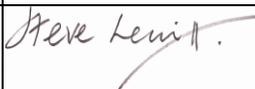




Behaviour Policy and Statement of Behaviour Principles

Recommended by:	Vice Principal Student Support
Recommendation Date	30 th September 2021
Ratified by:	Chair of Governors
Signed:	
Position on the board	Chair of Governors
Ratification Date	8 th October 2021
Next Review:	October 2022
Policy Tier (Central/Hub/School):	School

I Statement of Intent

Effective learning for all students is our primary goal. Raising standards of achievement will result from more effective learning. Good behaviour plays a significant role in promoting a safe and orderly environment, in enabling effective teaching and learning to take place, and in encouraging students to become responsible members of society. For us to be a successful learning community, all members of the community are expected to commit themselves to this aim, by working together and supporting each other, as a team.

Students are expected to behave in a way which helps the school to be a pleasant, supportive and positive learning environment. Equally, well planned, and engaging lessons are important in motivating students and lessening the likelihood of disruptive behaviour. Finally, fostering positive and respectful relationships between all members of the school is seen as crucial to ensuring high standards of behaviour.

2 Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

3 Evaluation and development of policy

The policy will be developed through consultation with staff, students and governors. The Policy should be considered in conjunction with other relevant Policies such as the Anti- Bullying Policy, the Drug Policy, the Child Protection Policy, The SEN and Inclusion Policy and the Exclusions Policy. Students will be consulted about, and informed of, any changes to the Policy.

4 Legislation and statutory requirements

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

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

5 Definitions

5.1 Misbehavior

- › Not Bringing your own equipment to lessons
- › Not Using respectful language
- › Not Respond politely to others
- › Not Looking after our school environment
- › Not follow instructions first time
- › Not actively listen to others
- › Not fully engage in your learning
- › Not produce work you can be proud of
- › Not removing your coat when indoors
- › Causing disruption in lessons, corridors, toilets or other social spaces.
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform and/or wearing the uniform incorrectly in and out of school
- › Offensive and/or inappropriate language
- › Having a mobile phone in school that is not switched off and, in your bag,

5.2 Serious misbehaviour

- › Repeated and/or persistent breaches of the school rules
- › Poor behaviours in Internal Exclusion
- › Behaviours that prevent, or negatively impact, others learning.
- › Behaviours that prevent, or negatively impact, others wellbeing and/or safety
- › Behaviours that adversely affect the reputation of the school
- › Refusal to follow the instructions of Senior Leaders
- › Impeding or not cooperating with staff reviewing or investigating behaviour or safeguarding concerns.
- › Non-compliance
- › Selling and trading any items
- › Verbal abuse or intimidation of staff
- › physical abuse or intimidation of students
- › Any form of bullying
- › Truancy from lesson and/or school
- › Persistent Lateness to school or lessons
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Malicious Allegations
- › Breaches of health and safety which endanger themselves or others
- › Peer on Peer abuse of any kind
- › Fighting (Partaking, encouraging, inciting, watching or recording)
- › Smoking / vaping
- › Failure to comply with safeguarding policy
- › Any Criminal Act
- › Repeatedly having a mobile phone in school that is not switched off and, in your bag,
- › Racist, religious, ethnicity, sexist, homophobic or other discriminatory behaviour
- › Possession of any prohibited items. These include but are not limited to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco and cigarette papers (and any smoking or vaping paraphernalia)
- Shisha Pens/e-cigarettes/vape Pens (and any smoking or vaping paraphernalia)
- Cigarettes, Cigarettes lighters, matches (and any smoking or vaping paraphernalia)
- Fireworks or pyrotechnics
- Pornographic images or material (including on mobile devices)
- Mobile phone, MP3 player or tablet devices; including headphones
- Recordings that might invade student or staff privacy
- Laser pens
- Any article a staff member determines to be offensive, dangerous or will subvert the educational standards and values of the academy.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

NB: A serious one-off incidents where: a weapon, made weapon, illegal substances or other item(s) that endanger the health, safety or wellbeing of others are brought onto the school site is most likely to result in a permanent exclusion. A permanent exclusion is likely to be issued when a serious one-off incident takes place out of school which involves a weapon, made weapon, illegal substances or other item(s) that endanger the health, safety or wellbeing of others.

5.3 Exclusions

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled) referred to in School discipline and exclusions guidance. <https://www.gov.uk/school-discipline-exclusions>

Fixed period exclusion

A fixed period exclusion is where your child is temporarily removed from school. If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, e.g. at a pupil referral unit.

Students can be excluded for up to 45 days of each academic year.

The school or local council must tell you about any alternative education they arrange. It is your responsibility to make sure your child attends.

Fixed term exclusions are decided by the Principal or SLT member when deputising. All fixed term exclusions are followed with a readmission meeting which should be attended by the child and their parent(s)/ carer. A plan for the student's future behaviour is agreed at this meeting.

Permanent exclusion

Permanent exclusion means your child is expelled. Gospel Oak School will provide work for 5 days. Your local council must arrange full-time education from the sixth school day.

The school or local council must tell you about any alternative education they arrange. It is your responsibility to make sure your child attends.

Permanent exclusions are subject to a legal procedure. They are recommended by the Principal and are conducted by a Governor Disciplinary Panel.

Internal Exclusion

Gospel Oak School make use of an internal exclusion room which is used as an alternative to a fixed period exclusion and aims to keep your child in school and learning under the supervision of school staff. Internal Exclusion means that a

student will be supervised in the Internal Exclusion Unit for the entire day. They will be sent work from their teachers or will access work from their shared area via a laptop for that day and will be expected to reflect on their behaviour. If a student does not complete a successful day, then the sanction could be extended or escalated.

Only members of the Senior Leadership Team & Student Support Team can make the decision to place students in Internal Exclusion.

5.4 Behaviour Support Plans and Pastoral Support Plans

Students whose behaviour is deteriorating will be subject to a Behaviour Support Plan (BSP). The aim of a BSP is to intervene and support a student in improving their behaviour and to try to avoid exclusion. Parents will be contacted to attend a meeting when such a plan is put into place. This BSP focuses on a student's strengths and areas of concern. It also includes a set of targets for the students and builds in regular reviews. It may also involve internal and external support, for example, staff mentoring, PCSO support, Senco input and the Academy's Attendance Officer, who may be able to offer extra targeted support for the student.

Students who are not successful on their behaviour support plan or who have issues apart from or alongside their behaviour will be subject to a Pastoral Support Plan. For example, health issues affecting attendance and learning would be placed onto a Pastoral Support Plan which focuses on a student's strengths and areas of concern. It also includes a set of targets for the student and builds in regular reviews. The PSP will take into account all issues and set out an achievable and realistic support for the student to make their way back to full education. Like the BSP, a number of internal and external resources may be used.

Support

It should be noted that on occasions students misbehave due to extreme personal difficulties. Staff dealing with such students will ensure that the right type of support is in place and, as a result, sanctions may vary from the set pattern. The Student Support Team will work to ensure that poor behaviour is not repeated but poor behaviour will not be tolerated, and sanctions applied in all cases.

5.5 Recording behaviour incidents

All significant behaviour incidents are recorded initially on the school's behaviour management system. Staff are expected to build a better picture of an individual student's behaviour, depending on role, for instance as a Director of Learning and Standards (DLS), as a Form Tutor or Student Support Leader. All are expected to interrogate behaviour data rigorously, and to develop appropriate plans for individuals and groups in need of intervention. The student support team will also use data to identify any more general behaviour issues in order to tackle them.

6 Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

7 Roles and responsibilities

7.1 The governing board

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

7.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

7.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

7.4 Parents

Parents are expected to:

- Supporting the home school agreement
- Following the parents code of conduct
- Support their child in adhering to the pupil code of conduct
- Supporting their child with the digital code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor promptly

8 Student code of conduct

Respect

All students will show respect by:

- Being courteous and thoughtful towards others, including fellow students, staff or visitors,
- Treating everyone equally, irrespective of race, faith, gender or ability.
- Always following instructions from staff.
- Refraining from participation in any form of bullying (verbal, physical or cyber), reporting any incidents to a member of staff immediately.
- Refraining from bringing themselves, fellow students, staff and the name of Gospel Oak School into disrepute by engaging in disruptive activities.

Pride

All students will take pride in themselves and Gospel Oak School by:

- Always wearing the correct uniform, in the correct way, and **not** wearing coats in corridors and inside social spaces.
- Bringing the correct equipment and learning resources to lessons and follow the schools **Behaviours for Learning** protocols.
- Promoting themselves, others and the school positively, both inside and outside of lessons, within the community and travelling to and from school.
- Demonstrating they are reliable and trustworthy.
- Celebrating their own success as well as others.

Aspiration

All students will aspire to be the best they can be by:

- Attending school every day, arriving at school on time.
- Actively participating in classroom discussion.
- Completing all work to the very best of their ability, and meeting deadlines for completion, including homework.
- Seeking out opportunities to participate in super-curricular activities and clubs.
- Striving to realise and surpass their potential in all aspects of school life.

Arriving at Gospel Oak School all students are expected to:

- Be in full uniform.
- Not leave the premises once on the school site.
- Be lined up sensibly and silently by 8.25am in designated areas.
- Students should not have energy drinks, drinks containing caffeine, or chewing gum.
- Mobile phones and electronic devices are prohibited items and should be kept in their school bag.
- Food and drink should be kept in the student's bag.

Moving to and from assemblies all students are expected to:

- Line up on the main playground for 8:25
- Wait in alphabetical order whilst the Form Tutor checks uniform and takes the register.
- Form Tutors will escort students into the relevant assembly area.
- Students must sit in silence unless invited to speak.
- Students must celebrate the success of others by applauding politely as appropriate.
- When collecting an award, students should shake hands, smile and say thank you.
- At the end of assembly, tutor groups will be dismissed one row at a time.
- Students will leave silently to their next lesson.

At the start of lessons all students are expected to:

- Arrive promptly to lesson.
- Greet the teacher at the door.
- All students must move immediately and put their equipment and planners on the desk.
- All students must start the classroom activity, whilst the teacher takes the register.

During a lesson all students are expected to:

- Follow classroom rules
- Be an active listener and not talk over others.
- Celebrate the success of others.
- See mistakes as part of the learning experience.
- Put hands up if they wish to interrupt the speaker.
- Follow the instructions of the teacher.
- Not leave the room without permission.
 - In the rare circumstances that a student is allowed out of a lesson for any reason, a lesson pass must be secured from the classroom teacher

At the end of lessons all students are expected to:

- Pack away when told to do so quietly and sensibly.
- Stand behind their desk and wait to be dismissed
- When told to leave, make sure chairs are under desks and leave in an orderly way.

Walking around school all students are expected to:

- Move to lessons quickly and directly
- Hold the doors open for others.
- Walk on the left-hand side of the corridors and stairways.
- Keep quiet on corridors and never shout or run.
- Coats must **not** be worn in the building.

During Break and Lunchtime all students are expected to:

- Use their break time effectively:
 - Fill their water bottle in the canteen before the bell sounds for lessons
 - Use the toilets closest to the dining room on the ground floor
- Line up quietly in the dining room area to be served food.
- Say thank you to catering staff.
- Clear tables, wipe up spills and maintain an orderly dining room environment.
- Remain in the designated areas.
- Food is only to be consumed in the Dining Room and is not to be eaten outside.
- No eating or drinking should take place in the corridors.
- Items will be confiscated if students do not put them in their bags.
- Bringing into the school and selling of items, including food and drink, is strictly forbidden.
- Litter must not be dropped anywhere in, or outside, the school building, and everyone should take care to keep the school looking clean and pleasant. Plenty of litter bins are provided for use.
- Only play games in the allocated areas this does not include the roads
- Wear full uniform in the school buildings and **NO** coats.
- Move on the sound of the first bell or requested to move to lesson.

At the end of the school day all students are expected to:

- Make sure they have everything needed for their homework.
- Walk quietly and considerately to enrichment or the school exits.
- If taking the bus behave calmly and sensibly at the bus stop.
- Follow the bus company's health and safety policy. The school will support any action taken by the bus companies against any student, who is deemed to be a danger or nuisance to others and puts at risk the safety of others. In the rare event of a student not being allowed onto a bus, the school will attempt to contact the parent or carer.
- Walking to and from school respecting residents and the community at all times – the school will sanction for any breaches of this in line with the behaviour policy.
- Ensure school uniform is worn correctly at all times.
- Represent Gospel Oak School with pride and be a model citizen

9 Rewards and sanctions

Positive comments, written, verbal and non- verbal, do much to encourage positive behaviour and a determination to do well. The rewards systems are used to support the good behaviour of the school, as well as success in learning. A Gospel Oak point system where staff should reward students each lesson for their successes. These are recorded and contribute to the half termly rewards that students receive. In addition to the point system we recognise and reward for improvements or high performance in the following areas;

- 100% Attendance
- most improved attendance
- best tutor group attendance
- no concerns
- positive behaviour points
- additional community and whole school contributions

For the small number of students who behave in an inappropriate way, the school has a series of sanctions. Sanctions should be at an appropriate level for the misbehaviour or may be more serious for repeated misbehaviour.

9.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Positive phone calls home
- Positive letters sent home
- Student of the term
- Tutee of the term
- Praise postcards
- Internal activities selected by students- Cinema Popcorn and pop, muffin morning, pizza experience.
- External activities selected by students- Bowling, BMX, skating, gym access or London theatre trip.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand

- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
 - After school detentions do not need prior notice and can be up to one hour on the same day.
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- community service;
- managed transitions to other schools
- internal exclusion at another school (isolation)
- arrangements for alternative provision
- withdrawal of a privilege (e.g. school trip);
- parking students in another classroom
- internal exclusion;
- fixed term exclusion;
- and, in extreme cases, permanent exclusion.

We may use the internal exclusion room in response to serious behaviours or persistent misbehaviours and breaches of this policy.

Pupils may be sent to the internal exclusion room during lessons if they are disruptive, and they will be expected to complete the work provided.

Pupils who do not attend a given detention may also be sent to the internal exclusion room

9.2 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

Sanctions for sexual harassment and violence may include:

- Any of the school sanctions listed
- Referral to the police as necessary

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

- Responding to a report

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

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

9.3 Off-site behaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school including online and on social media

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, member of the public or a member of staff
- Could adversely affect the reputation of the school

9.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. Sanctions could include fixed or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. Sanctions could include fixed or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

10 Behaviour management

10.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

10.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

10.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items may not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

NB: A serious one-off incidents where: a weapon, made weapon, illegal substances or other item(s) that endanger the health, safety or wellbeing of others are brought onto the school site is most likely to result in a permanent exclusion. A permanent exclusion is likely to be issued when a serious one-off incident takes place out of school which involves a weapon, made weapon, illegal substances or other item(s) that endanger the health, safety or wellbeing of others.

10.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

10.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

11 Monitoring arrangements

This behaviour policy will be reviewed by the Principal and school governors annually. At each review, the policy will be approved by the Principal and governors.

12 Links with other policies

This behaviour policy is linked to other school policies including:

- Exclusion's policy
- Child protection and safeguarding policy
- Antibullying policy

13 Appendix I: Written statement of behaviour principles

› Rights

- Everybody has a right to safety (physical and emotional)
- Teachers have a right to teach
- Students have a right to learn
- Everybody has a right to be treated with dignity and respect

› Responsibility

- As you have the right to feel safe, you have the responsibility to behave so others can feel the same way too
- As you have the right to learn/teach, you have the responsibility to behave so that teachers can teach, and students can learn.
- As you have the right to be treated with dignity and respect, you have the responsibility to behave so others can feel the same way too

Students behave better where they can actively and successfully engage in their learning. Teachers and other staff should set high expectations of students in lessons both in their learning and in their behaviour for learning and ensure these are clearly explained and consistently applied. Primarily, good behaviour and discipline is the responsibility of the classroom teacher or tutor and staff are respected most when they deal quickly, fairly and consistently with poor behaviour in lessons.

Our behaviour management is underpinned by “Every Interaction with a Child is Crucial”

- › We value and celebrate the achievements of all individuals.
- › We are ready for learning by having the right attitude, equipment and uniform.
- › We believe that everyone should be allowed to learn without interruption.
- › We believe that we should all listen to and respect all contributions, even if they differ from our own.
- › We respect our environment by looking after our classrooms, corridors and all other areas of school and its grounds.

The school also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

14 Appendix 2: Student Support Behaviour Ladder

<p>Stage One</p> <p>Student behaviour is monitored and managed by the class teacher, DLS and form tutor as appropriate.</p> <p>Logging incidents of poor behaviour into Edulink as necessary.</p>	<ul style="list-style-type: none"> • Verbal warnings • Edulink log • Personal detention • removal from classroom • phone call home • subject reports
<p>Stage Two – Blue Report</p> <ul style="list-style-type: none"> • Student is placed onto a form tutor report for a period of two weeks and reviewed. • Parents/Carer meeting or contact to take place ahead of the report being issued – A letter is issued. • Report is monitored daily by the form tutor with sanctions applied as appropriate. • If successful student has final two weeks on report and comes off. • if unsuccessful the report is either continued or escalated to a Head of Year report. 	<ul style="list-style-type: none"> • Check SEN status/passport. • learning conversation with students • communication with head of year. <p>sanctions to be applied:</p> <ul style="list-style-type: none"> ○ if a student fails to attain 32/36 points on their report card a detention is issued.
<p>Stage Three – Yellow Report</p> <ul style="list-style-type: none"> • Student is placed onto a Head of Year report for a period of three weeks. • Parent/Carer Meeting to take place ahead of the report being issued - letter issued report is monitored by the head of year with sanctions applied as appropriate. • if successful student has final two weeks on report and comes off. • if unsuccessful the report is either continued or escalated to the Year Team leader report 	<ul style="list-style-type: none"> • check SEN status/passport. • Refer to SEN for testing. • Ensure BSP/PSP in place. • Consider internal or external support inc early help. <p>Sanctioned as above but also consider</p> <ul style="list-style-type: none"> • recommendation for internal exclusion
<p>Stage Four – Red Report</p> <ul style="list-style-type: none"> • Student placed onto a year team leader report for a period of three weeks. • Parent/Carer meeting to take place ahead of this with head of year and year team leader. • Report is monitored daily boy the year team leader with sanctions applied as appropriate. • if successful students have final two weeks on report and comes off. • if unsuccessful the report is continued with stage 5 or stage 6 support implemented with SLT support. 	<p>Consider:</p> <p>Counselling</p> <p>Modified timetable.</p> <p>HUB provision</p> <p>BST</p> <p>EWO</p> <p>External agencies.</p> <p>Sanction as above but also consider recommendation for:</p>
<p>Stage Five</p> <ul style="list-style-type: none"> • Hub Refocus • Modified provision • Alternative provision refocus 	<p>Stage six</p> <ul style="list-style-type: none"> • Manage move. • Alternative provision • Permanent exclusion <p>1–5-day internal exclusion</p> <p>1–5-day external exclusion</p>

Stage 1:

This is a personal and departmental response by the individual Classroom teacher and DLS. It is intended that the class teacher takes ownership of low-level disruption in the classroom. When it is necessary the classroom teacher should employ a range of strategies for dealing with disruption. Suggested strategies could be:

- note in the student planner
- extra work
- Moving the student to another seat in the classroom
- A verbal reprimand
- Discussion with the student
- Time penalty
- Parental contact
- Use of departmental e-rota

Stage 2

At this point the DLS and HOY will discuss, and a decision will be made to put the student onto a tutor report card for 2 weeks. HOY will set this with the tutor to give the Academy the overview of student performance in its entirety across all subjects. Parents will be invited to the Academy for a meeting with HOY and tutor and informed of the reasons.

Stage 3

If there is no significant improvement the Head of Year will take on the responsibility of monitoring the behaviour of the student, liaising closely with the Year Team Leader. Parents will be contacted and invited into the Academy for a meeting with the HOY and YTL.

Stage 4

If there is no significant improvement the Year Team Leader will take on the responsibility of monitoring the behaviour of the student, liaising closely with the SLT for Student support. Parents will be contacted and invited into the Academy for a meeting with the HOY and YTL.

Stage 5

If there is no significant improvement the Year Team Leader will continue the responsibility of monitoring the behaviour of the student, liaising closely with the Vice Principal for student support. Parents will be contacted and invited into the Academy for a meeting with the YTL and Senior leadership representative (and where appropriate a representative of the governors).

Stage 6

The Vice Principal (Students) and Principal work closely together considering the future of the student.

15 Appendix 3: Department Behaviour Ladder (Stage one of student support ladder)

