



# Behaviour Policy

## Ref S004

Document Control	
Title	S004 Behaviour Policy
Date	September 2020
Supersedes	May 2019
Amendments	Updates to policy including changes in behaviour management processes across the school and mobile phone expectations
Related Policies/Guidance	<ul style="list-style-type: none"> <li>• B006 Health and Safety Policy</li> <li>• S007 Anti-Bullying Policy</li> <li>• C018 Teaching and Learning Policy</li> <li>• C016b SEND Policy</li> <li>• S020 Transition Policy</li> <li>• S003 Attendance Policy</li> <li>• S010 Exclusion Policy</li> <li>• S017 Safeguarding Policy</li> <li>• S013 The Home-School Agreement</li> <li>• S009 Equality Policy</li> <li>• S011 Physical Restraint Policy</li> </ul>
Review	2 years
Author	K Roban
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Date adopted by Governing Body	

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Registered Office: Piper Hill High School, Firbank Road, Wythenshawe, M23 2YS

The Prosperre Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

**1. Introduction:**

“Parents and children deserve safe, calm learning spaces, and teachers deserve to be equipped with sensible strategies that maximise learning, safety and flourishing”

*(Tom Bennett. DfE behaviour expert. 2015)*

The Governing Body and staff of Newall Green High School accept this principle and seek to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

**2. Aims:**

- a. To create an environment which encourages and reinforces good behaviour.
- b. To promote self-discipline and positive relationships.
- c. To ensure that the school’s expectations and strategies are embedded in our school ethos.
- d. To encourage the involvement of both home and school in the implementation of this policy.

**3. Standards of Behaviour and School Ethos:**

At Newall Green High School we expect all students to:

- Be ready
- Be respectful
- Be safe

We expect all students to take responsibility for their own behaviour and ensure that any incidents of disruption, bullying and any form of harassment are reported.

The adults encountered by our students at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on students.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, sexual orientation, ability and disability.
- Show appreciation of the efforts and contribution of all.

#### 4. Roles and Responsibilities:

All members of our school community contribute to maintain and developing a shared understanding of our ethos.

##### Trustees and Governors

- The Governing body will establish, in consultation with the head, staff and parents the policy for the promotion of good behaviour and keep it under review.
- It will ensure that it is communicated to students and parents; that it is non-discriminatory and that expectations of all stakeholders are clear.
- Trustees and Governors will support the school in maintaining high standards of behaviour.

##### Head Teacher and Senior Leadership Team

- All members for the Senior leadership team are responsible for the implementation and day to day management of the policy and procedures.
- They will publish and make explicit the Behaviour Policy to all parents, staff and students.
- The guidance of all responsibilities in respect of promoting good behaviour and procedures will form a key component of staff induction.
- Annual guidance and training is provided for all staff to ensure consistency in dealing with incidents.
- Continual Professional Development is provided when staff needs are identified.

##### All Staff

- All staff, teachers and support staff, are responsible for maintaining good order at all times; ensuring that all students act in a reasonable, responsible manner, showing respect for self and others.
- It is their responsibility to ensure that the Behaviour Policy and procedures are consistently and fairly applied.
- Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.
- All staff are responsible to ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, disability or sexuality.
- All staff have a duty to ensure that the concerns of students are listened to and appropriately addressed.

##### Parents and Carers

- All parents and carers are encouraged to work in partnership with the school in maintaining high standards of behaviour.
- They have the opportunity to raise with the school any issues arising from the operation of the policy.

The school will investigate all concerns raised regarding the behaviour of others in our school community. Where malicious accusations against members of our school community have been made, appropriate sanctions will be put into place.

## 5. The Curriculum and Learning:

The school believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the students, and the lesson should be differentiated to meet the needs of students of different abilities. Marking, feedback and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

## 6. School and Class Expectations

All staff and students are expected to behave in a way which is respectful of other people and the school environment. Good discipline is the responsibility of all staff. It is maintained through shared expectations and consistently high standards of courtesy, behaviour, effort, presentation of work, self and punctuality.

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, seating plans, access to resources and classroom displays all have a bearing on the way the students behave. Every classroom should provide a welcoming environment.

For the majority of students, positive relationships between teacher and student play a more significant role in maintaining good discipline than any fixed system. Classrooms (including labs, workshops, playgrounds etc.) are places of work and there need to be clearly understood rules and expectations which allow everybody to work safely, successfully and enjoyably.

## 7. Rewards:

Emphasis should be on rewards to reinforce good behaviour. Rewards have a motivational role, helping students to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. Students can be rewarded in the following ways:

- Verbal praise, in a variety of contexts.
- Obtaining STRIVE points for outstanding conduct, good work and academic achievement.

- Collective or individual praise in assemblies, in the school newsletter or via plasma screens (e.g. good behaviour on a school visit).
- Gaining Star of the Week from curriculum areas.
- Gaining additional certificates to celebrate specific academic and pastoral achievements.
- Written or verbal communication with home praising high standards of behaviour, including the use of praise postcards, letters and text messages.
- Invitation to special events which reward high standards, including behaviour.
- Recognition at Awards Evening.
- Display boards around the school celebrating student success.
- STRIVE badges awarded to evidence contributions to school life.

## 8. Sanctions:

Although rewards are central to the encouragement of good behaviour, realistically there is a strong need for proportionate sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In addition to sanctions, restorative justice techniques will be employed as far as is reasonably possible.

The use of sanctions should be characterised by two features:

1. It must be clear why the sanction is being applied.
2. It must be made clear what changes in behaviour are required to avoid future sanctions.

Sanctions may include the following:

- Expressions of disapproval.
- Withdrawal of privileges.
- Detention after school.
- Placement in another classroom or group
- Referral to Form Tutor, Curriculum Leader, Pastoral Leader, Assistant Head of School, Deputy Head or Head of School depending on the nature and severity of the misbehaviour.
- Letter to parents/carers.
- Placing on a waved report.
- Referral to the school's Inclusion Centre.
- Referral to Governor's Behaviour Panel.
- Referral to an Alternative Provision.
- Referral to a Step Out at another school
- Referral to a Managed Move at another school
- Fixed Term Exclusion from school (Deputy Head or Head of School's decision only)
- Permanent Exclusion (Head of School's decision only)

Parental consent is not required for detentions but it is recommended that communication with home is made by the school before a detention takes place. This will be in the form of a text message that will be sent out by the school before 2.30pm each day. Staff should not

issue a detention where they know that doing so would compromise a child's safety or when the students has known caring responsibilities which mean that the detention is unreasonable.

Where antisocial, disruptive or aggressive behaviour recurs and initial use of sanctions have not brought about any improvement, it may be necessary to refer students to other agencies (i.e. Educational Psychologist) to receive specialist help. Where behaviour gives cause to suspect that a child is suffering, or is likely to suffer significant harm, staff should follow the school's safeguarding policy.

All staff are expected to follow the formal Behaviour Management procedure when dealing with misbehaviour around school and in lessons. (See Appendix 1)

#### **9. On Call (Walkabout):**

Should a situation arise on site where a student's behaviour escalates and the classroom teacher has exhausted the school's consequence system, our 'walkabout' provision will be contacted. The 'walkabout' team consists of our five Pastoral Leaders. When the 'walkabout' staff are contacted, they will investigate the issue that has arisen, resolve the situation and ultimately allow the student to continue with their learning in their classroom or in a buddy classroom. If the team judge that the student should not be placed in a lesson, then the student may be isolated for the remainder of that lesson. It is essential that all incidents of 'on call' are recorded by the subject teacher on SIMS/Classcharts and an appropriate sanction is put in place. A central record is kept in school and overseen by the Senior Leader in charge of behaviour. This is used to identify patterns of poor behaviour and to put in place intervention strategies to support staff and students.

#### **10. Communication with Parent(s)/Carer(s):**

The school gives high priority to clear internal communication and to a positive partnership with parents and guardians since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a student is giving cause for concern it is important that all those working with that student in school are aware of those concerns, and of the steps, which are being taken in response. The key person in this process is the form teacher who has the initial responsibility for the student's welfare.

#### **11. Beyond the school gates:**

Teachers have a statutory power to discipline students for misbehaviour outside of the school premises "to such an extent as it is reasonable" (Education and Inspections Act 2006).

Examples include:

- Students who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school.
- Students who misbehave wearing school uniform or are in some other way identifiable as a student at the school.
- Students who misbehave during an Educational Visit, Work Experience or whilst the student is taking part in a further education course as part of a school programme.
- Students who misbehave whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other students in the future.
- This may also apply to students that pose a threat to another student or member of the public or could adversely affect the reputation of the school. These will be subject to a statement(s) being completed or a report from staff, students or member of the public. An investigation will take place and consequences will be imposed that are deemed reasonable in all circumstances.

## **12. Monitoring, Evaluation and Review:**

- Behavioural and Reward data will be regularly monitored by a member of SLT to analyse how the school can further promote a positive, caring environment.
- All aspects of the schools Behaviour Policy and procedures will be regularly evaluated by the Senior Leadership Team and Governors.

## **13. Use of Reasonable Force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent Students committing an offence, injuring themselves or others or damaging property. Please refer to DfE guidance of 'Use of Reasonable Force in Schools.' (July 2013)

## **14. Searching, Screening & Confiscation**

Items which may be searched for without consent may include knives or weapons (made or adapted), alcohol, illegal drugs, fireworks, pornographic images and stolen items. Newall Green High school also enforces a strict ban on tobacco, e-cigarettes and fizzy/energy drinks which have a detrimental effect to school discipline. School staff can search students with their consent for any item if the student agrees. School staff may also search and confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been, or is likely to be used to commit an offence. Please refer to Screening, searching and confiscation, DfE (January 2018). Whilst it is good practise to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as appropriate adult. The school is not obliged to inform parents before a search takes place or to seek their consent to search their child.

**15. Working with the Police**

The school will provide all necessary support and information to assist the police in any investigation involving our students. It is the responsibility of parents and carers to inform the police of matters such as assaults/fights that take place in school. The usual school protocol will be followed should these incidents occur. The school will contact the police with safeguarding issues that warrant police involvement.

**16. Community Service**

The school staff may ask students to assist with tasks such as litter picking or helping to clean the dining area at lunch time if their behaviour warrants this sanction.

**17. Dining room**

Food and drink should only be consumed in the designated areas. Litter must not be dropped anywhere inside or outside the school site and we ask all members of the school community to take care to keep the school clean and tidy. Plenty of bins are available and students are expected to take responsibility for their areas and pick up litter in and around their immediate vicinity.

**18. School Trips & Educational/Sporting Activities:**

School trips and sporting activities are a privilege for students, and they are representing the school at all times during these occasions. Attendance on school trips and the chance to represent the school will be subject to sanctions in line with this policy. If the school feels that a Student's poor behaviour or poor attitude to learning is a concern, then the student may not be able to attend school trips or represent the school in sporting or other extra-curricular activities.

**19. Movement around the school**

We always encourage a calm, orderly and purposeful environment. We believe being polite and courteous is important. Students should move around the school site in an orderly manner that supports a calm atmosphere and respects the health and safety of others.

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

## MOBILE PHONES AND DEVICES

### Mobile phones/devices/earphones/airpods on the school premises:

- **Mobile phones/devices/earphones/airpods** should be 'off and away' at all times, if they are seen or heard they will be confiscated, this includes if they are on display in shirt pockets.
- Mobile phones/devices/earphones/airpods that are confiscated will be returned to students at the end of the day in the first instance, although should there be a second occurrence a call will be made home with the requirement for a parent / carer to collect the phone on their child's behalf.
- The restriction is in place at all times while students are in the grounds of the school building, this includes when students arrive and leave at the end of the day. Mobile phones/ devices/ earphones/ airpods should be off and away before students enter the school grounds and not accessed until they have left the site.
- Should students need to contact parents urgently with any concerns they should make their way to main reception who will make arrangements for parents to be contacted.
- Should a parent/carers wish to contact a student during the school day we ask that they do so via the main school telephone number – 0161 413 8546

### Procedure if a student does not comply with the schools mobile phone/devices expectations:

- If a Mobile phones/ devices/ earphones/ airpods are seen by a member of staff anywhere on the school premises, that member of staff will be required to confiscate it immediately and pass the phone to the main office for secure storage as soon as possible. They will be kept in secure storage for the rest of the day.
- The admin team will then send a text message to inform parents of the confiscation.
- A SIMS record will be completed by the teacher who confiscated the phone, with full details of the confiscation and actions taken.
- The student will be able to collect their items, from a member of the senior Leadership Team at the main reception, at the end of the school day once duties have been completed.
- If there is a second confiscation, parents will be informed and will be asked to ensure that their child does not use their mobile device on the school premises.
- If there is a third confiscation, parents will need to come into school to collect the items. On collection, parents will meet with a member of the pastoral or senior leadership team. During this meeting, parents will be reminded of school policy. The phone may also be checked for any inappropriate material.
- If a student refuses to hand over their mobile phone, the parent will be called and will be asked to come into school and collect their child's phone immediately. Parents will then be asked to bring their child into school the next day for a meeting with a member of the Senior Leadership Team.
- If a mobile phone goes off, or if a student uses a mobile phone in the final hour of the school day the phone will be confiscated as normal and the student may take their phone home at the end of the day. However, they should hand it in the start of the next day for confiscation and parents will be informed.

- If a student claims not to have a mobile device in their possession but a member of staff has reasonable suspicion that they have, the student will be asked to empty their pockets and their bag and blazer will be checked.

**More than three offences will constitute a persistent breach of school rules and will result in additional sanctions (please refer to section 8 Sanctions).**

## Appendix 1: NGHS Behaviour Management Procedure

### *Managing Classroom Behaviour – A Staged Approach*

If we are to successfully manage the behaviour of students in our school and allow a focused approach to learning, then every member of staff must take an active role in the process. We need to clarify the roles and responsibilities of all staff ensuring that there is a clear behaviour management structure, which is used by all.

Where staff are finding recurring issues with certain students or classes we advise that they seek support. It is recognised that from time to time certain students may not meet the required expectations and individual staff should feel confident to ask for other staff to support them on addressing this. Curriculum Leaders, Pastoral Leaders and the member of SLT who is leading the school should be the first point of contact alongside using the staged behaviour management procedure.

### C1 / C2 / C3: 2 Warnings and Class Teacher Detention (15 minutes):

#### Class Teacher / Form teacher (Tutor Time)

Examples of behaviour which should be corrected by the class teacher	Strategies available to the class teacher to assist with behaviour management
<ul style="list-style-type: none"> <li>• Late to lesson (3+ minutes).</li> <li>• Lack of equipment.</li> <li>• Eating, chewing, drinking in class.</li> <li>• Failure to remove coat in class.</li> <li>• Being noisy / talking.</li> <li>• Failure to follow instructions.</li> <li>• Being uncooperative.</li> <li>• Interrupting a teacher / shouting out.</li> <li>• Time wasting / avoiding work.</li> <li>• Using inappropriate language.</li> <li>• Getting out of seat and walking around.</li> <li>• Failure to complete classwork, homework, Examination Assessments etc.</li> <li>• Writing graffiti in exercise books or on desks.</li> </ul>	<p>The class teacher should attempt a variety of strategies to manage a student's behaviour; e.g.</p> <ul style="list-style-type: none"> <li>• Quiet word with student.</li> <li>• Reprimand or warning.</li> <li>• Move student within class.</li> <li>• Speak with student outside of lesson.</li> <li>• Immediate positive praise for cooperation / good work / good behaviour (positive correction).</li> <li>• Negotiation of apology.</li> </ul> <p>If the behaviour persists then a more formal approach should be taken</p> <ul style="list-style-type: none"> <li>• <b>C1 Formal verbal warning</b> A variety of strategies can be used to modify behaviour</li> <li>• <b>C2 Final verbal warning</b> A variety of strategies can be used to modify behaviour</li> <li>• <b>C3 Class teacher detention</b> This will be a 15-minute detention after school.</li> </ul> <p>If further support is needed the class teacher should refer the student to the <b>Curriculum Leader or Pastoral Leader (during form time)</b>.</p>

### C4: Buddy Curriculum Leader Intervention (Pastoral Leader for Tutor Time):

The Curriculum Leader is in a position to use their experience and skills to deal effectively with students and ensure that all staff are supported in effectively managing student behaviour. The Curriculum Leader is

ultimately responsible for organising an appropriate structure to support Curriculum Team members during lessons throughout the school day, this would usually be by promoting a ‘Buddy’ system between staff members.

If a student’s poor behaviour continues after the issuing of a class teacher detention C3 then the student should be moved to the next stage C4 Curriculum Leader / Buddy System and sent out of the classroom to the nominated person.

The Curriculum Leader is responsible for upholding the behaviour standards of the department and should monitor instances of referrals across the department to help address behaviour management strategies across the departmental team.

Examples of behaviour which should be corrected by the Curriculum Leader	Strategies available to the Curriculum Leader to assist with behaviour management
<ul style="list-style-type: none"> <li>● Persistent unacceptable behaviour in subject lessons.</li> <li>● Disrupting the education of other students.</li> <li>● Persistent failure to meet homework and coursework deadlines (after previous class teacher intervention).</li> <li>● Verbal abuse of subject teacher.</li> <li>● Fight / disturbance between students.</li> <li>● Failure to complete subject teacher detention.</li> </ul>	<p>The CL is expected to manage behaviour in their department using a variety of strategies e.g.</p> <ul style="list-style-type: none"> <li>● Student placed in their lesson.</li> <li>● Student placed with another member of the subject team.</li> <li>● Discussion with student at an appropriate moment.</li> <li>● Negotiation of apology.</li> <li>● Phone call home / Letter home.</li> <li>● Meeting with parent.</li> <li>● Place student on departmental report.</li> </ul> <p><b>A 30min ‘buddy’ detention should be issued</b></p>

**Pastoral Leader: For Pastoral / Form Time issues:**

The Pastoral Leader is in a position to use their skills and experience to deal with the most regular and persistent offenders.

Examples of behaviour which should be corrected by the Pastoral Leader	Strategies available to the Pastoral Leader to assist with behaviour management
<ul style="list-style-type: none"> <li>● Persistent refusal to hand over jewellery / non-uniform.</li> <li>● Persistent refusal to hand over phone / music player etc.</li> <li>● Persistent bullying.</li> <li>● Persistent defiance of the uniform code.</li> <li>● Unacceptable verbal abuse of another student (including racist remarks).</li> <li>● Unacceptable verbal abuse of staff (including racist remarks).</li> <li>● Disagreement / fight between students.</li> <li>● Unprovoked assault on another student.</li> <li>● Unacceptable behaviour to/from school.</li> <li>● Failure to comply with sanctions/strategy laid down by CL.</li> </ul>	<p>The PL is expected to manage behaviour in their year group using a variety of strategies e.g.</p> <ul style="list-style-type: none"> <li>● Student isolated with PL.</li> <li>● Discussion with student at an appropriate moment.</li> <li>● Negotiation of apology.</li> <li>● Place student on form tutor / PL report.</li> <li>● Refer to internal / external support agencies.</li> <li>● Student referred to Inclusion Centre.</li> <li>● Referral to Governors Behaviour Panel.</li> <li>● Phone call home / Letter home</li> <li>● Meeting with parent.</li> <li>● Place student on PL report.</li> </ul> <p><b>A 30min after-school detention should be issued</b></p> <p>If appropriate the PL may choose to refer to Key Stage leader.</p>

**C5: On Call / 'Walkabout'**

Examples of behaviour which should be reported to 'Walkabout'
<ul style="list-style-type: none"> <li>• You see a student/adult who is not part of NGHS on the premises.</li> <li>• You see an incident outside your classroom that needs to be dealt with.</li> <li>• To remove a phone or any other piece of equipment that should not be used in the classroom.</li> <li>• An item has been reported missing or stolen during the lesson.</li> <li>• A student has made verbal or physical threats to another person in the room.</li> <li>• A student has been injured in your classroom.</li> <li>• A student needs taking to a buddy classroom.</li> <li>• A student is missing from the lesson.</li> </ul>

Walkabout should be used to address issues which require immediate additional support. When the 'walkabout' staff are contacted, they will investigate the issue that has arisen, resolve the situation and ultimately allow the student to continue with their learning in their classroom or in a buddy classroom. If the team judge that the student should not be placed in a lesson, then the student may be isolated for the remainder of that lesson. Pastoral Leaders will contact parents to discuss the issues directly with them. It is essential that all incidents of 'on call' are recorded by the subject teacher on SIMS/Classcharts and an appropriate sanction is put in place. A central record is kept in school and overseen by the Senior Leader in charge of behaviour. This is used to identify patterns of poor behaviour and to put in place intervention strategies to support staff and students.

**C6: Senior Leadership Team**

Examples of behaviour which should be corrected by SLT	Strategies available to SLT
<ul style="list-style-type: none"> <li>• Assault on a member of staff.</li> <li>• Serious verbal abuse of staff.</li> <li>• Serious aggression fight / assault on another student.</li> <li>• Failure to follow CL / PL instruction.</li> <li>• Disruption of CL / PL lesson.</li> <li>• Drug / substance related incidents.</li> <li>• Possession of an offensive weapon</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Discussion with student.</li> <li>• Negotiation of apology.</li> <li>• Phone call home / Letter home.</li> <li>• Meeting with parent.</li> <li>• Placed on report to SLT.</li> <li>• Referral to Inclusion Centre.</li> <li>• Referral to Governor's Behaviour Panel.</li> <li>• Referral to an Alternative Provision.</li> <li>• Referral to a Step Out at another school</li> <li>• Referral to a Managed Move at another school</li> <li>• Fixed Term Exclusion from school (Deputy Head or Head of School's decision only)</li> <li>• Permanent Exclusion (Head of schools decision only)</li> </ul>

**Placement in Inclusion centre (Include):**

A Key Stage Leader or a member of the Senior Leadership Team (SLT) will make a recommendation to the Assistant head teacher or the Deputy Head teacher as to whether a student should be placed in the school inclusion room. This decision will be based on evidence collected during the investigation process. If the Assistant Head teacher feels an external exclusion should take place this will be recommended to the Deputy Head teacher or the Head of School.

**Head of School / Governors' Behaviour Panel**

In making a decision to exclude a student either for a Fixed Term period or permanently, the Head of School must have full regard for the DfE exclusion guidance. The Head and members of the school Disciplinary Committee are expected to acquaint themselves fully of their duties under the relevant DfE guidance. Consequences / Referral Routes.

**Behaviour Management Procedure: Summary**

**In addition to the below behaviour sanctions students will be placed on waved report if :- (see appendix 3 for further details)**

- a) A student receives more than 3 negative behaviour logs in 1 week
- b) A student creates persistent low level disruption or passive learning over a half-term
- c) A student's attendance or punctuality to lessons becomes a concern
- d) Concerns around the student's behaviour that require monitoring

**Consequence System -**

Consequence	Originator	Action	Referred to:
<b>(C1) Formal verbal warning</b>	Class teacher	<ul style="list-style-type: none"> <li>• Make a note</li> </ul>	No further action required
<b>(C2) Final verbal warning</b>	Class teacher	<ul style="list-style-type: none"> <li>• Make a note</li> </ul>	No further action required
<b>(C3) Class teacher detention</b>	Class teacher	<ul style="list-style-type: none"> <li>• Behaviour logged on SIMS as a class teacher detention</li> <li>• Student issued with an appropriate Sanction by class teacher</li> </ul>	CL/PL if appropriate
<b>(C4) Curriculum Leader Intervention / Buddy Support</b>	Class Teacher Curriculum Leader or Pastoral Leader	<ul style="list-style-type: none"> <li>• Student is moved to a buddy class if appropriate</li> <li>• Teacher</li> <li>• CL/PL discusses situation with student and deals with student using appropriate strategies.</li> <li>• Student issued with an appropriate Sanction by class teacher/CL/PL.</li> </ul>	'Walkabout' contacted if additional support is required  SLT if appropriate
<b>(C5) Walkabout / On Call</b>	Class Teacher Curriculum Leader or Pastoral Leader	<ul style="list-style-type: none"> <li>• Teacher emails walkabout briefly and completes behaviour log on SIMS as walkabout detention.</li> <li>• PL / SLT discusses situation with student and deals with student using appropriate strategies.</li> <li>• SLT completes behaviour log on SIMS.</li> </ul>	SLT if appropriate
<b>SLT sanction</b>	SLT	<ul style="list-style-type: none"> <li>• SLT discusses situation with student and deals with student using appropriate strategies.</li> <li>• SLT completes behaviour log on SIMS.</li> <li>• Student issued with an appropriate sanction by SLT.</li> </ul>	Head of School – Fixed term exclusion if appropriate.

<b>Inclusion Centre (SLT Isolation or Include)</b>		<ul style="list-style-type: none"> <li>Evidence of the incident is compiled.</li> <li>SLT completes referral form and takes to Deputy Head of School to make a decision.</li> <li>Student is placed in Aspire Include at the earliest opportunity.</li> </ul>	Recorded and analysed by behaviour lead with possible further action. Potential referral to Waved report, PBSP, Nurture Hub, PSP, CRF.
<b>Fixed Term Exclusion (authorised by Deputy or Head of School)</b>	SLT Head of School	<ul style="list-style-type: none"> <li>Evidence of the incident is compiled.</li> <li>SLT presents all evidence of investigations with suggested sanction to the Deputy or Head of School.</li> <li>If student or other students are at risk arrange for the student to be isolated until they are sent home.</li> </ul>	Potential referral to Waved report, PBSP, Nurture Hub, PSP, CRF, External agency referral, Governors Behaviour Panel
<b>Step Out (authorised by Deputy or Head of School)</b>	SLT Head of School	<ul style="list-style-type: none"> <li>Evidence of the incident is compiled.</li> <li>SLT presents all evidence of investigations with suggested sanction to Deputy or Head of School.</li> <li>If student or other students are at risk arrange for the student to be isolated until they are sent home.</li> </ul>	Potential referral to Waved report, PBSP, Nurture Hub, PSP, CRF, External agency referral, Governors Behaviour Panel
<b>Permanent Exclusion (Authorised by Head of School)</b>	SLT Head of School	<ul style="list-style-type: none"> <li>Evidence of the incident is compiled.</li> <li>Deputy Head presents all evidence of investigations with suggested sanction to Head of School.</li> <li>If student or other students are at risk arrange for the student to be isolated until they are sent home.</li> </ul>	LEA involvement

## Appendix 2 Standard Operating Procedure

### Focus: Waved Reporting System

**Aims:** To ensure there is a consistent approach to the issuing, monitoring and evaluating of waved reports and student intervention.

**Procedures:** A student will be placed on a waved report if:

- e) A student receives more than 3 negative behaviour logs in 1 week
- f) A student creates persistent low level disruption or passive learning over a half-term
- g) A student's attendance or punctuality to lessons becomes a concern
- h) Concerns around the student's behaviour that require monitoring

#### Wave 1: Form tutor

- Form Tutor to call home and inform Parent/carer about the concerns from a round robin from subject teachers i.e. passive learning, BFL or Lateness to lessons/school
- Record outcomes of conversation on Sims/classcharts. *Please log the Sims Action Taken as Placed on Wave 1 Report.*
- Set Student target out of 30 for week
- Check report at the end of every day, Issue sanctions/rewards where necessary. Log sanctions on Sims as *Not met targets.*
- Weekly contact and update with parents. Log on Sims as *Phone Call Home* and the Action as *Parents Informed.*
- After two weeks on reports, hold a meeting with parents should there not be any improvement. Please log on Sims as *Meeting* and ensure that minutes are taken.
- Keep parents/year teams informed of students progress/concerns
- Use the concerns flowchart should you notice any areas for student support via CRF.

#### 4 weeks-

- Improved BFL - Phone call home to inform parents of Student success. Please log on Sims as *Phone Call Home* and the Action as *Parents Informed.*
- No Improvements – Move to wave 2 – Parental meeting to be made by Form Tutor to handover to Assistant Head Of Year – Completed log of 4 week interventions and home contact to be passed to Year Team

#### Wave 2: Pastoral Leads

- Continued completion of SIMS, daily student checks, rewards and sanctions, parental and intervention team involvement

#### Additional Support-

- Target Card with Smart targets to remind the student of expectations
- Hotspot lesson support

- Intervention team support – central referral form (CRF) completed, Positive Behaviour Support plan (PBSP).

#### Wave 3: Behaviour/Key Stage Lead

- Continued completion of SIMS, daily student checks, rewards and sanctions, parental and intervention team involvement
- Wave 3 – a step out maybe considered at this point
- A Pupil Support Plan (PSP) will be created and a 16 week monitoring programme will begin. KSL to review on an 8 weekly cycle and clear SMART targets set.

#### Wave 4: SLT

- Continued completion of Sims monitoring, daily student checks, rewards and sanctions, parental and intervention team involvement
- continued PSP reviews if still in place

#### Governors Welfare Panel or Behaviour Contract to Deputy Head or Head teacher

Proceedings will commence with a potential outcome being a referral to external BFL placement if no improvement. The student is at risk of Permanent Exclusion

#### **Strategies:**

- Please see Positive Behaviour Management Procedures.
- Call home for positive behaviour or improvement in behaviour
- Reward positive behaviour with STRIVE points
- Discuss low scores on report card using restorative language and provide student with strategies of how to avoid recurring incidents
- Discuss with head of faculty about persistent issues within a particular subject/lesson
- Discuss with pastoral team about persistent issues across subject areas

**Monitoring:** Pastoral Team, Heads of Faculty, Assistant Head Teacher, Deputy Head Teacher

#### **Engagement and Progress:**

Students must ensure that they are fully engaged in lessons and always try to achieve their best.

**Appendix 3 – Chain of Referral**

