



## **OLDFIELD SCHOOL**

### **POSITIVE BEHAVIOUR FOR LEARNING POLICY**

#### **1. Purpose**

1.1 Oldfield School seeks to create an environment in which effective learning can take place.

1.2 Everyone should be able to learn in a safe, calm working environment and teachers should be able to meet their learning objectives without being hindered by poor behaviour.

1.3 It is vitally important that we recognise, reward and reinforce good work and behaviour, so that students feel that their positive behaviours are valued and acknowledged. Students will then be encouraged to exhibit good, rather than poor behaviour.

1.4 The principles underlying this policy are based around our school ethos and are based around RESPECT - for themselves, for others and for the environment. This policy helps to ensure that our students will be well-prepared to face the world as compassionate, confident and resilient young people and to provide an environment that challenges all students and fosters ambition.

1.5 This policy takes into account the framework for school discipline set out in relevant education legislation including -

- Behaviour and Discipline in Schools (2013)
- Exclusions for maintained schools and academies (2015)

1.6 This policy seeks to put into practice the shared values of the school community of students, parents, school staff and governors.

#### **2. Content**

2.1 This policy should be read in conjunction with the following policies

- Equalities
- Attendance
- Anti-Bullying
- Drugs
- E-safety
- Safeguarding and Child Protection
- ICT and Acceptable Use
- SEND

#### **3. Procedures**

- 3.1 We use a stepped approach for both rewards and sanctions and for managing all forms of behavioural problems, from low effort and withdrawn behaviour to disruption be they academic or pastoral.
- 3.2 **Faculty/Department/House Meetings:** rewards and sanctions should be a standing item on the agenda, so that students can be highlighted. On the sanctions side, this might mean that timely intervention from HoF/HoD or HoH/HOY could prevent a student from going to the next level.
- 3.3 Offences that may lead to a fixed term exclusion or permanent exclusion are outlined in **Appendixes 4 & 5.**
- 3.4 As a school, we wish to promote self-discipline and have expectations about acceptable standards of behaviour. This is promoted in our Code of Conduct (**see Appendix 3**). The main principles behind our code of conduct are :

#### **RESPECT FOR OTHERS**

Staff and students should:

- Allow students to learn and teachers to teach.
- Treat everybody with consideration and courtesy.
- Respect the right of others to hold their beliefs and opinions
- Help to prevent all forms of bullying.
- Keep to the school uniform requirements.
- Behave with the health and safety of others in mind.
- Behave helpfully and responsibly.
- Speak appropriately.

#### **RESPECT FOR PROPERTY**

- Everybody should treat their own property, and the property of others with care.

#### **RESPECT FOR THE SCHOOL**

- Everybody should treat the school buildings, their contents and grounds with care.
- Students in Years 7-11 sign the student section of the Home School Agreement which outlines what students are expected to do.
- We take for granted that Sixth Form students will behave in an acceptable way, in addition they agree to abide by the conditions in the Oldfield Sixth Form Agreement which can be referenced in the Sixth Form Handbook. These students are at school on a voluntary basis. Students who are unable to keep to the Sixth Form Agreement will be asked to leave the school. We expect that these students will act as good role models for the younger students and therefore display the highest levels of behaviour.

#### **3.5 Strategies for Promoting Good Behaviour**

We firmly believe in an active partnership between students, parents and school. The following examples are some of the strategies used to promote good behaviour -

- adults' role as role models
- praising students for good behaviour (e.g. House points, certificates, notes in contact books)

- broadcasting information about successful events via twitter, the website, the school newsletter or local newspaper etc.
- regular assemblies, House meetings
- staff being visible around the school, being seen to be interested in the students and in good self-discipline
- learning the names of students to let them know they belong
- displaying examples of students' work
- offering a wide range of extra-curricular activities
- rewarding good behaviour as appropriate (see section 3.6)
- employing a flexible approach to the curriculum to attempt to meet the needs of all students
- pleasant school environment
- creating calm and orderly movement around the school
- providing students with opportunities to promote the values which they regard as important (e.g .code of conduct)
- use of tutor group time
- recording and investigating any allegations of bullying, racial or sexual harassment
- engaging students in school life and developing their leadership and decision-making skills
- temporary removal from the classroom of a student who prevents the learning of others

### 3.6 Our Positive Behaviour Framework

We appreciate the importance of recognising the achievements of our students both in and outside of the classroom. We want to recognise as many students as possible in our day-to-day practice, but also have additional rewards for attainment in different areas. We use praise and awards to promote, teach and support positive behaviour and to recognise achievement. This shows that we value learning and effort and helps to promote a positive classroom climate and build our school ethos. The Positive Behaviour Framework outlined below describes the range of rewards that students may earn.

Our main approach to rewards is based on a points system, where students collect points and are awarded when they reach certain milestones throughout the academic year (**Appendix 1** outlines this process in more detail).

In general, staff should be generous with rewards! Rewards have a much more positive effect than sanctions, so members of staff try to catch students being good.

The table below shows the processes for rewarding students in Years 7 – 11.

The Rewards System:		
SYSTEM	PERSON	REASON
PRAISE Eg: verbal	ALL STAFF	ALL ASPECTS OF POSITIVE BEHAVIOUR / ACHIEVEMENT IN SCHOOL

POINTS (to be recorded on SIMS and in students' Contact Books)	ALL STAFF	ALL ASPECTS OF POSITIVE BEHAVIOUR eg: ACADEMIC / EXTRA-CURRICULAR / COMMUNITY SERVICE
OLDFIELD REWARD BADGES (Bronze, Silver, Gold)	HOH	Achieving 50,75,100 House points (see below)
OLDFIELD AWARD	TUTOR/HOH	Completing the Oldfield Award.
HOUSE CUPS for - <ul style="list-style-type: none"> <li>• POINTS</li> <li>• ATTENDANCE</li> <li>• SPORT</li> </ul>	HOH	Winning House for Points at end of Terms 2,4,6 Overall House winner Attendance end of Term 6
SUBJECT REWARDS	SUBJECT TEACHERS/ HOD/HOF	Excellent effort/achievement in classwork/ homework / examinations.
CELEBRATION EVENING (vouchers/certificates)	ALL STAFF	ATTENDANCE / SUBJECT / EFFORT / PARTICIPATION

3.6.1 The 6<sup>th</sup> form has a separate rewards system, whereby there is a bi-termly prize for academic achievement and a community service certificate for commitment to the school above and beyond normal expectations.

### 3.7 Strategies for Discouraging Poor Behaviour

The school takes a very proactive approach to discouraging poor behaviour, such as:

- adults as role models (e.g. punctuality)
- staff being visible
- using sanctions as appropriate
- regular assemblies, House meetings
- learning the names
- avoiding shortness and/or sarcasm
- lesson attendance registers
- directing/encouraging students to be involved in extra-curricular activities
- employing a flexible approach to teaching and learning
- pleasant school environment (graffiti free etc)
- bullying monitored on SIMS / behaviour report
- use of external agencies
- use of tutor group time
- mutual support amongst peers
- creating calm and orderly movement around the school site
- providing students opportunities to identify undesirable behaviours
- Individual Support Plans (ISPs)

- students have a tutor who knows them well

### 3.8 The Sanctions Framework

The Sanctions Framework (**Appendix 2**) provides clarity for students and staff on the processes for dealing with repeated poor behaviour in the classroom and outside of it. By providing students with clarity and a stepped approach towards sanctions, we encourage our students to take responsibility for their own behaviour.

This is based on a points system within SIMS behaviour. These points will be deducted from their overall points tally. This ensures that we reward students who consistently meet our expectations.

*Note: Finally, it must be remembered that students need to feel that they have the chance of a fresh start. Students who have exhibited poor behaviour in the past and later 're-offend' should be able to start again at the bottom of the Sanctions Framework, if they have behaved well for a reasonable length of time.*

### 4. Truancy

**4.1 From a single subject:** This would be treated as a C1 issue within that subject area (recorded on SIMS) and so is defined as 'poor behaviour in the classroom' (even though the student was not in the class), i.e. it is a Faculty /subject issue. The student's parent/guardian would be contacted by the class teacher, the absence would be registered on lesson monitor, and a sanction would be set. The student would return to class next lesson. Further truancy would cause progression up the stepped approach to C2 etc.

**4.2 From more than one subject in a day, e.g. from afternoon lessons:** This would be treated as a C2 issue. Since it is more serious than truancy from a single lesson, the student would enter the system at the C2 level. If this type of truancy were to be repeated, the student would move up the system to C3. At this stage or earlier, the HoH and/or AHT Pastoral would wish to investigate the causes of the truancy and suggest an appropriate course of action.

### 5. Lateness

5.1 Punctuality is a key life skill and, in addition, lateness entails a student missing valuable teaching time and / or the learning of the whole class being disrupted.

5.2 The number of minutes late a student records to registration (non-bus students) / lessons, beyond the reasonable time expected, will be logged on SIMS Lesson Monitor by the tutor / teacher. The Attendance Officer will total the number of minutes each week and hold an after school Lates Detention for students who receive more than 15minutes late a week.

5.3 Persistent lateness beyond 3 detentions will result in a C3 action and referred to the AHT Pastoral.

### 6. Searching Students

6.1 Members of staff can search students with their consent for any item.

6.2 The Headteacher and staff authorised by the Headteacher do have the power to search students or their possessions, without consent, where they suspect the student has a 'prohibited item'.

Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen drugs
- smoking paraphernalia including e-cigarettes
- fireworks

## **7. Parental Responsibilities**

7.1 We firmly believe in an active partnership between students, parents and school. Students and parents are asked to sign our Home School Agreement which outlines the responsibilities of the parent and the school including those around behaviour and attendance.

7.2 Parents have a clear role in making sure their child is well-behaved at school. If they do not the school may ask them to sign a parenting contract or may apply for a court-imposed parenting order. If a child is issued a sanction such as an after-school detention we expect that parents will support the school in ensuring that their child completes these promptly. In rare occasions it may be appropriate to sanction a student through a Saturday morning detention. Parents/carers would be informed at least 5 working days in advance of this sanction.

7.3 If a child receives a fixed term exclusion from school, parents must take responsibility for their child and ensure that they are not in a public place with good reason during school hours within the first five school days of any exclusion. If they do not, the school may issue a penalty sanction of £60 per parent per child (rising to £120 if not paid within the first 28 days). Parents are then expected to attend a readmission meeting following any fixed period exclusion.

7.4 Failure to attend a readmission meeting for any fixed exclusion of more than five days may make it more likely that the court will impose a parenting order if the school applies for one.

## **8. The Use of Physical Restraint**

8.1 The Education and Inspections Act 2006, (s.93) sets out the power of members of staff to restrain students.

8.2 A member of staff may not use corporal punishment as a disciplinary sanction, they may use reasonable force to prevent a student from:

- committing an offence;
- injuring themselves or others;
- damaging property, including their own;
- behaving in a way which is prejudicial to the good discipline and order of the school whether
- in the classroom or elsewhere where the teacher has lawful control of a student.

8.3 There is no legal definition of what constitutes "reasonable force, however, the degree of force must be proportional to the incident and the minimum to achieve the desired result.

"Reasonable force" might be justified, for example, in the following situations:

- violent behaviour by a student such as fighting or attacking a member of staff or another student;

- acts of vandalism;
- behaviour by a student, such as rough play, the misuse of objects or running in the corridor, which is likely to cause personal injury or damage to property;
- refusal by a disruptive student to leave a classroom.

8.4 Staff must exercise great caution in the use of force and always try to use other means to resolve a situation. Staff should not act in a way which might cause pain or injury.

8.5 Staff should take due care to ensure that they do not place themselves at risk of injury and should use verbal commands where possible to diffuse a situation.

## **9. Monitoring**

9.1 Monitoring is carried out in formal and informal ways (**Appendix 6**)

9.2 The Governing Body monitors and reviews the Behaviour Policy through its committee work by:

- seeking the views of staff and parents, to ensure that they agree with and support the policy;
- requiring the Headteacher to report to the Governing Body on behaviour.

## **10. Evaluation**

10.1 The policy is regularly reviewed. The review will include staff, students, parents and governors.

Criteria for evaluation will include:

- students' involvement in, and commitment to, the behaviour policy;
- effects of behaviour on the quality of learning;
- the extent to which students demonstrate good habits of work and behaviour;
- aggressive behaviour or bullying.

## **11. Monitoring and review of policy**

11.1 This policy will be reviewed every two years by SLT.

11.2 This policy was approved by SLT on: 25<sup>th</sup> August 2016

11.3 Date when policy was last approved: 25<sup>th</sup> August 2016

11.4 Date when next review is due: July 2018

## APPENDIX 1 - POSITIVE BEHAVIOUR REWARD SYSTEM

Students can achieve House points for a range of positive behaviours. This shows that we value learning and a positive classroom climate and the importance of good relations.

ACTION	BEHAVIOURS	STAFF ACTION	CELEBRATION
<p style="font-size: 2em; color: green; margin: 0;">P1</p>	<p><b>Behaviours within the classroom including:</b></p> <ul style="list-style-type: none"> <li>• Excellent effort during the lesson,</li> <li>• Excellent piece of classwork / homework/ assessment / test</li> <li>• Showing resilience = redoing a piece of work</li> <li>• Improvement in student's learning</li> <li>• Excellent contribution to learning in tutor/lesson time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ALL STAFF REWARD POINTS - Be generous!</b></li> <li>• All staff record on SIMS Behaviour.</li> <li>• Monthly reports are generated and displayed on the House noticeboards /Tutor bases</li> <li>• HOH/HOY award prizes in House assemblies .</li> <li>• AHT:Pastoral /Headteacher award prizes in SLT assemblies</li> </ul>	<p>Points are recorded on SIMS Behaviour</p> <p>(On-going celebration of reaching key milestones (25-100 points)</p> <p><u>25 points</u></p> <p>Praise Certificate (Tutor)</p> <p>Reward from Prize Trolley</p> <p><u>50 Points</u></p> <p>Bronze Reward Badge / Certificate (HOH)</p> <p>Reward from Prize Trolley</p> <p>Entered into end of term prize draw</p> <p>Use of LRC at break/lunch times</p> <p><u>75 Points</u></p> <p>Silver Reward Badge/Certificate (AHT:Pastoral)</p> <p>Choice from Prize Trolley</p> <p>Entered into the end of term draw</p> <p><u>100 Points</u></p> <p>Gold Reward Badge/Certificate (Headteacher)</p> <p>Choice from the prize trolley</p> <p>Entered into the end of term draw</p>
	<p><b>Behaviours outside of the classroom including:</b></p> <ul style="list-style-type: none"> <li>• Taking part in an extracurricular activity</li> <li>• Representing the school at a sports match/ school event</li> <li>• Respect for the environment</li> <li>• Respect shown for others</li> </ul>		
<p style="font-size: 2em; color: green; margin: 0;">P2</p>	<p><b>Behaviours in the classroom</b></p> <p>To be nominated by HOD / HOF for -</p> <ul style="list-style-type: none"> <li>• Consistent effort</li> <li>• Sustained excellent achievement in a subject</li> <li>• Achieving 96% attendance in a term</li> </ul>	<p>At Dept/Faculty meetings subject staff nominate students deserving P2</p> <p>HOD/HOF enter points on SIMS</p> <p>Star of the Month Certificates/postcards sent home awarded in House assemblies</p>	<p><b>Other things that may happen –</b></p> <p>Star of the Month Certificates</p> <p>Additional prizes/rewards</p>

	<ul style="list-style-type: none"> <li>Sustained improvement in effort/attainment.</li> </ul>		
<b>P2</b>	<p><b>Behaviours outside of the classroom</b></p> <p>To be nominated by HOY / HOH</p> <ul style="list-style-type: none"> <li>Outstanding contributions which promote Oldfield's values and ethos.</li> <li>Sustained evidence of supporting others / the environment</li> </ul>	<p>At HOY/ HOH meetings pastoral staff/ tutors nominate students deserving P2 rewards</p> <p>HOY/ HOH enter points on SIMS</p> <p>Star of the Month Certificates/postcards sent home awarded in House assemblies</p>	Star of the Term certificates / entry into end of term draw.
<b>P3</b>	<p>To be nominated by HOH/Y or HOF to SLT</p> <ul style="list-style-type: none"> <li>Faculty Stars of the Term</li> <li>HOH stars of the Term</li> <li>Excellent Attendance (97-99% attendance in a term)</li> <li>Sustained demonstration of following our school ethos.</li> </ul>	<p>Nominated by HOD/HOF/HOH/HOY to the SLT link for the faculty area</p> <p>SLT pass this information to AHT:Pastoral to enter onto SIMS</p> <p>Star of the Term Certificate presented in end of term assembly</p>	
<b>P4</b>	<p>Outstanding Attendance (100% attendance in a term)</p> <p>Top Achievers in Faculty areas KS3-5</p> <p>Outstanding effort / conduct throughout the year</p> <p>Community Service</p> <p>Outstanding contribution to a school events/ sports match.</p> <p>Brilliant work referred to Headteacher through SLT link.</p>	<p>Nominated by Headteacher</p> <p>Headteacher passes this information to AHT:Pastoral who enters onto SIMS.</p>	

Additional rewards can then be collected by students for reaching the key milestones. They will receive a badge and a certificate. This badge will unlock the following additional privileges/rewards -

See table below -

AWARD	NUMBER OF HOUSE POINTS REQUIRED	REWARD
BRONZE AWARD (bronze badge ,certificate)	<b>50</b>	Use of the LRC at break/lunchtimes  Prize Trolley  Entry into end of term prize draw
SILVER AWARD (silver badge, certificate)	<b>75</b>	Reward Breakfast (end of each term)  Prize trolley  Entry into end of term prize draw
GOLD AWARD (gold badge, certificate)	<b>100</b>	Cinema trip for Years 7-11 (end of Term 6)  Entry into end of term prize draw  Prize trolley

<p>Note - House Points are calculated on the total number of House points minus total number of SIMS behaviour points. A student who drops below the badge total will lose their badge entitlement.</p>
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*NOTE - A daily/weekly LRC pass can also be obtained via the tutor/Head of House/Year/LRC technician*

<b>The Oldfield Award</b>
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Students are issued with an Oldfield reward card in September - those who complete all sections of the card will be eligible to attend an end of year reward trip.

<p><b>Attendance</b></p> <p>96% overall attendance</p> <p style="text-align: center;">OR</p> <p>100% attendance in a term</p>	<p><b>Positive Behaviour -</b></p> <p>Achieved a Gold Reward Badge</p> <p style="text-align: center;">OR</p> <p>Finished in the top 10 for their year group in a Term</p> <p style="text-align: center;">OR</p> <p>Achieved a minimum of 25 House points in a term</p>	<p><b>Effort</b></p> <p>To have achieved at least an average of 2.5 in their effort scores on at least one progress report.</p>
<p><b>House competition</b></p> <p>Have represented their House in at least one House competition/event e.g. Sports Day, leading a house assembly, leading a charity event.</p>	<p><b>Team Work</b></p> <p>Have attended at least one extracurricular activity for a minimum of 6 weeks over the academic year</p> <p style="text-align: center;">OR</p> <p>Represented Oldfield School at an event (school sports team/Evening of Dance/ school production etc)</p>	<p><b>Oldfield Challenge</b></p> <p>Students who follow complete the Oldfield Challenge</p> <p>(need to have demonstrated at least one for each category - tutor to sign off)</p>

## **The Oldfield Challenge**

The Oldfield Challenge provides our students with the opportunity to develop their key skills which are linked to our core values/principles of INSPIRE, LEARN and SUCCEED. This challenge is printed on the back of the Oldfield Award. To pass this challenge the Tutor must have evidence that at least **two** activities in each area has been completed.

### **TO SUCCEED**

Consistently high levels of focus in lessons and tutorial time

Having your work displayed

Greatly improving your report performance / Sustaining an excellent report performance over 2 reports.

Improving your performance in a subject area through dedication and practice

Rewriting a piece of homework to improve it.

Never giving up!

### **TO LEARN**

Offering to help without being asked

Showing consideration and sensitivity

Supporting a friend in need

Raising awareness of anti-bullying

Promoting equality

Looking after our school environment (picking up litter)

Fund raising for charity

### **TO INSPIRE**

Leading learning in a subject area

Taking a warm up in PE

Leading a tutorial activity

School Council rep

Captain of school team

Prefect / School Mentor

## Appendix 2: SANCTIONS FRAMEWORK

ACTION	STUDENT BEHAVIOURS	Options	STAFF ACTION
<p style="font-size: 2em; color: red; margin: 0;"><b>C1</b></p>	<p><i>Not being ready to learn and affecting your chances of success</i></p> <p><b>Behaviours within the classroom –</b></p> <p>E.g. talking in class, low level disruptive behaviour, inadequate work, lack of equipment</p>	<p><b>Things that will happen:</b></p> <ul style="list-style-type: none"> <li>• Clear warnings will be given to you so that you can correct your behaviour.</li> <li>• A C1 behaviour point will be recorded on SIMS reflecting the severity of your behaviour</li> <li>• A meeting with your class teacher/tutor outside the normal lesson time/tutorial</li> </ul> <p><b>Other options that may be used:</b></p> <ul style="list-style-type: none"> <li>• You may be moved seat</li> <li>• Class teacher/tutor contacts parents</li> <li>• Class teacher / tutor sanction e.g. break or after school detention.</li> </ul>	<p><b>You action it!</b></p> <p>All staff are responsible for managing discipline issues within their own classrooms.</p> <p>Individual staff use SIMS to record negative behaviour and outcomes.</p> <p><i>Note - all staff must complete the Action Taken section of SIMS behaviour log.</i></p>
	<p><b>Behaviours outside of the classroom -</b></p> <p>E.g. wearing inappropriate uniform, low level inappropriate language/ inappropriate contact</p>		
<p style="font-size: 2em; color: red; margin: 0;"><b>C2</b></p>	<p><b>Behaviours that disrupt the learning of others:</b></p> <p><b>Behaviours within the classroom which result in the HOD/HOF being involved in the incident :</b></p> <p>E.g. rudeness to staff, missing a subject detention, persistent disruptive C1 behaviour.</p>	<p><b>Things that will happen:</b></p> <ul style="list-style-type: none"> <li>• Meeting with the HOD/HOF for behaviours within the classroom outside of normal lesson time.</li> <li>• Meeting with the tutor/HOY/HOH for behaviours outside the classroom.</li> <li>• A C2 behaviour point (worth -2) will be added to SIMS by individual staff.</li> <li>• HOF/HOD / HOY/HOD will issue a sanction e.g after school detention.</li> </ul>	<p><b>Others will help:</b></p> <p>Refer the incident/behaviours to your HOD/HOF (behaviours within the classroom) HOH/HOY (behaviours outside of the classroom) promptly (the same working day). They will discuss with you and decide on the relevant sanctions.</p> <p><i>Note: staff making the referral must use SIMS to record reasons for referral and outcomes of strategies tried. They should record this as a C2 on SIMS and use the message function to inform their HOD/HOF. After a sanction has been agreed this must be updated within SIMS by the referrer.</i></p>
<p style="font-size: 2em; color: red; margin: 0;"><b>C2</b></p>	<p><b>Behaviours outside of the classroom which are dealt with by the HOY/HOH including:</b></p> <p>E.g. low level bullying, truancy, smoking, missed detentions, persistent C1 behaviours outside of the classroom</p>	<p><b>Other options that may be used:</b></p> <ul style="list-style-type: none"> <li>• Removed from that class/tutorial for 2 weeks</li> <li>• Faculty/Pastoral report card</li> <li>• Parents informed</li> </ul>	

<h1 style="color: red; text-align: center;">C3</h1>	<p><b>Anti -Social Behaviours which affect the school</b></p> <p><b>These behaviours will involve a member of SLT including:</b></p> <p>E.g. a member of staff has requested On Call, missed faculty detentions, trespassing.</p>	<p><b>Things that will happen:</b></p> <ul style="list-style-type: none"> <li>• Meeting with a member of SLT outside of normal lesson time.</li> <li>• A C3 behaviour point (worth -3) will be added to SIMS by SLT</li> <li>• SLT will issue a sanction e.g SLT after school detention, internal exclusion, fixed term exclusion for repeated C3.</li> </ul> <p><b>Other options that may be used:</b></p> <ul style="list-style-type: none"> <li>• Report card</li> <li>• Removal from that classroom for 2 weeks.</li> <li>• Parents/Carers contacted and invited into school</li> <li>• Referral to other professionals</li> </ul>	<p><b>SLT will help:</b></p> <ul style="list-style-type: none"> <li>• Refer behaviours in this category to SLT Faculty link for behaviours within the classroom via the HOF.</li> <li>• Refer behaviours outside of the classroom via the HOH/HOY to the AHT:Pastoral through SIMS.</li> <li>• A referral must use SIMS to record reasons for referral and where appropriate, outcomes of strategies tried.</li> </ul> <p><i>NOTE: If On Call has been used the member of SLT that attended will liaise with the member of staff and HOF regarding appropriate sanctions.</i></p>
<h1 style="color: red; text-align: center;">C4</h1>	<p><b>Anti-Social Behaviours which affect the school/ community</b></p> <p><b>Behaviours which will be referred to the Headteacher via SLT</b></p> <p>E.g. Actions that affect both the school and/or the wider community. This includes persistent C3 behaviour.</p>	<p><b>Things that will happen:</b></p> <ul style="list-style-type: none"> <li>• A C4 behaviour point (worth -4) will be added to SIMS by AHT:Pastoral</li> <li>• Headteacher will issue a sanction e.g Internal exclusion,/ fixed term exclusion. In extreme cases this may result in a permanent exclusion.</li> </ul> <p><b>Other options that may be used:</b></p> <ul style="list-style-type: none"> <li>• Individual Support Plan</li> <li>• Parents/Carers contacted and invited into school</li> <li>• Referral to other professionals</li> </ul> <p><i>NOTE : for all Fixed Term / Permanent exclusions refer to Appendix 4.</i></p>	<p><b>Headteacher will be involved via SLT link.</b></p> <ul style="list-style-type: none"> <li>• Refer behaviours in this category to SLT Faculty link for behaviours within the classroom.</li> <li>• Refer behaviours outside of the classroom via the HOH/HOY to the AHT:Pastoral through SIMS.</li> <li>• A referral must use SIMS to record in detail the reasons for referral.</li> <li>• Any witness statements must also be passed directly to the AHT:Pastoral without delay.</li> </ul>

### **Appendix 3 : CODE OF CONDUCT**

Our Code of Conduct is displayed in every classroom to remind students of our key expectations with regard to behaviour. Students are reminded of these expectations in regular assemblies.

I will be punctual for my lessons.

I will bring the appropriate equipment, including homework, to all lessons.

I will record the date and title and underline them with a ruler.

I will work silently on the Do Now activity as soon as I arrive at the classroom.

I will answer the register with "Yes, Miss" or "Yes, Sir".

I will wear my uniform correctly, including removing coats and scarves without being asked.

I will be silent when the teacher, other adult or peer is talking and I will work in silence when asked.

I will keep my hands still and use my eyes to track the teacher, other adult or peer who is talking.

I will produce my best work at all times which will be shown in both presentation and quality of work.

I will be respectful at all times, including in my choice of language, behaviour and attitude to the environment and equipment.

At the end of lessons, I will stand behind my chair in silence and wait to be dismissed. I will thank the teacher and any other adults for the lesson.

### **Appendix 4: EXCLUSIONS**

#### **Types of Exclusion**

##### Internal Exclusion

The student is internally isolated for up to 5 days in school; curriculum work for the student is maintained by class teachers.

##### Fixed Term External Exclusion

The student is sent home for a number of days agreed by the Headteacher or designated lead teacher; curriculum work for the student is maintained by class teachers where possible; the student and parent/carer will be asked to attend a readmission meeting with the purpose of seeking a firm commitment from the student to improve behaviour.

##### Permanent Exclusion

The student has committed an incident, or a series of incidents of significant and serious concern; continued inclusion would negatively impact on the education and welfare of others in the school community.

1. There is a legal limit of 45 days exclusion per student in an academic year after this a permanent exclusion will be considered.
2. If a student receives more than 15 days of exclusion the Principal will inform the school governing body.

### **Fixed Term Exclusions**

- These procedures follow advice from the Dfe guidance 20 June 2012, updated 10 February 2015. A fixed period exclusion can only be authorised by the Headteacher (or Deputy in his/her absence). The Headteacher completes an exclusion record sheet which ensures that all the appropriate steps are taken.

### **Protocols**

- Exclusions are preceded by an investigation seeking a standard of proof that it is deemed probable that the student engaged in the alleged inappropriate behaviour.
- If there is an immediate threat to the health and safety of the student engaged in the alleged incident, or others in the school community, an immediate exclusion may occur before a more detailed investigation is completed.
- Parents/Carers are contacted immediately and if available they will be asked to arrange for the collection and supervision of the excluded student. The student's welfare and the welfare of the school community are of primary concern.
- We are obliged to set and mark work for excluded students. The excluded student will be expected to complete homework on the first day of exclusion; additional work will in most cases be given directly to the student. In some cases where this is not possible work will be posted/delivered to the student's main home address.
- If a Looked After Child is excluded from school a designated lead teacher will co-ordinate formal discussions with the Local Authority; the school recognises that suitable provision needs to be made by the Local Authority.
- Only those who need to know the details of the exclusion are informed.
- Following the student's exclusion parents are requested to attend a readmission meeting to discuss their child's conduct, the context and implications of the incident and the development of support strategies. The lead designated teacher will seek a firm commitment from the student that the inappropriate behaviour leading to exclusion will not be repeated. Parents/carers are strongly advised to attend the readmission meeting to support their child; however, if they are unable to attend the meeting all readmission procedures must still be adhered to; a record of the parents/carer's non-attendance will be made.

- Fixed period exclusions may involve a Contract of Good Behaviour being signed by student/parents/school as part of the re-admission procedure.
- Parents have a right to make written representation to the Governing Body if they disagree with the Headteacher's reasons for a fixed term exclusion. The Governors have no power to overturn exclusions totalling five days or less, or to remove the exclusion from the child's file.
- Appeals for exclusions over five days are made to the Student Disciplinary Committee.
- Fixed term exclusions may result in students being banned from representing the school at events/on school visits.

### **Permanent Exclusion**

- If a student has already had several fixed period exclusions which have failed to produce improved behaviour or when a student commits a serious act of misbehaviour, this may lead to a Permanent Exclusion from school.
- **Appendix 5** lists possible offences which may lead to a fixed term or permanent exclusion.
- If a student is permanently excluded the Student Disciplinary Committee of the Governing Body must meet within 15 school days of the exclusion to decide either:
  - to confirm the exclusion
  - or
  - to direct the Headteacher to re-instate the student.
- Parents have the right to appeal against the exclusion. Appeals are made to the Appeal Panel.

### **Appendix 5 Examples of behaviours that would lead to Fixed Term / Permanent Exclusions**

Possible offences leading to a fixed term exclusion, as agreed by the Governors:

- consuming alcoholic drinks on the school premises or on school trips against the instructions of the staff in charge (refer to Drugs Policy)
- serious bullying;
- attacks on other students/teachers causing no or only minor injury;
- theft;
- actual or threatened physical violence to self or others;
- conduct which may place other students at risk;
- verbal abuse to staff;
- serious challenges to staff authority;
- intentional damage to property;

- serious racial and/or sexual harassment;
- serious disruption of other students' learning;
- using social networking sites to bring the school into disrepute;
- unsubstantiated malicious accusations against school staff;
- possession of illegal drugs on the school premises or on school trips;
- possession of a potential weapon on school premises or on school trips;
- vandalism/arson (eg damage to fire extinguishers);
- photographs, audio or film footage taken of staff /students without their permission;
- serious misuse of mobile phones;
- and other offences of a serious nature.

Possible offences leading to a permanent exclusion, as agreed by the Governors:

- providing/dealing in illegal drugs on school premises or on school trips (refer to Drugs Policy);
- dealing in illegal drugs outside of school time if convicted by the Courts;
- possession of a firearm or other potential lethal weapon on school premises or on school trips;
- persistent behaviour of a nature indicated in the list above;
- serious attack on a student or teacher or other member of staff especially, but not exclusively, if a weapon is used and especially, but not exclusively, if actual or grievous bodily harm is caused;
- serious criminal damage to property (e.g. arson);
- and any other comparable offences of a serious nature.

#### **Appendix 6: Monitoring of this policy**

- Record of exclusions - Headteacher
- SIMS Behaviour
- SIMS Lesson Monitor
- Comments in contact books - Form Tutors/other staff
- Referral to outside agencies - HoH / Inclusion Manager / AHT Pastoral
- Students on report/progress sheets/mentoring
- Incident log sheet (where appropriate)
- Key Stage Assessments
- Reports
- Meetings/phone calls/letters to parents – all logged
- Medical information
- Direct observation of student behaviour in/out of lessons

