

Ormiston Academies Trust

# Wodensborough Ormiston Academy

## Behaviour policy

### Policy version control

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Author In consultation with	Samuel Gray – Assistant Principal Behaviour and Inclusion
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“The Feature that marked those Academies with sustained improvement in attendance, behaviour and attainment was the consistency with which staff, having an agreed policy, applied it. Pupils benefit if they know that the consequences of misbehaviour are the same whenever or wherever it takes place that attendance and punctuality are expected by all teachers, and that concentration, effort and high standards of presentation are required in all classes. In too many Academies, however, pupils had learnt how to circumvent rules and to exploit differences in teachers’ approaches ....”

*Paragraph 32 from the Ofsted report: Behaviour and Attendance in Secondary Academies*

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## **Circulation**

This policy is addressed to all staff, all pupils and parents. It also applies to the wider Academy community. A copy of this policy can be found in the WOA Way Handbook and on the website. Parents will be reminded of this on an annual basis. This policy will be reviewed every year.

This policy can be made available in large print or another accessible format if required.

## **Ethos and policy statement**

Our aim is to establish high standards of behaviour at WOA. This is important so that the Academy is a warm, caring and happy place where pupils can achieve their potential.

Children will be rewarded for good behaviour and the positive choices they make and consequences will be imposed where pupils misbehave.

Pupils' behaviour around the Academy should be of the highest standard; every lesson should be characterised by a relentless focus on learning, free from distractions.

Every student and every staff member should be able to feel relaxed and happy, confident that their working environment is one where people treat each other and their environment with mutual respect and care.

We expect all pupils and staff to work together in striving for a successful future.

Everyone has to follow the rules so that the systems work and everyone benefits. Our behaviour for Learning system and policy is based on the principle that, once pupils know the rules and consequences, they can make the right choices for themselves and others. When children thrive at school or at home, it is usually because there are clear boundaries and consequences.

At Wodensborough Ormiston Academy, in every situation there are rules, pupils either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear and the consequences need to be consistent for this to work and that is our aim in implementing this system.

At Wodensborough Ormiston Academy we believe that all pupils have a right to learn in a happy, caring and safe environment. This should enable every young person to achieve their full academic potential, whilst developing confidence as well as the social and emotional skills to succeed in all aspects of academy life and beyond.

We recognise that Pupils can only reach their potential if standards of behaviour are consistently high, and if pupils' learning is not disrupted by the behaviour of others.

**This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.**

## Our Core Values

The Core Values which underpin our Behaviour for Learning Policy are:

- A fair and transparent **consequences system** which is followed consistently by all staff.
- To move towards **restorative practices** which give both staff and pupils the opportunity to reflect and to put things right.
- Promoting an ethos and a climate where staff can teach, pupils are **ready to learn** and all members of the academy **strive for a successful future**.
- **Mutual respect** – Relationships are based on respect, tolerance and understanding. Bullying and discrimination will not be tolerated at Wodensborough Ormiston Academy.
- **Caring** for each other and our environment.
- A culture of **praise and reward**.
- **Inclusion** – We recognise that pupils may need additional support for a range of individual needs. We aim to provide fully inclusive provision through our on-site inclusion facilities.

## Application

The Governors and the Principal intend that the Academy rules and the consequences provided in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from Academy premises and outside of the jurisdiction of the Academy, for example during half term and the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the Academy, affects the welfare of a member or members of the Academy community or a member of the public, or which brings the Academy into disrepute.

This policy will be supported and enhanced by the following processes and programmes:

- *Behaviour recovery programme – Interventions/Restorative conversations*
- *Exclusions Policy*
- *The Anti-bullying Policy*
- *Attendance Policy*
- *Safeguarding, Child Protection and related policies & Keeping Children Safe in Education document*
- *Equality Policy*
- *Search, Confiscation and Screening Policy*
- *Physical Intervention Policy*
- *E-Safety and Acceptable Use of ICT policies*
- *Mobile Phones Policy*
- *WOA Way – Code of Conduct*
- *WOA Way – Uniform Guide*

Wodensborough Ormiston Academy will ensure that when applying this policy, safeguarding will be considered and reasonable adjustments will be made for students with SEN and disabilities.

## **Academy Expectations**

The Academy expects:

- Staff and pupils to be familiar with the Behaviour for Learning Policy and to follow it at all times;
- Staff to apply the Behaviour for Learning Policy fairly and consistently at all times;
- Staff and pupils to arrive to school and lessons on time;
- Teachers will stand at the door to 'meet and greet' their classes and to supervise the entry/exit of pupils and control movement in the corridor or outside (one foot in, one foot out) and they will see them out at the end of the lesson (End & Send);
- Pupils to follow instructions from staff at all times;
- Pupils will sit in places allocated by a teacher according to a seating plan;
- Pupils will complete a DNA activity provided by the teacher at the start of every lesson;
- Class register will be taken at the start of the lesson for ALL teaching periods;
- Teachers will implement high expectations in relation to presentation and completion of class work (in line with WOA expectations);
- Homework is set in accordance with the homework policy;
- Teachers keep pupils in the classroom until the bell has sounded;
- Pupils to be dismissed in an orderly way, promoting punctuality to the next lesson (End & Send);
- Teachers do not leave any class unsupervised without a dynamic risk assessment;
- Teachers set high expectations and clearly communicate these to the class;
- Teachers will attempt never to 'punish' the whole class for the action of a few; it is rarely fair or appropriate;
- All pupils and staff have a right to be able to work in an atmosphere that is conducive to good learning;
- Classrooms are places where pupils have the right to learn undisturbed by others in a calm and safe environment.

***[A copy of the Academy expectations can be found in the home school agreement/code of conduct]***

## **Rewarding good behaviour**

The Academy understands that rewards can be more effective than punishment in motivating pupils. If you follow expectations it will be recognised and rewarded.

When pupils behave in a positive way in lesson and around school they will be rewarded with BELIEVE, ACHIEVE and SUCEED points. They will receive a point on Class Charts for each lesson which will lead to achievement points at the start of the following week awarded by their tutor. These will be totalled throughout the year and be used to reward children whenever possible.

The Academy is committed to promoting and rewarding good behaviour and may do so in some of the following ways:

- Recognition Boards – display of names to promote positive reinforcement of expectations/learning behaviours and recognition;
- Verbal praise – feedback and dialogue, phone calls home;
- Written praise – marking and feedback, praise postcards and certificates;
- Certificates and awards at evenings / days to celebrate achievement, progress and attendance;
- Vouchers, Prizes and other rewards in recognition of excellent behaviour and attendance;
- Reward and celebration assemblies;
- Prom celebrations, films and Reward disco's;
- Trips and events to reward effort, behaviour and attendance.

Behaviour for learning Policy

## **Conduct**

The Academy expects that:

- Pupils should follow the directions and guidance of any member of staff;
- Pupils must arrive punctually to all lessons, with the correct equipment and books;
- Pupils will work hard to complete all tasks set to their highest standard;
- Pupils will take pride in the presentation of their work (in line with WOA expectations);
- Homework must be completed and handed in on time;
- Pupils will remain in the seats allocated by the teacher and must not leave the lesson until they have been dismissed by the teacher, leaving their chairs tidy;
- Electronic devices will not to be used inside the Academy grounds or building without the direct permission of staff (See mobile device policy);
- Eating should only take place in the designated areas;
- Pupils will observe the 'one way' system, and walk (when inside the building);
- The Academy uniform will be worn at all times, including when leaving the Academy;
- Hoods should be lowered as soon as pupils enter the school buildings;
- Pupils should show pride in our Academy environment;
- Academy property including books or equipment should be kept graffiti free;
- Academy property or the property of another person should be respected;
- Chewing gum should not be used in Academy;
- Energy drinks should not be consumed in the Academy;
- Pupils are polite and do not use foul or inappropriate language;

Failure to meet these expectations is likely to result in consequences. Consequences may include break, lunch or after school detentions to engage in restorative conversations with staff. The aim is to resolve the issue and to prevent future occurrences.

The Academy will not accept the following behaviour:

- Verbal assaults on staff or other pupils;
- Physical assaults on staff or other pupils;
- Damage to academy property including the building;
- Substance abuse;
- Racially motivated incidents;
- Homophobic or other discriminatory behaviour/language;
- Behaviour which is against the criminal law;
- Bullying - this will also include Cyber-bullying which often takes place away from the Academy;
- Extortion;
- Intimidation;
- Any illegal substances, i.e. alcohol, tobacco or drugs, in Academy;
- Knives or other offensive weapons;
- Behaviour offsite/outside of the Academy that is likely to bring the Academy into disrepute.

The above behaviour will be deemed to be a serious breach of academy Behaviour for Learning Policy and are likely to invoke a more serious consequence including Internal exclusion, temporary placement at another school (External Isolation), fixed-term exclusion or permanent exclusion.

Repeated breaches of academy rules may result in pupils going on report to their tutor, Deputy Head of School, Head of School or a Senior member of staff for a set period of time to monitor improvements in behaviour.

### **Poor behaviour: use of consequences**

The Academy understands that the use of consequences must be reasonable and proportionate to the circumstances of the case. We also believe that account should be taken of a range of individual pupil needs in determining the appropriate use of such consequences, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

Information regarding the behaviour record for an individual student is logged electronically using Class Charts/SIMS. This information will be used to ensure that individualised support is given to pupils at an early stage to remove barriers to learning.

Staff of the academy will challenge poor behaviour whenever it occurs and will support pupils in rectifying this through restorative conversations. A range of in class strategies will be used to prevent children breaking academy rules or disturbing learning.

These will include;

- The 'Look' – the use of non-verbal means to manage behaviour
- Verbal warning
- Proximity – moving closer towards pupils to encourage adherence to rules
- Moving seats (C2 - In class parking)
- Restorative conversation with the student in or out of the class.

Pupils will be given 3 chances to rectify poor behaviour in lessons before escalation:

- **A first warning and reminder of standards expected**
- **C1: First official warning request to rectify the issue (if resolved, no further action may be required)**
- **C2: A second warning and request to move within the class (in-class parking)**
- **C3: Student informed of C3 resulting in detention but not removed from lesson (not parked)**
- **C3: Relocation to a neighbouring classroom (external parking)**

Pupils sent to another classroom for parking should be watched to enter from the door, if this is not possible School Support may be used to supervise. If these have been ineffective in stopping disruption to learning, school support (C3) will be called. The person attending to a school support call will make a judgement on the situation and will either place a child in another classroom for the remainder of the lesson (Parking) to contemplate their behaviour, or if pupils still refuse to comply with this then they may be isolated with a member of the pastoral team or a middle- or senior leader until the end of the lesson and may later face a more serious consequence.

The Academy has the following range of consequences that may be implemented as appropriate:

- Verbal warning (C1)
- Verbal Warning and internal parking (C2)
- Detention Issued but not removed from lesson (C3)
- External parking (C3)
- School Support

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- Detentions which include a restorative conversation (break, lunch, after-school)
- Central Detentions for failure to attend restorative conversation.
- Friday SLT Detention for repeated failure to attend detentions.
- Community pay back (Litter picking, cleaning, etc.)
- Internal Exclusion
- Temporary exclusion to another school or respite placement (External Isolation)
- SLT or Governors' Panel
- Fixed term exclusion
- Managed transfer to another school
- Permanent exclusion

**Detentions**

We operate a system of same day detentions within the Academy. We believe that detentions should be used as time for restorative conversations so that pupils understand how to make better choices in the future. Pupils may be placed into a detention up to 20 minutes at break-time, lunch-time or after school until 3.30pm with no additional notice. A detention takes priority over any other activity within the Academy and the Academy will consider it an extension to the school day and therefore compulsory to attend.

Parents will be given notice by text message if their child is expected to attend a detention which goes beyond 3.30pm.

On the rare occasion that a student has a medical appointment, parents will be required to provide an appointment card so the detention can be re-set for the following day. Phone calls or notes from home will no longer be accepted as a reason to miss a detention. Parents are expected to support our efforts in maintaining order and discipline throughout the Academy.

Failure to attend the same day detention will result in a 30-minute central detention the following day at lunchtime with a member of the pastoral team. A text will be sent home to parents to inform them that their child will be in detention. Repeated failure to attend detentions will result in a period of time in External Isolation followed by a meeting with parents. When detentions have failed to improve behaviour pupils may be put on a BfL report.

**Internal Exclusion**

Internal Exclusion is an alternative to Fixed Term Exclusion and is used for serious breaches of the behaviour policy or repeated occurrences of lower level disruptive behaviour.

The Internal Exclusion Room is operated between 10am and 4pm. Pupils and parents will be informed when a decision to place a child in Internal Exclusion is made. They will report to school at 9.45am. They will not be able to circulate with friends during the day. (See appendix 2)

They will be able to order a hot or cold meal for lunch and they will remain in the room to eat this. You can provide them with a packed lunch but this should not contain sweets or high sugar drinks as these are banned items.

A student will complete work in line with their usual timetables whilst in Internal exclusion and at the end of each day there will be a period of time for restorative conversations to take place to support pupils in making the right choices in the future.



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On return from a fixed-term exclusion, we would expect a student to spend a period of time within the Internal exclusion room or off-site seclusion. This is to ensure that pupils are supported to understand how to make better choices in the future.

**Behaviour Outside the Academy**

In all cases of misconduct, including those outside of the Academy, the Principal will consider whether the police or the local authority's anti-social behaviour co-ordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of the public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the Academy's safeguarding procedures will be followed.

**Exclusions**

The Academy will follow local government guidance and the outline OAT Exclusions policy, unless there is a good reason to depart from it. The Academy aims to operate within the principles of fairness and natural justice.

Exclusions can take the form of:

- Fixed term exclusions;
- Permanent exclusions;

The Academy's policy on exclusions applies to serious breaches of Academy discipline occurring on Academy premises and also outside of the Academy. Please see the Academy's separate exclusions policy.

**Malicious allegations against staff**

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action against the student, in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the student.

Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

**Use of physical intervention**

Any use of physical intervention by staff will be reasonable, proportionate and lawful. 'Reasonable force' will be used in accordance with the DfE guidance *Use of reasonable force: advice for head teachers, staff and governing bodies* and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the Academy or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

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Where physical intervention is used by staff, this is recorded in writing and the pupil's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment. Our policy, Physical Intervention policy, has been developed by using DfE guidance *Screening, searching and confiscation*.

### **Searching pupils**

Searching is seen as an important tool in maintaining a safe and supportive environment for pupils to learn within. We have a random search policy as well as searches where we have suspicion that pupils have with them a banned item or items.

**Informed consent:** The Academy staff may search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent. This will include random screening within the academy. If the pupil refuses, consequences will be applied in accordance with this policy.

**Searches without consent:** In relation to prohibited items, as defined below, the Principal, and staff authorised by the Principal, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Searches without consent will only be carried out on the academy premises or where the member of staff has lawful control or charge over the pupil, for example, on academy trips.

**Prohibited items:** Means energy drinks, knives or weapons, alcohol, legal or illegal drugs and stolen items, tobacco, e-cigarettes and cigarette papers, other smoking paraphernalia, fireworks, pornographic images, laser pens and any other items as defined as such from time to time. It shall also include any article that a member of staff 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; any item banned by the Academy rules identified as being an item which may be searched for; and any other items as defined in law as such from time to time.

**Searches generally:** If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of Academy property, e.g. pupils' lockers or desks; and / or
- a search of personal property (e.g. bag or pencil case within a locker).

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

Where a pupil is searched, where possible the searcher and the second member of staff present will be the same gender as the pupil. However, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff a search may be conducted by a member of the opposite sex without a witness present.

Where the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance *Screening, searching and confiscation*.

Police searches: Where the school deem it necessary, Police may be called to conduct the search. The academy would take advice as to whether it was necessary to contact the parents / carers prior to further intervention.

### **Parents and carers**

Parents and carers can help their child to contribute positively towards the disciplined learning environment by:

- Taking responsibility for their child's behaviour, both inside and outside the academy, and sign the Home Academy Agreement.
- Attending meetings, Parents' Evenings and other activities to support your child's achievement, attendance and punctuality or behaviour.
- Working in partnership with the Academy to maintain high standards of good behaviour, including supporting consequences in the home.
- Making it clear to their child what is and what is not acceptable.
- Rewarding good behaviour and applying consequences for inappropriate behaviour.
- Promoting courtesy, co-operation and consideration for other learners and members of the community.

### **Evaluation / monitoring / performance**

The Academy will evaluate and monitor performance by regularly analysing the behaviour and achievement points and exclusion data.

By evaluating the success of the policy, the Academy will consider to what extent behaviour is having a positive impact upon the 'Teaching & Learning'.

## Appendix 1 - Guidance for Staff

We all have a shared responsibility to ensure that pupils observe the Behaviour for Learning policy to ensure we maintain discipline and reduce disruption to teaching and pupils' learning.

		Consequences	Interventions
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>➤ Talking inappropriately</li> <li>➤ No homework</li> <li>➤ Off-task</li> <li>➤ Chewing</li> <li>➤ Littering</li> <li>➤ Distracting learning</li> <li>➤ Lack of work</li> <li>➤ Shouting out</li> <li>➤ Incorrect uniform</li> <li>➤ Inappropriate jewellery/make-up</li> <li>➤ Energy drink / fizzy drink</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain impact &amp; issue warning to rectify the behaviour (See Stage 3 if refuse to follow instructions).</li> <li>➤ Chewing gum immediately in the bin</li> <li>➤ Confiscate drink/food</li> <li>➤ Rectify uniform/jewellery/make-up/behaviour</li> <li>➤ Use positive language</li> <li>➤ Praise positive response</li> <li>➤ Move student within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>➤ Restorative conversation to identify issues</li> <li>➤ Opportunity to rectify behaviour</li> </ul>

To make the system easy for everyone to understand, we have introduced a set of consequences for disruption of learning within the classroom called C1, C2 and C3 (quite simply, pupils have an opportunity to get things right and to prevent an escalation of their behaviour).

- ✓ **C1:** A first warning. This is to signal that a student's behaviour is not acceptable and is affecting learning and therefore needs to be changed. Should no other issues arise in the lesson, no further action is taken.
- ✓ **C2:** A second warning and relocation within the classroom. This indicates the student is on the edge of escalating their behaviour and will result in a consequence if learning continues to be affected. Should no other issues arise in the lesson, no further action is taken.
- ✓ **C3:** The student's behaviour has not improved and needs to be externally parked in another classroom where they will complete their work there. Students can also receive a C3 and not be removed from the lesson. Both C3's will result in a same day 20-minute restorative conversation with the classroom teacher.

	Possible Consequences	Interventions
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<b>Stage 2</b>	<ul style="list-style-type: none"> <li>➤ Persistent Stage 1</li> <li>➤ Mobile phone, earphones or electronic device out</li> <li>➤ Late to lesson / school</li> <li>➤ Use of foul language</li> </ul>	<ul style="list-style-type: none"> <li>➤ Phone/letter home</li> <li>➤ Detention (following escalation from Stage 1 or for a Stage 2 behaviour)</li> <li>➤ Confiscate phone/earphones (for the day)</li> <li>➤ External Parking</li> <li>➤ Break or Lunchtime late detention</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion with parent</li> <li>➤ Report</li> <li>➤ Curriculum</li> <li>➤ Attendance/SEND/Pastoral interventions following assessments</li> <li>➤ Therapeutic Mentoring</li> <li>➤ External agencies</li> </ul>
		<b>Possible Consequences</b>	<b>Interventions</b>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>➤ Multiple logs on ClassCharts in a day.</li> <li>➤ Rudeness to staff</li> <li>➤ Bullying incl Cyberbullying</li> <li>➤ Persistent Disruption</li> <li>➤ Use of foul language</li> <li>➤ Internet misuse</li> <li>➤ Defiance, refusal to follow request</li> <li>➤ Refusal to go to a lesson</li> <li style="background-color: yellow;">➤ Walking out of a lesson</li> <li>➤ Dangerous behaviour</li> <li style="background-color: yellow;">➤ Truancy from a lesson</li> <li>➤ Smoking</li> <li>➤ Reckless behaviour</li> <li>➤ Failure to attend Stage 2 detention</li> </ul>	<ul style="list-style-type: none"> <li>➤ Detention</li> <li>➤ School Support / Corridor Watch</li> <li>➤ Phone call/Parental meeting</li> <li>➤ Break/lunch isolation for smoking</li> <li>➤ Amber Sky</li> <li>➤ Truancy report</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion with parent</li> <li>➤ Report</li> <li>➤ Curriculum audit</li> <li>➤ Attendance/SEND/Pastoral interventions following assessments</li> <li>➤ Therapeutic Mentoring</li> <li>➤ External agencies</li> </ul>

Whilst in a Detention, Parking or in Internal exclusion C1-C3 will continue to be applied and escalation of a behaviour to C3 may result in fixed-term exclusion.

- ✓ **C1:** A first warning. This is to signal that a student's behaviour is not acceptable and is affecting learning and therefore needs to be changed. Should no other issues arise, no further action is taken.
- ✓ **C2:** A second warning. This indicates the student is on the edge of escalating their behaviour and will result in a consequence if learning continues to be affected. Should no other issues arise, no further action is taken.
- ✓ **C3:** Escalation which may result in Internal Exclusion, a repeated day in Internal Exclusion, off-site seclusion or fixed-term exclusion.

		<b>Possible Consequences</b>	<b>Interventions</b>
<b>Stage 4</b>	<ul style="list-style-type: none"> <li>➤ Fighting</li> <li>➤ Bullying incl Cyberbullying</li> <li>➤ Intentional physical assault on a student</li> <li>➤ Theft</li> <li>➤ Vandalism/graffiti</li> <li>➤ Substance misuse</li> <li>➤ Refusal to follow instructions issued by good neighbour/Defiance</li> <li>➤ Persistent truancy</li> <li>➤ Bullying</li> <li>➤ Failure to attend HOS/SLT detention</li> <li>➤ Persistent disruption</li> <li>➤ Dangerous behaviour</li> </ul>	<ul style="list-style-type: none"> <li>➤ Fixed-term exclusion</li> <li>➤ Internal exclusion</li> <li>➤ Off-site seclusion</li> <li>➤ Reintegration meeting</li> <li>➤ Governor's disciplinary committee</li> <li>➤ Principal's warning (if repeat offence)</li> <li>➤ SLT Report</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion with parent</li> <li>➤ Report</li> <li>➤ Curriculum audit</li> <li>➤ Attendance/SEND/Pastoral interventions following assessments</li> <li>➤ Therapeutic Mentoring</li> <li>➤ External agencies</li> <li>➤ Risk assessment and relevant identified interventions</li> </ul>

	➤ Conduct to and from school		
		<b>Possible Consequences</b>	<b>Interventions</b>
<b>Stage 5</b>	<ul style="list-style-type: none"> <li>➤ Possession of weapons</li> <li>➤ Possession of drugs</li> <li>➤ Intentional physical behaviour towards staff</li> <li>➤ Sexual misconduct</li> <li>➤ Threatening behaviour towards staff</li> <li>➤ Swearing at staff</li> <li>➤ Misuse of fire bell / fire extinguisher</li> <li>➤ Discriminatory language</li> <li>➤ Perpetrator of Peer on Peer abuse (See Appendix 2)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Fixed term exclusion</li> <li>➤ Governor’s disciplinary committee</li> <li>➤ Internal exclusion</li> <li>➤ Principal’s warning regarding future conduct</li> <li>➤ Permanent exclusion</li> <li>➤ Inform Police and/or other relevant agencies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion with parent</li> <li>➤ Report</li> <li>➤ Curriculum audit</li> <li>➤ Attendance/SEND/Pastoral interventions following assessments</li> <li>➤ Therapeutic Mentoring</li> <li>➤ External agencies</li> <li>➤ Risk assessment and relevant identified interventions</li> </ul>

**Appendix 2 – Peer on Peer Abuse**

- Bullying including Cyber Bullying
- Sexual violence
- Sexual harassment
- Serious violence including harmful sexual behaviour
- Sexting

**Appendix 3 - Guidance for Staff**

We all have shared a responsibility to ensure that pupils observe the Behaviour for Learning to ensure we maintain discipline and reduce disruption to teaching and pupils’ learning.

Behaviours in class that will need challenging but would not normally require removal from lesson unless repeated frequently.	Behaviours that may require removal from lesson if persistent	Behaviours which may require immediate removal from the lesson
<ul style="list-style-type: none"> <li>• Uniform issues</li> <li>• Chewing gum / sweets</li> <li>• Mobile phone use or earphones</li> <li>• Littering</li> <li>• Jewellery issues</li> <li>• Drinking unacceptable drinks</li> <li>• Inappropriate language</li> <li>• Lateness to lesson</li> <li>• Refusal to complete work</li> <li>• No homework</li> </ul>	<ul style="list-style-type: none"> <li>• Refusal to sit in seating plan / move seats</li> <li>• Shouting out / talking</li> <li>• Rudeness to staff</li> <li>• Verbal abuse of peers</li> <li>• Walking out of lesson</li> <li>• Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Fighting</li> <li>• Dangerous behaviour</li> <li>• Theft</li> <li>• Swearing at staff</li> <li>• Physical abuse</li> </ul>
<b>Consequence:</b>	<b>Consequence:</b>	<b>Consequence:</b>

<p><b>C1:</b> If a child complies with requests immediately, there may be no need to issue a consequence. E.g. Use of inappropriate language and child apologises immediately and does not re-offend.</p> <p><b>C2:</b> A child is moved seats within the classroom.</p> <p>If a child refuses to comply then a break, lunch or after school detention with you is essential.</p> <p><b>A restorative conversation must take place.</b></p>	<p><b>C3:</b> Parking (or not parked) for the remainder of the lesson with your identified neighbour / partner (reflection log must be completed)</p> <p><b>Remember: Parking is not the consequence.</b></p> <p>A student should complete a break, lunch or after school detention with you.</p> <p><b>A restorative conversation must take place.</b></p>	<p>Student will be removed by corridor watch. Depending on severity, it may be that they organise consequence in conjunction with you.</p> <p><b>A supported restorative conversation must take place.</b></p>
<p><b>Recording the incident:</b></p> <p>Enter appropriate information including the consequence issued.</p> <p>If necessary, make HOD aware of this situation.</p>	<p><b>Recording the incident:</b></p> <p>Enter appropriate information including the consequence issued.</p> <p>If necessary, make HOD aware of this situation.</p>	<p><b>Recording the incident:</b></p> <p>Enter appropriate information including the consequence issued.</p> <p>If necessary, make HOD aware of this situation</p> <p>It is likely that Class Charts is not sufficient to log a major incident and should be supplemented with an extended email or written document.</p>

## Appendix 4

### Internal Exclusion

Pupils are expected to arrive at school at 9.45am and will remain in Internal Exclusion until 4pm. On the rare occasion that there is an appointment, pupils may leave early however they will be expected to complete their day at the next available opportunity.

Pupils will remain in one room for the day completing work in silence. They can have a bottle of water to drink and will be allowed to order lunch or eat a packed lunch during their stay. Sweets, chewing gum, squash or energy drinks will be confiscated.

Mobile phones should be off and in bags or handed in for the duration of the day.

### Outline of the day:

10am Arrival and work in silence

11.40am Toilet break and chance to stretch legs – then return to work in silence

1.10pm Toilet break followed by lunch in silence then return to work

2.40pm Toilet break then return to work in silence

Pupils will be expected to adhere to the following;

- Adhere to all school rules and the code of conduct

Behaviour for learning Policy

**ACHIEVING MORE TOGETHER**

- Leave mobile phones in a secure place
- Once seated, remain in seat for the duration of the day
- Do not communicate with other pupils in the room.
- Raise your hand to ask for help or more work
- Complete work to the best of your ability

Failure to comply with these rules may result in an additional day or days in Internal exclusion or a fixed-term exclusion.

## **Appendix 5**

### **COVID-19**

Any behaviours directly linked to COVID-19 will be considered a Stage 5 behaviour and possible consequences will include Fixed term exclusion, Governor's disciplinary committee, Internal exclusion, Principal's warning regarding future conduct, Permanent exclusion and if necessary the Police and/or other relevant agencies will be informed. Students will be placed into Internal exclusion immediately whilst a decision is made. Examples of behaviours include deliberately coughing, spitting, peer on peer abuse, truancy and refusing to follow staff instructions that impact on the safety of both students and staff. Parents/guardians will be contacted immediately to inform them of such behaviours.