



# Behaviour Policy

<b>Member of Staff Responsible:</b>	G Dearman, Director of Pastoral Care
<b>Date policy was previously approved:</b>	July 2020

Agreed by:

<b>J Horton Chair of Governors</b>	July 2020
<b>B Riggott Headteacher</b>	July 2020





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## Statement of Intent

**Parkside Community School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.**

Pupils must **care** about the **choices** of behaviour they demonstrate and fully understand the impact their behaviours have on their **future**. By making pupils accountable for the choices they make, we believe pupils develop the characteristics and values that will enable them to be positive contributors to society throughout their time at Parkside and beyond.



We are committed to:

**Ensuring the right of each pupil to learn and the right of each teacher to teach in order to maximise student progress, wellbeing and development.**

- Promoting outstanding behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all. Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers/guardians.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

For the purpose of this document, behaviour refers to pupil conduct in the school and outside the school gates as set out in the Department for Education (DFE) guidance February 2014.

The latest DFE guidance can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/463452/Behaviour\\_and\\_discipline\\_in\\_schools\\_guidance\\_for\\_headteachers\\_and\\_staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463452/Behaviour_and_discipline_in_schools_guidance_for_headteachers_and_staff.pdf)



## 1. Key roles and responsibilities

- 1.1 The governing body has overall responsibility for the implementation of this Behaviour Policy and the procedures of Parkside Community School.
- 1.2 The governing body has overall responsibility for ensuring that this Behaviour Policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3 The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.4 The headteacher will be responsible for the day-to-day implementation and management of this Behaviour Policy and the procedures of Parkside Community School.
- 1.5 Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so as well. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6 Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy.
- 1.7 Parents and carers will be expected to take responsibility for the behaviour of their child/children inside and outside of the school.
- 1.8 Parents and carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.9 Pupils are responsible for their own behaviour both inside the school and out in the wider community.
- 1.10 Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to the Parkside Support Centre.

## 2. Definitions

- 2.1 Parkside Community School defines "unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, or behaviour which may disrupt the education of the perpetrator and/or other pupils, including but not limited to:
  - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.
  - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
  - Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
  - Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
  - Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
  - Possession of legal or illegal drugs, alcohol or tobacco.
  - Arriving at the school under the influence of drugs or alcohol.
  - Possession of banned items.
  - Truancy.



- Smoking including the use of an E-Cig.
  - Refusing to comply with school rules/procedures and disciplinary sanctions.
  - Failure to follow the instructions of a member of staff.
  - Theft.
  - Swearing.
  - Fighting.
  - Any other illegal behaviour.
  - Lateness.
  - Low level disruption and talking in class.
  - Failure to complete classwork.
  - Rudeness.
  - Lack of correct equipment.
  - Refusing to complete Knowledge/Creativity Builder, incomplete Knowledge/Creativity Builder, or arriving at the school without Knowledge/Creativity Builder.
  - Refusing to fully adhere to school Uniform Policy.
  - Use of mobile phones/electronic devices without permission.
  - Graffiti.
  - Breaching the IT acceptable use policy.
- This is not an exhaustive list.

### 3. Training of staff

- 3.1 At Parkside Community School, we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying potentially at-risk pupils.
- 3.2 Teachers and support staff will receive training on this Behaviour Policy as part of their new starter induction and ongoing training should the policy change.
- 3.3 Teachers and support staff will receive regular and ongoing training as part of their development.

### 4. Pupil expectations

- 4.1 Pupils will be expected to follow the school universal rules of **Care** about the **Choices** that impact your **Future** which require pupils to:
- **Wear full uniform at all times**  
Full and smart uniform reflects the “ready to work” ethic, which is expected of all pupils at Parkside.
  - **Attend school and lessons on time, with the correct equipment**  
To ensure no learning is missed, develop self-discipline and personal organisation.
  - **Mobile devices and/or headphones out of sight except at social times**
  - **Respect others and follow instructions first time**  
Use appropriate language and behave in a manner which does not disrupt learning in the classroom.
  - **Complete all classwork and homework on time and to the best of your ability**  
To achieve your full potential to secure future success.



## **5. Smoking and drug policy**

- 5.1 In accordance with Part 1 of the Health Act 2006, Parkside Community School is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 5.2 Parents/carers/guardians, visitors and staff must not smoke on the school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 5.3 Pupils are not permitted to bring smoking materials or nicotine products to the school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- 5.4 Pupils smoking cigarettes or e-cigarettes on the school premises will be internally excluded and spend five consecutive brunch and lunches in the intervention room. During this time, pupils will complete an anti-smoking programme and see the School Nurse in order to educate them about the future health implication of the choices to engage in these acts.
- 5.5 In the interest of health and hygiene, we request that people refrain from smoking outside the school gates and in the vicinity of the school gates and grounds. Pupils smoking outside the school gates or in the vicinity of the school grounds will be placed in our intervention room, see 5.4.

## **6. Rewarding good behaviour**

- 6.1 At Parkside Community School we believe that good behaviour is best promoted and developed by drawing attention to and rewarding well behaved pupils.
- 6.2 At Parkside Community School the rewards system is based around the awarding of Parkside points which in turn lead to certificates and other rewards.

## **7. Unacceptable behaviour**

- 7.1 Unacceptable behaviour will not be tolerated at Parkside Community School.
- 7.2 The school operates a no physical contact rule; it is made clear to all pupils that physical contact of any nature will not be tolerated. Parkside Community School will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour. Staff will not use physical restraint unless a pupil is at immediate risk.
- 7.3 Breaking any of the school rules will lead to sanctions and disciplinary action.



## **8. Sanctions**

8.1 Where pupils display aggressive and/or threatening behaviour, or illegal activity is discovered, Parkside Community School will not hesitate to contact the police.

8.2 At Parkside Community School, a range of sanctions exist and care is taken to apply the sanction most appropriate to the pupil concerned and the seriousness of the misdemeanour. Time is taken to intervene with pupils to support them to reflect and learn from their actions in the hope they will not demonstrate repeat of the behaviour(s) that led to the issuing of the original sanction. Sanctions that can be issued include:

- Verbal warning
- Moving a pupil's position in class
- Moving a pupil to a different group or half year group
- Extra work or repeating unsatisfactory work
- Detention
- Removal from class
- Loss of social times
- Withdrawal of other privileges
- Being placed on report
- Scheduled behaviour/uniform checks
- Removal to the Parkside Support Centre (PCS)
- Internal exclusion in the Intervention Room
- Accessing partner school's internal exclusion units
- Part-time timetable
- Alternative curriculum provision
- Managed move to another school/schools
- Fixed term exclusion
- Permanent exclusion

8.3 At Parkside Community School, we do not take serious unacceptable behaviour breaches lightly. We will not hesitate to act in the best interest of the pupils within the school.

8.3.1 Following an allegation of serious unacceptable behaviour, the pupil will usually be placed in Intervention Room whilst an investigation takes place, or if the pupil is injured or at risk we will contact parents and ask them to collect their child from the school.

8.3.2 If, following an investigation, the allegation is found to be true; the Senior Leadership Team has a number of disciplinary consequences that they may use which can be found in the appendices. Persistent instances of unacceptable behaviour may ultimately lead to permanent exclusion.



## 9. Items banned from the school premises – these items can be confiscated, and parents will be contacted regarding their return.

### 9.1 Fire lighting equipment:

- Matches, lighters, etc.

### 9.2 Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Any equipment related to taking or smoking of drugs
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

### 9.3 Weapons and other dangerous implements or substances such as:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

### 9.4 Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drink
- Carbonated and/or sports drinks
- Lollypops
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Mobile phones/electronic devices may be brought to the school but must be switched off and in a bag during timetabled lessons. The only time use of such devices is permitted is during social times. This is reviewed on a weekly basis. **An abuse of this by a number of pupils may lead to the school introducing a mobile phone policy.**
- Any other item/items which may be used to offend, harm or hurt individuals or groups.

Please see appendix 6 regarding mobile phones and electronic devices.

We reserve the right to ban/confiscate other items that impact on school behaviour or health and safety. If a pupil is found with an item(s) and the carrying of which may constitute a criminal offence the police will be informed.





## **10. Searching**

Staff members may use common law to search pupils, with their consent, for any item.

- 10.1 Staff members may ask any pupil to turn out their pockets.
- 10.2 Staff members may search any pupil's bag(s), jacket or blazer.
- 10.3 Under Part 2, Section 2 of the Education Act 2011, as stated in the DfE document Searching, Screening and Confiscation (January 2018), teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, electronic cigarettes (e-cigs), illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item. This includes prohibited items listed in section 9.
- 10.4 Searches will be conducted by a same-sex member of staff where possible, with another same-sex staff member as a witness – where possible, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 10.5 Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 10.6 A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

## **11. Screening**

- 11.1 Searches may be carried out both on and offsite. Offsite includes a school trip or other activity away from school where staff have lawful control of pupils.
- 11.2 Screening may also be used. Onsite screening could involve the use of a metal detector wand. This can be carried out without the pupil's consent, even if the school does not suspect them of carrying a weapon or any other banned item. Pupils working from our intervention room, could be screened daily.
- 11.3 If a pupil refuses to be screened, the school will issue a fixed-term exclusion.

## **12. Confiscation**

- 12.1 A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item. This includes legal highs and other potentially harmful materials which cannot immediately be identified. They can also seize any item however found, which they consider harmful or detrimental to school discipline.
- 12.2 If necessary, the police will be called for the removal of the item/items.
- 12.3. In all cases a meeting will take place with a member of the Senior Leadership Team, parent/carers and the pupil.



### **13. Outside the school and the wider community**

- 13.1 Pupils at Parkside Community School must agree to represent the school in a positive manner.
- 13.2 The guidance laid out in the Behaviour Policy applies when pupils are onsite, on their way to and from school and when out in the wider community, particularly if dressed in school uniform.
- 13.3 Pupils are discouraged from smoking on their journey to and from the school. If they are found smoking on or near school premises behaviour policy sanctions will be applied.
- 13.4 Complaints from members of the public about bad behaviour, by pupils at Parkside Community School are taken very seriously and will be fully investigated. Sanctions may be applied in line with school policy.

### **14. Controlled substances**

- 14.1 Parkside Community School has a zero-tolerance policy on illegal drugs and legal highs.
- 14.2 Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- 14.3 The incident will be reported to the police immediately. The police will then collect the item/items and deal with the matter in line with their agreed protocols.
- 14.4 Parkside Community School will not hesitate to give the police the name of the pupil from whom the drugs were taken and any other relevant information obtained.
- 14.5 A full incident report will be completed and used to support school and police investigations as required.
- 14.6 Any further measures will be undertaken in line with the school's Safeguarding Policy.
- 14.7 Where controlled substances are found on school trips away from the school premises, the parents/carers/guardians of the pupil, as well as local police, will be notified.
- 14.8 The possession and/or use of controlled substances will lead to a permanent exclusion.



## Appendices

### Appendix 1 – Home School Agreement

# Home School Agreement

Parkside Community School will work in partnership to equip children with the skills, attitudes and qualifications needed to secure successful careers and to become responsible adults in the future.

#### **Parkside Community School will...**

- Care for your child's safety and well being
- Promote high standards of work and behaviour
- Ensure your child is given every opportunity to achieve their full potential as a valued member of the school community
- Provide a balanced curriculum to meet your child's needs
- Contact you if we have any concerns, and keep you informed about your child's progress and how you can help them at home

#### **Students will...**

- Wear full uniform at all times
- Attend school and lessons on time, with the correct equipment
- Complete all classwork and homework on time to the best of their ability
- Behave in a manner which is respectful to people and property both inside and outside school
- Follow school rules and meet expectations

#### **Parents / Carers will...**

- Make sure their child attends school every day and on-time, with full uniform and equipment
- Support their child with homework to ensure it is completed on time and to the best of their child's ability
- Attend all Parents' Evenings and meetings about their child's progress
- Support the school with any disciplinary sanctions
- Support their child in responding positively to the expectations of the school



## Appendix 2 - Code of Conduct

The school code of conduct is displayed in each classroom and contained with the Student Record.

# Parkside Community School Code of Conduct



### **Wear full uniform at all times.**

Full and smart uniform reflects the “ready to work” ethic, which is expected of all students at Parkside.



### **Attend school and lessons on time, with the correct equipment.**

To ensure no learning is missed, develop self-discipline and personal organisation.



### **Mobile devices and /or headphones out of sight except at social times.**



### **Respect others and follow instructions first time.**

Use appropriate language and behave in a manner which does not disrupt learning within the classroom.



### **Complete all classwork and homework on time and to the best of your ability.**

To achieve your full potential to secure future success.

## Rewards

Students will be rewarded for co-operation, effort and achievement

### **Parkside Points**

**Experience Trips**

### **Commendations**

**Certificates**

### **Texts Home**

**Parkside Awards**

## Consequences

Students who do not meet code of conduct expectations, will receive graduated consequences

**1. Verbal warning and name on whiteboard**



**2. Department detention, negative behaviour log and contact home**



**3. 'On-call' - same day detention, negative behaviour log and contact home**



**Appendix 3 – Rewards for ‘Getting it Right’**

**Rewards For Getting It Right** PARKSIDE COMMUNITY SCHOOL Small School • Strong Values • Great Experiences

## Termly Super Draws

How do I achieve Termly Rewards?

**No Behaviour Referrals per Term** + **No Homework Referrals per Term** + **97% Attendance per Term**

What will I have the chance to win?  
If you win you can choose between an **XBoxOne or Playstation 4 or iPad or Laptop**

All entries will receive an invitation to a **Governor Award Meeting**

When will the Super Draws take place?

- Term 1 Super Draw - Week Commencing 15 December 2014
- Term 2 Super Draw - Week Commencing 23 March 2015
- Term 3 Super Draw - Week Commencing 20 July 2015

Terms and conditions apply

**Rewards For Getting It Right** PARKSIDE COMMUNITY SCHOOL Small School • Strong Values • Great Experiences

## Half-Termly Rewards

How do I achieve Half-Termly Rewards?

**No Behaviour Referrals per Half-Term** + **No Homework Referrals per Half-Term** + **97% Attendance per Half-Term**

What can I win?

- An invitation to a **Celebration Event**
- A chance to win a **£25.00 Gift Voucher**
- A Headteacher **Letter of Commendation**

When will the Rewards be presented?

- Half-Term 2 Rewards - Week Commencing 15 December 2014
- Half-Term 3 Rewards - Week Commencing 2 February 2015
- Half-Term 4 Rewards - Week Commencing 23 March 2015
- Half-Term 5 Rewards - Week Commencing 18 May 2015
- Half-Term 6 Rewards - Week Commencing 20 July 2015

Terms and conditions apply

**Rewards For Getting It Right** PARKSIDE COMMUNITY SCHOOL Small School • Strong Values • Great Experiences

## Weekly Rewards

How do I achieve Weekly Rewards?

**No Behaviour Referrals per Week** OR **No Homework Referrals per Week** OR **100% Attendance per Week**

What can I win?

- No Behaviour Referrals = A chance to win a **£5.00 Gift Voucher**
- No Homework Referrals = A chance to win a **£5.00 Gift Voucher**
- 100% Attendance = A chance to win a **£5.00 Gift Voucher**

Qualify for more than one category to be entered in multiple draws!

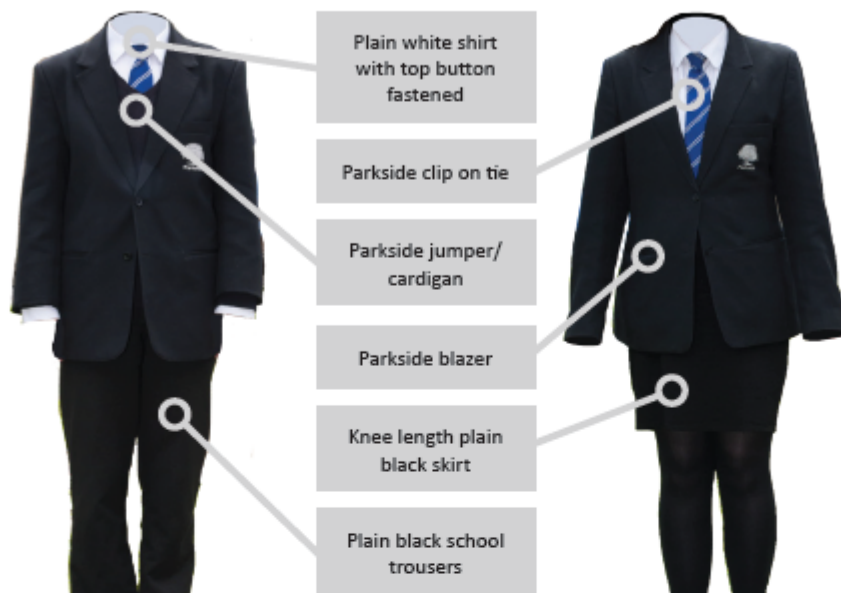
When will the Rewards be presented?

Weekly draws will take place the following week and the gift vouchers presented in assemblies.

Terms and conditions apply

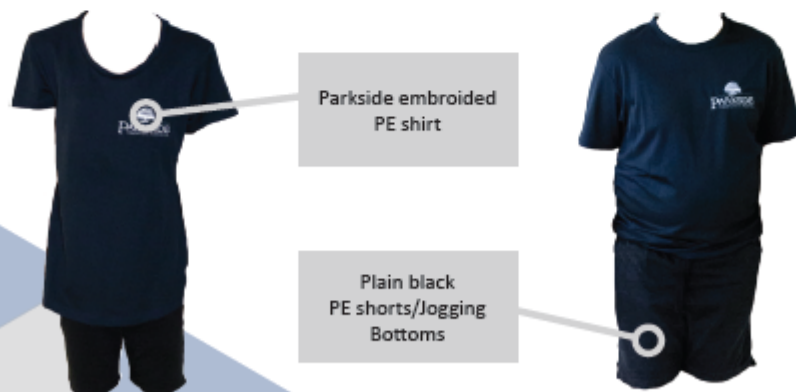


# Uniform Requirements



## Plain Black Shoes Only

Shoes should be plain black leather or faux leather with black soles and sides. No logos / badged shoes are allowed.



## All Piercings Must Be Removed For PE

Pupils who do not wear the correct uniform will be expected to load missing items. All loan uniform is laundered daily and replaced every term where necessary.



### Appendix 5 – Graduated Intervention Response\*

Category	Threshold 1	Threshold 2	Threshold 3	Threshold 4	Threshold 5
<b>Quality First Teaching and Learning, Rewards System, Consistency of Routines, Careers and British Values Curriculum</b>					
<b>Triggers</b>	1 - 10 Behaviour Points Low-Level Disruption 3 After-School Detentions 1 Fixed Term Exclusion Teacher Referral	11 - 25 Behaviour Points Persistent Disruption A number of on-calls Defiance Referral to SEN made for SEMH Self-Harm Emotional Outburst Well below expected Reading Age	26 - 50 Behaviour Points Continued Persistent Disruption Extreme emotional regulation Extreme defiance Persistent lesson avoidance Persistent absentees	51 - 100 Behaviour Points FTE Continued persistent disruption Emotional regulation is preventing any learning	101 - 150 Behaviour Points 5 or more FTE Extreme Defiance Change in home situation leads to extremely poor emotion regulation Poor Pupil Intervention Engagement
<b>Actions</b>	Behaviour sanctions Teachers Round Robin Seating Plan Review	Extended behaviour sanctions Parkside Intervention Room Discussed at weekly PSC meeting Dyslexia Screening Test	Discussed at SLT meeting Off-site partner school isolation facility Formal warning issued Referral made to external agencies Managed Move	Behaviour sanctions Final Formal Warning issued Educational Psychologist Referral	Discussed at SLT meeting Weekly staff updates SEND Code Review with SENCO Adjusted timetable provision
<b>Intervention</b>	PSC 1:1 Conversation Parent/carer Phone Call	TAC Meeting Staff meeting to agree strategies Pastoral manager parental meeting Reading Intervention Emotional Regulation Strategies Shared Assertive Mentor	Parkside Support Plan initiated Sets reviewed In class support offered Weekly staff briefing item Pastoral Manager Lesson study Director of Pastoral Care parent meeting SEND structured interventions explored Pastoral Manager mentor	Parkside Support Plan Review Parkside Support Centre Panel Alternative timetables considered Behaviour Awareness Course Deputy Headteacher parent meeting Review of referral to external agency. TAF Meeting - Half Termly Educational Psychologist Senior Leadership Team mentor	Parkside Support Plan review Headteacher Final Formal Warning Alternative Curriculum provision Deputy Headteacher caseload DDC Inclusion Team including behaviour support, integrated pathways
<b>Optional Support List</b>					
	<b>Generic</b>	<b>Literacy and Numeracy</b>	<b>Mental Health</b>	<b>Social and Communication</b>	<b>Emotional Regulation</b>
	Previous Year Behaviour Review Homework Support Club Weekly parental contact Lesson study with follow-Up Meeting Caring, Choices, Future impact programme Careers Interview Handwriting Support	CatchUp Literacy and numeracy Reading Programme Read, Write, Review MyMaths Laptop Support Aid Handwriting programme Learning Support Homework Club Educational Psychologist	Mindfulness Strategies 1-2-1 Session Therapeutic Strategies Break Time Colouring Club Lego Therapy OOST School Nurse Mental Health Agencies Early Help Officer Educational Psychologist	Speech and Language Programme Friendship Intervention Social Boundaries Intervention Life Skills Intervention Lego Therapy School Pastors Educational Psychologist	Fidget Aid Anger Management Intervention Work Mindfulness Strategies Lego Therapy School Pastors School Nurse Early Help Officer Educational Psychologist

**\*Please note: The Graduated Intervention Responses is reviewed on a weekly basis to meet the changing needs of our pupils.**



### Appendix 6 – Student Record



## Student Record

Student Name:

Mentor Group:

### Rewards

Week Beginning: 31 August 2020

### Knowledge & Creativity Builder

Subject	Due Date	Subject	Due Date
English			
Maths			

### In Lesson Consequences

Week Beginning: 31 August 2020

Date	Comment	Staff Initials

Parkside Support Centre Intervention

### Out Of Lesson Consequences

Week Beginning: 31 August 2020

Date	Comment	Staff Initials

Parkside Support Centre Intervention







**Appendix 7 – Sanctions**

<b>Type of sanction</b>	<b>Duration and/or time</b>	<b>Definition and reason issued</b>	<b>How parents/carers are informed</b>	<b>Actions that take place during the sanction</b>	<b>Graduated response for failure to complete the sanction</b>
Late to school	Brunch	Issued to pupils that arrive onto the school site after the first bell at 8.40am without a valid reason.	By text same day. Parents/carers will be invited into school for a meeting if pupils are repeatedly late.	Pupils expected to complete revision/coursework or read their book.	Parents/carers contacted and a 1 hour detention after school detention issued.
Smoking on the school site	Social times for 5 days	Any pupil found to be smoking on the school site.	By telephone, and school nurse referral also discussed.	Pupils will be given a No Smoking research project to complete during the 5 days, this will include effects of smoking and strategies used to stop.	Parental/carer meeting followed by a 1 day Intervention Room and 5 day social day detention.
Knowledge/Creativity Builder	Lunch	Failure to complete or to an adequate standard Knowledge/Creativity Builder work	Text message	Pupils to complete a worksheet that focuses on the impact of not accessing knowledge/Creativity Builder work.	Following day 30 minute after school detention
Low Level Disruption (LLD)	Following day 30 minute after school	If pupils are issued with a second warning in lesson for not meeting expectations.	Text message	Pupils to complete a worksheet that focuses on the impact of not meeting expectations in the classroom.	Following day 1 hour after school detention
On Call	Same day after school 1 hour	Issued to pupils that have received 3 warnings in a lesson for not meeting expectations.	By telephone	The member of staff that issued the sanction will meet with the pupil to discuss the behaviours that resulted in the On Call and also agree on a way forward.	Parents/carers contacted and following day social time and 1 hour after school.



After school	No fixed period of time, at discretion of SLT staff.	Damage to school buildings or property.	By telephone	A meeting will take place with the Site Manager. Pupils will undertake activities that will contribute to the upkeep of the school as a means of restorative of justice.	Parental/carer meeting followed by 1 day Intervention Room and completion of original sanction.
Intervention Room	No fixed period of time, at discretion of SLT staff. Room open 8.35am to 4.00pm	Reasons could include: -If a pupil has been issued two On Calls in a single day. -A pupil has accumulated 5 behavioural referrals in a single week. -As part of a graduated response. -Serious concerns with a pupil's behaviour or actions e.g. threatening behaviour, failure to follow an instruction.	By telephone, followed by a parent/carer meeting.	Pupils will complete predominately literacy and numeracy work and also any additional classwork that a teacher may set. Opportunities for mediation to take place if other pupils are involved e.g. bullying incident. 1:1 mentoring to 'unpick' the actions that resulted in the sanction including pupil self-reflection.	Alternative school Intervention Room/Centre.
Alternative school Intervention Room/Centre	No fixed period of time, at discretion of SLT staff.	-As part of a graduated response. -Extremely serious concerns with a pupil's behaviour e.g. fighting, swearing at staff, racial bullying.	By telephone, followed by a parent/carer meeting.	Pupils will complete predominately literacy and numeracy work and also any additional classwork that a teacher may set.	-Fixed Term Exclusion. -Discussion of a Managed Move to another school.
Fixed Term Exclusion (FTE)	From half a day up to 5 days.	-As part of a graduated response. -See Appendix 8 for clarification.	Parent/Carer meeting	Pupils will be issued with a work pack to complete. Before returning to main stream lessons a reintegration meeting with a member of the	Duration of FTE extended or pupil at risk of Permanent Exclusion.



				<p>Senior Leadership Team will take place.</p> <p>Following a successful Reintegration meeting there will be an opportunity for mediation to take place if other pupils are involved e.g. bullying incident and also 1:1 mentoring to 'unpick' the actions that resulted in the sanction including pupil self-reflection.</p>	-Discussion of a Managed Move to another school.
Permanent Exclusion (PEX)	Permanent	-See Appendix 9 for clarification.	Parent/Carer meeting. Followed notification by letter and a Governors' Hearing.	<p>- School issue a work pack for 5 days following the decision to PEX.</p> <p>-Inclusion Pathways Team design and implement provision from day 6 onwards.</p>	



### **Appendix 8 – Fixed Term external exclusion**

The headteacher may take the decision to exclude a pupil for a fixed term for a number of reasons such as:

- Unacceptable behaviour in Internal Exclusion.
- Foul and abusive language.
- Repeatedly failing to follow instructions.
- Repeatedly failing to follow the school rules (including uniform rules).
- Continuous disruptive behaviour.
- Fighting or physical assault (including retaliation).
- Racial abuse.
- Homophobic abuse.
- Sexual misconduct.
- Continuous bullying.
- Dangerous behaviour.
- Violent and/or aggressive behaviour.
- Being in possession of alcoholic or illegal substances.
- Serious damage to school property.
- Malicious use of electronic devices or telecommunications.
- Being in possession of a banned item.
- Breaching the IT acceptable use policy.
- Any other behaviour deemed as unacceptable by the Headteacher.

Pupils attending alternative provision may also be excluded as part of fixed term exclusion from the school.

### **Appendix 9 - Permanent Exclusion**

Permanent exclusion is an extremely serious sanction, and a step taken by the school only as an absolute last resort. The headteacher may take the decision to permanently exclude a pupil for a number of reasons such as:

When, over a prolonged period of time, despite numerous strategies employed to reengage, a pupil refuses to work with the school or persistently fails to follow the school's behaviour policy.

Where allowing the pupil to remain in the school would seriously harm the education, welfare or safety of the pupil or others in the school.

#### **Examples of serious harm may include:**

- Dangerous behaviour which poses a risk to the education and health and safety of others within the school or themselves such as:
  - lighting fire(s)
  - carrying an offensive weapon
  - harming or threatening a pupil or member of staff with an offensive weapon
  - serious, actual or threatened violence against another pupil
  - serious, actual or threatened violence against a member of staff



- a pupil who harms another pupil causing injury requiring medical attention.
- Criminal behaviour e.g. supplying illegal substances to others or being in possession of illegal substances, this could include an incident which takes place on the journey to or from the school e.g. alcohol or illegal drugs.
- Sexual misconduct threatening the well-being of a pupil or a member of staff.
- Serious malicious or inappropriate use of electronic devices or telecommunications.
- Malicious accusations about a pupil or a member of staff.
- Assault, injury or harm to a member of staff.
- Behaviour or an act that causes serious disruption to the School e.g. deliberately setting off fire alarm.
- Serious breach of the IT acceptable use policy.

Or any other behaviour deemed to seriously harm the education, welfare or safety of others by the Headteacher.