



# ALSTON MOOR FEDERATION

## Behaviour Policy for Samuel King's School

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### Rationale

- Each pupil in our school is entitled to care, consideration and security.
- Pupils should be treated fairly and with compassion in keeping with the ethos of the school.
- Each member of the school community has a responsibility to ensure the school functions in an orderly and secure manner.
- We must demand the highest standards of behaviour during all hours of the school day, and engender in the pupils a sense of responsibility, community and high regard for authority both inside and outside of school.
- We must respond promptly, firmly, fairly and be consistent in our approach to misbehaviour with the ideal being to promote the highest quality relationships in school and facilitate the highest level of learning.

### Aims

1. To promote collective responsibility for good behaviour and high expectations in school both in lesson time and non-contact time.
2. To promote positive relationships in school as the key to positive behaviour.
3. To establish care, concern, compassion and respect as the basis for all relationships in school.
4. To challenge all forms of negative and anti-social behaviour at all times.
5. To ensure clear lines of communication and understanding of the school's principles and expectations.
6. To develop positive links with parents in supporting the school in challenging negative behaviour.
7. To give all staff, both teaching and non-teaching the confidence to act and receive support.
8. To promote the school Code of Conduct in helping to maintain the highest standards of behaviour.

### Processes, Systems and Roles

Negative behaviour should be challenged at all levels, and there are clear systems in place to ensure that all poor behaviour is dealt with appropriately by the correct people, in the correct manner. Staff ignoring poor behaviour are condoning it, which is unacceptable professional behaviour. Our approach is tiered, and requires input from all staff starting with immediate input from classroom teachers.

### The Role of the Classroom Teacher

The role of the classroom teacher is pivotal, and many examples of negative behaviour will be dealt with at this level. It is the teacher's responsibility to establish and maintain positive behaviour in their classroom and to challenge negative behaviour appropriately. Teachers should strive to promote positive relationships in their classes as the basis for good behaviour and effective learning. Sanctions administered in class should be effective, proportionate, consistent and in-keeping with the guidelines set out in this policy. When a new member of staff is appointed, they should be made aware of the standards promoted in the school, and the appropriate manner in which to deal with issues. They should also feel confident in the systems and support they will receive in tackling negative behaviour.

Strategies employed by a classroom teacher will include:

- Developing seating plans to isolate potential disruption, this should be completed on Edulink.
- Recording incidents on Edulink to identify patterns of negative behaviour, negative peer groups etc.
- Talking with individuals at the end of a lesson to resolve issues and enforce expectations.
- Placing the emphasis on praise and reward rather than punishment and sanction.
- Developing positive relationships in class.
- Tailoring lesson planning to suit the individual needs of pupils.
- Promoting high levels of expectation and challenge in class.
- Establishing and maintaining communication with other members of staff particularly Form Tutors and Heads of Key Stage.
- Adhere to the “Chance Choice Consequence” behaviour strategy

If staff find it helpful in managing behaviour, then the C1,C2,C3,C4,C5 system can be adopted. This process is explained in the pupil planners, and is displayed on classroom walls.

Issues a classroom teacher is expected to deal with includes:

- Continual talking in lesson.
- Failure to complete homework or classwork.
- Lateness for lesson.
- Minor disruption and silliness.
- All examples of rudeness or disrespect towards staff or pupils.
- Poor uniform standards.
- The use of mobile phones or music devices in class.
- Inappropriate use of school technology and equipment
- Eating/chewing in class
- Lack of equipment
- Suspected or identified bullying (see Anti-Bullying Policy).

It is insisted that all examples of negative behaviour are either dealt with or referred on, and that no such examples are ignored or tolerated. This is highlighted in the decision-making process when an incident is entered on to Edulink.

Sanctions employed by a classroom teacher will include:

- Verbal reprimand and warning with regards to negative behaviour.
- School time Catch Ups i.e. break and lunchtime, and or After School Catch Ups.
- Appropriate written tasks, to be completed during a designated period.
- If appropriate, community service tasks. e.g. cleaning desks.
- Contacting parents in adherence to CCC policy.

If a classroom teacher feels they were unable to deal with an issue sufficiently, or deems the incident too serious, a referral should be made through Edulink.

This referral can be made to the Form Tutor using the drop-down boxes.

On occasions it may be necessary to refer the incident directly to the Head of Faculty, Head of Key Stage or other members of the Senior Leadership Team.

In the case of a Serious Incident, the correct tab should be selected and a supplementary Serious Incident Form completed in detail and passed directly to the relevant person. In any instance, action should be taken and as much as possible, the classroom teacher should endeavour to deal with the issues in their classroom in the first instance.

It may also be appropriate on occasions for the classroom teacher to ring parents, or invite them into school. If this is the case, they must ensure on completion they note the details of the meeting or phone call on Edulink.

## **The Role of the Form Tutor**

The role of the Form tutor is central in promoting positive behaviour, and more often than not, will be the first port of call for staff to refer issues of a pastoral nature to. In receiving these referrals which will be through Edulink, Form Tutors should address the issue and add comment to the original entry on Edulink to show it has been dealt with. Occasionally it may be necessary for a Form Tutor to forward the concern on to the Head of Key Stage for further input, again this should be done through Edulink. Positive relationships between Tutor and pupils is essential, with pupils feeling the benefit of their pastoral care as well as being made aware of the high expectations Tutors place upon them. Tutors should spend some time in a week reviewing the behaviour logs of the pupils in their forms on Edulink and address with pupils both positive and negative contributions to school life.

Tutors are expected to deal with the following discipline issues:

- Low scale pastoral issues which infringe the school code of conduct.
- Unsatisfactory standards of uniform which should be challenged daily during tutorials.
- Disruption, rudeness, disrespect and silliness during tutorials.
- Defacing of school books and property.
- Lateness to school and tutorials in conjunction with the Pastoral Manager.
- Suspected or identified bullying (see Anti-Bullying Policy).

Strategies employed by the Form Tutor may include:

- Talking to or counselling pupils on a one to one basis.
- Promoting high expectations of behaviour during tutorials.
- Monitor pupil's behaviour using a Form Tutor report card.
- Contacting and meeting with parents.
- Liaise with other staff including Heads of Key Stage.

Sanctions employed by a Form Tutor will include:

- School time Catch Ups e.g. break and lunch.
- An appropriate written task to be completed during a designated period of time.
- The removal of privileges and roles within the form.

If Form Tutors deem it necessary, issues can be referred to Heads of Key Stage on Edulink. This will usually be a moderate to serious incident, which will require more extensive investigation and thorough handling. It will also be appropriate for a referral to be made to the Head of Key Stage for pupils involved in regular misbehaviour, or for pupils already identified as causing concern using the analytics system in Edulink. Form Tutors should also identify patterns of negative behaviour and inform Heads of Key Stage accordingly.

## **The Role of the Head of Faculty**

Heads of Faculty are not only responsible for their own classroom discipline, but for that of their faculty. They will receive referrals on Edulink from their staff for infringements of the rules in their subject areas. They are expected to support their members of staff in dealing with negative behaviour as is appropriate, in promoting the highest standards of teaching and learning.

Issues a Head of Faculty is expected to deal with may include:

- Repeated instances of negative behaviour by a pupil in their subject area.
- Instances of isolated moderate misbehaviour in their subject areas.
- Serious misuse of Faculty equipment.
- Misbehaviour on the corridors outside their subject classrooms.
- Continual failure by individuals to complete home learning tasks.
- Suspected or identified bullying (see Anti-Bullying Policy).

Strategies a Head of Faculty can employ may include:

- Monitoring of classes through Edulink.
- Lesson observation to support individual members of the Faculty.
- In class support or paired teaching lessons.
- Maintaining communication with subject staff formally and informally.
- Removing individuals from lesson to support staff and ensure high levels of teaching and learning are taking place.
- Liaising with Form Tutors, Heads of Key Stage other Heads of Faculty and SLT.
- Contacting and meeting with Parents. Adhering to the CCC policy.

Sanctions a Head of Faculty can employ may include:

- Faculty after school 'catch ups'.
- School time Catch Ups e.g. break and lunch.
- Official after school Catch Ups.
- Removing a pupil from a lesson to work supervised elsewhere

For concerns with lesson performance, patterns of unacceptable effort, continual failure to produce home learning, lack of work rate, incomplete work, poor presentation, lack of equipment etc, Faculties should have their own escalating sanctions with referral to Heads of Key Stage for those pupils known to be causing concern across the board.

For those pupils who are not responding to input and sanctions administered at Faculty level, referrals should be forwarded to Heads of Key Stage for further attention. Issues that are resolved at Faculty level require recording on Edulink. If pupils fail to attend Faculty After School Catch Ups they should be placed on a School After School Catch Up, a referral should be made to the Head of Key Stage.

### **The Role of the Heads of Key Stage**

Heads of Key Stage should receive referrals from Form Tutors and Heads of Faculty regarding moderate to serious incidents, or instances where an individual has not responded to the input and sanctions issued so far. They should also be on hand to deal with moderate to serious issues that did not take place in the classroom. Heads of Key Stage are not expected to deal with all incidents of negative behaviour in school but rather those which have escalated and need more thorough attention, or where an impact has not been made at Form Tutor or Faculty level.

Issues a Head of Key Stage are expected to deal with will include:

- Moderate to Serious incidents of negative behaviour in class where the input by the teacher and Head of Faculty has had no effect.
- Moderate to serious patterns of negative behaviour demonstrated by an individual or group across school.
- Examples of misbehaviour to and from school.
- Moderate to Serious incidents at break and lunchtime and between lessons.
- Serious uniform issues.

Strategies a Head of Key Stage can employ may include:

- Lead the Year group in promoting high expectations of behaviour.
- Develop positive relationships with pupils in their year groups.
- Encourage a sense of group responsibility and community within the House.
- Mentor identified pupils in an effort to improve behaviour.
- Monitor behaviour on a Head of Key Stage Report Card.
- Make referrals to outside agencies for help and support with individuals or groups.
- Contact, meet and develop positive relationships with parents.
- Maintain good communication with tutors and other staff.

Sanctions a Head of Key Stage can employ may include:

- School time 'catch ups' e.g. break and lunchtime.
- Issuing after school Catch Ups.
- Make a recommendation to SLT to place a pupil in isolation for internal exclusion.
- Withdraw privileges.
- Prevent pupils representing the school on educational visits and in sports matches if appropriate.
- Removing a pupil from a lesson to work supervised elsewhere

If, following the intervention of the Head of Key Stage, a particular incident is still unresolved; Heads of Key Stage should then refer the incident to the Assistant Headteacher, or in exceptional circumstances, the headteacher.

All incidents/issues resolved by the Head of Key Stage should be logged accordingly on Edulink.

### **The Role of the Assistant Headteacher (AHT) / Headteacher (HT)**

The AHT/HT will ordinarily take referrals from Heads of Key Stage. These should be deemed serious incidents and issues which require extensive handling. This may include serious one off incidents in class which may be referred direct by the teacher, or escalations of negative behaviour which so far have failed to respond to the input received and therefore remain unresolved and a concern. The AHT / HT will also deal directly with serious incidents which take place outside of the classroom, which may include;

- to and from school, break and lunchtime,
- between lessons
- or in some cases outside of school including educational visits.

Issues the AHT/HT are expected to deal with includes:

- Serious examples of misbehaviour in all areas of school.
- Repeated misconduct by individual pupils where previous input has had little or no effect.
- All incidents of bullying in school (see Anti-Bullying Policy).
- Serious incidents brought to the attention of the school from outside. E.g. By parents, bus companies, the public, other schools, the police etc.
- All incidents of a racist or homophobic nature.
- Serious physical aggression by pupils.
- Serious acts of vandalism, or misuse of school equipment and property.
- Extreme infringement of the school uniform rules.

Strategies the AHT/HT can employ may include:

- Lead by example in tackling all forms of negative and anti-social behaviour in school.
- Identify pupils giving cause for concern and deal with appropriately.
- Encourage all members of staff to address negative behaviour, and guide individual staff on the correct approach and process when dealing with behaviour concerns in school.
- Contact, meet and develop positive relationships with parents.
- Develop extensive links with outside agencies.
- Mentor individual pupils in school.
- Monitor behaviour through the use of Senior Report Cards.
- Develop a sense of community and belonging to encourage group responsibility through the Pastoral System.
- Maintain good communication in school with all staff.
- Make full use of the CCTV situated around school to monitor behaviour and view incidents.
- Seek the assistance and advice of other members of the SLT.
- Deliver appropriate Inset and hold briefings to inform staff of latest updates and issues.

Sanctions the AHT/HT can employ, in addition to those available to other staff, may include:

- School time Catch Ups e.g. break and lunchtime.
- Issuing after school 'catch ups'.

- Place a pupil in Isolation for internal exclusion.
- Withdraw privileges.
- Prevent pupils representing the school on educational visits and in sports matches if appropriate.
- Make a recommendation to the Head teacher for fixed-term or permanent exclusion.

The AHT/HT on successfully dealing with an issue should complete an entry on Edulink. In dealing with serious offences the AHT/HT can seek the support of the other members of the SLT.

In extreme cases of misconduct, the Headteacher's assistance should be sought, and the matter referred, if unresolved. Once the matter is resolved, the Headteacher should complete the appropriate section of Edulink. The AHT/HT is also responsible for representing the school at Governor Disciplinary Committee Hearings.

### **The Role of the wider Senior Leadership Team**

The SLT are expected to lead by example in tackling all aspects of negative behaviour in school. They will assume a high profile on the corridors and be on hand to offer assistance if and when required. They should be a clear visible presence at all times of the school day, with particular attention given to the start and end of school, and the transition between lessons. Occasionally, individual members of the SLT will be required to assist and support other members of SLT in dealing with serious example of misconduct. In addition, members of the SLT will monitor the behaviour of individuals, through the use of a Senior Report Card.

The Headteacher will ultimately make decisions regarding the outcome of serious incidents, which may involve the fixed-term or the permanent exclusion of a pupil. SLT members should also complete daily duties before, during and after school to ensure good conduct by pupils.

### **Offence Action**

It is important to deal with each issue or incident within its own context, yet at the same time promote consistency when applying sanctions. All incidents of negative behaviour should be investigated fully, and when appropriate written statements should be attained. It is standard practice that the details of a particular incident should always be recorded on Edulink. Any additional material, e.g. written statements, records of conversations with parents, investigation notes etc, should also be filed and can be found on the linked documents tab on SIMS. Below is a list of offences, and the correct way in which each should be dealt with. It is possible to outline a clear sanction for first-time offences; however it is usually the case that repeat offenders, whilst striving for consistency, will be dealt with according to the individual's circumstances.

Incidents of the following nature should be dealt with and sanctioned according to the processes and systems outlined previously:

- Disruption in class and around the school building.
- Disrespectful and rude behaviour.
- Pupils found out of bounds.
- Graffiti.
- Eating/Chewing.
- Defiance.

### **Isolated Offences**

#### **Lateness to School**

First Offence:

If a pupil is late to school without good reason, then they will serve a 30 minute Catch Up in Isolation that same lunchtime with the designated member of staff from 1.20 – 1.50pm. The details of this should be recorded on Edulink and updated after the sanction has been completed.

Repeat Offenders:

Being late to school three times in a week, without good reason will result in an additional After School Catch Up being imposed.

Failure to attend a lunchtime late Catch Up in the first instance will mean offenders serve two lunchtime Catch Ups. Continual failure to attend lunchtime Catch Up will result in an After School Catch Up being issued. Pupils will receive communication and warnings via school email.

Extreme cases of lateness to school and failure to attend Catch Up will result in parents being contacted, and close monitoring by either the Form Tutor or the Head of Key Stage and the AHT.

It is standard practice to write to parents if a pattern of lateness is established for an individual pupil and in some cases to meet with parents on the matter. This is monitored by the Pastoral Manager.

### **Truancy**

First Offence:

Full Day Truancy will result in 1 day in isolation the following day and a letter home. Parents will also be contacted the moment the truancy is established.

Individual lesson or assembly will result in an After School Catch Up. Parents should be contacted by HOF or HOKS.

Lateness to lesson without good reason will be down to the teacher's discretion. Good practice is keep pupils behind after the lesson if possible, or issue Break or Lunchtime 'catch up'.

Repeat Offenders:

Pupils who repeatedly truant from school and lessons will be initially referred to the Head of Key Stage working with the pastoral manager. Parents should also be contacted and regularly updated on pupil's attendance, by either the Form Tutor, Head of Key Stage or Pastoral Manager.

Extreme truancy should be dealt with sensitively and each case dealt with on its own merits. Sanctions available include,

- After School 'Catch up'.
- social isolation at break
- withdrawal from Educational Visits and Sports Fixtures
- Internal Exclusion
- The assistance of other outside agencies can also be sought

### **Misbehaviour in the Dining Hall**

First Offence:

Pupils found throwing food, will assist the Duty Staff in the canteen cleaning up for an appropriate length of time.

Pupils found to queue jump will be isolated by Duty Staff at lunch for an appropriate length of time.

Pupils who refuse to clean up their trays and litter will assist the lunch time supervisors in keeping the area clean for an appropriate length of time.

Pupils caught stealing from the canteen will be dealt with by the Head of Key Stage and dealt with according to the circumstances.

Repeat Offenders:

Pupils found to repeatedly misbehave in the dining hall will receive dining hall bans for an appropriate length of time. This will consist of break and lunchtime isolation. Pupils will be required to bring a packed lunch with them, in exceptional circumstances they will be escorted to the dining hall to purchase their lunch and then eat it in isolation. Continued misconduct in the canteen will result in lengthier bans.

## **Misbehaviour on the yard / school grounds**

Anti-social behaviour on the yard will not be tolerated under any circumstances. This includes; toy or play fighting, kicking balls at pupils or property, throwing items on the yard, throwing water, misuse of the fixtures and fittings on the yard, climbing fences into the neighbours gardens to retrieve balls, kicking puddles, misappropriating peoples possessions, the use of weapons either homemade or purpose built, gathering and loitering in the toilet facilities, over boisterous or intimidating behaviour and all aspects of anti-social behaviour.

### **First Offence:**

Pupils found to be behaving inappropriately on the yard can expect to face a suitable sanction, this may include; Break or Lunchtime Catch Up, After school Catch Up, or social isolation.

### **Repeat Offenders:**

Continual inappropriate behaviour on the yard will lead to more serious sanctions being imposed, this may include; removal from the yard and social isolation indefinitely, or request for parents to withdraw pupils during break and lunch for a fixed period of time. Serious one off incidents may well be dealt with through the exclusion process.

## **Littering**

### **First Offence:**

Pupils found to be littering, anywhere in school will be asked to pick up their litter and place it in a bin. A suitable punishment will then follow, this may include. Break or Lunchtime Catch Up, After school Catch Up, litter picking in the yard, or social isolation. Failure to comply with the request to bin their litter will result in more serious sanctions being applied. Littering also includes the discarding of food on the yard.

### **Repeat Offenders:**

Pupils who continually litter in school, including the discarding of food will face serious sanctions which may include indefinite social isolation, or the withdrawal of individual pupils by parents, from site at lunchtime. Extensive community service may also be employed.

## **Uniform**

### **First Offence:**

Pupils displaying untidy uniform or wearing coats inside, should be challenged by staff, and receive a verbal reprimand. More serious uniform issues, e.g. Trainers, No tie, jewellery, make-up etc should be challenged by Form Tutors during Tutorial and addressed immediately if possible. (For a more detailed list refer to the school rules on Uniform). All instances should be recorded first thing by Form Tutors on Edulink.

**Students will be loaned items to correct their uniform where appropriate.**

### **Repeat Offenders:**

Pupils, who regularly break the rules regarding uniform, will receive social isolation at break and lunchtime, for an appropriate length of time or until the matter is resolved. In serious cases, parents should be contacted by either the Form Tutor or Head of Key Stage to quickly resolve the matter.

In extreme cases, the Headteacher may exercise the right to send a pupil home if their appearance presents a health and safety issue, or sets a dangerous precedence in school. Standards of uniform should be addressed regularly in Tutorials and in Assembly, and regular inspections will be carried out by the AHT/HT (For further details see the School rules on Uniform).

## **Use of Mobile Phones and Portable Music Devices**



Mobile Phones are not permitted in school. They should not be brought to school, or they should be handed in for safe-keeping at the door, or they can be placed in bags (switched off) and should remain out of sight for the entire day.

Phones seen or being used will be confiscated and parents will be asked to collect them.

### **Damage to school property**

#### **First Offence:**

Deliberate damage caused to school property, including the inside and outside of the school building, school equipment, and that owned by a member of staff, during both school hours and outside school hours will be deemed extremely serious. This also includes any attempt to tamper with the school's CCTV system and deliberate setting off of the school fire alarm. The ambiguous nature of this offence means it is difficult to cite an exact sanction, and this will very much depend on the severity of the offence, however this may include; School Catch Ups, social isolation, internal exclusion and possibly suspension. It is also standard practice to expect financial payment, either in part or full by the pupil or their parents as means of compensation. If damage is caused accidentally, and this is proved to be the case, payment in part will usually be expected, with sanctions only employed if necessary.

#### **Repeat Offenders:**

If a pupil continues to deliberately damage school property, either during or outside school hours, then their place in school will come under review, and serious sanctions imposed. This may include; lengthy suspension, or permanent exclusion from school. With this type of continued behaviour the Police would also be contacted, and Parents brought into school to discuss the matter.

### **Theft**

#### **First Offence:**

Theft is considered extremely serious within a school community. Pupils found to have been stealing from either, fellow pupils, members of staff, visitors, or the school, will face a series of serious sanctions which best fit the offence. This may include lengthy internal isolation, or suspension. If the offence is deemed serious enough, the Police will also be contacted. Parents will be contacted as standard practice, with financial compensation required if necessary. If the theft proves to be part of a pattern of anti-social behaviour either inside or outside of school, the pupil concerned will be referred to the relevant outside agency or in extreme cases the Youth Offenders Team or Police Early Action.

#### **Repeat Offenders:**

If a pupil is found to be involved in repeated Theft, then their place in school will come under review. Pupils could face the possibility of facing the Governors Disciplinary Committee, or permanent exclusion. Parents would be informed at all times of decisions made, and the Police involved. Outside agencies already cited should certainly be involved at this stage.

### **Offensive Language**

#### **First Offence:**

Pupils heard to be using offensive language in an open forum should be punished accordingly. This may include Break or Lunchtime Catch Up, After School Catch Up or social isolation.

Pupils who use offensive language towards fellow pupils should be punished accordingly. This may include Break or Lunchtime Catch Up, After School Catch Up or social isolation. In serious cases, internal exclusion may also be used.

Pupils who use offensive language about a member of staff should be punished accordingly. This may include, After School Catch Up or social isolation. In serious cases, internal exclusion may also be used. Parents will usually be informed.

Pupils who use offensive language towards a member of staff will be internally excluded for a suitable length of time, or receive a suspension. Parents will be informed.

Repeat Offenders:

Pupils who repeatedly use foul and offensive language will face serious consequence. This will not be tolerated in school and could result in lengthy suspension and if it is part of an ongoing pattern of unacceptable behaviour possibly permanent exclusion.

### **Physical Aggression**

Physical Aggression will not be tolerated under any circumstance either in school, or on the way to and from school. All incidents of physical aggression are considered extremely serious.

First Offence:

Pupils involved in what is considered to be a fight will be dealt with appropriately. This may include After School Catch Up, social isolation or Internal Exclusion.

Pupils found guilty of physical retaliation will, depending on the circumstances face one of the following sanctions; After School Catch Up, social isolation or Internal Exclusion.

Pupils found to have injured, hurt or upset a fellow pupil due to what is considered to be rough play or “toy fighting” will face one of the following sanctions based on circumstance. After School Catch Up, social isolation, Internal Exclusion, or suspension.

Pupils found guilty of assault or unprovoked physical aggression will face either lengthy internal exclusion or suspension, depending on the severity.

In extreme cases of physical aggression, the Police will be informed; in all cases Parents will be contacted.

Pupils found guilty of physical aggression, or physically intimidating behaviour towards staff will have their place in the school reviewed, and face lengthy fixed-term or permanent exclusion.

Repeat Offenders:

Pupils found to repeatedly use physical aggression in school or on the way to or from school, will have their place in school reviewed. They face the possibility of attending a Governors Disciplinary Committee Hearing, and could eventually face permanent exclusion. Pupils in this situation will be referred to one of the outside agencies at the school’s disposal, in an effort to correct this behaviour. Parents will be informed at all times of decisions made, and input received and made available.

### **Racist Incidents**

All racist incidents are dealt with sensitivity and thoroughness. As a matter of standard practice, all racist incidents are recorded on Edulink and reported to the Governing Body periodically. All incidents are recorded on a single central record by the Pastoral Manager for audit purposes.

First Offence:

Pupils found guilty of using racially motivated language, either towards an individual or in the open forum, promoting racist attitudes, distributing or producing racially offence materials, or persecuting an individual or group in a racist manner will face serious sanctions. Victims of racism in school can include pupils, members of staff, visitors, parents and members of the public. Depending on the nature and the severity of the offence, one of the following sanctions could be applied: After School Catch Up, Internal Exclusion or suspension. All pupils involved in a racist incident will receive the appropriate counselling/support needed to avoid repetition of the incident. In certain cases, outside

agencies could become involved to offer specialised assistance. In all cases, the parents of the perpetrator and the victim will be contacted and informed.

#### Repeat Offenders:

Pupils who repeatedly behave in a racist manner will have their place in school reviewed. Lengthy fixed term exclusion and permanent exclusion are possible sanctions. Repeat offenders will receive input from specialised outside agencies to address the issue, and eradicate the behaviour.

#### Illegal Drug Incidents

Pupils found guilty of either, possessing and supplying illegal drugs in school or before or after school in the immediate vicinity will be permanently excluded without question. The Police will be informed by the school immediately and parents notified of the offence.

#### Alcohol Related Incidents

##### First Offence:

Pupils who attend school under the influence of alcohol will have their parents contacted immediately and will be sent home from school. Further sanctions will be imposed on their return, which may include; Internal or suspension.

Pupils found to have alcohol with them in school will have it confiscated immediately, and face the possibility of internal or suspension.

In all cases parents will be contacted and outside agency help sought to eradicate the problem.

##### Repeat Offenders

Pupils who are involved in alcohol related offences on several occasions will have their place in the school reviewed, and face the possibility of appearing before the Governors Disciplinary Committee, lengthy suspension, or in extreme cases Permanent Exclusion. Help and support will be offered by the school to both pupils and parents in combating this issue.

#### Sexual harassment or sexual violence to other students

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working at AMF are advised to maintain an attitude of '**it could happen here**'.

Alston Moor Federation considers acts of Sexual Violence and acts of sexual harassment as very serious issues. They may warrant any sanction at the disposal of the Headteacher, including Permanent Exclusion.

**Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>136</sup> as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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

**Sexual assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents.

**Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school or college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.

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

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes. Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence)
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Taking and sharing nude photographs of those aged under 18 is a criminal offence.
- sharing of unwanted explicit content or sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats, and or coercing others into sharing images of themselves or performing acts they're not comfortable with online

There is a '**zero tolerance**' approach to sexual violence and sexual harassment at AMF. It will not be accepted or tolerated, and won't be passed off as "banter", or a normal part of growing up.

Instances of sexual violence or sexual harassment will be regarded as a safeguarding incident and should be reported to the DSL or Deputy DSL and logged on CPOMS.

Pupils who misbehave in ways defined within the DfE guidance cited above may be referred to multi agency safeguarding partners, the police, the NSPCC or other suitable partnership teams available within Cumbria or other county.

When considering any report of sexual violence or harassment the DSL (or Deputy DSL) should consider:

- the wishes of the victim, and how they would like to proceed

- the nature and seriousness of the alleged incident and whether a crime is likely to have been committed
- the ages of the children involved
- the power balance between the children
- whether the incident is a one-off or a sustained pattern of abuse
- ongoing risks to the victim and other children
- any other related and wider issues.

Reports of sexual harassment or violence may be:

- managed internally, following school procedures and policies
- Managed through early help support
- Referred to children's social care
- Reported to the police

### **Unfounded, unsubstantiated or malicious reports**

Following investigation, unfounded, unsubstantiated or malicious reports will be recorded, so potential concerning patterns can be identified. The DSL may consider the person making the allegation is making a cry for help for another circumstance.

If the allegation is shown to be deliberately malicious or invented the Federation may consider disciplinary action against the individual making the allegation.

### **Inappropriate Behaviour travelling to and from school including buses**

Pupils are made aware that whilst they are travelling to and from school, they are still representing the school and therefore will face sanctions imposed by the school if they misbehave either on the bus or whilst walking home.

First Offence:

Pupils who misbehave on the way to or from school, will receive the following sanctions, depending on the circumstances and the offence. Social isolation at break and lunch, After School Catch Up, Internal Exclusion, or Suspension.

Repeat Offenders:

Pupils who continue to misbehave whilst travelling to school, face a series of sanctions that may include After School Catch Up, Social Isolation, Internal Exclusion and Suspension. If the behaviour is part of a wider behavioural issue, permanent exclusion may also be considered. For persistent offenders it may be necessary for parents to bring their children into school themselves, and the possible adjustment of pupils start and finish times. For those pupils who persistently misbehave on public transport, travel bans may be enforced for a set period of time as agreed and implemented by the bus company.

### **Bullying**

Details of the processes and systems of dealing with bullying in school, including racist and homophobic bullying can be found in the separate Anti-Bullying Policy. A list of sanctions and support systems is included.

### **Additional Information**

#### **The Use of Isolation**

Isolation is used to conduct Internal Exclusions in school for those Incidents considered not serious enough for a suspension, yet recognised as requiring serious sanction. The length of the Internal Exclusion is determined by the severity of the offence, but usually does not exceed 5 Days. Isolation is not used as a "sin-bin", but rather a place where pupils work in isolation for a pre-determined period of time. Therefore, staff are not encouraged to send pupils

from their lesson to isolation, but rather to seek the support of their Head of Faculty and follow CCC Policy. Pupils spend the entire school day in isolation, and take their breaks, under supervision, at an alternative time to the rest of the school. Lunch can be purchased in the canteen, again under supervision, and eaten back in Isolation.

Teaching staff are requested to send work for pupils in isolation, as much as possible, if this is not appropriate, there are materials from all faculties which the pupils can work from. Isolation takes place under the supervision of a member of SLT, and the highest order of behaviour is expected from pupils whilst they are in there. In addition to completing their work, pupils also have the opportunity to talk to the SLT member, if appropriate, in an effort to correct their behaviour. All pupils placed in isolation, will have a letter sent home outlining the offence and the subsequent sanction.

### **School Catch Up Procedure**

If an After School Catch Up is issued, this will take place on between 3.30pm – 4.30pm, under the supervision of the SLT and members of the Pastoral Team. Generally, it is expected that pupils will copy out the school Code of Conduct, however similar tasks may be more appropriate at the time.

Failure to attend After School Catch Ups will result in a further sanction to be determined by the SLT.

Official After School Catch Ups can only be issued by SLT and ELT. Please see the attached Appendix A Rewards and Sanctions Guidance for Staff.

### **The Use of Outside Agencies**

The outside agencies currently at the schools disposal include:

- The School Nurse Service
- The Youth Offending Team
- Children's Social Care
- Police Early Action team
- Key Family Support
- Early Help

Pupils are referred to particular outside agencies, which the school considers are best suited to their particular needs. Occasionally, the agencies are involved with the pupil due to reasons outside of school; in these circumstances the school then forges a link with them. Heads of Key Stage, the AHT and HT and the Pastoral Manager work closely with the agencies to best support the pupils in school, and hope to correct their behaviour where possible. Occasionally, the agencies will require to see the pupil in lesson time, on these occasions, teaching staff are informed, and where appropriate, details of the work taking place is communicated.

Parents are kept very much in the loop where the work of agencies is concerned, and it is through the positive relationships forged by parents, agencies and the school that real results happen.

In addition, the school provides its own counselling service which pupils can be referred to. This is designed to allow pupils to have someone to talk to and can be employed where behaviour is a concern. Where there is evidence of some unmet needs a Level 2 Early Help CAF may be employed with subsequent CAF/TAF arrangements put in place.

### **Positive Behaviour Strategy Plans**

These plans are drawn up by the member of staff working most closely with the pupil concerned usually a Head of Key Stage or senior member of staff. They are designed to act as a set of guidelines to provide support for members of staff dealing with a small exception of pupils in school. The plans are used with a minority of pupils who fail to conform to the usual processes and sanctions. The plans are usually written in isolation and from the professional experience of, for

example the Head of Key Stage or Director of Pupils. Focus is placed upon strategies used to reduce triggers, strategies to defuse poor behaviours, effective rewards and effective sanctions.

### **Exclusion Procedures**

The school follows the LA guidelines with regards to Exclusions, however the main points are listed below.

#### **Internal Exclusion**

This form of exclusion takes place under SLT supervision in school, and involves pupils working isolated from the rest of the school for a pre-determined period of time. Pupils are informed of the length of the sanction, before they commence with the punishment, and parents are informed likewise. Occasionally, Internal Exclusion can follow suspension, if it is viewed that the pupil is not yet ready to return to the whole school community.

#### **Suspension**

The school can impose, according to LA guidance, suspensions to a maximum of 5 days out of school however school must then provide sixth day provision. The issuing of suspension is a very serious sanction, and the length is determined by the severity of the offence, and any previous misdemeanours. The length of the exclusion should also reflect an escalation on previous sanctions, to a maximum of 40 Days in a 12 month period. Parents are required to make provision for the time pupils are excluded, to a maximum of 5 days, and will receive notification of the exclusion as soon as is possible after the decision has been made. A phone call will be made, and a letter sent the same day to confirm the details of the exclusion. A form is also completed and sent to the LA ratifying the exclusion.

Following lengthy suspensions (3 Days or more), pupils and parents are required to come to school together to participate in a “re-integration into school interview”. This is carried out by the Headteacher. Failure to comply with the school rules following lengthy suspension will result in the pupils place in school coming under review. Parents will always be required to come into school either before or after the exclusion has taken place.

#### **Permanent Exclusion**

Permanent Exclusion will only occur where all other possibilities have failed to correct the behaviour of an individual pupil. Permanent exclusions usually result from extensive and persistent misconduct in school, whereby all other strategies, approaches and sanctions have failed to succeed, and extremely serious one off offences, where it would be detrimental and wrong for a pupil to maintain their place in the school. Parents will be contacted immediately the decision has been made, and this will be confirmed in writing. Following this, the Governors Disciplinary Committee will meet, along with said pupil and parents, where a decision will be made to up-hold the decision or not. If the decision is up-held, there are further appeal processes parents can apply to if they so desire.

SEN Pupils exist under the regular terms and conditions of this policy, however any sanction or action employed is in keeping with the SEN Code of Practice. Each pupil will be treated according to his or her specific learning or behavioural difficulty, and consideration given to the appropriateness of the sanction. Pupils who are statemented for emotional or behavioural issues will only face exclusion from school as a last resort, under exceptional circumstances where it is deemed necessary due to a lack of specialism or resources in school. Links should be developed between SENCO, TA's and the Educational Psychologist.

#### **CCC - Choice, Chance and Consequence- classroom management at SKS**

The CCC system is to be used in all classrooms by all staff as a consistent approach to tackling low-level disruption.

A3 posters (Appendix B) are displayed in all classrooms and the structure of CCC has been delivered to the pupils and staff. The CCC system is reviewed regularly in the academic year.

The CCC system is a tool used in the classroom to reduce low-level disruption and apply consistency so that staff are supported in delivering outstanding teaching and pupils can receive outstanding learning uninterrupted. CCC shifts ownership of behaviour onto the pupil, ensuring they make the right choices within the classroom. CCC is not seen as a quick fix and staff should still use a range of behaviour management techniques to prevent issues arising in the first place, before CCC is required.

## **Behaviour Contracts**

Behaviour Contracts can be employed to formalise agreements between the school and individual pupils who repeatedly misbehave and are a regular cause for concern. A meeting will be held with parents present to agree upon, and document a series of realistic targets which relate directly to the expectations of the school. These targets should relate to the particular issues of misbehaviour displayed by the pupil and also generally support the expectations required of all pupils in school. The contract should be reviewed regularly, with failure to adhere to the terms of the contract resulting in more serious sanctions being applied. The contract should be supported by close monitoring of behaviour and a series of supportive measures being implemented.

## **Governors Disciplinary Committee**

Occasionally it may be necessary to convene the Governors Disciplinary Committee. This is often used as the final step before exclusion from school and requires the pupil and their parent/guardian to attend the meeting. Clear expectations are given by the committee regarding the pupil's future and a thorough analysis of the behaviours takes place. These meetings are very rare occurrence in school and only used when all other means have failed to correct the pupil's behaviour.

## **Incidents outside of school**

Incidents that occur outside of school and impact upon school life are dealt with appropriately. Those incidents, which do not directly impact upon school or other pupils, will be referred to the correct source. e.g., parents, police, other schools or agencies. Incidents taking place outside of school which impact upon the school will include, the creation of inappropriate websites, any cyber bullying where the victim is a pupil of the school, bullying or intimidation where the victim is a pupil of the school, behaviour which portrays the school in a negative manner. If appropriate, the police will be informed of incidents. The school will always work in collaboration with the police and fulfil any requests to aid their investigation.

## **Managed Transfers/ In Year Fair Access**

The terms and conditions relating to the placement and integration of pupils on a managed transfer, or IYFA pupils, is very much determined by LA Policy. In short, pupils will be given all opportunity to become permanent members of the school following a 12 week trial period (extending to 18 if required). During this time, two meetings with representation from the school, the Pupil Access Team and the family will take place to assess progress and the process of integration. Pupils who arrive in school under such circumstances are expected to abide by the school rules, and behave in a manner which is in-keeping with the school's expectations. Pupils will receive support and mentoring as is necessary, with the intention of correcting previous behaviour issues, and becoming a fully-fledged member of the school community. The school reserves the right to terminate the transfer at any given point during the initial 12 week period if necessary. Following a successful integration into school, and being taken on role, pupils will be treated under the guidelines outlined in this policy. However, in the case of a serious incident occurring following this process, the school will take into account the conditions under which the pupil arrived, on a managed transfer, following previous incident in another school.

## **Screening, Searching and Confiscation**

The school closely adheres to the guidance produced by the DfE in February 2014, which can be found online at [www.education.gov.uk/schools/pupilsupport/behaviour](http://www.education.gov.uk/schools/pupilsupport/behaviour) however the key points are listed below.

Searching School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are: - Knives or weapons - Alcohol- Illegal drugs - Stolen items - Tobacco and cigarette papers - Fireworks- Pornographic images - Any article that the member of staff 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). The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. Confiscation School staff can seize any prohibited item found



as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Screening What the law allows: Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils. Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Any member of school staff can screen pupils.

Also note:

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

### **The use of reasonable force**

The school closely adheres to the guidance produced by the DfE in July 2013, which can be found online at [www.education.gov.uk/schools/pupilsupport/behaviour](http://www.education.gov.uk/schools/pupilsupport/behaviour) however the key points are listed below.-

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

## **Appendix A**

### **Rewards and Sanctions Guidance for staff**

Revised September 2025

In order to operate a fair and transparent system in school it is important that these guidelines are adhered to, to ensure consistency and maintain standards at all times.

#### **Rewards**

Guidance for classroom teachers

**House points** may be issued for the following achievements, however please remember that we expect a good standard of work and conduct at all times and House Points should be given to those pupils who go above and beyond in class and demonstrate exceptional performance.

1 HP = Above and beyond

2 HP = Exceptional performance or contribution

5 HP = Learner of the Lesson

- Classwork
- Homework
- Assessments
- Exceptional manners
- Helping out (Please note; this award should be reserved for exceptional circumstances for example providing tours of the school and should not necessarily be given for tasks like handing out text books which would not be considered above and beyond or exceptional)

#### **Guidance for Extra Curricular Activities**

Staff can issue House Points for involvement in extracurricular activity, however this should be issued by the activity leader on a weekly basis and not accumulated and awarded at the end of term. Please use your professional judgement in allocating values between 1 and 5 House Points considering actions that are considered above and beyond and exceptional.

#### **Guidance for Form Tutors**

Please allocate HP's when pupils fulfil the roles of prefects or form captain. Please remember that these roles are not necessarily fulfilled on a daily basis, so blanket rewards should be avoided.

Likewise please do not bulk award at the end of term, but rather on a weekly basis as appropriate.

We should adopt the attitude that HP's are awarded for fulfilling a role and not simply for having the role.

## **Sanctions**

### **Guidance for classroom teachers**

Classroom teachers can employ the following sanctions following a misdemeanour in class

- Teacher or faculty, break lunchtime or after school Catch Up.
- Referrals can be made to HoF or HoKS if the above sanctions are deemed insufficient or inappropriate.

### **Guidance for MLT and SLT**

After school Catch Ups can only be issued by a member of the MLT and SLT, slips should be completed and given to the pupil and the Catch Up set on Edulink. If a pupil fails to attend on a Wednesday, they are automatically upscaled to a Friday night Catch Up with Mrs Jackson. They will be informed of this.

### **Guidance for staff who cover lessons**

If you are covering a lesson and encounter a misdemeanour that requires sanction, either liaise with the HoF or refer the incident to them via Edulink for sanctions to be administered at either faculty or whole school level. In addition, staff can also employ their own break, lunch or after school Catch Ups if appropriate.

### **Serious Incident**

If you are privy to a serious incident in school, for example Damage to school property, fighting, physical or verbal aggression, racism, alcohol, and drugs, please fill in a serious incident form on paper and pass it immediately to the appropriate person. In addition, complete a serious incident on Edulink which should only be a basic overview and avoid lengthy, sometimes confidential information.

## **Appendix B**

### **BANNED ITEMS**

- All tobacco products and associated paraphernalia.
- All vaping products and associated paraphernalia.
- Alcohol in any form.
- Fireworks, matches, lighters or associated paraphernalia.
- Illegal Items, substances, drugs and associated paraphernalia. This extends to items which are illegal due to age restrictions.
- Weapons of any description. This includes 'trick knives', 'keyring knives' or similar items. These are deemed inappropriate for a school environment.
- Chewing Gum
- Scooters (powered or otherwise).
- Skateboards, roller blades or similar items
- Energy & Sports drinks including those containing caffeine or taurine.

## Appendix C

### BEHAVIOUR MANAGEMENT LADDER

#### BEHAVIOUR MANAGEMENT LADDER OF SANCTIONS CODE OF CONDUCT

**Each student is expected to:**

*Be Caring, Be Prepared, Be Respectful & Be Safe*

Preliminary stage
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Minor breach of code of conduct	Discussion staff and student Student reminded of code of conduct
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Level 1	
Low level breach of code of conduct	Behaviour point issued by <b>school staff member and recorded on Edulink</b> <b>Possible Loss of break time</b>
Teacher supportive intervention	

Level 2	
Concern Repeated breach of code of conduct	Lunchtime 'Check In' issued or After School Check In
Faculty or Pastoral Team	

Level 3	
Significant issue Continued breach of code of conduct	After School Check In Internal isolation Suspension Issued by <b>Headteacher</b>
Support from SLT	

Level 4	
Major issue/concern Persistent or serious breach of code of conduct	Suspension Permanent exclusion Sanctioned by Headteacher
Reintegration support/directed move support	

All sanctions and behaviour management strategies must be in line with individual SEN plans or EHCPs for students with one of these documents in place. Staff must adhere to these documents when deciding on a course of action.

Level 1		Level 2	Level 3	Level 4
Be Safe	Breach of code of conduct	Repeated breach of code of conduct	Continuous or significant breach of code of conduct	Persistent and/or major infringement of code of conduct
			Smoking/Vaping on school site or to and from school	Possession of prohibited items E.g drugs
			Alcohol on the school premises	Supplying of prohibited items
				Possession of weapons
Be Respectful Be Safe	Rudeness to another student	Unkind behaviour to another student E.g. name calling	Bullying and/or aggressive behaviour (child on child abuse) to include cyber-bullying, racist and homophobic language.	Physical violence
		Rudeness towards staff	Sexually inappropriate behaviour E.g. sexually inappropriate language	Sexual abuse or assault
Take responsibility Be Safe	Consequence for not meeting work expectations	Repeated failure to meet work expectations	Truancy from lesson	Truancy from the school site
	Not properly equipped	Repeated not properly equipped		
Be Respectful Be Caring Be Safe	Form room not meeting expectation	Damage to school property E.g accidental breakage through carelessness	Bad language towards staff	Major breach of health and safety that places students at risk of harm.
		Phone use without permission	Malicious use of social media	
	Littering	Inappropriate use of social media	Theft	
		Failure to follow instruction. Breach of code of conduct travelling to or from school / in school uniform	Malicious damage of property E.g. Deliberately breaking an item / graffiti	
Be Prepared Be Caring Be Safe	Lateness to lesson	Late to school x 2 in 1 week	Plagiarism or any other form of cheating in an internal exam	Cheating in an external examination
	Phone visible or in use without permission.		Persistent absence from school <80%	Unsubstantiated serious or malicious allegations against staff
			Failure to attend 1 hour after school check in.	

**NB Every case is dealt with on its own merit and the above is an example of where various behaviours would be placed – it is not an inexhaustible list. The Headteacher reserves the right to make the final decision as to how to sanction poor conduct.**

## SANCTIONS AND ISOLATIONS

Catch Up Type	Basis	
<b>Loss of free time L1</b>	<p>Catch Up issued for Level One Behaviour Issue(s) in class.</p> <p>Held at break or lunchtime as convenient for the staff member.</p> <p>Ranging between 5 minutes and 30 minutes.</p> <p>Length decided by staff member.</p> <p>Can be immediately following a lesson.</p> <p>Verbally issued to student who is responsible for attending the Catch Up.</p> <p>Teacher to log on Edulink.</p>	<p>Student kept behind or asked to attend a Catch Up.</p> <p>Short work tasks can be completed if that is what Catch Up was issued for.</p>
<b>Lunchtime Check In L1 / L2</b>	<p>Issued for Level One or Two Behaviour Issue(s) around school.</p> <p>Issued by staff and held daily in Maths Room at 1.20pm</p> <p>Centrally staffed on rota basis.</p> <p>25 minutes in duration.</p>	
<b>SLT/ELT After School Check In L2/L3</b>	<p>Used when middle leader Catch Up has proved ineffective and issues have escalated or been repeated.</p> <p>Can be used if student fails to attend middle leader Catch Up.</p> <p>SLT can put students into this Catch Up. Those students who fail to attend the middle leader Catch Up will automatically be transferred to SLT Lunchtime Catch Up.</p> <p>Held one lunchtime per week.</p> <p>Centrally staffed by SLT/ELT on rota basis. 45 minutes in duration.</p> <p>SLT to record on SIMS.</p>	<p>Catch Up held in silence in central location.</p> <p><i>Students may be asked to complete restorative or education tasks for certain behaviour incidents.</i></p>

<b>Internal Isolation L3</b>	Used for serious issues. May be used whilst an incident is investigated. SLT to decide on use of Internal Isolation and the duration. Isolation will be held and supervised in a central location.	Work will be issued to students via Edulink. Students will have access to IT if required.
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## BEHAVIOUR ISSUES AND SEN

Where staff are concerned that inappropriate behaviour may be the result of a special educational need, or other individual circumstance, the issue should be referred to the appropriate Head of Year and SENDCO. Pastoral leads will review students in their year group on a regular basis and seek guidance as required through their SLT link meetings.

## EXCLUSION & SUSPENSION (Level 4)

In addition to these sanctions, the Headteacher (or Deputy Headteacher acting in the Headteacher's absence) may on occasions decide to exclude a student. Please see the school's exclusion policy.

## Monitoring Arrangements

This policy will be reviewed every year by the Governing Board.

<b>Version Control</b>	
Amended by:	Rob Dawson
Approved by:	Full Governing Body
Date approved on:	29 <sup>th</sup> January 2024
Next review due by:	30 <sup>th</sup> January 2025



