

# GOOD BEHAVIOUR POLICY

**Statutory**

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## Introduction

Cams Hill School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Good behaviour is crucial to helping children achieve their potential, both academically and as members of the school and wider community. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our school community, we adhere to the values of being: **'Ready, Respectful, Safe' (RRS)**.

We believe that promoting good behaviour and rewarding success, coupled with having clear rules that are fair and easily understood, helps pupils to do this. The vast majority of pupils behave well, are friendly and cooperative, and act as excellent ambassadors for the school and others. It is important that their successes are recognised through praise and rewards. Some pupils may struggle from time to time, either because of issues at home or because of other factors. Central to ethos of Cams Hill School is the understanding that we will all work together- staff, parents and pupils- to ensure the best possible outcomes for every single pupil.

Cams Hill School considers all reasonable adjustments when applying the Good Behaviour Policy.

## Principles

At Cams Hill School, we believe that every person is equally important and that no one has a right to harass, insult or cause offence to any other person for any reason. We particularly reject the way that some people abuse others, because of issues relating to age, gender, ethnicity, disability, sexual orientation or any other reason. We believe that these principles underpin pupils' behaviour and all that we do as adults.

It is the school's intention to provide every pupil with the opportunity to reach their full potential in an environment which encourages co-operation, understanding and tolerance. We aim to create an environment where teachers can teach and every child can learn freely and fully without disturbance. We encourage positive relationships and aim to develop the personal skills and discipline needed to be successful in later life.

We seek positive relationships with all our parents, guardians and carers and wish to encourage a shared approach to ensure that pupils achieve their potential, both academically and as members of the school and wider community.

We meet the needs of our learners by offering them every opportunity to learn and develop in order to fulfil their potential. We celebrate our skills, talents and successes within a community underpinned by the principles identified in four words; inspire, nurture achieve and excel:

- **Inspire** all our pupils through challenging, engaging and enjoyable learning experiences that maximise progress, achievement, attainment and enjoyment.
- **Nurture** and care for pupils in an environment that recognises, support, advises and guides each and every individual. Personalised care is vital in ensuring that all pupils feel valued and are therefore able to achieve their potential.
- **Achieve** to the highest possible standards. We believe that a strong academic educational foundation provides our pupils with the skills and attributes to progress to life beyond Cams Hill School with confidence and resilience.
- **Excel** above and beyond basic expectations. We are proud to challenge, stretch and encourage pupils to understand that there are no limits. We encourage them to aim high and be confident to make mistakes, overcome obstacles and 'bounce back' in times of adversity.

We continue to develop an ethos for learning and achievement based on outstanding teaching, a challenging, enriching and relevant curriculum and high standards of behaviour.

We aim to provide the best possible educational experience for all of our community within a well-ordered and purposeful learning environment ensuring all members of Cams Hill School are 'Ready, Respectful and Safe'.

We believe passionately in the power of praise and recognition as a key tool to motivate and encourage a growth mind-set. We aim to ensure that praise will outweigh criticism by a ratio of 5:1.

Sanctions, based on restorative approaches to rebuild relationships, are used to moderate and to raise awareness of acceptable behaviours which will enable pupils to learn and thrive.

Multi-agency referrals and assessments are will be used to identify and meet the needs of pupils who display persistent, disruptive behaviour; managed moves, school to school referrals and alternative provision are utilised as appropriate.

We ensure that our Good Behaviour Policy follows the latest guidance documents from the Department for Education (Appendix 1).

We also acknowledge the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

**Praise and Reward**

Our praise and recognition system is designed to celebrate the success of all our pupils. It is underpinned by the belief that continual praise of each pupil’s own personal best behaviour and attitude to work is fundamental to establishing and reinforcing appropriate behaviour and work patterns. Verbal praise, telephone calls home and positive postcards are used routinely to create and reinforce positive relationships at all times. These are recorded by the teacher on Class Charts.

Credits are awarded by all staff and are logged on the positive section of Class Charts. The number of credits received by pupils is monitored by the Tutor and Head of Year. Individual progress is reviewed weekly and used as a basis for discussion and further achievement. Every term, pupils will attend celebratory assemblies. Credits give instant recognition and motivation for achievements in subject areas, and from Head of Year

**Ready Respectful Safe**

Pupils are expected to behave in such a way that they are ‘Ready Respectful Safe’ (RRS):

READY – to learn, to take exams, to develop skills and talents, to be a responsible citizen, to take risks

RESPECTFUL – towards each other, towards the staff, towards the school itself and their environment

Able to stay SAFE – to think before they act; to follow instructions for health and safety reasons; to use social media responsibly.

Staff will deal with any pupils who are not behaving in a way that is ‘Ready Respectful or Safe’ in a consistent, calm and adult manner. Staff will take personal responsibility to follow things through with pupils and to engage in restorative dialogue to rebuild relationships. In lessons the class teacher will follow the procedures below with any pupil whose conduct is hindering their own learning and that of the other pupils in the class. Each lesson will be treated as a fresh start.

<b>Stepped Actions – delivered in private</b>
<b>Reminder</b> Remind the pupil of the expectations linked to Ready, Respectful, Safe
<b>Caution</b> Give a clear verbal caution to make the pupil aware of their behaviour clearly outlining the consequences to come
<b>Last chance</b> Explain to the pupil that this is their final opportunity to engage (referring to previous examples of good behaviour) before they will be asked to leave the room
<b>Time out</b> Ask the pupil to stand outside the class for no more than 2 minutes with the restorative reflection card so that the pupil can reflect on their next steps. Before the pupil re-enters, the teacher will speak to the pupil outside to reset the boundaries, again reminding the pupil of their previous good conduct/attitude/learning, and giving them a final opportunity to engage to avoid being parked in another lesson. Log on class charts
<b>Parking</b> Ask the pupil to leave the lesson, with work, to go to the appropriate ‘parking lot’ within the department or if this is not possible, send the pupil with the parking slip to the appropriate KS/Year office. Log on ClassCharts
<b>Restorative Conversation (Restorative 5)</b> If at all possible a Reflective Discussion should take place before the next lesson, or as soon as possible afterwards. This should be a non-confrontational conversation regarding the behaviour The pupil should be encouraged to reflect on the impact and consequences of behaving in a similar way in the future. The member of staff should offer examples of good behaviour the pupil has displayed they wish to see more of. The member of staff must be prepared to listen and take action on feedback from the pupil as to what they feel is contributing to their behaviour, e.g. level of work, others in the classroom, seating plans. Referrals to Key Stage/Year teams could be an action from this discussion. The pupil and member of staff should both leave the discussion feeling they have moved on from the behaviour with clear expectation set.

If the pupil does not attend or the reconciliation is unsuccessful the member of staff should call on support from their line manager who will support the Reflective Discussion process. Departmental leaders and experienced colleagues will stand alongside offering support and guidance. They will not discipline pupils in isolation. Reflective Discussions can happen for more than one incident and should be happening throughout the process without resorting to formal processes where possible.

Consequences for being parked could include an 'imposition' to complete missed work in the pupil's own time, a restorative conversation to be held at break/lunch/after school for approximately 15 minutes, supervised breaks or catch up sessions at lunchtime.

The expectation that pupils will behave in such a way that they are 'Ready Respectful Safe' also applies during break and lunch times, on the way to and from school, on a trip and in any other circumstance that could adversely affect the reputation of the school, have repercussions for the orderly running of the school and/or pose a threat to another pupil in the school. In addition other pupils will face consequences if they choose to associate with pupils who are not behaving in a way that is 'Ready Respectful Safe'.

Pupils who persistently behave in such a way that demonstrates that they are not 'Ready Respectful Safe' will be referred for further assessment (internally or externally) to ensure they do not have any unmet needs. In addition, such pupils will be monitored by the Head of Department or the Year team as appropriate to individual cases.

Internal isolation, Head of Year/Senior Leadership Team seclusion, external isolation and fixed term exclusions may also be used for pupils who are persistent offenders.

Cams Hill School works closely with other local secondary schools and consequently managed moves may be used to give a pupil a fresh start in a different environment. In addition, we will refer pupils to alternative provision as appropriate with similar protocols to those described above.

#### **Head of Year/Senior Leadership Team Seclusion**

The school may require pupils to complete their period of isolation under the supervision of the Head of Year, Assistant Head of Year or a member of the Senior Leadership Team.

#### **Internal Isolation**

There are alternative facilities which are used for those demonstrating behaviours which would usually lead to a fixed term exclusion, it is a consequence for pupils who behave poorly and gives them an opportunity to reflect on their behaviour for learning. Internal isolation allows pupils to access the school curriculum enabling them to remain part of the school community. Internal isolation reinforces expectations, the school rules and gives guidance to pupils to ensure that, although excluded from mainstream sessions, they still have specialist support. Internal isolation runs from 0830 through to 1515 or Extended Internal Isolation runs from 0800 through to 1600. Pupils who miss a day(s) in internal isolation through illness, non-compliance or any other reason will be expected to complete that day(s) prior to returning back into mainstream classes. Pupils are expected to work in silence away from the rest of the school community. Pupils will have alternative rest breaks.

#### **Head of Year/SLT Seclusion**

The school may require pupils to complete their period of isolation under the supervision of the Head of Year, Assistant Head of Year or a member of the Senior Leadership Team with similar protocols as those discussed above.

#### **External Isolation - School to School inclusion**

The school may require pupils to complete their period of isolation off site at another local school with whom the school has agreed similar protocols as those described above for internal isolation.

#### **Exclusions**

When an incident is deemed sufficiently serious that a detention or other in-school sanction is insufficient, the Headteacher may decide to exclude a pupil, either for a Fixed-Period or Permanently. If a pupil is excluded for more than

six days, alternative provision will be arranged. Parents have a right to make an appeal to the Governors' Disciplinary Committee.

### **Screening and Searching**

School staff have the power to search all pupils with their consent and, if necessary, to confiscate the following items:

#### **Banned Items**

- Knives and any dangerous items which can be construed as weapons, including aerosols (including aerosol deodorant), fireworks and laser light pointers
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco (including e-cigarettes and filters), lighters/matches and cigarette papers
- Pornographic images
- Energy drinks
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

#### **Items which are not Banned**

- Mobile phones, iPods and other mp3 players and Smart Devices (pupils are allowed to have these items in school but they will be confiscated if they are used)
- Smart watches (pupils are allowed to have these in school but they must be used solely to tell the time. These items will be confiscated if they are used for any other purpose.

Weapons and knives, as well as any illegal drugs, will always be handed over to the police. Mobile phones, iPods and mp3 players will be confiscated for three days; stolen items will be returned to their owners where possible; other items may be destroyed.

The school is not required to inform parents before a search takes place and there is no legal requirement to inform parents/guardians/carers of the result of any search. However, the school will always seek to keep parents/guardians/carers informed.

In accordance with DfE guidance, the school will take account of the specific circumstances of pupils and will have regard to legislation concerning equal opportunities, SEN, disability and vulnerable pupils.

### **Mobile Phones/Smart Devices**

Cams Hill School does not allow mobile phones and other mobile/smart devices to be used during the school day. Research proves they can disrupt learning and progress and lead to increased incidents of bullying. If they are brought into school, they should be switched off and kept out of sight. Items are brought in at the owner's risk and Cams Hill School cannot take responsibility for loss or damage to these devices.

If a pupil is seen taking a phone or mobile/smart device out during the day, it will be confiscated and put in the school safe regardless of whether the phone or mobile/smart device is the property of the person in possession of it. It will be securely locked away for three days. A phone call home will be made to advise parents and carers that this has taken place.

The school acknowledges that some parents and pupils may feel safer with access to a mobile phone. There is a school mobile phone which may be made available for a pupil to borrow if their phone has been confiscated. Use of this temporary phone will need to be organised via the Headteacher's PA and is only available in exceptional circumstances.

### **Social Media**

The school prohibits the publishing and distribution of any images which brings its name into disrepute, such as posting inappropriate images of pupils in uniform on Facebook or other social media. This could include activities which take place offsite, if the Headteacher believes that this behaviour is detrimental to the reputation of the school.

Pupils who are discovered to have accessed social media sites during the school day may be sanctioned and the device which they used to access the site will be confiscated for three days.

## **Reasonable Force**

In accordance with DfE guidelines (“Use of Reasonable Force”, July 2013), the school does not operate a “no touch” policy and there are occasions when physical contact with a pupil is “proper and necessary”. These may include:

- Comforting a distressed pupil
- Congratulating or praising a pupil
- Demonstrating how to use a musical instrument
- Demonstrating exercises or techniques during PE lessons or sports coaching
- Giving first aid

There may also be occasions when “reasonable force” is needed, such as:

- Removing disruptive children from the classroom where they have refused to follow an instruction to do so
- Preventing a pupil behaving in a way that disrupts a school event or a school trip or visit
- Preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

In addition, the Headteacher and staff authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items.

In all instances, the School will always notify parents, guardians and carers in incidents where reasonable force has been used, although there is no statutory requirement to do so. These incidents will be recorded and reported annually to the governing body.

## **Allegations of Abuse against Staff**

Any allegations of abuse should be reported to the Headteacher and will be dealt with according to the Staff Discipline, Conduct and Grievance Procedure policy.

The Headteacher will ensure every effort is made to maintain confidentiality for the pupil and staff and will guard against unwanted publicity during the investigation. A member of staff will not automatically be suspended following an allegation - this outcome will only be determined as a result of evidence collated by the investigation.

Any allegations later proved to be false may result in action being taken against the pupil(s) who has/have made these claims.




## **APPENDIX 1 - Guidance Documents from the Department for Education**


We ensure that our Good Behaviour Policy follows the latest guidance documents from the Department for Education:

- [Behaviour and discipline in schools; advice for Headteacher and school staff \(DfE January 2016\)](#)
- [Use of reasonable force: advice for Headteacher, staff and governing bodies \(DfE July 2013\)](#)
- [Searching, screening and confiscation: advice for Headteacher, staff and governing bodies \(DfE February 2014\)](#)
- [Exclusions from maintained schools, Academies and pupil referral units in England: a guide for those with legal responsibilities in relation to exclusion \(DfE 2017\)](#)



## APPENDIX 2: Managing Positive 'Classroom' Behaviour

	Behaviour	Follow-up	
<p style="text-align: center;"><u>Pupils are expected to</u></p>  <p>be <b>Ready</b> - to learn, to take exams, to develop skills and talents, to be a responsible citizen, to take risks.</p>	<p>Minor issues during lesson (e.g. persistent talking, distracting others, off task)</p>	<p><b>Reminder</b>- remind the pupil of the expectations linked to ready, respectful, safe. <b>Caution</b>- give a clear verbal caution to make the pupil aware of their behaviour clearly outlining the consequence to come.</p>	<p style="text-align: center;"><u><b>Our 3 Visible Behaviours</b></u></p> <p style="text-align: center;"><b>meet and greet at the door</b> - eye contact or handshake.</p> <p style="text-align: center;"><b>promote the positives</b> – recognition names on board; phone call home; notes or postcards.</p> <p style="text-align: center;"><b>role model calm, rational responses</b> – scripts; proportionate; reprimand in private.</p>
 <p>be <b>Respectful</b> – towards each other, towards the staff, towards the school itself and their environment.</p>	<p>Continued low level disruption</p>	<p><b>Last chance</b>- Explain to the pupil this is their final opportunity to engage (referring to previous examples of good behaviour) before they will be asked to leave the room. <b>Time out</b>- Ask the pupil to stand outside the classroom for no more than 2 minutes with the 'restorative reflection card' so that the pupil can reflect on their next steps. Before the pupil re-enters speak to the pupil outside to reset boundaries, reminding the pupils of their previous good behaviour/conduct/attitude to learning and give them a final opportunity to engage to avoid being 'parked'. Class teacher log on Class Charts.</p>	
 <p>stay <b>Safe</b> – to think before they act; to follow instructions for health and safety reasons; to use social media responsibly.</p>	<p>Persistent poor behaviour which significantly disrupts learning</p>	<p><b>Parking</b>- ask the pupil to leave the lesson, with work to report to the HOD. HOD will direct the pupil to the appropriate 'parking lot' within the department or if this is not possible, HOD will send the pupil with the 'parking slip' to the appropriate Year office <b>with work provided</b>. Where there is no work, the pupil will be sent back. Follow up phone call and subject imposition – e.g. completing work in pupil's own time. Class teacher log on Class Charts. <b>Restorative conversation</b>- break/lunch/after school.</p>	
	<p>Refusal to cooperate when behaviour significantly disrupts learning Poor behaviour whilst 'parked'</p>	<p>If pupil not 'parked' with HOD send pupil to HOD with the 'parking slip'. HOD will decide if pupil should be referred on to the appropriate Year/Key Stage office. Follow up phone call and Imposition- e.g. completing additional work in pupil's own time. Period of time in Internal inclusion. <b>'Restorative 5' meeting</b>. Class teacher log on Class Charts following discussion with HOD/HOY. Pupil may be referred for further assessment to ensure they do not have any unmet needs – monitoring by Head of Department / Year Teams.</p>	

Praise	Follow-up	Serious one-off incident/behaviour which endangers other pupils or staff	Parked to HOD immediately. HOD will decide if pupil should be referred on to the appropriate Year Team for further action. Follow up phone call. Period of time in Internal inclusion. <u>'Restorative 5' meeting.</u> Class teacher log on Class Charts following discussion with HOD/HOY. Pupil may be referred for further assessment to ensure they do not have any unmet needs – monitoring by Head of Department / Year Teams.	<ul style="list-style-type: none"> <li>Restorative follow-up.</li> </ul> 			
Pupil working consistently above target/very good effort Support in school activities	Credits Positive notes #hotchocfriwiththeHT Hot chocolate Friday break times with the Headteacher Attitude to Learning Commendations						
Outstanding work in a subject or good progress over a half term  Pupil leading an assembly Pupil Leadership event	Credits Post Card Home Positive phonecall home #hotchocfriwiththeHT Hot chocolate Friday break times with the Headteacher Attitude to Learning Commendations						
High level of sporting award or achievement.  High level of drama, art music, debating, pupil voice, community activities/service	Credits #hotchocfriwiththeHT Hot chocolate Friday break times with the Headteacher Certificate						
High level of leadership met with impact made on pupils in Y7-11  Community service- high level	Credits #hotchocfriwiththeHT Hot chocolate Friday break times with Headteacher Letter Home						

## APPENDIX 3: Actions and Consequences

Actions and Consequences						
	Action	Consequence	Set by	Led by	Communicated?	Follow up ( <u>M</u> andatory/ <u>O</u> ptional)
1	- Minor issues during lesson (e.g. talking; off-task; distracting others)	<b>Reminder; caution; seating plan move; last chance</b>	Class teacher	Class teacher	Verbally during lesson.	<ul style="list-style-type: none"> <li>Teacher dependent. (O)</li> <li>Phone call home? (O)</li> <li>Tutor informed? (O)</li> <li>HOD informed? (O)</li> <li>Updated to CLASS CHARTS so that patterns can be tracked. (O)</li> <li><b>Repeated incidents escalated. (M)</b></li> </ul>
	- Poor behaviour around school - Uniform infringement	<b>Reminder; caution; break / lunch/after school restorative conversation 1:1;</b>	All staff/Duty staff	All staff/Duty staff/ Paid duty staff/Form Tutor	1:1 conversation.	<ul style="list-style-type: none"> <li><b>Updated to CLASS CHARTS so that patterns can be tracked. (M)</b></li> <li><b>Tutor to phone home for repeated incidents (M)</b></li> <li><b>Break/lunchtime/after school restorative conversation. (M)</b></li> </ul>
2	- Repeated uniform infringements - Being out-of-bounds - Repeated Stage 1 incidents	<b>School Imposition</b>  Monday / Wednesday	Duty staff /Form Tutor/ HOY/AHOY	Form Tutor/HOY/ AHOY	Phone call home. Log on Class Charts.	<ul style="list-style-type: none"> <li><b>Updated to CLASS CHARTS so that patterns can be tracked. (M)</b></li> <li><b>Contact home. (M)</b></li> <li><b>Poor behaviour/ non-attendance should lead to escalation in imposition (60 min School Detention). (M)</b></li> <li><b>Tutor report should be considered or other intervention. (O)</b></li> </ul>
	- No cycle helmet - Late to school same day	<b>Reminder: Before school/Break/lunch imposition</b>	Duty staff/Form Tutor attendance officer	Duty staff/Form Tutor attendance officer	1:1 conversation Form Tutor/attendance officer to communicate home	<ul style="list-style-type: none"> <li><b>Updated to CLASS CHARTS so that patterns can be tracked. (M)</b></li> <li><b>Escalation of imposition if break time 1:1 not attended. (M)</b></li> <li><b>Tutor to phone home for repeated incidents (M)</b></li> </ul>
	- Poor behaviour during lessons - Failure to complete homework - Repeated failure to bring equipment in	<b>Last chance; Time out (2 mins); break / lunch/after school restorative conversation 1:1; Subject Imposition</b> Any day TBC by dept	Subject teacher	Subject teacher/ HOD	Phone call home. Log on Class Charts.	<ul style="list-style-type: none"> <li><b>Updated to CLASS CHARTS so that patterns can be tracked. (M)</b></li> <li><b>Contact home. (M)</b></li> <li><b>Poor behaviour/ non-attendance should lead to an escalation of imposition (60 min subject detention). ML tracking of those in DT and reasons. Intervention as appropriate. (M)</b></li> <li><b>Subject report should be considered. (O)</b></li> </ul>
	- having a phone in sight during the school day	<b>Confiscation of phone (3 days)</b>	Member of staff confiscating phone	Member of staff confiscating phone, liaising with Intervention Inclusion Manager	Phone call home by member of staff who confiscated phone.	<ul style="list-style-type: none"> <li><b>Contact home (M) - see Confiscations Policy for full details</b></li> </ul>
2a	Persistent poor behaviour which significantly disrupts learning during a lesson - Serious issue which necessitates pupil being removed for <u>remainder of lesson only to enable learning and progress to continue.</u>	<b>Parking for the remainder of the lesson in dept. parking lot or if not possible the appropriate Year office with appropriate work and parking slip.</b>	HODs/ SLT	HODs only	Phone call/E-mail home.	<ul style="list-style-type: none"> <li><b>Updated to CLASS CHARTS so that patterns can be tracked. (M)</b></li> <li><b>Department Imposition (M)</b></li> <li><b>Contact home. (M)</b></li> <li><b>Subject report (but could progress to HOY report if pupil is repeatedly sent from a range of lessons). (O)</b></li> <li>Subject tracking and monitoring? (O)</li> <li>Year team monitoring and tracking. Intervention? (O)</li> <li><b>Repeated incidents escalated. (M)</b></li> </ul>

Actions and Consequences						
	Action	Consequence	Set by	Led by	Communicated?	Follow up (Mandatory/ Optional)
		Break / lunch/after school restorative conversation 1:1; Department Imposition.				
3	<ul style="list-style-type: none"> <li>- Truancing</li> <li>- Failure to attend 60 min School Imposition/ Department Imposition</li> <li>- Any one-off incident which requires a serious sanction</li> <li>- Bullying</li> <li>- Repeated Stage 2 incidents</li> <li>- Minor physical altercation</li> <li>- Foul and abusive language (indirect)</li> </ul>	<p><b>Senior Staff Detention (90 mins)</b></p> <p>Mondays, Wednesdays or Thursdays.</p> <p><b>(SLDT will run on Fridays)</b></p>	Middle Leaders/ SLT	Middle Leaders/ SLT	Phone call home. HOD/ HOY.	<ul style="list-style-type: none"> <li>• Updated to CLASS CHARTS so that patterns can be tracked. (M)</li> <li>• Phone call home/ meeting with parents? (M)</li> <li>• Attendance in lessons report? (M)</li> <li>• HOY report. (O)</li> <li>• Attached SLT report. (O)</li> <li>• Non-attendance/ misbehaviour at Senior Staff DT will automatically result in SLDT being set on Friday. (M)</li> <li>• Repeated incidents escalated. (M)</li> </ul>
4	<ul style="list-style-type: none"> <li>- Failure to attend SLT DT</li> <li>- Poor behaviour during withdrawal</li> <li>- Repeated Stage 3 incidents</li> <li>- Foul and abusive language</li> <li>- Any one-off incident which requires a serious sanction</li> <li>- Refusal to comply with school rules/ staff requests</li> <li>- Disruptive or repeated extreme behaviour, including bullying</li> <li>- Smoking</li> </ul>	<p><b>Inclusions Area</b></p> <p><b>HOY/HOD/ SLT removal from lessons</b></p> <p><b>HOY Seclusion</b></p> <p><b>SLT Seclusion</b></p>	HOY/ HODs + (SLT to confirm)	SLT	Phone call (HOD/ HOY) followed by written communication home.	<ul style="list-style-type: none"> <li>• Updated to CLASS CHARTS so that patterns can be tracked. (M)</li> <li>• Parental involvement (phone call and follow up meeting) (M)</li> <li>• Individual Behaviour Support Plan. IBSP. (O)</li> <li>• Attached SLT report (O)</li> <li>• Repeated incidents escalated. (M)</li> </ul>
5	<ul style="list-style-type: none"> <li>- Poor behaviour in Inclusions Unit</li> <li>- Rudeness/ foul language towards staff</li> <li>- Loss of control/ refusing to follow instructions</li> <li>- Incidents involving drugs, alcohol or illegal weapons</li> <li>- Fighting</li> <li>- Any very serious incident, which merits an exclusion</li> <li>- Refusal to carry out requests which potentially endanger self and/or others</li> <li>- Racist/homophobic/sexist/religious hatred incident</li> <li>- Repeated Stage 3 or Stage 4 incidents</li> </ul>	<p><b>SLT Seclusion</b></p> <p><b>School to School Inclusion</b></p> <p><b>Fixed Period Exclusion</b></p>	AHT	AHT	Phone call home followed by formal letter.	<ul style="list-style-type: none"> <li>• Updated to CLASS CHARTS so that patterns can be tracked. (M)</li> <li>• Reintegration meeting followed by plan. (M)</li> <li>• Increased parental involvement. (M)</li> <li>• Mentoring/ RJ/ personalised support/ Individual Behaviour Support Plan. (M)</li> <li>• HOY report (O)</li> <li>• Attached SLT report (O)</li> <li>• External agencies involved (O)</li> <li>• CAMHS referral/ Ed Psych (O)</li> <li>• Flexible curriculum (O)</li> <li>• Managed move (O)</li> <li>• SLT Panel (O)</li> <li>• Alternative provision (O)</li> </ul>
6	<ul style="list-style-type: none"> <li>- Persistent disruptive behaviour</li> <li>- Serious one-off incident</li> <li>- Behaviour which endangers the education/welfare of other pupils</li> <li>- A single act relating to violence towards a member of staff.</li> </ul>	<b>Permanent Exclusion</b>	HT	HT	Formal letter.	