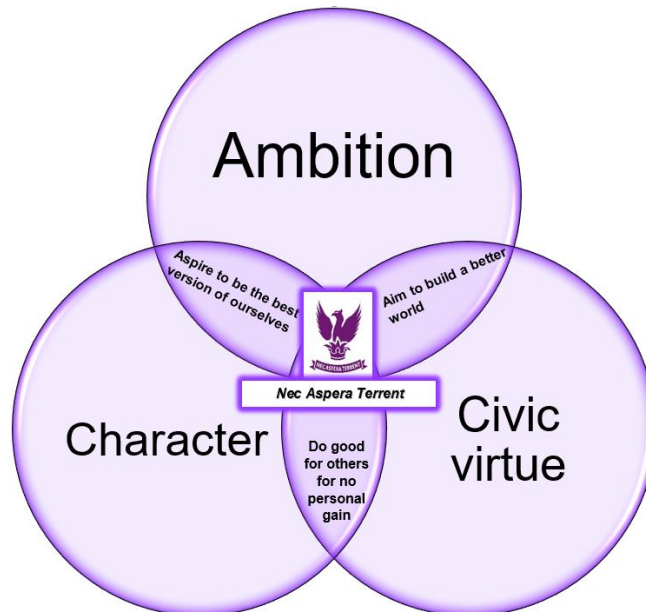




DRAYTON MANOR HIGH SCHOOL

# BEHAVIOUR POLICY



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## PART 1 – POLICY

### POLICY STATEMENT

This Behaviour Policy should be consistently and fairly applied to reward achievement, recognise good behaviour and to deal with any inappropriate conduct. Teachers must ensure that the Behaviour Policy aims, detailed below, are integral to their practice, in the classroom and elsewhere. The Policy also applies to

- support staff whose job normally includes supervising students such as peripatetic music teachers, learning support assistants, and school meals supervisors
- administration staff, site staff, cleaners and technicians
- unpaid volunteers, for example parents accompanying students on school visits, outside speakers

### Overriding Objective

The overriding objective of this Policy is to maintain a safe and supportive environment in which students can learn and staff can teach.

### Our Approach

We will promote a safe and supportive environment in the following ways

- fostering a community ethos of respect and tolerance in which all recognise that they share in the responsibility for the learning environment
- operating a common rewards system
- supporting students with learning and/or behavioural needs
- encouraging with praise and recognition good behaviour and effort
- consistent and fair response to behavioural issues
- establishing rules which allow students to understand the limits of acceptable and unacceptable behaviour
- responding decisively to misconduct

Underpinning the school's Behaviour Policy is an awards-based approach. Staff should endeavour to

- celebrate success as often as possible
- offer praise in every lesson at least three times more than every reprimand
- Across all year groups, students are rewarded by recognising their good show of Ambition, Character and Civic Virtue through the use of House Merits
- all rewards **must** be recorded on the electronic behaviour tracking system

KS3 AND KS4 REWARDS							
Reward for effort: Years 7							
Merits	20	40	60	80	100	200	300+
Referral	To Tutor	To HoY	To HoY	To Deputy Head	To Senior Deputy Head	To Head	To HoY
Recognition	Cert	Cert	Cert	Cert	Cert	Cert & Head's award	Special Awards

House Merits should be issued for

- **significant achievement** – an excellent piece of class work, coursework or homework. This should show higher than usual ambition or consistently working beyond a target
- **significant effort** – when it is evident that a student is consistently putting a lot of effort into their work, or when a significant improvement in the amount of effort a student is making in their work is made over a series of two or three lessons
- **involvement in extra-curricular activities** – such as the school play, sports activities or other events
- **contribution to the improvement of the school community** – working to improve life in the school, contribution to the school council, setting up events or clubs, or helping younger students.

### Issuing House Merits (HM)

In order to implement the rewards system fairly, teachers should award only one **(HM)** to an individual student at any one time, or for any piece of work. The slip must be recorded on the school's electronic tracking system and written in the student knowledge organiser.

Every half term, students with the highest number of rewards will have their names put into a hat with the winner receiving an award in assembly. In addition, there will be termly Year group awards for

- most improved student
- best academic performance
- extra-curricular award

### Ethic of Excellence

Ethic of excellence tokens will be given to students who have demonstrated significant effort and achieved well over a sustained period of time. They may also be used for one off displays of excellence.

Students who receive awards will be invited to celebration events throughout the year.

## **The Spirit of Endeavour Award**

Spirit of Endeavour tokens will be given to students who have demonstrated perseverance and determination by putting in extra effort in an area of their schooling or have really tried to turn things around in terms of the three core pillars of the School's Ethos – Ambition, Character and Civic Virtue.

Students who receive awards will be invited to celebration events throughout the year.

## **The Draytonian Award**

This award will be presented to a student who has been nominated for outstanding contribution to the school and to a student who has embodied the spirit and ethos of the school throughout the term. The award will be presented in the end of term assembly and there will be one student selected in each Key Stage. Students will receive a badge and a certificate.

In addition to the rewards detailed above, further events will be organised for students achieving the most amount of rewards such as a reward trip.

## **SANCTIONS**

Our approach to sanctions is governed by the overriding objective, namely maintaining a safe and supportive environment in which students can learn and staff can teach. Students are sanctioned for misconduct. Misconduct is anything a student does which harms or threatens to harm

- their learning or welfare
- the learning or welfare of fellow students
- the welfare of others they may affect, such as staff, visitors and others whom students must respect, such as people in the local area
- the reputation of the school

## **The Student Code and its Relationship to Misconduct**

To help students understand what we expect and how we will punish misconduct, we have a *Student Code* (Appendix 1) made up of Classroom Expectations, School Community Code, Wider Community Code and Social Media Code of Conduct.

The Student Code is **not** a complete set of school rules. Students may be punished for misconduct which is not described in the Student Code.

**The key question always is whether conduct has caused, or risks, harm to learning and the learning environment, or others whom students must respect.**

## How is Misconduct Dealt With?

### The Key Principles

Staff may impose a range of sanctions, including for example detentions of various lengths, disciplinary points and suspensions. Guidance to staff is set out in *Sanctions and Disciplinary Points* (Appendix 2). Students are reminded that this **guideline** for staff is **not** a rigid set of rules about what sanction applies to each type of misconduct.

Sanctions for misconduct will depend on many things. Most important are

- who or what has been harmed/put at risk, and how seriously
- whether the misconduct is deliberate or careless
- the student's history
- what punishment is needed to remind the student or others of appropriate behaviour

There is no rule that a *first offence* always carries a lighter sanction. If the misconduct is serious, the sanction is likely to be serious too.

*Minor misconduct* can have serious consequences. Though it may appear minor to the student, their misconduct will be judged by the harm it causes or risks.

(NB Year 12 and 13 receive points, including points for poor punctuality)

### Restrictive Intervention and Reasonable Force

The school follows the Department for Education guidance *Restrictive interventions, including use of reasonable force, in schools*. Restrictive interventions may only be used when absolutely necessary to keep pupils and others safe. Staff must always adopt a *prevention-first* approach and use de-escalation strategies wherever possible.

Restrictive interventions, including reasonable force, may only be used when it is necessary and proportionate to:

- prevent injury to the student or others
- prevent a criminal offence
- prevent serious damage to property, or
- prevent significant disruption to the school environment.

Restrictive interventions must never be used as punishment or to enforce compliance. Certain practices are strictly prohibited, including:

- any restraint that restricts breathing or circulation,
- pressure on the neck, nose, mouth, chest or abdomen,
- prone or supine holds except in immediate life-preserving circumstances,
- pain-inducing techniques.

Seclusion (placing a student alone in a room they cannot leave) may only be used as a safety measure, never as a sanction. It must be supervised, time-limited, and occur in a space that is safe and not threatening.

All restrictive interventions are considered significant safeguarding incidents and must be:

- recorded as soon as practicable (same day where possible)
- include statutory details (reason, de-escalation attempts, type/duration, injury checks, staff present), and
- reported to parents/carers as soon as practicable.

The DSL will review every incident for safeguarding implications or SEND-related concerns and ensure appropriate follow-up support with key postholders. The Headteacher ensures that staff are appropriately trained, that staff authorised to use restrictive interventions are identified, and that statutory processes are followed.

In line with DfE guidance, staff must consider SEND, trauma, communication needs and reasonable adjustments before, during and after any restrictive intervention.

The school does not operate a "no-contact" policy. Staff may use physical contact or reasonable force when necessary and lawful to keep students safe.

Where a lawful search for prohibited items requires reasonable force, staff must follow statutory expectations for necessity, proportionality, recording, parental notification and safeguarding. Staff must seek authorisation from the Headteacher before conducting such a search where possible.

### Investigating incidents

Staff take all possible and reasonable steps to ensure that a fair and thorough investigation has taken place before deciding on the next steps of any misconduct. This will include undertaking the following before deciding upon or referring to the issue to the Head or behaviour leader within the school:

- Taking statements from staff and students involved as far as is reasonably possible
- Taking statements from witnesses
- Reviewing CCTV if this is available
- Reviewing any other relevant evidence made available
- Where needed, students will be given a one-to-one supervision schedule for the duration of an investigation

## Classroom behaviour

Stage	In class	Consequence	Points
1	Verbal warning	behaviour point	1
2	Written warning	behaviour point	1
3	On Call	45 minute detention	3

### Classroom Consequences (any of the following may be applied)

- Verbal warning
- Written warning
- Sent out on-call (45 minute Head of Department same day detention)
- all detentions should be clearly recorded in the student knowledge organiser
- all sanctions must be recorded on the school's electronic tracking system

### In addition

- tutor Detention for every late
- one points will be added on the system for students who do not have their knowledge organiser and equipment during tutor time by the tutor
- a 30-minute same day detention will be given to students who have failed to organise themselves for lessons e.g. not completing their Homework. or failing to bring in PE kit
- a 30-minute same day tutor detention will be given to students who have failed to organise themselves for school e.g. poor uniform or lack of equipment
- two points will be attached to all 30-minute detentions
- HOF/HOY same day sanction may be used for a one off incident
- the Senior Detention may be given to students who have accumulated between 10-20 points during the week
- the Senior Detention may be used in response to serious incidents, where student's behaviour persistently falls below expectations and for truancy to detentions.
- failure to attend a detention leads to a higher level of sanction
- students receive points for detention actually served
- failure to attend a Senior Detention will lead to referral to the Head

- detentions may be applied for misdemeanours related to the School Community and Wider Community Codes
- These sanctions can be applied by staff directly or in some instances, matters may be referred to the Head of Year e.g., conduct outside of lessons. If a member of staff is unclear, they should seek clarity from the Head of Year or a member of SLT.

### **Behaviour Reflection and Restorative Meetings**

- As part of the detention process, students are asked to reflect on their behaviour and its impact on others learning and welfare
- Restorative meetings will take place after an on-call and other serious incidents. The meetings enable students to reflect on their behaviour and its impact on others. They also provide an opportunity for the student to rebuild relationships with staff and other students based on mutual understanding of future behaviour expectations.

### **Administration**

- Administration staff will add points and sanctions for all students who are late to registration
- The cut-off point for same day detentions will be at 12:30pm in order for administration to notify parents
- Text notifications will be sent to parents by 2:30pm on the day of the detention.
- Senior Detentions will take place on Fridays. Parents will be notified by text notification on Thursday evening or by phone call on the day of detention if required.

### **Students' Duty to Co-operate in Stopping Misconduct**

Students are expected to support the school in dealing with the misconduct of others. Failure to do so may be treated as misconduct. In particular, students must not help or encourage misconduct by others or interfere, or try to interfere, with the prevention or investigation of misconduct. As a part of their civic responsibility, student witnesses may be asked to give a statement to staff to support them in dealing with issues of misconduct.

### **Use of the Focus Room**

Drayton Manor uses an internal space, facilitated by specialist staff, known as the Focus room, as an alternative to suspension. The focus room operates from 8.30am to 4.30pm each day. Within the Focus Room, students are expected, and supported, to complete work as per their timetable. The Focus room is used for the following

- i. To place students following an 'on-call' incident and if appropriate, whilst investigations are carried out
- ii. For serious behaviour issues and if appropriate, as an alternative to suspension
- iii. Breaches to the uniform policy
- iv. Truancy
- v. Persistent lateness to school or lessons

### **Placement in the Focus Room**

Any student deemed to have not met the key principal of good conduct as noted on page 7 could be sanctioned with a placement in the Focus Room including sixth form students. This is in order to support the student and ensures they are learning in a safe and controlled environment to reduce

the risk of their conduct impacting the good order at the school and receives support from staff to meet the schools' expectations.

The Focus Room can be used as an alternate to suspension. The Focus Room is not a form of seclusion or restrictive intervention.

Students who accrue 10 or more behaviour points in a week will receive a focus room placement as part of the Drip Feed.

Students who are persistently late to school will receive a half-day focus room placement. These placements do not carry additional behaviour points.

### **Suspension and Permanent Exclusion**

Suspension is a serious step only taken by the Head. In some circumstances, it can be taken for a "first offence" and a series of "minor offences" which have harmed or threatened learning or welfare, including by calling disproportionately on the time of the school's staff.

The school acts in accordance with legal obligations governing suspension, including any in the government's guidance.

The current guidance states that permanent exclusion is to be used as a last resort for serious or persistent misconduct when allowing the student to remain in school would seriously harm the learning or welfare of the student or others.

"Last resort" does not mean there is nothing else which *could* be done. It means that other sanctions would not match the seriousness of the misconduct, taking into account all the circumstances, including the student's behavioural record.

Whether or not allowing the student to remain in school would seriously harm learning or welfare can never be said for certain. We can never know what might happen in future. We will exclude permanently when there is a serious risk of such harm. This includes the risk caused by appearing not to take misconduct seriously enough.

The following will definitely risk a student being suspended, including permanently excluded, though any misconduct may do so if serious enough. Behaviour involving

- violence
- intimidating behaviour or language
- drugs or prohibited substances
- weapons
- bullying
- discrimination
- theft
- any deliberate damage to property
- serious damage to property caused by carelessness
- defying staff instructions
- sexual misconduct

- gross discourtesy
- criminal conduct
- peer on peer abuse
- deliberately inventive or malicious reports

See Appendix 3 for Suspension and Permanent Exclusion Procedure.

## **SIXTH FORM**

Our policy applies to all students including those who stay on in the Sixth Form. This reflects the important role they play in encouraging younger students to behave appropriately and fulfil their potential. Membership of the Sixth Form naturally attracts certain privileges but students are expected to contribute to a range of school activities such as parents' evenings, presentations and mentoring programmes. These activities will be recognised in references to colleges, universities and prospective employers. Leadership and a willingness to make a sustained contribution to school life will be recognised through the election of prefects and the Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl. Students must adhere to the Student Code at all times.

## **OTHER ISSUES**

### **Behaviour Away from School**

The school has a legal power to discipline students for misconduct outside of the school premises. This includes when students are

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school
- or when their behaviour at any time, might
  - have repercussions for the orderly running of the school or
  - pose a threat to another student or member of the public or
  - adversely affect the reputation of the school

### **Extended School Activities**

Poor behaviour during on-site extended school activities will be dealt with in the same way as for any other on-site activity. If the behaviour occurs during an off-site behaviour activity which is not supervised by school staff, college or work placements, the student can expect to be

- instructed to behave in an acceptable manner by school or supervisory staff and to be disciplined on their return to school
- referred to their Head of Year or SLT member responsible for their Year group
- parents contacted
- issued with a senior sanction

### **Representing the school in teams, clubs or in off-site activities**

Being selected to represent the school in activities either off or on site is a privilege and with it comes responsibility. Students must uphold the school's values and meet our expectations in their daily conduct and approach to their studies and to the life of the school. Failure to meet these expectations may result in a student being unable to represent the school in a team at fixtures or in special on-site or off-site activities. This is particularly important where it is decided by the staff leader that their involvement may impact on the welfare and safety of others, may affect the quality of the activity or may bring the school into disrepute. For sports teams and performances students will be expected to meet the expectations laid out by the teacher or coach.

## **New Media**

A particular risk of harm arises from inappropriate use of new media by students. In particular, defamatory or intimidating messages, bullying or attempting to cause hurt to fellow students or members of staff will result in disciplinary sanctions. This is further addressed in the Student Code.

## **Searching students and their possessions**

The Head has the authority to authorise a search of students or their possessions (including bags and lockers) with their consent or without their consent if there are reasonable grounds for doing so. This is in accordance with the Department for Education Guidance (2022) 'Searching, screening, and confiscation'. Other staff can only conduct a search if explicitly authorised by the Head or in her absence the next most Senior person, usually the Senior Deputy. The Headteacher can delegate the authority to conduct a search to other members of staff. Staff can instruct a student to turn out their pockets, and students may face a consequence if they refuse to do so. Physical intervention may be used to execute the search if a student poses a risk and is suspected to be in possession of a prohibited item which could be knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, pornographic images or any article that could be used to commit an offence or cause harm. The police will be called where there is a potential danger or risk to the personal safety of the teacher or student.

Searches may also include electronic devices such as mobile phones. Senior Staff with permission from the Head may examine data or files on a device if there is good reason to do so and may delete data if it is considered necessary to protect the student or others. Phones will be returned to the parent at an appropriate time unless the item is required for safeguarding, disciplinary or police investigation purposes.

All searches without consent will be recorded, including the reason for the search, who conducted it, who witnessed it, what was found, and any follow-up action. Parents/carers will be informed as soon as reasonably practicable.

When searching a student with SEND or known vulnerabilities, staff will take account of their needs and ensure an appropriate adult is present.

### **Use of Metal Detectors**

A handheld metal detector may be used as part of a screening or search process in accordance with the Department for Education guidance (*Searching, Screening and Confiscation, 2022*) when there is reasonable suspicion that a student is in possession of an item that could cause harm. Such searches will be carried out in accordance with the school's policy, only by trained staff, and in a manner that respects the dignity, privacy and rights of those involved.

Screening using a metal detector may also be carried out without suspicion, provided it is applied fairly and consistently to all students or groups of students.

Where reasonable force is used during a lawful search, the incident will be recorded as a restrictive intervention and parents/carers notified as soon as practicable, in line with statutory DfE requirements. All searches without consent will also be recorded, even where no force is used.

Please see Use of Restrictive Interventions Policy

### **Abuse or Intimidation of Staff Outside School**

The school will adopt firm measures against abuse or intimidation of staff by students. This includes unacceptable conduct by students when not on the school site or outside of school hours when not under the charge of a member of staff of the school. Students involved in any such activity can expect to be

- instructed to behave in an acceptable manner by school staff and to be disciplined on their return to school
- referred to their Head of Year or SLT member responsible for their Year group
- parents contacted
- issued with a senior sanction

This senior sanction may take the form of one or a combination of the following

- detention
- placement in the focus room
- referral to the Safer Schools Police Officer
- suspension or permanent exclusion

### **Child on Child Abuse**

Child on Child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers.

All staff should be aware of safeguarding and behaviour issues from child on child abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual

orientation, disability or other differences

- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

All Staff will consider the seriousness of the child on child abuse listed, and if seen will make a referral to the Designated Safeguarding Lead or Deputy immediately before taking any further in-school actions.

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- The degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The student's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support, intervention and/or sanction required for those involved.

## **SUPPORTING BEHAVIOUR**

### **Roles and Responsibilities**

Every staff member, in whatever role, has a responsibility to support students in their learning by contributing to their personal development and wellbeing.

### **Role of Form Tutors**

The tutor plays an integral role in supporting students' behaviour for learning and personal development.

The tutor sets the standards and expectations of students for the day. In partnership with the Head of Year the tutor should assist in monitoring the academic and personal development of students within the tutor group.

### **Registration/Tutor Time**

- Registration/Tutor Time is part of the school day and should contribute to the learning and teaching process in the school
- tutors are role models and good punctuality is essential
- excellent punctuality and attendance should be encouraged and rewarded in line with the Attendance Policy guidance. Students should be made aware of the link between attendance and achievement
- silence should be maintained while the register is taken
- tutors should aim to talk to students on an individual basis to monitor personal and academic progress, uniform and to monitor the use of the Homework Knowledge organiser (on a weekly basis to monitor progress, rewards and sanctions)
- tutors should engage students in meaningful activities during tutor time in accordance with the Head of Year's Tutor Period timetable
- tutors should track their tutees' academic and pastoral progress through their Termly Reports to parents

### **Heads of Year**

Heads of Year are responsible for the personal and academic well-being of all students within the school. They work in partnership with Heads of Faculty, Heads of Department, form tutors and classroom teachers in promoting the school ethos across the Year Group. Any behavioural concerns regarding a student should be discussed with the Head of Year. They will also track their Year Group's progress through the Termly Report to parents. The progress of students and the efficacy of the Behaviour Policy, systems and structures will be monitored, evaluated and reviewed through the Pastoral Self Review process.

### **Heads of Faculty/Department**

- The role of the Head of Faculty/Department is to manage behaviour, learning and teaching within the curriculum area.
- Any concerns with the behaviour of an individual student must be referred to and discussed with the appropriate Head of Faculty/Department.
- If problems persist, the concerns should be discussed with the relevant Head of Year.
- Heads of Faculty/Department will support the professional development needs of individual staff members within their curriculum area with regards to behaviour management.
- The progress of students and the efficacy of the Behaviour Policy, systems and structures will be monitored, evaluated and reviewed through students' Termly Reports to parents, the Faculty Self Review process and the School Development Group.

## **Senior Leadership Team (SLT)**

The SLT is responsible for the overall management, development, monitoring and evaluation of learning and teaching across the school. A named member of the SLT has development oversight of behaviour across the school.

## **The Head**

The Head is responsible for leadership, direction, organisation and accountability of the school in all areas including Behaviour.

## **The Governing Body**

The Governors are accountable for the performance of the school, including behaviour, to parents and the wider community.

## **OTHER RELEVANT POLICIES**

This policy complements and supports a range of other policies and guidance and should therefore be read in conjunction with

- Physical Intervention to Control or Restrain Students Guidance
- Weapons Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Inclusion Policy
- Online Safety Policy
- Policy on Prohibited Substances Including Drugs
- Mobile Phone Policy
- Home/School Agreement
- Sixth Form Code of Conduct

## **EVALUATION AND REVIEW**

This policy will be evaluated on an annual basis by the Head and Deputy Head (Behaviour).



### DRAYTON MANOR HIGH SCHOOL

## STUDENT CODE

### CLASSROOM EXPECTATIONS

Every student has three responsibilities when they are in the classroom. They are responsible for

- their own learning
- the learning of others
- the learning environment

These responsibilities can be achieved by ensuring that when students arrive to the lesson they

- are punctual
- line up quietly
- enter the room in a calm manner
- take off their coats immediately

At the beginning of the lesson students should

- sit in the agreed/specified seat
- quickly get out the required equipment, books and their student knowledge organiser whilst the register is taken in silence
- complete the 'Do Now' activity
- delay all questions until the teacher has started the lesson and has had time to deal with individual concerns

During the lesson students should

- take pride in the presentation of their work
- learn and work to the very best of their ability
- not interfere with the learning of other students
- allow the teacher to teach
- take an active part in the lesson activities and follow all instructions

At the end of the lesson students will

- leave their working area clean and graffiti free
- ensure their chair is placed under their table

- leave the room in a calm and orderly manner

### **Student Knowledge Organiser**

Students without a knowledge organiser

- will be given two points-by their tutor/teacher or Head of Year
- must collect a day slip from Student Reception before 8:53am
- must transfer any homework from the day slip to their knowledge organiser

### **Classroom Consequences**

Any of the following may be applied for failure to meet these expectations

- Verbal warning
- Written warning
- Sent out on-call (45-minute Head of Department same day detention)
- Subject Teacher detention (30 mins) will be given to those who have failed to complete homework and organise themselves for lessons

Failure to attend one detention will result in a higher level sanction

## **SCHOOL COMMUNITY CODE**

Drayton Manor is a successful and busy school therefore it is the expectation that students do everything they can to promote a caring school. Students who fail to do so break the school community code and put themselves at risk of suspension.

### **Moving Safely Around School**

- walk quietly around the school
- keep left in the corridor and carry bags safely
- join the back of lines
- keep moving between lessons to avoid congestion
- be particularly careful in busy corridors
- avoid congregating in large groups which may make others feel uncomfortable

### **Smoking**

Any student smoking or found in possession of equipment for smoking including e-cigarettes will be sanctioned by their Head of Year and parents informed.

### **Graffiti**

Any form of graffiti is vandalism. Students found writing graffiti may be asked to remove it and

- referred to their Head of Year and possibly to the Safer Schools Police Officer
- parents will also be informed and may be asked to pay for damages

### **Litter**

Any student seen dropping litter will be sanctioned.

- food eating areas are restricted to outside the building, the school hall and the dining hall at break and lunchtimes (all supervised)
- no food or drinks can be consumed at any time in the corridor or classrooms

### **Uniform**

Students in Years 7 to 11 should wear full school uniform at all times including travelling to or from home or any offsite activity. This is a sign of respect to other members of the school and wider community. Students in incorrect uniform

- must report to their Head of Year before 9.10am
- may be sent home to change into appropriate uniform
- will be sanctioned

Students in Years 12 and 13 should wear smart casual clothing. No extremes of fashion are permitted. Students should not wear hats or revealing clothing. Students in incorrect clothing will be sent home and sanctioned.

### **Personal Property**

Inappropriate or expensive items such as earphones, smart watches or mobile phones should not be brought to school by students in Years 7 to 11. Students who bring such items to school can expect to

- be sanctioned at the appropriate level
- have items confiscated by staff and passed to the Head of Year
- have mobile phones returned only to a parent

Sixth Form students may only use these items in the Sixth Form Centre and must not disrupt lessons with them under any circumstances.

See also *Mobile Phone Policy*.

### **Sanctions**

Failure to meet these expectations will be treated as a serious matter. The student can expect one or a combination of the following

- warning
- same day detention
- referred to their Head of Year or SLT member responsible for their Year group
- break and lunchtime isolation

- placed in the focus room
- a senior sanction

This senior sanction may take the form of one or a combination of the following

- referral to the Safer Schools Police Officer
- suspension or permanent exclusion

## **WIDER COMMUNITY CODE**

It is students' responsibility to protect the school's reputation by upholding the school ethos through positive behaviour outside school. It is strictly forbidden for students to associate with any 'outsider(s)' whether known or unknown to the school or its staff, either directly outside school or in the close vicinity, e.g. the school bus stops. At all times students should

- wear full uniform travelling to or from school or any offsite activity
- maintain positive behaviour on transport, educational visits and other off-site placements
- behave responsibly and use appropriate language
- show consideration and respect to members of the public
- Do not visit shops in the immediate vicinity of the school including those on the junction at Greenford Avenue and D.G Road
- avoid congregating in large groups which may make others feel uncomfortable
- go straight home and not meet up with other young people near school at the end of the day
- leave the area by the school, including the bus stops by 3.45pm

## **Sanctions**

Failure to meet these expectations will be treated as a serious matter. The student can expect one or a combination of the following

- Instructed to behave in an acceptable manner by school staff and to be disciplined on their return to school
- referred to their Head of Year or SLT member responsible for their Year group
- parents contacted
- placed in-the focus room
- issued with a senior sanction

This senior sanction may take the form of one or a combination of the following

- detention
- ban from the bus stop area at specified times
- referral to the Safer Schools Police Officer
- suspension, or permanent exclusion

When investigating an incident involving the breaking of the wider community code the school will consider the following

- the severity of the misbehaviour
- the extent to which the reputation of the school has been affected
- related to this, whether the student/s were identifiable as a member of the school community
- the extent to which the behaviour in question might have repercussions for the orderly running of the school, and might pose a threat to another student or member of staff
- whether the misbehaviour in question was on the way to or from school, outside the school gates, or otherwise in close proximity to the school
- whether the behaviour might affect the chance of opportunities being offered to other students in the future

## **SOCIAL MEDIA CODE OF CONDUCT**

The use of electronic, or other, media in a way which is or is likely to be harmful to other students, staff or anyone else connected with the school will not be tolerated. This is wholly irrespective of when or where the content is produced or circulated.

Intimidation, ridicule, isolating others, abusive or aggressive language is likely to be treated as bullying.

Where the content is not intended to hurt anyone, and was not likely to so when first produced, it can still become harmful to individuals, or disruptive to the school community. In particular, the content of electronic media or other communications can easily harm the participation of others in the life of the school. As a threat to the learning environment it will therefore be taken very seriously.

Where the content is in isolation “innocent”, but becomes harmful or disruptive in context, normally the school’s first response will be to warn the students involved, and take steps to avoid further harm or disruption. These may involve requiring content to be deleted and not repeated, however innocent its production might have been in the first place.

Some content should always be avoided, including passing it on from others. Students who do not avoid this content will be treated as responsible for any disruptive or harmful consequences arising from it. The following sorts of material involve the greatest risk.

- sexual images
- images and or content aimed at staff at the school
- anything which might involve or encourage illegal or anti-social activity
- foul language
- racist, sexist or homophobic content, or content which could fairly be interpreted as racist, sexist or homophobic
- violent language
- revealing private information about another person
- gossip intended or likely to harm another student or staff member

## Sanctions

If a student is found to have broken the social media code of conduct, staff will treat this as a serious matter. The student can expect one or a combination of the following

- warning
- same day detention
- referred to their Head of Year or SLT member responsible for their Year group
- break and lunchtime isolation
- placed in the focus room
- a senior sanction

This senior sanction may take the form of one or a combination of the following

- detention
- placed in the focus room
- referral to the Safer Schools Police Officer
- suspension, or permanent exclusion

Appendix 2

## SANCTIONS AND DISCIPLINARY POINTS

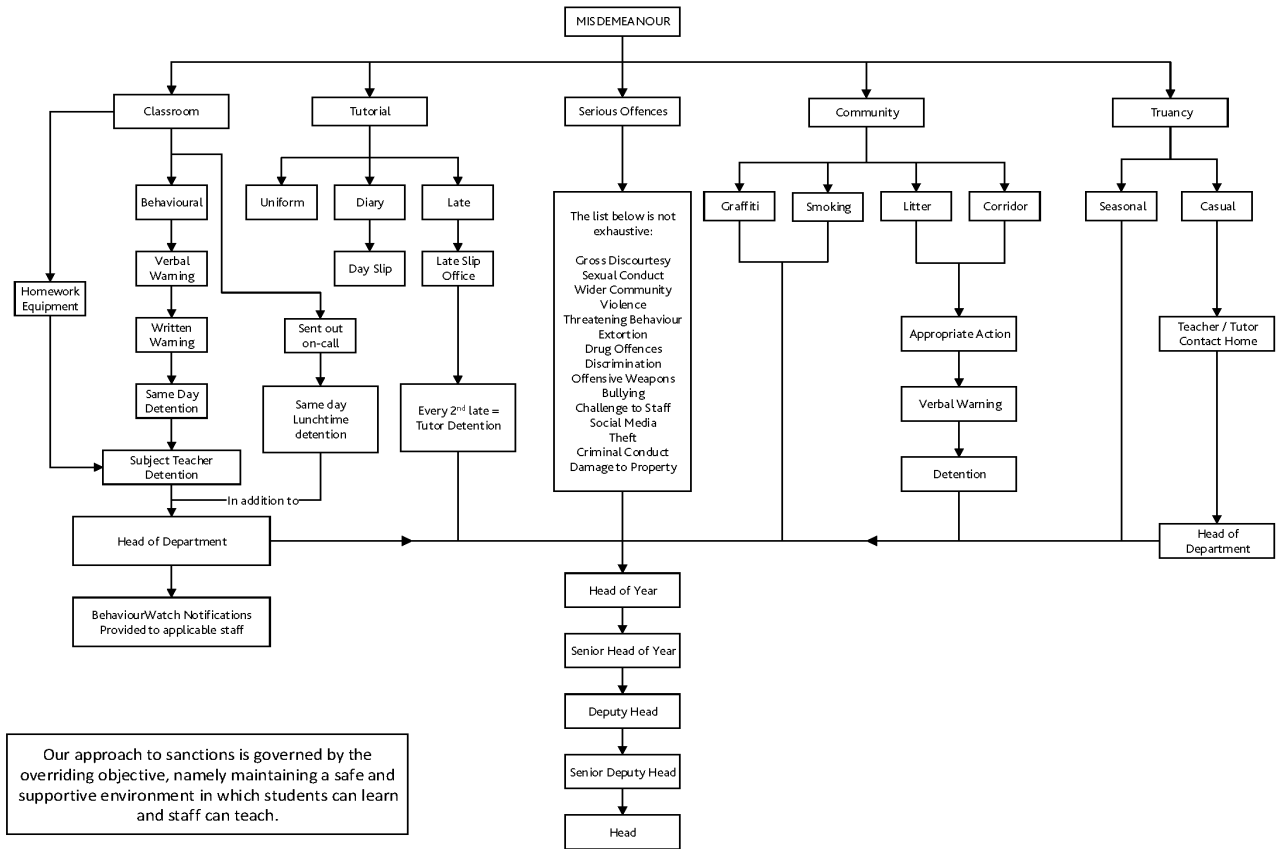
### a. Guidelines for all Staff

- Students need early clear guidance that the consequence of failing to attend will mean referral and additional points.
- Once the student has been given a fair chance to attend and the matter has been referred, the teacher is not obliged to chase the outstanding detention; however, the student must be informed of the course of action.
- All detentions should be positive with students working or helping the community (lines should be avoided).
- All detentions will be centralised
- The Head of Year will inform tutors of tutees points at least every half term.

### b. Guidelines for Heads of Faculty/ Department

- monitor Faculty and Department detention data provided from the electronic tracking system
- persistent failure to participate in lessons should be identified through this process and discussed with the Head of Year
- Department detention records **must** include details of Sixth Form referrals and points given to Sixth Form students for poor punctuality

### c. Misdemeanour Overview



- Every late to school incurs a detention other than the last incident of lateness (Reg HT)

## Notes

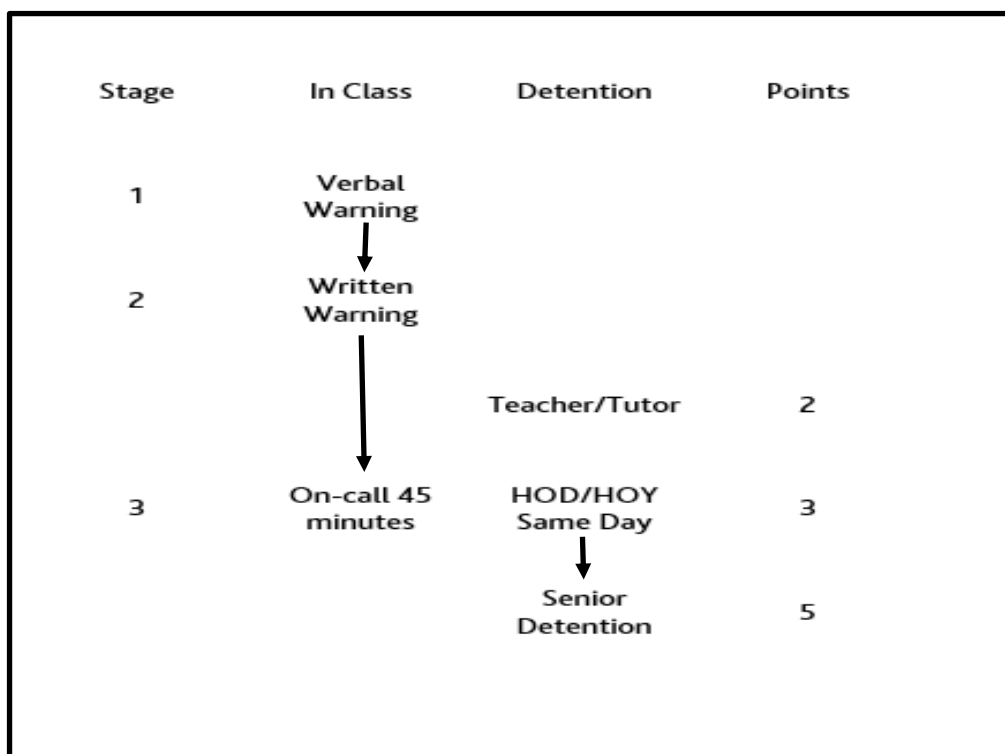
- 30 minute detention for every late to school. Students who display patterns of lateness to school may be referred to the school's Inclusion or Attendance team for further support and intervention.
- If a student is late to school on more than two occasions in a week, they will receive a placement in the Focus Room for a set period of time.
- If a student accrues 10 or more behaviour points within a week, they will receive a placement in the Focus room.
- Truancy of lessons will result in an agreed Focus Room placement with the Deputy Head for Behaviour.
- On-call leads to Head of Department detention same day detention
- failure to attend a detention leads to a higher level of sanction
- students receive points for detention actually served.
- failure to attend a Senior Detention will lead to referral to the Head
- process will begin at the appropriate level.
- Privileges such as representing the school at sporting events, fixtures, trips or special events could be removed if students do not adhere to the school's Behaviour Policy.
- students that acquire 100 points may be at risk of a suspension. Appropriate warning letters must be sent to parents to advise them of this when a student acquires 60 points or more.

### d. KS3 and KS4 Detentions and Points

#### Classroom behaviour

<b>Stage</b>	<b>In class</b>	<b>Consequence</b>	<b>Points</b>
1	Verbal warning	behaviour point	1
2	Written warning	behaviour point	1
3	On Call	45 minute detention	3

Classroom Consequences (any of the following may be applied)



e. Points Drip Feed

Points/Staffing/Action Overview

POINTS	Years 7-11	POSSIBLE ACTIONS
10 – 20	Tutor	<ul style="list-style-type: none"> <li>Interview (Liaise with Head of Year)</li> <li>Early warning contact with parents (phone call / letter)</li> <li>Tutor report</li> </ul>
40	Deputy Head of Year/Head of Year	<ul style="list-style-type: none"> <li>Interview (Liaise with Head of Year)</li> <li>Meeting with student and parent</li> <li>Letter home</li> <li>Discussed at Head of Year/Head of Inclusion fortnightly meeting</li> <li>Chance to improve (CTI) /two-week report with daily check ins</li> <li>Referral to academic mentor</li> <li>Referral to Inclusion Faculty for intervention</li> <li>Possible referral to Inclusion Centre</li> <li>School counsellor referral or other therapeutic intervention</li> </ul>
60	Head of Year	<ul style="list-style-type: none"> <li>Raise concerns with SLT/Head of Inclusion - Student is at risk of suspension</li> <li>Interview with Head of Year</li> </ul>

		<ul style="list-style-type: none"> <li>· Letter home and parent meeting to advise parent that student is at risk of suspension and set behaviour support plan (include social worker as needed)</li> <li>· Discussed at Head of Year/Head of Inclusion fortnightly meeting</li> <li>· CTI/two-week report</li> <li>· Focus Room placement</li> <li>· Referral for EHAP</li> <li>· Behaviour Contract</li> <li>· Inclusion Centre placement/Hybrid placement</li> <li>· Pastoral support plan</li> <li>· Referral to Head of Careers</li> </ul>
80	Year Group SLT/Deputy Head	<ul style="list-style-type: none"> <li>· Student is at risk of suspension due to high behaviour points</li> <li>· Interview (liaise with head of year)</li> <li>· Letter home and parent meeting to advise parent that student is at risk of suspension and set behaviour support plan (include social worker as needed)</li> <li>· Discussed at head of year/head of inclusion fortnightly meeting</li> <li>· CTI/two-week report</li> <li>· Behaviour contract and work with specialist behaviour mentor</li> <li>· Inclusion centre placement</li> <li>· Multi-professionals meeting (MPM)</li> <li>· Safer Schools Officer intervention</li> <li>· Early annual review/SEND review/PEP meeting*</li> </ul>
100+	Head	<ul style="list-style-type: none"> <li>· Student is at risk of suspension</li> <li>· Interview with Deputy Head (Behaviour)</li> <li>· Letter home and parent meeting to advise parent that student is at risk of suspension and set behaviour support plan (include social worker as needed)</li> <li>· Discussed at Head of Year/Head of Inclusion fortnightly meeting</li> <li>· Inclusion Centre Bespoke plan</li> <li>· Pastoral Support plan review</li> <li>· Sanctions</li> <li>· Educational Psychologist referral</li> <li>· Multi-Professionals Meeting (MPM)</li> <li>· Behaviour contract</li> <li>· Managed Move Panel</li> <li>· Offsite Direction</li> <li>· Early Annual Review/SEND review/PEP meeting*</li> </ul>

## Notes

- The relevant Deputy Head, Head of Inclusion and Tutors will be informed of point scores at least every half term.

### f. Referral to the Inclusion Faculty

- All students who accumulate 20 points in one term should be discussed at the weekly liaison meeting between the Head of Year and Head of Inclusion Faculty.
- Students whose behaviour continues to lead to a rapid accrual of points should be referred by the Head of Year to the Inclusion Faculty for intervention support.
- Students receiving behaviour support may be issued with targets and attend Assertive Academic mentoring with specialist staff from the Inclusion faculty for a term.

### g. Sixth Form Drip Feed

POINTS	STAFF	ACTION
10	HOD	<ul style="list-style-type: none"> <li>Interview and improvement targets set (Liaise with Tutor and inform HOY)</li> <li>Early warning contact with parents (phone call/letter)</li> <li>Copy of action and minutes sent to tutor and HOY</li> <li>Student placed on Subject report</li> </ul>
20	Tutor	<ul style="list-style-type: none"> <li>Interview and improvement targets set (Liaise with HOY)</li> <li>contact with parents (phone call/letter)</li> <li>Copy of action and minutes sent to HOY</li> <li>Student placed on Tutor Report for two weeks</li> </ul>
40	Head of Year	<ul style="list-style-type: none"> <li>Interview</li> <li>Letter home</li> <li>Chance to improve (CTI)/ two week report</li> <li>Student placed on <b>'Study Catch-up Programme'</b></li> <li>Student placed on <b>'Supervised Study Programme'</b></li> <li>Possible learning mentor/SENCO referral</li> <li>Raise concerns with Head of Sixth Form</li> </ul>
60	Head of Year	<ul style="list-style-type: none"> <li>Interview with parents</li> <li>Revised <b>'Supervised Study Programme'</b></li> <li>Other intervention if necessary</li> </ul>
80	Head of Sixth Form	<ul style="list-style-type: none"> <li>Interview with student and parents</li> <li>CTI/two week report</li> <li>Student and parent review meeting</li> <li>Connexions and careers guidance referral</li> </ul>
100	Senior Deputy Head	<ul style="list-style-type: none"> <li>Interview</li> <li>Letter Home</li> <li>CTI/two week report</li> </ul>
110	Head	<ul style="list-style-type: none"> <li>Interview</li> <li>Sanctions</li> </ul>

- Subject teacher/HOD **must** submit appropriate details of contact with home/copy of letter to HOY for student's file.
- Sixth Form students are expected to respond with fewer levels of intervention.
- Referrals and sanctions will be recorded and transferred to the student's file and may be used in reference to UCAS or other organisations.
- The Conditions of Continuation policy will be used where there are behaviour or attendance concerns.
- All sixth form students will be rewarded with privileges if they show high levels of attendance, progress and positive attitude to learning through behaviour effort and independent study/homework.
- Serious incidents, challenge to staff or failure to cooperate at any level will result in a referral to more senior staff.
- The Head will consider the student's previous record when deciding on the appropriate level of sanction.

#### **h. Supervised Study Programme**

Students will be placed on a supervised study programme if their approach to learning is considered to be a cause for concern. All students on this programme will be required to report to the library during free periods to complete work for the duration of the programme or until significant improvement is shown. Truancy to lessons will result in a student being placed on this programme and students may be required to spend time in the Focus Room or an allocated space to catch-up with work.

#### **i. Study Catch-Up Programme**

Students will be placed on a study catch-up programme if their approach to learning is considered to be a cause for concern. All students on this programme will be required to report to the library after school on an allocated day for the duration of the programme or until significant improvement is shown.

#### **j. On-Call**

##### **On-Call System Overview**

<b>ON-CALL SYSTEM</b>
<p>The school Behaviour Policy sets out our aims and expectations for all students. If a teacher feels that a student is causing <b>SERIOUS DISRUPTION</b> which is interfering with the work of other students or is behaving in a way which is likely to lead to a major confrontation, then the on call system is used. In some circumstances persistent minor disruption and refusal to respond to warnings may constitute serious disruption.</p>
<p><b>Action to be taken</b></p> <p>1. Disruptive student to be sent to the Focus room. The on-call should be registered on the school's electronic behaviour tracking system by the teacher. The staff member in the Focus room will then be electronically alerted that the student will be reporting to them. The subject teacher must check at the</p>

<p>end of the lesson that the student did report to the Focus room. The “on-call” system must also be used for Sixth Form students. Students <b>must not</b> be sent out of lessons without the use of this system.</p>
<p>2. The student is seen by the member of staff in the Focus room and the on-call teacher and a statement is taken and passed to the Head of Faculty/Head of Department by admin. The student will stay in the Focus room for the remainder of the lesson. The on-call teacher will collect work from the lesson from which the student was placed on-call. The student will be expected to complete the paperwork. (See On-Call rota published termly) The on-call teacher will liaise with the designated SLT member to ensure there is an agreed response at the end of the lesson.</p>
<p><b>3. Head of Faculty/Head of Department Follow-up and Sanctions</b>  The student will receive a three point, 45-minute same day Head of Faculty On-Call detention. Parents should be informed by letter</p> <p>Any student not reporting to the Focus room should be referred to the Head of Year by the Head of Faculty/Head of Department and will receive a higher level sanction</p> <ul style="list-style-type: none"> <li>• Head of Faculty/Head of Department should ensure that the incident has been properly investigated and resolved before allowing the student to return to the same class.</li> <li>• Head of Faculty/Head of Department must monitor electronic detention records at least once a week – automated lists will be sent to HOF/D every week.</li> <li>• Head of Faculty/Head of Department must pass staff/student statements to Heads of Year for filing as soon as possible.</li> <li>• Students that do not attend an On Call detention may receive a further sanction by being placed in the school’s Focus Room the following day.</li> </ul>
<p><b>4. On-call staff</b></p> <ul style="list-style-type: none"> <li>• If you know that you will be absent or unavailable, please organise a replacement.</li> <li>• If staff cannot access the on-call teacher, please contact a senior teacher.</li> <li>• If office staff receives five or more students during a single lesson, please contact a member of the Senior Team.</li> </ul>

The following procedures apply when a student has been sent on-call

- Students who are sent on-call will attend the Focus room
- If a student fails to attend the Focus room, the on-call teacher will be alerted via phone and/or email.
- The on-call teacher, will liaise with the designated SLT member to ensure there is an agreed response and possible sanction.
- Students who are sent on-call on more than one occasion during the week may receive any of the following in response to their negative effect on learning
  - Time in the Focus room
  - Parental Meeting with middle leaders and applicable teachers for restorative purposes

- Referral to the Inclusion Faculty for assessment and/or a placement in the Inclusion Centre
- Referral to external agencies for support
- Fixed term suspension
- Permanent exclusion

### **Support for EHCP students**

- In response to serious incidents these students will be referred to the Inclusion Faculty to agree the interventions that is required
- The appropriate action may be selected from the following
  - Students remain in the Inclusion Centre
  - Time in the Focus room
  - Referral to HOY to agree a pastoral support plan
  - Referral to external agencies for support
  - Early SEN or Annual Review

### **Monitoring of the On-Call System**

It is essential that on-call referrals are regularly monitored by Head of Department/Head of Faculty, Head of Year and Deputy Heads using the electronic behaviour tracking system. Admin staff will forward the following information

To Head of Department/Head of Faculty

- student statement

To Head of Year and Line Deputy Head

- daily/weekly on call information

### **Multiple On-Calls**

Where a student is sent out on-call on a number of occasions the following action should be taken

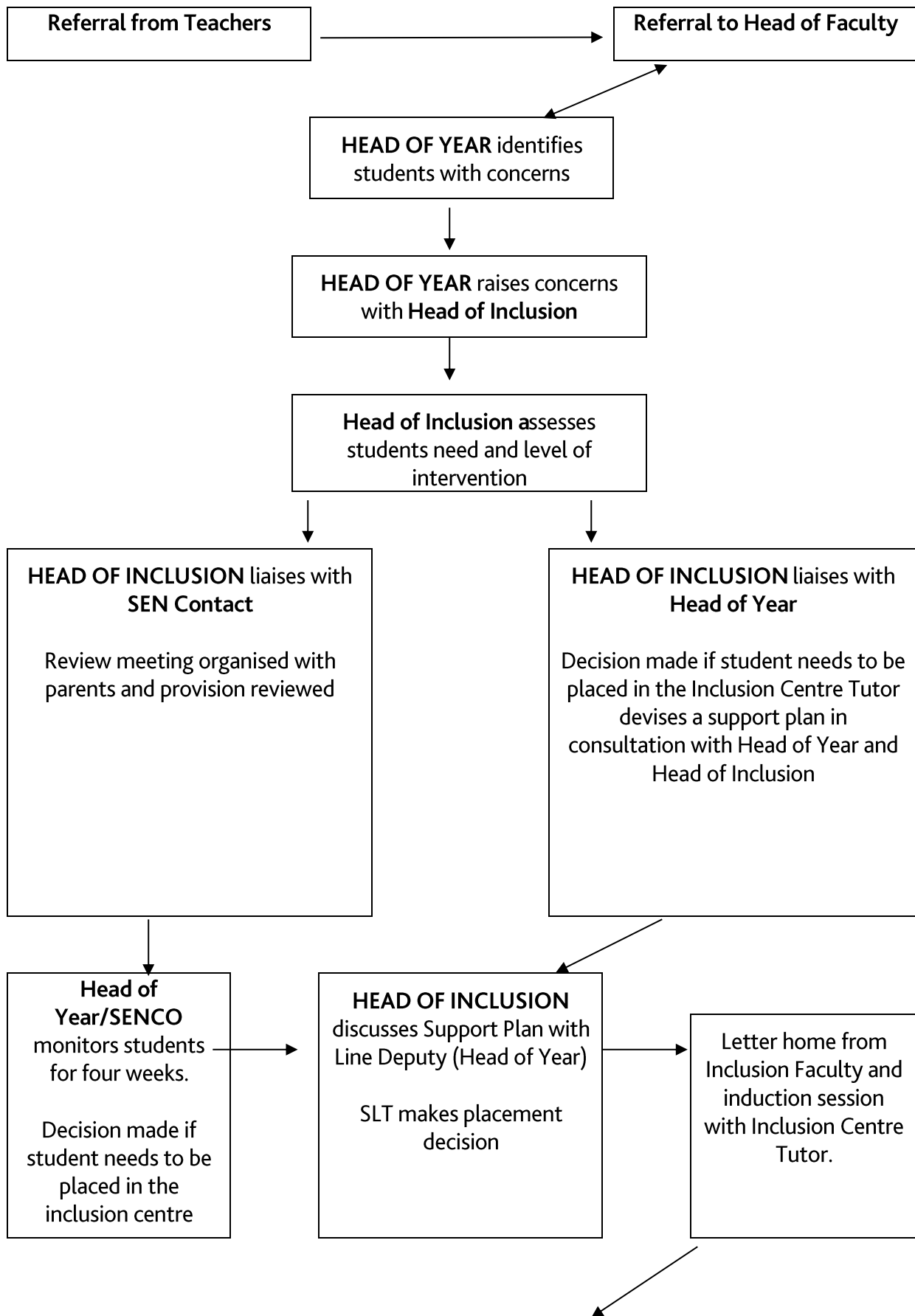
1. Student sent on-call more than four times in one half term
  - Head of Year/Deputy Head of Year interviews student
2. Student sent on-call more than once in same week
  - Head of Year interviews student
  - student placed on report to the tutor
  - Deputy Head contacts parents by letter ASAP and where possible by the end of the school week
  - a placement in the Focus Room.
3. Student sent on-call more than once in same day
  - Head of Year interviews student
  - student placed on report to Head of Year

- Head of Year contacts parents by telephone as soon as possible and where possible by the end of the next school day
- Head of Year follows up telephone call with letter home
- A senior sanction may be agreed with the Behaviour Deputy Head
- This senior sanction may take the form of one or a combination of the following
- Detention
- placement in the Focus room
- suspension

### **Notes for Heads of Faculty/ Department**

Where a student has been sent out of the same lesson on a number of occasions Head of Department/Head of Faculty must carry out a thorough investigation to identify underlying issues. The outcome of this investigation should be discussed with Head of Year and strategies determined to address these issues. In some cases, it may be appropriate to include the Head of Inclusion or Line Deputy Head.

**I. Referral to Inclusion Centre Flow Chart**



Student placed in the Inclusion  
Centre

Appendix 3

## SUSPENSION AND EXCLUSION PROCEDURE

### Preventing Suspension and Permanent Exclusion

Any student who is at risk of permanent exclusion or who has received two fixed term suspensions **must** be referred to the Multi-Professionals Panel for discussion and a Pastoral Support Plan is devised by the Head of Year.

### Suspension and Permanent Exclusion Procedure

Only the Head can suspend students. There are two types of suspension which can be applied depending on the degree of seriousness of the offence(s).

1. suspension (Students can only be suspended for a maximum of 45 days in any year)
2. permanent exclusion
  - The SLT member will refer the student to the Head who will then write the letter, including details of the parents' rights to make representations about the to the Governors' Discipline Committee. The student will be sent home at 3.30pm with the letter and a copy of it will also be sent by post. It may be necessary for a senior member of staff to telephone the student's home and talk to the parents. The Administration Officer will send a copy of the letter to the Deputy Head, Head of Year, Head of Inclusion and Form Tutor.  
During the period of suspension , the Head of Year should arrange for work to be provided by departments. (exclusion in the case of permanent , work will be provided until the appeal process is exhausted and the student is taken off the school