



CANSFIELD

ACHIEVING EXCELLENCE TOGETHER

Behaviour Policy

<u>Approval Date</u>	20 th November 2025
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<u>Chair of Governors</u>	<i>Laches</i>
<u>Headteacher</u>	<i>N Daniel</i>

1. Introduction

At Cansfield we believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring and learning environment across all areas of the school where students are central to a positive school community set on a foundation of respect for all. We are committed to:

- Encouraging and acknowledging good behavior and discipline in all areas of school.
- Promoting self-esteem by encouraging students to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment or other unwanted attention.
- Promoting early intervention wherever possible.
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a collective approach to involve them in the implementation of the school's policy and associated procedures.
- Encourage children to take responsibility for their behavior and be accountable should self-discipline and standards waiver.
- Making it clear what is deemed by unacceptable behaviour.

2. Our Vision

Every member of our community will harness the power of education to realise their potential and achieve their dreams.

3. Our Values

As a community, we are: Respectful, Courageous, Curious, Aspirational, Honourable.

4. Responsibilities of School, Students and Parents in Ensuring an Orderly Climate for Learning

4.1 The School

- To establish and clearly communicate measures to ensure good order, respect and discipline.
- To communicate with parents through the online system of ClassCharts
- To ensure the school Behaviour Policy does not discriminate against any student on, for example, grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies as part of the whole school CPD Provision.
- To support, praise and, as appropriate reward students' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably – considering SEND and the needs of vulnerable children and offering support as appropriate. Using our graduated response to support students who may find it difficult at times to access the curriculum.
- To make alternative provision from day six of a suspension.
- To arrange reintegration interviews with parents of students who incur a suspension, to discuss any future actions necessary and to aid a smooth transition back into school.
- To use a series of interventions and strategies that will support students to engage effectively and support them in accessing lessons, this may include time in and alternative provision (AP)
- To take all reasonable measures to protect the safety and wellbeing of staff and students including preventing all forms of bullying and dealing effectively with reports of and complaints about bullying.
- To ensure staff model good behaviour and never denigrate students or colleagues at any time.
- To promote positive behaviour through active development of students' social, emotional and behavioural skills.
- To keep parents informed of their child's behaviour- good as well as bad. Use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with external agencies to promote community cohesion and safety.

4.2 Students

- To follow reasonable instructions by school staff, to apply the school code and accept sanctions in an appropriate way.
- To act as positive ambassadors for the school at all times including when off school premises.
- Not to bring inappropriate or unlawful items to school.
- To show respect to school staff, fellow students, school property and the school environment.
- Never to denigrate, harm or bully other students or staff.
- To cooperate with and abide by any arrangements put in place to support their behaviour such as pastoral support programmes and any other relevant intervention, support and guidance pastoral systems.
- To abide by the school's uniform regulations.
- To comply with the school behavior system (C1-C3)

4.3 Parents

- To respect the school's Behaviour Policy and the disciplinary authority of school staff.
- To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- To send their children to school each day punctually, equipped and ready to learn.
- To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviour outside the norm.
- To be prepared to work with the school to support their child's positive behaviour.
- To attend meetings with school staff, if requested, to discuss their child's behavior.
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, to attend, wherever possible, a reintegration interview with the school at the end of a period of suspension.
- To support school in maintaining the high standards of uniform and appearance.
- To respect school staff when phoning or visiting school so we can deal with the issues effectively.

5. Expectations of Behaviour

5.1 Student Code of Conduct

We have in place a code of conduct which simply explains how students are expected to behave in and around school to other people and to property:

In class we make it easy for everyone to learn and teachers to teach. To do this we:

- Display a positive and respectful manner and approach to learning.
- Arrive on time to lessons.
- Relax and settle to work quickly, facing the front ready to begin.
- Have the correct books and equipment for each lesson.
- Listen to the teacher and follow instructions carefully the first time they are given.
- Take our turn to listen – when others are talking, we do not (that means no talking across the teacher or another student). Everyone has the right to be heard.
- Use an 'indoor' voice - raising your voice or shouting is always discourteous.
- Work sensibly, thoughtfully and to the best of our ability throughout the lesson.
- Ask for help appropriately – put up our hands and wait patiently for the teacher to acknowledge us.
- Use home learning activities at home to build on our learning completed in school.

At Cansfield we show consideration and respect for others. To do this we:

- Remember that everyone is an individual – we always try to understand the other person's point of

view.

- Speak politely and quietly to one another – never make comments that could be hurtful or upsetting.
- Remember to say ‘please’, ‘thank you’ and ‘excuse me’ – respect and being polite are the foundations of who and what we are.
- Leave the classroom in a quiet and orderly manner and in the condition you found it.
- Walk the one way system when we are in the building, respecting people’s personal space. Any behaviour or horseplay which might hurt yourself, another person, damage property or equipment is disrespectful.
- Help others by opening doors, standing back to let people pass.
- Follow the one-way system in order for an orderly flow on the corridors and around school.
- Line up calmly when waiting outside a room, out of the way of others passing the queue.
- Report any acts of bullying - we all have a right to feel safe.

At Cansfield we have total honesty and absolute respect for property belonging to others, the conditions in which we work and our local community. To do this we:

- Keep our hands, feet, objects and comment to ourselves – no touching others’ equipment without their specific permission.
- Return any lost property to the owner or school reception.
- Eat only in the permitted areas - remember chewing gum should not be brought into school.
- Dispose of litter thoughtfully - we all have a right to a clean environment.
- Take care of displays and especially of other people’s work, keep walls and furniture unmarked.
- Report any damage immediately – any act of vandalism only spoils things for the rest of us.
- Leave school at the end of the day in a calm and controlled way respecting our local residents.
- Act thoughtfully and in a respectful manner when in school uniform. Remember that your reputation, that of your family and the school depends on the way you conduct yourself in public.

5.2 Our Dress Code

5.2.1 Uniform

See separate Uniform Policy for a detailed overview of our school uniform and the steps we have taken to make sure that it is not a barrier to young people joining our school.

5.2.2 Appearance

All students are expected to look smart at all times. It is not just the items of uniform that are important but also how we look. Here is a list of things you need to know about what is expected about your appearance.

5.2.2.1 Hair

At Cansfield we do not permit students to have extreme haircuts or haircuts that draw unnecessary attention to themselves.

- Haircuts should be nothing under a number 2 with no distinct lines or steps in hair.
- Artwork / patterns / lines or steps on scalp are not permitted.
- Lines in eyebrows are not permitted.
- False eyelashes are not permitted
- Hair should be of a natural colour, with no dipped ends or highlights.
- Hair should be worn neatly and off the face at all times.
- Hair should be tied back for practical subjects.
- Hair accessories should be small and blue or black in colour.

5.2.2.2 Jewellery

- On health and safety grounds we do not allow students to wear any jewellery in school.
- The exception to this is a wrist watch and clear ear retainers. We ask that students remove these during PE to prevent them causing injury.
- Students are encouraged to have their ears pierced during summer holidays to allow time for ears to heal. Those who wear jewellery will be asked to remove it.
- Persistent offenders can expect to have items confiscated. Students cannot expect to be allowed to cover piercings with a plaster, nor use retainers.

5.2.2.3 Outdoor Clothing

- All outdoor clothing including coats, scarves, gloves should not be worn inside the building.
- Casual clothing items including hoodies, sweatshirts and balaclavas are not allowed.

5.2.2.4 Make-Up

Student should be aware that following are not acceptable and should not be worn.

- Make-up.
- False nails.
- False eye lashes
- Fake tan.
- Permanent body art.

5.2.3 Failure to Adhere to our Dress Code

If students arrive incorrectly dressed, they will be challenged by their teachers. A swift resolution will always be sought, but in some cases, students will be asked to stay away from the main body of school at break and lunchtime. We ask that all parents help us achieve the highest standards of uniform by ensuring that uniform is worn as intended without any fashion alternatives. Your support is very much appreciated. If you have any queries regarding uniform or appearance please contact school for clarification before items are purchased or decisions about haircuts made.

6. Statement of General Expectations that Apply to All Members of Our Community

All members of our community are expected to:

- Be polite and respectful to everyone at all times.
- When moving in and around the building walk quietly – running and shouting is not acceptable.
- Follow the one-way system.
- Always be on time.
- In class, make it possible for all students to learn and all teachers to teach.
- Put litter in bins.
- Wear the correct uniform at all times.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Members of our community are not expected to:

- Use obscene or racist language.
- Truant or abscond from school.
- Vandalise property.
- Bully others.
- Sell goods for personal gain e.g. sweets, fizzy drinks.

All members of our community are aware that the following are not allowed on the school premises:

- Weapons of any kind, e.g. knives, air-guns, laser pens, etc.
- Energy drinks.
- Alcohol.
- E-Cigs, vapes, cigarettes, matches and lighters.
- Pornography.
- Fireworks.
- Illegal drugs.
- Prescription drugs, unless agreed under the school's medication policy.
- Legal highs.

7. Mobile Phones

We recognise that the vast majority of our students have mobile phones. After extensive consultation with all members of our community we have agreed that students can bring mobile phones into school. We have created provision so that there are 'phone zones' around the school where students can use their phones in a supervised area during lunch time. Students cannot use their phones to access the school wireless connection, which is password enabled. Outside of the designated 'phone zones' students cannot use their phones at any point and they must be turned off. If phones are seen or heard outside of the phone zones then they will be confiscated and a parent or carer needs to collect the phone from Reception.

8. Rewards

When giving rewards to students we should always make it clear why we are rewarding. When communicating reward and positive points, our online system of ClassCharts will be used, to communicate home to parents as well as letter, texts and phone calls. Effective praise helps students appreciate how their achievement is helped by their own attitude. It acknowledges effort, focuses attention on relevant behavior and fosters intrinsic motivation. Rewards we can give include:

- Approving words, looks, smiles
- Private praise
- Public praise in class, assemblies, photographs on notice boards and on Twitter
- Positive points issued through ClassCharts
- Referrals to relevant senior members of staff for approval
- Recording of achievement in books
- Letters, postcards home and texts
- Awarding specialist subject badges
- Stickers, stamps in books
- Acts of kindness reward scheme
- Phone calls home
- Pride of Cansfield status, Blue and Black tie status
- Headteacher's Award

9. Sanctions

Cansfield has always had a reputation for caring for its students, trying to treat individuals with respect, encourage self-esteem and promote self-worth.

Counselling, guidance and being available to talk through a situation or problem is a strong feature of the school. When sanctions are applied they are done so from a clear rationale, with individuals knowing what is expected and having a choice either to adhere to those expectations or choose not to. In choosing not to, they choose also to accept the consequence of their actions. Sanctions therefore, become part of the learning process.

Sanctions that can be applied include:

- Quiet verbal reprimand
- Altering the seating arrangements of the student
- Cooling off period – placed outside room for short period of time before being involved back the classroom (maximum 5 minutes)
- C3 Detentions – After the verbal warning of a C1/C2 has been given. A C3 same day detention will be issued. (If issued P5 then the detention will fall on the following day.) Students may be buddied to a different room following a C3, but this is at the teacher's discretion.
- Lunch Detentions – These are issued for 3+ lates to lesson on the previous day. Continuous lates will result in the students receiving a punctuality report
- Behaviour points being added to ClassCharts allowing for communication with home.
- Placing students on report
- Agreeing a behaviour contract
- Short term exclusion/supervision
- Parental interview
- Off-site direction – students will be provided with a placement at another school.
- Suspension
- Governors' disciplinary panel
- Period of time in the Supervised Learning Unit
- Referral to the Cansfield Learning Centre
- Permanent Exclusion

These sanctions are not used in rank order but are adopted to correspond to the seriousness and frequency of the behaviour.

9.1 Behaviour in the Classroom

The vast majority of our students behave in line with the school code and classroom codes. Minor infringements will be dealt with through normal classroom routines. Students who repeatedly create difficulties will move through the target card system.

Within subject areas students will first be issued with a white card (class teacher) if no improvement is made over a set period of time, then the student will move to a blue card (Head of subject/ 2nd in subject area). If there is still no improvement, parents will be invited in for a face to face meeting or a phone call made with the Head of faculty and a red card issued.

Through all stages of the report system, parents will be contacted and kept up to date with progress being made.

Form Tutor reports (Blue) will be issued for multiple low-level issues across multiple subject areas. Continued poor behavior across faculties, will result in a failed report and students will then be issued with a PHOY Blue report. multiple white reports across 3 or more faculty areas, will also result in a blue PHOY Blue report card.

If the learning of others is disturbed by the actions of individuals, the C1–C3 system will be used by all staff. If the learning is significantly disturbed during the lesson, then the member of staff will issue a safeguarding call and a C3 entry will be logged on ClassCharts. Parents will be informed by text that this action was necessary, and a comment added to ClassCharts explaining the series of events which led to the detention. This will trigger an automatic after school detention. Students may also face a period of time in the Supervised Learning Unit.

9.2 Detention

Teachers have a legal power to place students in detention. Cansfield uses detentions as a sanction during the school day at lunchtime. After school and outside the school's normal working hours detentions are set using the following guidelines:

- For any after school detention, a text home will be sent by 3pm. The teacher of period 5 will remind the student of their detention and then escorts the student across to the canteen to be recorded and placed with the relevant staffing team on duty.

- If a student fails to attend a detention, this will be noted on SIMS and Classcharts. The detention will then be re-arranged the following day, and a new detention will now be set for 60 minutes rather than 30 minutes.
- Further non-attendance will result in a member of the Senior Leadership Team on duty during the missed attendance to personally ensure it is carried out and parents are also contacted, the relevant Head of Faculty will also be involved where possible.
- Students who continually refuse to go to detentions or run off from after school detentions will be placed in the supervised learning unit.

9.3 Supervised Learning Unit

Serious infringements of the school code will result in students being placed in the Supervised Learning Unit. The unit has been introduced to support students who would have normally had a suspension. The students in the unit have access to appropriate work from the curriculum, they spend time reflecting on their behaviour that has brought them into the unit and have a specialised timetable for the length of time that they are in the unit. Work is set and the student is supervised and supported throughout their length of time in the unit. The aim of this unit is to engage students in the curriculum and support them with any issues that need resolving.

Any student who has been placed into supervised learning, should be brought into school at 8:30 by a parent or guardian.

9.4 Suspension from School

The decision to suspend is not taken lightly and is used as a last resort. Only the Headteacher (or Deputy Headteacher if the Headteacher is absent) can suspend a student from school. The Headteacher may suspend a student for one or more periods of suspension for up to 45 days in one school year (15 days in one term). In extreme cases, the Headteacher may exclude a student permanently. In the event that a suspension exceeds this or an exclusion is permanent a Governors' Behaviour and Disciplinary panel will be called. In the event of any suspension, parents must be informed immediately, giving the reasons for the exclusion and making clear the process of appeal.

- Parents are expected to ensure a student who is suspended remains at home and is completing appropriate school work. School has a duty to provide work when a student is excluded.
- Parents are expected to attend a reintegration interview as directed by the Headteacher.
- Parents have an obligation to ensure that their child is being educated following the 6th day of exclusion.
- Parents must take responsibility for their child if suspended and ensure that they are not in a public place without good reason.

It is not the case that exclusion is automatically triggered by specific events. However, certain actions increase the probability that a suspension could take place. The Headteacher must be the one to determine the next course of action depending on circumstances, context and the individual involved. Actions that merit the consideration of a suspension or permanent exclusion include:

- Bullying, violence, racial abuse, sexual harassment and threatening behaviour.
- Unprovoked assaults.
- Health and safety situations endangering self and / or others.
- Fighting – persistent or a violent incident.
- Repeated offences against the good order of the school. This may include repeated use of foul language to a member of staff; repeatedly refusing reasonable requests from a member of staff; repeatedly walking defiantly away from members of staff; violence and / or threat to a member of staff.
- Actions which, if they were to happen outside of school, would be against the law.
- Drug related issues.
- Serious disruptive behaviour prejudicial to the safety, welfare and teaching of children and others in the school.

- Bringing inappropriate/ unsafe items into school.

9.5 Other Specific Responses to Behaviour

9.5.1 Regulating Students' Conduct and Disciplining them for Misbehaviour Outside of the School Premises

- Sanctions will apply to students who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school.
- Sanctions will apply whenever a student is in school uniform and thereby bringing disrespect to the school, e.g. school trips, education visits.
- If someone causes any distress to the bus driver on their journey to and from school, they should expect to be banned from using the bus for an agreed length of time. This would be negotiated with the bus company and parents / guardians would be notified of this in advance.
- Sanctions will apply if misbehaviour takes place on Work Placements or whilst the student was taking part in a further education course as part of a school programme.
- The school will apply sanctions if a student misbehaves whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other students in the future.
- The school would act if a student harassed a member of staff or student off school premises, including through the internet.

9.5.2 Power to use Reasonable Force

See the Physical Intervention Policy.

9.5.3 Drugs and Alcohol Abuse

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the Student Reception for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents / carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will receive a consequence, which may include permanent exclusion.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be sanctioned. If the child is to be re-admitted to the school following a suspension, the parent / carer of the child will also need to visit the school and discuss the seriousness of the incident with the Headteacher. If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other students for money, it is likely that the child will be permanently excluded from the school. Wigan CYPS, the police and social services will also be informed.

9.5.4 Confiscation of Prohibited Items

The Education and Inspections Act 2006 provides authority for a member of staff to use confiscation as a disciplinary sanction if it is lawful. That includes seizure and also, as appropriate, the retention and disposal of certain items. All staff have the authority to confiscate mobile phones from students. When a mobile phone has been confiscated it should be taken by the member of staff to the main office where it will be retained until it is collected by a parent / carer or responsible adult.

At Cansfield, staff will confiscate items such as:

- An item posing a threat to good order for learning. For example airpods, sound systems etc.
- Energy drinks.
- Items posing a health or safety threat.
- Items which are illegal for children to have. For example racist or pornographic material, fireworks, weapons etc.
- Any cigarettes, including e cigarettes and vapes will be confiscated in school will be destroyed. There is no acceptable reason why a student should bring a cigarette lighter into school. Such items will be retained until such time as a responsible family adult can retrieve them.
- Any item which is banned by the school. If weapons or knives, illegal or unauthorized drugs are found a referral will be made to the police and advice sought about the next course of action.

9.5.5 Searching Students and their Possessions

Staff can search students with their consent. If students refuse, then the Headteacher can authorise the search of a student's outer clothing or bag and reasonable force may be used to undertake the search. This must be carried out by a member of the Senior Leadership Team. They must be the same gender as the student being searched and the search must take place in the presence of the student and another witness. A sanction may be applied if a student refuses to cooperate with the search under these conditions or refuses to turn out their pockets. Searches of students, including their bags and personal possessions may be carried out if they are suspected of carrying any of the banned items described above.

9.5.6 Child-on-Child Abuse

The school will take very seriously any accusations of child-on-child abuse. This can happen inside and outside of school. Effective protection will be provided for the student and support/education given. This can be reported using the email address youbelong@cansfield.wigan.sch.uk. All staff understand the importance of challenging inappropriate behaviours between children.

9.5.7 Malicious Accusations Made Against Staff

- Allegations of abuse will be taken seriously.
- Effective protection will be provided for the student.
- Support will be provided for the accused.
- Every effort will be made to maintain confidentiality.
- Suspension of the accused will not be the default option.
- The most serious of sanctions will be applied if the allegations proved to be false.

9.5.8 Graduated Approach for Students whose Social, Emotional and Mental Health Needs Present as a Barrier to Achievement

The school pastoral system provides help and advice to both individuals and groups when SEMH needs present as a barrier to achievement. The Form Tutor or Pastoral Head of Year would usually be the first point of contact should a parent wish to raise any issue or concern. Additional support for students exhibiting SEMH may be sought from the school's Mental Health First Aid Team (MHFA), school based counsellor and educational psychologists.

The school also recognises it has a legal duty under the Equality Act 2010 to prevent students with protected characteristics from being at a disadvantage. Consequently, our approach to challenging behavior may be differentiated to cater for the needs of the student. Our SENCO will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, a medical practitioner and others to identify or support specific needs. When acute needs are identified in a student we will liaise with external agencies and plan support programs for that student. We will work with

parents to create a plan and review it on a regular basis.

There is support available for parents through school and the Local Authority for parents / carers in developing their child's social, emotional and behavioral skills. Examples of these include: Triple P, MST, Confident Families, Family Intervention Project, Start Well Service, Parenting contracts, CYPS, Targeted Education Support Service, Early Help.

9.6 Student Transition

To ensure behaviour is continually monitored and the right support is in place, information related to a student's behaviour issues will be transferred to the relevant staff at the start of a new year. Information about behaviour issues may also be shared with new settings for those students transferring to other educational establishments.

10. Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. She reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for improvements. The policy will be reviewed every year and the views of other stakeholders particularly parents and students are welcomed.