

Sydenham School Behaviour Policy

Updated March 2016

To be reviewed June 2017



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A	Behaviour grid wall chart
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The school's vision and Mission for Behaviour and Safety: 'All students are to understand and display excellent behaviour for learning, both within the Sydenham community and in the wider community and feel safe and secure.'

Success Criteria, Monitoring and Evaluation

The success of this policy is measured through the relevant targets in the school improvement plan and through monitoring of the relevant data below.

Relevant data

- Year group distribution of positive and negative behaviour grouped by ethnicity and other groups [FSM/SEN]
- Staff awards of merits, demerits and alerts
- Use of on-call [where students are removed from a lesson]
- Internal and external exclusion data
- Attendance and punctuality data

Roles and responsibilities:

- The vast majority of students are well-behaved for the vast majority of the time, and most rarely come into contact with the discipline system of the school. For those who do, most will respond to straightforward sanctions such as detention, letters home and tutor report.
- We aim to achieve outstanding behaviour for learning by rewarding students often and routinely and consistently apply the sanctions where necessary. The Headteacher has the right of intervention at any stage in disciplinary procedures, as she is finally accountable to Governors for good behaviour within the school and the safety of students and staff.
- Where tutors believe that higher level intervention is necessary, perhaps after several incidents, the YLC and tutor would make a decision about appropriate sanctions and next steps. Where a student is persistently poorly-behaved in lessons, then the relevant Curriculum Leader (CL) will also have an important role, particularly if the poor behaviour is located in a specific Faculty area.
- Parents should be informed and involved, particularly when concerns are developing; parental involvement at an early stage can often help resolve matters before serious problems develop. Where a student's behaviour is beginning to cause serious concern, the parent(s) should always be involved and invited for interview.
- Where parents do not attend meetings, or do not engage with the school, then the school will proceed in the way it considers most appropriate for the student.

Students

- Follow the school code of conduct, their core principles and school rules

All staff

- Follow the behaviour procedures as outlined in our policy, behaviour grid and current procedures

Tutors and Teaching staff

- Help our students develop and regulate their own behaviour for learning, through the pastoral curriculum, relevant academic curriculum and modelling appropriate behaviour.

Curriculum Leaders

- Support teaching staff when behaviour for learning falls below expected standards, following the guidance in the current behaviour procedures. Celebrate achievement when behaviour for learning leads to good progress. Monitor the use and effectiveness of this policy as it relates to classroom teachers.

Year Learning Coordinators

- Support tutors and teaching staff when behaviour for learning falls below expected standards, following the guidance in the current behaviour procedures. Celebrate achievement when behaviour for learning leads to good progress and achievement. Monitor the use and effectiveness of this policy as it relates to students.

Leadership Team

- Support Curriculum Leaders and Year Learning Coordinators in maintain the expected standards of behaviour. Monitor the use and effectiveness of this policy as it relates to whole school behaviour and progress.

The Governing Body

- The Children Young People and Families sub-committee reviews this policy and related procedures on an annual basis. On their routine visits governors should enquire about the school's formal behaviour policy and the implications for the day-to-day running of the school. Governor's feedback their findings as part of their visit report.

Core Principles – Staff

The over-arching core principles of Sydenham School inclusive behaviour policy are two-fold:

1. There is no such thing as a naughty child
2. Students should be in lessons learning

All other principles stem from these core beliefs.

There is an outstanding Behaviour for Learning Curriculum

- We as adults model and reinforce expected behaviour in every year group, in and out of school
- We encourage motivation and engagement through a clear and positive reward structure that has “high currency”
- Student Leadership is embedded and promotes Outstanding Behaviour for Learning
- Our Pastoral Curriculum develops knowledge, understanding and skills in outstanding behaviour for learning
- We are restorative in our approaches and always aim to de-escalate any situation involving a lack of community spirit
- We offer good quality feedback not just on academic work but on students managing their own behaviour
- We build a structure to reward long-term good work rather than one-off displays of engagement
- We look for opportunities to praise ‘invisible’ students

Every day we build a strong sense of a School and wider-world community

Where:

- We all feel safe in our learning and in our physical environment

- Deep, positive relationships are built on mutual respect, commitment and trust
- Students respect themselves, each other and adults in our community
- We all respect each other's opinions and ideas.
- Students are active participants in their own learning environment.
- We are resilient and visibly demonstrate our positive mental attitudes

We do this by:

- Having high regard for student voice
- Actively modelling relationship building
- Catching students being good
- Delivering a strong Personalised Learning and Thinking Skills curriculum
- Developing active links with the wider world

We deliver outstanding Learning and Teaching

Learning, teaching and behaviour are 3 sides of the same coin! Learning is on the observe side, teaching the reverse and then behaviour goes around the circumference! We firstly apply our behaviour management skills to engage students in learning, setting up the right environment and then deliver outstanding teaching to keep them behaving well.

- We aim to have Stretch and Challenge in every lesson
- Our schemes of work promote a curriculum that's accessible to all through personalisation and differentiation
- We are enthusiastic in our teaching
- We take the lesson seriously (we're on time, well organised etc.)
- We model the behaviour we want

There is a fair and equal application of a comprehensive behaviour for learning policy

- It's about being fair and being seen to be fair:
- We make sure our policy is publicised
- We all follow through on both positives and negatives
 - ... but we praise more often than we issue sanctions
 - ... and we always apply the sanctions as set out in the procedures
 - We use routines and set clear, consistent and fair boundaries so that students feel safe.
 - We are consistent in our behaviour towards students
 - We promote students owning their behaviour structure through highly regarded student leadership
 - We use our systems to promote effective communication - with students, staff, and parents and use this to ensure swift action when required.
 - We also sensitively communicate instances of the positive and negative behaviour and the consequences so that students know it's fair

Core Principles - students

Groups of students from Years 7 – 9 worked on their principles for a behaviour policy and the Sydenham student "I statements"

I am a Sydenham student and I....

At home

- 1) Get organised before coming to school.
- 2) Come to school on time
- 3) Complete all homework to the best of my ability and on time.

- 4) Do additional things to support my learning in my own time (such as reading books of my choice)

In school – in lessons

- 1) Come to class fully equipped and ready to learn
- 2) Pay attention in class and respect teachers.
- 3) Take full part in all my lessons.
- 4) Respect others' learning and when they are talking.
- 5) Help and support each other's learning.
- 6) Respect cover teachers too.
- 7) Help people who are less able than I am.

In school – out of lessons

- 1) Aim to be in school every day.
- 2) Aim to be on time to school every day.
- 3) Move about the corridors and come in to class quietly following the corridor code.

Uniform

- 1) Wear correct school uniform.
- 2) Bring and wear my PE Kit as needed.

In the Community

- 1) Will respect others and treat everybody the same.
- 2) Show respect for my School and its uniform even when I'm outside of school.

Everywhere

Work Hard: Aim High : Achieve higher

Created by Sydenham students for all Sydenham students

Rewards

Sydenham School believes that students who consistently meet our core expectations in terms of attendance, punctuality, behaviour/ contribution to school life, effort and progress should be recognized and rewarded.

The school has developed the "Sydenham Gold Standard" to monitor and track pupils' achievements across these five areas, and we reward students who achieve excellence in each of the "Standards" through the "Gold Standard Certificate".

Eligibility for the Gold Standard Certificate

- 97% or higher attendance (the school takes steps to ensure that students with genuine medical conditions are still able to achieve the Gold Standard)
- 97% or higher punctuality to school
- 20 or more achievement points (Conduct Points)
- Average effort of 2.6 points or higher
- Average Progress (Distance from Track Target) of 1 sublevel or higher

Gold Standard Celebration Assemblies take place 4 times per year for each year group after each Track Point. Students who achieve the Gold Standard receive a certificate and a Gold Star badge, and are entered into an annual prize draw. Students collect their Gold Star badges and wear them proudly on their jumpers. The names and photos of students achieving the Gold Standard are also displayed outside the main school hall.

The “Four-Star Certificate” is awarded to students who meet 4 out of 5 of the above criteria. They also receive a certificate during the Gold Standard Celebration Assemblies, and are entered into the annual prize draw. Students who achieve the Gold Standard in every Track automatically secure a place on the annual end of year rewards trip during July, and they are joined by those students who are pulled at random from the prize draw.

The “Behaviour Standard” is based upon the number of Merit points students achieve (minus any Demerit points as a result of poor behaviour – this aggregation is known in SIMS as Conduct Points). Teachers can award Merit points for a variety of reasons, and are encouraged to do so regularly where students are meeting our expectations for excellent behaviour, engagement, classwork/ homework or for community participation etc. Teachers may also choose to reward in other ways, such as postcards/ letters/ phone calls home etc, but the issuing of Merit points is central to our Behaviour and Rewards policy.

Three additional “Right Respecting Award” assemblies take place at the end of each term of the school year, where students are rewarded as part of a celebration of other areas of school life such as community participation, extracurricular activities, fundraising and sporting accolades, and students may receive certificates and/ or additional prizes as part of these events.

Restorative Approaches:

Restorative Justice is designed to transform the way a school responds to wrong doing and teaches students the concepts of responsibility, accountability and empathy. Evidence demonstrates that students who participate in RJ are more likely to have long term successful outcomes when resolving issues.

In order to meet core principles 1 and 2 we ensure all members of teaching staff have an understanding of the principles of RJ and reconciliation; this includes having RJ as part of whole staff training. In addition all pastoral leaders and key members of curriculum teams receive additional training enabling them to embed restorative practices across all areas of learning

The principles of Restorative Justice

To encourage a more student focused and rights and responsibility approach to behaviour we are embedding restorative approaches into our Behaviour Policy which offers us an alternative way of addressing discipline and behavioural issues within a consistent framework. Evidence illustrates that schools which work restoratively find that relationships for both students and staff are stronger and learning is more effective, thus there is less need to resort to sanctions and punishments to try to ‘manage’ behaviour.

Restorative approaches build upon the basic principles and values we would like to encourage at Sydenham:

- Honesty, openness and sincerity
- Positive regard for each other
- Empathy
- Individual responsibility and shared accountability
- Human capacity for positive growth
- Optimistic perspectives for personal development
- We hope that by introducing restorative approaches will lead our school to having:
- A more respectful climate
- Excellent relationships amongst students, staff and the wider community

- Students feeling supportive when things go wrong
- Students being able to accept responsibility
- A calmer, quieter and more productive learning environment.

The legal authority

Throughout this policy the legal authority “Right to Discipline” – comes from the Education and Inspections Act 2006 (The Act)

Section 91 of The Act introduced a statutory power for teachers and other school staff to discipline students. This power came into force in April 2007 and is intended to support schools in dealing with poor behaviour and what is perceived as a culture among some students and their parents of “you can’t tell me to do that.” The power covers detention, confiscation, control and restraint, the power to search for weapons. The power broadens the scope of the school’s authority, and includes the regulation of conduct outside school, for example to promote positive behaviour on work experience, at a sporting event or on the way to and from school.

In line with Sections 90 and 91 of The Act our behaviour policy gives teachers the authority to discipline student for mis-behaviour when the student is:

1. taking part in any school-organised or school-related activity or
2. travelling to or from school or
3. wearing school uniform or
4. in some other way identifiable as a student at the school.

or mis-behaviour at any time, whether or not the conditions above apply, that:

5. could have repercussions for the orderly running of the school or
6. poses a threat to another pupil or member of the public or
7. could adversely affect the reputation of the school.

Community service

The school uses community service as a sanction. This is used in circumstances, in conjunction with a restorative approach, where a student has ‘wronged’ the school community in some way. The service performed is usually related to the wrong-doing, for instance – litter picking or table clearing as part of a lunchtime detention following poor behaviour at lunchtime.

Detention

The school uses detention as a sanction and parents are advised of this at initial interview.

Under the right to discipline, it is lawful for teachers and other school staff to give detention to any student, under the age of 18, without notice at any point in a normal school day where the student does not have permission to be absent.

Any member of staff is able to issue a detention and classroom teachers are encouraged to use this sanction on a sliding scale. Staff should use break and lunchtime detentions before moving to before or after-school detentions.

For detentions of up to 20 minutes outside of a normal school day then no permission or notification from parents is required.

Detentions of between 20 and 60 minutes duration (one hour is the longest detention that may be issued at the start or end of a school day). The adult setting the detention must attempt to make contact with a parent or carer to determine that the student can make it home safely.

Although parental consent is not required for detentions staff must act reasonably:

- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
 - Whether the detention is likely to put the pupil at risk.
 - Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
 - Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

The school will exercise its power reasonably, and staff should never knowingly put a student at risk by detaining them. Disagreement with the penalty on the part of the parent is not a reason for a student's non-attendance.

Confiscation

The school maintains the right to confiscate items which are not allowed, which infringe school uniform rules, prevent the appropriate work of the school from continuing or are a health and safety risk. School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The school will automatically confiscate items in a range of circumstances, for example:

- mobile phones and electronic equipment used in lesson times
- jewellery which is not consistent with the school uniform policy
- cigarettes, illegal drugs
- weapons or items which could reasonably be considered weapons
- items which might be deemed offensive to the ethos of the school, e.g. racist material or pornography

In order for confiscation to be lawful, the response in confiscating an item must also be proportional. As the school publishes its policies on uniform and electronic devices it is reasonable to confiscate any such item. Equally it would be reasonable to confiscate racist material or a weapon immediately. Although this is a matter of good, professional judgment staff must be mindful of the requirement to fairly and equally apply this policy. The final judgment on what is reasonable will rest with the Headteacher, and in the event that the Headteacher's decision is disputed, with the Governing Body.

Screening and Searching

Screening is when the school randomly selects a group of students to check that they are not in possession of any prohibited items. This can be done at any time during normal school hours. Lockers, as school property, may also be subject to screening. Lockers may be screened without a student being present.

A personal search involves going through the belongings that a student has on their person. This is always done with the student's consent and will begin with them being asked to empty out anything they are carrying. The school does not advocate the use of the power to carry out a personal search for prohibited items without the student's consent. Students will only ever be asked to remove their outer clothing. There will always be two members of staff present during a personal search. If a student does not consent to a personal search being carried out and it is thought that illegal items are present the student will be kept under observation whilst the police are called.

Searching a bag without consent, while likely to be less contentious, is also a risk where a weapon is involved. Staff may search a bag, but should only do so with a second member of staff (called as a witness and to assist).

School staff can search a student for any item if the student agrees.

Staff may also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

Prohibited items are:

Illegal items

- knives or weapons *
- alcohol +
- illegal drugs *
- stolen items *
- tobacco and cigarette papers +
- fireworks+
- pornographic images *
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or +
- to cause personal injury to, or damage to the property of, any person (including the student)+

* These items will not be returned to the student or parent; the school will contact the police for advice regarding the disposal of such items

+ these items may be returned to a students' parent if they are not required by the police as part of an investigation

The statutory guidance states that: the ability to give consent may be influenced by the child's age or other factors. This should be taken in to account as some students of a secondary school age but with additional learning needs may not be able to give consent.

If there is a genuine belief that a student is carrying a potentially dangerous weapon about their person or in their bag, then the advice of senior leadership staff and the relevant YLC should be sought. Members of staff should not put themselves at risk in a situation where there is high tension.

Control and Restraint

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

The law gives the follow examples of where touching a student might be proper or necessary:

Items 1 – 3 are generally not applicable to secondary school although they may apply when working with students with a special educational need (such as a visually impaired student); items 4 – 6 are more

appropriate within our secondary setting but staff should refer to the safeguarding policy and consider how to safeguard themselves.

1. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
2. When comforting a distressed pupil;
3. When a pupil is being congratulated or praised;
4. To demonstrate how to use a musical instrument;
5. To demonstrate exercises or techniques during PE lessons or sports coaching; and
6. To give first aid.

School staff do have the right to use physical force to control and restrain students. This is a power that must be used with due caution and consideration. The key issue is that the use of physical force must be proportional and reasonable – if it is not, then the use of force could be considered illegal.

This power should only be used to achieve an outcome in the best interests of a student or students, where their behaviour is of immediate concern and the safety of staff and students is at risk.

Every effort should be made to avoid escalation of a situation, by using the school's systems and procedures. Our guidance is that staff should try not to engage in actions which may lead to a physical confrontation between a member of staff and a student, for example standing too close to a student, causing a sense of physical intimidation to a student, or blocking a doorway, but there will be times when this may happen in the prevention of an incident – see below.

Should physical intervention be necessary, it must be proportionate to the incident in progress. This could be on the school premises or off the premises during an authorised school activity, and would be likely to be in the following situations:

- where a criminal offence is being committed
- in self-defense where risk of injury is imminent
- where students may injure themselves or others, or damage property
- where the good order and discipline of the school are being compromised

Physical intervention can take a number of forms:

- physically standing in between students
- standing in a student's path when this may be necessary to defuse a situation, or prevent a further escalation
- holding, pushing or pulling, with the minimum amount of force required by the situation
- leading a student away from an incident by the hand, or by gentle pressure on the centre of the back
- in extreme cases, a more restrictive hold could be used, for example to prevent a student causing serious damage

Physical intervention which the school would deem inappropriate would be:

- holding a student round the neck, or in a hold which might restrict breathing
- kicking, hitting or punching
- arm locks or similar holds
- tripping, or holding by the hair or ears
- holding someone face down on the ground

While all members of staff may use physical force to restrain a student, this is a right which must be exercised with caution and professional judgment, and in accordance with Trade Union advice and with Local Authority Guidance.

Where members of staff perceive that there may be a serious situation, threat or danger, it is advisable to send for another colleague, and how this is done will depend on the situation. Where there is the possibility that a situation will develop beyond the school's control, the police will be called.

Written statements should be provided after the incident from staff involved and from any students who may provide relevant witness statements.

Parents will also be informed if any form of physical intervention is carried out.

Exclusions

Exclusions are a statutory process.

In accordance with the statutory guidance [Statutory guidance on exclusions](http://www.education.gov.uk/g00210521/statutory-guidance-regs-2012/guidance)
<http://www.education.gov.uk/g00210521/statutory-guidance-regs-2012/guidance>

Our policy is that only the Headteacher can exclude a student. If the Headteacher is not in school then the named deputising deputy (confirmed in writing by the Governing Body) can exclude but the decision must be made by two members of the Extended Leadership Team. In these circumstances reasonable attempts must be made to contact the Headteacher regarding a decision to exclude.

The head or named deputy must refer to the statutory guidance each time it looks likely that a decision to exclude is to be made and this must be before that decision is communicated to any student or parent.

Internal Exclusion – Intex

Internal exclusion is an alternative to fixed-term exclusion for students whose behaviour is impacting on their own and others' learning. There is a separate operational policy covering Internal Exclusion.

Intex is an extreme sanction for students who display anti-social behaviour that is not severe enough for a fixed term (external) exclusion, but needs a stronger response than a detention. Only senior staff can make a referral for a student to spend time in Intex. Parents are informed by telephone but there is also a standardised internal exclusion letter which is sent home.

Students returning from external exclusions may need to spend some time in Intex reflecting on their behaviour, as part of a re-induction process back into mainstream.

In Danger of Exclusion Programme (IDOE)

The 'In Danger of Exclusion' Programme (IDOE) is a six week behaviour for learning intervention designed to provide intensive support to students that are considered at high risk of either Permanent Exclusion from school or transfer/respite at a Pupil Referral Unit (PRU).

The aim of the programme is to provide the student with time to reflect on their negative behaviour in a supportive environment and to encourage them to take personal responsibility for improving their conduct. Only the Head of Key Stage (HKS) and Year Learning Coordinator (YLC) can refer a student to the programme using the 'IDOE Support Plan' which details previous support.

Step-By-Step (SBS)

We have a team of inclusion TAs, with a solid understanding of a range of needs, who work with students individually, in small groups and in-class. SBS provides a nurturing environment to address social, behavioural and emotional needs and facilitates the removal of any barriers to learning, supporting students to achieve their potential.

Students have a 'Chance to Chat' with Inclusion staff before school, at break or lunchtime if they have pastoral issues they wish to share. A 'Time to Talk' session during lessons can be booked if necessary. In addition students are referred for group work generally by their Year Learning Coordinators or internally by Inclusion staff. The interventions include:

- Behaviour Modification
- Social skills and Self-Esteem
- Emotional Literacy
- Anxiety Management

Each intervention has a baseline and end-point assessment in order to ensure that the programmes are correctly targeted and effective.

Dealing with False Allegations against a Member of Staff

The school supports the DfES measures to safeguard children and applies the appropriate procedures when recruiting staff. The safeguarding of children is of paramount importance to the school. Allegations against members of staff will be reported in line with the appropriate LA child protection procedures and DfES Circular 2044/2005 – *Safeguarding Children in Education: Dealing with Allegations of Abuse against Teachers and Other Staff*. Should these procedures be superseded at a future date, the school will apply whatever guidance is current.

Allegations against members of staff tend to fall into four main categories:

- "heat of the moment" as a result of an incident or misunderstanding
- where there has been a threat perceived by the student, but there is no threat or misconduct by the member of staff
- genuine allegation by a student
- false or mischievous allegation by a student

These allegations can be broadly dealt with as follows:

- mediation, RJ processes, discussion with YLC/CL, involvement of parent as appropriate
- mediation, RJ, involvement of school-based CP staff, report to LA CP staff if appropriate, advice and guidance to the member of staff to avoid similar misunderstandings in the future
- report immediately to school-based DSL who will report to the Headteacher, who will then inform the Local Authority and decide on appropriate action which could include disciplinary action, police investigation or dismissal

Where, after investigation, an allegation is found to be false or deliberately mischievous, the student will have a sanction imposed at the relevant level of the disciplinary structure. In extreme cases this will be at the highest level of sanction. The school takes false, mischievous or malicious allegations seriously, as allegations can devastate a career in education or in working with children. The school will not support any member of staff who abuses children, or who threatens the safety of children. This section of the Behaviour for Learning policy should be read in conjunction with the Safeguarding Policy.

Sydenham School Behaviour Grid Wall Chart 2015-16

Level	Example	Possible Actions	Staff	Level	Example	Possible Actions	Staff
Rewarding the Sydenham Way	<p>Merits are awarded for a wide range of positive behaviours including</p> <ul style="list-style-type: none"> • Displaying a positive attitude toward learning • Excellent adherence to Sydenham code of conduct • Good classwork/ homework • Participation in school life (e.g. clubs, reception duty, assemblies) • Service to the School (e.g. tour guides, Year Council representative) • Attainment or progress academically • Contribution to wider-school community 	<p>In all cases students are praised and a number of Merits are issued on SIMS (staff can issue up to 5 Merits for any one activity).</p> <p>In addition teachers may choose to contact home via:</p> <ul style="list-style-type: none"> • Praise Postcards • A letter or email home • A phone-call <p>In addition Curriculum Leaders and Year Learning coordinators may choose to do one of the following</p> <ul style="list-style-type: none"> • Issue a Faculty or Year Certificate during Rights Respecting Award Assemblies • Nominate a student as student of the week or month • Nominate for a Jack Petchey Award <p>Merits count as positive achievement points and students who achieve 20 achievement points in a track with no demerits achieve gold in that area.</p>	<ul style="list-style-type: none"> • All members of staff • Tutors • YLC/CL • Senior staff 	Responding to persistent challenge	<ul style="list-style-type: none"> • Failing to respond to tutor report • Continuing disregard for school rules • Graffiti or other vandalism (first offence) • Repeated serious lesson/learning disruption • Aggressive behaviour toward peers or staff • Smoking (first offence) 	<ul style="list-style-type: none"> • YLC intervention • YLC detention • YLC support contract with standard letter home • Restorative Conference • YLC referral to Inclusion (e.g. school nurse for smoking, SBS for peer mediation) • Pastoral Support Plan (Head of KS) • Internal Exclusion (Head of KS) • Report smoking to YLC (standard letter and other appropriate intervention) 	<ul style="list-style-type: none"> • YLC, • Inclusion • Head of Key Stage
	<p>Gold Standard</p> <p>Excellent attendance, punctuality to school, achievement, effort and progress are celebrated through the Gold Standard every track.</p> <p>4 Star Certificate</p> <p><i>Excellence in four out of five standards are celebrated through the Gold Standard every track.</i></p>	<ul style="list-style-type: none"> • Certificates and gold stars are issued through termly Gold Standard Assemblies after each track. • Students who achieve Gold are recognised on the Gold Stars photo wall • Students who achieve gold in every track are automatically able to go on a reward trip at the end of the year. Students who achieve Gold in a single track are entered into a prize draw for the end of year rewards trip, as are students who achieve Gold in 4 out of the 5 areas. <ul style="list-style-type: none"> • Certificates are issued through termly Gold Standard Assemblies after each track • Students are also entered into the prize draw for the end of year rewards trip 	<ul style="list-style-type: none"> • Head of Key Stage • Senior Team 		<ul style="list-style-type: none"> • Serious and persistent misbehaviour • Persistent misbehaviour on YLC report • Physical aggression and fighting • Persistent mis-use of electronic technology • Persistent graffiti or vandalism • Persistent bullying, not resolved by anti-bullying procedures • Repeat offences of any of the above • One-off incident bringing school into disrepute 	<ul style="list-style-type: none"> • Internal exclusion • Fixed Term Exclusion 1-5 days • Pastoral Support Plan • DHT/AHT report with standard letter home • DHT/AHT formal warning 	<ul style="list-style-type: none"> • YLC, Head of Key Stage • DHT/AHT • Inclusion • Learning Mentors
	<p>4 Star Certificate</p> <p><i>Excellence in four out of five standards are celebrated through the Gold Standard every track.</i></p>	<ul style="list-style-type: none"> • Lack of equipment including Planner • Items of incorrect uniform • Homework not handed in • Insufficient classwork • Lateness to registration/lessons [students should be in School for warning pips at 8.40] 	<ul style="list-style-type: none"> • In all cases an Alert is issued on SIMS and the student reminded of the expectations or standards that they have failed to meet. • A detention (lunch, after school) will be issued as necessary to get homework or classwork completed • The L code is used on SIMS and parents are informed of lateness 		<ul style="list-style-type: none"> • Teacher or tutor 	<ul style="list-style-type: none"> • Escalating or persistent misbehaviour or rudeness over time • Escalating or persistent physical aggression • Persistent refusal to comply with school policy and procedures • Serious one-off event in or out of school 	<ul style="list-style-type: none"> • In danger of exclusion programme • Fixed Term Exclusion (1-15 days) • Headteacher formal warning • Off-site referral • Managed Move
Refocus on Learning	<ul style="list-style-type: none"> • Mobile phone or other electronic device seen or heard during lesson time • Reaching the 'bottom line' in lessons • Rudeness to a member of staff • Minor arguments with other student • Disruption of own or others' learning (e.g. by inappropriate talking) 	<ul style="list-style-type: none"> • In all cases a Demerit is issued on SIMS, the incident is logged and the student reminded of the expectations or standards that they have failed to meet. • Senior Staff Support (on-call) used as required • Restorative Justice structure (e.g. arrange reconciliation meeting) • After school detention • Supervised School Community Service such as clearing lunch tables or picking up litter • Contact with home • Mobiles or incorrect uniform will be confiscated if applicable; YLCs alerted if uniform issue cannot be corrected. Confiscated mobile phones can only be collected by a parent from the Headteacher's office. 	<ul style="list-style-type: none"> • Teacher or tutor 	<ul style="list-style-type: none"> • Long-term and persistent misbehaviour • Lack of response to support and school's disciplinary procedures • Persistent undermining of the School's discipline/safe environment • False allegation against a member of staff • Violence and/or threat to member of staff • One-off incident of extreme nature in or out of school • Substance abuse or weapons in school • Other serious breach of School's behaviour policy 	<ul style="list-style-type: none"> • Extended fixed term exclusion (up to 45 days) • Headteacher's formal warning • Governor's formal warning • Permanent exclusion 	<ul style="list-style-type: none"> • HT • Governing Body 	
	<ul style="list-style-type: none"> • Continued misbehaviour • Repeated rudeness to staff • Repeated disruption of learning • Missed detentions • Lesson truancy 	<ul style="list-style-type: none"> • In all cases a Demerit is issued on SIMS, the incident is logged and the student reminded of the expectations or standards that they have failed to meet. • Report to Curriculum Leader for action: <ul style="list-style-type: none"> • Faculty detention (after school) – this must be used in the case of lesson truancy • Faculty support contract • Faculty Exclusion • Change of teaching group • Contact home (after liaison with tutor) 	<ul style="list-style-type: none"> • Curriculum Leader 	<ul style="list-style-type: none"> • Tutor • Year Learning Coordinator • Inclusion Team 	<ul style="list-style-type: none"> • Long-term and persistent misbehaviour • Lack of response to support and school's disciplinary procedures • Persistent undermining of the School's discipline/safe environment • False allegation against a member of staff • Violence and/or threat to member of staff • One-off incident of extreme nature in or out of school • Substance abuse or weapons in school • Other serious breach of School's behaviour policy 	<ul style="list-style-type: none"> • Extended fixed term exclusion (up to 45 days) • Headteacher's formal warning • Governor's formal warning • Permanent exclusion 	<ul style="list-style-type: none"> • HT • Governing Body
	<ul style="list-style-type: none"> • More than 3 Alerts or 2 Demerits within a half-term • More than 3 Alerts or 2 Demerits within a week • Misuse of electronic technology • Deliberately unkind behaviour to other students 	<ul style="list-style-type: none"> • Tutor contacts home, tutor report • Year Learning Coordinator intervention • YLC referral to Inclusion Team 	<ul style="list-style-type: none"> • Tutor • Year Learning Coordinator • Inclusion Team 	<ul style="list-style-type: none"> • Tutor • Year Learning Coordinator • Inclusion Team 	<ul style="list-style-type: none"> • Long-term and persistent misbehaviour • Lack of response to support and school's disciplinary procedures • Persistent undermining of the School's discipline/safe environment • False allegation against a member of staff • Violence and/or threat to member of staff • One-off incident of extreme nature in or out of school • Substance abuse or weapons in school • Other serious breach of School's behaviour policy 	<ul style="list-style-type: none"> • Extended fixed term exclusion (up to 45 days) • Headteacher's formal warning • Governor's formal warning • Permanent exclusion 	<ul style="list-style-type: none"> • HT • Governing Body