



Helsby High School

Rewards and Consequences – a whole school behaviour policy

Behaviour Principles Written Statement

Introduction

Section 88 of the Education and Inspections Act 2006 requires governing bodies of maintained schools to have regard to the statutory guidance from the Secretary of State for Education in producing and regularly reviewing a written statement of behaviour principles.

This written statement sets out the general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

The Governing Body of Helsby High School is committed to ensuring that the school promotes a positive culture where every student can learn, feel safe and thrive. This statement will be reviewed regularly to take account of any legislative or other changes that may affect the content or relevance. In deciding these Behaviour Principles, the governors and school leaders work together to ensure that they are both relevant and appropriate for the standard of behaviour expected at Helsby High School.

The Governing Body strongly believes that high standards of behaviour lie at the heart of a successful school, where young people achieve success across a variety of disciplines. High standards of behaviour are demonstrated by all in the school community valuing others by showing tolerance and respect and demonstrating resilience and empathy.

The Governing Body wants all members of the school community to be part of and contribute to an inclusive and safe school environment:

All students and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; and between staff and parents or other visitors to the school.

The Governing Body want all members of the school community to *appreciate and embrace diversity*. All members of the school community must be aware that bullying or harassment of any kind, including that relating to sexual orientation, race, disability and religion or beliefs, is absolutely unacceptable. All instances will be robustly challenged and addressed with appropriate and proportionate action.

The Governing Body expects the school to make reasonable adjustments to ensure that all students can meet the behaviour expectations of the school.

The Governing Body wants all students to be active members of our school and local community, supporting others and working in a co-operatively in lessons, outside of lessons and within the wider community.

The Governing Body believes these principles provide a clear foundation for maintaining high standards of behaviour and supporting a positive, inclusive school community.

Aims of the School

Achieving Success	<i>by</i>	Valuing Others
Encouraging high aspiration and a love of learning		Contributing to a safe school environment
Maximising progress and potential		Showing tolerance, respect and fairness
Providing rewarding learning experiences		Listening to and respecting others' views
Offering diverse opportunities		Appreciating and embracing diversity
Recognising and celebrating all achievement		Being an active member of our school and local community
Preparing for independence and future challenges		Co-operating with others

Ethos of the School

The school believes that good behaviour forms the basis of high-quality education and is essential for effective learning. High-quality learning can only take place in an orderly community.

All students should feel comfortable and secure in the school environment and should know where to seek help if they have any concerns, either for themselves or for other members of the school community.

It is the role of all members of staff and parents to model and reinforce good behaviour. All students should be encouraged to recognise and understand the link between good behaviour and effective learning and should strive to show our RARE values (Respect, Ambition, Resilience and Empathy) in the way that they work and interact with others.

Uniform enhances a sense of community and students are expected to wear their uniform in the correct manner and to take a pride in their appearance. Students and parents/carers will be regularly reminded of the importance of a high standard of uniform and there is a procedure in place to address the issue of students not meeting the expectations of the school.

The Law

Helsby High School acknowledges its legal duties under the Equality Act 2010 and any disciplinary matters will be resolved with due consideration to this act.

Classroom Behaviour

The rewards and consequences policy will ensure that students who make positive choices are rewarded and that there are clear consequences for students not meeting the school expectations or demonstrating the right attitude to learning.

Behaviour in public areas

All students are expected to show consideration and tolerance when moving around the school and lining up outside classrooms. Students should also respect the needs of others in areas such as the Dining Hall, the Break Out Space and the Field. Students are asked to show respect to the environment and those who work/ learn in it and keep it free of litter.

Respect for others (see Respect Charter – appendix 1)

Students are expected to speak to all other members of the school community with courtesy and respect. Our school community does not tolerate any behaviour that is in any way discriminatory

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including comments or behaviour that is racist, homo/bi/transphobic, or misogynistic in nature. Use of such language will result in appropriate sanctions being applied. All allegations of bullying of any type will be investigated thoroughly and appropriate action taken (see Respect Charter).

Health and Safety

Students are supported to observe all the rules devised to protect their own safety and the safety of others.

Responsibilities of Staff

General Behaviour:

All members of staff should work to build positive relationships with students using trauma informed and relational language. Staff are asked to 'connect before correcting' student behaviour. Colleagues are expected to use all available sources of information including the Student Focussed Briefing, Pastoral Bulletin and One Page Profiles to ensure that they are aware of individuals' contexts that may be a barrier to their learning.

Form Tutors regularly have 1-1 discussions with members of their Form, informing them of their behaviour data from Class Charts, discussing attendance (recognising both high and improving attendance) and encouraging personal reflection regarding these areas.

Staff briefing is used to remind all colleagues of the day-to-day procedures for managing behaviour and the need for consistent application of the Rewards and Consequences systems. The Helsby handbook on the intranet can be used as a reference point for all colleagues.

"You permit what you promote and promote what you permit."

(The Behaviour Manual: Sam Strickland; 2022)

All members of staff are responsible for supporting students to make good choices surrounding their behaviour both inside and outside of the classroom. There is an expectation that on lesson changeover and at the start and end of the day, all teaching colleagues will be present on corridors near their classrooms to support the maintenance of good order and ensure that students feel safe outside of lessons.

All members of staff are expected to promote high standards of uniform and ensure that students follow the school rules regarding uniform. This begins with the daily Form Tutor checks and is maintained by class teachers ensuring students enter and exit classrooms well presented.

Lesson Behaviour:

Class teachers will record a Lesson Monitor Score (LMS) which accurately reflects the behaviour and effort of all students in the class, for each lesson. Staff are expected to upload a LMS score to Class Charts by 4:30pm every day for the students they have taught that school day.

Teaching staff are expected to help students to remove any barriers to their learning by helping them solve issues which arise within their lessons using relational practice and restorative approaches, before altering Lesson Monitoring Scores. This can be supported by the Department Leaders and the use of the departmental removal room if necessary. Class teacher detentions can be issued as a consequence for students who persistently disrupt the learning of others and should be issued if the need for a student to be removed arises.

It is often appropriate for a student who is struggling to regulate to be allowed to stand outside for a few minutes to re-regulate and then return to the classroom. Some students have this stated on Class Charts as a specific SEND provision. A **'friendly neighbour system' (removal room)** is always available for all lessons. This gives the right balance of chances for students and ensures poor behaviour choices do not affect the learning of others.

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All members of staff are expected to inform students of break time and after school detentions during form time, period 1 and period 5, as appropriate, to ensure their attendance and encourage reflective practice. Where possible students will be escorted to C24 to support their attendance.

Non-attendance at detentions results in them being upscaled either within the pastoral system or through Departmental/ Faculty leaders and the Departmental SLT link.

Recording Student Behaviour:

All members of staff should record, in line with school policy, any incidents of concern so that they can be dealt with by the most appropriate colleague. This reporting is to be done via Class Charts using the behavioural icons and / or staff 'version of events' (VOE).

Colleagues use CPOMS for the recording of safeguarding incidents or concerns. Where an incident is both a behavioural concern and a potential safeguarding issue the same report should be pasted from Class Charts into CPOMS.

Prompt communication with parents/carers should be made in the event of serious or persistent breaches of the school's behaviour code by the relevant Student Support Coordinator (SSC) or Pastoral and Progress Leader (PPL). For all other incidents, the Class Charts parental app will enable parents to get the overview that they need of their child's day.

Clear guidance will be given to students to ensure that they understand what is expected of them with regard to behaviour through the assembly programme, form time and during lessons.

Good behaviour and attendance will be recognised on a regular basis through the whole school Rewards and Recognition System.

Responsibilities of Parents/Carers

The implementation of a successful Behaviour Policy entails close co-operation between school, students and parents/carers; the role of parents/carers should not be under-estimated in supporting the school in ensuring that good behaviour, both in and out of the classroom, leads to successful learning. Parents will be contacted by the school if their child's behaviour does not meet the expectations of the school and will need to advise their child of the relevant detention. It is expected that parents/ carers will support the school in the application of consequences, including when this requires students to remain in school after the end of the school day. Parents / carers will be required to download the Class Charts App to monitor their child's achievements and behaviour and prepare their child to attend reflections that have been issued if behaviour has not met the expectations of the school. Parents will be emailed if a student is required to stay after school for a detention as a result of escalation (upscale) from during the day e.g. for non-attendance. They are asked to ensure that their child is aware of the detention before they arrive at school: being forewarned really helps some children and young people manage the negative emotions around consequences.

Responsibilities of Students

In order to 'Value Others', students are asked to be:

1. Respectful...

...in the way they speak to other members of the community; by listening to the views of others; by treating the school environment with care; by appreciating and embracing diversity; by speaking to others using appropriate language and tone; by being punctual to lessons and by following the school rules with regard to uniform and mobile phones.

2. Ambitious...

...by trying their very best both in and outside of the classroom. This will include bringing to their lessons the equipment needed and being ready to engage positively in the lessons.

3. Resilient...

...and keep trying even if they are finding the learning tough, seeking support from teachers and pastoral staff to help them at such times.

4. Empathetic...

...in the way they treat other members of the community; by listening to the views of others; by appreciating and embracing diversity and by speaking to others using appropriate language and tone.

Uniform

It is expected that students will meet our uniform expectations at all times. If issues arise, a student will be advised by their Form Tutor and expected to rectify the issue by the following Monday, which should allow sufficient time to resolve the situation. If a student continues to fail to meet the uniform expectations, they may be kept out of circulation with their Form Tutor or in the Reflection Room until the issues is rectified.

Coats can only be worn inside the school building from October half term until Easter. Outside of these times the building will be warm enough not to require a coat inside school. Hoodies are not coats and should not be worn in school at all.

Rewards and Recognition System:

A consistently positive attitude to learning will be rewarded in a number of ways in school, from praise in the classroom to an end of year 'prize giving' event.

Criteria for recognition and reward will be based on consistently meeting the expectations of the school through positive contributions, actions that reflect the school aims of 'achieving success' and 'valuing others', effort in lessons i.e. consistently achieving a lesson monitor 3, 4 or 5 and good attendance.

Our recognition of student contributions to a positive school environment will include:

Class Charts – Through the use of both the parent and pupil app positive behaviours will be communicated home to ensure that students' efforts are recognised by Staff and Parent / Carers.

Star of the Lesson – will be awarded by Class teachers to recognise students demonstrating notable aspects of our 'RARE' qualities of respect, Ambition, Resilience and Empathy.

RARE weeks – there is a focus on each of our RARE qualities at different times across the year.

End of Term Rewards Assembly and Annual Awards evening – these events are used as an opportunity to publicly recognise students who consistently demonstrate the RARE qualities.

Lesson Monitor Score (LMS):

At any point during a lesson, irrespective of the level a student is at, removal from the lesson can occur for serious incidences of poor behaviour which result in concerns for the wellbeing or safety of the member of staff or other students.

Lesson monitor level	Descriptor	Actions
5	A student who makes exceptional effort throughout the lesson	Students who engage fully, contribute and give of their best will have an LMS 5 recorded on Class Charts and will receive 2 positive behaviour points. Staff are expected to communicate this achievement with the students and verbal praise and recognition is likely to be given.
4	A student who makes consistent effort throughout the lesson	Students who come prepared to learn and engage positively within the lesson will have LMS 4 recorded on Class Charts and receive 1 positive behaviour point. In this case the LMS grade will be communicated with the student and the recognition is likely to be given.
3	A student who meets the basic classroom expectations all lesson.	This is the default LMS score for all students upon arrival and will be recorded on Class Charts. It is not associated with any rewards points as it is our expectation for all students.
2	1 st warning *	If the behaviour of a student falls below the expectations of the teacher they will be spoken to discreetly as a warning. At this stage, students will be given support with choices to rectify this behaviour (both of which are conducive to the learning of themselves and others) and given a short period of time in which to process these choices. This LMS 2 is recorded on Class Charts and 1 negative behaviour points is given but it is hoped the student will remain in the lesson.
1	2 nd Warning	If the behaviour of a student continues to fall below the expected standard they will again be spoken to discreetly by the teacher to warn them. At this stage, the student has made a behavioural choice to not act upon the 'preferred' choice of behaviour (1 st warning) and may be required to step outside the class to have a restorative conversation. At this point, staff will ask questions to ascertain how they can help the student resolve the concerns within the lesson and help them to remain in the current learning environment. This allows for reflection and an opportunity to reset whilst considering the learning of others and themselves. This LMS 1 is recorded on Class Charts and 2 negative behavioural points are given but it is hoped the student will remain in the lesson.
0	Any further disruption results in removal	Students who, despite 2 warnings continue to disrupt learning will be sent to another lesson in the department to prevent any further disruption to learning. Departments will need to provide a 'removal timetable' for this. Students refusing to go to the allocated room will be issued with a consequence as a result of their behaviour choice. This LMS score 0 is recorded on Class Charts and 3 negative behaviour points are issued.

**the class teacher will make a record of students moving down the lesson monitor grades to ensure that Class Charts is able to be updated accurately at the end of the lesson.*

No 'earn back'

There is no opportunity for students to move their lesson monitor score back up the scale. It is very hard to achieve consistency across the school if this is allowed and does not give a clear indication of student behaviour issues. In society there are consequences for our actions and our behaviour system needs to reflect this; poor behaviour choices result in a consequence. If you then make the right choices the consequences are less great and the rewards greater. However, irrespective of their LMS score, students can achieve other positive points e.g. for good contributions etc.

Consequences (detentions)

In order to support classroom teachers taking ownership of behaviour, the detention stages alongside the Lesson Monitoring System allows the opportunity for staff to discuss the behaviour of students with parents/carers, department leaders and senior leaders.

Classroom Teacher and Department Leader

There are 4 stages in this process that represent the growing concerns of the classroom teacher in relation to the behaviour of a student:

Stage 1: Classroom Teacher takes ownership of student behaviour in their lesson, alongside reporting concerns through the Lesson Monitor System. Restorative conversations are had with a student before, during or after lessons in order to prevent the issue from recurring.

Stage 2: Classroom Teacher discussion with their Departmental Leader in order to gain support with **persistent** issues of unsatisfactory classroom behaviour.

Contact is made by the classroom teacher to parents /carers to discuss concerns and a Class teacher detention may be issued.

Stage 3: Departmental Detentions are issued to provide a consequence for students continuing to have a negative impact on learning having not acted on the advice and support provided prior to this stage or not attended a detention issued by their class teacher.

Stage 4: SLT Reflections for students who fail to attend reflections set by Departmental Leaders or for whom concerns persist. Departmental/ Faculty Leaders will consult with their SLT link when upscaling to an SLT after school detention.

IF BEHAVIOUR IS MORE WIDESPREAD AND NOT ISOLATED TO ONE SUBJECT – PROGRESS AND PASTORAL LEADERS (PPLS) MAY BE IN CONTACT WITH PARENTS/CARERS TO ESCALATE THE CONSEQUENCES.

Pastoral

In order to ensure that students recognise the necessity for a behavioural system that is fair and consistent, Progress and Pastoral Leaders may decide to give detentions to give students the opportunity to discuss their behavioural choices. These detentions may represent concerns regarding truancy, punctuality and behaviour reported inside (if there are poor choices across a number of subject areas) and outside of the classroom. There is an expectation that if a student does not engage with the detention process, the level of consequence will be upscaled and may involve the Deputy Headteacher (School Culture).

Refusal

This is a most serious matter; it undermines the authority of staff and their ability to maintain good order: in the classroom and school. It also presents a potential safeguarding issue.

Student refusal, for any member of staff, will result in time in 'Reflection' until they have reflected appropriately. Time allocated will be determined by the relevant PPL in discussion with the Deputy Headteacher (School Culture)

Repeated refusal to meet the expectations of the school

Parents/carers will be invited in to meet with key pastoral staff and potentially members of the Senior Leadership Team in situations when there are persistent concerns over a lack of effort or poor behaviour and a student does not seem to be responding to the consequences issued by school. Pastoral Support Plans will be devised in conjunction with parents and the SEND department if appropriate (see below).

Mobile phones

In line with the DfE guidance for schools on prohibiting the use of mobile phones throughout the school day, Mobile Phones (with or without earbuds or headphones) are not to be **'Seen, Used or Heard,'** anywhere on the school premises (inside the school gates) during school hours.

This includes at break and lunch times.

To enable students to get to the right lesson on time they have been provided with a paper copy of their timetable and it is expected that they use this, rather than Class Charts, during the school day. Replacement timetables can be obtained from the Student Support Room.

If a student is found to be using their phone during the school day it will be recorded on Class Charts and they will be expected to hand in their mobile phone the following day to Pastoral Staff in C17 to be locked away safely.

Students regularly in breach of the mobile phone policy will have to hand in their phone at the start of each day for a fixed period which will be communicated to them and parents/carers via Class Charts.

During the 2026/27 academic year we will be introducing mobile phone pouches for student use and parents and students will be kept up to date as this system is developed.

Jewellery

The school stance on jewellery is outlined in our uniform guidance. Students wearing jewellery other than one (pair) of small stud earrings will have items confiscated. Repeat issues of this nature may mean that the items are not returned until parents collect them.

The role of the Pastoral team and SENDCo

Students requiring additional support to consistently meet the expectations of the school will have a Pastoral Support Plan. This will detail a plan of support, specific to the needs of the child, which might suggest alternative strategies to the whole school behaviour plan detailed above. This might include the use of The Learning Support Centre to support the student as appropriate. Parents would be invited to any meetings to ensure that they are able to work with school staff to support their child. It will also include expectations of the school, student and parent and some targets to support the young person in meeting the expectations of the school.

In addition to detentions, as highlighted above, other consequences are available to the school:

- **Internal isolation** – students spend time in the Reflection Room, supervised by the members of the Senior Leadership and Pastoral teams. This provision is used flexibly according to the circumstances. Records are kept to monitor use of the room and parents/carers are informed if

their child has or is to spend time in the Reflection room. Students are given the chance to eat lunch and to use the toilet but have their social time removed.

- **Step Out Programme** – a student may be required to attend another school for a fixed period of time to spend time in their internal isolation room. This is used as an alternative to fixed term exclusion from school to enable the student to continue to be in educational provision, working on tasks set by their own teachers, but is a more serious consequence than our own Reflection room.
- **Suspension (previously known as Fixed Term Exclusion)** - in exceptional circumstances students may be excluded from school for a number of days. This would usually be as a result of aggressive, violent, persistent disruptive behaviour or serious defiance which is having a detrimental effect on the learning or welfare of others or is behaviour which is prejudicial to maintaining good order in school by school staff and leaders. It would also be for verbal abuse towards a member of staff or an incident involving contraband items being brought into or used in school. A formal reintegration meeting will always take place with the young person to which parents/carers would be invited, to agree a re-integration plan.
- **Governors' Behaviour Panel** – the school Governors may request to see a student and their parent(s)/ carer(s) in serious cases of persistent poor behaviour and when the student is at risk of permanent exclusion.

Use of reasonable force

See DfE publication – Restrictive interventions, including the use of reasonable force in schools (April 2026)

At Helsby High School, physical intervention is only ever used as a last resort, when all other methods of intervening in a situation have been exhausted or if there is an immediate risk of harm to a student or member of staff or to prevent disorder. Written records are kept of any use of force by school staff and parents made aware of the incident.

Physical intervention can take several forms. It might involve adults:

- physically interposing between students;
- blocking a student's path;
- holding;
- pushing;
- pulling;
- leading a student by the hand or arm;
- shepherding a student away by placing a hand in the centre of the back; or,
(in extreme circumstances) using more restrictive holds.

Headteachers and authorised staff, at Helsby High School this would be members of the Leadership Team, can use such force as is reasonable given the circumstances, to conduct a search for the following "prohibited items":

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

Staff would always be expected to adhere to the school policy for searching students.

Confiscation of property

Only items marked with * or # above will be confiscated and not returned to students. Certain items the use of which might affect learning during lessons or breaks school rules (e.g. mobile phones) might be confiscated temporarily.

Recovered items marked * would be handed over to the Police.

Items marked # would be disposed of by school if their possession by a student was illegal e.g. cigarettes taken from a student in Years 7-11 or alcohol removed from any student under the age of 18.

Mobile phones are confiscated if a student has breached the mobile phone policy. Students are able to collect their phone from the SSCs in C17 at the end of the school day. Persistent issues are dealt with using mobile phone pouches in the interim period before these are used routinely by the whole Y7-11 student body.

Headphones, including ear buds, should not be worn in lessons or on the corridor. Use will be recorded on Class Charts and comes with the same negative behaviour points tariff as a mobile phone. The exception to this would be students permitted to wear ear defenders or other such items as a result of sensory challenges and in consultation with the SEND team.

The power to discipline beyond the school gate (see Gov.uk guidance 'Behaviour in Schools Feb 2024)

Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.