



**Carnforth**  
High School

# Behaviour and Discipline Policy



**Author:** L Leck  
**SLT Lead:** L Leck  
**Governors' Committee:** Student Welfare  
**Next Review Date:** July 2023

**Confidence    Purpose    Respect**

# Key Changes

## July 2022

- Subject Leader Responsibilities – updated to include three areas not included related to behaviour monitoring in departments.
- Teacher Responsibilities – Updated to include contact home
- Form Tutor Responsibilities – Full guidelines on form tutor roles added.
- Student Responsibilities – wider community statement
- Classroom and Community Codes of Conduct – added into policy ready for September launch.
- Exit Sanction System – Alteration to sanction issued for S3 Exit. Renaming of S3 Matrix to S3 Exit. Expectation of contact home if a student is exited. Text message service used to send an instant alert.
- Removal of recording of S1 and S2 warnings completed for all year groups.
- Break Time Detention - Addition of Break Time Detention.
- Lunch Time Detention – some categories of behaviour moved to break time detentions.
- Homework – New homework policy replaces old system.
- After School Detentions – removal of certain categories that are going to be isolation or homework club instead. Removal of 2 lates to school. Who can issue detentions added in brackets
- Isolation – Daily working and levels of isolation updated. Reduction of number of S3 Exits leading to isolation.
- Fixed term suspension – Timings and terminology from fixed term suspension to fixed term suspension updated.
- Report Sheets – addition of form tutor reports and re wording of policy
- Behaviour contracts – added into the policy as a tool for behaviour management.
- Punctuality –Removal of escalation to after school detention.
- Confiscation policy – clarity around return of items to students.
- Discipline outside the school gates – rewording.
- Peer on Peer Abuse – Terminology updated to child on child.
- Rewards – Removed and will be in a separate policy from September 2022.

## **Aims and Objectives**

The aim of the Behaviour and Discipline policy is to promote and ensure that outstanding behaviour is promoted across the school which means that students show self-discipline and respect for others. In addition, this policy seeks to show how we will prevent bullying and ensure students complete work and adhere to whole school standards.

## **Principles of the Governing Body**

- Every member of the school community has the right to be treated with respect and dignity
- Every member of the school community has the right to equality of opportunity to develop their particular talents irrespective of gender, gender reassignment, sexual orientation, disability, race, religion or belief, social class or any special educational needs.
- All rules of conduct will be positive and restorative in nature
- All rules and punishments will be fairly and consistently applied

## **Relevant Legislation**

This policy has been revised with regard to:

- [Behaviour and discipline in schools January 2016 – DFE](#)
- [Education Act 1996, 2002 & 2011](#)
- [Keeping Children Safe in Education 2020](#)
- [Education and Inspections Act 2006](#)
- [Equality Act 2010](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)
- Carnforth High School Child Protection & Safeguarding Policy 2021-2022
- Carnforth High School Confiscation of Property Policy and Procedure 2021-2022
- Bay Learning Trust Staff Code of Conduct
- [Teachers' standards](#)
- [SEN Code of Practice](#)

## **Roles Within the Behaviour System**

All school staff have statutory and delegated authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006) and are expected to do so in all circumstances.

This authority applies at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

This authority applies at outside of the school premises when a student is in uniform or is travelling to or from school.

### **Governors' Student Welfare Committee**

This meets on a regular basis to consider and review issues around discipline and exclusions.

### **Senior Leadership Team**

School leadership are expected to uphold high standards of behaviour and discipline at all times and support staff in their management of student behaviour

The Senior Leadership Team set the tone of the school on a daily basis by meeting the student body and welcoming them in to school. In conjunction with the pastoral staff, they should address uniform and other issues on entry to prevent these interrupting the learning of students.

The Senior Leadership Team will patrol the school on a rota system to ensure high standards are maintained and to support staff in addressing any minor issues, e.g. students needing the toilet. At all times, their conduct would be welcoming and positive and initially, serious misconduct should be managed through requesting the student to comply with the school policy. Any student refusing to comply with a reasonable request from the Senior Leadership team could face exclusion from school by the Principal.

The rota system will be managed by the Associate Assistant Principal for Behaviour who will be responsible for constructing a hotspot timetable. Daily reminders to Senior Leaders of hotspot lessons will be given each morning in the SLT briefing. Staff will be able to request lessons to be added to the Hotspot Timetable by contacting the AAP for Behaviour with their requests.

The Senior Leadership Team will support staff and students by running lunchtime detentions, patrolling at break, lunch time and lesson change over and staffing afterschool detentions each week.

The team will model high standards of personal presentation and demonstrate the school vision and values in the ways in which they relate to students and their families.

### **Year Leaders**

Year leaders are responsible for promoting good standards of behaviour with their year groups and addressing the needs of students who find it difficult to meet the expectations of the school. Year Leaders must find the balance of challenge and support.

Year leaders will support the Senior Leadership Team by researching more serious issues, staffing isolation and being the point of contact for more serious issues. They will also provide the administration duties of after school detentions and isolation to ensure a consistent approach.

A key part of the Year Leaders role is supporting students who are underachieving and addressing the underlying causes of any poor behaviour.

Year leaders should practically address uniform and appearance issues by issuing appropriate uniform and contacting parents to secure their support. Year leaders will visit forms on a weekly basis to assist in promoting attendance and uniform expectations.

## **Subject Leaders**

Subject Leaders are responsible for the behaviour of students in their subject areas and supporting teaching staff in upholding the policies of the school.

This includes establishing clear routines for student behaviour in individual subject areas, for example safety and behaviour guidelines in subjects like PE, Science and Technology.

It is also important that Subject Leaders are clear about standards of presentation expected in student work in their subject and reinforce these with staff and students.

Subject Leaders are expected to support teachers in the following ways:

- Monitor sanctions and rewards and look for patterns in poor behaviour that need addressing in their department.
- Prepare the exit room timetable for their subject and liaise with other subjects if required.
- Dropping in to support class teachers
- Liaise with other staff including Year Leaders
- Offering coaching and guidance to staff
- Modelling best practice in behaviour management
- Monitoring and supporting staff with students on subject report
- Holding meetings with parents and carers to support staff in ensuring high standards of behaviour and attainment in their subject area.

## **Teachers**

Teachers are responsible in assisting and promoting positive behaviours & discipline in the classroom, around school and on extra-curricular activities.

Teachers have statutory authority to discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student (Section 90 and 91 of the Education and Inspections Act 2006). This will be underpinned through the understanding and implementing the use of the Behaviour & Discipline policy 2022-2023.

- Teachers can discipline students at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers will report any circumstance if they witness any poor behaviour outside school to the relevant Year Leader.
- Teachers can confiscate students' property.
- Teachers have a responsibility to safeguard students in line with the school's safeguarding policy and annual safeguarding training.
- Teachers will have planned and prepared for the needs of all students in lessons.
- Teachers will act as appropriate role models in accordance with the standards of the profession, underlined in Teachers Standards.

- Teachers will develop and implement appropriate classroom management techniques to maintain an orderly classroom atmosphere conducive to learning and if this is failing to work will seek appropriate support from the Subject Leader.
- Teachers will establish an appropriate rapport and an effective working relationship with parents/guardians, students and other staff members.
- Teachers will contact parents and carers to discuss students of concern and to inform of poor behaviour in their lesson, for example when a student has been exited from a lesson. This will be logged on E Praise.

## **Form Tutors**

Form Tutors are a primary daily contact for the students in their form. As such they will work to develop positive and meaningful relationships with students in their care.

Their role in the monitoring and management of behaviour at level 1 is key to the successful community of the school. Form Tutors will work closely with Year Leaders, Subject Leaders and SLT to ensure that the expectations and standards of the school community are clearly communicated to students. Form Tutors will monitor student behaviour and attainment and be the person who will make a decision about when further action is required. They will be able to help ensure that early intervention is put into place before behaviour escalates and standards fall.

- Form Tutors will support the Behaviour Foci through the week ahead.
- Form Tutors will support school initiatives in form time.
- Form Tutors will attend a weekly meeting (to be held during assembly) with the Year Leader to identify students of concern and request support with these students.
- Form Tutors will liaise with parents and carers about behaviour and attainment concerns and log these conversations on E praise.
- Form Tutors will monitor student sanctions and rewards and discuss concerns with students/give praise for contributions.
- Form Tutors will monitor Form Tutor reports to support early intervention.
- Form Tutors will support parental meetings when required.
- Form Tutors will promote and enforce the basic expectations and standards of the school.

## **Students**

Students play a key role in the behaviour and discipline policy as by following the expectations within the policy they will ensure they are part of a conducive learning environment which provides them with the best chance to make progress and develop a love for learning.

The Carnforth High School community is built around three key values. We want students to develop confidence in their learning and feel confident to show the behaviours expected within the community. We want students to know the purpose of their learning and provide them with purpose going forward into the wider community. We want students to respect their school community and themselves so they make positive decisions with their behaviour.

The following are key expectations which will ensure students help to support positive behaviour and attitudes within the Carnforth High School community.

- Take responsibility for their own behaviour
- Have proper regard for the authority of teachers and other adults
- Arrive in school and lessons punctually
- Comply with the school uniform policy
- Be well prepared for lessons by bringing required equipment
- Tackle class work and homework to the best of their ability
- Treat the views of others with respect
- Represent the school in the wider community in a positive way.

## **Classroom and Community Codes of Conduct**

Students are expected to maintain the school standard in their behaviour and conduct, both in the classroom and in the wider community of the school. The code of conduct explicitly outlines the very basic of expectations that students are required to follow as a member of the school community.

### **Expectations of Behaviour in the Classroom**

- Arrive on time to lessons
- Bring the correct equipment to every lesson
- Follow all staff instructions first time
- Put your hand up if you need help/do not understand the work
- Keep your work neatly presented, underline titles and date work
- No eating or drinking (except water, with the exception of labs)
- Hand in homework tasks on time
- Do not talk over the teacher or peers
- Do not answer back to a member of staff
- Complete all task set to the best of your ability and work hard every lesson
- Do not disrupt other people's learning
- Show respect for other people and their right to learn
- Take responsibility for your own behaviour

### **Expectations of Behaviour in the School Community**

- Wear the correct uniform in line with the school uniform policy
- Remove outdoor coats and jackets before entering the school building
- Mobile phones are banned items and must not be seen
- Behave in a sensible and mature manner around the school site

- Follow the one way system
- Only enter a classroom if a member of staff is there
- Stay out of the out of bounds areas
- Put litter in the bin and help keep the school site tidy
- Be polite, kind and respectful to other students and adults
- Use basic manners
- Attend detentions promptly and check the lists/E Praise
- Do not bring banned items into school (vapes, mobile phones, aerosols etc.)
- Respect the school building and school property
- Represent the school in the wider community in a positive way by showing exemplary behaviour in the community.

## **School Sanction Systems**

### **Classroom Management**

Teaching staff are encouraged to use a range of classroom management methods to ensure a positive learning environment is maintained for all learners. Teaching staff are encouraged to use rewards as well as sanctions to maintain the balance of positive learning experiences.

It is important that when sanctions are used, a consistent approach and system is used across all lessons. Teachers will manage the classroom in line with the school policy and will be supported in addressing any issues in the classroom by the Subject Leader.

The Sanction Systems work in conjunction with a progressive system of structured intervention designed to address underlying causes of poor behaviour wherever possible. In order to support this, sanctions are be recorded on the student's school record through the E Praise site.

If a member of staff feels they require additional support with utilising the behaviour policy or with general classroom management they can speak to the Associate Assistant Principal for Behaviour to ask for support or they can request to be placed on the Hotspot Timetable to get additional support from SLT for specific classes.

### **Exit Sanction System**

The Exit Sanction Systems is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the students own learning or that of others. If unchecked this sort of behaviour disrupts lessons and undermines the authority of the teacher.

**Step 1-** Student is disrupting their learning and/or the learning of those around them. The student is told that they are on a S1. They are told why they are receiving the sanction and what they should do to correct the behaviour and their name is written on the board.

**Step 2-** Student continues to disrupt the learning and/or the learning of those around them. The student is told that they are on a S2. They are told why they are receiving the sanction and what they should do to correct the behaviour and an S2 mark is placed against their name on the board.



**Step 3-** Student continues to disrupt the learning and/or the learning of those around them. The student is now on a S3 Exit. The student is sent to the 'Exit Room' for the remainder of that lesson.

In the last 3 minutes of the lesson, the student should return to their lesson and the teacher will explain when their after school detention will be, and have a conversation with the student about their behaviour and why it was inappropriate. If a serious incident has occurred the student may not return, but on most occasions this should happen. A text message is sent home at the end of the day when a student has received an S3 Exit. Staff need to endeavour to have recorded all S3 exits onto E Praise before 3.35pm to ensure a text goes home.

If a child is exited from a lesson the subject teacher must contact parent/guardian about their child's behaviour. This can be through email, phone call or letter. A phone call is preferable. The communication needs to be recorded on E Praise.

## **Breaktime Detention**

Each Form Tutor will be given a directed period during the week to hold break time detentions for their form year group. The detention is 10 minutes in length, beginning at the start of break time. These detentions are for specific failure to meet the expected standards of the school community. The detentions will link to the core standards and will include detentions for:

- Failure to complete Form Tutor Report properly.
- Failure to bring required equipment (pen, pencil, ruler, whiteboard, calculator, etc)

**Failure to attend a break time detention may see the sanction elevated to a lunch time detention.**

## **Lunchtime Detention**

This is the main sanction teaching staff will use when dealing with poor behaviour choices from students which do not follow the codes of conduct. These can be issued in lesson, form time or out of lesson. The detention is 30 minutes at lunchtime. The detention starts at 12:40pm until 1:10pm (This allows the student time to eat their lunch). It is served with a member of SLT.

Lunchtime Detentions may be issued for the following behaviours: **(This list is not exhaustive)**

- Late to lesson / school
- Wearing uniform incorrectly
- Foul language / gesture
- Chewing
- Poor behaviour in free time, e.g. break time
- Failure to bring PE kit (managed by the PE department)

**Failure to attend a lunchtime detention for poor behaviour choices may see the sanction elevated to an after-school detention.**

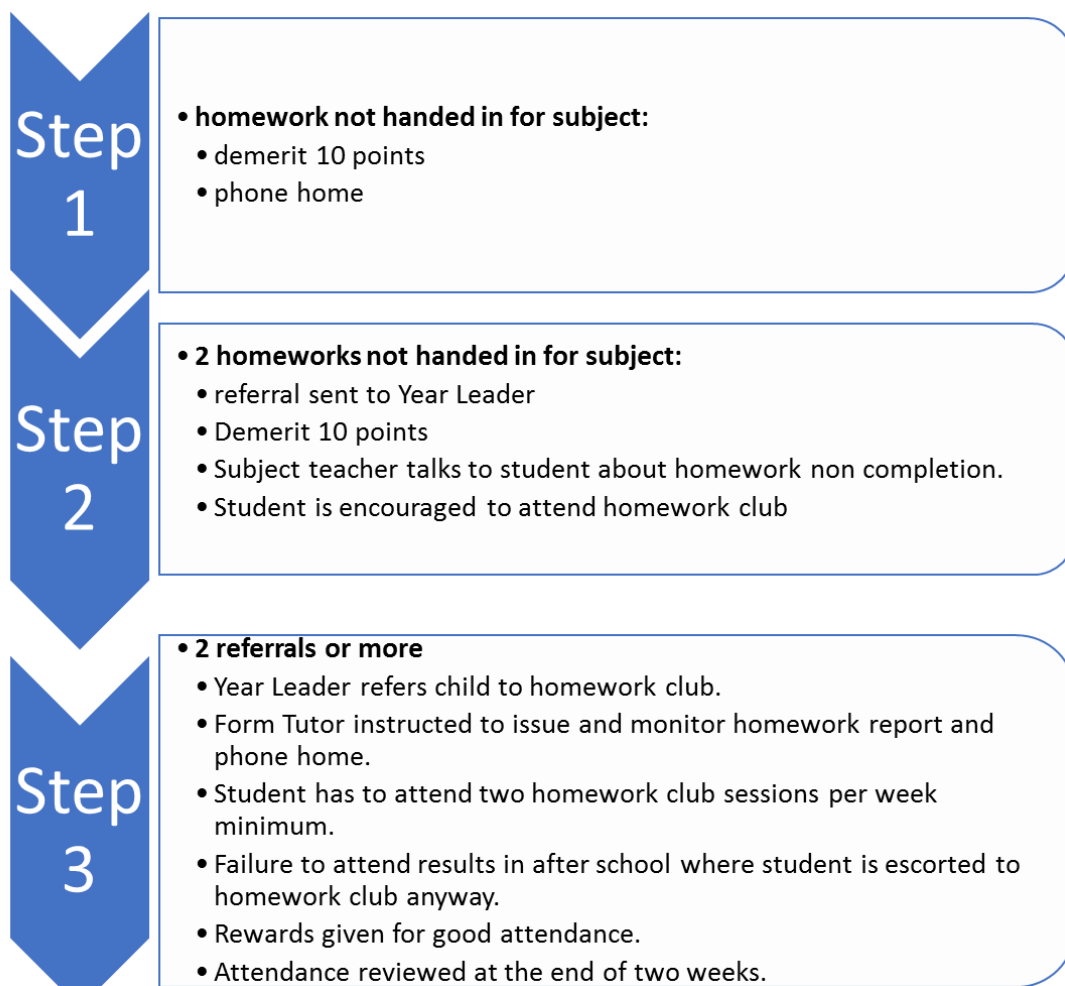
## **Homework Issues**

Students who fail to hand in a homework for the set deadline **can be issued a 24 hour extension** – staff discretion will be used to decide if an extension is appropriate. The following steps are then followed to address concerns with homework:

- 1) If a student misses a homework in a term in a subject, the subject teacher phones home and logs the missing work on E Praise. 10 demerits will be deducted from the student balance.
- 2) If a student misses two pieces of homework in a term in a subject, a further 10 demerits will be deducted from the student balance and the subject teacher will make a referral to the homework club through the relevant Year Leader. The student is encouraged to attend the homework club by the Subject Teacher.
- 3) 2 referrals in a term from any subject – student is placed on a homework report by their form tutor at the request of Year Leader. Form tutor contacts home and explains report and compulsory attendance at homework club. Student is required to attend homework club twice a week. Failure to attend results in after school detention being scheduled where they will then be sent to homework club anyway. Attendance required over a period of 2 weeks. Report will allow homework club to see improvements in submission of set work.

Students will be encouraged to attend homework club across school in the following ways, making it more attractive to complete independent in school:

- Each time a student attends homework club they will be given 5 points for attending.
- Homework club will have juice and snacks
- It will be promoted around school through the week ahead, posters and assemblies.
- Students who attend on a regular basis will be given an additional reward



## After School Detention

DFE guidelines state that schools do not have to give parents notice of after school detentions and why a detention has been given. However, we will endeavour to provide at least 24 hours notice of a detention. Parents/Guardians will be notified of an afterschool detention through text or email.

There is an after-school detention on each day of the school week. The detention is overseen by a member of SLT or a Year Leader.

A student may receive an afterschool detention for the following circumstances:

- Being exited from a lesson as per the school's Exit system (Subject Teacher)
- Failure to attend a lunchtime detention (Year Leader/SLT)
- Poor behaviour in lessons or around school that is too significant for a lunchtime detention (Year Leader/SLT)
- Truants from lesson or form period (Year Leader/SLT)
- Has a banned item visible in school (e.g, aerosols) Please see the school's confiscation of property, screening and searching policy. (All Staff)
- Receives a consequence from a member of SLT or their year leader for their behaviour in school or the wider community. (Year Leader/SLT)

Follow up actions will be explored if there are persistent breaches in the behaviour policy including meetings in school with Teachers, Subject Leaders, year leaders or members of the senior leadership team.

If a student does not attend their after-school detention, then they will be placed in isolation.

## Internal Isolation

The Isolation Room is the last step the school will take prior to a Fixed-Term exclusion. It is a very serious sanction and will be used when:

- If a student fails to attend or complete an after school detention.
- A student fails to attend the Exit Room (this maybe for a reduced amount of time dependant on the situation)
- A student has truanted in school.
- A student who receives two S3 Exit's in a half term. This resets each half term
- The actions of the student were serious enough to escalate the sanctions immediately to the Isolation Room
- A student acts in clear defiance of the school rules
- They are returning from a fixed term suspension

Whilst in the Isolation Room, students will attend from 9.00am until 3.25pm Students will receive their break & lunch in isolation from the rest of the school.

Students will be placed in either a full day, or half day isolation dependent on the behavioural issue that has led to them being isolated. Students can also be isolated for an individual lesson after consultation with AAPB and Subject Leaders as a subject specific strategy. This should only be used in an interim period prior to a restorative meeting taking place between parties involved.

When a student attends isolation they will be expected to hand in their mobile phone. There will be designated activities for them to complete. The tasks set by the Pastoral Support Worker in the morning will be completed throughout the day. Staff will be encouraged to provide work for GCSE students. Work packs are available to set work for students in KS3 and KS4.

Students who fail to meet the requirements of the isolation room will be subject to a Fixed term suspension of one day and will spend additional time in the Isolation Room on their return.

Examples of use:

These are examples and the list is not exhaustive

<b>Single lesson isolation (max 6 lessons in one subject)</b>	<p>Only to be used after consultation with Associate Assistant Principal for Behaviour.</p> <ul style="list-style-type: none"> <li>Persistent lesson disruption</li> <li>Rudeness to subject staff</li> <li>Inappropriate behaviour towards another student or member of staff</li> </ul>
<b>Half day isolation</b>	<ul style="list-style-type: none"> <li>Failure to attend an ASD</li> <li>Failure to attend the exit room</li> <li>Awaiting investigation</li> <li>Refusing to hand over a banned item (e.g mobile phone)</li> <li>Repeated offences escalation (e.g. repeated poor behaviour in free time)</li> </ul>
<b>Full day isolation</b>	<ul style="list-style-type: none"> <li>Two S3 Exits in a half term</li> <li>Serious incident (e.g. bullying)</li> <li>Return from a fixed term suspension</li> <li>Refusal of instruction from pastoral staff or SLT</li> <li>Rudeness to staff (except in the instance of direct swearing)</li> <li>Serious incident outside of school</li> <li>Repeated offenses escalation (e.g. repeated behaviour in free time)</li> </ul>
<b>Multiple day isolation</b>	<p>Only to be used after consultation with Associate Assistant Principal for Behaviour.</p> <ul style="list-style-type: none"> <li>Return from a fixed term suspension where reintegration meeting cannot be attended on the day of return</li> <li>Serious incident (e.g bullying)</li> <li>Serious incident outside of school</li> <li>Bringing the school into disrepute</li> <li>Repeated offenses escalation (e.g. repeated behaviour in free time)</li> </ul>

## Isolation Daily Routine

Students arrive at isolation at 9am where they will be met, registered and settled by the Pastoral Support Worker. During the isolation the student will also meet with their Year Leader to discuss the behaviours that have led to the student being placed in isolation, and how this can be avoided in the future. A report card for the following day will be issued (level of report dependent on the reason for being in isolation).

The students will then follow the activities below (\*subject to the number of students).

Timings	Activities
9 - 9.30	Students begin the day with their reading books. Students are registered and complete their lunch pre order form.
9.30 -10.00	Students complete the self reflection forms and re read and sign the school code of conduct. This will be stored in student files.
10.00 - 10.45	Students complete 45 minutes of maths work using the work packs or oak academy online.
10.45 - 11.00	Students taken to canteen for break*. Students go to the toilet at this time. On a nice day students can sit in the courtyard with staff on duty.
11.00 -12.15	Students complete 75 minutes of work on Science work using the work packs or oak academy online.
12.15 – 12.35	Students are taken to the canteen to get their lunch*. They stay in the canteen for 20 minutes to eat their food and then go to the toilet before returning to the isolation room at 12.35.
12.35 – 1.25	Students complete 50 minutes of English work using the work packs provided or oak academy online.
<b>Half Day Isolation ends – students go to lesson P4</b>	
1.25 – 2.35	Humanities/Arts work to be completed using the text books, work provided by teachers and the workbooks. GCSE students can work on anything that staff have provided in the morning such as coursework.
2.35 – 2.45	Students are given a 10 minute break. They can be sat in the courtyard, taken for a walk and toilet*.
2.45 – 3.25	Students continue to work on the items they started before the break.

*\*students will only be taken for a break if the numbers in isolation are lower than 6 students.*

Equipment needed for isolation each day:

- Laptops
- Subject SOL for each half term
- Radio
- Stationary
- Paper
- Reflection sheet
- Lunch order form
- Code of conduct
- Reading books and materials

## Fixed Term Suspension Process

All decisions to exclude are serious and only taken as a last resort or where allowing the student to remain in school would either harm the safety or well-being of other students or undermine the good order of the school. The following are examples but not a definitive list. All decisions to exclude will be made by the Principal after due consideration of available evidence. Some of the reasons to issue a fixed term suspension may include;

- Refusal to comply with a reasonable request from a senior member of staff.
- When in isolation, failing to adhere to the rules.
- The use of aggressive language towards peers or staff.
- Unprovoked or premeditated violence towards another student or member of staff.
- Bringing smoking/vaping items into school.
- Using racist, homophobic, xenophobic language towards peers or staff.
- Other issues based on the principal's discretion.

All fixed-term suspensions will involve a reintegration meeting with parents/carers and the student present. When the student has successfully completed the reintegration meeting they will spend one day in the Isolation room prior to them being readmitted to normal lessons.

Where possible the reintegration meeting with parent/carers will be made in the morning of the day of returning from the exclusion, if a parent/carer cannot attend, the student will attend the reintegration meeting with the Year Leader. Parents will be informed of the recommended actions following each fixed-term exclusion by letter. These actions are as follow;

**First suspension (usually 1 day):** Reintegration meeting will take place with parent/carer and student.

**Second suspension (3 days):** Parent will meet with the year leader again. Looking at the students' progress since the previous fixed term suspension and if there is any support that needs to be explored. Student and parent will be asked to sign behaviour contract. SENCO and AAP for Behaviour to liaise on an EP assessment if required for student to rule out additional needs.

**Third suspension (5-7 days):** Meeting with Year Leader and Senior Leader. In this meeting a review of all behaviour and how the school student & parent move forward. It may be necessary to complete a document called a common assessment framework (CAF) for school to be able to assist with providing further support. Managed move to be discussed and option to be offered or directed.

**Fourth suspension (10 days):** Meeting with 2 members of the Senior Leadership Team in charge of behaviour and Discipline. Student is at risk of a permanent suspension-warning given. If no managed move has been trialled, this option is to be directed.

**Fifth Suspension (15 Days):** Further suspension after a fourth fixed term suspension may result in directions to attend alternate education provision and referrals to relevant agencies. At this point reintegration meetings may also be held with the Principal. If the student reaches 15 days of suspension in a term they will have to attend a meeting with the Principal and School Governors.

## **Permanent Exclusion**

Where no other sanction is deemed appropriate, the Principal may exclude a student for a fixed period or permanently. For example, a permanent exclusion may be appropriate to manage persistent and defiant misbehaviour including serious and repeated disruption to the school environment and the ability of others to access education, bullying (which would include racist or homophobic bullying) or possession and/or use of an illegal drug or drug paraphernalia on school premises.

The procedures laid down by the Local Education Authority are strictly adhered to and parents are advised of them. School work is set for excluded students if parents request it. Parents have a right of appeal against all exclusions to the Governing Body and the Local Education Authority. The permanent exclusion of a student with Special Educational Needs requires a review of the students' needs to be held within a short period of time.

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

- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community

School will use the 'When to call the police' guidance from the National Police Chiefs Commission to decide when police involvement is required. We will also consider whether a CAF referral is appropriate and consider the role of any other agency working with the student.

## **Report Sheets**

Year Leaders will track the behaviour incidents given to their Year group on a weekly basis to identify patterns. They will also look at progress reports each term for students in their year group to identify students who are underachieving academically. Students causing concern will be discussed at the weekly ECM meetings with the Welfare Manager. If deemed suitable a report sheet will be issued to the student to further monitor behaviour and progress in lessons.

Report cards can be tailored to suit different targets. All report cards issued at different levels have individualised targets specific to the student needs and requirements of the report.

## **Subject Reports:**

Students who are underperforming in a subject area or have consistent behaviour issues in a subject area can be put on subject report. The subject report is issued by the teacher with authorisation of the subject leader. The teacher can set targets for the student each lesson and should use the report to encourage positive behaviour in the lesson. However, if underperformance or behaviour issues remain then these will be recorded.

There are two review points when a student is on subject report. At the end of the report period, one of the following actions will be taken:

- Student comes off report,
- Report period is extended,
- Subject Leader liaises with Year Leader about next steps if report has failed.

## **Form Tutor Reports:**

Form Tutor Reports are issued by the students' Form Tutor. The Form Tutor may be prompted after a data checking point (at the start of a new half term) or they can decide to place a student on Form Tutor Report based on their own tracking. The report card consists of one week of lesson monitoring.

A letter will be sent home to inform parents and carers of the report card and the reasons for it. A phone call home may also be made by the Form Tutor. The reporting period will last two weeks. At the end of the two weeks Form Tutor and student will discuss how the student has progressed and one of the following actions will be taken:

- Student comes off report,
- Report period is extended,
- Report is escalated to Year Leader.

## **Year Leader Reports:**

Year Leader reports are issued by a student's year leader. This may be due to the outcome of a subject report, multiple subject reports being consolidated to one report card or an accumulation of behaviour issues. This report covers all lessons and form time. The targets and duration of the report are managed by the year leader. At the end of the reporting period Year Leaders will contact parents/guardians to discuss the impact of the report and further steps required to get/keep the student on track.

At the end of the report period, one of the following actions will be taken:

- Student comes off report,
- Report period is extended,
- Student goes onto SLT Report.

## **SLT Reports**

SLT reports are issued by the student's year leader but a member of SLT will oversee the management of the report and set the student targets. This report covers all lessons and form time. The targets and duration of the report are managed by the SLT member.

The member of SLT mentoring the student will monitor the progress and behaviour of the student and will contact home to advise of progress and improvement. If improvement is not seen, a parental/guardian meeting will be organised with the SLT mentor and the Year Leader.

At the end of the report period, one of the following actions will be taken:

- Student comes off report,
- Report period is extended,
- A further behaviour strategy is explored.

## **Behaviour Contracts**

Alongside the reporting process, behaviour contracts may be used to clarify with students the expectations of the school community. The behaviour contract outlines the basic expectations of the school in both the classroom and in the wider school community.

Behaviour contracts will be used by Year Leaders and SLT when students have been identified as being at risk of exclusion. The behaviour contract will be discussed and signed by students and parents/guardians.



## Governors Behaviour Panel

The school recognises that after behaviour incidents, and the follow up sanctions, students may not be best placed to reflect on their behaviour effectively. It is important that reintegration meetings occur so expectations can be made clear to all parties. However, we also feel it is beneficial for students with persistent behaviour issues to have the opportunity to look at these and decide on ways to improve away from any one specific incident.

Students, parents/carers and members of the school team will be invited to a governor's behaviour panel. This will provide all stakeholders to decide on actions which need to be taken by:

- Student
- Home
- School

in order to see an improvement in the student's behaviour and their progress in school. These panels will be completed on a half termly basis with all year groups.

## Additional Behaviour Issues

### Punctuality

Punctuality is important to ensure lessons commence on time and students have the opportunity to engage in the full set of learning experiences provided by the teacher. Therefore a 2-bell system is in place for key lessons to ensure students arrive promptly for lessons.

**Start of the School Day:** The school day starts at 9:00am. There is a 2-bell system in place for the start of this session. The first bell rings at 08:55am, this allows the students 5 minutes to get to form time. Any student in school at this time who is not at the classroom door by the ringing of the second bell is marked as late and a late detention is issued (lunch detention).

Any student who arrives after 9:00am will have to enter through reception. The receptionist will then mark the student as Late in the register and the student will receive a lunchtime detention. This system is in place for times where there maybe conflict with late buses or transport issues. In these circumstances, students are not marked in as late and no lunchtime detention is issued.

**Period 4:** After lunch, lessons start at 13:25. There is a 2-bell system in place for the start of this period. The first bell rings at 13:20, this allows students 5 minutes to get to lesson. Any student who is not at the classroom door by the ringing of the second bell is marked as late and a late detention is issued.

**Period 1, 2, 3 & 5:** These lessons occur after lessons or morning break, therefore teaching staff monitor lateness to these lessons and use their discretion to decide what, if any, sanction will be issued. The sanction would be a lunchtime detention.

If a student has a genuine reason for being late to lesson (e.g. they have been in a meeting or at an appointment) the student should request a note from the member of staff they have been with. If a student does not have a note to explain their late arrival, they will be issued with a lunchtime detention.

## **Banned Items Procedure**

The following items are not allowed in school as they are deemed to be an unnecessary risk to safety to the student and others:

- Any items containing solvents
- Aerosols
- Cigarettes and Electronic Cigarettes including matches, lighters, fluids, spares
- Electronic/Battery computer games, devices, and gadgets
- Incorrect uniform items

Mobile phones can be brought into school by students, but they must be switched off and kept in a school bag at all times during the school day. If students are caught using or carrying a mobile phone during the school day, it will become a banned item and the same procedure will be used as for the items listed above.

Banned items that are found on a student or on the school site will be confiscated by any member of teaching or support staff. The member of staff will take the item to the pastoral office or send for the SLT staff on call to collect the item if they are unable to get to the pastoral office promptly.

Certain items that have been confiscated will be returned to students at the end of the day (e.g. mobile phones). Items which students are not legally permitted to have will not be returned to the student (e.g. vapes). These may only be collected at the end of the school day by a parent/carer. Parents will be reminded by the person making contact, that should they wish to collect an item on the day it is confiscated, the school office closes at **16:30**

These may only be collected at the end of the school day after contact has been made with the parent/carer, a senior member of staff agrees that they can have the item back or that there may be a safety risk in not presenting the item back to the student. Parents are reminded that should they wish to collect an item on the day it is confiscated, the school office closes at **16:30**.

If a mobile phone is confiscated due to the nature of the content, it will be determined by the relevant authority (i.e. Police) if this can be returned.

Please be aware that some items can't be returned to students.

## **Searching Students**

School staff can search a student for any item if the student agrees. If a student refuses to be searched and it is deemed that they are in the possession of a prohibited item, they will be directed to isolation and may face a fixed term or permanent exclusion based on the information and previous history of the student.

The Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable ground for suspecting that the student may have a prohibited item. Some items that are prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Prescription and over the counter drugs
- Stolen items
- Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article that the 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 student).

When carrying out a search, staff will not be on their own. A minimum of two staff must be present. Students may be asked to carry out the search by emptying pencil cases, bags etc. themselves to reduce risk to all parties.

If a child is searched this must be recorded on CPOMs even if nothing has been found, and parents/guardians must be informed that a search has taken place. A letter will be given to the child to take home and a text will be sent.

For more information, please see the Confiscation of Property, Screening and Searching Policy and Procedure.

## **The Fire Alarm**

Setting off the Fire Alarm with no good reason will lead to a fixed-term exclusion, due to the nature of the incident this exclusion could be of significant length. If this a repeated offence it could lead to a permanent exclusion.

## **Discipline Outside the School Gates**

Teachers and schools can issue sanctions for behaviour outside of the school premises to such an extent as is reasonable.

Schools have a responsibility to set out what schools will do in response to non - criminal behaviour and bullying which occurs off the school premises and which is witnessed by staff or reported to the school, including the punishment that will be imposed on pupils. Prior guidance in the behaviour policy outlines the sanctions for behaviours off the school premises.

In line with DFE Guidance, the school may discipline a student for any misbehaviour when the child is:

- Taking part in any school organised activity or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- in some other way identifiable as a student at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

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

## **Child on Child Abuse**

We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. The Anti-Bullying policy states that bullying of any form is unacceptable, that the school's anti-bullying stance will be explicitly stated to parents and students, that instances of proven bullying will be recorded and that normal disciplinary sanctions, including exclusion where appropriate will be involved. The long term aims of the policy are to develop an ethos in which the students themselves regard bullying as unacceptable.

Any racist act in work or deed is totally unacceptable. The parents of the offender will be advised of the incident and an appropriate sanction will be applied.

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, and support staff) have a duty to report bullying, to be vigilant to the signs of bullying and play an active role in school's efforts to prevent bullying.

Staff will record on the school CPOMS system:

- Child on Child Abuse incidents,
- Prejudice-Based incidents,
- Uses of Derogatory language

This will alert the Year Leaders and relevant members of the Senior Leadership Team to concerns.

For more information, please see the school's anti-bullying policy.

## **Drugs and Other Illegal Substances**

A student found in possession of or under the influence of an illegal substance will normally be given a fixed-term suspension. In rare cases, isolation may be used instead. Parents and the relevant outside agencies will be informed. A student supplying an illegal substance for use by others will be given either a fixed term or permanent exclusion depending on the circumstances. If personal gain is involved ("trafficking") the exclusion will be permanent.

## **Threats to the Safety and Welfare of Others**

**Students:** A student who is involved in persistent acts of aggression towards other students, including verbally violent or aggressive behaviour, could face a fixed term suspension or permanent exclusion, depending on the severity of the incident or incidents and with reference to the student's behaviour record.

**Staff:** Physical assault on a member of staff by a student will lead to permanent exclusion. Threatening behaviour towards a member of staff by a student, including violent and threatening language, could face a fixed term suspension. Dependant on the severity of the incident(s) this could lead to a permanent exclusion. This will take into account the students' previous behaviours and circumstances surrounding the event.

## **The Use of Force to Control or Restrain Students**

In July 2013, the government published a revised version of 'Use of Reasonable Force'. It indicates that all members of school staff have a legal power to use reasonable force and the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. It is advised that where possible the use of restraint should only be utilised by staff if alternative ways of dealing with the situation are not available.

The guidance is clear that any member of staff may use 'reasonable force' to physically restrain a student under the following circumstances:

- Remove disruptive children from the classroom where they have refused to follow instructions leave the classroom;
- Prevent a student behaving in a way that disrupts a school event, trip or a visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.

As outlined in 'Positive Environments where children can flourish', March 2018 (Ofsted), protecting the pupil's rights and dignity will be taken into consideration by staff when determining the need for and level of physical intervention required.

In line with 'Keeping Children Safe in Education' (2020), as a school, we will consider the risk of using physical restraint or isolation for pupils with SEND given the additional vulnerability of pupils in this cohort. As part of our positive planning and proactive behaviour support, we aim to reduce the occurrence of risky behaviour and the need to use restraint.