



September

2017

Positive
Relations
Policy



AIMS

We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to:-

PREPARE for adult life in a happy, caring and purposeful environment

ACHIEVE their full potential regardless of individual need

CCARE for everyone and encourage respect and tolerance

ENJOY education and rejoice in success



Moving Forward Together

Our Approach to Pastoral Leadership at The Whitby High School

Our purposes: What we are here for

- To build for a framework to provide care and support for all students to ensure their personal development and academic progress
- To support and guide staff to ensure a consistent approach to achieve the best possible outcomes for students
- To ensure students are treated fairly and recognise boundaries to allow them to make a positive contribution to the school and the community
- To articulate clearly and regularly school aims and priorities

Our values: What really matters to us

- All students feel safe, happy and supported in a welcoming learning environment
- All students are treated fairly and consistently
- All students are striving to achieve and exceed expectations
- All students and staff enjoy their lives in school
- All strive to celebrate success
- Respect is central to our work
- We have an effective and appropriate exchange of information

Our success criteria

- Students are happy (student voice, parent feedback, assemblies, House competitions, community contributions)
- Students are achieving (progress data, targets, effort grades, attendance data, behaviour data)
- Students and staff are supported (student voice, staff feedback)
- The pastoral team does its work with consistency, fairness, respect (pastoral team reviews)

Other policies which are related to this policy

- Anti-Bullying and Discrimination Policy

- Use of Reasonable Force Policy
- Child Protection and Safeguarding Policy

Introduction

Effective behaviour management and strong relationships, based upon mutual respect, are the cornerstones of successful schools. This policy is designed to provide a framework to achieve these ends. It has been developed in unison with all the major stakeholders at The Whitby High School. The policy is based on the principles of 'Positive Discipline'. It is our belief that good conduct should be rewarded, but conduct which falls below expectation will incur a sanction. A clear set of sanctions is in place and this is adhered to steadfastly. This includes the use of fixed-term and permanent exclusion from school.

Behaviour and rewards policies could be regarded as 'two halves of the same walnut'. It is essential that staff are able to teach and promote learning without interruption or harassment in a safe and purposeful environment. Staff must have a range of options and support available to them when dealing with challenging behaviour. However, it is important to recognise the role that rewards and fostering a positive attitude towards learning have in effective behaviour management.

Staff at The Whitby High School are united in the belief that it is our duty to keep all students safe, happy and able to learn in a supportive, inclusive environment, where everybody's talents are nurtured. We believe in the importance of encouraging students to behave in a caring, co-operative, self-disciplined and tolerant manner as we prepare them for the future.

The aims of the policy

- To provide a framework to ensure consistent practice across the school
- To foster a culture of rewards in the school
- To provide clear and simple procedures for staff to follow and students to understand
- To adopt a non-confrontational approach to disciplinary issues
- To determine clear roles and responsibilities for staff in school behaviour management
- To ensure students understand their rights and responsibilities in school

The underlying principles of the policy

- Consistency
- Fairness
- Clarity
- Simplicity
- Visibility
- Ownership
- Non-confrontation
- Diagnosis of behavioural problems and support for students

Rights and responsibilities

These rights underpin the policy:

- To learn or teach in a calm, safe environment free from disruption
- To be respected and spoken to accordingly

- To be safe around the site at all times
- To be free from harassment or discrimination due to skin colour, religion, gender, sexuality or family status

We all have a responsibility to ensure these rights are respected at all times
The Rewards System

Key Stages 3 - 5

All students in the school will be awarded 'House Points'. These are issued electronically for good homework, displaying a good attitude in class and involvement in 'extra activities' such as school events. They should also be awarded for improvement, in order to encourage this to be sustained. House Points should **not** be awarded for producing work or behaviour in line with expectations. Awarding House Points is vital, in order to develop a culture of praise amongst students of all year groups, from Year 7 to Year 13.

Staff will issue House Points electronically, using SIMs. Students will receive points for 'Achievement' (House Points) and 'Behaviour'. When 'Behaviour' points are subtracted from 'Achievement' points, students are left with 'Conduct' points. This allows form tutors to monitor student progress on a weekly basis. 'Achievement' points will determine the rewards that students receive, so for example as soon as a student reaches 150 House Points, he or she will receive a 'Bronze' award regardless of how many 'Behaviour' points accrued. 'Conduct' points will determine attendance on trips and the end of Year 11 prom.

In line with the school's marking policy, staff should indicate that a House Point has been awarded (by simply adding an 'R' to marked work or 'R2' if more than one House Point is being issued) and then the student can make a note of this in their planner. Tutors need to notify House staff about those students who are eligible for awards.

Students do not carry House Points over as they go through the school – every year is a 'fresh start'. However, those who are close to the threshold may be rewarded on a discretionary basis.

Please see 'Appendix 1' for a more details about rewards.

The 'Insight' system

All parents/carers will receive a username and password for the school's electronic 'Insight' system. This allows access to day-to-day information, such as attendance, behavioural incidents and rewards. It is really important that this is monitored regularly by parents and carers.

Achievement mornings and assemblies

There will be a weekly focus on achievement on a Monday morning across the school. Extra points will be awarded for those students who achieve 100% attendance and punctuality. At the end of every half-term, there will be a House celebration assembly which focuses on student achievement both in and out of school. Tutors should use these mornings to track and notify Houses about awards due.

6th Form Rewards

It is vital that 6th form students are rewarded for good work. A range of prizes are available for those students who consistently produce good work.

Awards assemblies

Special assemblies are held at the end of each academic year to celebrate student success in subject areas. Awards are presented for 'Character', 'Resilience' and 100% attendance.

Behaviour Management

Recording 'Attitude to Learning' and behavioural incidents

Teachers will grade students on their 'attitude to learning' every lesson on a scale of 1-5 (1 being the best). This is done through the SIMs system, as is recording behavioural incidents. Separate guidance is issued to staff on using both of these procedures. E-mails should only be used for information purposes. Parents will be able to view these grades through the 'Insight' system.

5 'Golden Rules'

These underpin the policy and are displayed in all classrooms on the consequence chart:

- Follow instructions
- Be on time
- Have the correct equipment for class
- Behave sensibly and responsibly
- Respect others and yourself

The Classroom Consequence System

The whole system is based on students making the right '**choices**'. If students choose to misbehave and disrupt lessons, the following '**Consequence System**' needs to be followed (the chart is in 'student speak'):

Consequence	Action taken
1	<ul style="list-style-type: none">• The teacher will give you two opportunities to make the right choice and correct your behaviour• The teacher may choose to move you in class
2	<ul style="list-style-type: none">• You may be asked to leave the room for 'time out' (maximum 5 minutes)• The teacher may choose to issue a further consequence at this stage (warning about conduct or detention)
3	<ul style="list-style-type: none">• You will be removed from class to work with a 'good neighbour'• Further consequences may be issued• The Head of Department/Senior Curriculum will be informed
4	<ul style="list-style-type: none">• Referral to the Head of Department/Senior Curriculum Leader• An after-school detention will be set• You may be placed on subject report• Referral to the member of the Senior Leadership Team (SLT) 'on call'• You may be placed in the Isolation Room

It is essential that staff use consistent language to be clear to students about the consequences of their actions. Emphasise that students are making 'choices' and should they choose not to follow instructions/requests, they are choosing to move to the next stage.

Should the strategy at each stage fail, move to the next stage. So, for example, if a student is still behaving inappropriately even when they are working with a 'good neighbour' (Stage 3), move to Stage 4.

Very serious incidents, such as foul and abusive language towards staff or violence, will be referred straight to the member of SLT 'on call', via Pupil Services, by the teacher. Staff in an isolated room with no other support nearby can also seek SLT assistance through Pupil Services. If there is no phone available, please send a reliable student.

The 'good neighbour' system

All Senior Curriculum Leaders and Heads of Department need to have a 'good neighbour' system in place. For each period, staff will be designated to accommodate students who are proving to be un-co-operative and require 'time-out' from the regular class. A timetable will be available on each teacher's desk. This step should be used for persistent low-level disruption. A detention will also be issued if this facility is used. Staff could arrange to use the 'good neighbour' scheme in advance of a lesson. This would be a short-term measure. Isolated departments will need to make 'local agreements'.

SLT 'on call'

All members of SLT will have allocated 'on-call' periods in their non-contact time. Meetings should be avoided during this period as the designated member of staff needs to be contactable. The 'on-call' system is for emergencies only and should only be used by Senior Curriculum Leaders or House staff, once all other options have been exhausted. These staff will contact **Pupil Services**, who will in turn contact SLT. Pupil Services will manage 'on call' requests - teaching staff do not send for 'on call' unless it's an emergency (violence/foul language) or they are in an isolated room with no other support nearby.

Persistent disruption

Staff should deal with persistently disruptive students in the following way:

- Record all incidents on SIMs and pass on information to the relevant House
- Issue detentions which increase in length
- Liaise with House staff, who may be aware of wider issues, before phoning home
- Refer to the Head of Department and the Senior Curriculum Leader
- Place on subject/faculty report
- Refer to the House system if the above fails
- The Behaviour Improvement Group may become involved
- Referral to Learning Support for testing, if not done previously

Detentions

- This is the most common sanction used in school and it is vital that students attend them.
- **Students can be detained in school for up to 30 minutes without prior notice** (we will endeavour to make home contact).
- Detentions vary in length: 30 minutes (classroom teacher/support staff), 40 minutes (House or Senior Curriculum Leader), 50 minutes (SLT) or 90 minutes (Headteacher).

- Detentions can be done at break, lunch or after school. If a lunchtime detention is set, staff must ensure students have time to eat or bring a packed lunch to school.
- Ensure the detention is recorded on SIMs with the appropriate number of Behaviour Points.
- Staff issue a detention by filling in the appropriate part of the student planner. It is expected that parents/carers will sign to acknowledge this. If the planner is not signed, the student must still serve the detention. Staff need to exercise professional judgement here, particularly in the winter months.
- The ownership of the issue for which the detention has been set lies with the member of staff. In order to have the maximum impact, it is important that staff take every step to ensure the detention is served. This includes requesting collection of the student (via the school system) and contacting parents/carers.
- If staff require support over a detention matter, they should initially go through their Head of Department or SCL. This should only be done when the avenues stated previously have been exhausted.
- Should the Head of Department or SCL require support, they should go through SLT.
- As soon as a detention is issued, it is the student's responsibility to inform parents/carers about the detention. Staff may wish to exercise discretion here and make contact with the parents/carers of certain students.
- **Detention notification is designed to inform parents/carers about detentions, not seek approval.**
- Tutors will detain members of their form group who were late or displayed a poor 'attitude to learning' (through daily scores in lessons) without notice after school.
- Should parents/carers have a concern about a detention which has been set, they may contact the school. **However, the school's decision on the matter will be final.**

What if students fail to attend detentions?

- Staff can inform respective Houses before **lunch** on the day of the detention and collection of students will be arranged. This avoids the issue of failing to attend.
- If students do fail to attend, it is important to check if they were in school on the day the detention was due to be served. Staff then need to re-issue the detention. The length of the detention **may** be increased - this is discretionary.
- The next step is to involve the relevant Head of Department or SCL. The HoD/SCL should take the necessary steps to ensure the student attends (collection/parental phone calls and meetings).
- If the issue is still unresolved, the HoD/SCL may seek SLT support over the matter and the student will be placed in the SLT detention.
- **Refusal** to attend detentions will result in immediate placement in the Isolation Room.
- Persistent refusal to attend detentions will result in a fixed-term exclusion.

Senior Leadership Team detentions (50 minutes in length)

- These run twice a week after school and are issued by the Deputy Headteacher.
- Only SLT and middle leaders can refer students to these detentions, **once all other avenues have been exhausted.**
- Failure to attend these detentions will lead to placement in the Isolation Room and an extra detention set for the same day.

Headteacher detention

- House staff may refer students who have caused significant behavioural problems to this detention. It takes place every Friday between 3.10 pm and 4.40 pm.

The House Card

Every student is issued with a House Card, which they must carry at all times. The House Card also acts as a 'standards card'. Staff will sign House Cards for good conduct and those students accruing three signatures will get extra rewards. However, should a student be wearing incorrect uniform or behaving inappropriately between lessons in the school building, a member of staff may ask the student for their House Card and sign it. After the third signature, the card will be confiscated, a new one issued and a House detention set. We also run prize draws to reward those students who have 'clean' House Cards.

The 'Step Out' arrangement

The school has 'Step Out' agreements with Ellesmere Port Catholic High School, Helsby High School, University Church of England Academy (UCEA) and Upton High School (Chester). Under this agreement, students attend the Inclusion Rooms of the respective school as an alternative to a fixed-term exclusion. This is used for lower-level breaches of school behaviour policy, which do not merit an exclusion from school.

Exclusion

- Exclusion from school is a last resort. However, please be advised that we **ARE** an excluding school. This applies to **ALL** students, without exception. Certain types of behaviour will not be tolerated and fixed-term exclusions will be issued (see Appendix 5 for more details). Examples of behaviours students will be excluded for include using foul language towards staff, serious defiance, serious disruption and violent or threatening behaviour towards staff.
- Only House Progress Managers and SLT can initiate an exclusion from school.
- House staff are to collect all the evidence possible and see the Deputy Headteacher. Exclusions will then be sanctioned by the Headteacher or Deputy Head in their absence.
- All excluded students **must** attend a re-admission meeting with their House Progress Manager and parents/carer. There will be SLT involvement for more serious cases and those students excluded more than once in a school year. Following an exclusion, students will be placed 'on report' for at least two weeks to monitor their re-integration.
- Excluded students will require a 're-integration' session(s) with the Inclusion Manager.
- Students who are excluded for serious offences will be re-admitted by the Headteacher. Students at risk of permanent exclusion will be re-admitted in the presence of a member of the Governing Body.

The Behaviour Improvement Group (BIG)

This group comprises of the Deputy Headteacher, SENDCO, Inclusion Manager and Well-Being Co-ordinator. The school has developed capacity to do intensive work with students who are 'at risk' of exclusion. The Behaviour Improvement Group plays a vital role in identifying and implementing strategies to modify the behaviour of students who are causing concern. Strategies used include: group work, issuing Individual Behaviour Plans (IBPs) with tailored support, anger management, one-to-one mentoring and the use of behavioural specialists.

The Inclusion Department consists of three areas. The Inclusion Manager specialises in modifying behaviour and supporting students who are referred by House staff due to arising concerns. The

Study Support Room is used to support those students who have fallen behind or require more focused one-to-one support. These rooms are in addition to the Isolation Room, which is more punitive. **Please see Appendix 4 for a more detailed breakdown of reasons why students are referred to the different rooms.**

The Well-Being Co-ordinator specialises in providing emotional support for students and addressing underlying issues. This person also engages specialist outside support, such as a boys' behavioural specialist.

Students with Special Educational Needs (SEN)

The Whitby High School is a mainstream school. Please be advised that the same disciplinary code applies to ALL students, including those with SEN. School standards will not be adjusted in terms of our expectations. The 'reasonable adjustment' will come in the intervention offered to students.

The 'Staged' Behaviour System

The school has a staged system for behaviour management, which is outlined below.

Type of report	Reason	Monitored by	Timescale/Action
Uniform (White)	Poor standard of uniform in school	Tutor	One month - if no improvement move to Stage 1
Punctuality (White)	Poor punctuality (lateness)	Tutor	One month - no improvement move to Stage 1
Subject report (White)	Concerns in subject area re: homework/conduct	HoD/SCL	One month SCL to refer to House system if concerns persist
Class report Light blue	General concerns about behaviour/ progress of a class	HoD/SCL	One month - individuals named on the report to be sanctioned and/or put on an individual report card
Stage 1	General concern across the school- disengagement/ behaviour/work/ underachievement/combination of uniform and punctuality	Tutor	2-6 weeks - move to Stage 2 if no improvement
Stage 2	Following exclusion from school/no improvement after 6 weeks on Stage 1	House	2-8 weeks - move to Stage 3 if no improvement
Stage 3	Not responding to previous steps Final step before an IBP is issued	SLT line-manager	4 weeks - move to Stage 4 if no improvement Behaviour Improvement Group involvement
From Stage 3 onwards, students may be placed on a 'Behaviour Contract'. This lays out a clear set of expectations and sanctions if the contract is broken			
Stage 4 (School Action) (Red Card)	Student has moved through Stages 1 – 3 and is becoming a real concern Exclusion record building up	Deputy Headteacher and Inclusion Manager	8-16 weeks with reviews every month to 6 weeks IBP to be put in place The following may happen: Alternative placement sought Further involvement of the BIG Learning Support Involvement Other agency involvement
Stage 5 (School)	Failure to respond to the strategies implemented above	Deputy Headteacher	Ongoing IBP remains - reviewed monthly

Action +) (Red Card)	'At risk' of permanent exclusion		The following may happen: Involvement of LEA Access Team Referral to Educational Psychologist Funding bid to support student Referral to 'The Bridge Short-Stay School'
Stage 6	Failure to respond to the above Alternative to permanent exclusion	Deputy Headteacher	Ongoing Alternative provision to be sought

Please note: The actions at Stages 4 and 5 are not designed to be an exhaustive list. The school will seek advice from relevant agencies pertinent to the student in question. Many students at this stage will have a modified timetable or an alternative placement. THE GOVERNING BODY DELEGATES THE RIGHT TO REFER STUDENTS TO ALTERNATIVE PROVISION TO THE HEADTEACHER.

Permanent exclusion from school is possible at all stages

Appendix 1 – Rewards

- The main reward type is a 'House Point'
- All students start the year with 100 House Points
- Students can exchange their points at each stage for a reward
- Totals start again every year and are not carried over

Type of award	Requirement	Reward
Bronze	150 House Points	<ul style="list-style-type: none">• Certificate signed by tutor and House Progress Manager• Presentation in form time by the tutor
Silver	200 House Points	<ul style="list-style-type: none">• Certificate signed by House Progress Manager and SLT Line-Manager• Presentation in assembly
Gold	300 House Points	<ul style="list-style-type: none">• Certificate signed by House Progress Manager and Deputy Headteacher• Presentation in House assembly• Name in newsletter• A range of prizes – see separate brochure
Platinum	400 House Points	<ul style="list-style-type: none">• Certificate signed by House Progress Manager and Headteacher• Presentation in assembly by Headteacher• Name and picture in newsletter (optional)• Letter home signed by Headteacher• Entry into prize draw to win a significant prize (to be announced yearly)

Achievement mornings

Every week, form tutors will look at the performance of students in their tutor group. Extra House Points should be awarded for the following:

- 100% attendance – 2 House Points
- 100% punctuality – 2 House Points
- An additional discretionary House Point for those students tutors feel are making good progress overall (tutors should check the 'Attitude to Learning' scores in SIMs)

Appendix 2 – Roles and responsibilities in the behaviour management system

The basic premise of the school policy is that **EVERYONE** is responsible for student behaviour. This includes parents/carers and all staff. The following information outlines this:

- **Parents/carers** – support the school over disciplinary matters and put measures into place at home to enable this to happen. Attend meetings with school staff to discuss issues and be available during the day in the event of a serious incident, whereby a student needs to be collected from school.
- **The Learning Support Department** - assess students and put strategies into place to support them. Deploy Teaching Assistants (TAs) accordingly. TAs play an important role in assisting those students with behavioural problems, as well as those with learning difficulties. Any major incidents should be reported to the line-manager **and** House system.
- **The Inclusion Department – Please see Annex 4.**
- **The Well-Being Co-ordinator** - run intervention courses and put strategies into place to identify causes of misbehaviour and support students in managing their emotions.
- **Cover Supervisors** - promote effective learning and deal with low-level disruption in accordance with the school policy, such as setting detentions. Seek support from classroom teacher or subject leader for more serious misbehaviour.
- **Classroom teachers** - maintain classroom discipline in accordance with school procedures, monitor homework and set detentions accordingly. Deal with disciplinary issues as much as possible in the first instance before seeking support from the Head of Department for more serious and persistent issues.
- **Form Tutors** - monitor behaviour by checking the student planner, home liaison for low-level issues, set daily detentions for punctuality, work with the House Progress Manager to decide appropriate courses of action. **Daily equipment checks in form time.**
- **Heads of Department** - maintain discipline in the subject area, run departmental detentions and support staff as necessary. Refer serious or persistent issues to **Senior Curriculum Leader.**
- **Senior Curriculum Leaders** - maintain discipline across the faculty, support **Heads of Department**, run faculty detentions and use monitoring cards for persistent issues. **Major concerns should be referred to the House system once all avenues have been exhausted.**
- **House Progress Managers/Assistant Progress Managers** - support form tutors, monitor students who are persistently causing disruption, pick up serious issues, investigate incidents, support **Senior Curriculum Leaders** when they have exhausted all other avenues. Place students on report when necessary. Refer more serious issues to **SLT.**
- **SLT** - support House staff and Senior Curriculum Leaders, monitor challenging students in the House they line-manage, support staff across the school through the 'on call' system, refer students to the Isolation Room and Inclusion Manager as necessary, support House staff with serious issues, liaise with the LEA and other alternative education providers and inform staff and SLT colleagues of good practice and review systems regularly.
- **The Governing Body** – to provide support and challenge to the school in terms of specific cases, policies and record keeping.

All staff must adopt a non-confrontational approach to discipline

All staff must uphold the school rules and adhere strictly to the system

Appendix 3 - Basic classroom routines

Form time

This is arguably the most important part of the day. A purposeful form period will put students in the right frame of mind for the school day. Entry and exit protocol is the same as for lessons (outlined below). Check uniform daily, especially hair, footwear and jewellery.

Equipment and the planner

As the form tutor is the first point of contact for a student in a school day, they must carry out equipment checks on non-assembly days. It is expected that students will come equipped to learn. Students must have a pen, pencil and ruler, as well as their **planner**. Parents/carers must check planners weekly and sign them. The planner acts as a key method of home-school communication. Students who lose planners will be charged £5 for a replacement. Failure to produce a planner in form or class will lead to a sanction being issued.

When students do not have the correct equipment it causes unnecessary diversions in class time. Tutors will have a bank of spare materials to lend to their form group, including spare temporary planner pages. Students who persistently fail to bring in the correct equipment must be given detentions by the form tutor. If there is still no improvement, the issue should be referred to the House system.

Attitude to Learning ('ATL') grades

Students are graded on their 'attitude to learning' every lesson (1-5). Tutors should monitor these and intervene with students causing concern as necessary.

Entry into lessons

All students should be met at the classroom door, whenever possible, and uniform checked upon entry. Students should enter the classroom in an orderly manner and be 'on task' as soon as possible. A seating plan must be used in order to establish a purposeful working environment. A 'default' plan needs to be available in the event of staff absence. The register **must** be taken at the start of the lesson.

Exit

At the end of the lesson students should put their chair under the table and stand behind it having checked that there is no litter around the desk. They should not leave the room until directed to do so by the member of staff.

The member of staff should see each student out of the door and remain in the corridor to supervise movement between lessons.

Students out of lessons

Students should only be allowed out of class in exceptional circumstances. Toilet requests should be deflected unless there are exceptional circumstances. Each member of staff will be issued with two corridor passes which should be given to students and returned after use. Should a student not have a pass when challenged, they will be returned to the class they have come from to obtain one.

Appendix 4 – How the Inclusion Department Works

Room and purpose	Reasons for Referral	Referred by
<p>Isolation Room (to 3.30) Core purpose: To act as a ‘holding room’ for serious incidents and deterrent to bad behaviour Maximum number of daily referrals: 5</p> <p>Staffed by: Inclusion Manager SLT HPMs SCLs</p>	<p>Defiance SLT ‘on call’ referrals FTA SLT detention Verbal abuse to staff (short of swearing) Walking out of class Immediate serious referral, e.g. following fight/assault pending exclusion Lunchtime only referrals booked in advance No limited periods/modified timetables</p>	<p>SLT/House</p>
<p>Inclusion Area Core purpose: Removing barriers to being in class and behaviour modification</p> <p>Staffed by: Inclusion Manager and support</p>	<p>Post-exclusion meeting and intervention work Working with students to remove barriers to being in class To develop strategies to improve behaviour In-class support and monitoring of designated students Small group work Restorative cases</p>	<p>SLT/House</p>
<p>Study Support Room Core purpose: Curriculum support and student engagement</p> <p>Staffed by: Study Support Co-ordinator and a designated Teaching Assistant</p>	<p>Truancy (depending on situation) Alternative curriculum Curriculum support Limited periods (planned – emotional reasons/medical needs/re-engage students) Limited periods due to behavioural concerns (short-term) KS4 catch up support</p>	<p>House and SCLs to make referrals through the SLT member responsible for alternative curriculum</p>

Appendix 5 – A Guide to Sanctions for Specific Offences

Offence	Action
*Mobile phone or electronic device out in class (See note below)	Confiscation and detention to be set by the teacher. Please pass the device to Pupil Services and it will be returned at the end of the school day. Persistent offenders will be placed in the Isolation Room.
*Mobile phone around the school site (See note below)	Confiscation and pass the device to Pupil Services. An SLT detention will be issued. Persistent offenders will be placed in the Isolation Room.
Note to parents/carers: The use of electronic devices (including ‘Smart watches’) is not allowed in school, unless directed by staff. Should a student bring such an item onto the site, it is at their own risk. The school will not be held responsible for lost or stolen items. This includes confiscated items which are stolen from the school.	
Smoking on the school site or in the school vicinity (including ‘e-cigarettes’)	First time – House detention, second time SLT detention, third time Isolation Room. Persistent smoking will lead to a Step Out and/or fixed-term exclusion. Smoking cessation support will be offered. Items will be confiscated and destroyed.
Possession of smoking paraphernalia (for example cigarettes, e-cigarettes, lighters, papers)	As above. Please note: the school does reserve the right to have a ‘zero tolerance’ approach to smoking and may issue more serious sanctions at each stage, as a means of highlighting the issue.
Selling contraband items, for example energy drinks or cigarettes, in school or the school vicinity	Isolation Room. Repeat offenders will be issued with a fixed-term exclusion from school. Confiscation and eventual destruction of items.
Selling (‘dealing’) drugs or ‘legal highs’ in school	Permanent exclusion from school and police involvement.
Using illegal substances such as drugs (including ‘legal highs’)	Possible permanent exclusion from school. Confiscation of items and police involvement.
Bringing illegal substances onto the school site	Depending on the circumstances, a fixed-term or possible permanent exclusion from school. Confiscation of items and police involvement.
Lateness	Daily detentions after school for lateness. Extra Friday detention for those late twice or more in a week. Sanctions will escalate with the persistence of the problem. The School-Based Welfare Team may also be involved.
Leaving the school site without permission at break/lunch	First time House detention, second SLT detention and placement in the Isolation Room thereafter. Further repeats will lead to a ‘Step Out’ arrangement and possible fixed-term exclusion.
Failure to attend detentions across the school	See the earlier section about detentions. Students who persistently miss detentions will face a range of sanctions, including Headteacher detention and Isolation.
Truancy	The circumstances will be investigated. Wanton truancy will incur sanctions such as detentions or Isolation. Support may be offered if deemed necessary.

Refusal to follow instructions	Isolation Room. A 'Step Out' or fixed-term exclusion will be issued if this happens on more than one occasion.
Bullying	The school will not tolerate any form of bullying. A range of sanctions may be used, depending on the circumstances - from detention to exclusion. The 'restorative approach' may be used. See the 'Anti-Bullying and Discrimination' policy for more details.
Racial abuse	The school takes a firm line against racism. After investigations are concluded, a range of sanctions may be used from Isolation to a fixed-term exclusion. Persistent racial abuse will lead to permanent exclusion.
Fighting	Again, depending on the circumstances, a range of sanctions may be used. Assault will result in exclusion (fixed-term or permanent if serious). The 'restorative approach' may also be used.
Inappropriate behaviour in the Isolation or Inclusion Room/repeated referrals	Inappropriate behaviour in the Isolation Room may lead to extra time being added to the original sanction or a possible fixed-term exclusion from school.
Walking out of a class without a valid reason	Immediate placement in the Isolation Room for that period and an SLT detention to follow.
Serious one-off incidents such as assault or wanton vandalism of school property	Possible permanent exclusion from school.
Persistent disruptive behaviour	See the earlier section in this policy. Support will be offered to students to modify behaviour. However, should persistent disruptive behaviour (which disrupts the education of others) continue, this will lead to permanent exclusion from school.
Bringing an offensive weapon into school	Depending on circumstances, a fixed-term or permanent exclusion from school. Confiscation of the item and possible police involvement.
Swearing at staff	Fixed-term exclusion from school.
Damaging residents' property	Depending on the damage, Isolation or a fixed-term exclusion will be issued.
Repeated poor behaviour at break and lunch	Removal of lunchtime or Isolation Room.
Bringing the school's name into disrepute	The Headteacher will determine what constitutes this. A fixed-term exclusion will be issued.
Forgetting planner	First time House detention, second time SLT detention. After this, students will be placed in the Isolation Room.

The table above is not designed to provide an exhaustive list. Every incident is different and will be dealt with proportionately. The overriding principles will be consistency and fairness. In all cases the school's decision will be final.

A final note to parents/carers

Parents/carers are expected to play a central role in promoting good behaviour – it is not the school's responsibility alone. You are strongly encouraged to apply sanctions at home for misbehaviour in school and sign 'Behaviour Contracts' with the school and child. Staff in the school are here to support your son/daughter and the most effective way of ensuring they have the greatest chance of success is by working closely together. The school's success is built on high standards and expectations and we would especially appreciate your support on disciplinary

issues. We are always willing to discuss incidents and will act in a reasonable manner. **However, the school's decision on issues will be final.**