



LORDSWOOD GIRLS' SCHOOL

This policy is called:	Behaviour Policy (Years 7 – 11)
It applies to:	Lordswood Girls' School
Person responsible for its revision:	Assistant Headteacher (Student Behaviour, Welfare & Development)
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INTRODUCTION

A high standard of behaviour is an essential strand of an effective and high achieving school and this needs to be supported by high quality teaching, high expectations, positive relationships and a set of values which is clearly understood and shared by all stakeholders. Section 89 (1) (a-e) of the Education and Inspections Act 2006, the Education Act 2011 and the Equality Act 2010 provide the legal basis for this policy. This policy sets out the guidelines for managing behaviour and the use of rewards and sanctions.

Teachers have statutory authority to discipline students for misbehaviour and the power to discipline also applies to all paid staff with responsibility for students. Teachers' powers to discipline include the power to discipline students even when they are not at school or in the charge of a member of staff

Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The school recognises that the following are key aspects of effective behaviour management:

- A consistent approach to behaviour management;
- Strong school leadership;
- Classroom management;
- Rewards and sanctions;
- Behaviour strategies and the teaching of good behaviour;
- Staff development and support;
- Student support systems;
- Liaison with parents and other agencies;

- The management of student transition;

The school also recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND).

UNDERLYING PRINCIPLES

Lordswood Girls' School & Sixth Form is committed to ensuring that this policy is implemented consistently and fairly. However:-

- being 'fair' is not about everyone getting the same (equality but about everyone getting what they need (equity)).
- the change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a *communication of an emotional need* (whether conscious or unconscious), and responding accordingly.
- although behaviourist approaches can work for the majority of students, they are not successful with all. This is especially true for those who have experienced *Adverse Childhood Experiences* (ACEs) – traumatic life experiences that occur before the age of 18. For students who have experienced trauma and loss, including vulnerable groups such as children in care (CiC), children at the edge of the care system, and children previously in care (PiC), behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.
- all adults in school are encouraged to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Students with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and all staff have a duty to explore this vulnerability and provide appropriate support.
- this requires a school ethos that promotes strong relationships between staff, students and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- maintaining clear boundaries and expectations around behaviour is key in order to help students feel safe, their educational environment needs to be high in both nurture and structure. Students need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise students from their peers, school community and family, leading to potentially more negative behaviour.
- not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of students are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).

- encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for students SEMH needs.

AIMS

Lordswood Girls' School & Sixth Form is committed to the emotional mental health and well-being of its students and aims to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. The school aims:-

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members of the school community.
- To help students develop a sense of worth, identity and achievement
- To help all students to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To create a culture that develops in all students the ability to listen to others, to co-operate and to appreciate other ways of thinking and behaving, based on rights, responsibilities and respect. In addition, praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

IMPLEMENTATION

The school's home-school agreement outlines the standard of behaviour expected of all students and parents are requested to sign this agreement in their daughter's planner.

Mandatory good behaviour is a shared responsibility and all staff are expected by the Headteacher to implement the Behaviour Policy consistently and fairly. It is, however, important:-

- that indicators of SEMH are clearly recognised, to ensure that it is not just students who are displaying observable and active/ 'acting out' behaviours (e.g. those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries) that are identified. Students who display more passive behaviours (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak) sometimes go unnoticed because their behaviour can feel less challenging to manage.
- it is also important to avoid viewing or labelling students whose behaviour is externalised, as less vulnerable than those who internalise their emotional distress.
- early intervention is imperative for addressing both active and passive behaviours, to ensure that low level features/difficulties can be addressed early.
- it is essential to be aware of the tendency to make judgements around behaviour and to see all behaviour as an indicator of emotions which need to be responded to in an empathic and caring manner. This can be particularly hard to do when students act in a way that hurts or frightens others.

Students who are identified as particularly vulnerable will need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These will need to be planned in

conjunction with parents/carers and relevant agencies, and shared sensitively, as deemed appropriate.

1. Roles & responsibilities

- All staff have the power to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006) and applies to all paid staff within the school.
- Staff can discipline students at any time the student is in school or elsewhere under their charge, including on school visits.
- Staff can also discipline students for misbehaviour outside school.
- Staff have a specific legal power to impose detentions outside school hours.
- Staff can confiscate students' property.

Lead Professionals

- have responsibility for the day to day management of behaviour in their subject area.

Intervention & Behaviour Support Manager

- has responsibility for the implementation of the behaviour policy.

Director of Intervention and Inclusion (SEND, TAs and CP)

- has responsibility for supporting students on the SEND list, students whose issues and behaviour concerns arise from an inability to cope with their current curriculum, LAC and previously LAC.

Assistant Headteacher (Student Behaviour, Welfare and Development)

- has responsibility for oversight of all aspects of behaviour and sanctions for students in years 7 – 11.

Director of post-16 studies

- has responsibility for oversight of all aspects of behaviour and sanctions for students in years 12 – 13.

Headteacher

- has responsibility for decisions relating to more serious issues and behaviour which may lead to internal exclusion and fixed term or permanent exclusion.

2. Consequences

To be lawful, any consequence, including detentions, must satisfy the following three conditions:-

1. The decision to sanction a student must be made by a paid member of school staff or a member of staff authorised by the head teacher;
2. The decision to sanction the student and the sanction itself must be made on the school premises or while the student is under the charge of the member of staff; and
3. It must not breach any other legislation, e.g. in respect of disability, special educational needs, race and other equalities and human rights, and it must be reasonable in all the circumstances, taking into account the underlying principles outlined in this policy.

The sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

In accordance with Section 89(5) of the Education and Inspections Act 2, students can be disciplined for any misbehaviour when they are:

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

Students can be disciplined for misbehaviour at any time that:

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

Details of behaviour guidelines can be found at Appendix 2.

Detentions

Withdrawal of privileges and detentions are the main sanctions given by the School for poor behaviour. Staff have a legal power to put students in detention. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the student does not have permission to be absent;
- weekends – except the weekend preceding or following the half term break; and non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
- In the case of lunchtime detentions, students will always be given reasonable time to eat, drink and use the toilet.

As with any sanction, staff must act reasonably, when imposing a detention. Although detentions can be imposed without notice, when after-school detentions are given to students, parents will be informed via a sticker or written note in their daughter's planner. Parental consent is **not required** for detentions. A student may be kept behind by staff, without prior notice to parents, for fifteen minutes at the end of the school day.

Students whose attendance is below 90% will only be allowed in exceptional circumstances to take part in residential extracurricular trips or reward events.

Report System

Where there is continued poor behaviour in school, early intervention is considered vital. The parents of any student accruing five or more alert slips before February half term or seven alert slips from February half term onwards are contacted by the Intervention and Behaviour Support Manager (IBSM), and the student is automatically placed on the School's Behaviour Register. The student is either placed on behaviour report or organisation report depending on the nature of the alerts accrued. Those students on behaviour report meet with the IBSM and those students on organisation report meet with their Achievement Co-ordinator at the start and end of every school day.

Behaviour Report

Initially students will be on report (orange) for a period of four weeks. Whilst on report, teachers comment on the student's work and behaviour in every lesson and parents are required to support the School by signing the report and discussing comments with their daughter on a daily basis. Any student repeatedly failing to bring in the report sheet the following day may work outside lessons. At the end of the four week 'on report' period, parents are contacted again by the IBSM and students are taken off report if progress has been both satisfactory and sustained. If the student's behaviour is still unacceptable, staff will complete a behaviour matrix and students are placed on grey report for a further four weeks. During this period individual targets will be set with the student and the support of a behaviour mentor may be offered and a further range of sanctions will be used including withdrawal from lessons. An additional four weeks on report (grey) will be necessary for a very small number of students only. At the end of this extended period further sanctions will be applied if necessary as outlined below:-

- reporting to senior staff
- meeting with a School Governor
- internal exclusion
- fixed term exclusion
- managed move
- referral to a sharing panel
- review of the student's curriculum

Any students who have been in internal exclusion or fixed term exclusion are placed on report for between two and four weeks to support their reintegration.

Organisation Report

Initially students will be on organisation report (yellow) for a period of four weeks. Whilst on report, teachers check that students have recorded their homework and comment on whether their homework has been completed to a satisfactory standard every lesson. Parents are required to support the School by signing the report and discussing comments with their daughter on a daily basis. Any student repeatedly failing to bring in the report sheet the following day may work outside lessons. At the end of the four week 'on report' period, parents are contacted again by the IBSM and students are taken off report if there are no longer concerns regarding the completion of homework. If the student misses homework deadlines during this period they will be required to attend homework club from Monday to Thursday for one hour after school for a period of 4 weeks as a supportive measure and to instil good study habits. They remain on organisation report (grey) during this period. Additional weeks on report (grey) will be necessary for a very small number of students only and the School will work with parents to overcome any barriers.

Uniform Report

A record of any uniform breach is held at reception and if five recordings of a uniform breach is reached, the student will be put on uniform report.

Extreme breaches of the uniform policy, including unnatural hair colour and piercings, will result in students being sent home to rectify the issue or being placed in internal exclusion until the problem is addressed.

Positive Behaviour Report

An additional report called the 'positive behaviour report' is also used to support students in maintaining good behaviour in lessons. The purpose of this report is to enable students to work towards achieving a small number of agreed targets in each lesson. At the end of every lesson, the teacher records whether each of the targets has been met and both the teacher and student are able to record a written comment. This report encourages teachers to comment positively on progress made towards the agreed targets rather than making a general comment on the student's behaviour.

Finally, students or their parents can request additional time on report as a supportive measure after their 'official' on-report time has finished. Students may feel that being on report has had a positive impact on their behaviour and that continuing to get feedback from their teachers will prevent their behaviour from regressing. This report is also referred to as a positive behaviour report and students will agree the format of the final document with the Behaviour and Intervention Manager.

Internal Exclusion

The school operates a policy of internal exclusion for serious incidents. The Headteacher makes the final decision on whether a student should be placed in internal exclusion, although the investigation may be delegated to another member of staff. For the period of internal exclusion, the student attends school outside of the regular school hours to avoid contact with her peers and is supervised by the school's Intervention and Behaviour Support Manager.

Please refer to Appendix 2 for guidelines on internal exclusion.

Exclusion

The Headteacher may take the decision to exclude a student having regard to the Department for Education guidelines on exclusions. Incidents of serious physical assault will automatically result in a fixed term exclusion. This applies to both students if physical contact has been made. Exclusions may be fixed term or permanent and are overseen by the governing body. Exclusions are the ultimate sanction and are always imposed as a last resort usually when all other strategies have been exhausted. Bringing a 'prohibited item' (see list below) into school may lead to a permanent exclusion.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from students:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
2. Power to search without consent for "prohibited items" including:-
 - knives and weapons
 - alcohol
 - illegal drugs and drugs paraphernalia
 - stolen items
 - tobacco and cigarette papers/e-cigarettes
 - fireworks

- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

Additional strategies and support

Place2be

The school is able to refer students to a confidential counselling service. Students are able to benefit from one-to-one counselling and shorter term input. In addition, a drop-in service is run on Tuesdays, Wednesdays and Friday lunchtimes by the Place2Be School Project Manager. Place2Be also run themed input for groups of students on issues ranging from transition to stress management. The service is available to all year groups.

Mentoring

The school's Behaviour Mentor works with individual students to offer 1:1 support and guidance and in-class support. She also uses restorative practice techniques to resolve conflict between groups of students.

Friends Programme

This is an evidence-based programme used to reduce anxiety and depression and build resilience in children aged 11-16 years. The programme provides a structure to develop resilience in young people, drawing on the psychological model of cognitive-behavioural therapy. Friends is the only anxiety /depression prevention programme for students endorsed by the World Health Organisation; it is also recommended in the DfE document "Mental Health & Behaviour in Schools" (June 2014).

Additional Learning Support

It is often the case that a behavioural difficulty is the result of a learning difficulty. It is sometimes possible to offer students additional support with their learning and the acquisition of basic skills.

Police

The School attends half-termly police and schools panel meetings and has an assigned school link officer.

Sharing Panel, Passport and Managed Moves

Some students benefit from being given the opportunity of a fresh start in a different school. The school is able to make referrals to the Oaks sharing panel, which meets monthly, in order to support those students for whom a 'fresh start' is the appropriate next course of action or as a supportive measure to prevent permanent exclusion. This may be a short term placement (Passport) to another school to modify behaviour or a possible permanent move to another school. In addition, the school has established links with a number of local schools which are able to offer managed moves. Parental consent is always sought and agreed prior to making the referral and the decision of the panel is final.

Social distancing

Following the COVID pandemic, measures have been put in place to safeguard the Lordswood community. For the protection of all, it is crucial that these are followed at all times:

- Maintaining the expected distance (1m students / 2m staff)
- Adhering to the one-way system
- Remaining within the base room at break and lunchtimes
- Ensuring that hygiene procedures are followed – hand washing/sanitising; use of a tissue when coughing/sneezing; binning all tissues; wiping clean desk after eating

Monitoring & Evaluation

The School Council, parent forums and staff working groups will be consulted on this policy.

The governing body has a responsibility for overseeing these behaviour management guidelines and for ensuring that the procedures outlined are carried out correctly and effectively.

The effectiveness of the policy is also monitored by behaviour data and comparisons with previous year data, feedback from staff, parent and student questionnaires.

LINKS TO OTHER POLICIES:-

Rewards policy

Home-school agreement

Managing drugs related incidents policy

Health and safety policy

Anti-bullying policy

SEMH Graduated Approach – Good Practice Guidelines

SEMH		
Description of needs (Assess)	Provision (Plan and Do)	Review (Outcomes)
<p>Occasional difficult, demanding or concerning behaviour.</p> <p>Is functioning within the current school environment though there are some disruption and disaffection difficulties. The student has, at times, difficulties in maintaining attention and following appropriate behaviour during lessons.</p>	<p>High Quality Teaching</p> <p>Wave 1 (Quality First Teaching) with a specific consideration for students with social and emotional needs. The class/subject teacher is accountable for the progress of the student within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>In addition there will need to be:</p> <ul style="list-style-type: none"> ● Flexible grouping arrangements ● Some differentiation of activities and materials ● Differentiated questioning ● Use of visual, auditory and kinaesthetic approaches ● Awareness that a student may need more time to complete tasks and that equality of access may mean that they need to do some things differently ● Resources and displays that support independence ● Routine feedback to pupils pertaining to social and emotional skills ● Transparent system of class/school rewards and consequences. Rules and expectations consistent across staff ● Use of different teaching styles ● Clear routines e.g. for transitions ● Careful consideration of group dynamics that enables adjustments to classroom organisation, seating and group dynamics ● Staff understand and use attachment aware / trauma informed practice ● Offering student opportunities to take on responsibilities e.g. class monitors, prefects, school council reps ● Information about students' needs/difficulties is shared with relevant staff ● Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. 	<p>The student:</p> <ul style="list-style-type: none"> ● Appropriately expresses a view with minimal support ● Jointly problem solves with adults regarding management of their behaviours ● Has a positive sense of self and a positive view on their individual identity

<p>Frequent difficult, demanding or concerning behaviour.</p>	<ul style="list-style-type: none"> ● Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings, based on IEP targets ● Opportunities for small group work based on identified need ● Time-limited intervention groups ● Evidence informed/based PHSE curriculum with an emphasis not just upon teaching but mainly rehearsing and generalising skills taught. <p>Staff will require knowledge or access to appropriate strategies, so training is recommended in:</p> <ul style="list-style-type: none"> ● Pivotal Level 1 ● Trauma Informed/Attachment Aware Schools ● Evidence based/informed PHSE curriculum, e.g. PATHS (Promoting Alternative Thinking Strategies) for teachers & support staff to deliver to whole class groups. ● Emotion Coaching ● Restorative approaches <p>SEMH Environmental Checklists can be used to assess whether the environment promotes safety and well-being and identify areas for improvement.</p> <p>SEND Support All of the above and: School life should be modified and/or differentiated with a strong emphasis on developing student’s social engagement skills and ability to self- regulate.</p> <p>The student would benefit from a predictable environment and routine within a structured curriculum with opportunities for overlearning social engagement and emotional regulation skills.</p> <p>Additional adults will be required to support the student.</p>	<p>The student:</p> <ul style="list-style-type: none"> ● Becomes curious and creative ● Enjoys exploring, learning and investigating ● Understands rules and cause and effect (rewards & consequences)
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<p>Difficulty managing emotional responses leading to extremely difficult, demanding or concerning behaviour.</p> <p>This tends to affect their own safety or that of others.</p>	<p>The following would need to be provided to support student's development:</p> <ul style="list-style-type: none"> ● Identified frequent support to teach social and emotional skills and address developmental targets on individualised plans. ● Use of 'Key Adult' to ensure the student has a trusted adult to offer support during vulnerable times. ● Time-limited intervention programmes with staff who have knowledge and skills to address specific needs which may include withdrawal. ● Some planned time in smaller groups in order to develop social skills and emotional regulation (e.g. 1 -2 components of Aggression Replacement Training such as Anger Control or Social Competency Skills). ● Access to appropriate support to aid the development of relationships (e.g. Buddies, Mentors, Circle of Friends) <p>Staff will require knowledge or access to appropriate co-regulation approaches and skill building strategies, so training is recommended in:</p> <ul style="list-style-type: none"> ● Key Adult ● Thrive Licensed Practitioner ● Components of Aggression Replacement Training ● Friends for Life/ Fun Friends / Friends Youth <p>EHCP Support</p> <p>All of the above and:</p> <ul style="list-style-type: none"> ● An environment that ensures the safety of the individual and others. ● Appropriately trained support for physical intervention/restraint that promotes de-escalation, e.g. MAPA. <p>Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement:</p> <ul style="list-style-type: none"> ● Identified specialist skilled individual support across the curriculum. ● Continuous teaching of social and emotional skills to address SEMH targets on the SEN Support Plan. 	<p>The student:</p> <ul style="list-style-type: none"> ● Becomes confident and more trusting ● Becomes receptive to new relationships and new experiences ● Becomes more trusting of adults and able to ask for or signal for help when distressed
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	<ul style="list-style-type: none"> ● Intensive support from a 'Key Adult' to ensure the STUDENTS has a trusted adult to offer support/withdrawal during vulnerable times. ● Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address the STUDENTS's specific needs, may include withdrawal (e.g. access to Nurture Groups for at least 50% of the school day). 	
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The list below is not exhaustive. Continuing poor behaviour may increase the severity of the sanction.

	Days		Days
*Abuse of Social Media towards staff/student(s)	1-3	Lunchtime- Inappropriate/Continuous Poor Behaviour Lunchtime Privileges withdrawn	1 1 week
*Alcohol Misuse /Causing Public Nuisance And Damage To Property	2-3	*Persistent Disruption to Teaching and Learning	1
*Bullying/Harassment towards both Student and Staff	1-3	*Misuse of mobile phone(inappropriate images taken)	1-3
Continuous Breach of Uniform Policy – Internal exclusion until solution if necessary	1	Persistent Failure To Complete Coursework – following referral from Lead Profession	1
Cigarettes/E-Cigarettes in School/School grounds or smoking on school business.	1	Plagiarism/Cheating (Work re-submitted)	1
*Dangerous Behaviour - Lunchtime and outside of school	1-3	Poor Report/repeated failure to bring in report after verbal agreement	1
*Defiance towards Staff & Disruptive Behaviour/Continuous Defiance /Persistent Refusal	1-3	*Rudeness Towards Staff/Verbal abuse towards Staff/Threatening Behaviour towards Staff/Students	1-3
Forging Note	1	*Sexually Inappropriate Behaviour Towards Others	1-3
Fraudulent Use Of Dinner Card	1	Theft/Shoplifting & Police Involvement	1
Graffiti/Defacing School Property/Vandalism	1-3	Truancy 1 st Offence/Truancy 2 nd Offence + 5 x 1hr Detention after school	1-2
Inappropriate and Continuous Poor Behaviour In Internal exclusion	1	Persistent Truancy	In Inset Day
*Inappropriate Physical Contact/ Physical Assault	1 2-3	*Use of Derogative/Prejudice/Homophobic Language	1-3
*Inappropriate or Anti-Social Behaviour outside of school	1-3	Repeated incidents of swearing	1
*Inciting Violence	1		
*Infringement of ICT regulation	1-2		
*Intimidating/Threatening Behaviour Towards Another Student	1	In addition, students may be placed in internal exclusion to enable a thorough investigation to be carried out. This is not recorded on their file and is a supportive measure rather than a punitive one.	
*Intimidating /Threatening Behaviour involving Physical Assault	2 -3		
*Bringing any banned item into school - as defined by the DfE guidelines, i.e. alcohol, tobacco, illegal drugs, pornography, a knife or an offensive weapon.	Isolation or permanent exclusion		
*Serious Incidents could lead to Exclusion			

APPENDIX 3

Behaviour Guidelines

Please note that the following does not constitute an exhaustive / prescriptive list and the school reserves the right to vary the sanction under certain circumstances having regard to statutory guidance.

Incident	Who should deal with it?	Level of sanction/response?	Who should it be referred to?
No homework	Subject teacher	Record in planner on first time. Subsequent occasions alerts slip and detention.	Lead Professional
Talking in lesson	Subject teacher	Verbal warning	
Persistent talking in lesson	Subject teacher	Alert slip and detention	Lead Professional
Challenging a member of staff/Confrontational behaviour	Subject teacher to refer to Behaviour Manager	Remove from lesson. Alert slip and appropriate sanction that may include internal exclusion.	Leadership Team
Inappropriate attitude towards a member of staff	Member of staff to refer to Behaviour Manager	Remove from situation. Alert slip and appropriate sanction that may include internal exclusion.	Lead Professional/ Leadership Team
Inappropriate behaviour towards other students	Member of staff to refer to Behaviour Manager	Alert slip and appropriate sanction that may include internal exclusion.	Lead Professional /Leadership Team
Uniform / Make-up	All staff	Record kept at reception. 5 recordings = uniform report. Extreme breaches of uniform policy including unnatural hair colour and piercings will result in students being sent home to rectify the issue or being placed in internal exclusion until the problem is addressed.	Intervention & Behaviour Support Manager
Jewellery	All staff	Log in uniform book Confiscation	Intervention & Behaviour Support Manager

Mobile phones	All staff	<p>It is the student's responsibility to ensure their phone is not seen on site, they should hand them in at the start of the day to student reception or lock them away in their lockers.</p> <p>If a phone is seen anywhere on school site it will be confiscated.</p> <p>If it is a first offence the student will not be able to have the phone back until the end of the day.</p> <p>If it is a second offence the student will not be able to have the phone back for 24 hours (the end of the following school day).</p> <p>If it is a third offence the student will not be able to have the phone back for 3 school days.</p> <p>The fourth offence will result in the student receiving a day in internal exclusion and will be required to hand their phone in to reception every morning for. Students who hand in their phones are able to collect it at the end of the day.</p> <p>Should the second or third offence coincide with a school holiday or weekend and the parents wish their child to have their phone, the parent/carer must collect the phone before 4pm on the final day before that holiday/weekend and the phone must be returned by parents on the first school day back</p>	Intervention & Behaviour Support Manager
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		for the sanction to be fulfilled.	
Theft	Member of staff to refer to Behaviour Manager	Internal Exclusion. A meeting with parents and Police Liaison Officer may be arranged.	Leadership Team
Bullying	Member of staff to refer to Behaviour Manager	Alert slip and appropriate sanction that may include internal exclusion. Contact with parents.	Leadership Team
Poor standard of class work	Subject teacher	Work returned and resubmitted. Alert slip and detention at discretion of the teacher.	Lead Professional
No PE kit	Subject teacher	Warning on first instance. Thereafter alert slip and detention.	Lead Professional
Forgetting equipment for lessons	Subject teacher	Warning on first instance. Thereafter alert slip and detention.	Lead Professional
Poor standard of homework	Subject teacher	Alert slip and detention to redo work.	Lead Professional
Missed detentions	Behaviour Manager	Alert slip and additional detention set. Students collected from period 5.	Lead Professional IBSM
Late to lessons	Subject teacher	Lateness logged. Time made up at lunchtime/end of day.	Lead Professional
Late to school	Attendance Officer	Lunchtime detention on same day.	Logged by attendance officer Manager ; Achievement Co-ordinator notified of persistent lateness
Vandalism	Leadership Team	Alert slip and appropriate sanction that may include internal exclusion. Parents to pay costs and possible police involvement.	
Physical abuse towards others	Leadership Team	Alert slip and appropriate sanction that may include internal exclusion. Meeting with parents and possible police involvement.	

Plagiarism of coursework	Lead professional	Alert slip and letter to parents. Work redone in internal exclusion (1 day).	Examination Officer/ Achievement Coordinator
Breach of examination rules	Examination Officer/ Achievement Coordinator	Letter home or meeting with parents.	Leadership Team
Swearing	Subject teacher	Alert slip and immediate referral to the Intervention and Behaviour Support Manager	Intervention and Behaviour Support Manager
Failing to follow COVID protection measures	All staff	2 warnings + detention on 3 rd occasion Following detention: 2 warnings + isolation on 3 rd occasion	Intervention and Behaviour Support Manager

Additional guidelines	Comments
Start and end of lessons	Formal start to lesson where students are quiet and ready to engage and students may stand behind seats where appropriate. At end, tidy room, standing behind chairs in silence, orderly dismissal with member of staff in the doorway. Bags in rack or under tables, equipment placed on desk.
Accompanying students down to the hall	Students walk in single file and in silence. Member of staff to walk alongside and sit with students and supervise student behaviour.