



مدرسة جيمس فيرست بوينت

GEMS FirstPoint School

THE VILLA

Behaviour for Learning Policy

This policy has been produced for GEMS FirstPoint School, when 'The School' is referred to in this policy it is solely GEMS FirstPoint School that is being referred to.

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1. Policy statement:

This policy offers guidelines for action, promotes consistency of expectations and supports the curriculum aims and development targets of the school. The policy is central to our vision as its guidance will support maintaining a purposeful learning environment thus promoting happy, engaged, inquisitive learners.

The Behaviour for Learning Policy will encompass:

- Expectations for all pupils including Sixth Form pupils.
- Discipline (including rewards, sanctions, managing challenging behaviour and low-level disruption).

The intention of the Behaviour for Learning Policy is to support a positive attitude towards learning for all pupils. To this end it will set out criteria:

- To establish and underline effective behaviour for pupils.
- To determine rewards for meeting/ maintaining such behaviour.
- To detail guidelines for action when expectations are not met.

The key principles of the behaviour policy at GEMS FirstPoint School are:

- Supporting and encouraging positive attitudes towards learning and behaviour through effective teaching and rewards.
- Developing and extending staff strategies to manage behaviour, including individual and team INSET.
- Supporting equality of opportunity through a planned and differentiated curriculum.
- Working with all members of the FPS family to develop and support practice which enables effective learning and behaviour.
- Monitoring the performance of individuals and groups at risk of disaffection, fully utilising all resources to implement early strategies to support them.
- That pupils and staff feel safeguarded in their School.

FPS will apply the principles of the Behaviour for Learning Policy through the following areas:

2. Prevention:

- Our Rewards Policy will encourage and act as recognition of the motivation and positive behaviour of our pupils.
- Staff will make rules/ procedures explicit to pupils, apply them consistently and re-enforce them at regular intervals. There is a need for mutual sympathy and support between teachers; a weakness in one area weakens all.
- Early intervention where problems first appear in lessons/ School will take place through a planned and co-ordinated route.
- Employing a full range of behaviour management strategies in the classroom including:
 - Emphasising positive responses and achievements.
 - Seating plans.
 - Variety of teaching and learning styles.



- Differentiated work appropriate for each pupil.
- Following agreed routines, especially at the beginning and end of lessons.
- Encouraging self-assessment / evaluation/ review.
- Ending lessons on a positive note.
- Control of entry and exit to the classroom and other learning areas.
- Promoting an environment where pupils and staff listen to each other and think before responding.
- Involving the experience of other staff to review and amend approaches in the classroom.
- Recognising that parents need to be involved, informed and welcomed in partnership to ensure and consolidate positive behaviour.
- Establishing a partnership with parents and pupils through the Home School Agreement (Appendix 1) and involving them in taking responsibility for, and developing their own learning
- Liaising with the Key Stage Directors, Heads of Year and Assistant Principal Pastoral and Safeguarding to maximise and coordinate the input of internal and external support where necessary to support attendance, behaviour, family difficulties or other issues which affect learning.

3. Maintaining good order:

- The first line of discipline will always be the classroom teacher; a well-prepared, paced and pitched lesson will engage pupils and minimise the possibility of behaviour likely to cause difficulties.
- The teacher will employ a range of strategies, which reinforce established rules and procedures and use rewards/ sanctions consistently to support appropriate behaviour in the classroom and to avoid confrontation with/ between pupils. They should follow the 'Seven steps to good behaviour' (Appendix 2) at all times. When necessary staff should record the appropriate C1 and C2 details of low-level disruption which may result in a sanction (Appendix 3, 4 & 5).
- It is important that parents are informed of a pupil's success and progress as well as unsatisfactory work or behaviour, and that they are invited into School for discussion with the appropriate member of staff, if necessary and at an early stage of concern.
- An effective teacher will want to reflect on confrontation to see if there is a way of avoiding such a situation arising in the future. This will be discussed with the Head of Department/ Faculty, Head of Year, Director of Key Stage or member of the Executive Leadership Team as and when necessary.
- Avoid appearing to humiliate a pupil in front of their peers (public praise, private censure)
- If KS3,4 or 5 pupils are sent out of a lesson it should be as a last resort; if sent out temporarily, it should only be for a few minutes maximum (i.e 5 minutes). Departments/ Faculties should have a 'shadow timetable' for any pupil who needs to be out of a lesson for longer than 5 minutes.
- FS and lower primary pupils are not to be left outside but can be placed in another classroom. It is the responsibility of the Head of Year, Key Stage Director and Head of Mini School to provide a place for pupils who cannot be in the classroom to learn.
- Pupils need to be clear as to what was inappropriate about their behaviour and how they will be able to avoid repeating it in the future.
- Persistent infringements of the Behaviour for Learning Policy needs to be addressed more formally than one-off infringements. Pupils need to be counselled and targets set/ monitored

if a sustained difference is to be made to their approach/ attitude.

- When a pupil is identified as having problems in several subject areas the Head of Year, Key Stage Director and Head of Mini School will coordinate a cross-curricular approach in supporting the pupil.
- If pupils present long-term difficulties for staff, then Heads of Mini School will refer pupils to the Assistant Principal Pastoral and Safeguarding. We must be able to demonstrate that we operate in a fair and consistent manner.
- It is important that there is a consistent approach to the recording of incidents across all Departments/ Faculties as well as the ways and the stages in which matters are referred to the Heads of Year, Key Stage Directors and Heads of Mini School.
- The further commitment of all teaching staff to a rota of break and lunch supervision and the commitment of senior staff to 'pre school', lunch-end, in-between lessons and post-school duties. Senior staff do morning and afternoon entrance duties and may be asked to patrol the school grounds at other times.

4. Active intervention:

This will entail:

- The consistent and positive application of the Behaviour for Learning Policy by all staff.
- A clear line of response whenever a behavioural problem emerges. Each stage relies upon professionalism, qualified judgements and common sense from staff involved.
- An adapted curriculum to offer appropriate support and challenge.
- The effective introduction and use of Pastoral Support Programme (PSPs) (following significant challenging behaviour by pupils where exclusion is a possibility in the future).
- Referrals to the Assistant Principal Pastoral & Safeguarding, internal exclusions and other members of the Executive Leadership Team in accordance with agreed procedure. (Appendix 3, 4 & 5)
- A computerised system to record all aspects of behaviour, positive and negative. An up-to-date informed staff promote efficiency and effectiveness to ensure each pupil can meet their potential. Relevant background information should be communicated to colleagues formally on a 'need to know' basis.
- In FS, KS1 & 2 incidents that occur in lessons are the responsibility of the class teacher in the first instance. The role of the Year Leader and Key Stage Director is crucial in supporting the class teacher.
- In KS3,4 & 5 incidents that occur in lessons are the responsibility of the Department/ Faculty in the first instance. The role of the Head of Department/ Faculty is crucial in supporting the subject teacher.
- Repetition of serious poor behaviour in lessons should be discussed with the Head of Year, Head of Department, Key Stage Director, Head of Mini School or Assistant Principal Pastoral & Safeguarding in order to determine the most appropriate route for action. The Head of Year/ Head of Department/ Faculty should always inform the Key Stage Director and Assistant Principal Pastoral & Safeguarding of action taken and future strategies.
- Incidents that occur outside of lessons should be dealt with by the member of staff who witnesses the behaviour depending on the level of seriousness. Serious incidents should be passed on to the Head of Year/ Key Stage Director/ Head of Mini School as appropriate.
- At FPS there are 2 levels of unacceptable behaviour from pupils which can be actioned by all members of staff. Appendix 3, 4 & 5 outlines the events deemed to be the most significant at

each level together with specified actions. The list is not exhaustive but gives an indication of appropriate responses to each level.

- Pupils cannot be restrained by a member of staff this is to avoid harm to the pupil, the member of staff or others.
- Consistency of approach is essential for all pupils. This applies equally to uniform expectations. Confiscated items will go directly to the Head of Year and return of the item(s) will only take place at a set time if returning the item is appropriate.

All serious incidents must be recorded on an incident sheet, which should be passed on to the Head of Department/ Faculty for issues in class or the Head of Year for other incidents.

Consequences responding to negative and irresponsible work and behaviour in Foundation Stage
Sanctions per day:

- Two C1s of any type = Age appropriate reflection time.
- A C2 of any type = Age appropriate reflection time.
- Two C2s (including totalled C1s) = Parental conversation.
- More than two C2s (including totalled C1s) = Removal from lesson to Key Stage Director.
- If a pupil continues to misbehave they will be placed on reflection time with the Key Stage Director, Head of Mini School or appropriate ELT member.

Consequences responding to negative and irresponsible work and behaviour in Key Stage 1 & 2
Sanctions per day:

- Two C1s of any type = Age appropriate reflection time.
- A C2 of any type = Age appropriate reflection time.
- Two C2s (including totalled C1s) = Parental conversation.
- More than two C2s (including totalled C1s) = Removal from lesson to Key Stage Director.
- If a pupil continues to misbehave they will be placed on reflection time with the Key Stage Director, Head of Mini School or appropriate ELT member.

Consequences responding to negative and irresponsible work and behaviour in secondary
Consequences per day:

- Two C1s of any type = 20min C2 detention with Form Tutor the following day.
- A C2 of any type = 20min C2 detention from the Classroom Teacher.
- Two C2s (including totalled C1s) = 40min C2 detention with the Head of Year.
- More than two C2s (including totalled C1s) = 90min C2 centralised detention on a Thursday after School with the Principal.
- If a student fails to attend a 'Principal's detention then the detention will be repeated the following week.
- If this detention is not fulfilled, an internal exclusion shall be the next consequence.
- Behaviour reports will be produced weekly by the Heads of Year to monitor behaviour across their respective Year groups.

5. On Daily Report/ Behaviour Chart:

Pupils will normally be put on report by and to their Form Tutor or Class Teacher in the first instance, but depending on the circumstances, even the initial reporting may be to the Head of Year, Director



of Key Stage Assistant Principal, Vice Principal or Principal. Pupils on daily report will carry with them a report sheet to be filled in by their teachers. Report sheets are different colours, but the same format, depending on who is supervising the Daily Report.

When a pupil is first put on report:

- i. The Head of Year must be informed in writing;
- ii. The parents must be informed;
- iii. The pupil (or teacher for younger pupils) must write a clear statement of what aspect of his/her behaviour they are trying to improve.

The progress of the pupil on report must be reviewed by the Head of Year each week. The Head of Year may then transfer the daily reporting to themselves and eventually, if necessary, to a Key Stage Director, Assistant Principal or Vice Principal and then the Principal. Parents must sign the report daily as this ensures they are informed of the progress their child is making on a Daily Report. Normally, reporting should last no more than two weeks (the exception to this is reports to ELT or the placement of the pupil on a 'Pastoral Support Programme' which has a 16-week duration).

6. Withdrawal from class:

When a pupil fails to respond to normal class discipline and their behaviour remains disruptive, they should be removed from class. This is the responsibility of the Head of Department/ Faculty or Key Stage Director (FS & Primary) in the first instance. A Head of Department/ Faculty may draw up, with their department, a scheme for accommodating pupils who have to be removed from class with other teachers: copies of the schedule to be given to the Head of Year. This is usually referred to as a 'shadow timetable'. If the pupil's behaviour is persistent or judged to be of a greater severity by the Head of Department/ Faculty, a period of withdrawal with ELT can be requested. Heads of Year are to be informed if a pupil is withdrawn from class. No pupil should normally be withdrawn for more than a week from his or her class. Tutors should follow up the incident with the pupil and the Head of Department/ Faculty.

7. Exclusion from school or from lessons:

Exclusion is reserved for serious offences and will always involve the Head of Department/ Faculty and Head of Year in conjunction with a member of the Executive Leadership Team in the first instance. These are usually internal exclusions, only the Principal can decide on external exclusions.

- i. Exclusion from lessons for the remainder of the day.
The Head of Year will decide if this may be appropriate and will organise work for and supervision of the exclusion of the pupil(s) concerned. Mediation to take place through the appropriate member of staff (usually the AP Pastoral & Safeguarding) with other involved parties.
- ii. Internal exclusion for one or more days.
This will occur for serious incidents or when all other strategies, including being removed from lesson have been tried. The Head of department/ Faculty or Head of Year will discuss the situation with the Director of Key Stage and make recommendations to the Head of Mini School. Parents are always informed. Targets should be set in order to help

modify behaviour effectively. Multiple internal exclusions will result in external exclusion, though the context in each case will be considered individually.

iii. External Exclusion for 1-5 days.

The Head of Mini School will discuss the situation with the Executive Leadership Team. Any recommendations will be put to the Principal. The Principal to be responsible for deciding the length of the exclusion and informing parents in writing. The Head of Year will telephone parents to inform them of circumstances. The School will provide work to be completed and submitted at the re-admission meeting. Pupils at risk of a permanent exclusion will be offered additional support through a pastoral support programme (PSP). This will run for 16 weeks with a review after 8 weeks. A senior member of staff will supervise the PSP alongside other professionals from outside the school.

iv. Permanent exclusion

A decision to exclude a pupil permanently will be taken only:

- A. In response to serious and/or persistent breaches of the School's behaviour policy.
- B. If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the School.

A decision to exclude a child permanently is a serious one and will be taken when the facts have been established and on the balance of probabilities. It is the final step in a process for dealing with disciplinary offences following other strategies which have been tried without success. It is an acknowledgement that School has exhausted all available strategies or in response to a significant one-off incident.

8. Procedures for conducting a personal search of pupils at FPS:

- Allegations to be investigated and written down. Balance of probability and risk to be evaluated.
- Pupil to be removed from circulation if there is a suggestion of the pupil having in their possession an inappropriate item which could be regarded as a Health and Safety risk to members of the School community. If there is nothing found the pupil should be returned to lessons at the start of the next lesson, to minimise disruption.
- Practical searches should take place in the VP or Head of Mini School's office wherever possible.
- Two members of staff to be present. At least one of the same gender as the pupil and over 18 years old. The lead member of staff needs to be a member of ELT or a Head of Year.
- The Pupil is invited to co-operate in the safety check, empty their belongings on to the table. This will include their bags and all pockets.
- There is to be no physical contact between the members of staff and pupil. Searches are carried out using a Security Wand or visual observations.
- If an item is found on the pupil the appropriate action is to be taken, including confiscation. If nothing has been found then the pupil is to be thanked for their co-operation, returned to class at an appropriate time, with further investigation if needed.
- If a suspected illegal weapon is seized it must be delivered to the police as soon as it is reasonably practical. If the police are not coming to the School to collect the weapon, then it must be stored in a locked cupboard until it can be delivered to the police. The Principal will arrange a written note to the police recording delivery of the seized item.

The note will include:

- Name, year, sex, ethnicity of pupil searched
- Grounds of suspicion



- Time and place of search
- Who searched the pupil
- Who else was present
- How the search began and progressed
- The pupil's responses and how staff managed them e.g. steps taken to calm the pupil
- Outcomes and follow-up actions
- If a statement is taken then the time, date and pupil signature must be obtained.

9. Mobile Phones:

- In FS, KS1 and KS2 mobile phones must be kept in bags at all times.
- In KS3, 4 and 5 mobile phones must be used responsibly and only when a member of staff has given students permission. If permission to use mobile phones in class has been given, then the green mobile phone/ device sign will be visible on the classroom white board. Calls are only to be made with a teacher's permission. Mobile phones are not to be used in the corridor or whilst moving around the School. Headphones may only be used with a teacher's permission and are not to be seen around the School. Students may use mobile phones during break and lunch in communal areas.

10. Rewards:

At FPS, we believe that one of the most effective ways to increase the motivation and achievement of our pupils is to create a positive learning environment, which recognises and rewards high standards of work and behaviour, promotes pupils' self-confidence, self-esteem and enjoyment of learning, and where rewards significantly outnumber sanctions. A positive classroom ethos is essential for developing mastery.

Rewards currently available for individual students:

Verbal praise
House Points
Certificates
Positive emails/phone calls to parents
Principals Commendation
Teacher Star of the Week
Subject Star of the Week
Rewards Assemblies
Rewards Afternoons and Trips
Subject Rewards Sessions

10. Verbal praise:

Verbal praise should be given to pupils at every opportunity. All pupils should feel good when they produce high quality work and behave in a positive manner and need to know that these behaviours have been recognised. Pupils respond positively to praise and this should be the first tool in the 'behaviour management tool kit'.

11. House Points:

House Points are to be awarded to pupils who go above and beyond. Each member of staff is expected to give out a minimum of 2 House Points per lesson. House Points are to be awarded when a pupil personifies an FPS Core Value. House Points are to be awarded as one of the highest forms of recognition a pupil can receive from a classroom teacher. Every time a House Point is awarded to a pupil it should be recorded on SIMS. The point will be added to the respective Houses Points total. House Points will be monitored to ensure that each member of staff is awarding points consistently. Throughout the course of the year pupils will receive increasing numbers of House points and this will be recognised during the Rewards Assemblies. Pupils will achieve certificates depending on the number of House Points they have been awarded during the year (House Point Victory Ladder). In secondary the number of House Points that a pupil receives will determine whether they will be invited on the Rewards Afternoons and Trips. At the end of the year pupils with the highest number of House Points will be recognised at the School's House Assembly.

Victory Ladder

The expectation is that every child will achieve 25HP by the end of each half-term.





12. Certificates

Pupils will have numerous opportunities to receive personalised certificates. These include House Point Certificates, Subject Star of the Week Certificates, Principals Award Certificates, Outstanding Effort Certificates, Outstanding Attainment Certificates, Outstanding Progress Certificates, 100% Attendance Certificates, 100% Punctuality Certificates, Outstanding Male and Female Certificates and Core Values Awards.

13. Positive emails/phone calls to parents:

Members of staff are encouraged to contact home to celebrate individual pupil successes. This supports and helps build positive relationships between staff, pupils and parents; giving parents further opportunity to engage in their child's learning and provide further positive reinforcement to the pupil is completing at School.

14. Principals Award:

The Principals Award is a weekly award given by the Principal to pupils who have set an outstanding example to the rest of the school; this could be an internal or external achievement. Each Head of Mini School will nominate a student that is deserving of the award. The Principal will only give the award if they feel there is a pupil who has shown all the qualities to a truly exceptional level. Pupils receiving the Principal's Award must epitomise every value important to the School. Pupils will receive the award during break in the Principals Office each week.

15. Teacher Star of the Week

Each week teachers will complete their Teacher Star of the Week Poster displayed on their classroom door or window. This will highlight the student's name and why they have achieved their nomination. One House Point is recorded on SIMS.

16. Subject Star of the Week

Bi-weekly, Heads of Department will nominate a Subject Star of the Week on a circulated link. Heads of Year will display their cohorts nominations the following week. Heads of Departments will ensure that each of the pupils nominated receive their certificate.

17. Rewards Assemblies

Rewards Assemblies will take place for each year group at the end of each year. Students will receive personalised awards from each subject area and the pastoral system. Rewards include Outstanding Effort, Outstanding Attainment, Outstanding Progress, 100% Attendance, 100% Punctuality, Outstanding Male, Outstanding Female and Core Values Awards. During the Rewards Assemblies, there will be a variety of student performances to showcase talent.



18. Rewards Afternoons and Trips

Rewards Afternoons/Trips will take place for each year group at the end of each term. Students will be invited should they achieve the set Rewards Criteria. In primary this is based on Attendance and Punctuality and the class that has the highest attendance and punctuality will be rewarded each term. The events will run both on-site and off-site. For external trips, Heads of Year should conduct Student Voice Surveys to ensure they are rewarding their cohort as the majority wish. Heads of Year should consider group size, needs and the cost before beginning the Trips process.

19. Subject Rewards Sessions

Each subject area is encouraged to plan and deliver their own rewards sessions.



Appendix 1

GEMS FirstPoint School Home-School Agreement.

Our vision at GEMS FirstPoint School is:

We know that happy children make the best learners. We have established a welcoming and friendly environment where learners are inquisitive, growing both socially and academically. Our School is family orientated and prides itself on the individualised journey we provide for our learners. We enable our family to excel in an ever changing world.

Every moment with our School is an exciting voyage, bursting with exploration and discovery. Pupils, parents and teachers work together as a team to co-construct a bespoke pathway for each learner. We create exceptional learning opportunities for all members of our school family, developing innovative leaders who are globally aware. We provide a well-rounded education and are proud to be the GEMS Centre of Excellence for Digital Industries. Together we prepare learners for a future that reflects their highest aspirations.

We want to work with you and your child so that together we can ensure they fulfil their academic aspirations and develop as socially, morally and emotionally balanced leaders for the future.



A. The School's agreement

We agree to:

- treat your child fairly, care for and nurture them, promoting their well-being;
- ensure that your child is well taught and provided with clear feedback to secure exceptional progression;
- keep you well informed about:
 - I. your child's academic progress and achievements
 - II. any concerns with your child's learning, behaviour or relationships
 - III. School events and activities
 - IV. general School matters
 - V. your child's attendance and punctuality
- give you opportunities to discuss your child's achievement, behaviour, progress and records;
- take prompt action when we are worried about attendance and/or unauthorised absence;
- support your child to continue to develop a sense of responsibility and to be considerate of others;
- provide a broad range of subjects and a variety of enrichment and enhancement activities;
- provide appropriate guidance to enable your child to maximise their potential and to make informed choices at each stage of their learning;
- respond constructively to your communications and concerns;
- encourage all members of the FPS Family to value the qualities of others and, in turn, to feel valued themselves;
- set a regular pattern of independent learning suited to the ability of your child;
- ensure systems are in place for safe ICT usage as described in the Safe Usage of ICT Policy;

Signed: Principal



B. The parent or carer's agreement

I agree to:

- ensure that my child attends school regularly, on time, wearing School uniform, with all the necessary equipment;
- inform the School by telephone, text or email on the first day of absence giving the reason for my child's absence;
- request time off in advance for my child if he/she needs to be absent from School;
- support the School policies, including the behaviour for learning policy;
- attend meetings with relevant members of staff to support my child and celebrate my child's successes;
- encourage positive attitudes towards School, learning and independent learning activities;
- keep the School informed about changes to my contact details;
- make early contact with the School on any matters affecting my child's progress, successes, welfare or behaviour, including any medical conditions;
- talk to my child about the internet sites that they use and report any concerns via the School Safeguarding Team;
- ensure that if my child rides a bicycle to School, he/she rides it safely, it is well maintained and that my child wears a suitable cycle helmet.
- check independent learning and, wherever possible, support and encourage learning at home;

I give my consent for photographs/videos of my child to be used to celebrate success through publication in newsletters, on the school website, in promotional materials and, occasionally, in the public media. They may also be used as part of display materials in corridors and for staff training purposes. I understand that when images are published, the School will ensure that the young people cannot be identified by their names. I understand that this consent is considered valid for the entire period that my child attends this School unless I notify you otherwise and in writing.

Please delete: Yes/No

Signed: Parent or Carer



C. The pupil agreement

I agree to:

- come to School on time each day and be punctual to all my lessons;
- bring the things I need every day and look after them properly;
- wear my School uniform with pride;
- obey the School's rules and be prepared to learn;
- follow the School's rules and Companies rules when on placement or internship;
- ensure that my mobile phone and other electronic devices are switched off and out of sight during lesson time unless my teacher agrees that they can be used for learning;
- work to the best of my ability and be proud of my achievements;
- develop study skills by recording and completing independent learning and handing it in on time;
- treat everyone fairly and with respect, acknowledging that aggressive actions and discriminatory behaviour are not accepted;
- respond positively to suggestions for improvement;
- help look after our School environment and keep it free of litter;
- behave responsibly and safely, respecting people in the local community and their property, being polite and courteous to other pupils, staff and visitors;
- tell a member of staff at the School if something worries me;
- behave responsibly and appropriately when using social networking sites, the internet and websites, reporting any concerns to the School Safeguarding Team;
- pay attention to road safety on my way to and from School, ensuring that if I ride a bicycle to School, I ride it safely, it is safely maintained and following the School's advice that I wear an appropriate cycle helmet.

Signed: Pupil

Appendix 2

ADVICE TO STAFF



Seven Steps to good behaviour for learning in KS1 & KS2

Transition to specialist lessons from classroom:

Entry:

The Teaching Assistant (TA) escorts the pupils to the specialist lesson. When applicable the specialist teacher collects the class from their classroom and escorts them to their lesson alongside the TA. Pupils line up outside the classroom. Greet your class at the door with a smile. Expect silence on entry. Check uniform. Pupils to stand silently on their carpet spot or behind their desks and wait to be seated.

Routine for transitions in lessons:

Use a behaviour strategy applicable to stop the class e.g. 1,2,3, hands on top or count down from 5. When everyone is ready, remind the class they need to put down pencils or close laptops/iPads and have their hands empty, make eye contact etc.

Exit:

Pupils stay sat down and tidy their tables or equipment. Wait to be instructed to stand in silence. Check uniform. Once all are stood in silence looking at the teacher they can be dismissed with TA or specialist teacher to return to classrooms.

Stay calm at all times:

Raising your voice suggests you have no other way of controlling the situation. If you have raised your voice you are more likely to make the situation worse by creating a confrontation.

Narrate the positive:

Describe clearly what you want in advance, in clear steps and praise those doing it. Actively teach and practise the positive: eg 'Thank you to the 25 out of 26 of you who have started writing'

Insistence on 100% following expectations:

Practise if not followed. You need to develop routines which are followed without question, like the 3 above on entry, transition and exit from the room. Consistency in your expectations will make it much harder for anyone to misbehave, you want engagement with the lesson to be the path of least resistance.

Public Praise, Private Censure (beginning with non-verbal):

Whatever they say, children love praise as much as anyone else. No-one likes criticism, and publicly haranguing students is not good practice, and will lead to a poor relationship with the pupil.



Appendix 2

ADVICE TO STAFF

Seven Steps to good behaviour for learning in KS3,4,& 5

Entry:

Pupils line up outside the classroom. Greet your class at the door with a smile. Expect silence on entry. Check uniform. Pupils to stand silently behind their desks and wait to be seated, with basic equipment including device on desks.

Routine for transitions in lessons:

Count down from 5. As you count down, remind the class they need to put down pens, have their hands empty, make eye contact etc.

Exit:

Pupils stay sat down and pack up. Wait to be instructed to stand in silence. Check uniform. Once all are stood in silence looking at the teacher they can be dismissed in small groups.

Stay calm at all times:

Raising your voice suggests you have no other way of controlling the situation. If you have raised your voice you are more likely to make the situation worse.

Narrate the positive:

Describe clearly what you want in advance, in clear steps and praise those doing it. Actively teach and practise the positive: eg 'Thank you to the 25 out of 26 of you who have started reading'

Insistence on 100% following expectations:

Practise if not followed. You need to develop routines which are followed without question, like the 3 above on entry, transition and exit from the room. Consistency in your expectations will make it much harder for anyone to misbehave, you want engagement with the lesson to be the path of least resistance.

Public Praise, Private Censure (beginning with non-verbal):

Whatever they say, children love praise as much as anyone else. No-one likes criticism, and publicly haranguing students is not good practice.

Appendix 3

Foundation Stage Rewards and Consequences Ladder

Please note that this ladder is guidelines only and Foundation stage teachers will also put in place other individual or whole class rewards and consequences as appropriate within the dynamics of their classroom.

| Behaviour | Rewards | Parent Involvement | Staff Involvement |
|---|---|---|--|
| Behaviour in line with FirstPoint's norms of behaviour such as: <ul style="list-style-type: none"> • Sharing • Taking turns • Gentle hands • Being confident speakers • Lining up well • Walking around the school • Sitting on the carpet • Sitting quietly in assembly • Listening • Following instructions • Lining up at the end of playtime | Individual <ul style="list-style-type: none"> • Non-verbal praise – smile, thumbs up, high five etc • Verbal descriptive praise – specific based on what the child has done well • Movement of name in to the star of achievement • House points • Star of the week certificate. One child per class chosen by teacher and awarded in assembly. (2 house points) • FS 'Caught on camera' weekly award – During an allocated week the class teacher captures a moment on the ipad that shows exemplary behaviour/attitude to learning/etc – an above and beyond the expected moment. The image is shown during the FS assemblies and a certificate awarded. • Director of FS –two star stickers; one for the communication book and one to stick on the child • Member of the ELT – Two Head teacher stickers; one for the communication book and one to stick on the child | Informal conversation with parents at pick up Home school communication book Star of the Week certificate sent home –parents sent an invite to attend the assembly Head Teacher Sticker sent home with the child | All staff have a responsibility to catch children being good and to reinforce the behaviour we would all consider to be expected and appropriate (for their age) |
| Behaviour | Consequences- Progressive steps | Parent Involvement | Staff Involvement |
| Inappropriate behaviour contrasting above expectations. Level 1 Consistent rough play that hurts others. Level 1 Inappropriate, purposeful physical behaviour such as kicking, pinching, | Star of achievement <ul style="list-style-type: none"> • Non-verbal Warning –the 'look' and positive reinforcement of correct behaviour demonstrated by others. Move name from green towards amber. • Verbal warning – reminding particular child of consequence and giving the opportunity to change behaviour to avoid consequence of their action. Move name into amber square. | Informal conversation with parents at pick up | All staff have a responsibility to be familiar with the expectations for behaviour and consistently follow the consequences ladder. |

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| <p>pushing, hitting, biting. Level 2 (Physical contact)</p> <p>Wilful damage to school property Level 2</p> | <ul style="list-style-type: none"> • Consequence –‘Thinking time’ and movement of name in to the red square. Time out to think about the wrong choice they made. <i>(Observe change in behaviour for better move back up the visual behaviour chart)</i>. Log on SIMS Level 1 • If no improvement to behaviour isolation to another class moving down the visual behaviour chart (5 minutes maximum). <i>(When returning to class only when observe change in behaviour for better move up the visual behaviour chart-if continues to display expected behaviour continues to move up)</i>. Log on SIMS Level 2 • If however after no change in behaviour when returned to class, isolation in a FS Leader’s classroom, 10 minutes. <i>(When returning to class only when observe change in behaviour for better move up the visual behaviour chart-if continues to display expected behaviour continues to move up)</i>. Log on SIMS Level 2 • If still no change to behaviour then isolation in Director of FS’s office. 10 minutes. <i>(When returning to class only when observe change in behaviour for better move up the visual behaviour chart)</i>. Log on SIMS Level 3 • Should child continue not to change behaviour then isolation with member of ELT <i>(When returning to class only when observe change in behaviour for better move up the visual behaviour chart)</i>. Director of FS to phone call to parents to arrange to meet to discuss behaviour/collect child. Log on SIMS Level 4 | <p>Home School communication book</p> <p>Phone call to parent by class teacher/FS Leader</p> <p>Meeting with Phase Leader as necessary if inappropriate behaviour continues despite order of consequences being put in place. Formal meeting with parents</p> | |
| <p>Serious Behaviour Issue</p> | <p>Consequences</p> | <p>Parent Involvement</p> | <p>Staff Involvement</p> |
| <p>If the incident of bad behaviour is serious enough to put into question the safety of other pupils or staff, this includes biting and other forms of physical assault. Log on SIMS Level 4</p> | <ul style="list-style-type: none"> • First occurrence isolation with Director of FS. <i>(Determined on an individual basis child to return to class to show an improvement in behaviour, no movement up on Visual behavioural chart but fresh start in the morning)</i>. Log on SIMS Level 3 | <p>Parents contacted for an immediate meeting with parent</p> | <p>All staff have a responsibility to be familiar with the expectations for behaviour and</p> |



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| <p><i>In these instances pupil can move straight to this point without following the ladder sequence of consequences.</i></p> | <ul style="list-style-type: none"> • Subsequent incident or deemed very serious, isolation with a member of ELT. Log on SIMS Level 4 • External isolation for a fixed period of time on an individual basis dependent on the circumstances Log on SIMS Level 5 <p><i>All consequences for extreme incidents will be determined on an individual basis dependent on the circumstances. Determined by class teacher together with Director of FS and a member of PLT.</i></p> | <p>Formal meeting with parents and child taken home</p> | <p>consistently follow the consequences ladder.</p> |
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Appendix 4

Primary Phase Consequences Ladder – Key Stage 1 and 2

| Level | | Graded incidence of behaviour | Level | Order of Consequences (These should be linked to the behaviour observed) | Parent Involvement | Staff Involvement |
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| Zero | | Children on task – Green / Amber | Zero | Star of achievement Teacher to use star of achievement 1. Non-verbal warning- eye contact/body language/move child’s name/photo on the star of achievement away from the green square, half on to the amber square. 2. Verbal warning – with clear explanation of behaviour required. Move child’s name fully in to the amber square. | None | None |
| One (C1) | Dependent on frequency | Low level disruption such as: <ul style="list-style-type: none"> • not lining up correctly/quietly • distracting others on carpet • distracting others when working • taking other children’s equipment without asking • talking during instruction giving • Not following teacher instruction | One | 1. Second verbal warning – move child’s name in to the red square. (Logged on SIMS under C1) Children have until the end of the lesson to work their way back to amber if children have not moved back to amber then this warning is logged as C1 on SIMS. | None | Class Teacher |

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| <p>Two (C2)</p> | | <p>Continuation of Level One behaviours plus:</p> <ul style="list-style-type: none"> frequently speaking when an adult is speaking calling out walking round the room consistently talking when should be working making rude noises on purpose squabbling/arguing getting someone into trouble continuing to show lack of respect for other children's property constantly distracting others refusal to complete work | <p>All behaviour from C1 onwards to be logged on SIMS.</p> | <ol style="list-style-type: none"> If level one behaviour continues and children stay on red for any further sessions of the day then: <ol style="list-style-type: none"> 3 minutes loss of playtime (Key Stage 1) 6 minutes loss of playtime (Key Stage 2) <p>(If this level of behaviour continues after lunchtime children can carry out this sanction on the following day).</p> <p>Children to be put back to green after children have missed their play.</p> Verbal warning - move child's name into the red square. This will result in: <ul style="list-style-type: none"> 5 minutes loss of playtime (Key Stage 1) 10 minutes loss of playtime (Key Stage 2) Continuation of behaviour whilst on red - time out of class for reflection – 10 minutes in buddy class (with year leader). Work and reflection slip to be taken so child does not disrupt the teacher or class. Reflection slip to be completed prior to returning back to class. <i>At no point should a child ever be sent outside of the classroom unsupervised.</i> Child will then miss the next full play time. If they have incomplete work it should be completed during this time. <i>During reflection time children should be seated and should never be asked to stand as punishment. Reading should not be enforced as a form of punishment.</i> | <p>If children reach reflection time/loss of play – note to be written in communication diary.</p> <p>Meeting arranged with parents if cause for concern.</p> <p>If a child spends time out of class then parents must be informed by class teacher and class log completed.</p> | <p>Year Leader - to remind student of expectations.</p> <p>If over a sustained period of time - child to be put on 'Steps to Success' report by Year Leader after meeting with parents.</p> <p>Director to be informed</p> |
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| <p>Three (C3)</p> | <p>Dependent on frequency</p> | <p>Continuation of Level Two behaviours plus:</p> <p>Bullying tendencies:</p> <ul style="list-style-type: none"> selective friendships deliberate exclusion name calling inappropriate use of social networking, such as sending inappropriate texts/email to a specific person spreading rumours <p>Racism/Religious discrimination: (Teacher discretion re: child's understanding)</p> <ul style="list-style-type: none"> mild not aimed specifically racist comments in the course of discussion <p>Swearing: (Teacher discretion re child's understanding based on EAL/age)</p> <ul style="list-style-type: none"> mild not aimed specifically <p>Violence:</p> <ul style="list-style-type: none"> intentionally defacing school property <p>Other:</p> <ul style="list-style-type: none"> consistently ignoring adult requests spitting | <p>All behaviour from Level 2 onwards to be logged in Class Behaviour Log (See Appendix 3)</p> | <p>1. Loss of playtime(under supervision):</p> <ul style="list-style-type: none"> 10 minutes of playtime (Key Stage 1) Whole play (Key Stage 2) <p>When this behaviour is witnessed outside at play time the child will sit out in close proximity to the supervising adult for the remainder of the time. The adult should then inform the class teacher.</p> <p>When this behaviour is witnessed in the restaurant, the child will finish their lunch away from other children, in close proximity to the supervising adult. If incident is deemed severe, adult should take the child to their year leader at the end of their duty.</p> <p>2nd incident:</p> <ul style="list-style-type: none"> One day loss of play (Key Stage 1) Two days loss of play (Key Stage 2) <p>3rd incident:</p> <ul style="list-style-type: none"> Two days loss of play (Key Stage 1) Three days loss of play (Key Stage 2) | <p>1st incident – message in communication diary.</p> <p>2nd incident – Parent's informed verbally.</p> <p>More than 2 incidents - formal meeting with parents.</p> <p>Minutes to be logged in child's own behaviour log.</p> | <p>Class Teacher and Year Leader.</p> <p>Class Teacher to send School Counsellor copy of child's behaviour log.</p> <p>Class Teacher to inform parents verbally.</p> <p>Class Teacher and Year Leader to meet with parents.</p> |
| <p>Level</p> | | <p>Graded Incidence of behaviour</p> | <p>Level</p> | <p>Order of Consequences (These should be linked to the behaviour observed)</p> | <p>Parental Involvement</p> | <p>Staff Involvement</p> |

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| Four (C4) | Dependent on frequency | Continuation of Level Three behaviours plus: Bullying | All behaviour from Level 2 onwards to be logged in on SIMS. | 1st incident of Level Four or after steps at Level Three have been completed: | Phone call to parents (and to parent of child targeted). Parents requested to come in for formal meeting with Class Teacher and Year Leader. Minutes to be logged in child's behaviour log. Parents requested to come in for formal meeting with Class Teacher and Director. Minutes to be logged. | Year leader to phone parents at the end of the day to inform them. Class Teacher to send School Counsellor copy of child's behaviour log. |
| | | <ul style="list-style-type: none"> passing threatening notes repeated malicious name calling malicious use of social networking, such as sending inappropriate texts/email about a specific person to others. Racism/Religious discrimination <ul style="list-style-type: none"> aimed specifically refusal to cooperate with others based on race or religion Swearing <ul style="list-style-type: none"> strong aimed specifically Violence <ul style="list-style-type: none"> intentional hitting/kicking vulnerable areas repeated in anger biting Other <ul style="list-style-type: none"> refusal to comply with adult requests answering back 'Your mother' comments intentionally missing a lesson without teacher permission Touching someone inappropriately with intention | | <p>Child to spend half a day out of class with Phase Leader. Class Teacher must ensure that child has sufficient work to complete.</p> <p>Child to write an apology to target of behaviour.</p> <p>2nd incident:</p> <p>Child to spend one day out of class with Phase Leader. Child to be put on 'Steps to Success' report card to monitor behaviour for one week to report to Year Leader at the end of each day.</p> <p>3rd incident:</p> <p>Child to spend one day out of class with Assistant Principal. Child to be put on 'Steps to Success' report card to monitor behaviour for two weeks. To report to Phase Leader at the end of each day.</p> <p><i>Where there is a deliberate intent to harm another student physically, in anger or rage, the child should be removed from the classroom immediately for the remainder of the day. Child should be accompanied to the Phase Leader by an adult once they are calm and it is safe to do so.</i></p> | | |

| Level | Graded incidence of behaviour | Level | Order of Consequences (These should be linked to the behaviour observed) | Parent Involvement | Staff Involvement |
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| <p>Five (C5)</p> | <p>Dependent on frequency</p> | <p>Continuation of Level Four behaviours plus:</p> <p>Bullying:</p> <ul style="list-style-type: none"> consistent continuation of above bullying behaviours wider reaching malicious use of social networking such as setting up a "I hate..." Facebook page. <p>Racism/Religious Discrimination:</p> <ul style="list-style-type: none"> derogatory attempt to recruit others to behave in a racist manner <p>Swearing:</p> <ul style="list-style-type: none"> consistent continuation of above <p>Violence:</p> <ul style="list-style-type: none"> consistent continuation of above premeditated <p>Other:</p> <ul style="list-style-type: none"> stealing | <p>All behaviour from Level 2 onwards to be logged in Class Behaviour Log (See Appendix 3)</p> | <p>1st incident- meeting with parents and Assistant Principal. Child is given internal isolation for full day with Assistant Principal.</p> <p>2nd incident – External suspension – 1 day</p> <p>3rd incident – External suspension – 3 days</p> <p>More than 3 incidents – expulsion</p> <p><i>These are guidelines only as external suspension and expulsion are very serious. These grounds will be dealt with by Assistant Principal/Principal on a case by case basis.</i></p> <p><i>Where there is a deliberate intent to harm another student physically, in anger or rage, the child should be removed from the classroom immediately for the remainder of the day. Child should be accompanied to the Phase Leader by an adult once they are calm and it is safe to do so.</i></p> | <p>Parents called and asked to come to school immediately.</p> <p>Minutes to be logged in child's behaviour log.</p> | <p>Class Teacher and Assistant Principal (Head of Mini-School).</p> <p>Immediate meeting with Assistant Principal (Head of Mini-School).</p> <p>Class Teacher to send School Counsellor copy of child's behaviour log.</p> |
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Appendix 5

Secondary Phase Consequences Ladder – Key Stage 3, 4 & 5

| Level | Graded incidence of behaviour | Level | Order of Consequences (These should be linked to the behaviour observed) | Possible restorative approach | Parent Involvement | Staff Involvement |
|-------------|--|-------|---|-------------------------------|--------------------|--|
| Zero | <p>Children on task.</p> <p>Children off task.</p> <p>Single incidences of low-level disruption. See Level One.</p> | Zero. | <p>House Points- minimum of 2 per lesson.</p> <p>Non-verbal warning.</p> <p>Verbal warning.</p> <p>Provide a verbal/clear non-verbal warning that the student is not displaying appropriate behaviour. This could be coupled with praise for students who are displaying appropriate behaviour.</p> | Recommended. | Recommended. | Class Teacher. |
| One | <p>Repeated incidences of low-level disruption such as:</p> <p>L1 Arguing with student</p> <p>L1 Out of seat</p> <p>L1 Chewing gum</p> <p>L1 Lateness to lesson less than 5 min</p> <p>L1 Other low-level disruption</p> <p>L1 Distracting others</p> <p>L1 No basic equipment</p> <p>L1 No P.E Kit</p> <p>L1 Failure to follow instructions</p> <p>L1 Uniform</p> | One. | Recorded verbal warning. | Recommended. | Recommended. | Class Teacher records Level One on SIMS. |

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| <p>Two</p> | <p>Continuation of Level One behaviours plus:</p> <p>L2 Inappropriate language L2 Lack of response to L1 L2 Lateness to lesson more than 5 mins (secondary) L2 No homework Yr7-13 L2 Poor quality homework Yr7-13 L2 Failure to attend intervention session L2 Other disruption L2 Refusal to complete work L2 Lack of respect for other children's property L2 Confiscated phone</p> | <p>Two.</p> | <p>1st incident of Level Two or after steps at Level One have been completed:</p> <p>Consequence:</p> <p>20-minute Class Teacher detention.</p> <p>Restorative discussion used.</p> <p><i>During restorative time children should be seated and should never be asked to stand as punishment. Reading should not be enforced as a form of punishment. Restorative sheets can be used and filled out using the FPS Restorative Top Tips for any guidance.</i></p> <p>When this behaviour is displayed outside of lessons, it is expected that the member of staff on duty/witnessing the behaviour completes the sanction.</p> | <p>Restorative conversation with affected parties-all concerned feel able to move on.</p> <p>Possible actions:</p> <p>Reflection slip.</p> <p>Community Service.</p> <p>Completion/redrafting of classwork independently.</p> <p>Complete homework.</p> | <p>Yes.</p> | <p>Class Teacher detention and records Level Two on SIMS.</p> <p>Class Teacher to write a description on SIMS.</p> <p>Class Teacher to email/call/meet with parents.</p> <p>If over a sustained period of time - student could be placed on a Class Teacher or Form Tutor report.</p> <p>Any relevant documents attached to SIMS.</p> <p>Class Teacher to implement own behaviour management strategies.</p> |
| <p>Three</p> | <p>Continuation of Level Two behaviours plus:</p> <p>L3 Continued L1/L2 behaviour</p> | <p>Three.</p> | <p>1st incident of Level Three or after steps at Level Two have been completed:</p> | <p>Restorative conversation with affected parties-all concerned feel</p> | <p>Parents notified by Head of Department/Class Teacher.</p> | <p>Head of Department / Head of Year records as Level Three on SIMS.</p> |

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| | <p>L3 Spitting L3 Inappropriate behaviour L3 Bullying tendencies L3 Head of Department/ Faculty/ Year HWK referral L3 Rudeness to staff L3 Physical contact L3 Inappropriate use of phone L3 Damage to School property</p> | <p>Continuation of behaviour or exhibition of Level Three behaviour in lesson – removal of student from class to teacher designated on shadow timetable.</p> <p>Consequence: Removal from class.</p> <p>40 minute Head of Department/ Head of Year detention.</p> <p>Restorative discussion used.</p> <p><i>During restorative time children should be seated and should never be asked to stand as punishment. Reading should not be enforced as a form of punishment. Restorative sheets can be used and filled out using the FPS Restorative Top Tips for any guidance.</i></p> <p>When this behaviour is witnessed outside of lesson the student will sit out in close proximity to the supervising adult for the remainder of the time. The staff member should then inform the Head of Year. If the incident is deemed severe, the staff member should take the student to the Head of Year base at the end of their duty (There will always be a Head of Year in the base). Parents to be notified that the student must sit a Head of Year detention.</p> <p>When this behaviour is witnessed in the restaurant, the student will finish their lunch away from other students, in close proximity to the supervising adult. If the incident is</p> | <p>able to move on.</p> <p>Possible actions:</p> <p>Reflection slip.</p> <p>Community Service.</p> <p>Completion/ redrafting of classwork independently.</p> <p>Complete homework.</p> | <p>Parent meeting required for persistent behaviours by Head of Department/ Class Teacher with Head of Year included in any home communication.</p> | <p>Head of Department/ Head of Year to write a description on SIMS.</p> <p>Head of Department/ Head of Year detention at the earliest possible point.</p> <p>Head of Department/ Head of Year to email/call/meet with parents.</p> <p>If over a sustained period of time - student could be placed on a subject or Head of Year report.</p> <p>Any relevant documents attached to SIMS.</p> <p>Head of Department/Head of Year to</p> |
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| | | | <p>deemed severe, a staff member should take the child to the Head of Year at the end of their duty. Parents to be notified that the student must sit a Head of Year detention.</p> <p>2nd Level 3 incident:</p> <ul style="list-style-type: none"> One day loss of break and lunch (with Head of Department/ Head of Year). <p>3rd Level 3 incident:</p> <p>Two day loss of break and lunch (with Head of Department/ Head of Year).</p> | | | <p>implement their own behaviour management strategies.</p> <p>Referral to School Counsellor, where necessary.</p> |
| Four | <p>Continuation of Level Three behaviours plus:</p> <p>L4 Bringing school into disrepute</p> <p>L4 Not meeting basic expectations</p> <p>L4 Inappropriate behaviour</p> <p>L4 Continued C3 behaviour</p> <p>L4 Deceit</p> <p>L4 Disruptive behaviour</p> <p>L4 Fighting</p> <p>L4 Breaking health and safety rules</p> <p>L4 Inappropriate comments</p> <p>L4 Other disruption</p> <p>L4 Physical violence</p> <p>L4 Poor reports</p> <p>L4 Refusal to follow instructions</p> <p>L4 Truancy</p> <p>L4 Smoking or possession of equipment</p> | Four | <p>Consequence:</p> <p>1st incident of Level Four or after steps at Level Three have been completed:</p> <p>Student to spend ½ to 1 day out of class in Head of Year base. Head of Year to organise cover work and supervision schedule. Class Teachers of missed lessons should provide sufficient work to complete. Students put on ‘Tutor or Head of Year’ report to be monitored at the end of each day by Form Tutor for 1 to 2 weeks.</p> <p>2nd incident/failure of Form Tutor report:</p> <p>Student to spend 1-2 days out of class in Head of Year base. Child to be put on ‘Head of Year or SLT’ report card to monitor behaviour for two weeks to report to Head of Year/ SLT at the start or end of each day.</p> | <p>Restorative conversation with affected parties.</p> <p>Reflection slip.</p> <p>Community service.</p> <p>Completion/ redrafting of classwork.</p> <p>Apology letter to target of behaviour.</p> | <p>Phone call to parents (and to parent of child targeted). Parents required to come in for formal meeting with Class Teacher/Head of Department/Head of Year.</p> | <p>Head of Year/ Director of Key Stage/ Head of Mini School records as Level Four on SIMS .</p> <p>Head of Year/ Director of Key Stage/ Head of Mini School to write a description on SIMS/</p> <p>Head of Year/ Director of Key Stage/ Head of Mini School to email/call/meet with parents.</p> |



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| | | | <p>3rd incident/failure of Head of Year report: 1-3 day Internal/External exclusion depending upon the on severity. Parent meeting to discuss how they will maintain standards back in the classroom. Child to be put on 'SLT report card to monitor behaviour for two weeks. To report to Director or Head of Mini School at the start or end of each day.</p> <ul style="list-style-type: none"> Where there is a deliberate intent to harm another student physically - in anger or rage - the student should be removed from the classroom immediately for the remainder of the day. Student should be accompanied to the Head of Year/Director of Key Stage/ Head of Mini School by an adult or responsible student once they are calm and it is safe to do so. Alternatively call or email a member of SLT. | | | <p>Any relevant documents attached to SIMS.</p> <p>Referral to School Counsellor, where necessary.</p> |
| Five | <p>Continuation of Level Four behaviours plus:</p> <p>L5 Theft L5 Threatening behaviour towards students L5 Bullying L5 Racism L5 Continued L4 behaviours L5 Vandalism L5 Serious violence L5 Setting off the fire alarm L5 Illegal substances</p> | Five. | <p>Consequence:</p> <p>1st incident of Level Five or after steps at Level Four have been completed:</p> <ul style="list-style-type: none"> Meeting with parents and Director of Key Stage/ Head of Mini School. Student is given internal isolation for full day with Director of Key Stage/ Head of Mini School. Further sanctions at the discretion of the Director of Key Stage/ Head of Mini School. <p>2nd incident – external/internal suspension –</p> | Restorative conversation with affected parties. | Parents called and asked to come to school immediately. Head of Year/SLT. | <p>Head of Year/ Director of Key Stage/ Head of Mini School records as Level Five on SIMS.</p> <p>Any relevant documents attached to SIMS.</p> <p>Immediate meeting with</p> |



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| | | <p>2 days.</p> <p>3rd incident – external/Internal suspension – 3 days.</p> <p>More than 3 incidents – External/Internal suspension and meeting with the Principal regarding enrolment in the school.</p> <p><i>These are guidelines only as external suspension and expulsion are very serious. These grounds will be dealt with by Director of Key Stage/ Head of Mini School/Principal on a case-by-case basis.</i></p> <p><i>Where there is a deliberate intent to harm another student physically, in anger or rage, the child should be removed from the classroom immediately for the remainder of the day. Student should be accompanied to the Director of Key Stage/ Head of Mini School by an adult or responsible student once they are calm and it is safe to do so. Alternatively call or email a member of SLT.</i></p> | | | <p>Director of Key Stage/ Head of Mini School/Principal.</p> <p>Referral to School Counsellor, where necessary.</p> |
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