

# Liverpool College

## Behaviour Policy



### **Mission Statement**

*Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.*


### **Core Values**

***We recognise** that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess*

***We believe** that the development of character, creativity intellect and spirituality, are the primary aims of education.*

***We work** together to create a happy and caring school community which is engaged in our local community and the wider world*

***We pursue** high standards in every area of school life*

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Signed Principal		Print name	Ms A Haynes

# **Liverpool College**

## **Behaviour Policy**

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# 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole College approach to maintaining high standards of behaviour that reflect the values of the College
- Outline the expectations and consequences of behaviour that falls below our high expectations at Liverpool College
- Ensure a consistent approach when dealing with behaviour that is applied fairly to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

# 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in Schools: advice for Headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.
- In addition, this policy is based on:
  - Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a College's duty to safeguard and promote the welfare of children, paragraph 9 requires the College to have a written behaviour policy and paragraph 10 requires the College to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

# 3. Definitions

**Misbehaviour** is defined as falling **below** the standard of behaviour expected at the College i.e. the Lerpoolian Standard. This includes, but is not limited to, the following:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as falling **well below** the standard of behaviour expected at the College i.e. the Lerpoolian Standard. This includes, but is not limited to, the following:

- Repeated breaches of the agreed standard of behaviour i.e. the Lerpoolian Standard
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking and vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers and vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against, particularly where there is an imbalance of power

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of the College's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found on the College website.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### 5.2 The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the College environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the College's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

## 5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the College's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the College culture and how they can uphold College rules and expectations
- Recording behaviour incidents promptly on Bromcom, and on CPoms where safeguarding is a concern
- Challenging pupils to meet the College's expectations

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

## 5.4 Parents and Carers

Parents and carers, where possible, should:

- Get to know the College's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to Liverpool College's behaviour policy
- Inform the College of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the relevant member of staff promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the College directly, whilst continuing to work in partnership with the College
- Take part in the life of Liverpool College and its culture

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

## 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at Liverpool College, expressed as **The Lerpooian Standard**
- That they have a duty to follow the behaviour policy
- Liverpool College's high expectations and routines for learning
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards, both collectively as part of the LC+ curriculum and individually as part of a restorative or character curriculum session

Pupils will be supported to develop an understanding of the College's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy as part of the pupil voice e.g. via Student Council or Parliament of Houses.

## 6. The Liverpool College Behaviour Curriculum

The most powerful behaviour management technique is high quality teaching and learning. This is the most basic and fundamental expectation that every stakeholder has for Liverpool College: that every teacher will endeavour to deliver the highest quality teaching and learning, both in the classroom and beyond, at all times.

The Behaviour Curriculum focuses on the need to "teach, don't tell" behaviour. To be able to do this we need to be clear and consistent about **what** we are teaching. "Not only the intellect but also the character" means directing not just their academic habits but also their social habits.

The PD (Personal Development) programme is part of the teaching of these social habits via a sequenced and structured personal development curriculum across all Chapters (years) of the College. The purpose of the Chapter Diploma awarded at the end of each Chapter (year) is a recognition and assessment of these social habits.

Put simply, the Behaviour Curriculum at Liverpool College consists of:

1. **Routines for learning setting which set consistently high expectations for all pupils**
2. **Recognition for those pupils who go above and beyond this standard**
3. **Clear consequences for falling below this required standard.**

## 6.1 The Lerpoolian Standard

Given the importance of the Liverpool College expectations in setting the bar and determining the adult responses we must ensure that these expectations are simple, clear and universally agreed. Our **Lerpoolian Standard** is our expectation of behaviour of all pupils at Liverpool College. This standard is clearly displayed around the campus and is referenced in reporting to parents.

### The Lerpoolian Standard:

#### A Lerpoolian:

- **Is respectful and polite**
- **Tries their best**
- **Is ready to learn**

The **Lerpoolian Standard** is expressed in the primary phase, in both Prep and PrePrep, as '**Golden Rules**' to enable more scaffolding of the Behaviour Curriculum for our youngest pupils.

Teaching the Lerpoolian Standard is about pre-empting poor behaviour and being pro-active rather than reactive i.e. not waiting for poor behaviour to happen and then sanctioning. Not everyone has the habits and skills to behave to the Lerpoolian Standard but nevertheless we need them to. This is where routines for learning are key.

Clear and explicit routines for learning are agreed across the College and across faculties in the secondary phase, and across Prep and PrePrep in the primary phase.

Some examples of our agreed routines for learning are:

1. Entry into the classroom e.g. meet and greet, lining up outside the classroom
2. Start of lessons e.g. 'do now' retrieval task
3. Late to lessons e.g. record on register, de-escalation, address at earliest opportunity, sanction if repeated
4. Toilet breaks e.g. exit pass, leave mobile phone with the teacher, delay if possible
5. Talking and listening e.g. to the teacher such as "1,2,3, eyes on me", and to one another
6. Writing e.g. date, title, clear signposting e.g. learning purpose, homework, worked examples, independent writing etc
7. Asking and answering questions e.g. no hands up / hands up, teacher pupil and peer to peer, pause, pounce, bounce
8. Seeking help e.g. brain, book, buddy, boss
9. Homework routines, including setting, submission, collection, feedback
10. Independent learning time e.g. silent / not silent
11. Transition activities e.g. beginning a task, moving to and from the carpet
12. Ending lessons e.g. calm finish.



Where appropriate and reasonable, adjustments may be made to routines within the behaviour curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## 6.2 The Language of Behaviour at Liverpool College

A prepared set of actions and a suggested set of phrases which a teacher can draw on helps deal with a situation as efficiently as possible. They create the impression of calm and assist on the removal of negative emotions when dealing with poor behaviour. They also help with teacher wellbeing when dealing with difficult situations and pupils who are pushing against the school system and are discovering their own boundaries and self-awareness in doing so.

The language of behaviour at Liverpool College are only guided phrases and are NOT intended to be followed slavishly and robotically: relationships are key to positive behaviour. These phrases are intended to help clarify our expectations and support both adults and pupils in their understanding of the Lerpoolian Standard i.e. “the way we do it here”.

Examples of the Language of Behaviour at Liverpool College are:

“You need to...”

“I need to see you...”

“I expect....”

“I know you will.....”

“Thank you for.....”

“I have heard what you said, now you must.....”

## 7. Mobile phones

**Mobile phones, headphones and smart watches are banned on Liverpool College Campus for all pupils from Reception to Chapter 11.**

Staff may use mobile phones for communication with colleagues around the campus, for educational purposes e.g. to record registers or consequences on BromCom or for the use of school email.

If a pupil is found with any of the devices throughout the day the device will be confiscated and returned at 9.45am the following Saturday, after they have served a Saturday Detention from 8.30am to 9.45am. Failure to handover the device will result in a phone call home / removal from lessons and a requirement to meet with the Principal. We reserve the right to confiscate for longer periods on occasions e.g. until the end of term for repeated transgressions.

We recognise that the vast majority of pupils in the secondary phase own and use a mobile phone as part of their daily communication and not just as a means of making a phone call e.g. card payment. Pupils are able to bring a mobile phone to travel to and from school, at the discretion of their parents/carers. It is expected that the majority of secondary phase pupils will do so. All mobile phones will be collected by House Mentors every morning and locked in secure cabinets to be returned to pupils at the end of the day (or earlier on occasions e.g. the pupil is leaving early to represent the school at a sports match). Given that the majority of secondary phase pupils own a mobile device it will be assumed that a pupil will hand in a device every morning and parents/carers will be contacted if their usual mobile device is not handed in daily.

In the primary phase, mobile phones are banned for all pupils from Reception through to Chapter 5. In Chapter 6, only pupils who may begin walking home from school may bring in a mobile phone which **MUST** be handed to their class teacher on arrival at school.

**Repeated offences or refusal to hand in phone = failure to comply with the Liverpool College mobile phone policy resulting in a serious sanction from the Principal.**

## 8. Responding to behaviour

### 8.1 Classroom management

Teaching and operational staff are responsible for setting the tone and context for positive behaviour within the College.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Lerpoolian Standard (Golden Rules in the primary phase)
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines in their own classrooms
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Safeguarding

The College recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

In terms of safeguarding we must also consider the safety of other pupils when deciding consequences so as to ensure that every pupil can attend school feeling safe every day.

Please refer to our child protection and safeguarding policy for more information.

### 8.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, the Lerpoolian Standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the College's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the College's behaviour culture.

Behaviour that goes above and beyond the Lerpoolian Standard will be rewarded with:

- Purpose, Passion, Challenge (PPC) points across the whole College (these are never removed for any pupil in any phase of the College, even if their behaviour falls below the expected standard)
- Verbal praise e.g. during whole school assembly or lesson time, both identifiable and anonymous
- Moving their peg up the behaviour chart in the Prep and PrePrep Schools
- Communication with parents e.g. 'outstanding' stickers in the primary phase or postcards home in the secondary phase
- Certificates and prize ceremonies e.g. Chapter Diploma, Star of the Week

- Positions of responsibility e.g. prefects in the Prep school or Senior Prefects in the Sixth Form
- Whole class or group awards e.g. early lunch passes
- Invited lunch with the Principal
- Awards and names on boards e.g. Centurion Award.

## 8.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of guided phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

### **The PrePrep and Prep Schools: Responding to behaviour that falls below our expectations**

The PrePrep School and the Prep School use a staged approach to respond to behaviour that falls below our expected standard. This expected standard, the Lerpoolian Standard, is expressed as "Golden Rules" in the primary phase.

All staff must follow the following principles in both the PrePrep and the Prep Schools:

- Every day is a fresh start
- Reinforce the Golden Rules daily
- Praise all children > 'catch them being good'
- Use restorative questions to help the child understand the consequences of their behaviour and to help teach self-regulation
- Use the language of behaviour e.g. no shouting, use the language of choice, maintain high expectations, focus on the behaviour not the child, use de-escalation language, use guided phrases to ensure consistency and calm
- Use Circle Time within the LC+ curriculum to pre-empt and prevent behaviour falling below our agreed standard.

Staff in the primary phase follow the staged primary approach to ensure a consistent approach to incidences of behaviour that falls below the expected standard.

## PrePrep and Prep: The Staged Approach to falling below

STAGE	BEHAVIOUR	CONSEQUENCE
1	Minor / low level disruption (shouting out, not sitting properly, fidgeting etc)	Ignore the inappropriate behaviour  Identify and praise the positive behaviour  Verbal warning by the teacher (be specific and explain the behaviour you want to stop)
2	Non-compliance or breaking a Golden Rule.  Continued low level disruption after verbal warning.	Pupil to move their peg down to " <b>think about it</b> "  <i>(NB teacher/adult actively looks for opportunities to move peg back up)</i>
3	If inappropriate behaviour persists.	Pupil to move their peg further down  If still there at end of day teacher records negative incident in BromCom
4	Serious breach of the Golden Rules	Time out with a responsible adult > consequence e.g. loss of play  Teacher records removal on BromCom
5	Behaviour that puts others at risk	Suspension authorised by the Principal

As in the Secondary phase, pastoral interventions are used for repeated behaviour that falls below or behaviour that falls well below our standard, the Golden Rules.

These include the following in the primary phase:

- Time with the Inclusion Mentor
- Physical Activity
- Intervention with Elsie, our School Dog
- The use of outside agencies e.g. Seedlings, Beautiful New Beginnings.

The use of Pastoral Intervention is not mutually exclusive with the use of sanctions,

A consequence for falling below the expected standard of behaviour should never be the removal of a planned pastoral intervention e.g. time with Elsie.

## The Secondary Phase: Responding to behaviour that falls below our expectations i.e. the Lerpooian Standard

Both the Senior School and the Sixth Form use an escalating approach to sanctioning poor behaviour, both inside and outside the classroom. Dealing with poor behaviour is part of the College's Behaviour Curriculum and is everyone's responsibility. The aim of any response to misbehaviour is to restore a safe and calm College environment and to prevent a recurrence of misbehaviour.

All staff should follow the following principles when dealing with behaviour that falls below the Lerpoolian Standard:

- They should be escalating, both in terms of the nature of the poor behaviour and the frequency of its occurrence
- Escalation applies to both the visible consequences e.g. warning, move seat, short removal, loss of social time, detention, removal from class or activity, suspension etc and the invisible consequences e.g. nudges towards better behaviour in class
- De-escalation techniques should be used to help prevent further behaviour issues arising
- Focused on the behaviour not the pupil
- Clearly communicated to both the pupil and their parents or carers where appropriate
- Consistently applied across the secondary phase.

Where appropriate staff should take account of any contributing factors that are identified after a behaviour incident has occurred. For example, if a pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND, has been subject to criminal exploitation, or is experiencing significant challenges at home.

The College may use one or more of the following sanctions in response to behaviour that is falling below:

- Awarding negative point on BromCom
- Sending the pupil out of the class i.e. faculty removal or a short time out
- A verbal reprimand and reminder of Liverpool College behaviour expectations (the Lerpoolian Standard)
- Setting of written tasks such as a write up
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility or early lunch
- Loss of unstructured time e.g. break time or lunch play
- College-based community service such tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents or carers
- Agreeing an individual behaviour plan
- Putting a pupil 'on report'
- Detentions (see Section 8.1)
- Removal of the pupil from the classroom by a member of the Senior Leadership Team. (See Section 8.2)
- Suspension
- Permanent exclusions in the most serious of circumstances.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

**See Appendix I for examples of potential consequences for behaviour that falls below the required high standard.**

## **Communication with Parents and Carers**

As standard practice, we only communicate the specific details of any sanction or consequence for a pupil following an incident of misbehaviour to the parents/carers of that pupil.

We do recognise that communication of outcomes and consequences to the victim of any incident, and their family, is also important to ensure they have confidence that action has been taken by the school. When a consequence has been applied in response to an incident, the pupil who was the victim and their parents/carers will be informed that a sanction has been awarded in line with the behaviour policy. Any further details of the sanction would only be shared in exceptional circumstances, at the discretion of the Principal, and decisions will be taken on a case by case basis.

## **Restorative Approaches**

In all circumstances we will endeavour to include a restorative element in addition to a more punitive consequence. This is particularly the case when behaviour falls well below the Lerpooian Standard. For example, if a comment is made to another pupil that has the potential to have a racist element then there will be an automatic anti-racism restorative intervention led by our Diversity leads.

Examples of the restorative approaches available to pupils following incidents of behaviour that falls below are:

- Check in sessions with an Inclusion Mentor
- Anti-Racism restorative sessions
- Character Centre Curriculum activities
- Anti-bullying groups e.g. Bully Busters
- Peer mentoring
- Mental health mentoring
- Girls' Group
- Use of outside agencies e.g. Active TT
- A period of time in the Character Centre
- An extended period of time in the Internal Alternative Education Provision (Internal AEP)

The aim of each of these restorative interventions is to prevent a reoccurrence of the poor behaviour. One or more intervention could be used in any instance e.g. time in the Character Centre as well as BullyBusters meetings.

## **8.5 Reasonable force**

On occasion it may be necessary for a member of the College staff to use reasonable force. Reasonable force covers a range of interventions that involve physical contact with pupils. Although reasonable force is used as a last resort, all members of staff have a duty to use reasonable force in the following circumstances to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 8.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to College discipline. This includes mobile phones, smart watches and headphones which are brought onto the campus by pupils in Reception to Chapter 11. Mobile phones, smart watches and headphones will not be returned to the pupil until 9.45am the following Saturday, after the pupil has served a Saturday Detention.

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal or Vice Principals, or by the Principal herself.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of a member of SLT, the Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified as harmful or detrimental to College discipline, for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the College premises or where the member of staff has lawful control or charge of the pupil, for example on a College trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Principal and/or the DSL to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3 only.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

## **Searching pupils’ possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified as contrary to the College rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

## **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:



- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the College's safeguarding system (CPOMS).

## **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3) via MCAS. The incident will come through on MCAS as "Belonging Security Check". There will also be a brief comment as to why the search has taken place. If we find a prohibited item a member of staff will contact the parent/carer as soon as is reasonably practicable to confirm:

- What happened
- What was found
- What has been confiscated
- What action the College has taken, including any sanctions that have been applied to their child

## **Support after a search**

Irrespective of whether any items are found as the result of any search, the College will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the College's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on College premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into College, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on College premises, the decision on whether to conduct a strip search lies solely with them. The College will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into College to act as the pupil's appropriate adult. If the College can't get in touch with the parents, or they aren't able to come into College to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The College will keep records of strip searches that have been conducted on College premises, and monitor them for any trends that emerge.

## **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Principal
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

## **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the College will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the College's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **8.7 Behaviour outside of College premises**

Sanctions may be applied where a pupil has misbehaved off-site when representing the College. This means misbehaviour when the pupil is:

- Taking part in any College organised or College related activity (e.g. College trips)
- Travelling to or from Liverpool College
- Wearing Liverpool College uniform

- In any other way identifiable as a pupil of Liverpool College

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the College
- Poses a threat to another pupil
- Could adversely affect the reputation of the College

## **8.8 Online misbehaviour**

The College can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of Liverpool College
- It adversely affects the reputation of Liverpool College
- The pupil is identifiable as a member of Liverpool College

## **8.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the College will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the College will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Principal or a member of the Senior Leadership Team (SLT) will make the report.

The College will not interfere with any police action taken. However, the College may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **8.10 Zero-tolerance approach to sexual harassment and sexual violence**

Liverpool College will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Liverpool College's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Liverpool College has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **8.11 Zero-tolerance approach to racism and the use of racist language, and to homophobic behaviour and the use of homophobic language**

**Liverpool College will ensure that all incidents of racism and homophobia, including the use of racist or homophobic language, are met with a suitable response, and never ignored.**

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. 'Banter' is not an acceptable excuse for the use of such language.

Liverpool College's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Liverpool College has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **8.12 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the College will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the College will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the College (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who

made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The College will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 9. Serious sanctions

For pupils whose actions fall well below the Lerpopolitan Standard, or who have displayed repeatedly poor behavioural choices, more serious consequences and sanctions are used. These are used alongside restorative actions and pastoral interventions with the aim to educate the pupil to be able to make better behavioural choices in the future. This

These more serious sanctions can be viewed as an escalating scale of consequences as outlined below:

1. Detentions (Deans' detentions through to the more serious Saturday morning detention)
2. Removal from Classroom to another classroom within the Faculty for that lesson (known as a Faculty Removal)
3. Removal from Classroom by the SLT or NTD (Non-Teaching Dean), usually to the Character Centre or to Learning Support for a temporary period, usually the remainder of the lesson (known as an SLT removal)
4. A half day / one day / two day (or more on very rare occasions) removal from lessons to work in the Character Centre and the loss of unstructured time
5. Suspension from school for a fixed period of time, from half a day to a maximum of 45 days in any one school year. During this period of suspension the College will ensure continued education for the suspended pupil which may be one of the following:
  - a. Set by the teachers via Satchel One
  - b. Online learning by external registered providers e.g. NISAI or Oak Academy
  - c. ANCHOR (Internal Alternative Educational Provision)
  - d. Offsite direction to an alternative education provider e.g. Harmonize or Prudentia
6. Permanent Exclusion

combination of support and consequence is a key element of a Liverpool College education of 'not only the intellect but also the character'.

Although we adopt a graduated approach to sanctioning we can adopt any of the sanctions at any time depending on the seriousness of the incident.

Details of each of the serious sanctions is outlined below.

## 9.1 Detention

Types of Detentions at Liverpool College:

1. Deans' detention: 45 – 60 mins after school on a Thursday (3 – 4pm)
2. Principal's Detention: up to 60 minutes after school on a Tuesday (4 – 5pm)
3. Saturday Detention: 90 minutes on a Saturday morning (8.30am to 10am)

Detentions can be given on any school day, on Saturdays during term time, and on any INSET day.

When imposing a detention, the College will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Parental consent is not required for detentions, including same day detentions and detentions outside normal school hours. The College will decide whether it is necessary to inform the pupil's parents.

**Detentions outside of school hours:** Only Middle Leaders (Deans and Heads of Faculty) and the SLT can issue detentions outside of school hours. Detentions outside of school hours should not be issued where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that the detention is reasonable staff should consider the following:

- Whether the detention is likely to put the pupil at increased risk
- Whether the pupil has known caring responsibilities
- Whether the detention conflicts with a medical appointment
- Whether parents ought to be informed of the detention. The assumption should always be that it is necessary to do so, but this will depend on the circumstances e.g. notice may not be necessary for a short after school detention where the pupil can get home safely
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Pupils can be issued with detentions during break, after College or on weekends during term time.

## 9.2 Removal from classrooms

Removal of the pupil from the classroom, particularly by a member of the Senior Leadership Team or the by the Non-Teaching Dean, is a serious sanction and should only be used once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme it warrants immediate removal.

There are two types of removal from classroom: Faculty Removal and SLT Removal.

### a) Faculty Removal

This can be used by a classroom teacher once other behavioural strategies in the classroom have been attempted, unless the behaviour warrants immediate removal.

It may be used as a time out approach to aid the regulation of a pupil, or to prevent the disruption of the learning of others in the classroom, or as a means of de-escalation to prevent a potentially more serious breach of the Lerpopolitan Standard.

The pupil is usually moved to an adjoining classroom or workspace to continue their lesson in a calm, safe space a short distance away from the class.

It is usual that after a discussion around their behaviour, and potentially a consequence such as additional work or a Deans' detention, the pupil returns to the rest of their regular lessons and the next timetabled lesson of that subject continues as normal.

### **b) SLT Removal**

This is a more serious removal from a lesson by a member of the SLT or the Non-Teaching Dean. It is used when all other classroom strategies have been exhausted and when the behaviour of a pupil disrupts the learning of others.

SLT removal can be used for the following reasons:

- To maintain the safety of pupils
- To enable disruptive pupils to be taken to a place where their education can continue in a managed environment e.g. Learning Support or Student Services or with a Dean / member of SLT
- To allow the pupil to regain calm in a safe space (e.g. in Learning Support separate from spaces used for Pastoral Intervention for non-disciplinary reasons).

Pupils who have been removed from the classroom by a member of SLT will usually return to their next timetabled lesson of the day. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal or Vice Principal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The College will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents and carers should be informed on the same day if their child has been removed from the classroom.

It is usual that pupils receive a consequence after an SLT Removal, usually a Principal's Detention.

The College will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Meetings with an Inclusion Mentor
- Use of Learning Support Assistants (LSAs)
- Short term behaviour report cards
- Long term individual behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, in the behaviour log on BromCom.

## **9.3 Use of the Character Centre for Internal Suspensions**

In response to serious or persistent breaches of this policy, the College may remove the pupil from the classroom for a limited time. This may be a half day, a full day or longer depending on the seriousness of the breach. It is very rare for an Internal Suspension to be awarded for longer than three days.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Pupils who receive an Internal Suspension (colloquially referred to as a TIE) will work in the Character Centre and follow the Character Curriculum. This is a combination of their usual LCA+ Curriculum, plus additional PSHE or Character-Building lessons (LC+) linked to their poor behavioural choices. The aim of the Character Curriculum is restorative and is part of the behaviour curriculum aimed at educating pupils in being able to make more sensible choices around their future behaviours.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal or Vice Principal.

## **9.4 Suspension and permanent exclusions**

The College can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following Liverpool College sanctions and interventions.

The decision to suspend or exclude will be made by the Principal and only as a last resort.

Please refer to our exclusions policy for more information.

# **10. Responding to misbehaviour from pupils with SEND**

## **10.1 Recognising the impact of SEND on behaviour**

The College recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the College will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the College's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the College must co-operate with the local authority and other bodies

As part of meeting these duties, the College will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. For example, all elements of a Pupil Profile or Educational Health Care Plan are followed.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples of the preventative measures used at Liverpool College include:

- Short planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans e.g. to be near a door for security, or near to the teacher for a pupil with hearing impairment
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as ADHD
- Use of the Learning Support space to help pupils to regulate their emotions
- 'Readiness to Learn' checks by Inclusion Mentors



## **10.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the College will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the College to sanction the pupil for the behaviour.

The College will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

In making any decision around consequences for pupils with SEND, the Senior Leadership Team will adopt the principle that a SEND need may be the reason for the poor behaviour, but it does not necessarily excuse the poor behaviour, particularly if their poor behaviour impacts the learning or safety of others. It is most likely that this will require increased pastoral intervention to help ensure positive behavioural choices for these pupils in the future.

## **10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The College's special educational needs team may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **10.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be put in place where possible and the College will co-operate with the local authority and other bodies.

If the College has a serious or ongoing concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the College may request an emergency review of the EHC plan.

# **11. Supporting pupils following a sanction**

Following a sanction, the College will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the College. This will usually be in the form of a restorative conversation.

A reintegration meeting between the pupil and a senior member of staff (usually the Principal or a Vice Principal) will always take place following a period of suspension from the College. This will take place prior to reintegration back into lessons, although in the event that a meeting is not possible the pupil should not be prevented from attending school as normal after serving the time period of their suspension. Parents / carers should usually accompany the pupil in this meeting where possible.

The purpose of this meeting is to help the pupil to reflect and understand the reasons for their suspension and to help prevent any further repetition of poor behaviour.

Other pastoral intervention aimed at preventing recurrence of poor behaviour include:

- Readiness to learn checks prior to lessons
- Report cards
- Daily contact with Deans or Inclusion Mentors
- An Individual Behaviour Plan
- Work with outside agencies e.g. SENISS

## **I2. Pupil transition**

### **I2.1 Inducting incoming pupils**

Liverpool College will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider College culture.

### **I2.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) in the primary phase. In addition, staff members, including the College SENCO, may hold transition meetings.

## **I3. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (positive handling) where appropriate
- The needs of the pupils at the College
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development e.g. de-escalation and the use of the language of behaviour at Liverpool College.

## **I4. Monitoring arrangements**

### **I4.1 Monitoring and evaluating College behaviour**

The College will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the College behaviour culture

The data will be analysed every week by Deans and at least every term by the College Leadership Team and the Governors.

The data will be analysed from a variety of perspectives including:

- At College level by both schools and phases
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The College will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

If any trends or disparities between groups of pupils are identified by this analysis, the College will review its policies to tackle it.

## **14.2 Monitoring this policy**

This behaviour policy will be reviewed by the Principal and Governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Principal.

## **15. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-Bullying Policy

**Appendix I: Examples of consequences for behaviour that falls below Liverpool College expectations in the secondary phase**

Several Recorded Incidents a week	Will result in a detention.  The type of detention will be determined by the Dean and SLT.
Lack of equipment  Hair untied	Pupil sent to Student Services to purchase equipment or bobble.  Recorded Incident
Low level disruption in class e.g. talking, not immediately following instructions	A verbal reprimand and reminder of Liverpool College behaviour expectations (the Lerpoolian Standard)  Recorded Incident
Incorrect uniform	Removal from lessons until correct uniform brought into school.  Phone-call home
Failing to complete homework	Teacher will expect work to be completed at home, or at break or lunchtime. This is at the teacher's discretion.  Recorded as FTCH – Failure To Complete Homework
Insufficient work completed in class, disrespect or poor attitude on the playing field or during unstructured time	Loss of unstructured time e.g. break time or lunch play  Loss of privileges – for instance, the loss of a prized responsibility or early lunch or representation for the College in a Sports team  Recorded Incident
Littering, disrespecting the classroom environment	College-based community service such as the tidying a classroom
After warning(s) issued pupil continues to disrupt the learning of others.  Behaviour falls below the standard of expected behaviour (page 4)	Removal from the classroom to another classroom nearby (Faculty Removal) or a short time out  Recorded as a Faculty Removal = Deans' Detention
Pupils disruption in lesson is continuous despite warnings or pupil is disrespectful or abusive to teacher or peers or any serious misbehaviour that falls well below are expected standard (page 4).	Removal from the classroom by a member of the Senior Leadership Team or the NTD (SLT Removal).  Recorded as a SLT removal = Principal's detention
Repeated Recorded incidents in a week  1 FTCH (KS5)  2 FTCH (KS3 and KS4)	Deans' Detention

Vandalism Rudeness Punctuality Faculty Removal	
SLT Removal Abusive Language Truancy Being out of bounds – e.g. bushes	Principal's Detention
Smoking/vaping – including sharing cubicles Using a mobile phone on site (KS3 and KS4)	Saturday Morning Detention
Repeated misbehaviour despite interventions and previous consequences	Character Centre – one lesson / up to half a day
Threatening behaviour to peer(s) online or in person Repeated misbehaviour which falls below the standard expected at the College (page 4) Unable to keep self-safe	Character Centre – One Day or more
Fighting Possession of any prohibited item(s)	Suspension
Bullying	Anti-Bullying policy to be followed
Pupils behaviour impacts the good order of the school Repeated violent behaviour towards peers or staff	Permanent exclusions in the most serious of circumstances.
Failure to attend a detention	The next level of detention or Character Centre removal
Repeatedly falling below the standard of behaviour expected at Liverpool College	Agreeing an individual behaviour plan
Continually late to lessons Repeated low level disruption where concern can be targeted e.g. poor behaviour in mats only	Putting a pupil 'on report'
Multiple detentions in a week	Saturday detention
Class displaced due to pupil refusing to be removed by SLT	Saturday detention