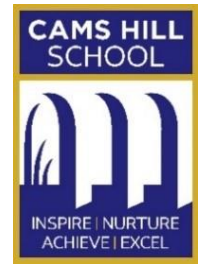


CAMS HILL SCHOOL GOOD BEHAVIOUR POLICY



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Statutory
Date Created: 22 July 2013
Review Period: 2 Years
Last Reviewed: 30 September 2021
Ratified by Governors: 18 October 2021
Next Review Date: 30 September 2023

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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 the 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 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 ClassCharts.

Achievement points are awarded by all staff and are logged on the positive section of ClassCharts. The number of achievement points 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. Achievement points give instant recognition and motivation for achievements in subject areas, and from the Year Teams. Achievement points are awarded for standards achieved above 'normal' expectations - for pupils who go 'above and beyond'.

Further details of Praise and Reward can be found in the [Praise and Reward Policy](#).

Embedding a Positive Culture

Pupils are expected to be:

Ready

1. Be on time, have all equipment, wear full school uniform;
2. Have an open mind to new ideas, new learning, new concepts;
3. Expect to be stretched and challenged.

Respectful

1. Follow instructions from all members of staff, first time;
2. Listen to others, use appropriate language, be kind in what they say and what they do;
3. Look after equipment, displays, buildings, the environment and our community.

Safe

1. Follow all rules for health and safety, walk on the left in corridors, in pairs;
2. Look out for - and after - each other, keeping everyone safe;

3. Be in the right place at the right time, not in unsupervised areas.

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 for following things through with pupils and engaging 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.

Stepped Actions – delivered in private
Reminder - Remind the pupil of the expectations linked to Ready, Respectful, Safe.
Caution - Give a clear verbal caution to make the pupil aware of their behaviour, clearly outlining the consequences to come.
Time Out - 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 ClassCharts.
Parking - Ask the pupil to leave the lesson, with work, to go to the appropriate 'parking lot' within the Department. Log on ClassCharts.
<p>Restorative Conversation - If at all possible, a Reflective Discussion should take place on the same day and certainly before the next lesson, or as soon as possible afterwards. This should be a non-confrontational conversation regarding the behaviour.</p> <p>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 which they wish to see more of in the future. 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, eg level of work, others in the classroom, seating plans. Referrals to the relevant Year Team could be an action from this discussion.</p> <p>The pupil and member of staff should both leave the discussion feeling they have moved on from the behaviour with clear expectations set.</p> <p>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. Curriculum Leaders and experienced colleagues will stand alongside offering support and guidance. They will not discipline pupils in isolation.</p> <p>Reflective Discussions can happen for more than one incident and should be happening throughout the process without resorting to formal processes where possible.</p>

Consequences for being parked include a 20-minute department detention to complete missed work in the pupil's own time and a restorative conversation. This will be held on the same day wherever possible at break/lunch or after school.

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 Curriculum Leader or the Year Team as appropriate to individual cases.

Detentions

The School runs a 'same day' detention system, along with a centralised bookable structure for longer length school detentions or department detentions within the subject area. Detentions are issued when a pupil breaches Cams Hill School's Good Behaviour Policy or fails to meet the School's expectations regarding conduct.

Staff will not set blanket 'whole class' detentions. Individual pupils will be issued with a detention as a sanction for their individual breach of the school's policy.

Pupils with Specific Identified Special Educational or Additional Needs

On a regular basis, the School's SENDCo meets with the Year Teams and the School's Inclusion and Safeguarding Lead to discuss and identify pupils with specific Special Educational or Additional Needs who may need reasonable adjustments to the typical sanction processes such as alternative locations or time durations. Parents/carers will be notified by the School's SENDCo or the Inclusion and Safeguarding Lead if their child is included in this specific group.

Detention Levels

Detentions are progressive and issued in relation to the seriousness and level of the issue. Failure to attend a detention at one level leads to a next level referral. A pupil may, however, be issued immediately with a higher-level detention for a high-level misdemeanour. The detention levels can be found in Appendix 4 - 'Actions and Consequences', with the final decision at the Assistant Headteacher's discretion.

Detention Procedures

Issuing and Recording a Detention

When a detention is issued, the member of staff will record the detention on ClassCharts.

Pupils will be reminded of any after school detentions by their Tutor and escorted to the location by the Tutor. The sanction does not begin until the end of the pupil's school day. Parents/carers will be informed on the same day of after school detentions via ClassCharts. If a pupil is late to school, parents/carers will receive a text message informing them of their child's late arrival to school and any subsequent detention will be set on ClassCharts.

Pupils' punctuality to all lessons is recorded. If a pupil is more than 5 minutes late to a lesson on more than two occasions, then the pupil will be placed in a break time detention. Four lates or more in a week will trigger further sanctions.

Any pupil more than 10 minutes late to a lesson will spend the remainder of that lesson plus the consecutive lesson, along with either a break or lunch (20 minutes after school if lesson 5), in the Time to Reflect Room. Repeat offences will incur an escalation of sanction.

Detention Clashes

A higher-level detention takes priority over a lower-level detention. Pupils must attend their higher-level detention in such circumstances.

Queries Regarding Detention - Pupil

If an administrative error has been made by the issuing member of staff, the pupil must discuss this with the issuing member of staff prior to the detention.

Queries Regarding Detention - Parent/Carer

If a parent/carers has a query regarding the reason for a set detention, they must communicate with the member of staff who set their child's detention via office@camshill.com, marking the email FAO the relevant member of staff. Any general enquiries need to be forwarded to office@camshill.com.

Behaviour Points and Related Support Actions

Data is used to form regular discussions to support purposeful proactive interventions for individual pupils during tutor time.

Pupils will also be raised by their Heads of Year/Assistant Heads of Year at the school's regular inclusion meetings to consider further support as part of an Individual Pastoral Support or Behaviour Plan (IPSP/IBSP). Half termly data is also shared and discussed during Senior Leadership Team meetings. Persistent accumulation of behaviour points may also result in the removal of specific privileges such as representing the School, attending trips and use of sports facilities during break and lunchtime.

Community Service

Community service is used by the school as part of the School's sanction process. A pupil may be asked to engage in a community service activity such as litter picking, tidying a classroom, tidying the Dining Hall tables as part of or in place of a centralised detention.

Restorative Practices

Staff promote a culture of restorative practice throughout the School as empathy, sensitivity, consideration, and respect cannot be taught through a system of rewards and sanctions. They are taught by the example of adults and their responses. This means feeling, and demonstrating, respect and empathy for those responsible whilst also holding them to account. Following the setting of a sanction, staff are encouraged to develop, maintain and where necessary repair relationships with pupils by engaging in restorative conversations. These practices enable pupils to redress the harm caused to others following an incident, particularly after bullying and serious behaviour incidents and help to foster an ethic of social responsibility. Following serious bullying or behaviour incidents, restorative meetings chaired by Heads of Year, Assistant Heads of Year, Curriculum Leaders or Pastoral Support staff may be used to address issues of concern and improve relationships between peers and pupils with staff.

Actions and Consequences

A table detailing the school's actions and consequences can be found in Appendix 4.

Time to Reflect (TTR), Year Team isolation, Senior Leadership Team isolation, Headteacher isolation, external isolation (school to school) and suspension 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.

Internal Isolation (Time to Reflect)

There are alternative facilities which are used for those demonstrating behaviours which would usually lead to a suspension, it is a consequence for pupils who behave poorly and gives them an opportunity to reflect on their behaviour for learning. Internal isolation in the Time to Reflect Room allows pupils to access the school

curriculum enabling them to remain part of the school community. Time to Reflect reinforces expectations, the school rules and gives guidance to pupils to ensure that, although excluded from mainstream sessions, they still have specialist support. Time to Reflect runs within the hours of the school day or as an extended day 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/those 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.

Year Team Isolation

The Year Team may require pupils to complete their period of isolation under the supervision of the Head of Year or Assistant Head of Year with similar protocols to those discussed above.

Senior Leadership Team Isolation

Alternatively, the school may require pupils to complete their period of isolation under the supervision of a member of the Senior Leadership Team with similar protocols to those discussed above.

External Isolation - School to School

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 to those described above for Internal Isolation.

Headteacher Isolation

In some situations, the school may require pupils to complete their period of isolation with the Headteacher; similar protocols to those discussed above will apply.

Suspensions

When an incident is deemed sufficiently serious that a detention or other in-school sanction is insufficient, the Headteacher may decide to issue a suspension for a fixed period of time or permanently. If a pupil is suspended for more than six days, alternative provision will be arranged. Parents/Carers 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

Weapons and knives, as well as any illegal drugs, will be, where applicable, handed over to the police.

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.

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/carers before a search takes place and there is no legal requirement to inform parents/carers of the result of any search. However, the School will always seek to keep parents/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, SEND, 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/carers 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 bring its name into disrepute, such as posting inappropriate images of pupils in uniform or any other members of the school community 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 will be sanctioned and the device which they used to access the site confiscated for three days.

Measures to prevent bullying including sexist, prejudicial and discriminatory behaviour, sexual violence and sexual harassment

Cams Hill School is committed to ensuring that everyone is included, respected, and safe in our community. We do not tolerate any discrimination, harassment or victimisation that is sexist, racist, homophobic, or based on a person's religion or belief, gender reassignment, disability, or involves any hatred comments or actions. This includes any behaviour or attitudes in person, or electronically, that create stereotypes of social roles based on

any of the above. All members of the School's community are expected to constructively challenge this behaviour. All incidents will require a written apology in the first instance.

We have a zero-tolerance approach to sexual violence and sexual harassment; it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children, and measures will always be taken in line with the School's Actions and Consequences in Appendix 4. Additional support and/or education will be offered as appropriate and all incidents will be recorded and continuously monitored for any recurrence and sanctions escalated.

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 and carers of 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 Disciplinary Policy, Staff Code of Conduct and Staff Grievance 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 \(DfE January 2018\)](#)
- [Exclusions from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion \(DfE September 2017\)](#)

APPENDIX 2: Behaviour for Learning

The learning behaviours of pupils

- Expected learning behaviours and routines are taught explicitly and reinforced frequently, determined by the context of the subject requirements and classroom practitioner.
- Positive teacher-pupil and pupil-pupil relationships are formed which allow pupils to access learning.
- Opportunities for learning are maximised as teachers manage time and resources effectively, and give clear instructions.
- The use of praise is effective (valued by pupils) and consistent across the School to support and promote motivation and engagement, which is supported through feelings of competence, autonomy and relatedness.
- High expectations are consistently communicated and reinforced, and ensure that all pupils are able to access the learning, promoting high challenge and high trust.
- Effective behaviour for learning is planned for and supported through flexibility and adaptability on the part of the classroom practitioner in response to context of the lesson and pupils.
- Classroom practitioners are confident in employing strategies which promote effective behaviour for learning (such as tone of voice, classroom presence, and body language).
- Barriers to lessons and learning are identified early and addressed efficiently.

APPENDIX 3: Praise and Rewards Pyramids

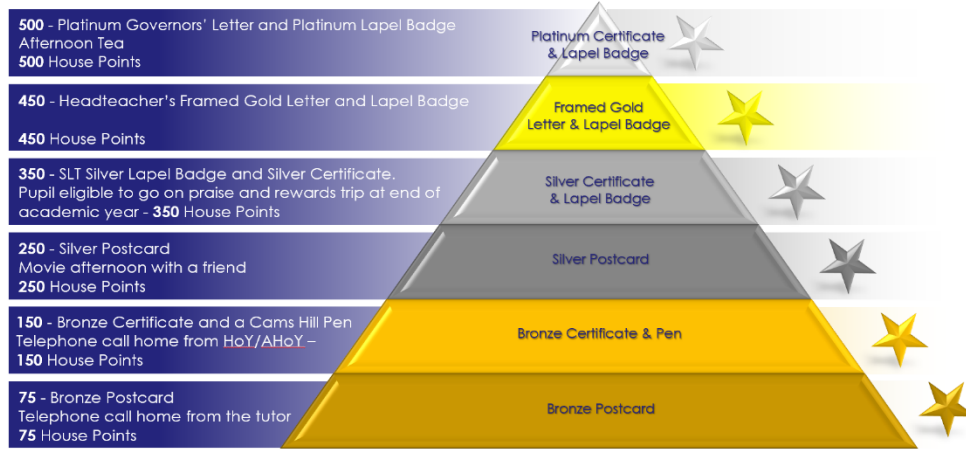
Year 7, 8 & 9

End of Year Reward Trip for Silver lapel badge winners or 5 negative behaviour points or less

Praise and Reward Pyramid

Tutor Group Rewards in celebration assemblies

#hotchocfrwithht



At Cams Hill School positive conduct for all pupils, whether in lessons or extra-curricular, is translated into achievement points. The Praise and Reward Pyramid has been designed with pupil input to reflect the ideas and thoughts of pupil voice in the school.

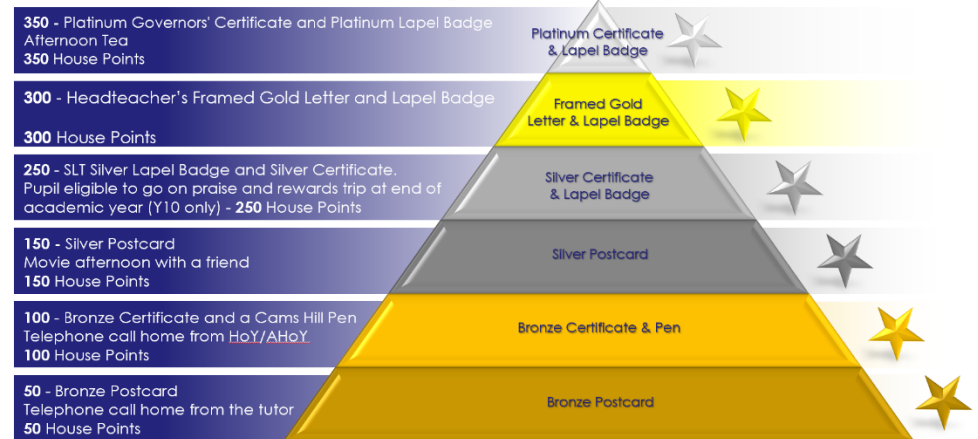
Year 10 & 11

End of Year Reward Trip for Silver lapel badge winners or no negative behaviour points or less

Praise and Reward Pyramid

Tutor Group Rewards in celebration assemblies

#hotchocfrwithht



At Cams Hill School positive conduct for all pupils, whether in lessons or extra-curricular, is translated into achievement points. The Praise and Reward Pyramid has been designed with pupil input to reflect the ideas and thoughts of pupil voice in the school.

APPENDIX 4: Actions and Consequences

Actions and Consequences						
	Action	Consequence	Set by	Led by	Communicated?	Follow up
L1	- Minor issues during lesson (eg talking; off-task; distracting others) - Failure to do homework - Repeated failure to bring in equipment - Inadequate work - Less than 5 mins late to lesson	Department Imposition Reminder, caution, time out, Break/lunch/after school (max 10 mins) restorative conversation 1:1	Class teacher	Class teacher	Verbally during lesson. Log on ClassCharts	<ul style="list-style-type: none"> Updated on ClassCharts so that patterns can be tracked Repeated incidents escalated
	- Poor behaviour around school - Uniform infringement	School Imposition Break/lunch/after school (max 10 mins) restorative conversation.	All staff/ Duty staff	All staff/ Duty staff/ Form Tutor	1:1 conversation Log on ClassCharts	<ul style="list-style-type: none"> Updated on ClassCharts so that patterns can be tracked Tutor to phone home for repeated incidents Break/lunchtime/after school restorative conversation
L2	- Low level disruption or incidents within the learning environment which do not meet expectations - More than 5 mins late to lesson on two occasions - Repeated uniform infringements - Being out of bounds - Repeated level 1 incidents - Any incident which requires an additional sanction	Department Detention 20 mins Within the Department Area Centralised Break Time Detention 20 mins Centralised School Detention 20 mins Wednesday Year 9 and 10 Thursday Year 8 Friday Year 7 and 11 Monday SEND/Additional Needs	Class teacher AHOY Duty staff/ Form Tutor/ HOY/AHOY	Class teacher Break duty staff AHOY	Phone call home. Log on ClassCharts.	<ul style="list-style-type: none"> Updated on ClassCharts so that patterns can be tracked Contact home Poor behaviour/non-attendance should lead to escalation in imposition (45-minute school/department detention) Tutor/subject report should be considered Repeated incidents escalated
	- No cycle helmet - Late to school	Reminder	Duty staff/ Form Tutor Attendance Officer	Duty staff/ Form Tutor Attendance Officer	1:1 conversation Form Tutor/ Attendance Officer to communicate home (text) Log on ClassCharts	<ul style="list-style-type: none"> Updated on ClassCharts so that patterns can be tracked Tutor to phone home 3 lates to school in a half term 20 min school detention
	- Having a phone in sight during the school day	Confiscation of phone (3 days)	Member of staff confiscating phone	Member of staff confiscating phone, liaising with Inclusion and Safeguarding Lead	Phone call home by member of staff who confiscated phone. Log on ClassCharts	<ul style="list-style-type: none"> Contact home - see Confiscations Policy for full details
L2+	- Persistent poor behaviour in a lesson which significantly disrupts learning during that lesson - Serious issue which necessitates pupil being removed for <u>remainder of lesson only to enable learning and progress to continue.</u>	Department Parking for the remainder of the lesson in dept. parking lot with appropriate work and 20-min /after school detention to include a restorative conversation with the class teacher/CL of the lesson from which pupil was parked at the earliest opportunity	Class Teacher/CLs	CLs only	Teacher Phone call and 20- minute department detention set on ClassCharts.	<ul style="list-style-type: none"> Updated to ClassCharts so that patterns can be tracked CL 20-minute detention Contact home by class teacher/CL Subject report (but could progress to AHOY/HOY report if pupil is repeatedly sent from a range of lessons) Subject tracking and monitoring (to be considered) Year Team monitoring and tracking. Intervention (to be considered)

	<ul style="list-style-type: none"> - Refusal to be parked - More than 10 mins late to lesson 	<p>TTR for the remainder of the day and a restorative conversation with the class teacher/CL of the lesson from which pupil was parked at the earliest opportunity</p> <p>TTR for the remainder of the lesson and the subsequent lesson plus a 20-minute detention (break/lunch or after school)</p>	<p>CL/AHOY</p> <p>Class teacher</p>	<p>CL/ Inclusions and Safeguarding Lead</p> <p>AHOY</p>	<p>Log on ClassCharts Phone call AHOY/HOY (followed by a formal communication home)</p> <p>Phone call home AHOY</p>	<ul style="list-style-type: none"> • Repeated incidents escalated
L3	<ul style="list-style-type: none"> - Failure to attend 20 min School detention - Any one-off incident which requires a serious sanction - Repeated level 2 incidents - Minor physical altercation - Inappropriate/unkind action - Failure to attend 20 min department detention 	<p>Centralised School Detention 45 mins Wednesday Year 9 and 10 Thursday Year 8 Friday Year 7 and 11 Monday SEND/Additional Needs</p> <p>Department Detention 45 mins Within the Department Area</p>	AHOY/HOY	CL/AHOY/HOY	<p>Phone call home CL/HOY/teacher</p> <p>Log on ClassCharts</p>	<ul style="list-style-type: none"> • Updated on ClassCharts so that patterns can be tracked • Phone call home/meeting with parents • Tutor Report (to be considered) • AHOY/HOY report (to be considered) • Department report (to be considered) • Non-attendance/misbehaviour at a 45-minute detention sanction will be escalated • Repeated incidents escalated
L3+	<ul style="list-style-type: none"> - Failure to attend 45 min School detention /Department detention - Any one-off incident which requires a more serious sanction 	<p>Centralised SLT Detention 60 mins Friday Years 7-11 Monday SEND/Additional Needs</p>	HOY/AHOY/CL (SLT to confirm)	SLT	<p>CL/AHOY/HOY</p> <p>Log on ClassCharts</p>	<ul style="list-style-type: none"> • Updated on ClassCharts with negatives so that patterns can be tracked • Phone call home/meeting with parents • AHOY/HOY report (to be considered) • Non-attendance/misbehaviour at a SLT DT sanction will be escalated • Repeated incidents escalated
L4	<ul style="list-style-type: none"> - Failure to attend SLT DT - Repeated level 3 incidents - Foul and abusive language - Any one-off incident which requires a significant sanction - Refusal to comply with school rules - Disruptive or repeated extreme behaviour, including bullying - Smoking (or with pupils who are smoking) - Refusal to follow instructions - Out of lesson without permission - Truanting (on site) * - Theft 	<p>Time to Reflect (TTR) (Extended day)</p> <p>Year Team Isolation</p> <p>SLT Isolation</p> <p>Headteacher isolation</p> <p>External Isolation (School to School)</p>	<p>AHOY/HOY CLs</p> <p>HOY</p> <p>HOY</p> <p>HOY/SLT</p> <p>HOY/SLT</p>	<p>Inclusion and Safeguarding Lead/AHOY/HOY</p> <p>AHOY/HOY</p> <p>HOY/inclusion and Safeguarding Lead/AHT</p> <p>Inclusion and Safeguarding Lead/AHT</p>	<p>Phone call (CL/AHOY/HOY) followed by formal communication home</p> <p>Log on ClassCharts</p>	<ul style="list-style-type: none"> • Updated on ClassCharts so that patterns can be tracked • Parental involvement (phone call and follow up virtual meeting) • Individual Pastoral Support Plan (IPSP) (to be considered) • AHOY/HOY report (to be considered) • SLT report (to be considered) • External agencies involved (to be considered) • CAMHS referral/Ed Psych (to be considered) • Flexible curriculum (to be considered) • Managed move (to be considered) • Alternative provision (to be considered) • Repeated incidents escalated
L5	<ul style="list-style-type: none"> - Criminal damage/vandalism, eg graffiti, damage to buildings, damage to trees/plants. 	Year Team Isolation	HOY	AHOY/HOY	<p>Phone call home followed by formal communication.</p>	<ul style="list-style-type: none"> • Updated on ClassCharts so that patterns can be tracked • Virtual/Reintegration meeting followed by plan • Increased parental involvement

	<ul style="list-style-type: none"> - Anti-social behaviour, eg rowdy behaviour, shouting and swearing, hooliganism/loutish behaviour. - Intimidation/harassment [Acting in a manner that caused or was likely to cause harassment, alarm or distress to one or more persons not of the same household as (the dependant)] Crime and Disorder Act 1988, eg groups or individuals making threats, verbal abuse, following people, menacing questions. - Poor behaviour in TTR - Rudeness foul language towards staff - Loss of control/ refusing to follow instructions - Incidents involving drugs, alcohol or illegal weapons - Sexual violence and sexual harassment - Fighting - Any very serious incident, which merits an exclusion - Refusal to carry out requests which potentially endanger self-and/or others - Racist/homophobic/sexist/religious hatred incident -Truancy (off site) ** - Repeated Stage 3 or Stage 4 incidents - Refusal to be searched 	<p>SLT Isolation</p> <p>Headteacher Isolation</p> <p>External Isolation (School to School)</p> <p>Suspension</p> <p>Minimum 3 days Suspension</p>	<p>HOY</p> <p>HOY/SLT</p> <p>HOY/SLT</p> <p>HT</p> <p>HT</p>	<p>Inclusion and Safeguarding Lead/SLT</p> <p>Inclusion and Safeguarding Lead/SLT</p> <p>Inclusion and Safeguarding Lead/SLT</p> <p>HT</p> <p>HT</p>	<p>Log on ClassCharts</p>	<ul style="list-style-type: none"> • Mentoring/RJ/personalised support/Individual Behaviour Support Plan (IBSP) • HOY report (to be considered) • SLT report (to be considered) • External agencies involved (to be considered) • CAMHS referral/Ed Psych (to be considered) • Flexible curriculum (to be considered) • Managed move (to be considered) • Alternative provision (to be considered) • Repeated incidents escalated
L6	<ul style="list-style-type: none"> - Persistent disruptive behaviour - Serious one-off incident - Behaviour which endangers the education/welfare of other pupils, staff or any other member of the school's community - A single act relating to violence towards a member of staff. 	<p>Permanent Exclusion</p>	<p>HT</p>	<p>HT</p>	<p>Formal letter</p>	

* Repeated incidents of truancy will require parents/carers to meet with the Head of Year/Assistant Head of Year and the School's Inclusion and Safeguarding Lead. Further interventions will be considered.

** Truancy off site is deemed a significant safeguarding concern and will be dealt with on an individual basis. Along with the above actions moving to alternative timetabled provision will be considered.