



Behaviour policy and statement of behaviour principles

Approved by:	AIB	Date: 04/11/2021
Last reviewed on:	04/11/2021	
Next review due by:	November 2022	

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - o Sexual comments
 - o Sexual jokes or taunting
 - o Physical behaviour like interfering with clothes
 - o Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- o Knives or weapons
- o Alcohol
- o Illegal drugs
- o Stolen items
- o Tobacco and cigarette papers
- o Fireworks
- o Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Academy Improvement Board (AIB)

The AIB is responsible for monitoring this behaviour policy's effectiveness and holding the Associate Principal to account for its implementation.

5.2 The Associate Principal

The Associate Principal is responsible for reviewing and approving this behaviour policy.

The Associate Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to student charter
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school staff (the form tutor in the first instance) promptly

6. Student Charter

The Charter has been drawn up in collaboration with the student body and states student commitment to achieving outstanding behaviour.

1. We want our school to be a great place to attend, where students are keen to be involved in the full range of learning opportunities available by being fully prepared to learn.
2. We want to set high standards of behaviour for ourselves that is thoughtful and mature and helps us to develop into responsible citizens
3. Everyone in our school community should have the right to feel safe regardless of their background, color, sexual orientation, religion or ability and to know where to go if they want someone to talk to.
4. We will speak out if we see injustice or actions that go against this charter and channel these concerns through the Student Council so that a resolution can be found.
5. We will contribute to our own success in school by setting ourselves high standards in organization, attendance, and punctuality.
6. We want to have opportunities for praise and to gain credits for meeting challenging but achievable goals and demonstrating personal improvement and expect these rewards to be applied fairly and consistently by teachers.
7. We will make good behaviour choices and if we don't, we will know why we get a sanction and what to do to improve.
8. We will treat other members of the school community with respect because we know how we want to be treated ourselves.
9. We will respect our environment and will not tolerate vandalism and will actively look for ways to recycle and reuse whenever possible.

Our Stantonbury – Respect, Responsibility & Resilience.

This Charter and will be displayed in every classroom

7. Rewards and sanctions

7.1 Achievements & Rewards

Through the rewards system, we aim to recognise and encourage students' efforts and achievements. This system will:

- Be applied with consistency.
- Recognise ongoing good performance.
- Recognise students who have improved on their attendance behaviour or attitude to learning.

There is an expectation that students will follow "Our Stantonbury – Respect, Responsibility & Resilience". In support of a positive learning ethos, all members of staff play a role and will aim to use praise three times more often than they criticise. They will build positive relationships with their students by getting to know them better and recognising them as an individual.

Recognition Board

There should be a 'Recognition Board' in each classroom: a collaborative strategy to celebrate success. It will be used persistently and relentlessly to capture learners demonstrating the right behaviours and high-quality work:

It will show:

- Good examples of consistent behaviour you are focusing on in lessons.
- The high expectations set and achieved
- Recognise for effort and not achievement.

Achievement points

Students can be given achievement points for:

- Excellent piece of work
- Commended assessment work
- Regular good contribution in class
- Good attendance and punctuality
- Regularly having the correct equipment
- Sustained improvement
- Being kind and courteous
- Being responsible
- Being respectful
- Being resilient
- Being a good team member
- Working above target grade
- Being an excellent reader
- Happiness Hero
- Attended Extra Curricular Club
- Representing the school
- Consistently good homework / Independent learning
- Other

These points are logged and tracked on Go4Schools with students and parents being able to see how many they have accumulated either through the App or through their online log in.

- Go 4 Schools will give access to real-time reward statistics and behaviour leagues and tracks staff usage ensuring rewarding transparency and fairness
- All teachers can access this information and plan reward opportunities
- With each achievement point being worth one penny, students can use their rewards to purchase a number of different items from the rewards shop. The School Council have a role in deciding what items students can buy and these are then included in the shop. With this being a school run system, there is also considerable flexibility with this and as such, the items purchased can be changed or themed on a regular basis. In addition, there are a number of larger rewards that students can aim for at the end of the year.
- Throughout the school year students will be invited to attend afternoon tea with members of SLT.
- Positive Friday: Every Friday, form tutors/teachers to make at least one phone call home and sent a postcard home.
- Celebration assemblies will be held three times a year by the HOY/SLT link.
- Students accumulating zero negative points will be invited to attend a special field trip at the end of the school year and/or dinner with the head teacher.

7.2 Managing unacceptable behaviour

At Stantonbury School we use a system of consequence points, or C points to recognise when behaviour has been unacceptable. The C points system is a stepped system with clear sanctions at each level.

Warning	Type of behaviour	Consequences/Actions	Summary
Consequence Verbal Warning 1	Any form of interruption to the lesson. <ul style="list-style-type: none"> ● Wandering around class ● Shouting out in class ● Rudeness ● Poor effort in class ● Off task ● No PE Kit ● Missing homework ● Low level disruption ● Late to school ● Late to lesson without valid documented reason ● Incorrect uniform ● Consistently talking ● Consistent lack of Equipment 	<ul style="list-style-type: none"> ● Student heeds warning – no further action needed ● The teacher logs on GO ● Form Tutor discusses consequence with Tutee during registration ● If the student gains 5 or more C1s within a week Form Tutor contacts home. ● Form Tutor to check and monitor the frequency of C1s and liaise with HOY/SSL if concerns continue. 	Form tutor: 5 x C1s in a week - contact home
Consequence Verbal Warning 2	<ul style="list-style-type: none"> ● Warned once, issued with a C1 warning, but no improved behaviour ● Wasting others opportunity to learn ● Refusal to follow a request from member of staff ● Persistent shouting out in class/distracting others ● Persistent poor effort in class ● Persistent low-level disruption 	<ul style="list-style-type: none"> ● Student heeds warning 2 – no further action ● The teacher logs on GO ● Form Tutor discusses consequence with Tutee during registration ● Persistent C2s, (5 in a week) the Form Tutor will place the student on Green Report and contact home ● Head of Year will be notified and will speak to the student. ● A 'Supported intervention' will be issued, if appropriate. 	Form tutor - 5 x C2s Green Report. Contact home

<p>Consequence Buddy Class C3</p>	<ul style="list-style-type: none"> ● Walking away from a member of staff ● Talking during assessments ● Refusal to hand over mobile phone ● Leaving class without Permission ● Inappropriate behaviour towards a fellow student ● Failed C2 ● Accessing prohibited areas at break/lunch 	<ul style="list-style-type: none"> ● The teacher logs on GO ● Teacher phones home to re-set expectations ● Form Tutor discusses consequence with Tutee during registration ● Head of Year informed and will issue a supported intervention following day ● Parent(s) informed by class teacher ● Immediate C3 no warnings / failed 'Buddy Class' – student may be placed in Isolated Learning Room with Building Support ● Persistent C3s (more than 2)- student goes on 'Amber report'. 	<p>Any C3 Teacher contacts home</p> <p>More than 2 C3s – Amber report</p>
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<p>Consequence Lesson C4</p>	<ul style="list-style-type: none"> • Truantiing • Swearing • Serious offence and removed • Issued C3 and refuses to leave classroom • Graffiti or damage to school property • Failed buddy system • Defiance 	<ul style="list-style-type: none"> • The teacher logs on GO & seeks support from the Building Support. • Student will not go back into lessons until a conversation with parent(s) has taken place and a Restorative Justice (RJ) conversation with the teacher involved. SSL to coordinate • Teacher / HOF/HOY issues an after-school detention to address learning missed, an appropriate learning support strategy if needed and the student goes on 'Amber Report'. 	<p>C4</p> <p>Removed from lesson</p> <p>HOY detention & report</p> <p>Parents contacted</p> <p>RJ with teacher before returning to lesson</p>
<p>Consequence Internal Isolation Room C5</p> <p>Only issued by HOY or SLT</p>	<ul style="list-style-type: none"> • Failed C4 process • Smoking or suspicion of smoking • Possession/or bringing inappropriate items into School • Graffiti or damage to school property • Extreme defiance • Direct swearing at a member of staff • Bullying • Any incident inside/outside of School which puts the school in dispute 	<ul style="list-style-type: none"> • Student collected and isolated with Building Support. • HOY / SLT contacted – they coordinated appropriate consequence. <p>Internal Exclusion room:</p> <ul style="list-style-type: none"> • SSL / HOY - Parents informed • Following time in IE room: student is put on Amber Report. SSL coordinates re-integration conversation with the teacher before the student returns to the lesson if appropriate. 	<p>Paperwork completed by HOY / SSL and taken as soon as possible to DP for Pastoral or the school Principal for sign off</p> <p>Phone call to confirm number of days made by the HOY / SLT link</p> <p>Exclusion letter sent</p> <p>Reintegration paperwork completed at the meeting</p>

<p>Consequence</p> <p>FTE C6</p> <p>Only issued by the school Principal</p>	<ul style="list-style-type: none"> ● Wilful and repeated transgression of protective measures in place to protect public health ● Verbal abuse/threatening behaviour against an adult ● Verbal abuse/threatening behaviour against a pupil ● Use or threat of use of an offensive weapon or prohibited item ● Theft ● Sexual misconduct ● Racist abuse ● Physical assault against an adult ● Physical assault against a pupil ● Persistent disruptive behaviour ● Inappropriate use of social media or online technology ● Drug and alcohol related ● Damage ● Bullying 	<ul style="list-style-type: none"> ● SSL / HOY - Parents informed, student collected or taken to the IE room ● Number of days to be confirmed, depending on the seriousness of the incident. ● Re-integration with SLT Link and Head of Year / SSL and parent(s) before resuming school. Three targets set. ● Student goes on 'Red report' 	<p>Paperwork completed by HOY / SSL and taken as soon as possible to School Principal for sign off</p> <p>Phone call to confirm number of days made by the HOY / SLT link</p> <p>Exclusion letter sent</p> <p>Reintegration paperwork completed at the meeting – copies or parent and file</p>
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7.3 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include internal exclusion, external fixed term exclusion and permanent exclusion. Stantonbury School will engage with external agencies where appropriate to provide relevant expertise and support.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

7.5 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. It is important to build strong positive relationships with students and to have high expectations of behaviour and attitudes that are clearly communicated to the class

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the student charter in their room and refer to it frequently
- Upon arriving at your lesson, greet students and thank those who are meeting expectations
- Seat the class according to the seating plan
- Ask students to remove outdoor clothing, get out the correct equipment for the lesson and place their bag non the floor.
- Ask for silence in 3, 2, 1. When silent provide the “do now” activity
- Students complete the “do now” in silence as the teacher takes the register.
- Take time to circulate the room correcting any uniform issues, praising correct answers and good effort
- Following feedback from the “do now” activity the next phase of learning should begin
- If students are not following the student charter at any point then the appropriate C point should be awarded and recorded.
- At the end of the lesson students should be asked to pack their things away, ensure that their work area is free of any litter, stand behind their chair in silence ready to be dismissed by the teacher.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils’ possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

At Stantonbury School infringements to our mobile phone policy and uniform policy may result in phones and items of prohibited clothing being confiscated.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition from year 6 to 7, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour. Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Associate Principal and AIB every 12 months.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti Bullying Policy
- Online Safety Policy

Appendix 1: written statement of behaviour principles

1. We want our school to be a great place to attend, where students are keen to be involved in the full range of learning opportunities available by being fully prepared to learn.
2. We want to set high standards of behaviour for ourselves that is thoughtful and mature and helps us to develop into responsible citizens
3. Everyone in our school community should have the right to feel safe regardless of their background, color, sexual orientation, religion or ability and to know where to go if they want someone to talk to.
4. We will speak out if we see injustice or actions that go against this charter and channel these concerns through the Student Council so that a resolution can be found.
5. We will contribute to our own success in school by setting ourselves high standards in organization, attendance, and punctuality.
6. We want to have opportunities for praise and to gain credits for meeting challenging but achievable goals and demonstrating personal improvement and expect these rewards to be applied fairly and consistently by teachers.
7. We will make good behaviour choices and if we don't, we will know why we get a sanction and what to do to improve.
8. We will treat other members of the school community with respect because we know how we want to be treated ourselves.
9. We will respect our environment and will not tolerate vandalism and will actively look for ways to recycle and reuse whenever possible.

The AIB emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: Recording and Monitoring Behaviour

Behaviour Support

Stantonbury School recognises the importance of early intervention and preventative work in its positive reinforcement approach to behaviour management. It will take steps to identify students who may benefit from early intervention and will regularly review the support available to those individual students identified as being at risk of disaffection or exclusion. This will include:

- Mentoring with the Wellbeing team and youth workers who work on a 1-2-1 basis within individual students or work with small groups.
- Access to alternative curriculum
- Teaching strategies – Heads of Year or SENCO will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a Special Educational Need or Disability (SEND) need
- Planned “Time Out”. Students who experience difficulty with impulsive behaviour can be offered a Time Out card where they will leave the lesson for a short period of time and visit a designated space.
- Leadership Team Report cards are used for a period of a week when a student returns from a fixed period of exclusion or Internal Exclusion. It outlines what the student has agreed to do to improve their behaviour and make positive choices.
- Pastoral Support Programme (PSP) - The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills. Targets will be discussed and approved with parents and students
- Personalised/part timetable - Set up for individuals to support learning or behavioural needs
- Referral to and working with external partners. Our main partner is The Bridge Academy.

Bridge Academy, URN 140252, Current Ofsted rating Good
Jonathans
Coffee Hall
Milton Keynes
MK6 5DE

Sanctions

In determining whether a disciplinary sanction is 'reasonable' the following will be taken into account:

- whether the sanction was a proportionate in the circumstances;
- any special circumstances which are known to the person imposing the sanction which might include safeguarding concerns, the age of the student, SEND needs etc

Stantonbury School has agreed that the following 'disciplinary Penalties' may be used.

- Removal from the group/class or particular lesson on a short term basis – from 10 minutes to the rest of the lesson
- Detention

- Withdrawal of privileges, including withholding participation in educational visits or sports events which are not essential to the curriculum
- Completion of work or extra work to catch up on work missed due to being out of lessons.
- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion (including Managed Transfer)

Detention

All members of staff who have the right to issue detentions.

Parental consent is not required for any detentions. There is no requirement to give parents 24 hours notice of a detention but we will always try to achieve this for any detention that start at 3.15pm and last longer than 10 minutes.

There are exceptions to this:

- A member of staff can contact a parent/carer on the day of the detention and inform them of the detention and they must come to an agreed decision of whether it is appropriate
- If a Head of Year or a member of the Leadership Team makes the decision to retain the student after School hours for their own safety. This would not count as detention and parents would be called as soon as possible

Internal Exclusion (IE)

After a full investigation a decision may be taken to use the sanction of internal exclusion (IE). The decision to use IE is taken by a member of the Leadership Team. The parents of the student will be informed of this decision, normally by telephone.

If a student is placed in IE they must report to their Student Support Lead at the usual start of the school day. The Student Support Lead will escort the student to the IE room. In the IE room students are provided with work to complete work from the subjects that would normally have on that day. They are expected to work in silence and adhere to the rules of IE that are displayed in the room and will be explained by the supervising member of staff. If a student fails to comply with the rules and are unsuccessful in completing their IE sanction then it will lead to a fixed term exclusion and a parent will be required to collect the student from school. Under some circumstances, with parental consent, we will use the IE rooms of other local schools as an alternative to a fixed term exclusion.

Fixed-Term/Permanent Exclusion

Stantonbury School will use exclusion (fixed term or permanent) in response to serious or persistent breaches of the school's behaviour policy, **and** if allowing the pupil to remain in school would seriously harm the education or welfare of others. Serious breaches on behaviour could include those outlined in section 3 of this policy.

If the decision is taken to exclude then we follow the procedures outlined in our Exclusions Policy.

Students and parents must attend a readmission meeting following a fixed term exclusion. At this meeting behaviour targets will be agreed and support, if required, discussed and arranged so that the risk of further exclusions is reduced.

Recording Achievement and Behaviour

All achievement points and behaviour events are recorded on GO FOR SCHOOLS as follows.

Students can be given achievement points for:

- Excellent piece of work
- Commended assessment work
- Regular good contribution in class
- Good attendance and punctuality
- Regularly having the correct equipment
- Sustained improvement
- Being kind and courteous
- Being responsible
- Being respectful
- Being resilient
- Being a good team member
- Working above target grade
- Being an excellent reader
- Happiness Hero
- Attended Extra Curricular Club
- Representing the school
- Consistently good homework / Independent learning

Negative behaviour is recorded as C1, C2, C3, C4, C5, C6. All members of staff can award C1 to C4. C5 and C6 can only be awarded by members of the SLT.

C1 – awarded -1 points

- Wandering around class
- Shouting out in class
- Rudeness
- Poor effort in class
- Off task
- No PE Kit
- Missing homework
- Low level disruption
- Late to school
- Late to lesson without valid documented reason
- Incorrect uniform
- Consistently talking
- Consistent lack of Equipment

C2 – awarded -2 points

- Warned once, issued with a C1 warning, but no improved behaviour
- Wasting others opportunity to learn

- Refusal to follow a request from member of staff
- Persistent shouting out in class/distracting others
- Persistent poor effort in class
- Persistent low-level disruption

C3 – awarded -3 points

- Walking away from a member of staff
- Talking during assessments
- Refusal to hand over mobile phone
- Leaving class without permission
- Inappropriate behaviour towards a fellow student
- Failed C2

C4 – awarded -4 points

- Truancy
- Swearing
- Serious offence and removed
- Issued C3 and refuses to leave classroom
- Graffiti or damage to school property
- Failed buddy system
- Defiance

C5 : Internal Exclusion, -5 points. Awarded only by SLT

- Failed C4 process
- Smoking or suspicion of smoking
- Possession/or bringing inappropriate items into School
- Graffiti or damage to school property
- Extreme defiance
- Direct swearing at a member of staff
- Bullying
- Any incident inside/outside of School which puts the school in dispute

C6: External Exclusion, -6 points. Awarded only by SLT

- Wilful and repeated transgression of protective measures in place to protect public health
- Verbal abuse/threatening behaviour against an adult
- Verbal abuse/threatening behaviour against a pupil
- Use or threat of use of an offensive weapon or prohibited item
- Theft
- Sexual misconduct
- Racist abuse
- Physical assault against an adult
- Physical assault against a pupil
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology
- Drug and alcohol related
- Damage

- Bullying
- Abuse relating to disability
- Abuse against sexual orientation and gender identity

Monitoring Behaviour

Behaviour is monitored via a report system. All reports cover a one-week cycle.

Green Report

Issued by Form Tutor

- To monitor identified minor concerns/ difficulties
- Initial punctuality / Attendance concerns
- Independent learning or class work concerns
- Initiated by student following tutor/student discussions

Practical arrangements:

- Student/Form Tutor fills in targets and timescales
- Phone call home confirming arrangements
- Student hands the report to the subject teacher at the beginning of the lesson
- Form Tutor monitors progress daily
- Parent signs the report at the end of the week
- Completed report goes into the students file at the end of the week.

Outcomes

- Positive - student completes all targets, removed from report
- Progress conversations with parents
- Not achieved targets - Continue report for a further cycle
- Move to AMBER report if concerns have escalated

Amber Report:

Issued by HOY;

- In response to increasing concerns
- Concerns escalated after a green report
- More than 14 negative points,
- Following time in re-focus room
-

Practical arrangements

- HOY fills in targets and timescales
- Phone call home confirming arrangements
- Student hands the report to the subject teacher at the beginning of the lesson
- HOY monitors progress daily
- Parent signs the report at the end of the week
- Completed report goes into students file at the end of the week.

Outcomes

- Positive - student completes all targets, removed from report
- Progress conversations with parents
- Not achieved targets - Continue report for a further cycle
- Parents invited in for a meeting – continue on Amber report

Red Report

Issued by SLT link

- For serious or escalating issues,
- Return from exclusion
- Failure of Amber Report

Practical arrangements

- SLT fills in targets and timescales / Targets filled in at re-integration meeting following exclusion
- Phone call home confirming arrangements / Agreement at reintegration meeting
- Student hands the report to the subject teacher at the beginning of the lesson
- SLT monitors progress daily
- Parent signs the report at the end of the week

Outcomes:

- Positive - student completes all targets, removed from report
- Progress conversations with parents
- Not achieved targets - continue on RED for a further cycle
- Meeting with parents/SEN/Inclusion
- Discussion with HT

Appendix 4

Mobile Phone policy

The use of mobile phones by students is prohibited on the school site including at social times and class changeover. This applies to any electronic device brought in by students that is deemed to be obstructive and disruptive to teaching and learning. This includes but is not limited to mobile phones, ear phone/pods, DS/Game consoles and smart watches.

Students should switch off their phones/devices and put them in their bags as they enter the school gate.

If students are found breaking the rules then the following will apply:

- The phone/equipment is confiscated, and the behaviour for learning policy followed.
- The phone is placed in the Head of Year's office to be collected at the end of the day by the student
- For repeat offenders (two or more incidents) the pastoral team will contact parents to request that the phone is collected by a parent or appropriate adult. The phone/equipment will not be returned to students.
- If the student refuses to hand the phone/equipment over, the school behaviour policy is to be followed and pastoral team to follow up if escalation is required

Change log

27th May 2022 - Appendix 4 added re Mobile Phone policy