



Bedale High School Behaviour Policy

2016/17

School **BEDALE HIGH SCHOOL**

Headteacher **MRS S REES**

Named personnel with designated responsibility for this policy

Academic year	Designated Senior Person	Nominated Governor	Chair of Governors
2015/16	Ms R Haydon		Mr G Price
2016/17	Ms R Haydon	Mr M Hughes	Mr G Price

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
2016		R Haydon	Nov 2016

Date Ratified by Governors	Review Date
October 2016	October 2017

BEHAVIOUR POLICY

Please see Rewards and Sanctions Pyramids attached in as appendices

Bedale High School seeks to promote high standards of behaviour and safety and of educational achievement among all its students. We view the setting of clear expectations and acceptable boundaries as crucial to the personal and social development of our students in our care and in the promotion of their welfare. In the light of this we expect:

- All members of our community to show respect and courtesy towards each other
- Parents to encourage their child to show respect and to support the school's positive learning ethos including its rewards and sanctions policy
- Staff to consistently use the rewards and sanctions policy and the appropriate behaviour strategies outlined in this to support student learning
- All students and staff to act in accordance with the agreed Code of Conduct and school rules.

The above expectations enable us:

- To celebrate the skills, talents, and contributions of our students to the life of the school
- To allow effective learning
- To create an ethos of security and respect
- To ensure a consistency of approach from all staff

As a staff we are all accountable for the implementation and success of our agreed Behaviour Policy. Our actions affect each other. We all have the responsibility of maintaining good order in our school community. We implement this policy with due regard to individual student needs, race, religion and culture.

Because of the need to treat each case of misbehaviour on the basis of its own particular circumstances, it is necessary that the Headteacher should retain a wide measure of discretion when dealing with incidents. The Headteacher will take due regard of both the law and educational guidelines when reaching his decisions and will ensure these are reasonable and proportionate.

Rewards and Sanctions policy are implemented daily by all staff. The policy celebrates the skills, talents, and contributions of our students to the life of the school through the system of positive comments and consistently applied sanctions. The policy is communicated to students daily through the reward and sanctions pyramid's in classrooms, codes of conduct in classrooms and student planners. Parents can also access the policy through their child's planner and through written information communicated to them through the school's website. The following policies underpin.

We are committed to:

- Having a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent, and reflect Government legislation as represented in the Every Child Matters agenda, The Education and Inspection Act 2006, DFE Improving Behaviour and Attendance 2008, the Human Rights Act 1998 and the Race Relations Act 1976 (Amendment 2000).
- Consistently applying the guidance set out in the Governors' Statement of Principles.

We aim to:

- Ensure all staff are aware of the powers available to them, to help correct inappropriate behaviour students when necessary
- Ensure that students and parents are introduced on entry to the school's expectations via the Home/School agreement and associated documents.
- Ensure that all students are clear about the school's Code of Conduct through their Student Planner, visible displays and assemblies.
- Ensure that students review these expectations annually and sign this agreement in their Student Planner.
- Ensure that students are familiar with the 'Consequence' and 'Reward' systems for managing student behaviour and issuing rewards; and that staff apply these consistently; and that these are regularly monitored.
- Ensure that students understand how their behaviour contributes to their House profile.
- Ensure Equality of Opportunity for all students.
- Consider the impact of each individual's behaviour on the school community as a whole.
- Promote clear values and a clear moral code.
- Enforce fair, consistent and appropriate sanctions when necessary.
- Involve parents and governors wherever it is appropriate or required.
- Use counselling whenever appropriate.
- Use Pupil Support Plans wherever relevant to support behaviour.
- Adhere to the Governors' Statement of Principles at all times.
- Utilize parental support and involvement, issuing Parenting Contracts and Fixed Penalty Notices where necessary.

Roles and Responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations.

Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

All students receive a Student Planner. This contains the Code of Conduct.

All students are expected to prioritize their learning and understand the importance of courtesy and manners. Good behaviour is the 'norm'; poor or off-task behaviour is a hindrance to learning.

Risk Assessments

In order to ensure that appropriate support is in place and the rights of all students to learn in an orderly environment are protected, the school may carry out a risk assessment in cases when a student is considered a risk to the learning or health and safety of other students or staff. Where students are known to have been excluded, either permanently or for a fixed term, from their previous school, they will be risk assessed prior to admission to the school.

The school reserves the right to risk assess any student on roll as a result of behaviour that causes concern.

- All Staff are responsible for maintaining a calm, safe environment by performing duties before and after school and at break times. The Leadership Team provide further support by patrolling key areas of the school during every break and lunchtime.
- All staff are required to familiarise themselves with the Behaviour Policy

THE DISCIPLINE SYSTEM

- Schools are complex places and Bedale High School will endeavour to see each student and incident individually.
- Staff are expected to display and adhere to a set of common expectations and responses through the Discipline System laid out in this policy

REWARDS (see Rewards Pyramid in Appendices)

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

REWARDS

- Good behaviour should be consistently rewarded.
- Staff will praise a student/class immediately upon their good behaviour and say why they are pleased
- Staff will regularly inform each other, (positive comment on SIMS, visible praise boards,) and the students parents of praiseworthy actions
- Staff may give privileges to students who behave consistently well and to those otherwise that have made a special effort to do so, eg: postcards home.
- Where possible students to be involved in determining who is rewarded (e.g. tutee of the week)
- When appropriate staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement

- Exemplary behaviour, effort or achievement will be commended by staff using positive SIMS comments and/or merit marks

UNACCEPTABLE BEHAVIOUR – (See Sanctions Pyramid in Appendices)

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation.

STRATEGIES TO IMPROVE GOOD BEHAVIOUR

Class tutor should try to use strategies that include

- Tactical ignoring;
- Verbal encouragement to assist in return to task;
- Positive modelling;
- Redirection;
- Verbal warnings, with consequence tariff
- Information Form Procedure (and logged on SIMS)

All incidents should be logged by the classroom teacher/tutor on Sims. If an incident needs referring on immediately then a yellow Information Form is written as the result of an incident in your teaching room. You will have already tried to address the situation in your room before referring the student to Head of Department. Occasionally there are incidents which require immediate action because of their serious nature, using the emergency on call rota.

Information Forms may also be written for incidents occurring outside the classroom at break or lunchtime which require follow up action. Please ensure you complete the Information Form as soon as possible and always before the end of the working day. Remember it is a public document. All information forms must go via DSF to Head of House.

Behaviour support team should

- Collate and review all information on student;
- Take appropriate action, e.g. discipline support facility, detention,
- Set up restorative practice meeting between student and teacher to make reparation.
- Inform parents of incident
- Inform Head of House

Head of House (HOH)

- Meet with student, class teacher, HOD, parents as appropriate;
- Explore all support available e.g. SEN, Student Support, consulting external agencies, monitoring.
- Where information form requires action by Head of House this must be taken ASAP and recorded on information form.
- Staff referring incidents should receive prompt feedback as to what further action is to be taken.

PROMOTING ACHIEVEMENT

In order to create a cohesive climate for teaching and learning, guidance, structure and behaviour must be consistent in lessons so that students will know their boundaries and so will staff.

CLASSROOM EXPECTATIONS

Ensure that your classroom is prepared by having the lesson objective and starter on the board. If this is what the students expect on arrival, the lesson should start smoothly. Students arriving at different times will enter into a calm, inviting working environment.

Students will then prepare themselves to learn by:

- Taking out correct equipment
- Switching off phones
- Emptying their mouths if necessary
- As students arrive greet them by name, taking every opportunity to recognise where an Individual may need extra support. To ensure all students are focused and ready to learn staff may wish to consider focus orientation when appropriate, take the formal register
- Start the main body of your lesson by recapping on the previous lesson and then clearly explain the objectives, activities and outcomes that are expected of this lesson.
- Ensure that all students are catered for through differentiated tasks and that they understand these tasks clearly.
- Where students are successfully engaged, off task behavioural difficulties, inconsistencies should be dramatically reduced.
- Encouragement, praise and empowering the student should be used whenever possible.
- Assess and reward where appropriate making sure that all targets set are encouraging.
- Avoid the words "but" and "however" in summarise comments. Use positive language always pointing out what they should be doing and not what they shouldn't.
- During the plenary use "Assessment for Learning" strategies when reviewing the objectives of the lesson.
- When setting homework, support all students by making sure that Show My Homework is used as a method of recording homework and that they understand the task.
- In the unlikely event of a student having to leave your lesson make sure they use the exit passes in planners.
- Once students are packed away and standing behind chairs, finish your lesson with a positive comment.
- Dismiss your students in the same manner as you greeted them by standing in the corridor, encourage them to keep to the right hand side
- In exceptional circumstances, ensure that you send a student who may have been kept behind, with a note to their following teacher. If a student does arrive late allow them to start work before dealing discreetly with the lateness.

Using the Minimum Effective Response

Shouting or intimidating gestures and comments are not appropriate and are not supported as effective methods of student management.

Students displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a student may then feel that they have no way of backing down and the situation can only escalate.

To counter this try:

- Doing the unexpected – stay calm and tactically ignore their behaviour. When the student is calm discuss and resolve the situation.
- Use non-verbal messages.
- Discreetly, at eye level, give the student consequence 1, 2 and 3 as they will be aware of where the situation can go. Always give them the opportunity to correct their behaviour.
- Offer positive alternatives to misbehaviour.
- Discuss discreetly with the student after the lesson how they considered their behaviour and the effect on others. Ask them what they desire, require, expect from the lesson. Also if appropriate make a positive comment if they did manage to turn around their behaviour.

Remember:

- Always tackle the behaviour and not the student.
- Provide opportunities for students to correct own behaviour.
- No contact means no conflict.

SANCTIONS AND CONSEQUENCES

- Sanctions are needed to respond to undesirable behaviour.
- A range of consequences is clearly defined in this document (see appendices) and their use will be characterised by clarifying why the consequence is being applied and what changes in behaviour are required to avoid further sanction and prevent exclusion.
- The procedures make a clear distinction between the sanctions applied for minor and major offences.

EXCLUSIONS

- The school adheres strictly to the Law in relation to exclusion and it has regard to appropriate guidance issued by the Secretary of State.
- The Head teacher is legally responsible, following investigation and guidance from a range of staff, for the exclusion of particular students and for gathering and preparing all exclusion documentation.
- The Governors' Discipline Panel is involved in exclusions as laid down by the law on exclusion.
- A Governors' Discipline Panel, will be convened when a student has been excluded in excess of fifteen days in any one term or has been permanently excluded. A Governors' Discipline Panel will also be convened in relation to any fixed term exclusions which would lead to a student being excluded from between 6 and 15 days but only when the student's parent(s) express a wish to make representation.
- Following exclusion a meeting between the school, the student and the parent is arranged in which a re-admission agreement is signed. It is likely that 'special conditions' will be agreed before re-admission.

EMERGENCY COVER

All students are expected to behave in accordance with the school's Code of Conduct and shared expectations. Where students fail to comply either in or out of the classroom, it is important that such behaviour is challenged accordingly by use of The Discipline System

- Should a situation arise in a classroom where a student's behaviour escalates it will be necessary for the teacher to call for support through the Emergency Cover system
- The aim when Emergency Cover is used is to resolve the situation and allow the student to continue with the lesson. The intention behind this is to ensure that all subject teachers are empowered in relation to classroom management.
- Where the member of senior staff considers there to be a risk that poor behaviour may continue, they may remain in the lesson to assist in settling the class.
- Where a student has caused a significant breach of health and safety or deemed to be persistently disruptive to the learning of others, they will be automatically removed from the class and the matter will be investigated and dealt with by a member of the Senior Leadership/Pastoral team.
- It is essential that all incidents of Emergency Cover are recorded by the subject teacher on SIMS.
- We want all colleagues to be empowered in the management of student behaviour. We would never seek to undermine a teacher's authority by being considered 'more able' to deal with problems.
- Where staff are finding recurring issues with certain students or classes we advise that they seek support and not tolerate this. It is recognised that we all face difficulties with students from time to time and staff should feel confident to ask for help.

DETENTIONS

- Detentions are used as a sanction in response to punctuality, poor quality classwork, lack of or poor quality homework and behaviour concerns. In the first instance a student would normally be given a 20 minute lunchtime detention. Students are notified of these verbally by a member of staff and this may be confirmed by the issuing of a red card. The detention will be recorded on SIMS.
- The school reserves the right to put students straight into an after school detention if deemed appropriate.
- Failure to attend a lunchtime detention will result in a Middle Leadership detention for one hour after school. Parents will normally be notified by letter 24 hours in advance but the school reserves the right to contact parents by telephone at shorter notice if it is deemed appropriate.
- Failure to attend a Middle Leader detention will result in a Senior Leadership detention for 1.5 hours. Parents will normally be notified by letter 24 hours in advance but the school reserves the right to contact parents by telephone at shorter notice if it is deemed appropriate.

BANNED ITEMS

- The following items are not permitted on the school site: illegal substances, lighters, tobacco, knives, fireworks, drugs, solvents, blades, alcohol, guns (including plastic toys or replicas). This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety.
- Students found in possession of 'banned' items will have them confiscated and may be excluded from school. In relation to dangerous items, it is likely the school will involve the Police. The school has the authority to 'dispose' of banned items

MALICIOUS ACCUSATIONS

Where students are found to have made malicious accusations against a member of staff that are proved unfounded the school will exclude the student concerned. Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent.

BEHAVIOUR OF PARENTS

- Parents are expected to behave in an adult, mature and amicable fashion at all times when on the school site or in conversation with members of staff.
- When a parent's behaviour is giving ongoing cause for concern for the Headteacher has the authority to ban the parent from site.

TRAINING

- The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.
- In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying, will be established.

INVOLVEMENT OF OUTSIDE AGENCIES

- The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.
- Students needing support from external agencies are identified through the Behaviour support manager, SENCO and Pastoral team. However, if necessary a student may move immediately to that stage to access support.

REVIEW

- The Pastoral team will establish a focus group to include staff, students and parents, whose responsibility will be to monitor and review the Behaviour Policy. They will report to the Governing Body on the policies, effectiveness, fairness and consistency.
- The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

STATUTORY BEHAVIOUR & DISCIPLINE POWERS

THE GOVERNORS' STATEMENT 2015

Introduction:

The purpose of this statement is to give guidance to the headteacher when drawing up the school's Behaviour Policy by stating the principles which the Governing Body expect to be followed. The purpose of such a policy is to promote outstanding teaching and learning and high standards of attainment; preserve the reputation of the school; fulfil the Governors' duty of care to students and employees at Bedale High School.

This statement is for the attention of parents, students and staff.

The Governors' statement:

- Bedale High School has a duty to keep all students safe, happy, able to learn, and to enable staff to teach and promote learning without interruption or harassment.
- The aim of our school is to engender an atmosphere in which a young person feels safe and valued. In that environment everyone needs to be committed to learning, to study and to achieving their potential. We are committed to building a strong learning culture.
- We are committed to creating a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared, consistent and reflect Government legislation as represented in the Every Child Matters Agenda 2006, the DFE Improving Behaviour Guidance 2008, the Human Rights Act 1998, the Race Relations Act 1976 (Amendment 2000) and the Criminal Justice and Public Order Act (1994).
- Sanctions are issued fairly and consistently.

The school has the following powers (as a result of legislation introduced in the Education and Inspections Act of 2006):

1. The ability to impose sanctions (or penalties) on a student where his or her conduct falls below the standard expected. This includes failing to follow a school rule or an instruction given by a member of staff.]
2. The ability to detain students during a break on the same day or on evenings or staff only days during term time (these are classified as permitted days). Parental consent is not required.
3. The ability for a member of staff, authorised by the headteacher, to use reasonable force to prevent a student from committing an offence, causing personal injury, damaging property or doing something that prejudices discipline at the school.
4. The ability to confiscate items not permitted or misused on the school site. This includes the retention and disposal of such items.
5. The ability to search a student for offensive weapons, where there are reasonable suspicions that a weapon is concealed. Reasonable force may be used if necessary.
6. The ability to search a student with their consent for any item which is banned by the school rules.
7. The ability to search a student without consent for illegal drugs, weapons, alcohol and stolen items; where there are reasonable suspicions that such items are concealed. In such cases the school is likely to involve the Police.

The school has the right to issue Parenting Contracts .This guidance came into force in September 2007 alongside revised exclusion guidance. The new law allows:

- a) Schools to issue Parenting Contracts;
- b) Schools to apply for behaviour related Parenting Orders;
- c) Schools to issue penalty notices; to apply when students are found in a public place during the first 5 days of all exclusions; for poor punctuality and attendance; for behaviour infringements.

The school utilizes exclusion from school as a significant sanction. Exclusions are overseen by, and when exceeding 15 school days, reviewed by, the Governors' Discipline Panel. The authority to exclude is held by the headteacher only or in their absence the Senior Leader acting as Head. All exclusions are carried out in accordance with published DFE guidance.

All sanctions are applied 'reasonably' and 'proportionately'. 'Reasonably' essentially means in accordance with general practice in the teaching profession; 'proportionately' means that a sanction is not out of proportion with the actions that it is intended to deal with.

The school works corroboratively with the Police, through its school based Liaison Officer and other link personnel. It is now obligatory for schools to give the police any evidence of a criminal act discovered. This might include drugs, weapons and telecommunication bullying.

The purpose of sanctions is to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other students from similar behaviour.

The school also operates a policy of rewards, to ensure that students are recognised for the good they do and the contributions they make to the school.

All teaching staff are empowered by the Head to:

- a) Impose sanctions;
- b) Detain students (without parental consent);
- c) Use reasonable force (please refer to the school's policy on restraint);
- d) Request the confiscation of items and accompanying documentation;

In addition to the above, the school's Leadership Team and other identified members of staff are empowered by the headteacher to:

- e) Confiscate and dispose of inappropriate items or items misused on the school site;
- f) Search students; using reasonable force where necessary.

The school operates a complaints procedure.and seeks to ensure quick resolution by those colleagues, with support from the line manager, most closely associated with the concern. This relates to both staff and students.

The Governors' Statement is supported by the following policies:

- Behaviour
- Restraint and holding of students
- Drugs
- Equalities

The school has a policy of 'risk assessment'. Such an assessment will be completed when a student presents dangerous or threatening behaviour. Risk assessments will also be carried

out when students joining the school mid term have been permanently excluded from their previous school, or been excluded for a fixed term for aggressive or dangerous behaviour.

A member of staff will not automatically be suspended when accused of misconduct and is pending an investigation. The Governing Body will contact the Head/ Associate Head to draw in the advice in the 'Dealing with Allegations of Abuse against teachers and other staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline students for misbehaving outside school.

Teachers may discipline students for any behaviour when the child is:

- a) Taking part in any school-organised or school-related activity;
- b) Travelling to or from school;
- c) Wearing school uniform;
- d) In some other way identifiable as a student at the school.

Teachers may discipline students for: misbehaving at any time if the circumstances:

- a) Could have repercussions for the orderly running of the school;
- b) Poses a threat to other students or members of the public;
- c) Could adversely affect the reputation of the school.

Governors may review this statement of principles from time to time and seek comment from staff, parents and students.

Sanctions for classroom based misdemeanour

- Detentions can be given for homework, coursework, equipment. Any student who is late for a lesson should automatically receive a detention.
- Students should not be allowed out of lessons without a note in planner

- Students can go straight to Phase 4 if their behaviour merits it.
- HOD links will pick up Phase 3.
- Any student refusing to co-operate with Phase 3 will go to Phase 4.
- On-Call will pick up Phase 4.

Phase 6
Student does not comply with the rules in isolation after 3 warnings – fixed term exclusion.

Phase 5
Students persistently reaching phase 4, parents invited in for meeting with HOH. Student put on personalised Behaviour Plan outlining consequences for continued misdemeanours. Personalised curriculum and outside agency involvement considered.

Phase 4
Isolation – prerequisites: An isolated room, functional and purposeful like environment. 1,2,3,4 or 5 day periods in isolation.
HOH Notified, parents notified by HOH.

Phase 3
Student is removed by Call Out, if possible to the Head of Department, if not to the Silent Room. Automatic ML after school detention is set by HOH and admin. notified to send letter. Teacher needs to log on SIMS and will contact home on the same day. Call out staff make note in planner to be seen by Tutor. Failure to attend this: SLT Detention****

Phase 2
Third Warning – must be marked on board. Note in planner to be seen by Tutor. 20 min lunchtime detention given to be administered by Heads of House (HOH)**. Teacher logs and issues card. There is an expectation that teaching staff will collect from central detention.* Failure to attend this results in student being put in a Middle Leader (ML) After School detention ***

Phase 1
Verbal Warnings 1 and 2
Intended to encourage pupils to work without disrupting the lesson. Teacher clearly states that this is a verbal warning which must be recorded on board.

For any system to succeed, all staff must rigorously adhere to the established framework.

*Departments must implement a time- limited preventative intervention to discourage repeat behaviour unless there is a cross curricular intervention in place (HOH Behaviour Plan, Blue Card Report etc.)

** Students to be entered onto the system by 12.00. Subject teachers to escort students to Room 5. Detentions to run from 12.25-1.50. Students then taken down for lunch (cold selection only available).

***ML Detentions are 3.30-4.30 on Thursdays with two members of ML on at any one time. They will be formally held in the Hall. All students will copy apart from Year 11 who can be removed by subject teachers for additional study.

****SLT Detentions are 3.30-5.00 on Fri with two members of SLT on at any one time. They will be held formally in the Hall. All students will copy apart from Year 11 who can be removed by subject teachers for additional study.

Rewards Pyramid at Bedale High School

Level 5

Full page
is complete. Student
has an audience with
SLT member. Voucher
given. Letter home

Level 4

4 lines of stamps is complete,
Leading Learner meets with
student, post card is sent home.

Level 3

3 lines of stamps is complete. Food
voucher given for a cake at the canteen.
Head of House phones home.

Level 2

2 lines of stamps is complete. Tutor signs and a
piece of stationery is given. Tutor phones or texts
home.

Level 1

1 line of stamps is complete, Tutor signs and
gives verbal praise.

Stamps are given for participation in events, good work, effort, homework, positive attitude, oral contributions and being helpful . Each stamp = 5 House Points and goes into planner. Teachers to transfer stamps given in books into planners if necessary. Student to take initiative in asking for this.

Mobile phones and headphones confiscated on Sight

Planned use of internal exclusion requires formal readmission with parents

Phase 6

Major Incident, substance misuse, exclusion

Phase 5

Repeated, persistent behaviour from lower phases.

Phase 4

Theft, truancy (from school), repeated behaviour from phase 3, planned consequences for students on report, aggressive behaviour.

Phase 3

Continued disruptive behaviour after 3 warnings, aggressive behaviour / abusive language, truancy (missing from lesson), refusal to particip[ate in lesson.

Phase 2

Homework, no planner
3 strikes from phase 1, damage to or misuse of equipment (may go to Phase 3).

Phase 1

Equipment, late to lessons, uniform, inappropriate language amongst peers, low level disruption, student off task, eating or drinking in class.

[Severity of misdemeanour may result in escalation up consequence levels]

School Applied Sanctions (out of lesson misdemeanours)

Mobile phones are to be switched off and put away by 8:45am until 3:20pm. They are not to be seen or heard inside the building during this time, they will be confiscated until the end of the day. A second offence means item

