



## **Governing Body of Walney School**

# **Rewards & Behaviour Policy**

## **2019 - 2020**

Statement as to where and to whom this policy is available

<b>School Staff Responsible for Maintaining this Policy:</b>	<b>Mr D Cubiss</b>
<b>Governing Body Committee Responsible for Approving this Policy:</b>	<b>Full Governors</b>

<b>Date Approved:</b>	<b>September 2019</b>
<b>Review Cycle Length:</b>	<b>12 months</b>
<b>Next due for Review:</b>	<b>2020</b>

**Signed (Chair of Committee):** \_\_\_\_\_



## **Walney School – A school of which we are proud**

### **Rationale**

The school in which we are proud will have high expectations of both staff and students. Staff will maintain the highest professional values and students will have good conduct and hence behaviour for learning at all times. To achieve our vision and maximise students' life chances we must have a culture where teachers are able to teach and students are able to learn in an environment that is free from disruption. To do this we will maintain a calm and safe environment.

### **Shared Aims**

To achieve our aim, Walney School will have conduct that promotes our four strands: achieve, include, contribute and belong. Appendix A outlines these four values. Underpinning our good values is the understanding that good behaviour is the norm and that poor behaviour will be dealt with swiftly and consistently

### **To Achieve this**

- We must have high expectations of ourselves and others
- We recognise and reach our full potential: to be the best we can be
- Our contribution to the wider world through further education and employment is of value to our society
- We are recognised as individuals – being respected and heard
- We recognise others as individuals – being respectful and tolerant
- Our school is a place we want to be, a place we want to learn
- We contribute to our own learning experience; inside and outside the classroom
- We recognise the value in our contributions to our community
- We recognise our role in providing for future generations
- We are proud of ourselves, our school and our community
- We recognise that everyone has the right to feel safe and valued
- Our community is proud of us

### **A successful Reward and Sanction Policy will**

Promote good behaviour and help develop the qualities we want to see in our students. This includes:

- helping children accept responsibility for their own behaviour
  - encouraging co-operation
  - developing good manners
  - developing respect for other people, their feelings and their property
  - encouraging honesty
  - discouraging bullying
  - encourage students to report poor behaviour
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- improve on all areas of school life, not only behaviour in the classroom but also in other areas, the dining room and whilst moving around the building at break and between lessons;
  - provide a set of rules which can be applied fairly and consistently;
  - assist in reducing the number of fixed-term and permanent exclusions;
  - encourage staff to recognise and praise good behaviour;
  - help staff deal with incidents of poor behaviour;
  - create consistency of expectations between all members of the school community;
  - create a structure for dialogue between home and school, giving useful information on the individual as a basis for dialogue;

- be clear and concise and agreed with staff, governors, parents, students and support staff and must emphasise positive behaviour;
- be of a sufficiently clear nature that it can easily be reviewed on a regular basis
- promote good attendance
- recognise extenuating circumstances and allow flexibility

## **Walney Ethos**

### **The Principles**

- The Governing Body believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school by:
- promoting desired behaviour and discipline through School Expectations.
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve

### **Roles and Responsibilities**

- The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review through feedback from all stakeholders. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations through posters, assemblies and form time and classroom practice. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

## **School Behaviour**

The school aims to develop in its students the ability to exercise self-discipline and procedures are designed to achieve this.

We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students and staff.

At Walney School there are rewards in place to reinforce and praise good behaviour and positive conduct and clear sanctions for those who do not comply with the School's Behaviour Policy.

Expectations of behaviour at Walney School are set out in:

- The Home / School Agreement which is signed by all students and parents (Appendix B)
- The school uniform and equipment policy
- The ICT acceptable use policy
- The anti-bullying policy
- The drugs and substances policy
- The attendance and punctuality policy

The school rules are kept to a minimum and students are expected to behave with respect, care, consideration and courtesy and to protect each other's property. They apply to all age groups and at all times when the student is at school, representing the school or wearing school uniform outside the school grounds, travelling to and from school or is in some other way identifiable as a student at the school.

Our day to day expectations in line with Walney School values i.e. Achieve, Include, Contribute and Belong are set out below

## Walney Values – What is expected on a day to day basis?

### Achieve

Standard	Expectation	Prompt	Consequence
Equipment	Students carry the correct equipment including A4 sized bag, pens, pencils books, reader and planner.	To be checked by form tutor regularly. Teacher - Have you got your equipment?	10 minutes detention with form teacher and a conversation about sorting the problem out. Persistent lack of equipment is recorded onto SIMS and a school detention will be given.
Homework	Homework diaries will be pre-populated with homework timetable by the student. Homework will be completed on time.	Teachers to set regular homework and timetable a day for setting homework	10 minutes detention with class teacher and a conversation about sorting the problem out. Persistent lack of homework (3+) is recorded onto SIMS and a school detention will be given.
Caffeinated/Energy Drinks	Students should only have bottles of water or drinks sold on school premises. Caffeinated and energy drinks should not be on school property. Water only in lessons. No drinks are allowed in computer rooms or Science labs.	Caffeinated/Energy drinks are not allowed on school premises. You are going to have to hand that over.	Removed and thrown in the bin. Phone call to parents if there is a persistent problem.

### Include

Standard	Expectation	Prompt	Consequence
Students wearing coats and hoodies on the corridor	Coats and hoodies are removed once inside the building. This includes moving between lessons. Coats should be kept in the student's bag or in their locker.	Can you take your coat off, Thank you?	Teacher to give a 10 minute for non-compliance with their request. Failure to attend escalates to whole school detention system.
Jewellery	Students may have 1 pair of plain studs in ear lobes, 1 watch and 1 ring. No other accessory should be worn.	Can we remove that, thank you?	Remove items, but ensure they are safely kept. Break or afterschool detention for failure to comply. To be recorded on SIMS. Students will not be able to represent school if not appropriately turned out.
Hair	Hair is of a natural colour and styled without shaved patterns or large accessories. No lines should be shaved into eye brows.	Your hair does not meet school standards. What are you going to do to resolve it? When?	Member of staff to write in planner that until rules are followed students will be isolated. Students who do not conform will not take part in representing the school on teams, trips or presentations.
Make-up	Students are expected to have a natural/subtle look without too much make up including false	You need to remove your make up with a sensitive face wipe.	Face Wiped. Detention

	eyelashes and nail varnish. No eyeshadow or lipstick should be worn.	All staff need to pick up issues, thinking carefully about the approach and manner.	Member of staff to write in planner that until rules are followed students will be isolated. Students who do not conform will not take part in representing the school on teams, trips or presentations.
Phones/ipod/earphone visible	They are in their bags switched off and not visible at all when on the school site.	You need to put that away now or I will take it off you until the end of the day.	Phone removed until the end of the day, recorded on SIMS and phone kept taken to Student Services
Uniform	Students will have and wear correctly a blazer, shirt, black shoes and grey trousers for girls an alternative below knee skirt can be worn. Boys and senior students should wear a Walney School tie. An optional school jumper can be worn. T-shirts will not be visible under uniform. PE kit should be as listed in the uniform list.	Where is your blazer? Why are you not in the correct uniform?	Missing piece of uniform should be borrowed from Student Services. Form teacher issues a red card. Form teacher phones home (positive phone call checking up on uniform) Non co-operation will result in social time isolation with the form tutor. Follow up phone call to parents after 3 days by Head of Year.
Footwear	Black shoes should be worn. This excludes black trainers, plimsolls, canvas pumps or knitted boots.	Where are your school shoes?	Shoes should be borrowed from Student Services. Form teacher issues a red card. Form teacher phones home (positive phone call checking up on uniform) Non co-operation will result in social time isolation with the form tutor. Follow up phone call to parents after 3 days by Head of Year.

### Contribute

Standard	Expectation	Prompt	Consequence
Litter	All rubbish should be disposed of in your nearest bin at all times. Tables in the dining hall should be completely cleared before students walk away from the table.	Can you pick that up and put it in the bin?	10 minutes detention with member of staff dealing with the issue. Persistent issues can be banned from break service, HoY isolation, sent home during unstructured time or litter picking duty with site staff.

Chewing Gum	Not brought into school.	You need to empty your mouth out in the bin.	10 minutes detention with class teacher recorded on SIMS by the teacher. Persistent chewing (3+) a school detention will be given. Continuation of this issue student will be expected to scape chewing gum off desks/carpet with site staff.
Polite	Students will speak politely at all times.	Is that the correct way to speak to someone? Is that language appropriate?	Verbal warning/correction of behaviour by teacher. 10min teacher detention. Refer persistent offenders to HoY. Discussion to take place with home.
P.E.	Students should participate in P.E. every week. If they cannot take part for any reason a letter should be sent in from home and they should still bring in and change into their P.E. kit.	Why are you not taking part?	If student doesn't have their P.E. kit a lunch detention will be set. Parental contact (by PE Dept) should be made for repeat offenders

#### **Belong**

<b>Standard</b>	<b>Expectation</b>	<b>Prompt</b>	<b>Consequence</b>
Attendance	Students to aim for 100% attendance at school.	Why were you off? Do you feel better?	Return to school conversation with form tutor. Recorded (as intervention) by form tutor. Form tutor to raise any growing concerns with HOY at pastoral briefing. HoY conversation and contact with home. EWO to intervene, attendance plan, prosecution.
Polite	Students will speak politely at all times.	Is that the correct way to speak to someone? Is that language appropriate?	Verbal warning/correction of behaviour by teacher. 10min teacher detention. Refer persistent offenders to HoY. Discussion to take place with home.
Conduct within the community	Student will behave themselves in accordance with Walney School standards.	Is that the correct way to behave in our community? Would you be happy if that was your mum? How was the bus journey?	Contract to be put in place. Restorative work to be put in place. Internal exclusion/fixed term exclusion. In extreme cases this could lead to a ban from public transport.

## **Attendance and Punctuality**

It is essential to attend school daily. If students are absent parents are asked to telephone the school on each day of absence to let us know why. On return to school students must bring a note from a parent/carer.

Permission for authorised absence must be sought by parents/guardians from the Headteacher in advance for any planned absence.

Students must arrive at school in good time and should be punctual to registration. Students entering the school after 8.40 am are late and the register will be marked accordingly. Students entering the school after 8:40 must sign in at reception.

## **Uniform and Equipment**

Students are expected to wear the correct school uniform in line with the school's policy. A wrist watch may be worn. Chewing gum is not allowed in school. Facial and tongue piercings are not allowed.

Mobile phones and other devices must be switched off and out of sight during lessons and when moving around the school. They should not be used in the dining room or corridors, or anywhere on the school site unless you have permission from a member of staff.

## **In Lessons**

Students should arrive promptly to lessons with all the required equipment, including your planner. Enter the room quietly and immediately prepare for the lesson.

Listen carefully to your teacher and to other students. Participate fully in the lesson activities and work hard on the tasks set. Follow your teacher's instructions. Do not disrupt the work of others. At the end of the lesson ensure your work area is left neat and tidy. Do not leave the class until your teacher tells you to do so.

## **Around the School**

Walk quietly and calmly around the school, keeping to the left hand side. Show courtesy to others moving around the school, including holding doors open for others and waiting your turn. Form an orderly queue whilst waiting to enter rooms.

Take care of the school environment. In particular, you should respect the work of other students which is on display in many areas of the school. Follow all health and safety guidelines.

## **During Break and Lunchtime**

All food must be eaten in the dining room. Year 11 only are allowed to eat cold food in the "New Build". Year 11 will eat hot food in the dining room. Plates and litter should be cleared away after eating. No drink other than water should be consumed around the school. Water bottles may be filled at break and lunchtime only. Caffeinated/Energy drinks are not allowed on school premises.

Drugs, alcohol and tobacco are forbidden in the school buildings and in the grounds of the school. Smoking is also not allowed outside the school grounds whilst wearing school uniform.



## Rewarding Good Behaviour

High levels of motivation should be developed in various ways. In particular, the achievements and contributions of students, both as individuals and groups, should be recognised and commended. This can be done using the examples below. Clearly rewards should not be a definitive list and should always be developed. See appendix C for examples:-

- individual praise – e.g. in private, in class, in assembly
- the awarding of merit points
- attendance certificates
- Heads of Year tea party
- the Rose Bowl
- leading learners awards
- letters home praising a particular achievement
- mention in the bulletin or newsletter
- awarding of school prizes
- presentation of achievement certificates
- presentation of certificates in achievement assemblies

## Reward Points

Reward points recognise effort, attainment and ability. Various certificates and badges are awarded during the year if students achieve certain numbers of reward points

Reward points will be given to students on a weekly basis and these depend on the level of contribution, etc.

Walney School will use a system where points are awarded, R1 = 1 point, R2 = 2 points, etc

Type	Awarded by	Possible Reward
<b>R1</b> Meeting 4 Walney Values (Achieve, Include, Contribute, Belong)	Form tutor to reward and record on SIMS. Achieve- correct equipment Include – Correct uniform Contribute – planner signed Belong – Punctuality & Attendance to form time.	1 reward point for each value each week.
Positive conduct/contribution in school. <ul style="list-style-type: none"> <li>• Above and beyond classwork</li> <li>• Improvements in class work</li> <li>• Being helpful and kind</li> <li>• Verbal contributions to lessons</li> </ul>	All adults in school to be able to award merits. These should be stamped into the hwk diary and form tutor will record total on SIMS. Class teachers to award <b>minimum of 3 per lesson.</b>	1 reward point per positive contribution/action
Attending an extra curricula activity	Class teacher/adult that runs the activity to award each session in planner.	1 reward point per positive contribution/action

<b>R2</b> Leading Learner awards  Peer Mentors  Representing Walney School <ul style="list-style-type: none"> <li>• Sports team</li> <li>• Performing arts</li> <li>• Top of the Form</li> <li>• Stem challenges/interact</li> </ul>	Nominated by class teachers to Head of Department half termly. These will be collated and recorded on SIMS by rewards co-ordinator.  Co-ordinated by Heads of Year 11 & 7 and recorded on SIMS by HoY.  Awarded by relevant Head of Department and recorded on SIMS.	2 reward points per leading learner. Sticker to promote achievement in homework diary. Contributes towards end of year KS rewards assembly.  2 reward points awarded to the mentor.  2 reward points awarded per activity
<b>R3</b> Praise postcard <ul style="list-style-type: none"> <li>• Subject <ul style="list-style-type: none"> <li>-exceptional class/hwk</li> <li>-Significant improvement</li> </ul> </li> <li>• Pastoral <ul style="list-style-type: none"> <li>-significant improvement</li> <li>-contribution to school/community</li> </ul> </li> </ul> Positive communication home e.g. mathematician of the month  Bronze, Silver and Gold awards	Class teacher via Head of Department who will also record on SIMS  Head of Year who will also record on SIMS  Nominated by class teacher, awarded and recorded on SIMS by Head of Department  Rewards Co-ordinator to monitor and record on SIMS.	3 rewards points per postcard.     3 rewards points per letter.   3 reward points per award. Appropriately coloured badge and certificate for Record of Achievement to be presented in assembly by HoY
<b>R4</b> Outstanding community contribution <ul style="list-style-type: none"> <li>• Charity fundraising</li> <li>• Voluntary work</li> </ul> Acting as a Walney School ambassador <ul style="list-style-type: none"> <li>• Representation at yr9 options evening</li> <li>• Transition events</li> <li>• Open evening helper</li> <li>• OAP Christmas party</li> </ul> Headteacher Award	To be awarded and recorded on SIMS by Head or Year    Recorded on SIMS by relevant Head of Department or Head of Year.   Nominated by rewards co-ordinator.	4 reward points to be awarded 1:1 praise conversation with Head of year Shared with whole staff/news letter to students and families.  4 reward points awarded.   4 reward points awarded. Audience with the Headteacher. Certificate for Record of Achievement.

## **The Engagement Centre**

The Engagement Centre is an integral part of Walney School's approach to learning. The Centre caters for students who are dis-engaged, at risk of exclusion or vulnerable because of family or social issues. The Centre provides short-term support programmes tailored to meet the needs of pupils who need help in improving their behaviour, attendance or attitude to progress and learning.

The work in the Engagement Centre supports whole school Attendance, Behaviour and the Safeguarding of vulnerable students cannot be over-emphasised.

### **Which aims:**

- To support standards of learning and behaviour at Walney School.
- To promote positive alternatives to some exclusions.
- To support parents of students who experience emotional/and or behaviour difficulties.
- To promote and deliver direct and focused learning opportunities for Secondary SEAL, that underpins effective learning, positive behaviour, regular attendance and the emotional health and well-being of students.
- To provide a therapeutic environment to assist and direct students in changing their behaviour and attitude in school.

### **Support for Positive Behaviour**

In addition to the work of the Engagement Centre support for positive behaviour is provided by the Learning Support Department and coordinated by the Special Educational Needs Coordinator (SENCO). This support may be through Student Passports or personalised behaviour plans and /or packages provided by external teams.

The school also has a Learning Mentor who, as part of the role, supports the learning of students who are at risk of disaffection.

The Pastoral Team supports positive behaviour not merely through the sanctions system but by liaising closely with parents, internal and external teams and by implementing the Early Help Assessments (EHA) and Team around the Child (TAC) and Multi-agency meetings. Academic progress is supported by the use of short term report cards which often identify organisational issues and / or behaviour as barriers to learning.

### **Staff "In Charge of Building" (ICB)**

1. ICB ensures a member of staff is always available to deal with emergencies or unforeseen problems.
2. If there is a serious incident of misbehaviour e.g. violent conduct, then ICB should be sent for to remove the student. All action taken will be recorded on SIMS and processed accordingly.
3. ICB staff supported by the Pastoral Team will determine the appropriate sanction to deal with the incident of poor behaviour. This will be communicated to the teacher involved as soon as is practicable and or appropriate. The names of all students receiving an ICB call are recorded and parents are informed. Pastoral Leaders will be informed by email.

### **Managing Behaviour**

Walney School has a range of disciplinary measures. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.

- Loss of privileges – for instance the loss of a prized responsibility
- Missing break time.
- Detention including during lunch-time and after school.
- School based community service (sometimes referred to as Restorative Justice) approach – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including form teacher report; carrying an attendance card and other behaviour checks; or being placed “on report” with their Head of Year or a member of SLT for behaviour monitoring.
- In more extreme (or repeated) cases school may use temporary or permanent exclusion.

### **Involving Parents**

Parents should always be kept informed of their child’s behaviour. The school believes that in working together it can achieve the best for its students; this includes behaviour. A telephone conversation, email or interview with parents is very positive and constructive and can promote a change in the student’s attitude.

### **Sanctions**

It is the school’s policy to keep the use of sanctions to a minimum. Wherever possible students should be encouraged to behave well towards others both inside and outside the classroom and all systems should promote this. They should be shown that their achievements are recognised and rewarded. Where such positive encouragements do not seem to work, it is usually sufficient to express disappointment when dealing with poor behaviour or lack of effort. Where further sanctions become necessary, the school aims to apply them fairly and objectively and with due regard both to the circumstances of the individual and the need to maintain an orderly and safe environment for the good of all. Individual staff may use the sanctions of reprimands, behaviour points or detentions. Whole class detention should be avoided. The procedure for serious breaches of school discipline is set out below.

In line with the Education and Inspections Act 2006, a student may be disciplined in line with this policy for any misbehaviour when the student

- is taking part in any school activity or
- is travelling to and from school or
- is wearing the school uniform or
- is in some other way identifiable as a student at the school.

In addition a student may be disciplined for misbehaviour at any time, whether or not these conditions apply, if the behaviour

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

### **Beyond the school gate**

The school will consider disciplining a student under the following circumstances:

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or

- wearing school uniform or
- in some other way identifiable as a student at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

In all of these circumstances the head teacher will also consider whether it is appropriate to notify the police of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

### **Behaviour management**

It is the responsibility of the staff as a whole to manage the behaviour of students in the school. It is only through fairness, consistency and communication that we will create the behaviour for learning required to maximise good quality learning

Sanctions do not work in isolation but must be balanced with praise and reward. They must be applied whenever students choose to disregard the Code of Conduct. The consequences of not following the Code of Conduct must be made clear – this is part of cutting down on the choices of how to behave and presenting the desired and appropriate way of behaving.

### **Sanctions in the Classroom**

It is the responsibility of the classroom teacher to have, and maintain high standards of behaviour and behaviour for learning in the classroom. Teachers should make use of appropriate consequences which are applied consistently and fairly. This should include punctuality.

Consequences should:

1. focus on the deed, not the person;
2. be communicated in a firm but fair manner and
3. be stated in a way that gives students a choice over behaving in the correct way or accepting the consequences.

Classroom management methodologies and consequences should be used by the classroom teacher and could include: seating plan, moving of seat, reminder of rules, name on board or brief removal of student to admonish out of classroom etc.

However there will at times need to be a hierarchy of sanctions available:

- **Admonishment:** Verbal warning by class teacher.
- **Break or Lunchtime detention:** Managed by the classroom teacher. Reported on SIMS
- **Behaviour Reported to HoD:** Reported through SIMS.
- **“Buddy Room” Subject Internal Isolation:** Removal by the HoD. Reported in SIMS
- **ICB Call:** Issued when the lesson cannot continue due to the behaviour of a member of the class. Sent via a message to Student Services. Details entered Behaviour in SIMS.

## Whole School Sanctions

- **Lunchtime Detention (20 Minutes):** Issued by HoD / HoY or SLT and reported through SIMS and then organised centrally by Student Services. Staffed by HoDs / HoYs / SLT
- **After School Detention (40 Minutes):** Reported through Behaviour Monitoring Form in SIMS and then organised centrally by Student Services. Staffed by HoDs / HoYs and SLT on a rota.
- **SLT Detention (50 Minutes):** Reported through Behaviour Monitoring Form in SIMS and then organised centrally by Student Services. Staffed by SLT on a rota.
- **Report Card:** Issued by HoY or SLT and logged on SIMS
- **Room For Improvement (RFI):** Issued by Deputy Head and reported in SIMS.
- **Internal Exclusion:** Issued by Headteacher or Deputy Headteacher and recorded in SIMS and then organised in the RFI. This differs from Isolation in that it is an alternative to Fixed Term Exclusion and expressed as such in the letter home to parents. Managed by a re- admission meeting with student, parents, Pastoral Leader and SLT member. Student placed 'on report' following re-admittance.
- **Fixed Term Exclusion:** Issued by the Head Teacher or through the Deputy Headteacher in the Head teacher's absence. Managed by a re- admission meeting with student, parents, Pastoral Leader and SLT member. Student placed 'on report' following re-admittance.
- **Permanent Exclusion:** Issued by the Head Teacher only. Before considering a permanent exclusion, the Headteacher will consider the strategies outlined in Appendix D to ensure all interventions have been exhausted. The exception to this would be a one off serious breach of our behaviour policy. (See appendix E for examples)

## Outside the Classroom

Behaviour management around the corridors and school must concern all staff on the site.

It is the interventionism and professionalism of staff which will create and maintain a similar set of hierarchical sanctions. Staff are advised to ensure misbehaviour is dealt with using the most appropriate sanction.

In the first instance of poor behaviour a verbal warning should be issued.

Sanctions for misbehaviour around the site could involve the following:

- **Admonishment:** Verbal Warning by member of staff.
- **Removal of student from scene of incident** and reported on SIMS.
- **Report verbally to Head of Year / form teacher or member of SLT** and reported in SIMS.
- **Admonishment by Pastoral Leader or SLT** and reported through Behaviour Monitoring Form in SIMS.
- **Lunchtime Detention (20 Minutes):** Issued by HoD / HoY or SLT and reported through SIMS and then organised centrally by Student Services. Staffed by HoDs / HoYs / SLT
- **After School Detention (40 Minutes):** Reported through Behaviour Monitoring Form in SIMS and then organised centrally by Student Services. Staffed by HoDs / HoYs and SLT on a rota.
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## **Missed Detention**

A register, provided by Student Services, should be taken at whole school detentions. Any students who misses a detention should be reported to Student Services

## **Detentions**

Class teacher detention may be given for persistent poor behaviour in class, lateness to lessons, poor homework or failure to give homework in on time. Heads of Year should be informed that a student has received a detention.

Whole School Lunch Detentions may be given where Class teacher sanctions have failed to have an impact or when a student's behaviour continues to be poor, uniform infringements or inappropriate use of mobile phones or other electronic devices. Being late to school also incurs a lunchtime detention.

After School detentions may be given for failure to attend lunchtime detention, persistent poor behaviour in class, removal from a lesson by ICB.

Senior Leadership Team detention is held on a Friday and is given for more serious offences, such as

- Repeated failure to attend Lunch or After School detention
- Truancing
- Rudeness to staff
- Three or more lunch or after school detention
- Damage to school property
- Other behaviour which causes risk to their health and safety and/or education and that of others

This is not an exhaustive list.

Parental consent is not required for detentions.

## **Report Cards**

If a form tutor or Head of Year receives regular or repeated complaints about a student from teaching staff, the pastoral leader will contact his or her parents to discuss the problem, inviting them to support the school in its attempts to change his or her behaviour.

Depending on the nature of the problem, the student may be placed on report (which requires work and behaviour to be monitored formally in each lesson over a fixed period of time) or homework report (which requires homework to be monitored by teachers and parents over a fixed period of time).

## **Removal from a Class or Group**

In some situations it may be appropriate to remove a student from a class or group, or for students to be isolated from their peers, for a fixed period of time. For example, students who persistently disrupt lessons or form time may be removed temporarily from those lessons or form group.

## **Searches**

School staff can search a student for any item if the student agrees. In the course of carrying out an investigation into a disciplinary matter it may be necessary to search the belongings of a student.

Under the Education Act 1996, consent is not required to search for:

- knives or weapons
- alcohol or illegal drugs
- stolen items
- tobacco and cigarette papers including vapour cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

If there are reasonable grounds to suspect that a student is in possession of any of these prohibited items, a search may be carried out of a student's coat, pockets, bag or locker. Any such search must be authorised by the Headteacher or Deputy Headteacher and will be carried out in the presence of a witness. The members of staff will be, if at all possible, of the same sex as the student concerned (or at least one member of staff will be of the same sex).

Any prohibited items found will be retained, disposed of or passed on to the police in line with government guidance.

### **Acceptable Use of Mobile Phones and Electronic Devices**

**(For the purposes of this policy the term mobile phone is used throughout to denote any portable electronic communication devices, including smart watches)**

The widespread ownership of mobile phones among young people requires that school administrators, teachers, pupils, and parents take steps to ensure that mobile phones are used responsibly at schools. This Acceptable Use Protocol is designed to ensure that potential issues involving mobile phones can be clearly identified and addressed, ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

Walney School has established the following Acceptable Use Policy for mobile phones that provides teachers, pupils and parents guidelines and instructions for the appropriate use of mobile phones during school hours.

From 2016 /17 pupils, their parents or guardians must read and understand the Acceptable Use Policy before pupils are given permission to bring mobile phones to school.

The Acceptable Use Policy for mobile phones also applies to students during school excursions, and extracurricular activities.

- **Personal safety and security**

Walney School accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children walking to school alone or travelling alone on public transport. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently. However, smart watches and similar devices are not allowed under any circumstances.

- **Responsibility**

It is the responsibility of pupils who bring mobile phones to school to abide by the rules outlined in this document. The decision to provide a mobile phone to their children should be made by parents or guardians.

Parents should be aware if their child takes a mobile phone to school.

Permission to have a mobile phone at school while under the school's supervision is dependent on Parent/guardian permission being received from 2016 /17 or the school.



Parents/guardians may revoke approval at any time.

Walney School reserves the right to view the content of any child's mobile phone at any time in respect to issues regarding the safeguarding of children.

- **Acceptable Uses**

Mobile phones should be switched off (when pupils arrive on the school site). Parents are reminded that in cases of emergency during the school day, the school office remains the appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way.

Pupils should protect their phone numbers by only giving them to trusted friends. This can help protect the pupil's number from falling into the wrong hands and guard against the receipt of insulting, threatening or unpleasant voice, text and picture messages.

Pupils are advised not to use their mobile phones as they walk to school, unless there is an emergency, as there have been traffic incidents involving pupils who are texting or talking on the phone and not paying full attention to their road use.

Pupils may use their phones to video and/or photograph if they have been given permission by a teacher who has received permission from the Headteacher / SLT to use them as part of a curricular activity. This will be a rare event.

- **Unacceptable Uses**

Unless express permission is granted by a senior member of staff, mobile phones should not be used to make calls, send SMS messages, surf the internet, take photos or use any other application during school time. Mobile phones are not allowed in examination rooms at all.

Using mobile phones to bully and threaten other students is unacceptable and will not be tolerated. In some cases it can constitute criminal behaviour.

It is forbidden for students to "gang up" on another student and use their mobile phones to take videos and pictures of acts to denigrate and humiliate that student and then send the pictures to other students or upload it to a website for public viewing. This also includes using mobile phones to photograph or film or record any student or member of staff without their consent. It is a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced. The school will take action if the misuse takes place under its auspices and it will always encourage parents to contact the police if a complaint is made about such behaviour when the child is not under the care of the school.

Mobile phones are not to be used or taken into toilets or used in any situation that may cause embarrassment or discomfort to their fellow pupils, staff or visitors to the school.

Mobile phones should not be used to film or photograph staff or students without consent. A suitable/ appropriate sanction will be issued and any photos or recordings will be deleted.

- **Theft or Damage**

Mobile phones that are found in the school and whose owner cannot be located should be handed to the office.

The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.

The school accepts no responsibility for students who lose or have their mobile phones stolen while travelling to and from school.

- **Inappropriate Conduct**

Any student who uses vulgar, derogatory, or obscene language while using a mobile phone will be subject to the school's Behaviour Policy.

Pupils with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photos or objectionable images, and phone calls. If this occurs during the school day, or during school activities the pupil will be subject to the school's Behaviour Policy.

- **Sanctions**

Students who infringe the rules and use their phones during the day will have:

The phone confiscated and a detention given. The phone can be reclaimed at the end of the day.

If the phone is confiscated three times it will only be returned to parents.

Repeated infringements may result in the withdrawal of any agreement to allow the student to bring the mobile phone to school.

- **Exceptional concerns arising from the confiscation of a mobile phone**

All students are expected to observe the rules on the acceptable usage of mobile phones. If there is an exceptional need for communication when a phone has been confiscated then a parent should contact a child through the school office and a child would be allowed to be able to use a phone in the office or in another office to contact the parent. The school office is open until 4pm.

- **Parents and Mobile Phones**

Parents should never text or phone children at school. Parents should always use the school office for communication. Parents should never film or record staff or other students whilst they are engaged on school activities. (Parents should realise that they need the permission of other parents to film their children).

### **Confiscation of Inappropriate Items**

Members of staff may confiscate jewellery worn to school and mobile phones or other hand-held devices, as set out in the school sanctions procedures. High caffeine energy drinks and chewing gum are not allowed in school and may be confiscated and disposed of if found. Members of staff may also confiscate any item which they consider to be harmful or detrimental to school discipline.

<b>Items banned in the school rules</b>	<b>Procedure after confiscation</b>
Mobile phones in inappropriate circumstances	Held until the end of the day and then returned to the student
Cigarettes, tobacco, skins, filters, etc	Disposed of
IPods/MP3 players in inappropriate circumstances	Held until the end of the day and then returned to the student
<b>Prohibited items</b>	
Knives and other weapons	Handed over to Police
Alcohol	Poured down a sink
Controlled drugs	Handed over to Police
Other substances not believed to be controlled drugs	Handed over to Police or disposed of
Stolen items	Handed to police if of high value Returned to the owner where of small value
An article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury to, or damage to the property of any person in school	Returned to parents/disposed of Handed to Police if offence committed

### Data on confiscated items

Should the school have concerns in line with the table below about any data or files on a confiscated device they may examine it and erase said data or files. Again this will be carried out with the student present and in the presence of another member of staff.

Data or files which could be searched for	Procedure if found
Indecent pictures that may cause harm or offence to others in the school community	Files deleted and device returned to student at end of the school day. If serious, eg Child Protection issue –may be reported to the Police or Children’s Services
Information relating to illegal activity in school, eg drug issues	Device handed to Police
Photographs of staff members	Files deleted and device returned at end of school day or reported to Police if appropriate

If files are deleted, in all cases it will be done in the presence of the student and two members of staff. Parents will be informed.

### The Use of Reasonable Force

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Walney School acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) with regard to the Use of Reasonable Force.

Walney School will inform parents about serious incidents involving the use of force. Serious incidents will be recorded on the School Behaviour System. It is up to schools to decide whether it is appropriate to report the use of force to parents.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

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

Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

## **Relationships and Behaviour**

While acknowledging that it is quite normal for there to be friendships between students, the school does not believe that it is in the interest of boys or girls for such friendships to be inappropriate in their familiarity or intensity. A school is a place of work. These guidelines are in place to ensure that the behaviour of students vis-a-vis their relationships with one another are appropriate and discrete.

The underlying principle in respect of students' relationships with one another is one of trust. However, these guidelines define the way in which students are expected to conduct themselves.

Public displays of affection are not allowed during the working day. Students may not hold hands while walking around the school. Kissing or embracing is not acceptable. More intimate sexual activity is not allowed and will be treated as a serious breach of discipline. At all times students must behave in a manner which will not cause offence or embarrassment to others.

The Headteacher will apply the full range of sanctions (including exclusion) to those who contravene the rules, taking into account the age of the students involved and the degree to which the school rules on sexual intimacy have been broken. Serious incidents will also be dealt with in line with safeguarding procedures.

## **School Trips and Visits**

When on a school day trip, evening visit, fieldwork or residential opportunity, the behaviour we expect from our students will be explained to them and to their parents. The students' health and safety must be of priority and the reputation of the school must also be considered. Past behaviour will be taken into account before a student is considered for a place on a school trip and may prevent student participation in the trip. On any excursion outside of school, students of whatever age:

- must be polite and well-mannered to all
- must not smoke
- must not enter into a relationship of a sexual or intimate nature
- must not be on their own during their “free” time
- must do as advised by their teacher
- must not use or have in their possession alcohol/drugs/or any other illegal substances.

Depending on the severity of the offence students will be:

- reprimanded
- spoken to on their return with their parents present
- given a school sanction
- not allowed to participate in further opportunities outside of school

And, in cases of serious breaches on residential visits:

- sexual misbehaviour
- use of alcohol/drugs/illegal substances
- misbehaviour, refusal to obey a teacher which endangers their well-being or that of others
- possession of weapons or instruments which could be used to hurt
- they will, if it is the decision of the lead teacher after discussion by telephone with the Headteacher or his deputy, be sent home at the parents’ expense. Parents will be informed immediately and advised to meet their daughter/son at the airport/railway station.

### **Serious Breaches of School Discipline**

A serious breach of school discipline is an offence which might warrant a fixed term or permanent exclusion (summarised in Appendix E). It is not possible to define every situation under the title of ‘serious breaches of school discipline’ but the most likely ones are as follows:

- Suspicion of being involved in some activity likely to bring harm to herself/himself or members of the school and community, including serious or persistent bullying
- Suspicion of supplying alcohol, being in possession of alcohol or being under the influence of alcohol.
- Suspicion of theft.
- Suspicion of supplying drugs, being in possession of drugs or being under the influence of drugs including legal highs.
- Sexual misbehaviour – sexual intercourse or actions that could be construed to be leading to sexual intercourse between students of the opposite sex or the same sex.
- Suspicion of possession of any weapon or instrument which could be used to hurt
- Suspicion of the abuse of solvents.
- Alleged physical violence towards another student or a teacher.

Serious incidents will also be dealt with in line with safeguarding procedures.

### **Investigation Procedure**

The following procedures are for guidance and should be followed if a serious disciplinary offence is thought to have taken place. However, they may be altered if circumstances require, for example, if specific members of staff are unavailable or if the matter requires expeditious action.

- It is imperative that serious disciplinary matters are investigated thoroughly. It is also important that serious disciplinary matters are investigated at a measured pace and that no premature judgements are made concerning the matter.
- Once an investigation for a serious offence begins it may be necessary for the student/students concerned to be supervised by a member of staff or isolated from other students.
- Any investigation should be conducted away from gaze and in as much privacy as possible within a working school.
- When a student is interviewed she/he should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of the interview that students are expected to tell the truth and that if facts need to be clarified they can expect to be interviewed again.
- Careful notes should be kept during all interviews.
- Individual written accounts should be made and they must be dated and signed by the student concerned. Students writing accounts should do so on their own and should be supervised. After the statement has been written, students may be asked to clarify particular issues in their account but no undue pressure should be placed upon students writing accounts.
- In their conversations with the parents, the SLT/HOY should warn parents if exclusion is a possibility and make it clear to parents that the matter is being investigated.

Any exclusion will be recorded on the student's school record. A readmission interview, which parents should attend, may be held prior to the students return to school.

Appendix A – School Vision and Values



## Appendix B –Home School Agreement

### HOME SCHOOL PARTNERSHIP

#### Parents and students can expect:

- Equality of opportunity
- To be respected as an individual
- Access to a broad and balanced curriculum
- High standards of teaching and care
- Homework which is regularly set and marked
- To receive regular written communications about progress and how to improve
- To have their achievements recognised and rewarded
- An opportunity to meet formally with individual teachers to discuss progress at work
- A safe and happy environment which encourages young people to learn
- High quality, up-to-date facilities and resources
- Extra help if your child has special talents or specific difficulties
- Any reported cases of bullying to be treated and investigated seriously and sensitively
- Their questions, comments or concerns to be listened to

#### We expect students to:

- Maintain our high standards at all times
- Work hard and try hard
- Maintain their homework diary to a high standard
- Complete all homework properly and on time
- Maintain an excellent attendance record
- Arrive at registration and lessons on time
- Come to lessons properly equipped
- Be well behaved, courteous, thoughtful and respectful to others, both here and elsewhere
- Contribute fully to the life of the school
- Wear the school uniform and be tidy in appearance, adhering to school rules regarding personal appearance
- To report any instance of bullying immediately to a teacher or to a parent.
- To follow all the guidelines and instructions relating to the use of mobile devices and school computers, especially when accessing the internet
- To uphold the rules, standards and values of the school on social network sites
- To follow Health and Safety guidelines within school and be responsible for their own safety


#### We expect parents to:

- Have high expectations for their child
- Support their child in making the progress they are capable of by:
  - Attending parents' evenings and discussing their child's progress with them
  - Providing good conditions and support for children in doing their homework
  - Monitoring and signing the homework diary
- Reinforce the school's standard regarding behaviour, uniform, appearance, attendance and punctuality
- Work in partnership with us in tackling any problems which arise and in applying school discipline
- Encourage their child to take a full part in school life
- Take all holidays out of term time
- Communicate with and support the school in dealing with instances of bullying

Signed: \_\_\_\_\_

(Parent/Carer)

(Student)

  
(Headteacher)



## Appendix C - Examples of Rewards

- Achievement points – *representing school, performing arts, charity work, progress, attendance, merits from form tutors and class teachers*
- Merits – *worth 1 achievement point, can be given for wearing correct uniform, punctuality, signed planner, class work*
- Leading Learners – *excellent ATL/Progress/Effort*
- Achievement Point Raffle – *1 ticket for every 20 Achievement Points*
- Rose Bowl Form Award – *Chocolate prize for the Form in each year group with the most achievement points*
- Printed record of achievements – *given to every student at the end of each term*
- Certificates and badges – *Certificates given to students for receiving 50 Achievement points and over. Badges given to students who receive 100 achievement points and over.*
- End of school year prizes – *Prizes given for Progress, Leading Learners, Achievement points etc*
- Attendance – *Prizes and rewards given throughout the year*
- Criteria based rewards – *Students who have high attendance, achievement points and low behaviour points are eligible to attend rewards events.*

### Every day rewards

#### Achievement Points

Achievement point system used to record and monitor student's achievements in school. Students can be awarded achievement points for activities such as representing the school in sport, performing arts, charity work and accelerated reading. Students can also receive points for progress, good attendance, outstanding work and merits that have been awarded by class teachers and form teachers.

#### Merits

Students are awarded merits by their form tutor weekly for wearing correct uniform, punctuality and having their planner signed. Students can also be awarded merits by class teachers for outstanding pieces of work. Merits are recorded by Form Tutors and are worth 1 achievement point.

#### Leading Learners

At the end of every half term, every teacher is asked to nominate a "leading learner" from their class. These may be students who have demonstrated an excellent attitude to learning, produced great work, made progress or put a great amount of effort into that subject. Leading Learners are awarded 3 achievement points, are given a sticker to put in the planner and are featured on our rewards display for that half term.

### End of term rewards/prizes

At the end of every term, prizes are given out to students to reward them for their achievements. Each student will also receive a printed record of their achievements from that term.

#### Achievement Point Raffle

Every time a student receives 20 achievement points, they get allocated a raffle ticket number. At the end of every term, the raffle is drawn and winning tickets receive gift vouchers or prizes.

#### Rose Bowl Form Award

The Form who has collectively received the most Achievement Points during the half term wins a large tin of Cadbury's Roses and a certificate.

#### Achievement Points Certificates & Badges

Students receive certificates for every 50 Achievement points they receive. Once they reach 100 Achievement Points, students receive a bronze badge and certificate, at 150 points, they receive a silver badge and certificate and at 200 points and over, they receive a gold badge and a certificate.

#### End of School Year

During the final assemblies of the school year prizes are given out to the top students in each year group for Achievement Points, Leading Learner nominations, Progress, Accelerated Reading. Students are also recognised for their work with Charities and other areas with a break time treat in school.

#### Attendance

Alongside our academic/achievement prizes, rewards are also given to students who attend school regularly with our Attendance raffle for an IPAD, and in our Attendance League, Form groups who have excellent attendance are rewarded with food and drink treats in school.

#### Criteria Based Rewards

At the end of every term, selected students are invited to attend a reward to further celebrate their achievements in school. Criteria includes, having a low number of behaviour points, a high number of achievement points and 96% or above attendance. Past rewards have included a disco at Club M, cinema trips and a quiz, food & music event and a summer afternoon BBQ.

## Appendix D

### Actions for dealing with behaviour table

The following gives an outline of the progression of sanctions and support put in to place should the behaviour of a student continue to deteriorate. This should be read in conjunction with the behaviour flow chart as it gives a focus to the work of the Pastoral Team.

Level		Date	Comments
1	Sanctions within classroom		
2	Sanctions through Head of Department		
3	Monitoring by Head of Year/Head of Department		
4	Pastoral intervention. Green/Amber/Red report books		
5	Internal exclusions		
6	Pastoral Intervention Plan/IEP in place		
7	Keyworker allocated who may be HOY, Form Tutor, pastoral worker etc. This is first point of contact.		
8	Support in some lessons		
9	Short term removal from some lessons to work with a support worker/ work in Engagement Centre		
10	External exclusions		
11	Timetable modified to meet need of pupil		
12	Time in the Isolation Unit		
13	Inclusion Panel referral for more complex cases		
14	Alternative provision (if suitable available)		
15	Multi Agency Meeting initiated		
16	Governor Behaviour Panel with Pastoral Manager/Deputy Headteacher, parent and pupil		
16	Furness Education Consortium. Managed move		
17	Furness Inclusion Panel referral. PRU referral		
18	Move to Permanent Exclusion		

## **Appendix E**

Following an interim review of this behaviour policy, in discussion with the Governing Body and the Local Authority Access and Inclusion Team, the school identifies the following serious breaches of behaviour expectations as being those that would, even in one off circumstances, lead to serious consideration of the use of permanent exclusion as a sanction:

- Assault of an adult
- Premeditated serious assault of another student
- Possession of any illegal substance or drug with the intent to either use on the school premises or supply to other students
- Possession of an offensive weapon with intent to cause harm
- Sexual assault
- Violent incident causing serious damage to property or persons
- Bringing the name of the school into significant disrepute (including through social media)
- Action which by law would be defined as a criminal offence

This list is not exhaustive and exists to provide examples of the standards by which we uphold discipline within the school.