



ST MARGARET'S CHURCH OF ENGLAND ACADEMY

BEHAVIOUR & DISCIPLINE

Review Period	3 Yearly
Person Responsible for Policy	Dr D Silverstone
Governing Committee	
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Vision and Values

Vision

Our Academy Vision Statement:

“All things are possible for one who believes.”

Mark 9:23

We are an inclusive, ambitious,
transformational learning community.

*Through our faith and work,
and by living out the values of
compassion, resilience and **respect**,
our whole community will flourish
and become more fully the people
God
calls us to be.*

Values

As outlined above, we have adopted three Christian values which we feel are the basis of our community.

- Our journey will be all the easier if we show **COMPASSION**. Compassion is more than just sympathy: like Jesus, we aim to put ourselves in other people’s shoes, see their point of view, then do something about it. As teachers and leaders, our actions must show that we understand the world from others’ perspectives; as students, we must learn to do that ever more effectively.
- Perhaps we are more accurately described not as human *beings*, but as human *becomings* – people who are always learning, always growing. Growth is rarely pain-free. Learners make mistakes; that is how we learn. Like Jesus we do not shy away from those painful times – times when we will grow more, when we will learn more. As James put it, “*the testing of your faith produces perseverance*” (James 1:3). We will persevere, and show **RESILIENCE**, on our learning journeys.
- The apostle Peter encourages us to “*show proper respect to everyone*” (1 Peter 2:17). We believe that this is necessary, but not sufficient, if we are to be a respectful community. Property, creativity and protected characteristics are all worthy of **RESPECT** too; it is hard for us to claim to be followers of Christ if we do not respect, for example, the different backgrounds represented in our school community.

In talking to staff and students about our values, a recurrent theme has been that of community. By ensuring these values are woven deep into our life as a school, by ensuring that we *all* live them out on a daily basis, we will build a deeply Christian community which will flourish and which will fulfil the vision set out above.

PURPOSE

To:

1. Provide a safe environment in which all students can make a positive contribution;
2. Recognize the contribution of all students;
3. Recognize and reward academic and behavioural achievement in the classroom;
4. Enable students to enjoy their time in the classroom and raise their level of achievement;
5. Develop self-discipline;
6. Improve behaviour;
7. Increase time on task in the classroom;
8. Encourage respect for others;
9. Provide a fair, effective and systematic way of dealing with students who break the agreed code;
10. Develop the classroom management skills of all staff;
11. Encourage a team effort when maintaining good order and promoting good behaviour.

Section 1: OUR SMART SYSTEM

The acronym S.M.A.R.T. (St Margaret's Acting Responsibly Together) is used to reflect the ethos of the policy and to provide an easy-to-use title.

The SMART system is designed to promote good behaviour by recognizing the contributions of many students who would normally go unnoticed and by minimizing low-level disruption through a rising ladder of sanctions. It also seeks to promote behaviour based on mutual respect between all members of the school community. Finally, it is also a useful means of recognizing severely disruptive behaviour, which is referred to senior pastoral staff for further action.

The school's ethos supports the premise that the establishment of a good teacher-student relationship is central to working effectively with all students, especially those who experience emotional and/or behavioural difficulties. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and students. However, it is inevitable that in certain cases, the relationship will break down or never be forged.

Responsibility for dealing with disruption in the classroom is devolved to the subject teacher in the first instance. However, s/he also has an important role to play after the student is referred to more senior colleagues. The HOD must be informed of any challenging behaviour/disruption in the class and must work with the teacher to ensure that effective strategies are put in place to support both the teacher and student/s. The **strategies should be monitored and HOD and HOY**. Should there be no improvements in classroom behaviour then a Deputy Director of Pastoral care will be informed. In extreme cases, Senior Leadership will engage in the support process. Similarly, all staff are involved in the supervision of detentions after school and the Internal Exclusion Unit during timetabled lessons. Classroom management skills should be regularly reviewed and monitored by all staff in the light of their experiences in the classroom. The level of disruption in a room can be greatly reduced by honing these skills. This applies particularly to newer members of staff.

Parents are vital partners in the successful implementation of this policy and are informed of their son's behaviour whenever necessary.

Section 2: THE RULES OF ST MARGARET'S CHURCH OF ENGLAND ACADEMY

RULES:

There are five classroom rules:

1. Arrive on time and enter the room quietly.
2. Come to the lesson properly equipped.
3. Listen to and follow instructions immediately.
4. Speak up in class when called upon.
5. Treat others, their work and property with respect.

The rules appear in all classrooms for easy reference. They need to be brought to the attention of students on a regular basis, particularly at the start of a new academic year. The rules are not negotiable. Avoid introducing extra rules, apart from those essential because of the nature of the classroom environment (such as Science Laboratory or Design Technology Workshop).

In the classroom

Students should:

- arrive on time;
- concentrate and listen to teachers' instructions;
- bring books and equipment needed for each class;
- always try to do their best work;
- set out work as required by teachers;
- work in groups without raising the sound level to disturb other groups;
- wait for turn to speak in discussion groups and question and answering sessions;
- hand homework in promptly;
- be helpful to other students;
- not shout out and rush around.

Dress and Appearance

Students should:

- wear the school uniform on the way to, from and in school;
- not wear hats and trainers anywhere on the premises;
- wear protective clothing as appropriate in science and design and technology classes;
- be appropriately dressed for PE and sport.

Health and Safety

Students should:

- not use or supply any illegal drug as this is strictly forbidden and will normally mean automatic permanent exclusion or equivalent action;

- not use cigarettes, e-cigarettes or alcohol on the way to, from, and whilst on the school premises and failure to observe this restriction may lead to a fixed term or permanent exclusion;
- not interfere with any school equipment (including fire alarms);
- not bring on to the school site any dangerous articles (including but not limited to knives, fireworks, and any sort of firearm or harmful chemicals);
- not climb on to any school buildings or into private gardens near the school;
- deposit rubbish responsibly in the refuse containers placed round the school site;
- notify the grounds maintenance staff if a ball is on a roof (they will retrieve it in due course);
- not leave the school site at break or lunch time, except for those in Years 12 or 13.

Property

Students should:

- not bring any items to school which are not directly connected with their lessons, particularly dangerous implements of any kind;
- not get involved in any sort of buying and selling between students;
- not take property from other students' clothes, lockers or bags; theft of property belonging to the school, or other students, will not be tolerated.

Mobile phones: Students are allowed to bring mobiles phones into school, but these are not to be used once they are on school premises. Phones should be kept on silent mode while in school and kept out of sight at all times. Failure to comply with this rule will result in the pupil's phone (or other similar device) being confiscated until the end of the day and a 30 minute detention will be issued.

Smart Watches: Students who have *smart watches* are not permitted to use the connectivity function of these watches during school day.

General behaviour

Students should:

- not cause offence to others, including the use of foul, racist, sexist or homophobic language;
- not threaten or use physical violence to a student or adult – such behaviour will normally lead to permanent exclusion;
- not bully another student; bullying of any sort will not be tolerated;
- not deliberately damage school equipment or property;
- only consume food and drink in the dining hall at lunch time and in designated areas at break times;
- not chew gum or drop litter on the school premises;
- follow the one way system, keep to the left while moving around the building and behave in an orderly fashion in the corridors;
- wait outside a teaching room until the class teacher arrives;
- not enter teaching areas during lunch or break times without a member of staff present.

The school reserves the right to involve the police in cases where students' actions would be considered illegal if they had happened outside the school

Section 3: Peer on peer abuse

All staff at St Margaret's are committed to the prevention, early identification and appropriate management of peer on peer abuse. Evidence from Ofsted's June 2021 'Review of sexual abuse in schools and colleges' strongly suggests that peer-on-peer abuse will be happening in our school even if we are unaware of it.

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Peer-on-peer abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence.

Online peer-on-peer abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence. Research suggests that peer on peer abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different. As a result, we recognise the need to explore the gender dynamics of peer on peer abuse within our setting and recognise that these may play out differently in mixed year groups (sixth form) and lower school, which is single sex.

Types of abuse:

Physical abuse: This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken. Physical abuse must be recorded on CPOMS and reported to the DSL.

Sexual violence and sexual harassment: This must always be referred immediately to the Designated Safeguarding Lead or a deputy DSL and recorded on CPOMS. The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges September 2021 (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf). Consideration will be given to whether it is appropriate to manage the allegations internally, begin the Early Help process, make a referral to children's services and/or reporting the matter to the police.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually

harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Sexually harmful behaviour may include

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse/rape.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment and sexually harmful behaviour as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- Upskirting: where someone takes a picture under a person’s clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

Bullying: Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Online Bullying: the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone’s online identity
- Spreading rumours online

- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

Sexting / Sharing nude or indecent imagery: The term ‘sexting’ relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often ‘shared’ via social networking sites and instant messaging services. This must always be referred immediately to the Designated Safeguarding Lead DSL will follow the guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>)

Initiation/Hazing: Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour: The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Teenage relationship abuse: a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

Section 4: Rewards and Sanctions

Remember that your reputation and that of the school go hand-in-hand; if the school has a good reputation, you will take your share of it wherever you go.

Where students work within this code of conduct, their work in school and in the community will be celebrated by:

- verbal and written praise and feedback;

- written comments, for example in exercise books or on Teams;
- commendations in tutor groups and assemblies;
- displays of your work or community certificates;
- merit points which accumulate to rewards.

However, failure to comply with the above 'Code of Conduct ' may lead to sanctions being applied, including exclusion for repeated offences. This will normally be permanent, where stated, unless there are extenuating circumstances. Other sanctions that may be applied by your teachers or tutors include:

- being placed on report, which means having to be signed off after each class by the teacher;
- reduced break periods;
- carrying out tasks during breaks;
- detention to complete work;
- withdrawal of school privileges.

If misbehaviour continues, exclusion may become a possibility. But before that there will be a final meeting between your parents or carers, the Principal and representatives of the governing body of the Academy.

Rewards

The rewards culture in school promotes and celebrates achievements of all pupils for the following areas:

- Attendance;
- Subject rewards;
- Behaviour;
- Sport;
- Music;
- Effort grades;
- Enrichment and volunteering;
- Pastoral reasons.

The school communicates rewards using:

- The Principal's commendation letter celebrating improvement;
- Merit Point letters celebrating a positive contribution to the school;
- Text messaging to celebrate achievements;
- Praise Postcards sent by teaching and pastoral staff;
- Prizegiving service is used to celebrate the attainment and achievement of students who have been awarded special prizes by the school. Collective worship and year assemblies regularly promote rewards;
- Golden Meal tickets are awarded to students from each year group who on a weekly basis accumulate the most merit points.

The school monitors the use of rewards using PARs, a data management system to centralise the recording of all merits and demerits; attendance; punctuality and behaviour reporting. It is the role of form tutor and HoY to oversee cumulative totals and ensure Pastoral Support Plans are well timed to halt any deterioration in behaviour

Sanctions

There are four consequences that make up the classroom sanctions ladder. They are displayed in every classroom. Student should be reminded of them periodically. They must be used as described below. Do not introduce your own variations. It is also extremely important to be consistent when using them - research has shown that this is a major concern of the students.

Students must be told why they have been punished and what the next consequence will be. We need to be able to demonstrate to parents that students chose to misbehave in spite of repeated warnings and advice. **Never punish on suspicion and never punish the whole class. Pastoral colleagues will not support class teachers who offer whole class sanctions and will therefore remove these from the system. Students should not be asked to wait outside a classroom for any length of time unless they are subject to a time out pass instigated by HoY or SENDCO.**

SANCTION 1 First Warning

If a student breaks one of the rules, his name should be recorded - either on the whiteboard/mark book/PARs. He should be informed of this. **Discussion should not take place, nor should you ever remove a student's name in exchange for a promise of good behaviour.** If he breaks no further rules in the lesson, he suffers no further sanction.

SANCTION 2 Second Warning

If a student breaks a second rule in the lesson (either the same rule or a different one), he should be warned that if he breaks another rule he will be given a 30 minute detention.

SANCTION 3 30 minute detention

Students can be detained for 30 minutes for the following reasons:

1. Breaking 3 rules.
2. Serious misbehaviour - you should give students some advance warning of the kinds of misbehaviour that you consider are deserving of this level of punishment.
3. Failure to hand in homework after receiving a homework letter - see Homework Policy for details.

To be placed on a 30 minute detention, a student must be issued with a letter to take home. The detention should be recorded on PARs to generate a centralised register.

The student concerned has to serve the detention on the following school day and return the reply slip to his Head of Year at the start of the next day. The Head of Year is responsible for ensuring that the detention is served and for making arrangements for serving of two or more detentions given on the same day. Failure to report to a 30 minute detention will lead to 1 hour detention given by the student's Head of Year. Should a student fail to attend the 1 hour detention, he will be placed in the Internal Exclusion Unit on the next school day. If a student receives three 30 minute detentions for behaviour in any one school day, then they will be isolated in the Internal Exclusion Unit the next day and parents / carers will be invited in to discuss the student's behaviour. The Detention Duty is staffed by all teachers on a rotational basis - see separate guidelines for the conduct of this duty.

SANCTION 4 Internal Exclusion Unit

Students can be sent to the Internal Exclusion Unit for the following reasons:

1. Breaking 4 rules in a lesson.

2. Breaking the Severe Clause - see below for guidelines.
3. For receiving 5 X 30 minute detentions in one term.
4. For other serious misbehaviour outside of the classroom.
5. Selling items / goods for the value of money

Please note: The length of time spent in IEU can range from **1 lesson to 5 school days** depending to the severity of the incident. Generally, the first instance of being removed from a lesson in any one half-term will result in students staying in IEU for the remainder of that lesson. Any further visits will result in students staying in IEU for the equivalent of 1 school day.

Process of recording and reporting on Internal Exclusion Unit

1. The member of staff who has placed the student in IEU must produce a report on PARs **by 3.45pm the same school day**;
2. **The student will be interviewed by the HoY or a senior pastoral leader**;
3. Parents/Carers will be informed that the student has been removed from a lesson and sent to the IEU;
4. Details of the incident will be logged on PARs and shared with the parent / carer;
5. Consideration is given to placing / moving the student onto / up stages of the school's Pastoral Support Plans;
6. A meeting may be arranged to discuss the antecedents, behaviours and consequences. Where a meeting isn't arranged, communication will be remain open with the parent / carer;
7. Where a student is placed in the IEU 3 times in a term, parents / carers **MUST** be invited into school to discuss the school's response to the behaviours.
8. If re-integration to lessons will further disrupt learning or pose risk to the student or others, then the student can remain in the IEU for a sustained period;
9. Restorative justice documents can be completed by the student whilst in IEU to reflect on their behaviour;
10. Should the student demonstrate poor behaviour whilst isolated, consideration will be given to Fixed Term exclusion.

Defining the Severe Clause.

The following aspects of misbehaviour or disrespect qualify as breaking the Severe Clause and justify the sending of a student to the Internal Exclusion Unit:

1. **Refusal to obey a teacher's request when the issue at stake is a very serious one.**

A student who repeatedly answers back when told to be quiet could simply rise up the sanctions ladder step by step. A student who refuses to move his seat could be given a 30 minute detention straightway, but need not be sent to the Internal Exclusion Unit. An example of when to send the student straight to the Internal Exclusion Unit would be if he had lost his temper for some reason, was behaving in a threatening manner and refused to calm himself down and resume his work. Note also that if a student leaves the classroom despite being refused permission, he should be told that he is to go to the Internal Exclusion Unit and not to return to class.

2. **Gross disrespect to a teacher:**

- swearing/personal abuse;
- obscene gestures;
- physical abuse.

A student should not be sent to the Internal Exclusion Unit for giving a teacher a scowl, a dirty look or muttering something that is inaudible.

3. Fighting with another student, to the extent that punches are exchanged and injury is caused.

A student should not be sent to the Internal Exclusion Unit for "play-fighting", poking, pushing, head-to-head confrontation etc.

4. Serious damage to property or classroom furniture or gross breach of health and safety.

If it is obvious that deliberate vandalism has taken place and it is at the level of "broken chair" rather than "broken pencil", the student should be sent to the Internal Exclusion Unit.

The use of Fixed Term Exclusion

The school will consider using a fixed term exclusion in the following instances

- Misbehaviour, disrespect or challenging behaviour whilst in the school's Internal Exclusion Unit;
- Repeated incidents of bullying including bullying involving social media;
- For a major first offence, such as serious actual or threatened violence, sexual abuse or assault, supplying banned substances or carrying an offensive or potentially offensive or dangerous weapon;
- Consideration is also given when students **promote a culture** of:
 - violence;
 - racism;
 - threatening behaviour;
 - drugs;
 - or are involved in fighting or aggressive acts towards another student.
- A serious breach of the school's ICT acceptable use policy;
- Where allowing a student to remain in school would be seriously detrimental to the education of other students, to the welfare of other students, staff or of the pupil him/herself;
- More usually it follows a series of breaches of the school's Behaviour Policy and after a range of strategies to resolve the student's behaviour issues have been implemented and have failed;
- A persistent failure to comply with school rules may result in a fixed term exclusion; the number of school days can gradually increase if the persistence becomes frequent;
- When a student brings the school name into disrepute following an incident whilst travelling to or from school.

The use of permanent exclusion

Permanent exclusion is the most serious punishment a school can give if a child does something that is against the school's Behaviour Policy. It means that the child is no longer allowed to attend the school and their name will be removed from the school roll. Permanent exclusion should only be used as a last resort. The governors will meet to uphold or overturn the school decision and parents / carers are invited to represent their case. It is then the responsibility of the local authority to place the student.

Understanding the decision to exclude

There are guidelines about what should be taken into account before excluding a child. This section will help you understand a bit more about exclusions and the process that should be followed.

Who can exclude?

Only the Principal has the power to exclude a child. Other members of staff such as Heads of Year cannot exclude, though they may provide information to support the Principal's decision.

Reasons for exclusion

All exclusions must be for disciplinary reasons only. All schools must have a behaviour policy setting out what the school rules are. Schools do vary in what they will permanently exclude for. However permanent exclusion should only happen

- in response to a serious breach or persistent breaches of the school's behaviour policy **and**
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In practice this means that there are two likely scenarios for a permanent exclusion

- the child has had a history of persistent disruptive behaviour and the school feel they cannot do any more.
- the child has committed a single serious one-off offence, **even if they have never been in trouble before**. The following list gives examples of what is likely to be deemed a serious offence:
 - seriously assaulting a pupil or member of staff;
 - bringing a knife into school;
 - bringing drugs into school;
 - bringing any other offensive weapon that could cause harm or injury to others.
- However it is up to the school to define what counts as a serious offence.

Standard of proof

- The Principal's decision to exclude must be taken on the 'balance of probabilities'. That means that it is more likely than not that the pupil did what they are accused of. This is not the same as the 'beyond reasonable doubt' standard required in a criminal case

The school may consider the use of a Managed Move before Permanently Excluding a student. This service level agreement within Liverpool allows schools to engage the services of Social Inclusion

GENERAL GUIDELINES ABOUT SANCTIONS ADMINISTRATION:

Follow the administrative procedures as outlined below at each stage of the sanctions ladder. Letters and/or slips must be completed. This will ensure that students are dealt with speedily and fairly and helps Heads of Year deal with parental enquiries. The system adopts the principle that students are able to have a fresh start in the next lesson. Consistent use of the consequences system will also ensure that disruptive students are recognized early and appropriate action is taken. If a student has spent time in the Internal Exclusion Unit or has been temporarily excluded from school, they are usually monitored more closely on their return to lessons by use of a Supervision Card.

A student who is sent to the Internal Exclusion Unit for disruptive behaviour connected to his lessons, as opposed to punishment for out of lesson misbehaviour, could be placed on Stage 1 of the Behaviour Code of Practices. This decision will be made by the Head of Year. See below for the procedures connected with this Code of Practice.

A student should not be allowed to argue about a punishment. Doing this will incur the next consequence. If you wish to change your decision in the light of new evidence, the best time to do this is at the end of the lesson.

If a student does not understand why they have received a 30 minute detention and approaches a member of Staff later in the day, the member of Staff giving the detention should be prepared to advise the student accordingly, as long as the student has made the request in a polite manner.

Section 5: Respecting others and their work

Should a student break rule 5, the following sanctions must be given:

Behaviour:	Consequence:	Tracking (PARs):
Damage to work, books, stationary	30 minute Detention	Damage to work, books, stationary
Foul Language	30 Minute Detention	Using Foul Language
Directed Foul Language	Serious Misbehaviour – IEU	Using Foul or Offensive Language
Use of discriminatory language (regardless of context)	Serious Misbehaviour – IEU	<i>Recorded in Homophobic/Racist Incident Log</i> Use of Homophobic Language

Inappropriate comments about appearance, family or equivalent	30 Minute Detention	Comments with intention to cause offence
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Section 6: Pastoral Support Plan stages

PSP 1: Fixed Monitoring Period of 1 – 3 weeks by the Form Tutor

- Implemented when a student has presented challenging behaviour in the classroom. This has been raised with the Head of Year. These concerns may not be widespread but warrant closer supervision;
- Implemented when a student has lost PARs points in one subject where he is proving to be challenging;
- Implemented when a student has lost PARs points across a number of subjects where is proving to be challenging;
- Implemented when a student has had a number of detentions in quick succession
- The Head of Year reserves the right to monitor the progress of any student in the year through the Form Tutor;
- The student has been placed in the Internal Exclusion Unit for part of the school day;
- The Form Tutor is not obliged to contact parents / carers;
- The Form Tutor does not instigate PSP 1;
- The Form Tutor should not be monitoring more than 3 students at any one time;
- Communication with Parents / carers is through the use of a blue card;
- Should the student show a lack of response, this stage will end and the student can be placed on PSP2.

PSP 2: Fixed Monitoring Period of 1 – 6 weeks by the Head of Year

- DPC or DDPC can instigate PSP 2;
- This currently involves a yellow Supervision Card;
- The Head of Year is responsible for monitoring the progress of this student at this stage;
- A conversation with the parents / carers must take place at this stage;
- Students who fail to respond positively to the Form Tutor intervention should be placed on PSP 3;
- Implemented when a student has presented challenging behaviour in the classroom. This has been raised with the Head of Year. These concerns may not be widespread but warrant closer supervision;
- Implemented when a student has lost PARs points in one subject where he is proving to be challenging;
- Students have been placed in the Internal Exclusion Unit on more than one occasion or for more than one day;
- Explore the option of Mentoring using Upper School or Sixth Buddying;
- Should the student show a lack of response, this stage will end and the student can be placed on PSP3.

PSP 3: Fixed Monitoring period of 1-12 weeks

- There must be evidence of intervention at this stage. An analysis of the student's behavioural record must be communicated to parents / carers to identify trends and triggers. Subjects or teachers which present the student with challenges should be discussed to avoid triggers;
- DPC or DDPC can instigate PSP 3;
- This will be a Red Report Card similar to the current ASP card
- A poor response at PSP 2 should automatically escalate to this stage;
- The Head of Year is responsible for monitoring the progress of this student at this stage;
- A meeting with parents / carers must take place at this stage. Minutes of this meeting must be kept. Any agreements must be confirmed in writing and recorded in the students file;
- The Head of Year should report to the DDPC with any concerns regarding this student;
- The option of a Time Out card or equivalent should be explored;
- SENDO may also be actively involved in the monitoring of this student;
- The Head of Year may hold a 'Team around the Child' (TAC) meeting to get holistic view of the child's needs. Either DDPC or DPC should be present at this meeting;
- The Head of Year may consult with DDPC and consider raising an EHAT;
- Students who fail to respond positively to the HOY intervention should be placed on PSP 4;
- **Three - Five** Specific targets tailored towards the needs of the student must be agreed at the meeting;
- A review meeting / review document must be given to parents / carers;
- Should the student show a lack of response, this stage will end and the student can be placed on PSP4
- The Early Help Strategy should underpin the support mechanism for this student.

PSP 4: Fixed Monitoring period of 12-24 weeks

- The Early Help Strategy should underpin the support mechanism for this student;
- The needs of the student must be discussed with all significant adults and reviewed after a minimum of six weeks;
- This stage is based on positive reinforcement using tangible rewards to strengthen the likelihood of the desired responses;
- The DDPC should liaise with KPR and HOY to arrange for a possible Educational Psychologist's Report through observation of behaviour traits. This should then be actioned in school and recommendations should be implemented immediately;
- The student is at risk of a Negotiated Transfer to another setting and so sanctions must therefore be monitored closely to reduce wider disaffection;
- The student must carry a Daily Monitoring sheet and report to either DDPC or Inclusion Manager at the end of every school day;
- DPC can instigate PSP 4;
- The student's views on his own behaviour will also be captured;
- An extended period in the Internal Exclusion Unit may be warranted;

- The Student Support Centre Application may be considered during the next cycle
- The DDPC or Inclusion Manager is responsible for monitoring the progress of the student at this stage
- **Identified triggers to avoid should be made explicit;**
- Suggested ways of dealing with the student must be followed to avoid escalating situations;
- A review meeting **may take place at any stage during the stage 4 period;**
- DDPC or Inclusion Manager may raise an EHAT;
- DDPC or Inclusion Manager will be responsible for collating Analysis of Behaviour;
- Consultation with DPC will be ongoing and therefore may include involvement from Social Inclusion.

PSP 5: SLT Monitoring. Social Inclusion / Authority Involvement

- This student is at risk of an a Permanent Exclusion or equivalent;
- A meeting of the school governing body will discuss the student's poor behaviour and recommend action to be taken;
- DPC to rigorously monitor the progress of the student;
- Representatives from the governing body will meet with the parents / carers of this student to hear the concerns of the school. During this meeting it must be clearly communicated to the student that should this continue to demonstrate a poor attitude to school – he will be excluded or equivalent (New Protocol Agreement);
- A meeting is likely to be held with a representative from the Local Authority to discuss Alternative Provision opportunities
- Implemented and controlled by DPC until the student is either excluded from school or the student responds positively and returns to PSP4;
- Where there may be concerns that the student is at risk of danger, self-harm or causing harm to others, the school's safeguarding procedures should be followed and advice taken from external agencies including Children's Services

Section 7: Effective management of students

In dealing positively with students, staff must adhere to the following principles of classroom management:

1. Be prepared for your lessons. If possible, arrive before the class and begin on time. Try to organise both the classroom environment and the lesson material to maintain students' interest and thereby minimize opportunities for disruption.
2. Good relationships between everyone at every level are vital for successful classroom management. Take the initiative in communicating positively with all students. Endeavour to get to know their names quickly. Greeting them and relating to them outside of the classroom will often make teaching them easier. The more you know about their individual personalities, the better you will be able to deal with them.

3. Show respect for each student and expect to receive it in return. Do not ignore lack of respect from them - address the issue immediately.
4. Don't ask questions of student behaviour. If their conduct is poor, state that what they are doing is wrong and record the sanction. Asking a question means you may well get an answer you don't welcome.
5. Good order in the classroom does not simply happen, it has to be worked at. Make the rules for classroom behaviour clear to the students from the first lesson. Set high standards. Apply rules firmly and fairly, and be consistent. Do not negotiate once you have made a decision.
6. Endeavour to praise as least as much as you reprimand, if not more. Thank students at the end of the lesson if they have behaved well.
7. Behaviour problems are normal where students are learning and testing the boundaries of acceptable behaviour. Our success is measured not by the absence of problems but by the way we deal with them. Do not overreact to problems, but on the other hand, do not pretend not to notice them.
8. Continually scan or observe the behaviour of the class. Do not stay in one position all the time. Let them see that you are constantly reviewing their progress in the lesson.
9. Do not tolerate low level disruption - use the SMART system.
10. Avoid shouting as a regular method of classroom management. It will only diminish the students' respect for you. It is more effective in the long term to practice the habit of stopping speaking until they are quiet rather than to trying to overpower their noise.
11. Avoid giving blanket punishments to the class. This will lead to student resentment.
12. Avoid idle threats - always keep your word.
13. If you administer a consequence, do not allow the student to argue over it. Insist that behaviour problems are addressed at the timing of your choice so that teaching can proceed. If they continue to argue, they should be placed higher on the sanctions ladder for disrespect for your authority.
14. Avoid leaving students standing outside the classroom as you are then unable to supervise their behaviour and further disruption could take place outside the room. If a student has to be sent out of the classroom, they should go to the Internal Exclusion Unit.
15. When you do choose to discuss poor behaviour with a student, avoid an aggressive approach. Use a private rather than a public reprimand if possible. Show that you are willing to listen and want to establish facts. Do not accuse without evidence and do not punish what you cannot prove. Avoid excessively harsh punishments. However, do not allow the student to dictate the course of action.
16. Do all you can to avoid humiliating students, particularly in front of the rest of the class. This breeds resentment. Be very careful about use of sarcasm.
17. Do not interview a student alone about delicate or serious matters. Ask another member of staff to join you as a witness.
18. Never strike a student for any reason. Avoid touching them apart from mutually recognised gestures, such as a pat on the back.
19. Note that if two students are fighting in the classroom, separating them by physical force is a reasonable action in law. However, this should be a last resort.

Section 8: Exclusions

It is the Principal, or the person who is acting as the Principal of the school for the time being, who alone has the right to exclude a student for a fixed term or permanently. The Principal also has statutory responsibility for determining measures for securing good student behaviour in the light of any policy the governors have determined.

The use of fixed term exclusion

Exclusions should be used sparingly and for isolating a disruptive student, but reducing break periods, detentions to complete work, carrying out tasks during breaks and withdrawal of school privileges are alternatives that should be explored before using a fixed-term exclusion. Punishments should be directed at the offender(s), not at the whole class or individual(s) who are not solely responsible. Students can be punished for joint enterprise but this should only be used where the role undertaken had a proportionate impact on the outcome of the incident. Any assault should be dealt with quickly and, where possible, witness statements taken quickly by a senior member of staff. Restraining students involved in fighting should be handled carefully by teachers to avoid a counter charge of assault.

Parents / carers must be notified of the exclusion before it begins. Statements must be taken from all students / staff involved before a decision to exclude and it must be deemed that there is no other appropriate sanction.

For any fixed term exclusions lasting six days or longer, on the 6th day, the school must find alternative education for the students.

Parents can appeal exclusions to a student discipline committee of three governors. For a permanent exclusion, they can go to an LA appeal panel if they disagree with the student discipline committee's decision. At these hearings the panels can only come to a decision on the evidence they are given.

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