in SIMS.
- **Faculty detention:** Managed by the Head of Faculty and reported through Behaviour Monitoring Form in SIMS.

Senior Leader or Pastoral Leader response

- **Removal of student from the classroom or scene of incident** and reported through Behaviour Monitoring Form in SIMS.
- **Report verbally to senior member of staff** and reported through Behaviour Monitoring Form in SIMS.
- **Admonishment by Pastoral Leader or SLT** and reported through Behaviour Monitoring Form in SIMS.
- **Lunchtime Isolation:** Issued by SLT and reported through Behaviour Monitoring Form in SIMS and then organised by the Pastoral Leader.

- **Pastoral Leaders' Detention:** Issued by Pastoral Leader or SLT and reported through Behaviour Monitoring Form in SIMS and then organised centrally. Staffed by Pastoral Leaders on a rota.
- **Lower School Detention (Wednesday Night Detention):** Reported through Behaviour Monitoring Form in SIMS and then organised centrally. Started by a KS3 pastoral leader and staffed by a rota of teachers who are not NQTs. Supported by a member of SLT.
- **Upper School Detention (Wednesday Night Detention):** Reported through Behaviour Monitoring Form in SIMS and then organised centrally. Started by a KS4 pastoral leader and staffed by a rota of teachers who are not NQTs. Supported by a member of SLT.
- **Report Card:** Issued by Pastoral Leader or SLT and reported through Behaviour Monitoring Form in SIMS and organised by issuer.
- **Subject Report:** Issued by Subject Leader and reported through Behaviour Monitoring Form in SIMS and organised by issuer.
- **Isolation:** Issued by SLT and reported through Behaviour Monitoring Form in SIMS and then organised centrally. This is used as one alternative to the use of fixed term suspensions for one of instances of poor behaviour.
- **Restorative Behaviour:** When students are demonstrating a pattern of poor behaviour they will be referred to the Engagement Centre who will deploy a number of strategies:
 - Production of a bespoke Support Plan.
 - Withdrawal for some lessons for supported study.
 - Withdrawal for some lessons for behaviour modification programmes.
 - Support during free time.
 - Management of alternative provision and modified timetables.
 - Support moving around the site.
 - Support in lessons.
 - One-to-one/Small group academic tutoring/support

Missed Detention

A list of students who missed a detention should be reported to Pastoral Leaders and SLT to follow up.

Report Cards

If a Subject Leader or Pastoral Leader receives regular or repeated complaints about a student from teaching staff, they will contact the student's parents to discuss the problem, inviting them to support the school in its attempts to change the student's behaviour.

Depending on the nature of the problem, the student may be placed on the appropriate report. Report cards are a supportive measure to give students the opportunity to improve their behaviour. Their work and behaviour will be monitored formally in each lesson over a fixed period of time.

See below for Serious Breaches of the School's Disciplinary policy

24. Behaviour points

Behaviour points are not a sanction but a method of recording and monitoring breaches of the **Code of Conduct**. Normally sanctions are issued. Examples include:

- school uniform infringements
- inappropriate use of a mobile phone or other electronic devices (depending on the seriousness of the incident)
- chewing gum
- infringements of the code of conduct
- poor behaviour in class causing disruption of learning
- poor behaviour on corridors or communal areas between lessons, breaktime or lunchtime
- lateness to lessons or registration
- lack of or inadequate standard of homework
- bullying – face to face or cyber (depending on the seriousness of the incident)
- violence
- defiance or rudeness or refusal to follow instructions from staff
- breaking of health and safety guidelines
- verbal abuse
- swearing

Removal from a Class or Group

In some situations, it may be appropriate to remove a student from a class or group, or for students to be isolated from their peers, for a fixed period of time. For example, students who persistently disrupt lessons or form time may be removed temporarily from those lessons or form group.

26. Searches

School staff can search a student for any item if the student agrees. In the course of carrying out an investigation into a disciplinary matter it may be necessary to search the belongings of a student.

Under the Education Act 1996, consent is not required to search for:

- knives or weapons
- alcohol or illegal drugs
- stolen items
- tobacco and cigarette papers
- cigarettes or vapes
- matches or lighters
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

If there are reasonable grounds to suspect that a student is in possession of any of these prohibited items, a search may be carried out of a student's coat, pockets, bag or locker. Any such search must be authorised by the Headteacher or Deputy Headteacher and will be carried out in the presence of a witness. The members of staff conducting the search will be,

if at all possible, of the same gender as the student concerned (or at least one member of staff will be of the same gender).

Any prohibited items found will be retained, disposed of, or passed on to the police in line with government guidance.

27. Mobile Phones

Acceptable Use of Mobile Phone and Electronic Devices Protocol (For the purposes of brevity the term mobile phone is used throughout to denote all portable electronic communication devices, including smart watches)

Rationale

The widespread ownership of mobile phones among young people requires that school administrators, teachers, pupils, and parents take steps to ensure that mobile phones are used responsibly at schools. This Acceptable Use Protocol is designed to ensure that potential issues involving mobile phones can be clearly identified and addressed, ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

Ulverston Victoria High School has established the following Acceptable Use Policy for mobile phones that provides teachers, pupils and parents guidelines and instructions for the appropriate use of mobile phones during school hours.

Students and their parents or guardians must read and understand the **Acceptable Use Policy** before pupils are given permission to bring mobile phones to school.

The **Acceptable Use Policy** for mobile phones also applies to students, whilst on the school site at any time, during school excursions, and extracurricular activities.

Personal safety and security

Ulverston Victoria High school accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. This also applies to children walking to school alone or travelling alone on public transport. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently. However, smart watches and similar devices are not allowed under any circumstances.

Responsibility

- It is the responsibility of pupils who bring mobile phones to school to abide by the rules outlined in this document.
- The decision to provide a mobile phone to their children should be made by parents or guardians.
- Parents should be aware if their child takes a mobile phone to school.
- Ulverston Victoria High School reserves the right to view the content of any child's mobile phone at any time in respect to issues regarding the safeguarding of children.

Mobile Phones in School

Mobile phones should be switched off when pupils arrive on the school site. Parents are reminded that in cases of an emergency during the school day, the school office remains the appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way.

Pupils should protect their phone numbers by only giving them to trusted friends. This can help protect the pupil's number from falling into the wrong hands and guard against the receipt of insulting, threatening or unpleasant voice, text and picture messages.

Pupils are advised not to use their mobile phones as they walk to school, unless there is an emergency, as there have been traffic incidents involving pupils who are texting or talking on the phone and not paying full attention to their road use.

Mobile phones should not be used at anytime one the school premises unless expressly instructed by a member of the Senior Leadership Team

Unacceptable Uses

Mobile phones should not be used to make calls, send SMS messages, surf the internet, take photos or use any other application during school time. Mobile phones are prohibited in examination rooms.

Using mobile phones to bully and threaten other students is unacceptable and will not be tolerated. In some cases it can constitute criminal behaviour.

It is forbidden for students to use their mobile phones to take videos and pictures of acts to denigrate and humiliate that student and then send the pictures to other students or upload it to a website for public viewing. This also includes using mobile phones to photograph or film or record any student or member of staff without their consent. It is a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced. The school will take action if the misuse takes place under its auspices and it will always encourage parents to contact the police if a complaint is made about such behaviour when the child is not under the care of the school.

Mobile phones are not to be used or taken into toilets or used in any situation that may cause embarrassment or discomfort to fellow pupils, staff or visitors to the school

Pupils with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photos or objectionable images, and phone calls. If this occurs during the school day, or during school activities the pupil will be subject to the school's Behaviour Policy.

Any student who uses vulgar, derogatory or obscene language while using a mobile phone will be subject to the School's Behaviour Policy.

Theft or Damage

Mobile phones that are found in the school and whose owner cannot be located should be handed to Student Services.

- The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.
- The school accepts no responsibility for students who lose or have their mobile phones stolen while travelling to and from school.

Sanctions

Students who infringe the rules and use their phones during the day will have:

- The phone confiscated and a detention given. The phone can be reclaimed at the end of the day.
- If the phone is confiscated three times parents must come to school to collect the phone.
- Repeated infringements may result in the withdrawal of the agreement to allow the student to bring the mobile phone to school.

The Sixth Form

Whilst this protocol applies to students in the Sixth Form, such students have the privilege of being able to use their mobiles in their Common Room, Sixth Form Resource Area and Coach House. It is important that the Sixth Form understand their responsibility as role models and do not use mobile phones (or earphones etc) outside of these areas.

Exceptional concerns arising from the confiscation of a mobile phone

All students are expected to observe the rules on the acceptable usage of mobile phones. If a parent needs to contact their child then a call should be made to the school and the message will be passed on/other appropriate action taken.

Parents and Mobile Phones

- Parents should never text or phone children at school.
- Parents should always use the school office for communication.
- Parents should never film or record staff or other students whilst they are engaged on school activities. (Parents should understand that they need the permission of other parents to film their children).

Confiscation of Inappropriate Items

Members of staff may confiscate jewellery worn to school, mobile phones, earphones, smart watches or other hand-held devices, as set out in the school sanctions procedures. High caffeine energy drinks, sports drinks etc. and chewing gum are not allowed in school and will be confiscated and disposed of if found. Members of staff may also confiscate any item which they consider to be harmful or detrimental to school discipline.

28. The Use of Reasonable Force

- All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.
- UVHS acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) with regard to the Use of Reasonable Force.
- UVHS will inform parents about serious incidents involving the use of force. Serious incidents will be recorded on the School Behaviour System. It is up to schools to decide whether it is appropriate to report the use of force to parents.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

29. Relationships - Philosophy behind the Policy

Whilst acknowledging that it is quite normal for there to be friendships between students, the school does not believe that it is in the interest students for such friendships to be inappropriate in their familiarity or intensity. A school is a place of work. These guidelines are in place to ensure that the behaviour of students, vis-a-vis their relationships with one another, are appropriate and discrete.

The underlying principle in respect of students' relationships with one another is one of trust. However, these guidelines define the way in which students are expected to conduct themselves.

30. Relationships and Behaviour

Public displays of affection are not allowed during the working day. Students may not hold hands while walking around the school. Kissing or embracing is not acceptable. More intimate sexual activity is not allowed and will be treated as a serious breach of discipline. At all times students must behave in a manner which will not cause offence or embarrassment to others.

The headteacher will apply the full range of sanctions (including suspension/permanent exclusion) to those who contravene the rules, taking into account the age of the students involved and the degree to which the school rules on sexual intimacy have been broken. Serious incidents will also be dealt with in line with safeguarding procedures.

31. School Trips and Visits

When on a school day trip, evening visit, fieldwork or residential opportunity, the behaviour we expect from our students will be explained to them and to their parents. The students' health and safety must be our main priority and the reputation of the school must also be considered. Past behaviour will be taken into account before a student is considered for a place on a school trip and may prevent student participation in the trip. On any excursion outside of school, students of whatever age:

- must be polite and well-mannered to all.
- must not smoke or vape.
- must not enter into a relationship of a sexual or intimate nature.
- must not be on their own during their "free" time.

- must do as advised by their teacher.
- must not use or have in their possession alcohol/drugs/or any other illegal substances.

Depending on the severity of the offence students will be:

- reprimanded.
- spoken to on their return with their parents present.
- given a school sanction.
- not allowed to participate in further opportunities outside of school.

And, in cases of serious breaches on residential visits:

- sexual misbehaviour.
- use of alcohol/drugs/illegal substances.
- misbehaviour, refusal to obey a teacher which endangers their well-being or that of others.
- possession of weapons or instruments which could be used to cause harm.

Students may, if it is the decision of the lead teacher after discussion by telephone with the Headteacher or Deputy Headteacher, be removed from the trip and sent home at the parents' expense. Parents will be informed immediately and asked to collect their child.

32. Serious Breaches of School Discipline

A serious breach of school discipline is an offence which might warrant a fixed term suspension or permanent exclusion. It is not possible to define every situation under the title of 'serious breaches of school discipline' but the most likely ones are as follows:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Continued refusal to obey instruction or follow school protocols
- Behaviour which is a safeguarding risk to any student.

Serious incidents will also be dealt with in line with safeguarding procedures.

33. Investigation Procedure

The following procedures are for guidance and should be followed if a serious disciplinary offence is thought to have taken place. However, they may be altered if circumstances

require, for example, if specific members of staff are unavailable or if the matter requires expeditious action.

- Investigations are required to establish “in the balance of probability” what events took place. Teachers are not police officers and have a different level of proof therefore an investigation should be carried out to the depth, in the opinion of the Headteacher or delegated member of staff, that the incident requires.
- It is imperative that serious disciplinary matters are investigated thoroughly. It is also important that serious disciplinary matters are investigated at a measured pace and that no premature judgements are made concerning the matter.
- Once an investigation for a serious offence begins it may be necessary for the student/students concerned to be supervised by a member of staff or isolated from other students.
- If in the course of an interview the perpetrator gives a full and frank admission of their wrong doing, further investigation **may** be no longer be required and further evidence, such as witness statements **may** no longer be needed.
- Any investigation should be conducted in as much privacy as possible within a working school.
- When a student is interviewed s/he should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of the interview that students are expected to tell the truth and that if facts need to be clarified they can expect to be interviewed again.
- Notes should be kept during interviews, these must be dated and signed.
- Individual written witness accounts should be completed and they must be dated and signed by the student concerned. These should be written by the student, or if deemed appropriate, dictated to an adult. Students writing accounts should do so away from other children and should be supervised. After the statement has been completed, students may be asked to clarify particular issues in their account but no undue pressure should be placed upon students.
- In their conversations with the parents, the SLT/Pastoral Leader should warn parents if suspension/exclusion is a possibility and make it clear to parents that the matter is being investigated.

Sanctions for a Serious Breach of the Schools Behaviour Policy

- **Internal Exclusion** Issued by the Headteacher and reported through Behaviour Monitoring Form in SIMS and then organised centrally. This differs from Isolation in that it is used as an alternative to suspension and is expressed as such in the letter home to parents.
- **Fixed Term Suspension:** Issued by the Head Teacher directly or through the SLT, and reported through Behaviour Monitoring Form in SIMS and then organised centrally. **See Exclusion and Suspension** below
- **Permanent Exclusion:** Issued by the Head Teacher directly or through the SLT in the Headteacher’s absence, and reported through Behaviour Monitoring Form in SIMS and then organised centrally. **See Exclusion and Suspension Policy**
- **Managed by a readmission meeting with student, parents, Pastoral Leader and senior staff.** Student placed ‘on report’ following re-admittance.

Any suspension will be recorded on the student's school record. A readmission interview, which parents should attend will be held prior to the students return to school.

34. Managed Transfers

This section sets out the revised protocol for the Furness Education Consortium Managed Transfer process with effect from November 2021.

Rationale

A child may fit the criteria for permanent exclusion, but, due to a usually exemplary behaviour and attitude record and that the reason for the permanent is a serious one-off, a school may request the offer of a permanent place at another school so that the child does not have a permanent exclusion on their record.

Managed Transfers should always be agreed in writing by the pupil's parents/carers.

Choice of school

All schools will be included for consideration to receive a managed transfer regardless of oversubscription. Within this framework, every school will agree to consider pupils for a managed transfer, even if this means exceeding their published admission number.

Consideration of an appropriate alternative school should form part of the discussion at a meeting with parents.

When a managed transfer is under consideration, attention must be given to the data on moves held by the Inclusion Panel and if necessary, advice should be sought on appropriate schools so that such moves are equitably distributed and there is a fair flow across the consortium. A managed transfer is recorded in the same way as a Fair Access Pupil and is considered to be as such for the purpose of data recording.

Where the Inclusion Panel are asked to make a recommendation, this will be done as equitably as possible bearing in mind the specific circumstances of both the pupil and school. a school has the right to decline a request for a managed transfer if the school identifies that accepting such a pupil on roll might destabilise other members of the school population.

Principles

The following principles should underpin all requests for managed transfers:

- A managed transfer request should normally be initiated by the pupil's current (home) school after it has confirmed the decision of a permanent exclusion.
- Full agreement of parents/carers must be obtained
- A managed transfer is a permanent solution and an alternative to a permanent exclusion.

- The home school should provide the receiving school with as much background information as possible by completing the FEC Managed Transfer Request Form (Appendix 1)
- The receiving school should admit the pupil with a plan tailored to the pupil's individual needs. This might, for example, include mentoring or a period of alternative provision alongside full mainstream school activities for a fixed period.
- Funding will be transferred to the receiving school on the first day the pupil attends the receiving school. This will be the AWPU funding for one full term.

Procedures

The following procedures should be adopted:

- Initial discussions will be appropriate with the student, the student's parents/carers and relevant external agencies to determine the options available and the possibility of a managed transfer.
- At the meeting, the headteacher should consult parents/carers and the pupil about their views on a move to another school. Other professional advice may be sought as appropriate.
- If parents/carers agree that a managed transfer is appropriate, written consent should be obtained and they should also be asked whether they wish to nominate an alternative school(s). Parents should be informed that there is no guarantee that their request will be approved. The Inclusion Panel should be advised of such a request and may offer advice about its suitability.
- The home school will provide full supporting information relating to progress, attainment, behaviour and any other relevant information. The managed transfer process cannot be used for pupils with an EHCP because a school has to be named in the statement.
- If a managed transfer looks viable then a formal approach by the home school headteacher to the receiving school headteacher should take place.
- Schools will proceed with the permanent exclusion process whilst instigating a managed transfer, rescinding the permanent exclusion upon a successful transfer. This will ensure that 6th day provision can be put into place by the Pupil Referral Service should the transfer not go ahead. The 6th day information should be sent by email to the Pupil Referral Service as soon as possible when the PEx letter has been issued and if a transfer is being investigated will make the PRS aware of this possibility.
- An initial meeting with the receiving headteacher, or representative, should include the pupil and their parent(s)/carer(s) and other professional staff as appropriate.
- Managed transfers will be recorded by FIP alongside Fair Access and managed move placements.

If the parents and the pupil are in agreement that the transfer will take place, the following arrangements should be agreed and recorded using the LA Managed Transfer Request Form and form part of the pupil's support plan: (copies of the paperwork should be retained by the home & receiving schools and relevant support services)

- The starting date at the receiving school.

- Any agreed attendance arrangements e.g., a phased integration. It should be noted however, that from the agreed starting date, the pupil is on roll of the receiving school and attendance must be recorded.
- The transfer and availability of documentation.
- Any other issues needing clarification such as transport, learning support, involvement of LA officers and other professionals.

Transport

When a change of school is considered necessary, decisions on transport will be taken by applying the same principles as those used for permanently excluded pupils and with regard to the Consortium and Local Authority policy. Early notification to the Admissions Team should be made so that the most appropriate transport alternatives can be considered.

35. Maintenance of Data

In order to monitor the frequency and effectiveness of managed transfers, these will be reported to the monthly Inclusion Panel meeting and a record kept of the circumstances and outcomes. 'Out of Consortium' referrals will also be recorded and arrangements will be made to inform and liaise with other consortia where a Consortium school is being unduly affected by the 'external' referrals. Furness Inclusion Panel may, from time to time, advise on the pattern of moves and future suitability so that schools can be better informed.



Appendix A:
Ulverston Victoria High School
Victoria Values
A Home-School Partnership



Safeguarding Statement

Ulverston Victoria High School is fully committed to safeguarding and promoting the welfare of the children and young people in its care. All appointments to the school are subject to Criminal Record checks (DBS). The school has rigorous child protection policies and procedures in place and all interviews with prospective staff will contain questions on safeguarding children.

Parents and students can expect:

Equality of opportunity.

- Access to a broad and balanced curriculum.
- High standards of teaching and learning.
- High standards of care.
- To have their achievements recognised and rewarded.
- To be respected as an individual learner.
- A safe and welcoming environment which encourages young people to learn.
- Regular written communications about student's progress.
- An opportunity to meet formally with individual teachers to discuss progress at work.
- Homework which is regularly set and marked in accordance with school policy.
- Support for your child's special talents.
- Support for your child's specific difficulties.
- Extracurricular activities.
- Any reported cases of bullying to be treated and investigated seriously and sensitively.
- Their questions, comments or concerns to be heard in a constructive and mutually respectful way in the spoken word, writing and actions.

We expect a student to:

- Work hard. Try hard.
- Use your planner effectively.
- Complete all homework and on time to the best of your ability.
- Maintain an excellent attendance record.
- Arrive at registration and lessons on time.
- Come to lessons properly equipped for each lesson.
- Be well behaved, courteous, thoughtful and respectful of others, regardless of their ethnicity, disability, sexuality, religion/belief or gender both here and elsewhere, including social media and other electronic communication.
- Work to enhance life in school and the wider community.
- Wear the school uniform in the correct manner and be tidy in appearance.
- Report any instance of bullying immediately to a teacher, peer mentor, or to a parent.
- Follow the school ICT policy and Mobile phone and devices policy.
- Respect the school buildings and equipment.
- Value and support the learning of others.

We expect a parent to:

- Attend parents' evenings and take an interest in your child's progress.
- Provide support for your child's homework.
- Encourage your child to take a full part in school life.
- Support the school in the many events that take place out of school.
- Endeavour to take all holidays out of term time.
- Support the school's standards over behaviour, uniform, attendance and punctuality.
- Work in partnership and support the school in tackling any problems which arise in a constructive and mutually respectful way in the spoken word, writing and actions.
- Communicate with and support the school in dealing with instances of bullying.
- Contact school before 9.30 am on the first morning of a student's absence and to provide a note of explanation for absence upon return.
- Monitor and sign the student planner.
- Inform us of any changes in family circumstances which are relevant to your child's welfare.
- To assist your child in taking the opportunities provided by "The Pledge".

Student Name (Please Print):

Signed: (Student)

..... (Parent)

..... (School)

Appendix B: Sixth Form Learning Agreement ULVERSTON VICTORIA SIXTH FORM

CONTRACT

Ulverston Victoria Sixth Form Home-School Agreement

The Sixth Form represents a major transitional period in your lives during which you need to develop and make progress as you move towards adulthood. This can be a demanding time, as you are not only expected to gain academic qualifications but also show yourself to be reliable, develop new skills and take increasing responsibility for your own learning. We aim to ensure that you are aware of what is expected of you. To help you achieve your full potential in the Sixth Form, we have developed this agreement in conjunction with the school and students and ask for your parents to support us in this.

Attendance *

Full time attendance and punctuality are expected of all students. Students are expected to register every day with the Form Tutor at 8:50am and at 1:30pm.

- Absences – Students need to bring a letter signed by a parent when they return to Sixth Form explaining their absence. Alternatively, parents may telephone or e-mail confirmation of absence.
- Medical Appointments – A note from parents or the appointment letter needs to be shown to the Form Tutor.
- Known absences - When an absence is known in advance (e.g. interview, open day visits etc) a 'Sixth form leave of Absence during Term Time' form needs to be completed and is to be obtained from, and returned to, Reception.

We feel it is in your interest to closely monitor your attendance because we want you to make the best use of your time at the Sixth Form. If your attendance drops below 90%, in any of your subjects or you have been absent for 2 or more days without any formal contact and good reason, we will contact home.

We always aim to support students through their studies. However if we feel they aren't attending properly and/or have fallen significantly behind in their work we may:

Put the student on a subject contract

- Ask you to pay for the exam
- Withdraw the student from an exam
- Ask the student to leave the Sixth Form

Holidays**

We discourage students taking time off in term time. If it is unavoidable, you should complete an 'Extended Leave of Absence during Term Time' form. Permission is given at the discretion of Mr Rastelli/Mr Hardwick.

Smoking/Vaping

Smoking or vaping are not allowed on or within proximity of the school site.

Alcohol

Possession of alcohol on school premises and drinking of alcohol during the school day is not permitted. If alcohol is found on any student then they may be asked to leave the Sixth Form.

Illegal drugs/Harmful substances

Possession, use or supplying illegal drugs/harmful substances is unacceptable. Appropriate action will be taken if it is thought that an offence has been committed. Students may also be asked to leave the Sixth Form.

Cars

Students are only allowed to park in Woodgarth car park if they have filled in a sixth form parking permit and must drive responsibly at all times. Any infringement will result in this privilege being withdrawn.

Behaviour

Sixth Formers are expected to have high standards of behaviour at all times and to set a good example to younger students. Poor behaviour may result in a student being asked to leave the Sixth Form.

Dress

Students are expected to dress for a working environment that is respectful to themselves and the school. A full dress code can be found on the publications section of the school website under 'policies'.

ICT

Students are expected to adhere to the school's ICT acceptable use policy and not to abuse resources on offer.

Sixth Form Security

Students are expected to wear their Sixth Form Student ID lanyard at all times whilst on the school premises.

By signing this agreement, you are agreeing to adhere to the above responsibilities outlined in this document.

Name of Student:.....

Student signature:

UVHS Sixth Form:.....

Parent Signature:

UVHS Sixth Form

Parents and students can expect

- Good teaching in a safe, supportive environment.
- To be listened to.
- Arrive to lessons on time.
- Students to be informed of a known absence in advance and appropriate work to be left.
- Clear deadlines for work to be completed.
- Marked and constructive feedback to be given on assignments/homework within a reasonable time period.
- Suitable study areas to be provided.
- Textbooks and other suitable learning resources to be provided.
- Parents to be informed of any unexplained student absence.
- Parents to be informed of any concern/problems regarding the student.
- Opportunities to be provided for students to participate in Sixth Form enrichment/extra-curricular programme.
- A tutorial programme and careers advice to be made available along with access to learning mentors.

Students

We expect students to

- Always work to the best of your ability.
- Ask for help when you need it.
- Tell us when you have a problem.
- Listen to and act upon advice.
- Arrive to all lessons on time.
- Attend all lessons, tutorial periods and assemblies.
- Be organised for every lesson.
- Inform the school on the same day of an absence.
- Not take holidays during term-time**
- Complete work on time and meet deadline dates.
- Commit the required amount of independent study to each subject each week.
- Limit part-time working hours so as to not interfere with Sixth Form studies.
- Make effective use of study time.
- Respect all Sixth Form facilities.
- Be a positive role model to younger members of the school.
- Take part in at least one enrichment activity.
- Return all books in good condition.
- Agree to parental notification of student absences.
- Ensure, as far as possible, that all students' routine appointments (e.g. dental/GP) and driving lessons are taken outside of teaching time.

Parents

We expect parents to:

- Support students through their studies.
- Attend parents' evenings.
- Keep school informed of any problems which may affect student progress.
- Inform the school of any absence on the first day of absence*
- Not take holidays during school time**
- Ensure, as far as possible, that all students' routine appointments (e.g. dental/GP) and driving lessons are taken outside of teaching time.
- Agree to support the Sixth Form should students build up unauthorised absences.
- Provide supporting evidence for student illness/appointments etc.

Appendix C



Reintegration Contract

Readmission following a Fixed Term Suspension

Name		Form
------	--	------

Date		
Present		
Reason for suspension:		
No of days		
Is the student at risk of Permanent Exclusion?	Yes/	<ul style="list-style-type: none">
	NO	

Long Term Objectives

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Supportive measures and reasonable adjustments

Measure	By Whom?

Managed Move Considered?		Early Help in place or needed?	
---------------------------------	--	---------------------------------------	--

EHCP Status	
External Agency Referrals	
Parent comments and requests	
Student comments	
Students are expected to maintain Victoria Values	<ul style="list-style-type: none"> • Work hard. Try hard. • Use your planner effectively. • Complete all homework and on time to the best of your ability. • Maintain an excellent attendance record. • Arrive at registration and lessons on time. • Come to lessons properly equipped for each lesson. • Be well behaved, courteous, thoughtful and respectful to others, both here and elsewhere. • Work to enhance life in school and the wider community. • Wear the school uniform in the correct manner and be tidy in appearance. • Report any instance of bullying immediately to a teacher, peer mentor, or to a parent. • Follow the school ICT policy. • Respect the school buildings and equipment. • Value and support the learning of others.

Signed (student):			Date:	
Signed (parent):			Date:	
Signed (Teacher):			Date:	

Appendix D



Serious Behaviour Breach Meeting



Date	
Present	
Student	
Has there been a serious breach or persistent breaches of the school <u>behaviour</u> policy?	
Explanation	
In line with statutory guidance the Inclusion Team should consider the following:	
Has the offending student given their verbal and written account?	
Did the incident(s) occurred as reported, <u>taking into account</u> evidence presented?	
Accounts taken from <u>pupils</u>? (In own words, signed and dated)	
Notes made by investigator (signed and dated)	
CCTV viewed if appropriate	
Other (Please describe)	
Conclusions based on the investigation.	
Where there is doubt or contention, governors must use the civil burden of <u>proof</u>: the balance of probability.	
Would allowing the pupil to remain in school seriously harm the education or welfare of the pupil or others in the school?	
Does the <u>behaviour</u> warrant the most serious response? (Could a lesser sanction be imposed)	
Are there mitigating circumstances, either presented by the parents or pupil or known by the school, which need to be <u>taken into account</u>?	
If <u>Yes</u>, what is this?	
Are there any other strategies to support the pupil that could be tried?	
Possible strategies	

If No for either question, what sanction is appropriate?	Fixed term suspension	
	Internal Exclusion	
	Isolation	
	Detention	
	Engagement Centre	
Detail Length, dates etc		
What risk does the pupil present to the education and welfare of others, if reinstated, and what risk management strategies remain available to reduce this?		
Is this sanction being issued because of the student's special educational needs or disability		
Have reasonable adjustments been made in regard to the Special Needs code of practice and the Equality Act in the case of the student		
Adjustments made.		
Have the school exhausted all strategies to support the pupil and is permanent exclusion a last resort		
Have alternatives to permanent exclusion, for example a managed move or alternative education provision been explored?		
Strategies employed.		
Permanent Exclusion issued		
Has the permanent exclusion been issued in accordance with the school behaviour policy, exclusion policy and any other policy pertinent to the pupil?		
Headteacher's Comments		

Signed	(Headteacher)	Date
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