



BEHAVIOUR POLICY

September 2023



Every pupil at Madeley School has the right to learn and the opportunity to be successful. It is important to state clearly our expectations and values, to recognise achievement through our values and to use sanctions based on our values, to ensure that those expectations are met consistently across the school. The intention is that every individual has the best possible chance of fulfilling their potential during their time at school and to inspire excellence through the core values of the school. We expect this to be done in an ordered and non-threatening climate, regardless of their race, gender, sexuality, ability or SpLD, such as dyslexia. To help pupils achieve highly and be successful, ALL adults working for Madeley School, in and outside of school linked to school activities will challenge and support every pupil, especially in line with our core values and in return every pupil will:

- **Respect** and follow **all** instructions given by **ALL** adults without question.
- **Respect** others by listening in silence when members of staff and other pupils are talking.
- To be **positive, confident and aspirational** by giving every task their maximum effort.
- Be **proud** to be part of the school by arriving at lessons on time ready for learning.
- Wear uniform correctly to show that they are **proud** to be part of the Madeley Community
- Behave in a **polite**, responsible and caring way around the school site.
- To show **resilience and positivity** in challenging situations or when things aren't going as smoothly as expected.
- To uphold a positive learning environment by actively embracing **enjoyment** as a core value in our behaviour principles, fostering a sense of joy and enthusiasm for learning and personal growth.

1. Principles

1.1 Our Behaviour Policy is built upon the school's **core values** of: **Pride and Respect, Confidence, Resilience, Aspiration, Positivity, Enjoyment and Politeness** to inspire excellence.

1.2 Our aims are to secure a positive learning environment, a climate for every individual to achieve their potential and to establish a safe and structured learning environment by setting out a series of 'Behaviour for Learning' rights, responsibilities and consequences, based around our **core values**, highlighting acceptable and unacceptable behaviour and applying consequences fairly and consistently across the school community. We also use a restorative approach to resolve issues to support our **core values**.

1.3 The school also operates a Rewards Policy that sets out how pupils will be rewarded using the **core values**.

2. Roles and Responsibilities

2.1 All pupils will be expected to take responsibility for their own behaviour in line with our **core values** and will be made fully aware of procedures and expectations. All pupils have a responsibility to show **pride and positivity** by ensuring that incidents of disruption, violence, bullying and any form of harassment are reported. They also have a responsibility to complete all work set to the best of their ability showing **aspiration and positivity**. **Pupils will be expected to comply with ALL staff instructions immediately without question.**

2.2 The Academy Council will establish, in consultation with the Principal, staff and parents, the policy for the promotion of good behaviour and **core values** and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear. Academy Councillors will support the school in maintaining high standards of behaviour and the promotion of the **core values**.

2.3 The Principal and other members of the Leadership Team will be responsible for the implementation, review and day-to-day management of the policy, procedures and **core values**. Support and training for staff faced with challenging behaviour is also an important responsibility of the Leadership Team, this **will be administered as and when felt necessary and through consultation**.

2.4 All staff, including teachers and support staff, will be responsible for ensuring that the policy, procedures and **core values** are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy and **core values** is essential. All staff have a key role in advising the Leadership Team on the effectiveness of the policy, procedures and **core values**.

All staff have responsibility, with the support of the Leadership Team, for creating a high quality, **proud and respectful** learning environment, teaching good, **positive** behaviour, having high expectations and **aspirations** of what pupils can achieve and implementing the agreed policy and procedures consistently.

2.5 The Academy Council, Principal and staff will ensure there is no differential application of the policy, procedures and **core values** on any grounds, such as ethnic or national origin, culture, religion, gender, disability or sexuality.

They will also ensure that the concerns of pupils are listened to and appropriately addressed.

2.6 All parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school in line with the **core values**. They will be encouraged to work in partnership to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. We expect parents/ carers to check Class charts on a regular basis each week to check behaviour, rewards, detentions and homework.

3. Disciplinary Procedures and Sanctions in lessons (see Appendix 6)

3.1 The procedures and sanctions outlined below are based around the **7 core values**. On Class Charts, staff will record achievements using a 1,2,3,4 system where 1 is Outstanding, 2 is Good, 3 is Requires Improvement and 4 is Inadequate. All staff should take the register at the start of the lesson and all pupils will begin the lesson on a 2 to begin with. The expectation is that all pupils will be 'Good' during the lesson (the criteria for 'Good' is shared with staff and pupils). If their behaviour for learning in the lesson is 'Outstanding' the teacher will change their score to a 1. Pupils will receive reward points that are converted into rewards if they get a 1 or 2. (a 1=2 reward points and a 2= 1 reward point). More information about this can be seen in the rewards policy.

3.2 Pupils will be monitored by their "Behaviour Score" which will give an indication of their overall behaviour and how they are working towards the **core values** for learning in lessons.

3.3 Code 3

Warning 1: Where pupils do not uphold staff expectations, in line with the Behaviour for Learning Chart, that is linked to the **core values** of the school, pupils will be given a warning, there is no need to record this on class charts until a second warning is given. The pupil is to be informed of the behaviour and linked **core value** that has led to the warning.

A 3 will also be given for lack of homework. This will result in a conversation with the pupil as to why the homework has not been completed. Where possible the member of staff will provide a proactive solution to the issue if specific circumstances have prevented any homeworks from being completed and pupils are to show **resilience, aspiration** and **positivity** to address the issue. Staff will also use their professional judgement to follow the class teacher detention protocol, if required, due to a lack of homework. Repeated missed homeworks will result in subject and faculty detentions.

Warning 2: A second warning will result in an in-class strategy and pupil informed of the behaviour and linked **core value** that has led to the warning, e.g change of seating plan, a minute or two of timeout, a proactive discussion with an explanation of the behaviour or conduct the pupil has displayed, based on the Behaviour for Learning Chart. This will then be recorded as a '3' on class charts alongside in class strategy that has been awarded to modify positive behaviour.

Warning 3: A final third warning to the pupil must be issued with a teacher sanction and pupil informed of the behaviour and linked **core value that has led to the warning e.g. break or lunchtime 10 minute detention. The teacher will contact parents/carers. This will be recorded on Class Charts. Within the detention there will be a restorative conversation to address and solve the issue with the **core values** at the heart of the conversation being highlighted. Also, any missed or additional work may be asked to be completed.**

3.4 Code 4

Pupils who continue to fail to uphold expectations must be issued with a 4 on Class Charts. A pupil who has warranted a 4 will be not fulfilling some or all of the **7 core values**.

Pupils will be removed to another classroom/ area as part of a Subject/Faculty 'hot seat' rota to allow the other pupils to work in a **positive, enjoyable, respectful** and **aspirational** environment.

Hot seat rotas are organised and timetabled by the Subject/Faculty to ensure staff know who is supporting the 'hot seat' for that particular lesson. This must only be done once point 3.3 has been followed.

This must be recorded on Class Charts and an after-school Faculty detention will be issued through the Class Charts system. The detention will be communicated to parents by email or telephone, not just the class charts system due to the seriousness of the behaviour. Within the detention there will be a restorative conversation to address and solve the issue with the **core values** at the heart of the conversation being highlighted. Also, any missed or additional work may be asked to be completed.

3.5 Pupils are sent to the Remove Room in extreme circumstances only. The pupil is informed of the behaviour and linked **core values** that has led to the pupil being sent to the remove room:

- when the incident is so serious that it means an immediate removal is felt necessary bypassing the hot seat procedure.
- where a pupil fails to follow the Faculty 'hot seat' procedure, or they continue to misbehave or show poor conduct when in the 'hot seat'.

Duty or the Pastoral support worker is contacted and the pupil is then taken to the Remove Room where Remove Room procedures are initiated. (see Appendix 5 for remove room procedures)

This must be recorded on Class Charts by the 'hot seat' teacher and "hot seat" from the drop-down box-selected.

The Head of Faculty/ Subject Lead will follow this up with a pupil discussion with the **core values** at the heart of the conversation being highlighted, parent contacted by email or telephone/meeting and a faculty detention issued. Within the detention there will be a restorative conversation with the **core values** at the heart of the

conversation being highlighted to address and solve the issue. Also, any missed or additional work maybe, asked to be completed.

Failure to attend this faculty detention, or disruption within the faculty detention, will result in an SLT detention being issued and parents being contacted by SLT by email/telephone/meeting. The head of faculty will discuss this with SLT to ensure the context and information has been shared. Within the detention there will be a restorative conversation with the **core values** at the heart of the conversation being highlighted to address and solve the issue. Also, any missed or additional work may be asked to be completed.

Detention Protocol

All detentions will be completed in silence and all work will be completed.

Detentions are used as a consequence of actions and will usually be issued because a pupil has not met staff expectations in line with the **core values**.

Detentions will also be used as part of our restorative approach to resolve any issues with the pupil through reflection tasks or discussions with staff on detention duty with the **core values** at the heart of the conversation being highlighted.

Detentions maybe used for reflection of the pupil's behaviour, mediation between staff and pupil or completing any missed work.

3.6a Class Teacher Detentions

These are run by the Class Teacher during social time (break or lunch) as they see appropriate. They are short, focused detentions of 10 – 20 mins.

Parents will be contacted regarding the issue and sanction via Class Charts or in some cases by email or phone/meeting.

The Class Teacher will follow up non-attendance and re-issue the detention with extra time added to the detention.

Parents will be contacted regarding the non-attendance and sanction via class charts

Non-attendance, disruption in the detention or a more serious incident of poor behaviour will lead to:

3.7a Subject Detentions

These are run and staffed by the Subject Lead (SL) during social time (break or lunch) lasting 15- 30 minutes.

Parents will be contacted regarding the issue and sanction via class charts or email/telephone.

Non-attendance, disruption in the detention or a more serious incident of poor behaviour e.g. pupil placed in the hot seat will lead to:

3.8a Faculty Detentions

These are serious, formal detentions and run for 60 minutes. The procedure will be for these detentions to be held after school, usually on a Tuesday or Thursday, (The faculty will decide on which day) within the faculty.

Parents will be contacted regarding the issue and sanction via email or telephone or meeting.

It is the pupil's responsibility to attend the detention however, members of staff may be asked to escort them to the Faculty or Department to complete the detention. The work will be organised by the Faculty Lead in liaison with the Class Tutor.

Sometimes, staff will escort pupils directly from the final lesson of the day (Tuesday or Thursday) to take them to the faculty detention to be registered. If the pupil refuses, the member of staff still goes to the faculty lead and explain what has happened so this can be followed up. Parents will be contacted by the faculty regarding any non-attendance and sanction.

Failure to attend a faculty detention or disruption in the detention within the faculty detention, will result in:

3.9a SLT Detentions These are our final, serious, formal detentions, run for 60 minutes and are held on Fridays.

These detentions will be decided through a discussion with SLT and the Head of Faculty. The procedure for this detention is that it will be held on a Friday, supervised by a member of SLT.

Work will be organised by the Faculty Lead in liaison with the class teacher. **Staff are requested to escort pupils directly from the final lesson to the member of SLT on duty to be registered.**

Contact with parents will be made immediately, for any pupil who misses the detention, by the SLT staff on duty. This can result in an internal suspension.

Any missed detentions need to be recorded on Class Charts with a further intervention.

3.10 All after-school detentions are a legal requirement and therefore any pupil issued with an after-school detention will complete the sanction. Parents/Carers will be notified at least 24 hours in advance.

Any issues with completing an after-school detention must be communicated to the school by Parents/Carers by 9.30am at the latest on the day of the detention and they may request to speak to the person who issued the detention.

3.6b Form Tutor Detentions

These are run by the Form Tutor during social time (break or lunch) as they see appropriate. They are short, focused detentions of 10 – 20 mins.

Parents will be contacted regarding the issue and sanction and recorded on class charts. Class charts will automatically communicate this with parents.

The Form Tutor will follow up non-attendance and re-issue the detention with extra time added to the detention.

Parents will be contacted regarding the non-attendance and sanction via email or phone call and recorded on class charts.

Non-attendance, disruption in the detention or a more serious incident of poor behaviour will lead to:

3.7b Head of Year Detentions

These are run and staffed by the Head of Year during social time (break or lunch) lasting 15- 30 minutes .

Parents will be contacted regarding the issue and sanction via class charts, email or telephone.

Parents will be contacted regarding the non-attendance and sanction.

Non-attendance, disruption in the detention or a more serious incident of poor behaviour will lead to:

3.8b SLT Detentions

These are our final, serious, formal detentions, run for 60 and are held on Fridays.

These detentions will be decided through a discussion with SLT and the Head of Year. The procedure for this detention is that it will be held on a Friday, supervised by a member of SLT.

Work will be organised by the Head of Year in liaison with the class/form tutor. **Staff are requested to escort pupils directly from the final lesson to the member of SLT on duty to be registered**

Contact with parents will be made immediately, for any pupil who misses the detention or there is any disruption within the detention by the SLT staff on duty. This can result in an internal suspension

Any missed detentions need to be recorded on Class Charts with a further intervention

3.9 All after-school detentions are a legal requirement and therefore any pupil issued with an after-school detention will complete the sanction. Parents/carers will be notified at least 24 hours in advance.

Any issues with completing an after-school detention must be communicated to the school by Parents/carers by 9.30am at the latest on the day of the detention and they may request to speak to the person who issued the detention.

3.10 Internal suspensions/ remove room time

In some cases, serious misbehaviour and poor conduct which may also be linked to the **7 core values**, in class, around school or beyond the school gates, may result in an internal suspension or sometime in the remove room.

The decision will be made following evidence gathering and discussion between Head of Faculty or Head of Year and SLT.

It will be the Head of Year or SLT who make the decision. (see Appendix 1)
Parents will be contacted as soon as possible.

For an internal suspension, a covering letter will be sent to explain the reason why the decision for an internal suspension has been made and to invite parents in for a readmission meeting with the **core values** at the heart of the conversation being highlighted and using the re-admittance form to support the pupil.

3.11 Fixed term suspensions and permanent exclusions

In extreme cases of serious misbehaviour and poor conduct which may also be linked to the **7 core values**, in class, around school or beyond the school gates, a fixed term suspension or permanent exclusion may be issued.

A pro-forma will be completed by Heads of Year or Head of Faculty. Evidence of previous suspensions/ exclusions/ support and additional pupil information will be

used, in addition to the evidence gathered from the current incident. This allows an informed decision being made by the Principal. (See Appendix 2).

Parents/ carers will be invited to a re-admittance meeting by Head of year or head of faculty depending on who has issued the internal suspension. to discuss the incident and ways to stop the incident happening again with the **core values** at the heart of the conversation being highlighted.

Where parents/ carers who cannot attend the meeting, this will be rearranged for the earliest possible time. Pupils will be placed in the Remove Room until parents can come into school for the meeting.

3.12 Behaviour and conduct around school (Appendix 7)

The behaviour and conduct around school is based on our **7 core values** of:

Pride and Respect, Confidence, Resilience, Aspiration, Positivity, Enjoyment and Politeness..... to inspire excellence.

We promote these values within our community to instil outstanding behaviour and conduct to inspire excellence. Pupils not displaying these values, behaviours and conduct will receive sanctions and interventions.

The member of staff who witnesses the incident is responsible for recording the incident on Class Charts and reporting any information to the relevant staff or Form Tutor, Head of Year/Faculty/ Department.

Sanction Protocol

- a) It is the responsibility of the member of staff who witnessed the incident to record it on Class Charts and then to implement a sanction.
- b) In some cases, the member of staff may need support and consultation with the Form Tutor to decide on a sanction and between them the sanction will be issued, and a decision made as to who is responsible for implementing the sanction. The incident and sanction will be recorded on class charts
- c) For more serious incidents the member of staff will need support and consultation with the pastoral support worker/ Head Year/ Faculty/ Subject. The incident will be recorded on Class Charts by the witnessing member of staff and the Head of year/ Head of faculty or Subject lead to implement a sanction and record the sanction on class charts.
- d) Finally, in extreme cases of behaviour and conduct, the member of staff and pastoral support worker/ Head of Year/ Faculty/ Subject will need support and consultation with SLT about any sanctions issued. The incident will be recorded on Class Charts

by the witnessing member of staff. SLT will implement a sanction and record the sanction on Class Charts.

3.13 Discipline Beyond the School Gates

Our 7 core values are not only demonstrated in school but also beyond the school gates. We still expect pupils to show **Pride and Respect, Confidence, Resilience, Aspiration, Positivity, Enjoyment and Politeness to inspire excellence**

Madeley School takes seriously any poor or inappropriate behaviour which takes place beyond the school gates and pupils understand that they may be subject to sanctions where necessary and where lawful. This is particularly true where the behaviour impacts on pupils within school or when representing the school:

- a) resulting in bullying
- b) results in repercussions for the orderly running of the school
- c) poses a threat to another pupil or member of the public.
- d) adversely affects the reputation of the school.
- e) occurs when the pupil is taking part in any school-organised or school- related activity.
- f) occurs when the pupil is travelling to or from school.
- g) occurs when the pupil is wearing a school uniform.
- h) is in some other way identifiable as a pupil at the school.

3.14 In all of these circumstances the Principal will consider whether it is appropriate to follow the school behaviour policy, notify the police or any appropriate agency of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

3.15 Searching for banned items

The Principal (or a member of senior staff authorised by the Principal) has the power to search, without consent, for items which are illegal or which pose a risk to health and safety. The police could be informed if these items are found in the possession of a pupil, based on other school policies such as the Drugs and Offensive Weapon Policy. Please refer to the Searching, Screening and Confiscation Guidance (July 2022) by the DfE:

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

3.16 Uniform

Where pupils are wearing incorrect uniform or jewellery, these may be confiscated until the end of the day. Any repeats of this may result in confiscation and parents asking to collect the so-called item.

Where incorrect uniform is being worn or uniform is misplaced Madeley school will use their Uniform store, to loan clothing, shoes, ties. Pupils will be asked for a deposit when this is loaned out to ensure the uniform is returned. An example of a deposit maybe a mobile phone.

Uniform will be monitored and addressed as above by SLT on gate duty and HOYs on meet and greet duty in the morning, form tutors during tutorial time, staff during lessons and all staff during social time.

3.17 Managing Lateness:

Pupils arriving late to the morning form tutor group registration/school (**after 8.35am**) and pm registration (during lesson 5) should be marked late.

1. Pupils arriving on site **after 8.35am** must report to the pupil office. Their names will be noted, and the Attendance Officer will mark the pupils as late. The pupils will then go to their form for the remainder of the form time. Pupils will serve a break time detention that morning.
2. Pupils arriving late for the PM register (Period 5) will be marked as late and the attendance policy procedure will be followed as per morning register.
3. Any pupil with 3 late marks in a half term will be placed on a form tutor detention; failure to attend will result in the form teacher calling parents to discuss the issues and to re-issue the detention.
4. Any pupil causing concerns over repeated lateness to school (6 late marks in a half term) will be seen with their parents/carers by the Head of Year and will be given an additional detention.
5. Any pupil with 9 late marks in a half term will be referred to the Attend Officer/ VIP EWO, who will invite parents in to discuss the matter further.
6. Any pupil who continues to be late, after these steps have been followed, will be referred to the Local Authority and parents/ carers may be issued with a penalty notice in accordance with the School Attendance Parental Responsibility Measures (May 2022).

3.18 Mobile Phones and Electronic Devices:

- All mobile phones, electronic devices, earphones are banned from use or on show when in the school grounds. The only alternative to this is ipads provided to pupils from the school.
 - If pupils have these out in the school grounds and building during the school day, they will be confiscated and taken to the office.
 - Any device will be collected by the pupil at the end of the day for the first offence. This will be recorded by the member of staff confiscating the device on Class Charts.
 - Any further incidents will result in the device being confiscated and only returned to parents. If repeated, pupils maybe instructed to hand the phone in at the beginning of the day until the end of the day. Pupils may be forbidden to bring in the device if pupils repeat the breaking of the rule or refuse to hand their electronic devices over.
- In addition to this the following will happen:**
- If pupils refuse to hand over devices, this will result in parents/carers being contacted by the office regarding the refusal and the pupil being put into the remove room.
 - If the pupil repeats the above, then parents/carers will be contacted. The pupil will be placed into the Remove Room. Parents will need to collect the device and pupils will be forbidden to bring in the device.

- If pupils wish to contact parents/ carers they must do via the school office where staff will contact the parents/ carers. The only exception to this is at the end of the day where pupils may use their phones outside of pupil services, at the end of the day when they leave the school building or when they are safely seated on the school bus or once they are off site.

3.19 Smoking/ Vaping: Madeley School is a non-smoking site and we have a zero tolerance policy.

Any pupil found smoking anywhere on the school site can expect to be sanctioned and any smoking materials will be confiscated. This applies to all forms of smoking including e-cigarettes/ vapes. The law changed saying that it is illegal:

- for retailers to sell electronic cigarettes (e-cigarettes) or e-liquids to someone under 18
- anyone under 18 to use a Vape
- for adults to buy (or try to buy) tobacco products or e-cigarettes for someone under 18

Parents will be informed as soon as possible after the issue has been raised.

Any pupils caught smoking or in possession of smoking materials will be issued with a fixed term suspension, (this sanction will only be reviewed if pupils have a SEND need in line with SEND guidelines when issuing sanctions) and parents will be invited in for a meeting.

At the readmission meeting the expectation will be that pupils take on smoking cessation either through the school nurse or externally via parents with the **core values** at the heart of the conversation being highlighted.

Repeated breaking of this rule will result in further suspension and intervention.

Guidance, regulation, policy and latest research for e cigarettes can be seen via the following government link:

[E-cigarettes: regulations for consumer products - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/e-cigarettes-regulations-for-consumer-products)

Monitoring behaviour

4.0 Behaviour will be monitored and evaluated in the following ways:

a) The behaviour for learning code system

Behaviour, conduct and the **7 core values** will be monitored as such: Each pupil will be given a number based on their behaviour in each lesson over a week which is recorded on Class Charts.

A behaviour incident is classed as a 3, 4 or out of class incident. From these if pupils receive 5 separate incidents in one calendar week the pupil will go onto Form tutor

report for one week with up to 3 targets that are linked to the behaviours recorded with the codes. If the same pupil gets any 5 codes the following week, whilst on report, they will then go onto Head of Year report. If this continues, the following week, they will go to SLT report and the fourth week, they will be once more on SLT report.

Parents will be contacted as to which report card their child is on.

In some cases, the HOY will decide if this warrants a pastoral report card or a faculty/ subject report card. The HOY will liaise with the faculty/ subject lead and class teacher.

If the reports are being triggered within a specific subject or faculty, Subject Lead or Head of Faculty will contact parents and place the pupil on a subject/ faculty report for one week with up to 3 targets that are linked to the behaviours recorded with the codes. Where the subject report is still failing, Subject Lead or Head of Faculty will invite parents in to discuss further strategies to address any concerns.

Where pupils are still on a pastoral report with no significant improvements then a PSP will be instigated by HOYs. The PSP will support with proactive interventions to support with positive behaviours in line with the core values.

The thresholds maybe reviewed at any time and changed to raise standards, to motivate and support the rewarding of pupils.

- b)** Staff are to complete a register at the start of the lesson and then award a specific code using the class charts system at the end of the lesson. The codes are 1, 2, 3 or 4.
- c)** Each pupil who earns a code 2 in any lesson will be rewarded with 1 personal credit and 1 house point.
Each pupil who earns a code 1 will be rewarded with a 2 personal credits and 2 house points.
Additional credits which are 1 personal credit, may be awarded for other reasons e.g. excellent uniform, helpfulness, homework, using the Word of the Week, etc
- d)** Pastoral teams will monitor this information on a weekly basis.
- e)** Faculties will monitor this information on a weekly basis.
- f)** SLT will monitor this data on a weekly basis.
- g)** Other forms of data used to support the behaviour policy will include attendance and punctuality, detentions issued, being sent to the remove room, internal suspensions and formal suspensions.
- h)** Please see the rewards policy for further information on rewards

Appendix 1

The Remove room - Internal suspensions

1. Principles

1.1 Internal suspension is an internal disciplinary process within the school and is used when poor behaviour requires the removal of a pupil from class, but not from the school site. It is not a formal suspension. With internal suspensions, context, history and other relevant information helps to inform the decision between an internal and external suspension.

1.2 Internal suspension is part of a whole school approach to behaviour and attendance, and it is an immediate, short-term provision to ensure that teaching and learning for the majority of pupils can continue uninterrupted and that high standards of safety and order can be maintained throughout the school.

1.3 Where a pupil has repeated incidents resulting in the removal from lessons, the Pastoral support worker/ Heads of Year/ Faculty/ Subject /SENCO will investigate alternative pathways to ensure that potential barriers to learning have been assessed and eradicated, and that alternative learning plans are created.

1.4 Where an internal suspension has taken place, this will be formally documented and parents invited to attend a meeting with Head of Year if misbehaviour is across several subjects, or maybe the Head of Faculty/ Subject if it is specific to one subject area.

2. Roles and Responsibilities

2.1 An internal suspension will be authorised by SLT after consultation with the Head of Year or Head of Faculty.

2.2 All referrals will be documented on Class Charts so that all internal exclusions can be monitored.

2.3 The Vice Principal will monitor internal suspensions.

2.4 All referrals will be reported to the Vice Principal/ Principal.

2.5 The Academy Councillors will monitor and review the use of the Remove Room/ internal suspension process, on a termly basis, as part of their monitoring of behaviour across the school.

Appendix 2 Use of External Suspension Principles

- (i) The school will follow the latest Department for Education and Local Authority guidelines.
- (ii) Only the Principal or delegated Senior Leader in their absence, may place pupils on suspension following due investigation, and they are accountable for any suspension.
- (iii) Full records will be kept of any previous warnings, communications with parents, the LA and other agencies, and of all investigations. These will be made available to the Academy Council and the LA where necessary.

1 Fixed term suspensions / permanent exclusion.

- 1.1 These can only be sanctioned by the Principal (or their delegated representative) following the recommendation of Head of Year/ Head of Faculty/ SLT. As with internal suspensions, context, history and other relevant information helps to inform the decision. Fixed term suspensions will be given for serious incidents such as; total refusal to follow instructions given by a member of staff; swearing at a member of staff; persistent disruption/ refusal to follow instructions, physical assault; persistent bullying, racism, extreme violent behaviour, bringing a weapon into school, bringing drugs into school. (The latter three would be referred to the Academy Councillors and could result in permanent exclusion.) Where a pupil persists with poor behaviour and/or conduct they can face a (Fixed term Suspension) FTS. The use of FTS is likely to escalate if behaviour continues to be poor. This will be handled in line with current DfE guidance on suspensions/ exclusions.
- 1.2 **Managed moves.** This will be considered if all other strategies appear to have had no significant effect. Sufficient evidence of strategies already tried and their outcomes will need to be clearly documented if it is to be successful. This sanction can only be sanctioned by the Principal or their delegated representative.
- 1.3 **Permanent Exclusion.** A permanent exclusion can only be sanctioned by the Principal (or the Teacher in Charge). The decision to exclude a pupil permanently will only be taken in response to a serious breach, or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Appendix 3**Behaviour 4 Learning Warning System**

Code number	Warning	Type of intervention
No code	Warning 1	Verbal Warning
Code 3	Warning 2	Immediate Intervention Strategy
Code 3	Warning 3	Teacher Sanction
Code 4	Warning 4	Hotseat
Code 4	Warning 4	Remove Room

Appendix 4**Behaviour Detention System**

Department detention	Pastoral detention	Type of detention
Class teacher	Form Tutor	Social time detention (10- 20 mins)
Subject Lead / Class teacher	Head of Year/ Form tutor	Social time detention (15- 30 mins)
Head of Faculty / Subject Lead/ Class teacher	Head of Year/ Form tutor	After school detention (Tuesday/ Thursday 60 mins)
SLT	SLT	After school detention (Friday 60 mins)

Appendix 5

Staff Guide for Remove Room

- All staff must complete the remove room monitoring documentation in the remove room
- Please check for graffiti at the start/end of your shift on the bays where pupils have been placed.
- Pupils mobile phone is removed from them and is returned to them at the end of the day
- Please complete remove room monitoring sheet /Restorative Practice Review Sheets for pupils brought into the room.
- Any materials required are to be found on side table.
- Please don't leave the room to collect work for pupils-any work required from the same subject should be found in the cupboards.
- Total silence should be maintained from the pupils at all times.
- Unless told otherwise all pupils who are brought into the room should serve the following time in the room;
- **Period 1- Pupil will remain in the room for the rest of period 1 and 2 and lose break time**
- **Period 2- Pupil will remain in the room for rest of period 2, lose break time and also spend period 3 in the room**
- **Period 3- Pupil will remain in the room the rest of period 3 and 4 and also lose lunch time**
- **Period 4 - Pupil will remain in the room for the rest of period 4 lunchtime and all of period 5**
- **Period 5- Pupil will remain in the room the rest of period 5 and period 1 the next day**
- If a pupil doesn't follow the 3 golden rules of;

Compliant: follow all instructions immediately

On task: complete work set

Make progress: show you can do it.

They will need to REMAIN IN THE ROOM FOR AT LEAST A FURTHER HOUR.

- If you are in the room period 2 please remain in the room for the first half of break with the pupils, the person on duty in the sessions after break will relieve you half way through this time. -Phone down to reception to confirm this person is aware of this.
- Use the white sheets on the desk if you need to write down any important messages about the pupils in the room or other notes.
- The Head of Faculty will follow the incident up with a pupil discussion, parent contact and faculty detention.

Appendix 7



Inspiring Excellence: The Madeley Way

Behaviour for Learning



	Pride and Respect	Confidence	Resilience	Aspiration	Positivity	Enjoyment	Politeness
1 begins understanding behaviour and all core values	Wearing uniform, exceptionally smart and correctly, plus all the correct equipment. Always respectful of myself and others	I always show confidence to join in with the lesson and give things a try above and beyond my abilities	I have always tried my hardest even when things have gone wrong or are difficult for me	I work extremely hard and exceeded the expectations	I am always showing a positive attitude to learning so that it has an outstanding impact on my progress	I inspired others through my enjoyment of learning today	I have been extremely polite to staff and my peers in the lesson
2 Good behaviour and all core values	Wearing correct uniform and smart. Have the basic equipment for the part in the lesson. Showing respect to staff and peers	I have shown confidence to join in five lessons and have given things a try	I have given things a go even when it was difficult or something went wrong for me	I have worked hard and met the expectations	I have shown a positive attitude to learning so good progress has been made	I have enjoyed the lesson today and helped others because of this	I have been polite to staff and peers in the lesson
3 begins understanding and some core values not all/just	Not wearing correct uniform but sorted it out. Some equipment missing. Some disrespect to staff or peers	I have not tried as well as I could in today's lesson	I have not completed all the work as it was too difficult, or things went wrong	I have not quite met the expectations today and not completed all the work yet	My progress has been slow today and I have not shown as positive attitude to the lesson as what is expected	I have not enjoyed the lesson or helped others as what is expected	I have been impolite at times to staff and/or peers
4 understands behaviour and some core values not all/just	Wearing uniform. Equipment missing. Not all equipment in the lesson. Disrespectful to staff and/or peers	I have not completed the lesson today and my attitude to the lesson is negative	I have not completed the work as it was too difficult or things went wrong	Expect to meet the expectations but do not complete any of the work yet	I have made no progress today and my attitude is negative towards the lesson	I have shown no enjoyment or helped others as what is expected	I have been impolitely to staff and/or peers

