

NEWPORT GIRLS' HIGH SCHOOL ACADEMY TRUST



BEHAVIOUR AND REWARDS POLICY

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Aims

This policy aims to:

- Provide a **consistent approach** to behaviour and rewards management across the school
- **Define** what we consider to be unacceptable behaviour
- Outline **how students are expected to behave** and how we are going to reward the students who always do
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour and rewards management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

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

In addition, this policy is based on:

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

Statement of principle

All students are entitled to a safe, secure environment which is conducive to effective learning. Good behaviour underpins the success of a school and we expect all students to demonstrate high standards of behaviour at all times. We recognise that some students experience difficulties and we will do all we can to support them but every student is expected to do their very best. All incidents of unacceptable behaviour will be dealt with in a fair and appropriate way. We will also reward and recognise positive behaviour and achievement. A successful school incorporates the support of all parents and carers in its behaviour strategy and at NGHS this must always be our aim.

Definitions

Our Home/School Agreement sets out our expectations for students, parents/carers and the school. It outlines how the three parties need to work together to ensure success for all of our young people. We ask that parents/carers sign this agreement to indicate their willingness to work with the school and their child to manage the best outcome for the future.

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspect has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Teachers may discipline students for:

Misbehaviour when the student is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at our school

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

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

Bullying

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

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

Our full and detailed approach to preventing and addressing bullying is found in our anti-bullying policy.

Roles and Responsibilities

The Governing Body

The governing body is responsible for reviewing and approving the behaviour and rewards policy in conjunction with the headteacher as well as monitoring the policy's effectiveness.

The Headteacher

The Headteacher is responsible for reviewing this behaviour and rewards policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure that rewards and sanctions are applied consistently.

Staff

All staff are responsible for:

- Implementing the behaviour and rewards policy consistently
- Modelling positive behaviour
- Providing a personalised approach to specific behavioural needs of particular students (on the briefing advice of Heads of Year and SENDCO)
- Recording behaviour and house points on SIMS

Depending on the nature of the behaviour incident, **Heads of Faculty, Heads of Year and the Senior Leadership Team** will support staff in responding to behaviour incidents.

Form Tutor

Form time and the contact between the form group and the Form Tutor are very important elements of the school day. It is here that an effective Form Tutor sets the tone for the day:

- Establish the high standard of form conduct and behaviour expected of students which we expect to continue throughout the day
- Apart from routine administrative matters there should be interaction between the Form Tutor and students, developing the group's identity and cohesion, catching up on form's news and matters relating to the students' academic progress, their behaviour, patterns of attendance and punctuality, using the student planner

The Form Tutor is the first and often most important link between students and other members of staff and he / she should therefore feel confident about this role in order to support and motivate the students in the group.

Form Time Structure:

Morning registration sets the tone for the day, consider:

- Addressing the issue of late comers
- Enforcing positive behaviour on a daily basis and rewarding this
- Carrying out equipment, planner, uniform and appearance check
- Encouraging good attendance and challenging unknown absences

USE OF FORM TIME

	Austen		Roddam		Seacole	
	AM	PM	AM	PM	AM	PM
Monday	Briefing Messages / Planner checks Or Indp Study Check & Briefing Msg (KS5)	UNIFORM CHECK MONDAY	Briefing Messages / Planner checks Or Indp Study Check & Briefing Msg (KS5)	UNIFORM CHECK MONDAY	Briefing Messages / Planner checks Or Indp Study Check & Briefing Msg (KS5)	UNIFORM CHECK MONDAY
Tuesday	Form time activity (topical or Picture News story) or Year Group Meeting	HOUSE POINT TUESDAY	Form time activity (topical or Picture News story) or Year Group Meeting	HOUSE POINT TUESDAY	Form time activity (topical or Picture News story) or Year Group Meeting	HOUSE POINT TUESDAY
Wednesday	House Meeting	WELLBEING WEDNESDAY / TIPS FOR SUCCESS (KS5)	Reading Morning or TED Talks (KS5)	WELLBEING WEDNESDAY / TIPS FOR SUCCESS (KS5)	Reading Morning or TED Talks (KS5)	WELLBEING WEDNESDAY / TIPS FOR SUCCESS (KS5)

Thursday	Reading Morning or TED Talks (KS5)	BEHAVIOUR MONITORING THURSDAY	House Meeting	BEHAVIOUR MONITORING THURSDAY	House Meeting	BEHAVIOUR MONITORING THURSDAY
Friday	Whole School Assembly	FUN FRIDAY	Whole School Assembly	FUN FRIDAY	Whole School Assembly	FUN FRIDAY

Parents / Carers

Parents / carers are expected to:

- Support their child in adhering to the student section of the home-school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

The student Home-School Agreement

Students are expected to:

- Arrive each day ready to do the best I can at all times.
- Attend school regularly and punctually.
- Bring all the equipment I need every day.
- Wear the correct school uniform and be tidy in appearance.
- Do all my classwork and homework on time and to the very best of my ability.
- Be polite and helpful to others.
- Treat others in the way I would wish to be treated myself.
- Show respect for the school environment by playing my part in keeping it safe, clean and tidy.
- Listen to and follow instructions from all staff straight away.
- Actively engage with my learning, respond to teachers' feedback and seek out opportunities to extend my learning.
- Behave in a way which shows I am proud to be a member of our schools' community, both inside and outside of school.
- Follow the NGHS ethos and values.
- Keep my family informed about general school matters and my progress.
- Speak to staff about concerns or problems that may affect my work.

Rewards and Sanctions

This school aims to ensure that a consistent approach to managing rewards and sanctions is adopted by all in school. Full details of the rewards and sanctions will follow but a summary list is included below for information.

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points being awarded on SIMS
- Letters or phone calls home to parents / carers
- Recognising student of the half term in each subject area
- Special recognition in the achievement awards assembly
- Special recognition in the Presentation Event

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class

- Behaviour points being logged on SIMS
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- The setting of written tasks as punishments, such as writing lines or an essay
- Loss of privileges
- Referring the student to Head of Faculty, Head of Year or the Senior Leadership Team
- Letters or phone calls home to parents
- School based community service
- The implementation of a behaviour contract
- Putting a student on a behaviour management report
- Temporary or permanent exclusion

Rewards System

This system is tied into the house point system through SIMS. Students will be rewarded through their accumulation of house points over each half term based on what is added to the school SIMS system by members of staff.

Students receive house points from their **subject teacher** in lessons for academic achievement, this could be for the following:

- Classwork
- Homework
- Participation in the lesson
- Effort
- Overcoming a challenge
- Making a valuable contribution
- A Thank You Friday house point

From their **form tutor** in form times for extra-curricular achievement, this could be for the following:

- Participation in a house assembly
- Going above and beyond to help their form / house
- Effective use of the student planner
- A Thank You Friday house point

Extra-curricular house points are also awarded from the **House Co-ordinator** by contributing to our school community through:

- Participation in clubs
- Participation in house events
- Participation in the PTA link team
- Support in other school events

By the **Assistant Headteacher** following each data round for academic achievement, this could be for the following:

- Making significant progress between data rounds
- Achieving all on or above targets and comments on a data round

By the **Assistant Headteacher** for displaying positive behaviour for by:

- Receiving no behaviour points during a half term

By the **Assistant Headteacher** for attendance by:

- Achieving above 97% attendance at the end of each month

Rewards Table

Level	Examples	Response should include the following	Staff responsible for reward	Year Group
FORM TUTOR	HOY will produce half termly house point reports which will be passed to FT at the beginning of Rewards Week	FT's should then issue the appropriate HP stickers to students for their planner	HOY to provide information, FT to issue the stickers during reward week.	Years 7 – 11
	Thank You Friday HP awarded fortnightly	Completing the slip or emailing K. Moore	All staff	Years 7 – 13
	Sharing HP reports with their form once a week so that students are aware of how many they have during PM registration session.	Students being aware of how their HP total on a weekly basis	FT / KJ	Years 7 - 11
HEADS OF YEAR	HOY will deliver half termly assembly during Rewards Week	Issue 50, 100, 150 HP stickers for planner from the HOY during the assembly 50 HP prize = pen 100 HP prize = badge Awards for the top 3 in each year group for that half term with a bronze, silver or gold certificate and prize awarded. Show the inter form table and award the trophy to the FC Draw a raffle with 3 lucky dip prizes (for every 10 HP's names will be put into the draw).	Assistant Headteacher / HOY	Years 7 - 13

ASSISTANT HEAD	End of year report for highest number of HP's overall	Bronze, silver and gold certificates and badges awarded to top 3 in each year group	HC / FD	Years 7 - 13
	Thank You Friday Awards	Send postcard to student and family of winners of Thank You Friday HP's. Monitor how many times each student receives this award.		
	Student of the Half Term Awards	Display this on a noticeboard in school / add HP to the system for these students / Inform parents of this through the newsletter		
HEADTEACHER	Termly house point cup awarded in the end of term assembly	MJS to award the trophy	MJS	Houses

Incidents and Sanctions Table

LEVEL I (1 BEHAVIOUR POINT BP INCIDENTS)				
Staff Member	Types of Behaviour	Behaviour Examples	Response Sanction may include one or more of the following	Staff responsible for sanctions
IT TEAM	Failure to log off school laptop / PC	E.g returning school laptops without logging them off	Behaviour Point added to the system	IT Team Head of Year
	School equipment returned in unacceptable condition	E.g. Returning any item of IT equipment such as laptop, camera or iPad in an unacceptable condition		
	Failure to return school equipment	E.g. Borrowing a camera, laptop or ipad and not returning it once it has been used.		

	Inappropriate internet searches on school devices	E.g. during lessons or social times making searches that do not support the curriculum		
SUBJECT TEACHER	Inadequate / Lack of classwork	E.g. Work during the lesson is not complete	<p>FIRST INCIDENT All subject staff should provide students with one warning for the first infringement, but keep a note of this in staff planners and make some classroom management changes to deal with the behaviour.</p> <ul style="list-style-type: none"> • Move seat temporarily • Confiscation <p>SECOND INCIDENT The second occurrence should go onto SIMS as a behaviour point, plus a verbal sanction should be provided and / or a consequence is needed. A sticker should be put into the student planner to show that a BP has been issued.</p> <p>THIRD INCIDENT If the behaviour is repeated, this should be sanctioned by a further BP and a lunchtime detention by the subject teacher which should include a comment on CPOMS and a note in planner to parents</p> <p>REPEATED INCIDENTS If the behaviour is repeated this should continue to be logged on SIMS as a BP and should be escalated to HoF except in the * cases where it can be escalated to FT and / HOY as needed who will contact parents / carers about concerns.</p>	<p>Class Teacher</p> <p>Head of Faculty</p> <p>* Form Tutor</p> <p>* Head of Year</p>
	Inadequate / Lack of homework	E.g. Homework that was set is not complete		
	Inappropriate behaviour	E.g. not following instructions		
	Inappropriate behaviour – eating / chewing gum	E.g. eating or chewing gum in a lesson		
	Lack of equipment/books for lessons	E.g. Attending a lesson without all necessary equipment		
	Inappropriate absence / lateness *	E.g. arriving late with no reason for this, extending the time it takes to return from a music lesson or not returning to the lesson		
	Missing of deadlines	E.g. Failing to meet a deadline for a piece of work		
	Lack of/inappropriate uniform *	E.g. inappropriate jewellery, rolled up blazer sleeves, skirt length too short		
	Vandalism of school property *	E.g. Graffiti on workbook, small damage to equipment		
	Lack of/inappropriate use of equipment	E.g. not using the equipment correctly		
	Disruption to learning of other in class	E.g. talking or distracting others, slowing down the pace of the lesson		
Copying/cheating classwork/homework	E.g. copying homework from a friend			
FORM TUTOR	Inappropriate behaviour	E.g. not following instructions, not following the rules, being unpleasant or unkind to others	<p>FIRST INCIDENT All subject staff should provide students with one warning for the first infringement, but keep a note of this in staff planners and make some classroom management changes to deal with the behaviour.</p> <ul style="list-style-type: none"> • Move seat temporarily 	<p>Form Tutor</p> <p>Head of Year</p>
	Inappropriate behaviour – eating / chewing gum	E.g. eating or chewing gum in a social or form time		

	Inappropriate absence / lateness	E.g. arriving late with no reason for this, extending the time it takes to return from a music lesson or not returning to the lesson	<ul style="list-style-type: none"> • Confiscation <p>SECOND INCIDENT The second occurrence should go onto SIMS as a behaviour, plus a verbal sanction should be provided and / or a consequence is needed. A sticker should be put into the student planner to show that a BP has been issued.</p> <p>THIRD INCIDENT If the behaviour is repeated, this should be sanctioned by a further BP and a lunchtime detention by the subject teacher which should include a comment on CPOMS and a note in planner to parents</p> <p>REPEATED INCIDENTS If the behaviour is repeated this should continue to be logged on SIMS as a BP, but should be escalated to the HOY for support.</p>	
	Lack of/inappropriate uniform	E.g. inappropriate jewellery, rolled up blazer sleeves, skirt length too short		
	Vandalism of school property	E.g. Graffiti on workbook, small damage to equipment		
	Planner not signed	Planner not signed by student to parent / carer on weekly check		
	Sight of/use of mobile phones in class (follow mobile phone policy)	Using mobile phone in school without staff permission		

LEVEL 2 (5 BEHAVIOUR POINT BP INCIDENTS)

HEAD OF YEAR	Persistent infringement at LI	Repeated infringements at level 1, with appropriate interventions as above, no improvement is shown	<ul style="list-style-type: none"> • Consultation with Form Tutor • Contact parents by HOY • Confiscation of mobile phone • Close monitoring via 'Getting back on track' • Lunchtime detention • Letter home and after school detention • Withdrawal of privileges • Community service • Internal social exclusion • Behaviour plan monitored by HOY 	Head of Year
	Inappropriate language to one another	E.g. using language towards each other which is unpleasant / unkind / banter or using language that is derogatory, offensive or discriminatory generally		
	Disruptive behaviour out of lessons	E.g. behaviour against our policy which happens at break, lunchtime or when travelling to and from school		
	Inappropriate internet use / inappropriate online behaviour	E.g. inappropriate online behaviour either in or out of school that affects self and / others in the school community		
	Inappropriate use of mobile phone / social networking sights	E.g. using mobile phones in school at break or lunchtime, without teachers permission		
	Bullying (including cyberbullying)	Please see anti-bullying policy for more details		

	Rudeness to peers/members of staff, back chatter, insubordination, defiance, lying	E.g. answering back to staff or challenging their decisions inappropriately, using tone and language inappropriate for a member of staff		
	Graffiti/vandalism	E.g. Serious damage to school property		
	Deliberate disregard for health and safety	E.g. not following clear safety instructions during lessons or evacuations		
	Serious / Repeated breach of uniform code	E.g. inappropriate hair colour, piercings		
	Deliberate injury to another student	E.g. slapping, hitting, tripping up		
LEVEL 3 (10 BEHAVIOUR POINT BP INCIDENTS)				
ASSISTANT HEADTEACHER	Persistent infringement at L2	Repeated infringements at level 2, with appropriate interventions as above, no improvement is shown	<ul style="list-style-type: none"> • Parents informed by phone and / or letter • Formal meeting with parents (HOY/HC/FT) • School detention 1 hour • Community service • Withdrawal of privileges e.g. study leave • Learning withdrawal • Internal social exclusion (1,3,5 days) • Behaviour Plan monitored by Assistant Head P/HOY 	SLT & HOY
	Bullying (repeated issue) including cyber bullying	E.g. Student has been dealt with in line with anti-bullying policy and the behaviour persists		
	Truancy from lessons / leaving school without permission	E.g. Choosing not to attend lesson with no reason or not following school systems. Walking out of school without permission		
	Copying/cheating in examinations	E.g. plagiarism, sharing of exam content / questions in internal examination		
	Inappropriate use of mobile phone/social networking sites	E.g. involving other students, unpleasant or unkind comments being used		
	Serious breach of uniform code	E.g. Refusal to follow the uniform policy		
	Online Safety / Sexting Incident	E.g. Serious online safety (giving away personal details, meeting someone you don't know) or the sending, possession or receiving of nude images.		
LEVEL 4 (15 BEHAVIOUR POINT BP INCIDENTS)				
HEAD	Persistent infringement at L3	Repeated infringements at level 3, with appropriate interventions as above, no improvement is shown	<ul style="list-style-type: none"> • Incident Report • External exclusion (1, 2 days) 	SLT Head Teacher

Stealing of items	E.g. stealing something that belongs to another student / staff member	<ul style="list-style-type: none"> • Formal meeting with parents, Governors and Headteacher • Pastoral Support Programme (for two or more external exclusions. Work sent home) • Formal meeting with the parents and Governors' Discipline Panel for a permanent exclusion. • Referral to the Police/outside agencies (TAW). • External exclusion (3, 4, 5 days) • Formal meeting with the parents and Governors' Discipline Panel for a permanent exclusion. • Referral to the Police/outside agencies. 	Governors
Possession of illegal substances/materials or possession of any prohibited items	E.g. Please see the list in the definitions section above for further details		
Possession of a dangerous item	E.g. Please see the list in the definitions section above for further details		
Persistent bullying (or cyberbullying)	E.g. Student has been dealt with in line with anti-bullying policy and the behaviour persists		
Inappropriate sexual behaviour	E.g. unwanted sexual contact, comments or remarks		
Fighting	E.g. hitting, kicking, spitting		
Smoking/drinking	E.g. bringing onto the premises or consuming alcohol or smoking		
Setting off fire alarm	E.g. intentionally setting off the fire alarm		
Truancy from school	E.g. truancy from school for the entire day / half a day		
Deliberate breach of network security	E.g.		
Bringing to school items which could cause harm/damage to self or others	E.g. Please see the list in the definitions section above for further details		
Bringing school into disrepute/damaging its reputation.	E.g. Completing an illegal activity while on the school site, in the school uniform		
Physical/verbal abuse of staff or students	E.g. Please see child protection policy for definitions of abuse		
Threatening of staff or students or malicious accusations against school staff	E.g. threatening a member of staff verbally or making malicious accusations: directly or indirectly		
Racist incidents/abuse	E.g. any form of racist comment or remark towards another student or member of staff		

	Homophobic incidents	E.g. any form of homophobic comment or remark towards another student or member of staff		
	Supply of illegal substances	E.g. Please see the list in the definitions section above for further details		
	Possession of pornography	E.g. Being in possession of pornographic material and / or making others watch this		

How do we get consistency of implementation?

- All staff consistently following the incidents / sanctions and rewards tables in registration, in assemblies and in lessons
- Staff support to deliver consistency in the corridors

How will we communicate the policy to everyone?

- Policy shared with staff annually on the staff PD Day
- Form tutors sharing this policy with students during the first week back in September
- Home-School Agreement to be signed by parent / carer, student and form teacher in the first week back in September
- Summary shared with parents in the first Newport News in September

How do we know it is understood and accepted?

- Data tracking by Heads of Year and Assistant Headteacher to demonstrate improvement in behaviour (less behaviour points, more house points being added to the SIMS system)
- Calm environment around the building which is supported by the duty teams
- Use of student feedback from student council about consistency of approach to following this policy
- Behaviour being a standing item on pastoral teams and curriculum teams' meetings
- Classroom teachers to maintain a consistent approach to classroom management

How do we get consistency of implementation of uniform policy

- Parents / carers and students being clear on what is expected (website / policies)
- Uniform check every lesson and in tutorial session

Off-Site Behaviour

Further details about this can be found in the school trips student behaviour policy, but sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, sports fixture or on the bus on the way to or from school.

Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour Management

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the home-school agreement on their classroom boards
- Develop a positive relationship with the students, which may include:
 - Greeting students in the morning / at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlight and promote good behaviour
 - Conclude the lesson positively and start the next lesson afresh
 - Have a plan for dealing with low-level disruption
 - Use positive reinforcement

Follow student progress or student behaviour management plan (see Appendix 1) if concerns persist and refer to the appropriate Head of Faculty or Head of Year at the end of this process.

Use of Detentions

Detentions can be used as one of the sanctions for level 1 and / or 2 incidents. Lunchtime detentions can be arranged by subject staff and / or Form Tutors and should be noted both in the student planner and on SIMS. After school detentions are for more serious incidents and are arranged by Heads of Faculty, Heads of Year and / or the Senior Leadership Team and we would give parents at least twenty-four hours' notice including a written follow up to allow transport arrangements to be made.

The system of detentions

- Step 1 Class teacher issues initial detention and records in student planner and SIMS
- Step 2 Failure to attend class teacher detention - a student will attend a Faculty Detention at lunchtime. The Head of Faculty will notify the relevant Head of Year who will make a decision about informing the parents / carers of this detention.
- Step 3 If an incident is serious enough to warrant an after school detention then notice must be given and this will be communicated to parents/carers by the Pastoral team. School detentions are supervised by the one of the heads of year.

Classroom Removal

If, on the rare occasions that a classroom teacher feels that a student needs to be taken out of class temporarily due to their behaviour, then the Head of Year or head teacher must be alerted and they will arrange removal of the student.

Some examples of this level of disruption are:

- Abuse of staff
- Abuse of fellow students
- Racial harassment
- Illegal substances
- Criminal damage
- Physical assault
- Dangerous behaviour / self-harm
- Repeated disruption of other students learning
- Repeated refusal to follow instructions

Physical Restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

Confiscation

Any prohibited items (listed in the Definitions Section) found in a student's possessions will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to schools' discipline. This could include:

- Mobile phones
- Jewellery not permitted on the uniform policy
- Badges / other items not permitted on the uniform policy

These items will be returned to students but will be recorded on our behaviour management system (please see information contained within the mobile phone policy about collection of confiscated mobile phones).

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

Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's special education needs coordinator (SENDCO, Mrs A Benoit) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Should a student's behaviour impact on their own learning progress or that of others, they may be placed on:

- A 'getting back on track' programme
- Individual mentoring
- Pastoral support plan

In each case, we welcome the involvement of parents/carers in helping their child review their behaviour and approach to learning. Our focus is to work with each student to help them show the appropriate behaviour for learning at all times, thereby becoming confident and independent young people.

Training

Our staff are provided with annual training updates on managing behaviour, behaviour expectations and consistent following of our school policy as part of the new school year induction process. Behaviour management will also form part of CPD by being a standing agenda point on all pastoral team meetings.

Monitoring Arrangements

This behaviour and rewards policy will be reviewed by the Headteacher (Mr M J Scott) and the chair of Governors (Mr E Lewis) every August. At each review, the policy will be approved by the Headteacher.

Links with other policies

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Mobile Phone Policy
- School Trips Student Behaviour Policy
- Uniform Policy

APPENDIX I

Behaviour Intervention Record for use by subject teachers, form tutors and Heads of Year for during a detention

NAME:

FORM:

DATE OF DETENTION:

What have you been given behaviour points for?

Why did you end up in a situation where you received behaviour points ie why did you forget books, not complete homework etc.

What actions have you already taken to improve the situation and prevent further behaviour points? What impact have these actions had?

What other actions might help you to improve in this area? (think about how and when you do your homework, pack your bag etc., support at home, distractions, support at school)

ACTION PLAN: 3 ACTIONS THAT YOU WILL TAKE TO ENSURE THAT YOU DO NOT RECEIVE FURTHER POINTS

APPENDIX 2

STUDENT BEHAVIOUR MANAGEMENT STRATEGY



CLASSROOM

Initial Behaviour Issue

Moved Seats

Consequences

Spoken to Individually

Detention/Time Back

Parental Contact

Other (please specify)

.....

.....

.....

1

2

FORM TUTOR INTERVENTION

Further Intervention

Parental Contact

Form Time Support

Other (please specify)

.....

3

HEAD OF YEAR

Continuous Persistent Behaviour Issue

Getting Back on Track programme

Parental Contact

Inform Head of Year

.....

ASSISTANT HEAD

SLT link Involvement

Observation/Mentoring

Parental Contact

.....

4

**STUDENT BEHAVIOUR
MANAGEMENT STRATEGY**

NAME: TEACHER: CLASS:

STUDENT PROGRESS INTERVENTION PLAN

CLASS TEACHER

- Individualised Targets
- Guided Learning
- Additional Sessions
- Targeted Starters
- Pair with Lead Learner
- Targeted Homework
- Targeted Internet Resources
- Seating Plan
- Team/Class Targets
- Other (please specify)
-
-

FACULTY MENTORING AND ADVICE

- Departmental Mentor
- Seek Advice about Student
- Seek Advice for Staff
- Student Mentor
- Parental Contact
-

DEPARTMENT INTERVENTIONS

- Extractions within Classroom
- Recommendation for 1:1
- Tutor/Pastoral Support
- Parental Contact
-



1

2

ADDITIONAL SUPPORT

- Additional Revision Sessions:
- Lunch time
- Parental Contact
-

3

4

STUDENT PROGRESS INTERVENTION PLAN

NAME: TEACHER: CLASS: