



Allerton High School

Positive Behaviour Policy

Revised November 2023

Full Governing Body 14 December 2023

Contents

	Page
Section 1. Introduction	4
1.1 General Principles set by Governors.....	4
1.2 To achieve these aims	5
Section 2. Expectations of Student Behaviour	6
2.1 Classroom Rules	6
2.2 Around School Rules	6
Section 3. Recognition and Reward	7
3.1 Praise	7
3.2 KS3 & KS4 Achievement Points	7
3.3 Half-Termly Reward Assemblies	8
3.4 Postcards	8
3.5 SLT Link	8
3.6 Rewards Visits	8
3.7 Attendance Rewards	8
3.8 Attendance Noticeboard.....	8
3.9 End of Year	8
Section 4. Sanctions	9
4.1 Classroom Procedures	9
Stage 1 – Verbal Warning	9
Stage 2 – B Code	9
Stage 3 – Buddy Stage	9
Stage 4 – Blue Card	10
4.2 Sanctions to Support Positive Behaviour	10
Detentions.....	10
Headteacher’s Detentions.....	11
Inclusion	11
Suspension	12
Permanent Exclusion	13
Section 5. Strategies to Support the Positive Behaviour Systems	14
5.1 Electronic Pink Slip	14
5.2 Reports	14
5.3 Reduced Timetables.....	14
5.4 The Bridge	14
5.5 Alternative Provision	15
5.6 Managed Moves / Hosting of Students	15
5.7 Coaching	16
5.8 Working with other Agencies	16
5.9 Reasonable Adjustments	16
Section 6. Managing Inappropriate Behaviour	17
6.1 Sanctions Around School	17
6.2 Sanctions Outside School	17
Section 7. General Issues Relating to Behaviour	18
7.1 Students Leaving the Classroom	18
7.2 Use of Toilets	18

7.3	Lunch	18
7.4	Break	18
7.5	Prohibited Items	18
7.6	Prohibited Items and Searches	18
7.7	Inappropriate Uniform, Jewellery or Make-up	19
7.8	Personal Property	19
7.9	Personal Organiser	19
7.10	Graffiti	19
7.11	Inappropriate Use of Mobile Phone and Social Media	19
7.12	Intruders	19
7.13	Anti-Bullying	20
7.14	Hate Incidents	20
7.15	Right to Restraint	20
7.16	Malicious Allegations Against Members of Staff	20
Section 8. Harmful sexual behaviour		21
Section 9. Staff Roles		22
9.1	Headteacher & SLT	22
9.2	Behaviour Support Team	22
9.3	SEND	22
9.4	Middle Leaders	22
9.5	Coaches & Teaching Staff	22
Section 10. Communication to Stakeholders		23
10.1	Students	23
10.2	Staff	23
10.3	Parent & Carers	23
10.4	Virtual School Head (VSH) and Social Workers	23
Section 11. Monitoring and Evaluation		24
Appendix		
1	Around School Rules.....	25
2	Positive Behaviours - Classroom Procedures.....	26
3	Classroom Stages	27
4	Sanctions to Support the Positive Behaviour Systems	28-29
5	Behaviour Support Team 'Blue Card' Summary.....	30
6	Behaviour Support Team 'Blue Card' Detail	31
7	Incident Log	32-33
8	Suspension Check List	34
9	Template Suspension Letter	35
10	Template Alternative Provider Letter	36
11	Reports	37-38
12	Harmful Sexual Behaviours Definitions	39-40
13	Dealing with Harmful sexual behaviours	41-43

SECTION 1 – INTRODUCTION & PURPOSE

At Allerton High we believe that if the atmosphere in school encourages achievement for all, then students will be happy, fulfilled, and able to make the most of the considerable opportunities for learning available to them.

Our aim is to create a positive working atmosphere by emphasising praise and encouragement when students behave well but we also give them the opportunity to improve any poor behaviour. Therefore, we have agreed an approach to behaviour management that focuses on building positive relationships, recognising and rewarding good behaviour, acting decisively to tackle inappropriate and disruptive behaviour and working restoratively to re-build relationships where necessary.

We believe that young people and all staff working with them should feel secure in school. For this to happen we ensure that students know what is expected of them; we ensure they are familiar with our systems for issuing rewards and sanctions and we also emphasise to staff how important it is that sanctions are applied fairly and consistently.

Our positive and proactive approach means that inappropriate behaviour is marginalised.

1.1 GENERAL PRINCIPLES SET BY GOVERNORS

Governors have provided the following statement of general principles to support the school's work in promoting outstanding behaviour for learning.

As a school we aim to:

- develop a sense of self-discipline and an acceptance of responsibility in our young people
- create the conditions for an orderly community in which effective learning can take place, in which there is a mutual respect for all members of the community and the environment
- create a strong sense of belonging to and ownership of the school amongst all students
- raise the self-esteem and self-worth of all members of the school community
- provide a welcoming atmosphere in which students are encouraged to try their best and reach their potential
- keep all students safe and happy in school and on their journey to / from school
- encourage positive attitudes to learning using reward and praise
- enable all staff to teach and promote learning without interruption or harassment
- provide good role models for younger students
- regulate behaviour fairly in accordance with our Positive Behaviour and Equality policies
- work with external agencies and parents / carers wherever necessary to put in place an Early Help Plan for students who need additional support or display continuous disruptive behaviour.

- support Child Protection and Safeguarding guidance by avoiding suspension and permanent exclusion wherever possible through providing off-site alternative educational provision and liaising with local schools over 'managed moves', using locally agreed protocols as appropriate.

Governors expect young people to be supported in improving their ability to respond to the school's expectations for outstanding behaviour for learning e.g. staff will use a range of strategies, including referrals to external agencies to provide extra support where a student is struggling so they can focus, with support, on modifying their own behaviour. Staff will also make reasonable adjustment to the application of the Positive Behaviour system to support the most vulnerable students. However, governors also recognise that the behaviour of one student should not prevent others from learning and that staff also need to be supported in their relentless focus on high quality teaching and learning. Consequently, students at Allerton High must be challenged and removed from the classroom learning environment if their behaviour adversely affects the learning of others.

Where, despite the school's best efforts to support a young person, behaviour continues to be unacceptable, the Headteacher will use suspension, off-site direction to alternate provision or another school and/or consider a managed move to support a young person failing to confirm to expectations. Permanent exclusion will be used as a very last resort.

1.2 TO ACHIEVE THESE AIMS

The attitude and approach of all our staff is of great importance in achieving the aims outlined above. It is the adults who must have high expectations, so determining the environment in which positive staff / student relationships can develop. Staff need to set the correct example in matters of presentation, punctuality, commitment and respect in view of the fact that they influence the good behaviour of students and act to de-escalate situations.

It is accepted that lack of motivation is a major cause of disruption, as well as an inappropriate or inaccessible curriculum. It follows that our curriculum and teaching methods are relevant and inspiring although it is acknowledged that the learning process is not solely the teacher's responsibility but a mutual one between student and teacher. We also aim to provide activities outside of the classroom which are purposeful and positive. Study support and wider curricular activities, such as clubs, societies, sports and games, music and drama are encouraged, to give students a wider sense of involvement in school life.

The school's expectations of behaviour are clearly stated in assemblies, Coaching sessions, in all lessons and in students' Personal Organisers so that they are understood, accepted, and consistently applied by all.

Unacceptable behaviour is appropriately challenged and the reasons for it identified and addressed.

Every effort is made to encourage the support and understanding of parents / carers through the Personal Organiser, School Gateway, Class Charts, telephone, email, text messaging, standardised or personal letters home, consultation evenings, and individual meetings.

All colleagues must be familiar with the Positive Behaviour policy and its associated procedures and apply them consistently in their roles as teachers, Coaches, Teaching Assistants, support staff, leaders and managers.

Staff induction, development and support is in place for all staff and additional, detailed guidance is available in a number of related policies, e.g. use of reasonable force (**TITLES – CLC**), searching, screening and confiscation.

SECTION 2 – EXPECTATIONS OF STUDENT BEHAVIOUR

An effective behaviour management policy must have clear expectations of student behaviour. These expectations are summarised below in the 'Classroom Rules' and 'Around School Rules' (Appendix 1).

2.1 CLASSROOM RULES

All students are expected to:

- Follow instructions of staff the first time, every time
- Arrive to each lesson on time
- Use toilet facilities and water fountains before the start of lessons and at break / lunch
- Line up outside the classroom and enter quietly
- Follow the seating plan set by the teacher
- Put Personal Organisers on the table with other relevant equipment
- Work hard, listen carefully when the teacher or other students are talking and avoid distracting others
- Raise their hand and wait for permission before speaking
- Be polite and respect the feelings of others at all times
- Leave the classroom in an orderly manner

2.2 AROUND SCHOOL RULES

All students are expected to:

- Follow instructions of staff the first time, every time
- Remove outdoor clothing on entry to the building
- Be on time for school and then for each lesson
- Wear the correct uniform at all times, as described in the Personal Organiser
- Eat and drink in the right place, at the right time
- Put all litter in the bins provided
- Look after their property
- Be polite and respect the feelings of others at all times
- Walk when moving around in the school building and follow instructions about one way systems
- Sign out at Reception if they have to leave the school premises during the school day

Students should NOT:

- Chew gum
- Graffiti

SECTION 3 - RECOGNITION AND REWARD

The aim of the positive behaviour procedures is to ‘catch the student doing the right thing’. Our approach to recognition and reward is therefore based on the use of praise. Our rewards system, recognises our core values, “Being Kind”, “Work Hard” and “Challenge Yourself” at both KS3 and KS4 and effort and improvement are also recognised through our 0123 systems at both KS3 and KS4. Our system involves rewards assemblies, post cards and letters home, individual prizes, coaching group rewards, prize draws and reward visits.

3.1 PRAISE

It is recognised that praise can be given in many ways and it would be wrong to completely standardise the methods applied by individual teachers on all occasions. However, a common approach to recognition and reward, consistently applied throughout the school, will have a significant impact on student motivation, behaviour and attitudes to learning.

The concept of praise should be accepted by all as a means of reinforcing positive behaviour.

Praise can include:

- a quiet word – “yes, well done, true, excellent, brilliant, marvellous, you star”
- praise in front of peers, but with sensitivity
- praise through display material or using work as an exemplar
- written comments in exercise books or in Personal Organisers
- awarding of Achievement Points
- students sent to colleagues to be congratulated
- public acknowledgement in assembly
- special rewards assemblies
- certificates and postcards
- communication with parents/ carers
- reports and records of achievement

3.2 KS3 & KS4 Achievement Points (Nominated using our Core Value criteria – Being Kind, Work Hard and Challenge Yourself)

Our systems for rewarding good behaviour reinforces the informal praise and rewards that teaching and support staff use as part of normal daily practice.

In the classroom, electronic achievement points are given to students who do as they have been asked, who are consistent in their work, behaviour and attitude throughout the lesson, and with homework. Additional points can be given for very good class and homework and for commendable effort. Teaching staff should give approximately 5 Achievement Points in a lesson.

Any member of staff can give Achievement Points around school for positive contributions to school life, care and concern for the environment or care and concern for other students.

Where students have received no codes in a week coaches will award each student with a ‘no code bonus’ which is worth five achievement points. The aim of the ‘no code bonus’ is to recognise and reward the students consistently modelling the right behaviours, being organised and being punctual.

Achievement Points are monitored by students, coaches, the Head of Year and SLT during Coaching time.

Achievement Points will be celebrated in coaching and through regular assemblies by the Head of Year. Students will be rewarded with certificates and small prizes when they meet assigned bench marks. The students with the most Achievement Points in each year group will be awarded with age appropriate prizes each term.

3.3 HALF TERMLY REWARDS ASSEMBLIES

A Rewards Assembly is held at the end of each half term for students in Years 7-11 to celebrate the achievements of the term. A coaching competition takes place each half term, rewarding the coaching group with the highest average number of Achievement Points with a selection of pizzas. There are prize draws to win gift vouchers. These vary dependent on the year group and are normally for students who have received no codes in a term, for consistently high and for the most improved attitude to learning. These nominations are based on the Achievement Point system and the Progress reviews.

3.4 POSTCARDS

These are awarded by subject teachers as appropriate in line with progress checks for excellent attitude to learning, progress or academic excellence and are sent via schoolcomms/Classcharts to parents / carers.

3.5 SENIOR LEADERSHIP TEAM (SLT) LINK

After every progress review all students with an attitude to learning score of 2.7+ will have an additional Rewards Assembly. In this, students are commended for their consistently fantastic attitude to learning, are issued with a letter to parents praising their efforts and put into a prize draw to win a £10 voucher.

Students who have an average attitude to learning score of 2.7+ for a second progress review go into a separate prize draw for £20 and will receive a different letter.

3.6 REWARD VISITS

At the end of the year students will be invited to take part in a day visit. Students and / or their parent / carer will usually be informed that their behaviour may prevent attendance some time before the visit takes place and before a final decision is taken to remove a student in order to be as inclusive as possible. The right to go on the reward visit will be withdrawn if Achievement Team Leaders, the Behaviour Leader and / or SLT feel that a student will not be able to follow instructions when on the visit. Voluntary contributions will fund this event but it will be subsidised to some extent by the school.

3.7 ATTENDANCE REWARDS

At the end of each half term students with 100% attendance are entered into a prize draw to win a voucher. In addition to this, coaching group attendance competitions are run at key points in the year to promote and reward good attendance.

3.8 ATTENDANCE NOTICEBOARD

Information concerning attendance is displayed by Achievement Team Leaders and the Attendance Lead to encourage good and improved attendance.

3.9 END OF YEAR

At the end of the third term subject teachers, Coaches and Achievement Team Leaders will award subject certificates for excellence, progress and effort in assembly. Curriculum Team rewards, such as PE certificates, will also be presented along with certificates for attendance and excellent attitude to learning, Students with the highest number of Achievement Points and the students with no behaviour codes, will also be recognised.

SECTION 4 – SANCTIONS

The sanctions system is designed to reduce disruption to the learning process and protect the well-being and health & safety of all members of the school community by;

- reminding students of the expectations of the school
- encouraging them to behave appropriately
- reminding students that bullying (including cyber bullying) and prejudice/discriminatory-based bullying will not be tolerated
- reminding students that harmful sexual behaviour including sexual violence and sexual harassment will not be tolerated
- isolating a student when necessary
- ensuring parents / carers are aware of the behaviour of their children
- seeking external help / alternative education wherever necessary to support learning
- working restoratively to address conflict

The sanctions system is by its nature a negative one and is based on the premise that a misdemeanour leads to an identified sanction (or range of sanctions) not open to negotiation but consistently applied by all staff. It should be applied to the individual, rather than the group, and to the behaviour, rather than the person. If the whole class behaviour is inappropriate, the member of staff should call for support using the blue card system.

We make reasonable adjustments for SEMH in an attempt to maintain a student in the classroom whilst still ensuring sanctions are applied where necessary. These include:

- additional praise
- additional verbal warnings (in between stages 1 and 2)
- time-out cards which allow students the opportunity to remove themselves from a difficult situation
- work outside the lesson in a safe space
- working with a Teaching Assistant
- counselling
- serving a detention in an alternate venue

4.1 SANCTIONS: CLASSROOM PROCEDURES (APPENDIX 3)

Consistency is a vital element of any behaviour management system. Classroom procedures will have a powerful effect on students if seen to be applied in the same way across the school.

Stage 1 – Verbal Warning

This is not recorded and encourages the student to settle. The words 'this is your verbal warning' will be used by staff. The verbal warning should not be given as a blanket warning to the full class.

Stage 2 – B code

A student who continues to behave unacceptably despite being given a verbal warning will move to Stage 2 and receive a 2nd warning. This is recorded as a B code electronically on ClassCharts so teachers and parent/carers are made aware.

Stage 3 – Buddy Stage

A student who continues to disrupt the learning will be given a 2nd B code and be taken to a Buddy classroom by a member of the Behaviour Support Team for the remainder of the lesson. This is recorded on Class Charts. BB in one lesson leads to a whole school detention. The member of Behaviour Support plays a key role in de-escalation at this point.

Stage 4 – Blue Card

If a student continues to disrupt the lesson, staff will call for a blue card via the Behaviour Assistance button on Class Charts. A member of the Behaviour Support Team will remove the student to the Behaviour Support Area. Once settled the student will be taken to the Inclusion unit for the next 3 sessions, depending on the severity of the situation and the student's response to the incident; staff will use their professional judgement to decide whether or not they should attend further lessons that day.

Stages are usually sequential but the teacher can move to higher stages as appropriate. Students can be removed from a lesson immediately for serious non-negotiable incidents e.g. discriminatory / prejudice based abuse, sexually harmful behaviour, verbal abuse, threatening behaviour or physical violence.

If a student reaches the Blue Card stage they will be asked to complete a proforma (Appendix 5) explaining how their behaviour did not meet the expectations of the school and what they will do to make amends. Students may be supported in this reflective process by members of the Behaviour Support Team. Students will complete written work or follow Oak Academy. The student will return at the end of the lesson whenever possible to give an apology, an important acknowledgement that their behaviour was inappropriate. This might take the form of a restorative conversation. The member of the Behaviour Support Team will complete a Blue Card proforma (Appendix 6), detailing what has happened and which sanction will be applied. Staff can access the student's database and/or will receive information about the outcome of the referral. Parents/carers will be informed by the Behaviour Support Team by email/text/phone message although they will also be notified via Class Charts.

Other codes can be given at any point in a lesson and/ or around the school building. These are: Lateness L, Classwork C, Homework H, lack of specialist equipment E, inappropriate uniform U, chewing gum / food G, no pen P, no Personal Organiser PO, inappropriate behaviour B.

5 comments will lead to a whole school detention. Parent/ carers are notified via Class Charts of any code a student receives.

4.2 SANCTIONS TO SUPPORT THE POSITIVE BEHAVIOUR SYSTEM (APPENDIX 4)

The school reserves the right to decide which sanction is appropriate for any infringement of the Positive Behaviour System because it is fully aware of the facts relating to each incident.

Detentions

The school has a legal right to detain students after school. The school does not have a legal obligation to inform parents / carers of a detention but will seek to do so where practically possible giving 24 hours' notice or a communication through the day for a same day detention. The school informs parents / carers via Class Charts alert but may text, call or email.

Though students may be detained for a short period of time on the same day, or on training days and occasionally on Saturday morning, our usual detentions run for 40 minutes after school and every break and lunchtime in either the Behaviour Support Area, cafeteria or an allocated classroom. If a student cannot attend a detention due to commitments outside school, confirmation from the parent/carer must be submitted to the school in advance and the detention will be rearranged

Detentions are not given to a whole class and are issued centrally.

Detentions after school or at break and lunchtime can be issued for:

- Accruing 5 codes
- Deliberate disobeying of school expectations and rules e.g. running around the building, swearing, play fighting, dropping litter
- Refusal to follow instructions – answering back, polish on nails, wearing jewellery
- Bullying stages two and three
- Truancy from school and to lessons
- Bringing prohibited items into school e.g. sweets, energy drinks etc.
- Smoking (letter sent home)

Headteacher's Detention

Headteacher's detention will run on Friday from **2.20pm to 3.00pm [to 3.30pm if a student is repeatedly missing routine detentions]** for failure to attend a whole school detention or key work catch up session.

Details of the detention or the information will be written in the Personal Organiser or communicated via phone / text message/Class Charts. Students will be given a task to complete but will then be allowed to complete homework or coursework. Students who do not attend the detention will be referred to the Inclusion Unit and / or have their social time removed.

Inclusion

Students usually work in the Behaviour Support Area for the following reasons:

- Accruing 5 detentions in a half term
- Refusal to follow instructions in class or around school
- Verbal abuse (towards staff and students)
- Physical assaults / fighting
- Hate incidents
- Bullying stage three/four
- Bringing prohibited items / substances to school
- Handling stolen goods / theft
- Selling prohibited items in school
- Criminal damage
- Maliciously setting off the fire alarm
- Any other incident deemed serious
- Whilst waiting for alternative provision to be organised

An incident log is completed by staff for any of these serious incidents (see Appendix 7). This ensures a thorough investigation is completed and a reasonable sanction put in place.

If students accrue 5 whole school detentions, they will spend one day in the inclusion in the Inclusion Unit. If a student is in inclusion on repeated occasions (normally 5 in an academic year) or is suspended parents / carers will be invited in. An 'Individual Behaviour Plan' [IBP] will be created, targets will be set and the student will be placed on red report in an attempt to modify behaviour. The student must meet the targets on red report. It may be necessary at this stage to investigate other sources of provision and alternative programmes. The time spent in inclusion varies depending on the severity of the incident.

There will be regular toilet stops where all students will be escorted together and will return together.

Lunch will be delivered to the Behaviour Support Area/ Inclusion Unit.

Staffing of the unit is through Teaching staff and members of the Behaviour Support Team and Year Teams.

Staff will:

- Check desks regularly to prevent vandalism of any kind;
- Complete each student's report as required
- Provide work from packs within the room as requested/monitor laptop use.

Students should attend on time, wearing correct uniform with the correct equipment including Personal Organiser, pen, pencil ruler, eraser.

Any student causing disruption in the unit will be issued 2 warnings prior to being removed using the blue card procedure and will work in the Behaviour Support Area. Students will then have a second opportunity in the Inclusion Unit; if the student refuses to follow instruction at this point, she / he will be suspended. Any student suspended for misbehaviour in the unit will have to complete the isolation period when they are re-admitted to school.

Suspensions

Students can be suspended for a fixed period of time to provide a clear signal of what is unacceptable behaviour following a serious incident such as:

- Defiance /disruption in the inclusion unit
- Deliberate unruly behaviour
- Threatening behaviour, including bringing weapons or items which may be used as weapons into school
- Direct verbal abuse of a member of staff
- Handling stolen goods/ theft
- Selling prohibited items/ substances
- Maliciously setting off the fire alarm
- Criminal damage e.g. graffiti
- Bullying stage five
- Repeated hate incident
- Unprovoked assault / fighting
- Harmful sexual behaviour
- Use of / possessing illegal substances and / or alcohol
- Direct failure to follow instructions of the Headteacher or a Deputy Headteacher

It is not possible to list every misdemeanour which will result in a suspension.

The decision to suspend is the Headteacher's, though this is delegated to senior leaders in school. The Behaviour Lead and/or senior members of staff dealing with an investigation will make a recommendation, based on their enquiries; they will ascertain the student's view of the incident and will ensure the student is aware of how their views are factored in to any decision of suspension.

Most suspensions will be for 1-3 days. Suspensions from school may be followed by a period of off-site education which will allow time to address the student's issues and consider other arrangements to support his / her education. In all cases when students are suspended from school for more than 5 days the school will organise for alternative off-site provision for the student from day 6 of the suspension.

On occasion, if it can be arranged students may work in school in isolation instead of being suspended supervised by a member of SLT usually from 9.15am to 4.30pm. Students may also be placed in the

Inclusion Unit of another North East Leeds School or another school we work with closely as an alternative to suspension. Appropriate provision will be made for students taking into account the nature of the offence they have committed and their vulnerability. The school does this to ensure students are supervised for the majority of the day in line with effective Safeguarding practices and in order to avoid students being at home where they may not be supervised.

Work will be provided and marked in the first 5 days of a suspension to ensure that students can continue their education as effectively as possible. Relevant support workers / social workers will be informed of the suspension by phone and / or letter.

A re-admission meeting involving student, parent / carer, social worker (if relevant), Behaviour Support Team, Achievement Team Leader and / or a senior member of staff will take place as close as possible to 8.15am on the day of re-admission to school / lessons following a suspension. The meeting will review the reasons for the suspension and set targets for improving behaviour. The aim is to offer a fresh start to help the young person understand the impact of their behaviour in order to help them re-engage. In some cases a formal contract will be signed. A report will be set up to be reviewed two weeks after the re-admission.

The Local Authority is informed via the Leeds for Learning e-resource website of any suspension using the Exclusion Notification Form 2022/23. This is an electronic form and can only be accessed through a secure log in process.

Permanent Exclusion

Students could be permanently excluded in the following situations:

- a) A single serious incident which might involve:
 - In response to a serious breach in the school behaviour policy
 - Actual or threatened violence against a student or member of staff (including on line threats)
 - Verbal abuse towards staff and/ or students
 - Unprovoked assault on a student/member of staff
 - Sexual abuse or assault
 - Carrying an offensive weapon (any article made or adapted which may cause injury)
 - Hate incidents/ crimes or on-line bullying
 - Supply and/or use of an illegal drug on school premises

- b) Persistent disruptive/defiant behaviour where despite the school's efforts, a student insists on persistently breaching the school's Positive Behaviour Policy and / or the policy of any alternate provision the student is placed in. Permanent exclusion will be used when the school believes that all other available strategies have been exhausted.

It isn't possible to list every misdemeanour which will result in permanent exclusion. The list provides examples but the main consideration is that the sanction is used to address behaviour which seriously affects the discipline of the school, is a serious breach of school rules where allowing the student to remain in school would seriously harm the education or welfare of the student and / or others such as staff. The school has to consider the impact on the health, safety and wellbeing of others and has a duty of care to staff and students.

The student will give their view of any breach/incident leading to a permanent exclusion and will be made aware of how their view has been factored into any decision made. Referrals to support services will be made and parent / carers and key workers will be notified by phone and in writing.

Work will be set and the Head of Year will organise for this work to be collected and sent home. Alternative provision will be sourced from Day 6.

SECTION 5 – STRATEGIES TO SUPPORT THE POSITIVE BEHAVIOUR SYSTEMS

There are a number of additional systems and procedures used to support the sanctions system to ensure there is staged response to modifying students behaviour.

5.1 ELECTRONIC PINK SLIP

For behaviour patterns which are causing concern e.g. ongoing disruption, bullying, defiance, poor work, lateness, truancy, etc. and serious 'one-off' incidents, the electronic pink slip should be added to the student's behaviour log on SIMS where it will be dealt with by the Behaviour Support Team to follow up and agree the required action. It is vital that action taken is noted on SIMS. Curriculum Team Leaders and Achievement Team Leaders will act on serious incidents and repeated referrals by applying appropriate sanctions.

When completing any referral slips staff should ensure:

- Comments are concise but include relevant detail e.g. where verbal abuse is concerned the actual vocabulary is needed, use **** where necessary.
- Other students may be named on the referral slip – they will not be named on the database.

5.2 REPORTS

For patterns of repeated behaviour, we use a report system to support the student with individualised targets to modify their behaviour. This is a staged response (green, amber, red) whereby an increase in codes accumulation increase the level of communication with parent / carers and consequences for failing to meet targets. Praise is given when students meet targets. (See Appendix 8).

5.3 REDUCED TIMETABLES

All students, regardless of their circumstances, are entitled to a full time education of 25 hours per week, which is suitable to their age, ability, aptitude and any special educational needs they may have.

Reduced timetables will only be used in the following circumstances and following the exploration of all other options to enable a student to attend on a full time basis:

- as part of a re-integration approach for students who have not attended school for a period of time due to illness, disability, mental health issues, family circumstances, etc.
- as a short-term planned intervention designed to manage the behaviour of a student at risk of suspension in order to provide support and / or respite for the student.
- as a strategy to encourage the return of school refusers

All information in regards to the process of a reduced timetable can be found at the LCC Protocol for the use of Reduced Timetables 2020

<https://www.leedsforlearning.co.uk/Pages/Download/5685664a-b0f8-4f4e-994b-4650bed58360>

Reduced timetables are always negotiated with the families.

5.4 THE BRIDGE

The Bridge is an onsite provision which is part of Allerton High School, but provides students with an opportunity to focus on their modifying their future behaviour in a smaller setting. Students may complete a placement in The Bridge when they are at risk of suspension. A key aim of The Bridge is to ensure that the students modify their behavior in order to become better adjusted members of our mainstream student community. The Bridge has a broad curriculum, catering for the needs of all students. Mainstream Allerton High School teachers deliver lessons in the Bridge which supports the link between the main school and the provision. Reintegration into mainstream is key to the future

success of students following a placement in The Bridge, and this is a carefully managed process with individualised plans for each student (see separate documentation relating to The Bridge).

5.5 ALTERNATIVE PROVISION

When making decisions about the use of Alternate Provisions, the school refers to Alternate Provisions Statutory Guidance for Local Authorities, headteachers and governing bodies. When considering placing a student in alternative provision, the school seeks the support of parents / carers and social workers but if there is no agreement, the school reserves the right to proceed with alternative provision either part-time or full-time in an attempt to better support the young person in modifying their behaviour. Partial placements are used where a student is struggling to cope with 5 days a week in school and their behaviour is placing them at risk of permanent exclusion. These programmes will be reviewed on a regular basis and students will be visited regularly by a member of staff from school.

Students are placed on full-time alternative placement timetables when they have been involved in a serious incident where there is need for additional support to modify behaviour/or considerable time to pass before a student can be re-integrated back into school; or when the student displays continued disruptive behaviour and fails to follow the school's expectations as a means of investing in their future behaviour. Students will be placed on programmes that are suitable; the aim is always for there to be a broad, balanced curriculum to support reintegration to mainstream and students will be visited by a member of staff regularly. The student's progress is closely monitored, safeguarding checks are made and review meetings are held with parents / carers on a regular basis.

If the decision is taken to alternatively educate, we inform parent / carer, and social worker where appropriate verbally and in writing about the following:

- the objectives of the intervention
- the start date
- the address of the provider
- the type of work being planned
- review date on which we will discuss the student's progress.

A review meeting will take place (6 days-notice will be given) and the student, parent/carer (social worker) will be given the opportunity to submit their views into whether the placement should continue. Following the review meeting, the student will either return to off-site placement or begin reintegration into school. Written notification will be provided of the decision to all relevant parties.

Similar procedures to those for reduced timetables will be followed for vulnerable students as outlined in the section 5.6.

5.6 MANAGED MOVES/ HOSTING OF STUDENTS

Some students find it difficult to conform to our expectations and some benefit from a fresh start at another school. The placement of students at other schools is done through the process of a Managed Move. Students remain on roll at Allerton High School but attend another school on a trial basis. Where these placements are successful the hosting school may choose to take the student onto their roll on a permanent basis. The trial period usually lasts for the equivalent of a school term but schools may decide to extend this period. Students in Year 10 and 11 who are on Managed Moves usually stay on roll at Allerton High School but complete their courses and exams at the hosting school.

Managed Moves are voluntary and are agreed with all parties.

5.7 COACHING

The coaching system is at the heart of everything we do to support young people. Coaching time allows students to reflect on their behaviour and progress and enables the coach to monitor progress and have targeted conversations with individual students.

Students are assigned a Coach when they join the school. This colleague will develop a strong relationship with the student and will have a good working knowledge of their progress data, attendance patterns and their strengths and areas that need developing. The Coach is in daily contact with the students and therefore play a pivotal role in the implementation of the Positive Behaviour procedures.

In order to establish good habits it is important that all students experience the same procedure during Coaching time.

Coaching Procedures

- Coach asks students to remove coats, place footballs etc. in lockers (prior to arriving at coaching time) and sit according to a seating plan
- Students listen quietly during the register and respond appropriately
- Students open Personal Organisers on the desk, check timetable, update homework record (write in subjects, 'none set')
- Positive Behaviour 'count-up' takes place weekly where Achievement points [Years 7 / 8] and codes are discussed (one session may be allocated per week for this)
- Newsletter / admin is distributed as appropriate
- Key notices and the student bulletin is read out as appropriate
- Students without their Personal Organiser or incomplete uniform are sent to the Year Office
- Students' Green Reports are checked and signed, issuing appropriate praise or sanction
- Dismissal is well ordered.

5.8 Working With Other Agencies

Where the school is concerned about the behaviour or risk of suspension and permanent exclusion for any student, a range of support strategies will be put in place e.g. report, mentoring, time-out card, use The Bridge. School will work with other agencies as appropriate, e.g. Educational Psychologist, The Cluster, Place2Be.

5.9 Reasonable Adjustments

We ensure that all students are able to meet with expectations of student behaviour and that where necessary, support is provided, making reasonable adjustments for students with a disability or SEN as required.

When applying sanctions, the school consider whether any reasonable adjustments need to be made to the sanction in response to any SEN need or disability the student may have.

Where concerns are raised about the behaviour, or there is risk of suspension and / or permanent exclusion, of a student with a disability or SEN, the school will work in partnership with other services (LA, SENSAP) to consider what additional support or alternate provision may be required. This will include an assessment of the suitability of Allerton High's provision for a student's disability or SEN.

School will contact the local authority at an early stage where a student has an EHC Plan and will request an early review wherever possible before making a decision to place in Alternate Provision (and definitely prior to permanent exclusion).

The SENDCO works in partnership with the Behaviour Support Team and wider staff to implement reasonable adjustments via the use of a Student Profile, which is produced in partnership with the

student and family. The Student Profile will be shared with teaching staff to support them in implementing strategies to promote positive behaviour with a student eg seating plan requirements or an additional verbal warning. Members of the Behaviour Support Team make reasonable adjustments to the behaviour policy where necessary when implementing consequences to poor behaviour eg offering an alternative venue serve an after school detention.

The SENDCO is consulted before any decision about a potential suspension is taken.

SECTION 6 - MANAGING INAPPROPRIATE BEHAVIOUR AROUND SCHOOL AND OUT OF SCHOOL

6.1 SANCTIONS FOR INAPPROPRIATE BEHAVIOUR AROUND SCHOOL

All members of staff should monitor the behaviour of students around school. 'Around School Rules' are displayed (see Appendix 2).

If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around school they should, as a minimum, ensure a planner code is given via Class Charts. For more serious or repeated misdemeanours or poor behaviour around school, this will lead to a break and / or lunchtime detention. These incidents should be logged using the electronic pink slip system.

6.2 SANCTIONS FOR INAPPROPRIATE BEHAVIOUR OUTSIDE OF SCHOOL

The School has a statutory power to discipline students who misbehave outside of the school grounds (The Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable'). The school will investigate, using the expertise of the Safer Schools Police Officer [SSPO] where available and put in place appropriate sanctions for any non-criminal poor or inappropriate behaviour or bullying which occurs off school premises and which is witnessed by a staff member, reported to the school or evidenced through the use of social media, text messages or email.

This will include any misbehaviour that occurs when a student is:

- taking part in any school-organised or school-related activity or
- travelling to and from school or
- wearing the school uniform or
- in some other way identifiable as a student of the school

It will also include any misbehaviour at any time, whether or not the above apply, that

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

Each incident of inappropriate behaviour committed off the school site will be considered on an individual basis but in deciding any sanctions to be taken, consideration will be given to the extent to which the behaviour may have repercussions for the orderly running of the school or might pose a threat to other students or members of staff and will usually involve the input of the SSPO.

SECTION 7 - GENERAL ISSUES RELATING TO BEHAVIOUR

7.1 STUDENTS LEAVING THE CLASSROOM

Students should not be out of lessons or Coaching time without a note in the PO (orange pages) from a teacher **or** a red medical card (this is issued to students who may need to go to the toilet or take medication immediately).

7.2 USE OF TOILETS

It is not normal procedure for students to use the toilet in lesson time but in cases of emergency, students must have a signed PO with them if they are out of lesson and recorded on Class Charts.

7.3 LUNCH

Students are expected to stay on site, using the cafeteria, the ground floor (except pods), or outside. Drinks and food should only be consumed in a designated eating area i.e. in the cafeteria, on the grey carpet in the 'Street' or outside. Post 16 students can use the supervised area in the first floor. Any student using another student's account to purchase food will be reprimanded: they may be forbidden to use the cafeteria facilities without direct supervision.

7.4 BREAK

Students are expected to use the cafeteria, socialise on the ground floor (not pods) or go outside unless there is a wet break (announced over the PA system).

7.5 PROHIBITED ITEMS

The following items are not allowed in school: weapons of any description or an item which may be used as a weapon, alcohol, vapes, stolen items, illegal substances, cigarettes, lighters, matches, fireworks, pornographic images and materials, materials linked to extremism or hate crime, aerosols, nail polish, chewing gum, Tippex, electronic games, skateboards or roller blades. Scooters can be folded and placed in lockers until the end of the day or left locked in the bike shed.

Any other items may be prohibited at the discretion of staff if they pose a risk to the health and safety of staff or students, or if they disturb the smooth running of the school.

Prohibited items will be confiscated and sent to the office for storage. Items that are illegal for students to have in their possession will be disposed of or given to the SSPO. Other items will be available for collection by an adult, at an agreed time during normal school hours.

7.6 PROHIBITED ITEMS AND SEARCHES

If members of staff have a reasonable suspicion that a prohibited item is concealed, they should refer immediately to a member of SLT or send for a blue card; they should not proceed to search a student. Members of SLT or the Behaviour Support Team will undertake a search and will contact parents / carers and the Virtual School Head and Social Worker if applicable, and ask the SSPO for assistance if needed. The aforementioned staff are trained to carry out searches. They always ensure that there are 2 members of staff present and that the staff member carrying out the search is of the same sex as the student. If the student refuses the search, the parent/carer is asked to attend school. If it is deemed appropriate a search can be undertaken without consent for knives and other weapons, alcohol, illegal substances, stolen items, cigarettes, fireworks and pornographic materials. Searches can also be undertaken without consent for any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. The DSL is informed of all searches, the outcomes of which are recorded on CPOMS.

7.7 INAPPROPRIATE UNIFORM, JEWELLERY OR MAKE-UP

A watch and one pair of small stud earrings may be worn. A single bracelet or pendant of religious significance may be worn under clothing. Other items of jewellery will be confiscated by staff. These items will be available for collection by an adult, at an agreed time during normal school hours.

Make-up must be discrete. If a student's uniform is inappropriate she / he should be sent to the Behaviour Support Area. Students may be withdrawn from lessons if uniform is inappropriate and will be isolated at break and lunchtime as other students may think staff are being inconsistent or unfair in their application of dress code rules if they are seen around school. Plimsolls are kept in school and will be offered to those students wearing incorrect footwear.

7.8 PERSONAL PROPERTY

Personal property is not insured by the Local Authority or the school. At all times it remains the responsibility of the owner although the school takes all reasonable care to safeguard lockers, changing rooms and classrooms. Money must never be left unattended.

Property should be marked with the owner's name.

No borrowing, selling or exchange of property is allowed in school and money must not be collected without permission of the Headteacher.

7.9 PERSONAL ORGANISER

Forgetting the Personal Organiser is serious as it summarises students' timetable, homework that is set, comments and notes made by the student or a member of staff as well as holding vital information about school procedures and expectations. Students will be issued with a PO planner code if they forget the Personal Organiser. Additional consequences will be enforced should the student continue to forget their Personal Organiser using a staged response.

No personalising of the Personal Organiser will be allowed. It should be graffiti-free and treated as if it were a best exercise book. Students may be asked to replace the Personal Organiser if it is damaged with intent.

7.10 GRAFFITI

The condition of the walls and furniture in classrooms must be checked constantly by all staff. When graffiti or damage to furniture / equipment occurs, the student must be reported to the Behaviour Support Team. The Achievement Team Leader or Behaviour Support Team will inform parents / carers and the student must make reparation e.g. clean the desk or pay for something to be replaced / fixed.

7.11 INAPPROPRIATE USE OF MOBILE PHONE AND SOCIAL MEDIA

Mobile phones are not to be used by students in Years 7-11 at any point during the school day; this includes break, lunchtime, entry to and exiting the school building. Post 16 students are not to use their mobile phones during lessons unless specifically asked by staff to do so but can use appropriately during the school day if required. If a mobile phone is seen or disrupts learning in lessons it will be confiscated and handed in to the office staff for safe-keeping. Parents/carers will be informed. If students refuse to hand over their mobile phone, the blue card system should be used by staff.

Allerton High School does not tolerate any inappropriate use of social media. This will result in removal of the student's mobile school in school. There will be an investigation completed, which may involve the SSPO, and the appropriate sanction applied.

7.12 INTRUDERS

If any member of staff sees a visitor in school that they do not recognise they should check that they have a visitor's badge. If they do not, they should direct them to reception to sign in. Assistance should be sought from SLT or the Behaviour Support Team if needed.

7.13 ANTI-BULLYING

The school has a separate 'Anti-bullying Policy'. A series of sanctions are put in place if bullying occurs in school escalating from a verbal warning to suspension if appropriate. Support is given to the perpetrator to help them modify their behaviour with time to bring about a positive change. A restorative session will be offered to the victim. The parent / carer will be informed and a period of isolation in the unit or through suspension will be the usual sanction for the perpetrator. (Please see the school's 'Anti-bullying Policy'.)

7.14 HATE INCIDENTS

A hate incident is motivated hostility or prejudice based on disability, race, religion, transgender identity and / or sexual orientation. Hate abuse is completely unacceptable at Allerton High School. Students are informed that hate comments will lead to immediate withdrawal from class via a blue card. All incidents involving hate abuse will be investigated in accordance with the anti-bullying policy. A restorative session will be offered to the victim. The parent / carer will be informed and a period of isolation in the unit or suspension will be the usual sanction for the perpetrator. Any hate incidents are also logged with the local authority.

7.15 RIGHT TO RESTRAINT

Staff consistently use positive strategies to encourage acceptable behaviour and good order. Every effort will be made to resolve conflicts positively, without harm to students, staff, property, buildings or the environment. However, as staff working in school have a 'Duty of Care' to the students, they may face a situation where physical intervention is the only option left in order to ensure safety of a student, staff themselves and/or others. Staff may ask for help, repeat 'stop' and wait for assistance. Staff who have a Duty of Care have lawful justification for taking reasonable steps to prevent injury or damage. In exceptional circumstances physical restraint may be used by an adult within the school. Staff who have been involved in a restraint should complete a physical intervention record. Staff are made aware of the DFE recommendations (DFEE Circular 18.98) - for further guidance see our 'Care and Control' and Safer Working Practice policies.

7.16 MALICIOUS ALLEGATIONS AGAINST MEMBERS OF STAFF

In the event an allegation against a member of staff is shown to be malicious the student(s) involved will be dealt with according to the severity of the allegation. Sanctions could include withdrawal from classes taught by the member of staff, inclusion, fixed-term or alternative provision. The SSPO will work with the student to make them aware of the possible legal ramifications of malicious allegations under the Protection from Harassment Act 1997. A restorative practice session will be offered to the member of the staff whom the false allegation has been made against and pastoral support offered to them. Where the allegation has been made by a person who is not a student the police will be asked to consider whether legal action should be taken against them. Malicious allegations will be referred to the Local Authority Designated Officer (LADO) for recording and action where necessary.

SECTION 8 – HARMFUL SEXUAL BEHAVIOUR

Harmful sexual behaviour is the term used to describe children or young people who sexually abuse other children, young people or adults. The sexual abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support and protection given to the child or young person exhibiting the harmful sexual behaviour.

Abusive / inappropriate behaviour is often characterised by a lack of true consent, the presence of a power imbalance and exploitation.

Harmful sexual behaviour is likely to: violate a child's dignity, and / or make them feel intimidated, degraded or humiliated and / or create a hostile, offensive or sexualised environment.

Just as children develop physically, mentally, emotionally and verbally they also develop sexually; a sound understanding of what constitutes normal sexual development is vital in order to understand what is inappropriate or harmful and to ensure that children are not made uncomfortable or embarrassed by displaying normal, age appropriate, sexual behaviours.

At Allerton High School proactive work is undertaken to minimise the risk of harmful sexual behaviour occurring through the PSHE and statutory RSE programmes. This provides clear guidance to students about sexual relationships that are safe and consensual. This work will be informed by up to date guidance from the Leeds Safeguarding Children Partnership (LSCP).

Following any report of child-on-child sexual violence or sexual harassment offline or online, we follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE). We promote a culture where sexual harassment of all kinds is treated as unacceptable and refer to the Respectful School Communities Toolkit for support with this.

Definitions of different types of sexual harassment can be found in Appendix 9.

We adopt an informed measured approach to responding to reports of sexual harassment and sexual violence in school and this is underpinned by the principle that “there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated”. Specific procedures to follow if an allegation of sexual harassment or sexual violence towards a student or member of staff is made where the alleged perpetrator is a student at Allerton High School can be found in Appendix 10 and at https://westyorkscb.proceduresonline.com/p_abuse_child_yr.html The DSL makes an immediate risk assessment and advice in ‘Keeping Children Safe in Education’ is followed.

The assumption taken is that sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of ‘it could happen here’. All reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school are responded to appropriately. When made aware of the possession and sharing of nudes and semi-nudes, we refer to the Sharing nudes and semi-nudes: Advice for education settings working with children and young people guidance provided by the UK Council for Internet Safety.

SECTION 9 - STAFF ROLES IN RELATION TO POSITIVE BEHAVIOUR AT ALLERTON HIGH SCHOOL

9.1 HEADTEACHER AND SENIOR LEADERSHIP TEAM

The Headteacher has overall responsibility for the behaviour of students at Allerton High School and as such makes all decisions about consequences following serious infringements of the Positive Behaviour Policy. The Headteacher does this in consultation with the Deputy Headteacher for Inclusion, the Assistant Headteacher for Behaviour and Attendance and the Behaviour Lead, who support the Headteacher in making such decisions. Both Deputy Head teachers can make decisions about whether to suspend a student in the Headteacher’s absence. The Headteacher meets the Governing Body regularly to discuss the occurrences of infringements of the Behaviour Policy and the use of Alternative Provision. All members of the Senior Leadership Team support school staff in upholding the principles of the Positive Behaviour Policy. Members of the Senior Leadership Team deliver CPD to teaching staff regarding the management of behaviour in school.

9.2 BEHAVIOUR SUPPORT TEAM

The Behaviour Support Team are involved at all levels of the Positive Behaviour Policy. The work of the Behaviour Support Team includes facilitating the necessary removal of students from lessons, carrying

out restorative work to ensure successful reintegration into lessons, and investigating incidents that occur both in and out of school. The Behaviour Lead runs the Behaviour Support Area and manages relationships with alternative providers.

9.3 SENDCO AND SEND MANAGER

The SENDCO and SEND Manager consult with the Behaviour Support Team in order to ensure the application of appropriate reasonable adjustments when managing the behaviour of students with SEND. The SEND team provide practical support to teaching staff, circulating student profiles and offering advice and guidance about promoting positive behaviour for students with specific needs. The SENDCO is consulted before a decision is made regarding the suspension of a student with SEND.

9.4 MIDDLE LEADERS

Heads of Year play a significant role in promoting positive behaviour at Allerton High School. With their team, they hold high expectations for the behaviour of students in their year group. They work together with parent/carers and Social Workers where applicable, to implement appropriate interventions to support positive behaviour. Curriculum Team Leaders also play a role in upholding the principles of the Positive Behaviour Policy within their subject area, and support teaching staff to effectively manage behaviour within their classrooms.

9.5 COACHES AND TEACHING STAFF

Coaches play an important role in the management of behaviour at Allerton High School. They reinforce messages about expectations and standards of behaviour and hold individual conversations with students, identifying changes in behaviour as they arise. Teaching staff are trained to apply the Behaviour Policy consistently, both in class and around school.

SECTION 10 - COMMUNICATION TO STAKEHOLDERS

10.1 STUDENTS

The sections of the Positive Behaviour Policy that refer to in class and around school behaviour are regularly communicated to students through assemblies and coaching activities. Students are introduced to the Positive Behaviour Policy prior to Year 7 during the transition process. Students who join 'in-year' are given a student version of the Behaviour Policy and their understanding of the policy is checked during the induction meeting. Relevant sections of the Behaviour Policy are included in the student personal Organiser.

10.2 STAFF

All staff receive training on the use of the Positive Behaviour Policy. Staff are given time to read the Positive Behaviour Policy each September and are consulted on changes to the policy during all staff meetings. Before changes are implemented, staff are given appropriate training. New staff receive training on the fundamentals of the Behaviour Policy on the new starter induction day. The consistent application of the policy forms part of the School Self Evaluation process and staff engage with support in behaviour management where needed. Staff are encouraged to speak to Senior Leaders if they have any queries or concerns about behaviour and are regularly made aware of appropriate channels for this.

10.3 PARENTS AND CARERS

The Positive Behaviour policy can be viewed on the school website. Parent/carers are issued with a parent/carer version of the policy when their child joins the school. The school newsletter is used to convey any changes to the Positive Behaviour Policy.

Parents and carers are communicated with in a number of ways regarding their child's behaviour. The Class Charts app allows parent/carers to view any codes students receive during lessons and the planner is used to communicate any codes received around school. Achievement points can also be viewed on the Class Charts app. If a student is removed from lessons, a Classcharts message will be sent electronically to the parent/carer on the same day. Parents and carers will also be notified, without

delay, of the school's decision to suspend a student or to agree an Alternative Provision placement for their child.

10.4 VIRTUAL SCHOOL HEAD (VSH) AND SOCIAL WORKERS

Where applicable, the VSH and Social Worker are informed via email or telephone that day if a student has been removed from a lesson. They will also be notified, without delay, of the school's decision to suspend a student or to agree an Alternative Provision placement.

SECTION 11 - MONITORING AND EVALUATION

Aspects of this policy will be evaluated by staff in Coaching meetings, students from the Junior Leadership Team, members of SLT and Governors at the Inclusion Committee. The member of SLT i/c Inclusion and Behaviour Leader will lead the evaluation process, briefing all members of SLT. They will monitor the application of sanctions to identify patterns of behaviour as they apply to all members of the school population and provide ongoing and relevant data e.g. number of blue cards issued, inclusion unit figures, number of hate incidents. Analysis is undertaken formally on a termly basis; this is reported to governors via the Inclusion Committee. Local trends in relation to key groups are discussed at Area Inclusion Panel meetings.

School reports any suspension and/or permanent exclusions to the local authority.

Appendix 1

EXPECTATIONS OF STUDENT BEHAVIOUR

CLASSROOM RULES

All students are expected to:

- Follow instructions of staff the first time, every time
- Arrive to each lesson on time
- Use toilet facilities and water fountains before the start of lessons and at break/lunch.
- Line up outside the classroom and enter quietly
- Follow the seating plan set by the teacher
- Put Personal Organisers on the table with other relevant equipment
- Work hard, listen carefully when the teacher or other students are talking and avoid distracting others
- Raise their hand and wait for permission before speaking
- Be polite and respect the feelings of others at all times
- Leave the classroom in an orderly manner

AROUND SCHOOL RULES

All students are expected to:

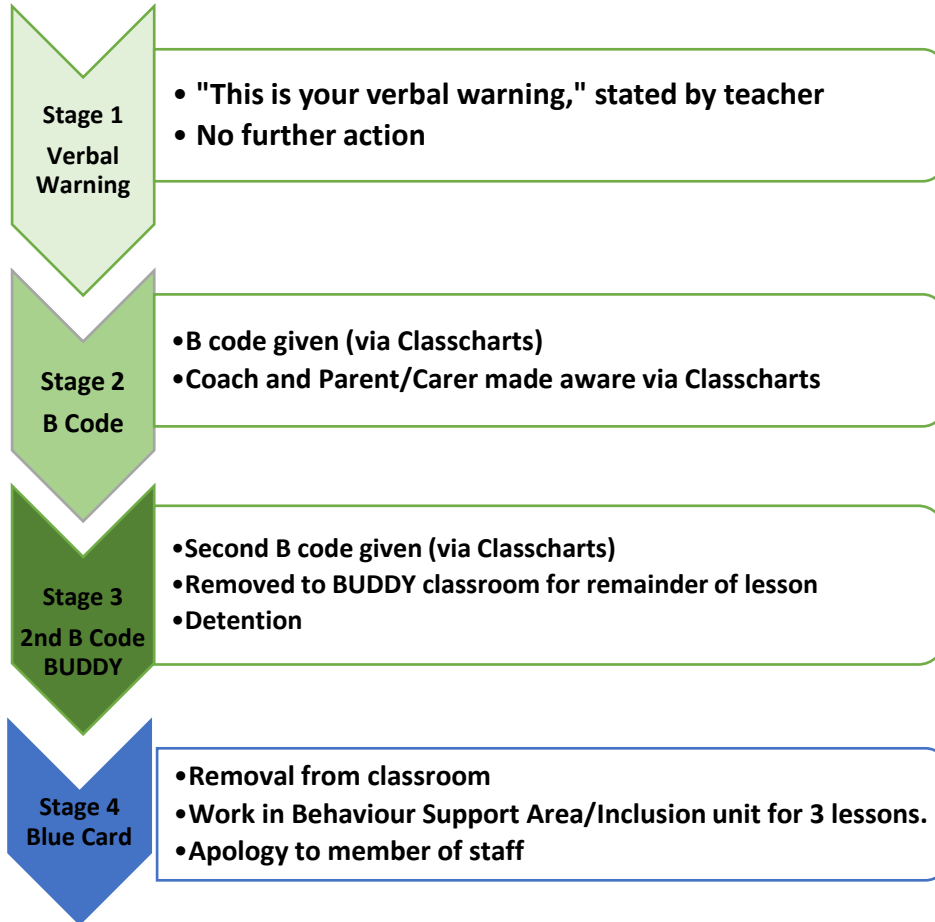
- Follow instructions of staff the first time, every time
- Remove outdoor clothing on entry to the building
- Be on time for school and then for each lesson
- Wear the correct uniform at all times, as described in the Personal Organiser
- Eat and drink in the right place, at the right time
- Put all litter in the bins provided
- Look after their property
- Be polite and respect the feelings of others at all times
- Walk when moving around in the school building and follow instructions about one way systems
- Sign out at Reception if they have to leave the school premises during the school day

Student should NOT:

- Chew gum
- Graffiti

Appendix 2

Positive Behaviours – Classroom Procedures



Other codes may also be issued during a lesson without the need for a verbal warning at any stage:

L	Late
C	Classwork
H	Homework
E	Equipment
U	Uniform
G	Gum / food
PO	Personal Organiser
P	Pen (Lesson only)

5 Codes = Detention

- Stages are usually sequential but the teacher can move to higher stages as appropriate.

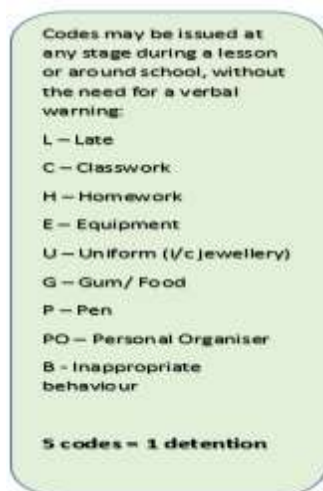
<p>Classroom Stage 1 Verbal Warning</p>	<p>‘This is your verbal warning’ stated by teacher</p> <p>No further action</p> <p>Intended to encourage the student to work without disrupting the lesson</p>
<p>Classroom Stage 2 B code</p>	<p>B code given</p> <p>Coach and parent/carer made aware via Classcharts</p>
<p>Classroom Stage 3 Buddy Classroom</p>	<p>Second B code given and Buddy message sent to BST via Classcharts. Student taken to Buddy classroom to work for the remainder of the lesson.</p> <p>BB in one lesson leads to a whole school detention</p>
<p>Classroom Stage 4 Blue Card</p>	<p>Student removed from the classroom for continuous disruptive behaviour or refusal to engage with the buddy classroom</p> <p>Alert sent via Classcharts to the Behaviour Support Team.</p> <p>Student will spend 3 lessons in the Behaviour Inclusion Unit once they have been processed in the Behaviour area.</p> <p>The Behaviour Support Team will facilitate a restorative conversation team prior to the student’s next lesson with the relevant teacher.</p>
<p>Stages are usually sequential but the teacher can move to higher stages as appropriate. Students can be removed from a lesson immediately for serious incidents eg racial, homophobic or sexual abuse, threatening behaviour or physical violence.</p>	

Appendix 4

Sanctions to support Positive Behaviour

Sanctions to support the Positive Behaviour System

The school reserves the right to decide which sanction is appropriate for any infringement of the Positive Behaviour System because it is fully aware of the facts relating to each incident. Further information regarding the application of the sanctions below can be found in the Positive Behaviour Policy.



1. Detentions

Detentions after school or at break and lunchtime can be issued for:

- Accruing 5 codes
- Deliberate disobeying of school expectations and rules e.g. running around the building, swearing, play fighting, dropping litter
- Refusal to follow instructions – answering back, polish on nails, wearing jewellery
- Bullying stages two and three
- Truancy from school and to lessons
- Bringing prohibited items into school e.g. sweets, energy drinks etc.
- Smoking (letter sent home)

2. Inclusion

Students usually work in the Behaviour Support Area for the following reasons:

- Accruing 5 detentions in a half term
- Refusal to follow instructions in class or around school
- Verbal abuse (towards staff and students)
- Physical assaults/ fighting
- Hate incidents
- Bullying stage four
- Bringing prohibited items/ substances to school
- Handling stolen goods/ theft

- Selling prohibited items in school
- Criminal damage
- Maliciously setting off the fire alarm
- Any other incident deemed serious
- Whilst waiting for alternative provision to be organised

As an additional sanction students could also be placed in another school's inclusion unit or in an alternative provision for a short period of time following persistent inappropriate behaviour or a serious incident.

3. Suspensions

Students could be suspended for a fixed period of time following a serious incident such as:

- Defiance /disruption in the inclusion unit
- Deliberate unruly behaviour
- Threatening behaviour, including bringing weapons or items which may be used as weapons into school
- Direct verbal abuse of a member of staff
- Handling stolen goods/ theft
- Selling prohibited items/ substances
- Maliciously setting off the fire alarm
- Criminal damage e.g. graffiti
- Bullying stage five
- Repeated hate incident
- Unprovoked assault/ fighting
- Harmful sexual behaviour
- Use of/possessing illegal substances and/or alcohol
- Direct failure to follow instructions of the Headteacher or a Deputy Headteacher

4. Permanent Exclusion

Students could be permanently excluded in the following situations:

- c) Persistent disruptive/defiant behaviour where despite the school's efforts, a student insists on persistently breaching the school's Positive Behaviour Policy. Permanent exclusion will be used when the school believes that all other available strategies have been exhausted.
- d) A single serious incident which might involve:
 - Actual or threatened violence against a student or member of staff (including on line threats)
 - Verbal abuse towards staff and/ or students
 - Unprovoked assault on a student/member of staff
 - Sexual abuse or assault
 - Carrying an offensive weapon (any article made or adapted which may cause injury)
 - Hate incidents/ crimes or bullying (including online)
 - Supply and/or use of an illegal drug on school premises

**It isn't possible to list every misdemeanour which will result in a suspension and/ or permanent exclusion*

Appendix 5

Student blue card paperwork

Allerton High School
Positive Behaviour - Student Reflection Sheet

Name:	_____	Coaching Grp:	_____
Date:	_____	Location:	_____
Period:	_____	Staff member:	_____

What happened?

What were your thoughts at the time?

What have your thoughts been since?

How has this affected you and others?

What do you think needs to happen next?

What support do you need to make the situation better?

Appendix 6

**Positive Behaviour
BLUE CARD RESPONSE FORM**

Student _____ **Coaching Group** _____

Location/Lesson _____ **Period** _____ **Date** _____

Comments/Reason for blue card

Teacher Requesting Assistance

Blue Card Team Member/SLT

1. **Which of the following strategies have been applied in the management of student behaviour by the class teacher?**

- Stage 1: Student given a Verbal Warning
- Stage 2: Student moved within class – (P.O. comment)
- Stage 3: Student moved to a buddy classroom – (P.O. comment & Pink slip)
- Blue Card

<i>Reprimand Given</i>	<input type="checkbox"/>	<i>Parent/Carer informed – Personal Organiser</i>	<input type="checkbox"/>
Lunchtime Detention	<input type="checkbox"/>	Parent/Carer informed - Telephone	<input type="checkbox"/>
Detention	<input type="checkbox"/>	Parent/Carer called in	<input type="checkbox"/>
Lunchtime Exclusion	<input type="checkbox"/>		<input type="checkbox"/>
Inclusion Unit	<input type="checkbox"/>		<input type="checkbox"/>
Exclusion	<input type="checkbox"/>		<input type="checkbox"/>
Put on Report	<input type="checkbox"/>		<input type="checkbox"/>

(COMPLETED RESPONSE FORMS MUST BE HANDED TO BEHAVIOUR ADMIN WHO WILL RECORD THE INFORMATION ON SIMS)

Appendix 7

Incident Log



Allerton High

Incident Record

Managed by:	Date:	Ref No:	(office use)
--------------------	--------------	----------------	---------------------

Initial information reported by: Coaching Group(s):

Student(s) being investigated: Coaching Group(s):

Alleged Victim(s): Coaching Group(s):

Incident type:

- | | | | | | |
|--|--------------------------|------------------|--------------------------|------------------|--------------------------|
| Bullying | <input type="checkbox"/> | Vandalism/damage | <input type="checkbox"/> | Self Harm | <input type="checkbox"/> |
| Verbal abuse student | <input type="checkbox"/> | Theft | <input type="checkbox"/> | Substance abuse | <input type="checkbox"/> |
| Verbal abuse staff | <input type="checkbox"/> | Selling | <input type="checkbox"/> | Sexual Behaviour | <input type="checkbox"/> |
| Physical abuse student | <input type="checkbox"/> | Hate incident | <input type="checkbox"/> | E-safety | <input type="checkbox"/> |
| Physical abuse staff | <input type="checkbox"/> | <u>Fighting</u> | <input type="checkbox"/> | | |
| Other:Inappropriate behaviour..... | | | <input type="checkbox"/> | | |

Brief outline of what is alleged/comments:

Passed onto:

- | | |
|---|---|
| 1. Reassured victim: <input type="checkbox"/> | 3. First Aid offered: <input type="checkbox"/> |
| 2. Investigation completed <input type="checkbox"/> | 4. Behaviour database/Bullying log checked <input type="checkbox"/> |

Students involved:

Name	Statement	Outcome explained	Involved - apology	Phone call home	Sanction

Outcome – AHS view of what happened:

Communicated to (list staff initials): Behaviour team via pink slip

Recorded on:

Communication log

Behaviour database

CPOMS

Further Notes:

Appendix 8

Suspension checklist

Student views taken	
AHS view clear	
CLA status checked	
If CLA – notify SW	
If CLA – notify virtual school head	
Parent/Carer called about decision – arranged reintegration, explain work arrangements.	
Laptop request/paper work issued	
SIMS updated – behaviour incident, exclusion logged	
Letter drafted	
Letter signed by HT	
LA notification	
Attendance updated	
Year team updated	
Any reasonable adjustments:	

DSL signature _____ **Date** _____

SENCO _____ **Date** _____

Appendix 9

Suspension Letter Template

DATE

PARENT/CARER NAME
ADDRESS

Dear XXXX

Student: XXXX
Year: XXXX
Suspension: Day

I am writing to inform you of my decision to suspend XXXX for a fixed period of 1 day. This means that XXXX will not be allowed in school for this period.

I realise that this suspension may well be upsetting for you, but the decision to suspend XXXX has not been taken lightly. XXXX has been suspended for this fixed period following an incident in school in which XXXX. XXXX will be expected back in school as usual on XXXX and we invite you to attend a re-integration meeting at 8.30am on this date. If you are unable to attend, please let us know and the meeting will be held in your absence.

You have a duty to ensure that XXXX is not present in a public place in school hours during the period of this suspension, unless there is reasonable justification for this. I must advise you that you may receive a fixed penalty notice if XXXX is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

XXXX can continue with his / her own studies at home during this period of suspension or use Oak Academy to access lessons according to their own timetable.

You have the right to make representations about this suspension to a committee of the governing body. If you wish to make representations please contact Mrs Johnson-Laird on 203 4770, as soon as possible. Whilst the committee of the governing body has no power to direct the reinstatement of XXXX they must consider any representations you make and may place a copy of their findings on XXXX's school record.

You may want to contact the Children's Legal Centre. They provide free and impartial information on suspension and other state education matters. They can be contacted **on** 0808 802 0008 **or on** www.childrenslegalcentre.com. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

The statutory guidance on exclusion can be found on:
www.education.gov.uk/schools/pupilsupport/behaviour/exclusion.

If you think the suspension relates to a disability XXXX has, or their special educational needs, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal. Making a claim would not affect your right to make representations and raise the issue with the governing body committee. Details of the Tribunal can be found on:
www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm.

Yours sincerely

Mrs E Silson
Head teacher

Appendix 10

Alternative Provider Letter Template

Parent/Carer
Address
XXXX
XXXX

Date:

Dear XXXX,

I am writing to you to confirm the academic arrangements for XXXX for the academic year 2022 – 2023.

We have arranged for XXXX to attend an alternative provider following the need to engage XXXX in a setting which currently meets XXXX needs. The details of the alternative provider are shown below. XXXX should attend at the times listed below and should attend on all the days that they are booked into this alternative provider.

The placement is designed to be a supportive measure intended to assist XXXX in modifying his/her behaviour.

- Alternative Provider:**
- Address:**
- Telephone Number:**
- Sessions times:**
- Days:**

There will be a review of this provision before the end of the XXXX term, DATE. If you wish to discuss this or any other issues, please do not hesitate to contact me.

Yours sincerely

Miss Clare Campbell
Assistant Headteacher

Confirmation of agreement to the above Alternative Education Programme

.....Signed by (Parent/Carer)Dated

Please return a signed copy to school as soon as possible and keep a copy for your records.

Appendix 11**Reports**

<u>Stage</u>	<u>Action</u>	<u>Communication</u>	<u>Consequence</u>
1a. 1b.	<ul style="list-style-type: none"> • ATL to identify any student receiving 25 codes (or 5 detentions) in half term (Y7 and 11 amend to 20 codes) • GREEN report • Coach/ ATC monitors daily by meeting student • Student to 'pass' 10 days clear on report to come off • 25 codes (or 5 detentions in a term) warning and monitored by ATL – if no improvement the GREEN report • 	<ul style="list-style-type: none"> • Letter sent home to P/C re. issue of and reasons for GREEN report and explanation of next stage consequences if fail the report 	<ul style="list-style-type: none"> • <i>Student must gain at least 4 points each day to pass report</i> • Failed day = break detention following day – at KS office/Hall ** • Coach to email ATL/ KS manager with info of students who have failed
2.	<ul style="list-style-type: none"> • ATL to identify any student receiving 40 codes (or 8 detentions) or failing GREEN report • AMBER report • KS Manager/Beh Coach/ ATL monitors daily by meeting student • Student to 'pass' 10 days clear on report to come off • <i>*Other behaviour incidents may also warrant AMBER report</i> • 	<ul style="list-style-type: none"> • Meeting with P/C and ATL/Beh team • Letter sent home with copy of agreement from meeting re. issue of reasons for AMBER report and explanation of next stage consequences if fail the report 	<ul style="list-style-type: none"> • <i>Student must gain at least 4.5 points each day to pass report</i> • Failed day = break and lunch detention at next available slot - at KS office/ Hall/ Beh area (also break DT if student fails to turn up for checking) **
3.	<ul style="list-style-type: none"> • ATL to identify any student receiving 50 codes (or 10 detentions) or failing AMBER report • RED report • Beh Leader/CLC/NMW monitors daily by meeting student • Student to 'pass' 10 days clear on report to come off 	<ul style="list-style-type: none"> • Meeting with P/C and Beh Lead/ SLT • Letter sent with copy of agreement from meeting and 2-week review date set • Letter sent home with copy of agreement from meeting re. issue of reasons for RED report and explanation of next stage consequences if fail the report 	<ul style="list-style-type: none"> • <i>Student must gain at least 5 points each day to pass report</i> • Failed day = break, lunch and after school detention – in behaviour area (also break DT if student fails to turn up for checking)

	<ul style="list-style-type: none"> Remove social time in week 1 immediately – if pass one week social time reinstated in 2nd week <i>*Other serious behaviour incidents may also warrant RED report</i> 		
4.	<ul style="list-style-type: none"> ATL to identify any student receiving 60 codes (or 12 detentions) or fail RED report Headteachers REPORT CLC/ES monitors daily by meeting student Student to 'pass' 10 days clear on report to come off report 	<ul style="list-style-type: none"> Meeting with P/C and ES for pre-suspension meeting (final warning) Letter sent home with copy of agreement from meeting re. issue of and reason for RED report 2 and explanation of next stage consequences if fail the report 	<ul style="list-style-type: none"> <i>Student must gain at least 5.5 points each day to pass report</i> Failed day = time in unit the following day
5.	<ul style="list-style-type: none"> Failed Headteachers report Beh Lead/ CLC to arrange time in AP/ school inclusion unit 	<ul style="list-style-type: none"> Phone call to say failed report and information given regarding logistics of AP/ school inclusion unit Letter sent home with information regarding suspension/ external inclusion unit Reintegration meeting with ES on return to school 	<ul style="list-style-type: none"> Suspension/ days in another schools inclusion unit (on return to school back to red report 1 – if fail again AP)

Report Card Procedures 2022/23

- ATLs to check code accumulation weekly – this may be a designated task for ATCs.
- Scores to be inputted onto report tracker sheet each day by staff member monitoring
- 6 points each day is maximum total that can be achieved (5 lessons and coaching)
- Maximum 3 targets set for students
- Use SIMS to complete report clicking the Y box if all targets met or N if not. Staff may choose to write a comment.
- 10 successfully passed days means 'passed' report and can come off report
- *ATL/ Behaviour Leader/ CLC to decide which stage to return to if student appears on report again – usually next stage as will follow code accumulation. Maximum of 2 green reports per year – student must then immediately go to AMBER report*
- *ATLs/ BST/ SLT have the discretion as to which stage of report students start on.*

*Other serious incidents may include actions such as: large amount of blue cards, damage, deliberate unruly behaviour, fighting, theft, unprovoked assault, bullying, hate crimes etc.

** Please use professional discretion when issuing detentions at KS offices – it may be better to send particular students to the Behaviour Support Area immediately

Appendix 12

Harmful Sexual Behaviour Definitions

Sexual harassment is defined as ‘unwanted contact of a sexual nature’ that can occur online and or in person between students. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include: sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual “jokes” or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature and online sexual harassment. It may include non-consensual sharing of sexual images and videos, e.g. nudes and semi nudes, sexualised online bullying, unwanted sexual comments and messages, including, on social media, sexual exploitation, coercion and threats and up-skirting.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit an act of sexual abuse as can other children.

Sexual violence refers to sexual violence offences under the Sexual Offences Act 2003 as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Hackett’s Sexual Behaviour Continuum (2010), with columns headed Normal, Inappropriate, Problematic and Abusive/Violent describe a continuum of sexual behaviours which many children or

young people will engage in that are normal and age appropriate, through to those which indicate a significant concern about harm to self and/or others.



A continuum of children and young people's sexual behaviours
(Hackett, 2010)

www.rip.org.uk

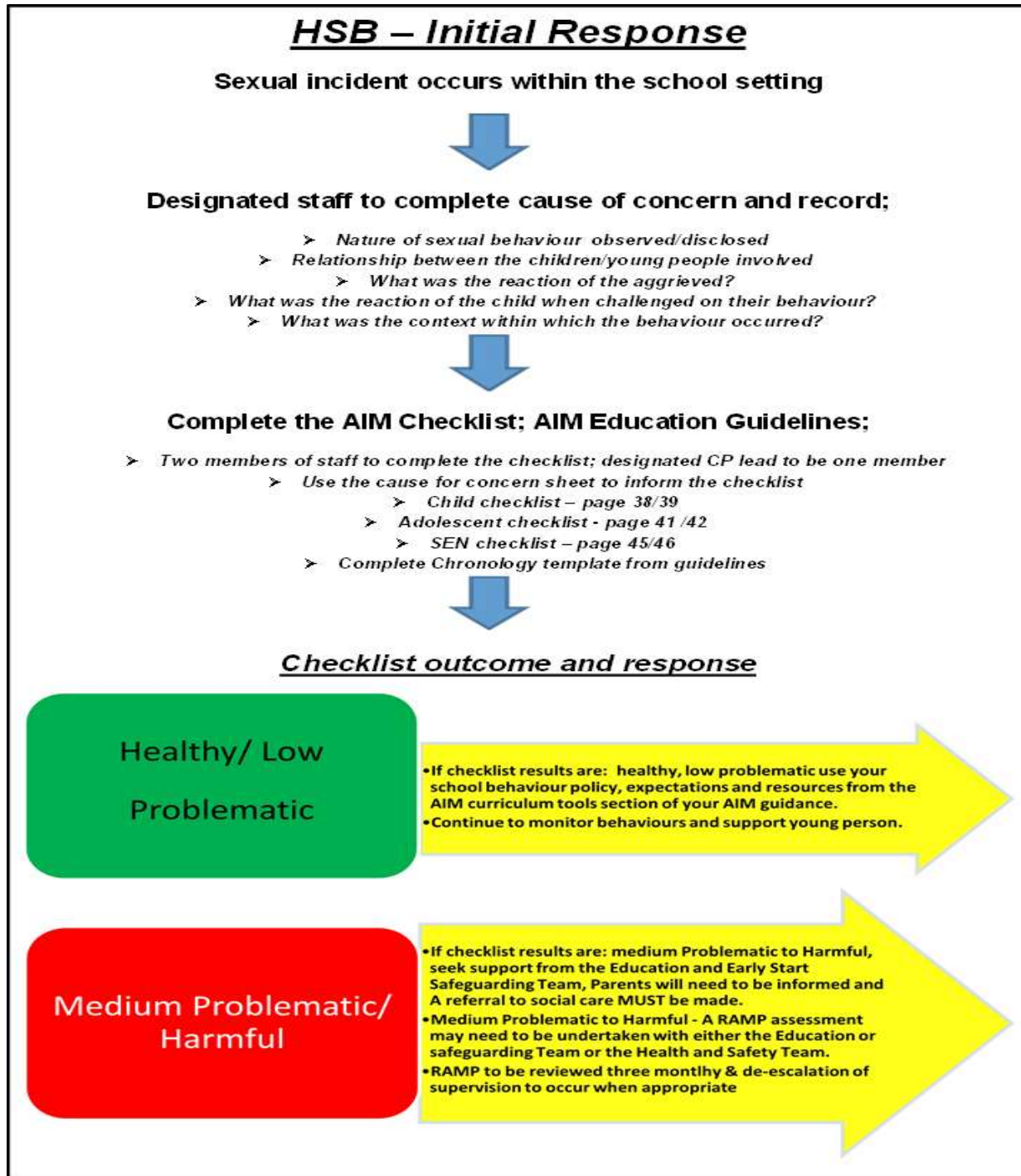
Appendix 13

Procedures for dealing with Harmful Sexual Behaviour

- Isolate the alleged perpetrator and reassure the victim that they are being taken seriously and that they will be supported and kept safe.
- Record information about the incident(s). This will be completed in line with the school's Child Protection procedures. Initial reports must be recorded on the school's 'Incident Log' and on CPOMS. All aspects of any investigation and the final outcome should be clearly recorded.
- If an allegation of sexual violence has been made the Police, CSWS (Children's Social Work Services) and the Education Safeguarding team will be informed as soon as possible. Guidance will be taken from these agencies as to how to inform parents / carers of these allegations and who should do this.
- There will be a robust and speedy investigation by school staff of any allegation unless a Police Investigation would be compromised by such an investigation. Steps will be taken to safeguard all members of the school community even if a police investigation is ongoing.
- An AIMS checklist will be used to ascertain and indicate the level of concern about harm to self and/or others.
- An AIM (Assessment, Intervention, Moving on) or RAMP (Risk Assessment and Management Plan) assessment will be undertaken with input from the Educational Safeguarding team or CSWS as appropriate.
- Depending on the level of concern, e.g. one-off incidents or a low-risk AIMS assessment outcome, the school may take the view that the children concerned are not in need of early help or that referrals do not need to be made to statutory services and that it would be appropriate to handle the incident through utilising the Positive Behaviour Policy and by providing pastoral support.
- For low-risk outcomes, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges and can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence.
- For high-risk outcomes, a referral to CSWS will be made and a report to the police may be made.
- The principle in any of these scenarios remains that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions will be recorded (written or electronic).
- Where there has been an allegation of sexual violence a Risk Assessment (IPRA) will be completed and where appropriate this will involve input from Leeds City Council's Health and Safety team and / or Leeds Safeguarding Team. Control measures will be considered to evaluate how the risk to other members of the school community can be reduced to an acceptable level.
- Where there has been an allegation of sexual violence or harassment the alleged perpetrator will be removed from any classes they share with the victim(s). Steps will also be taken to minimise the contact that the alleged perpetrator and victim(s) have around school and during their journey to / from school. This may include supervision of social times, changes to teaching groups or placement at an alternative educational provision for the alleged perpetrator whilst any investigations are completed. We expect the victim / perpetrator to avoid using social media.
- The opinions of the victim(s) and their families will be considered when decisions are made about any actions the school will take.
- In some cases of sexual harassment, for example one-off incidents, the school may handle the incident in line with the sanctions laid out in the Positive Behaviour Policy.
- Following the outcome of a police investigation school will work closely with other agencies using a multi-agency approach to safeguard the victim and all other members of the school community.

Where a student is found to have committed a crime of sexual violence they will be removed from school to work in alternative provision or a managed move may be arranged to another school.

We follow the guidance from the Harmful Sexual Behaviour Response Checklist as directed by the Leeds Children's Services Model Safeguarding & Child Protection Policy 2020-21 as below.



Further information and relevant guidance documents referred to, are available electronically from Leeds Education Hub – Safeguarding Page, Keeping Children Safe in Education Policy 2021-21, Leeds Safeguarding and Child Protection Policy 2020-21 and directly upon request from education.training@leeds.gov.uk.