

Behaviour Policy

Horringer Court Middle School



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1 Introduction

Expectation is at the centre of our Behaviour Policy - a high standard of behaviour is *expected* from all students. Adults are also expected to provide good role models for the students at all times. All members of our school community are expected to take personal responsibility for their behaviour and attitude to others. The school's aim is to create a positive learning environment throughout the school. Our expectation is for everyone in our school community to behave with respect and courtesy towards each other. Our core values underpin our rewards and consequences; good behaviour is rewarded and there are consequences for poor behaviour:

- Endeavour
- Care
- Inspire
- Trust
- Respect
- Pride

Together we ENDEAVOUR; we CARE; we INSPIRE; we TRUST; we RESPECT and we take PRIDE in ourselves and our school.

2.Purpose

This document sets out to clearly define the aims, methods, procedures, roles and responsibilities of our Behaviour Policy in order for them to be readily understood by all members of the school community and allow us to address behaviour issues pro-actively.

3.Aims

- To celebrate the achievements of individuals.
- To provide clearly defined limits and procedures that are understood by all involved parties and encourage a proactive approach.
- To aid staff in the management of behaviour and ensure consistency of expectation and approach.
- To help children achieve the highest standards of behaviour and to take responsibility for their actions.
- To ensure a productive working environment where learning and teaching time can be used to the full.
- To encourage an ethos of care, consideration and respect for others so that all students feel confident and secure.
- To encourage all members of the school to communicate and listen to each other.

The aims of our Behaviour Policy complement the overall aims of the school but include specific aims that emphasise the behaviour and atmosphere we wish to encourage. The school aims at all times to pursue excellence, but never at the expense of others.

4.Pastoral support

Behavioural issues must be a collective responsibility which begins with the Form Tutor who has regular contact with their students daily and therefore gains the overview of each individual. They are supported on a daily basis by the Heads of Year.

In addition, we have a Pastoral Support Team who are available to support students with their Mental Health and Wellbeing. This includes an Emotional Literacy Support Assistant(ELSA) and Play Therapy trained staff to support students. The school also works closely with a variety of external agencies including the Suffolk Wellbeing Hub and School Nursing Team to provide support for the whole family.

5. Rules

The Behaviour Policy is based on a simple, clear set of rules that all students are expected to adhere to.

Class

We arrive and enter the classroom quietly and sensibly and sit in the correct place.

We arrive in lessons on time and with the right equipment.

We listen and follow instructions straight away.

We remain seated until asked to move.

We raise our hands if we wish to speak.

We answer politely at all times.

We do not spoil other people's learning.

We complete all homework set and submit on time.

School

We move around school in a sensible and considerate manner following the one-way system.

We treat the building, facilities and other people's property with care and respect.

Trips & Visits

We follow all instructions from staff and adult helpers.

6. Rewards

6.1 The Credit System

The credit system is used to recognise and celebrate achievement in school. Children regardless of ability, gender or needs should have an equal opportunity to receive credits. Positive behaviour will be added to Class Charts which can be accessed by students and parents to see a live record of behaviour in school. Class Charts allows staff, students and parents to record and monitor behaviour in real time and allows the students to choose how they use the credits earned in the rewards shop within the app.

How to earn credits

Credits can be earned in many ways. All students will earn a credit for each of the following every week, known as the Friday Five.

- 100% attendance
- If they do not receive any Behaviour Slips or Red Cards.
- If they complete all of their homework, on time.
- If they arrive on time, every day.
- If they have the correct uniform, every day.

Students also will receive credits in school for a variety of reasons. Some examples are:

- Produce an exceptional piece of work, related to ability.
- Show a high level of effort within a given task.
- Representing the school.
- Community Service
- For kindness, empathy and consideration to students and staff, which is above what is expected.

6.2 House Points

Each individual credit is converted in to House points contributing to the House total. House points are also awarded for Inter-house competitions including, contributing to school events such as the school Fayres, Sports Day etc. The winning House each term will be awarded an additional non-uniform day for all of the members if the House.

The Senior Leadership Team(SLT) can also award multiple credits to the whole school, a House, individual classes or students for a number of additional reasons.

7.Sanctions

As well as a reward system we need a clear system of sanctions. Implementation of these together with the awarding of credits will hopefully encourage children to modify their behaviour accordingly. Decisions about punishment are based on the precise circumstances of an incident and what led up to it. The list, in appendix B, should therefore be read as a guide rather than a definitive summary of sanctions. These negative behaviours are also recorded in Class Charts to help ensure that parents have access to an up to date record of student's behaviour.

The sanctions follow a clear procedure as outlined below. Consistency is the key to the successful implementation of our policy so the identified sequence will be followed wherever possible but will depend on the behaviour exhibited by students. Staff can decide to issue behaviour slips or Red Cards immediately if the behaviour exhibited warrants it.

The behaviour warning procedure is;

7.1 Learning Behaviour (in lessons)

- Verbal warning
- Behaviour Slip
- Red Card

7.2 Social Behaviour (out of lessons)

- Verbal warning
- Behaviour Slip
- Red Card

8.Consequences.

- Verbal warning carries no consequence but is a reminder to students to modify and manage their behaviour.
- Behaviour Slip – lunchtime detention of 30 minutes.
- Red Card – after school detention of 1 hour.

Failure to submit completed homework on time will result in compulsory attendance at lunchtime homework club. This will take precedence over behaviour slip detention which will be deferred to the following day.

Behaviour Slips and Red Cards are registered electronically on the schools' data systems.

Refusal – Children will receive an automatic 1-day internal exclusion for a refusal situation.

9.After School Detentions

Section 92 of the Education and Inspections Act 2006 provides significant scope for schools to apply the disciplinary penalty of detention. Schools now have much greater flexibility to impose detention, for students aged under 18, without parents' consent at a variety of times outside school hours.

However, to ensure that parents have the opportunity to arrange transport home 24 hours' notice will be given. All detentions will be supervised by a member of staff.

10.Internal Exclusion

Should a student's behaviour be deemed to be extreme, they can be internally excluded from lessons for a period of time decided by the Senior Leadership Team (SLT). The decision as to whether or not a student should be internally excluded can only be made by members of SLT.

Examples of situations that will be considered for internal exclusion:

- Rudeness to an adult
- Self-exiting from a lesson
- Leaving the school premises without permission
- Aggressive behaviour towards other students
- Deliberate vandalism
- Refusal

11. Refusal

Behaviours that will be deemed a refusal situation are:

- Walking away from a teacher who is addressing them.
- Arguing with a teacher.
- Turning away and ignoring the teacher when being disciplined.
- Actual verbal refusal to carry out a teacher's instructions.
- Refusing to attend any detentions.

Where possible, any refusal will result in a discussion between the student and a member of SLT.

12. Defiance towards Staff

Defiance towards staff at any level will not be tolerated. In modest cases of defiance, warnings may be issued. Persistent or more severe cases of defiance will result in a Behaviour Slips. Extreme cases of defiance may result in a Red Card, internal, external or permanent exclusion.

13. Uniform

Students are expected to conform to the school uniform requirements as described in the school brochure. All staff are expected to encourage students to be well presented. Where students are not in school uniform, parents may be contacted to bring in relevant items where this is possible. Where uniform problems become a matter of defiance, the student is internally excluded and parents informed until the matter has been resolved.

14. External Exclusions

The Headteacher (or Deputy in their absence) has sole responsibility for exercising the power to exclude, although any member of the SLT can recommend such action is taken and this action will generally be fully supported. Exclusion from school is a very serious step to take. This sanction will usually only be exercised once a range of alternative strategies has been tried.

Examples of situations that will result in external exclusion:

- Serious breaches of the school's Behaviour Policy
- If allowing the students to remain in school would seriously harm the education or welfare of the student or others in the school.
- Serious and wilful damage of property.
- Serious cases of theft.
- Persistent bullying – including sexual harassment and cyber bullying.
- Physical or verbal abuse of a member of staff.
- Bringing in to school illegal items such as an offensive weapon, alcohol or drugs.

15. Permanent and Fixed Term Exclusions.

This decision is never taken lightly, but if it is decided that this is the correct sanction, the school will endeavour to have all relevant information to hand and will have considered the context of the incident. Parents will be called in to school and be spoken to by either the Head or Deputy Head, who will present the evidence. Parents will also be given information on how to appeal to the Governors if they so wish. If parents decide to appeal, there will be a group of named Governors who will sit on this panel and who will consider the evidence for all factors before deciding if they will uphold the Headteacher's decision to permanently exclude.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Attempting to use or using an offensive weapon
- Engaging in any illegal activity

In all cases of exclusion, both fixed term and permanent, a written record of the actions taken by all staff involved will be taken as well as a record of an interview with the student to get their perspective. These will be signed and dated.

Parents/carers will be directly informed of the exclusion so that they are aware of their child's misdemeanours and their responsibilities during the exclusion period. These will basically be to ensure the child completes the work set for them and remain inside during school hours, so that the exclusion period cannot be viewed by them as a positive experience that they may wish to repeat. On return from a fixed period of external exclusion the parent must accompany the child to school on their return. A meeting will then be held with a member of SLT to ensure all parties are fully aware of future expectations.

Up to a term of 5 days exclusion, the school will ensure the child has appropriate work to continue their education at home. A member of SLT will be responsible for liaising with the child's teachers to collect the work and explain it to the child prior to the exclusion, where possible. If a child receives a fixed term exclusion for a period longer than 5 days, or from the first day in the case of 'Children in Care' children, the school will arrange for them to receive full time educational provision from and including the sixth school day. An arrangement has been made with other local middle, upper and secondary schools that students will be able to attend another local school whose staff will supervise their work in this alternative setting. Our procedures are adopted from the Government advice 'Improving Behaviour and Attendance' (Sept 2007) & 'Behaviour and discipline in schools' (Jan 2016)

16. Confiscation

The 2006 Education and Inspection Act and subsequent 2011 Education Act allows for schools to confiscate property as a disciplinary action. In so doing the confiscation must be a reasonable sanction in the particular circumstances of the case. The school follows the procedures and recommendations outlined in the 2018 DfE Searching, Screening and Confiscation document.

All staff at HCMS are given authority to confiscate a student's belongings as long as they adhere to the following procedures.

- Students are informed that their property has been confiscated.
- The student is informed why the property has been confiscated (ie maintaining an environment conducive to learning, poses a threat to safety eg; a laser pen, using devices in class to record, communicate or disrupt learning, wearing items that do not conform to the uniform code)

- Inform the student when and where the confiscated item can be returned.

17. Collating Data

A record of all Behaviour Slips, Red Cards, internal and external exclusions are kept electronically on the schools' data systems. (SIMS, Class Charts, etc)

This allows monitoring and analysis of individual student's behaviour and to see whether or not a pattern is developing.

18. Bullying

This type of behaviour is mentioned separately because it is generally the most worrying kind of behaviour resulting in emotional distress that can influence many other areas of school life.

All cases of Bullying are taken extremely seriously as:

"The emotional distress caused by bullying in whatever form - be it racial, or as a result of a child's appearance, behaviour or special educational needs, or related sexual orientation - can prejudice school achievement, lead to lateness or truancy and, in extreme cases, end with suicide."

Social Inclusion: Student Support (DfE, 1999)

"Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood."

Preventing and tackling bullying (DfE 2017)

Bullying can take many forms but there are four main types:

- Physical – hitting, kicking, taking belongings etc.
- Verbal – name calling, insulting, racist comments etc.
- Indirect – spreading rumours, excluding someone from social groups
- Cyber bullying – via email, text messages, silent calls, Facebook, Instagram etc.

Incidents of bullying are also monitored to ensure equal opportunities guidelines are upheld. For this reason, there are 4 categories identified. These are:

- Racial
- Homophobic
- Disability
- Other

Many children may only admit to being bullied to their parents or someone at home. To deal with this, if a parent or carer rings or visits the school with a concern, any information given by them is recorded and passed to an appropriate adult. (e.g. person requested by parent, Form Tutor or, if the complaint is felt to be of a more serious nature or involves a number of students across forms or year levels, the Inclusion Manager.)

The pastoral system strongly supports our anti-bullying policy. Form tutors are well placed to notice any children with concerns or worries and can call on back-up support in the form of Head of Year who will defer to the Senior Leadership Team as necessary. In this way adequate support is always provided for the student suffering the bullying.

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

19. Dealing with Racial and Sexual Harassment

The school will not tolerate racial or sexual harassment of students.

From the findings of the Stephen Lawrence Inquiry, a racist incident has now been defined as: -
"any incident which is perceived to be racist by the victim or any other person"

Racial Harassment

Racial Harassment can take many forms. Examples could include one or more of the following:

- Physical threat, intimidation or harassment (including attacks on possessions)
- Ostracism in the classroom, playground or working groups;
- Verbal abuse of any kind. Terms designed to undermine the dignity of the individual concerned and must be seen as more serious than name calling in general;
- Racist jokes (including jokes about other nations or particular groups)
- Graffiti which is racially offensive;
- Wearing of racist badges, T-Shirts etc.
- Distribution of racist literature, including jokes, cartoons, drawings etc.

Sexual Harassment

Sexual harassment become an increasing concern in schools and the Department for Education (DfE) have released guidance to all school to tackle the problem. We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to [insert as appropriate, e.g. a letter or phone call to parents] if the pupil refuses to apologise in the first instance

The school will not tolerate sexual harassment of students and follows the recommendations of the DfE guidance.

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Homophobic Bullying.

Homophobic bullying is bullying which is motivated by a prejudice against any sexual orientation, ie: lesbian, gay or bisexual people. Homophobic bullying can be experienced by a variety of people, including –

- Young people who identify as LGBTQP+
- Young people who are lesbian, gay or bisexual
- Young people who are thought to be lesbian gay or bisexual
- Young people who are different in some way
- Young people who have gay friends or family
- Teachers who may or may not be lesbian, gay or bisexual

Homophobic bullying can look like other forms of bullying –

Physical Bullying, Verbal Bullying or Cyberbullying.

Homophobic bullying and the use of Homophobic language must be challenged to ensure that it is not acceptable and will not be tolerated in this school

Procedures to deal with this are exactly the same as for other bullying situations i.e. as quickly, and with as much sensitivity as possible. The school is committed to supporting the victims of racial and sexual harassment and our procedures allow us to challenge and work with any offenders in order to change their behaviour.

Records relating to incidents of racism or sexual orientation are also kept in a separate incident folder to ensure that patterns can be noticed quickly.

It is important that bullying issues are taken seriously by all members of staff - teaching, non teaching, office, and Mid-day Supervisory Assistants (MDSA's) -, that we try to be as pro-active as possible in combating bullying, and take action as necessary.

20.Roles and Responsibilities

Roles and responsibilities are devised and structured to allow behaviour issues to be addressed in a pro-active way with clear lines of communication and support.

All Staff

Everyone in the school community is responsible for the successful and effective implementation of the Behaviour Policy. It is based around a clear set of rules and it is up to *EVERY* member of staff to remind children if they are breaking the rules and to carry out sanctions as necessary. It is important that everyone has the *HIGHEST EXPECTATIONS* of behaviour, applies the rules *CONSISTENTLY*, and *CELEBRATES SUCCESS* through the awarding of credits and other rewards. They must also carry out their responsibilities in terms of ensuring all information is given to the Inclusion Support Assistant for recording.

Headteacher

The Headteacher is responsible for the regular review of the Behaviour Policy to ensure it continues to fulfil the aims of the policy and allows a calm ordered environment in which students can effectively learn and achieve rigorous performance targets.

The Headteacher is also responsible for ensuring all members of staff fulfil their roles effectively and implement procedures correctly.

Senior Leadership Team

The Senior Leadership Team(SLT) consists of the Headteacher, Deputy Headteacher and the Assistant Headteacher.

Head of House

The Head of House is responsible for ensuring pastoral systems are implemented effectively by Form Tutors and for closely monitoring all students who are receiving support for modifying their behaviour. Using information gleaned from tutors and teachers, the Head of House then discusses support and strategies with the Pastoral Support Team, for both students and staff. They also ensure that identified students access any appropriate support that can be provided by the school.

Form Tutors

Form Tutors are responsible for the day-to-day running of the system. If a child receives a behaviour slip or red card, the form tutor is responsible for discussing the child's actions and strategies for improving future behaviour with the child concerned. This should occur as soon after the incident as possible. If a child is consistently underachieving in terms of demonstrating acceptable standards of behaviour, form tutors discuss concerns with their Head of House so that appropriate support can be considered.

MDSAs

They have an important role to play in ensuring children behave in an appropriate manner. The Senior MDSA has a 'floating' role allowing them to respond to behaviour problems as and when the need arises. Initially all reports made to form tutors. Any serious issues are reported to the Inclusion Manager for immediate action.

Parents/carers

Parents/carers have a role to play in supporting the schools system of rules rewards and sanctions. If the parent/carer is in disagreement with the school, we ask parents/carers that problems are discussed directly with the school and not with the child. To be effective in terms of achieving the highest standards of behaviour, we need to work closely together so that the children are receiving the same message from the school and home. Parents/carers appearing to criticise the school in front

of their children can easily undermine what we are trying to achieve. For this reason, parents are requested to deal directly with the school.

Governors

Governors are essential in developing, monitoring and evaluating the Behaviour Policy. They can monitor the success of the policy through feedback from the SLT and other members of staff, informal visits to the school, and through discussion with parents/carers. Any information gathered in this way can inform the future development of our policy and governors will take part in the consultation process when the policy is reviewed.

Support from external agencies

In order to address the students' needs we also draw on support from external agencies such as the County Inclusion Support Service.(CISS)

At this stage all parties may decide to implement the Suffolk Student Support Framework (SPSF) which is a school based student centred approach to address the inclusion of students with challenging behaviour and or additional needs from a range of perspectives. Targets are set for the student with the support of their family where possible, and with a range of agencies involved. Key to this process is the regular review of the SPSF that enables close monitoring of the student within the school environment. If a student continues to experience significant behavioural issues, it may be appropriate for us to refer to the In Year Fair Access Panel (IYFAP) which is a single referral pathway for schools so that alternative provision and support can be quickly accessed.

21.Use of Reasonable Force.

When can reasonable force be used?

Reasonable force should only be used by authorised staff under the following conditions

- Where the student is committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility)
- In self-defence where there is imminent risk of injury to the student, other students or member of staff.
- Where there is a developing risk of injury or significant damage to property
- Where a student is behaving in a way that is compromising good order and discipline.

This provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the student concerned elsewhere e.g. on a field trip or other authorised out of school activity.

What is reasonable force?

The amount of reasonable force should be applied in proportion to the circumstances of the incident and should be a restraining force only to prevent damage or injury. If a situation can be resolved without force, then this should always be adopted. In all incidents where the need for restraint is anticipated, support should always be summoned and reported to the Headteacher. There is no legal definition of reasonable force but four criteria are established for guidance:

- If the circumstances of the particular incident warrant it
- The degree of force must be in proportion to the circumstances
- The age, understanding and sex of the student

The Race Relations Amendment Act (2000) dictates that issues of race, culture and faith also need to be taken into account e.g. it may be inappropriate for a male member of staff to restrain a Muslim girl if there is an appropriate female member of staff able to provide such intervention.

Minimum force should only be used and never as a punishment. The guidance on reasonable force does not ever allow it to be used as a disciplinary action or as a punishment. An overriding consideration must be that the safety of staff should not be compromised and the decision to use reasonable force should follow the stages outlined:

- Stage 1: intervention by shouting very loudly
- Stage 2: Guiding by placing arm around student with extremely light contact
- Stage 3: One arm used to immobilise one of student's arms and closer arm of student gripped firmly using other arm
- Stage 4: Same action as Stage 3 but with the use of two people, one on either side

What cannot be termed reasonable force?

In extreme cases more restrictive holds might be used but force should never take the following forms:

- Holding round the neck or any other hold that might restrict breathing
- Kicking, slapping or punching
- Forcing limbs against joints (e.g. arm locks)
- Tripping or holding by the hair or the ear
- Holding face down on the ground

In any case where reasonable force has been used, the Headteacher must be informed immediately. Staff concerned must complete the pink in school intervention form which are held in the Headteacher's office. Completed sheets are also stored in the Headteacher's office. Where an incident has been reported and recorded the parents will be informed immediately.

Who can use reasonable force?

Authorised Staff:

The following staff are authorised to use reasonable force if the above conditions are met.

- All teaching staff within the classroom or on playground duty, field trips and excursions are authorised to restrain and control children.
- Classroom assistants working with a group
- MDSAs should report possible incidents to the supervisor but if danger or injury is imminent then the restraint of the student is a priority.

What should happen after the incident has been recorded?

Good practice dictates that, following the recording of the incident the Headteacher (or Deputy Head in their absence) should carry out the following:

- Read all accounts of the incident
- Interview all staff (both teaching and support) and students who witnessed the incident
- Ensure there are arrangements in place to provide support for staff following situations where they have had to restrain a student or been involved in an incident, which has been successfully de-escalated, but the staff member involved has requested time to recover.
- Discuss the incident with the student or students who were directly involved. It is important that students can be provided with the opportunity to give their own version of events, particularly in cases of divergent opinion or fact, and they should be encouraged, if necessary helped, to prepare a written statement.
- Ensure that parents and/or guardians or other persons with parental responsibility have been informed of all the relevant facts
- Ensure Chair of the Governing Body have had the incident drawn to their attention

- Ensure that all concerned are aware of their right of complaint
- Review school policies and consider whether changes to policy need to be considered.
- Arrange a de-briefing session with both staff and students involved in the incident and ensure outcomes are reviewed to inform future practice in order to minimise risk of similar occurrences.

If a complaint is received from a parent regarding the use of reasonable force, they should always be directed to the Headteacher. Members of staff involved should never attempt to deal with it on their own. The Headteacher will immediately direct the complainant to the Governing Body's complaints procedure.

Appendix A

Summary of Behaviour Procedures

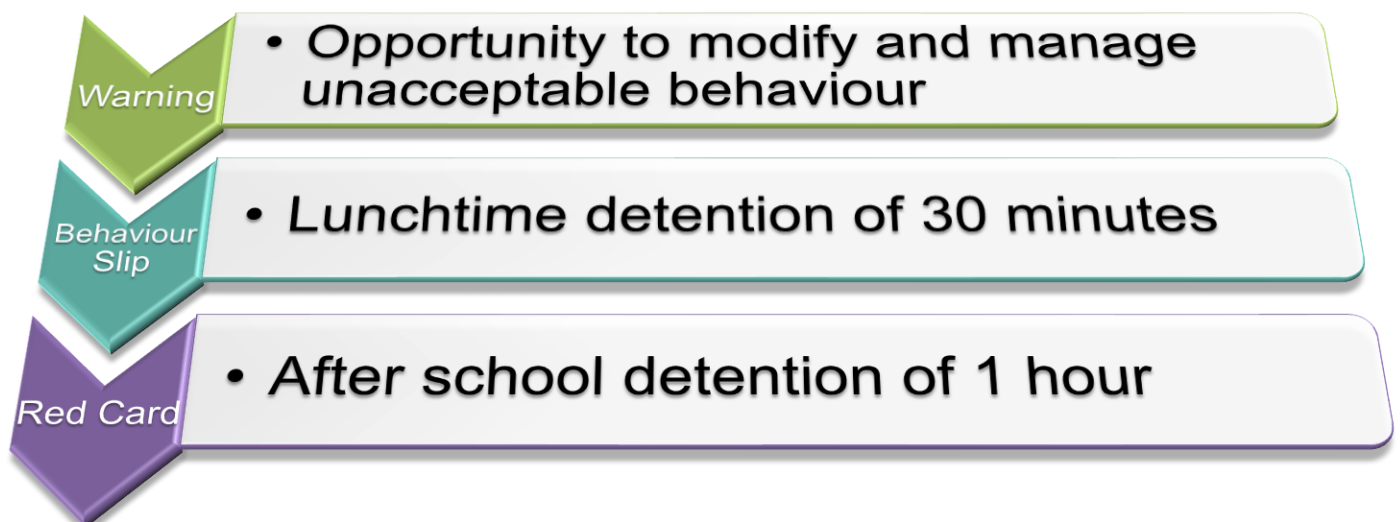
School

- We endeavour to always try our best.
- We care about ourselves, each other and our environment.
- We inspire all within our community.
- We trust everyone to act appropriately and work independently when asked.
- We respect everyone, students and adults, in our school.
- We are proud of all that we achieve as individuals and collectively.
- We take pride in our appearance.

Together we ENDEAVOUR; we CARE; we INSPIRE; we TRUST; we RESPECT and we take PRIDE in ourselves and our school.

Class

- We arrive and enter the classroom quietly and sensibly and sit in the correct place.
- We arrive in lessons on time and with the right equipment.
- We listen and follow instructions straight away.
- We remain seated until asked to move.
- We raise our hands if we wish to speak.
- We answer politely at all times.
- We do not spoil other people's learning.
- We complete all homework set and submit on time.



The sanctions follow a clear procedure as outlined above. Consistency is the key to the successful implementation of our policy so, whenever possible, the identified sequence will be followed wherever possible but will depend on the behaviour exhibited by students. Behaviour Slips or a Red Card can be given **IMMEDIATELY** if students behaviour warrants it.

Appendix B

Summary of sanctions for Behaviour / Attitude issues

Area of Concern	Consequence
Failing to meet the schools Behaviour Expectations; such as silly/inappropriate behaviour, disrupting the learning of others or failing to demonstrate a secure attitude to learning	Verbal warning issued by member of staff
Continued failure to meet the schools Behaviour Expectations such as silly/inappropriate behaviour, disrupting the learning of others or failing to demonstrate a secure attitude to learning, despite being issued a first warning	Behaviour slip
Continued failure to meet the schools Behaviour Expectations such as silly/inappropriate behaviour, disrupting the learning of others or failing to demonstrate a secure attitude to learning, despite being issued a second warning.	Red Card
Attitude/Rudeness to member of staff	Behaviour Slip or Red card depending on context
Swearing at another student	Talk to them; explain to them what will happen if there's any repetition. Students may be withdrawn from breaks, lunchtimes or lessons if behaviour persists. Possible Behaviour Slip or Red card depending on context.
Swearing unintentionally at member of staff (eg "Oh for God's sake / why the bloody fuss")	Talk to them and explain why language is unacceptable. Possible Behaviour Slip or Red card depending on context.
Swearing with intent at member of staff	Internal or external exclusion, depending on context
Uniform	Confiscation of inappropriate item and given to Head of House until end of day. Parents to be contacted and conversation recorded. For persistence, items will have to be collected by parents. Other breaches of uniform can result Behaviour Slip or Red card depending on context ie: persistent shirt untucked, persistent skirt incorrect length
Defiance	Behaviour Slip or Red card depending on context
Vandalism	Pay for damage. Community service around school. Serious damage may result in internal or external exclusion
Racial abuse	Internal or external exclusion, depending on context
Sexual Abuse	Internal or external exclusion, depending on context
Bullying	Internal or external exclusion, depending on context
Physical violence	Internal or external exclusion, depending on context

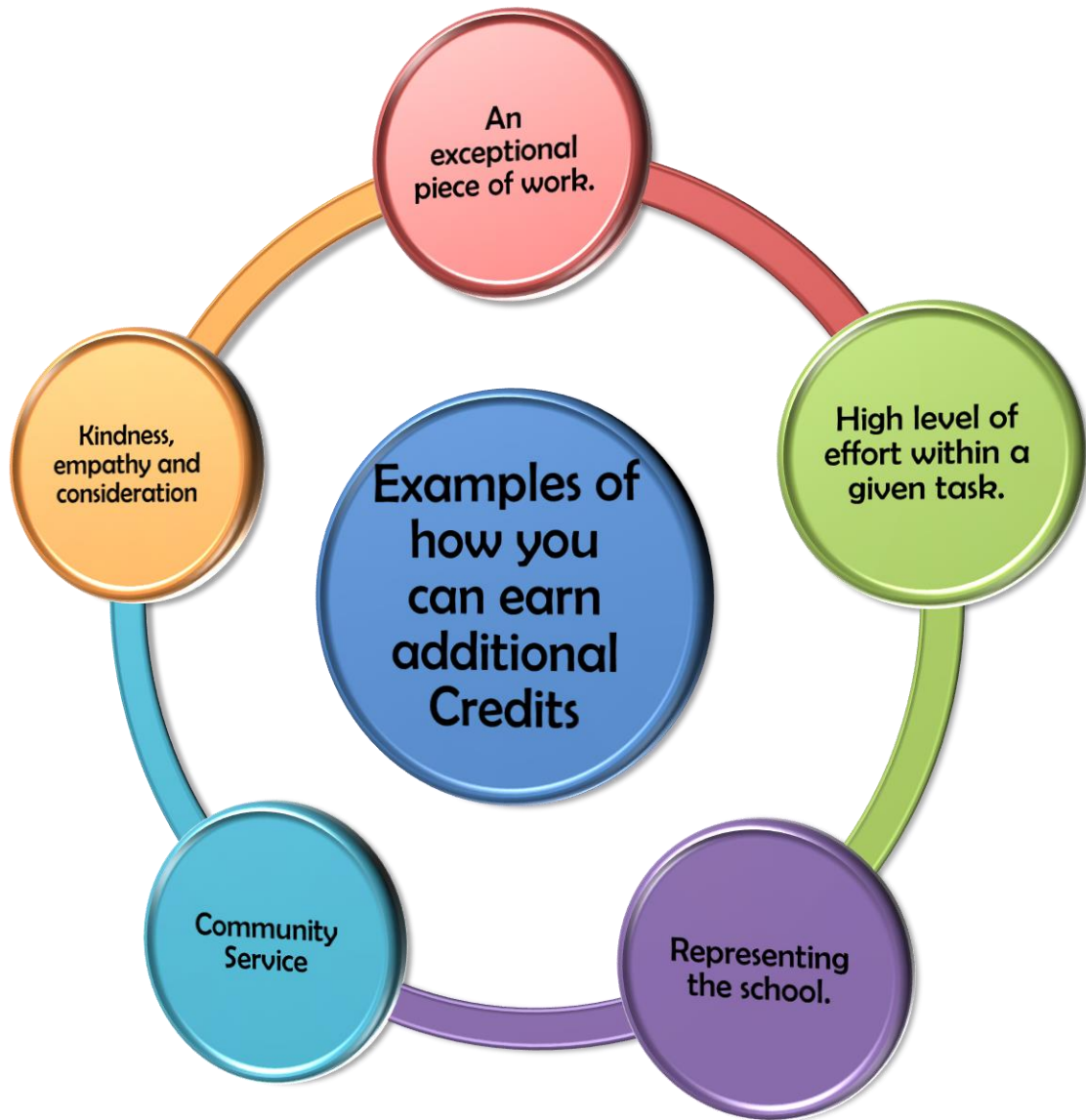
Mobile phone (other electric devices) being used on school site.	Phone removed and taken to Reception - parents will be asked to collect them at the end of the day Repeated offence – ban issued
Smoking - first offence	From fixed term exclusion up to permanent exclusion, depending on context.
Alcohol – bringing onto the site and / or consuming	Parents informed. Sent home, if appropriate. Internal or external exclusion, as appropriate
Illegal substances – bringing into school or using in school time	From fixed term exclusion up to permanent exclusion, depending on context. For a repeat offence, a longer fixed term or permanent exclusion will be considered depending on circumstances. School to contact police.
Illegal substances – supplying to others during school time, or on the way to or from school	Permanent exclusion. School to contact police.
Damage / carelessness around site	Community service. Possible removal of breaks and lunchtimes. Behaviour Slip or Red card depending on context
Damage / carelessness on school bus	Possible removal from the bus for a fixed period of time or indefinitely, depending on context. Possible removal of breaks and lunchtimes. Behaviour Slip or Red card depending on context
Eating /Chewing gum	Community service. Possible removal of breaks and lunchtimes
Bringing onto/having possession of a dangerous item on the premises(eg BB gun, knife)	Item confiscated and returned either to parents or to the police. External exclusion which may become permanent
Bringing onto/having possession of an item on the premises with the intention of causing harm(eg screwdriver, sharpened tool/object)	Item confiscated and returned either to parents or to the police. External exclusion which may become permanent
Truancy (including over break and lunchtimes)	Parents informed. Removal of breaks and lunchtimes.
Truancy repeated	One day - Exclusion Room

Appendix C
Credits

Credits



Credits



Appendix D

COVID-19 Amendments

7.1 The Credit System

All pupils will automatically receive a credit for the following each week, known as the Friday Four.

- If they do not receive any Behaviour Slips or Red Cards.
- If they complete all of their homework, on time.
- If they arrive on time, every day.
- If they have the correct uniform, every day.

9. Consequences

Lunchtime detentions will be run in Class Bubbles in Years 5 & 6 and Year group bubbles in Years 7 & 8

14. Uniform

Students will wear PE into school and during the day on days that they have PE on their timetable.

21. Roles and Responsibilities

Head of House/Year

The Head of Year is responsible for ensuring pastoral systems are implemented effectively by Form Tutors and for closely monitoring all pupils who are receiving support for modifying their behaviour. Using information gleaned from tutors and teachers, the Head of Year then discusses support and strategies with the Inclusion Manager, for both pupils and staff. They also ensure that identified pupils access any appropriate support that can be provided by the school.