



Co-op Academy  
Bebington

# **Behaviour for Learning Policy 2019**

Agreed/Review by Governors March 2019

## Behaviour for Learning Policy Introduction

Behaviour management underpins every aspect of school life. This document highlights the expectations of all students, expectations of and for teachers and expectations around behaviour on the corridors and school premises. These expectations are included in this document and are also displayed around the school.

**Aim:** The school has high expectations of its students, teachers and other members of the school community to ensure everyone is able to be successful. Our Behaviour Policy aims to contribute to the achievement of this.

### Objectives:

- To ensure that all members of the school community are aware of the aims and expectations of the school in terms of behaviour and consistency
- To ensure all members of our school community feel safe
- To encourage good orderly behaviour and self-respect as well as respect for others, uniform, equipment, the environment and the local community
- To provide consistent and effective support for students and staff
- To provide clear guidelines to colleagues on the consistent use of rewards and sanctions
- To promote a positive attitude to learning and provide a learning environment that enables students to realise their potential and make progress
- To support students in achieving success and encourage patterns of good behaviour through a range of rewards
- To deal with incidents of unacceptable behaviour with appropriate sanctions
- To ensure that all students are treated equally and fairly with regards to rewards and sanctions
- To ensure that students, parents and carers are aware of the rewards and disciplinary systems.

### [Our expectations and support](#)

At Bebington High School we expect the highest standards of behaviour. Our school is dedicated to achievement for all and we firmly believe that: 'Every student has the right to learn' and 'Every teacher has the right to teach'.

As a caring school we treat all our students with respect and we expect this in return from our students and their families. Any behaviour that disrupts learning or prevents achievement for all is unacceptable and will not be tolerated. All our students are expected to behave in a manner which does not bring the name of our school into disrepute, or threaten the health and safety of other students, staff or members of the public. This includes the journey to and from school and any school visits.

### The Role of the Form Tutor at Bebington High

As well as supporting attendance, form tutors will help students to grow a sense of independence, as they move through secondary school. This will take a number of forms, from helping them to find their way around a large school site in Y7, getting them into the habit of having the right equipment and organising their homework diary, tracking their performance through reviewing reports, to picking their options in Y9. When it comes to GCSEs, the tutor will help students to plan their attendance at revision sessions, keep up to date with homework and coursework and manage the tricky terrain of exam season! This all requires careful, personalised guidance and support.

The form tutor is expected to encourage good attendance and help students to approach school with a growing sense of independence. Why else is the role so important?

- *To be a good role model* – show them the way in terms of appearance, organisation, punctuality and how to interact in large social groups.
- *To make them feel safe* – schools are complex places, full of lots of complex individuals. This is a daunting prospect for many teachers, so the form tutor is integral in making them feel safe and secure. If something goes wrong, they are the adult who will help to make it right.
- *To provide a positive relationship with an authority figure and encourage mutual respect* – young people have to engage with a range of adults in schools. They need to be shown how to do this and this can be modelled by the form tutor.
- *To be consistent and fair, and act as a mediator for the students in the group* – young people fall in and out of friendship groups all of the time, so they need support with how to deal with this.

- *To listen* – being a teenager is difficult and brings a range of issues, from seemingly trivial matters to more serious disclosures of a child protection nature. Fortunately the latter is rare, but the former is not! A listening ear will always help.
- *To have very high expectations of the individual Tutor Group members* – the form tutor sets the tone for the day and embeds the ethos of the school e.g. discussing the idea of growth mind-set; ensuring immaculate school uniform etc. Contacting home if students within their group fail to adhere to uniform, attendance, equipment or fail to be punctual to form.
- *To focus students' minds on achievement through learning* – at tracking points throughout the year on Class Charts, helping students to make sense of it all. Where are they doing well? Where they are not doing so well? What can they do to make it better?
- *To discuss current affairs, address student issues (such as bullying)* – we want our students to become well-informed citizens, who can discuss a range of issues. We can support this by encouraging them to challenge stereotypes and injustice. 'Votes For Schools', a PSHE based online platform allows students to access a range of interesting topics that broaden their knowledge and understanding of the current affairs. It incorporates British Values at its heart as student's vote each week after debating topics.
- *To encourage reading for pleasure and good study skills* – initiatives like DEAR (Drop Everything & Read) can provide opportunities for students to read – this might help to encourage reading for pleasure.

Expectations around monitoring students and the form tutor role are clarified in the Monitoring Monday document included in the appendix.

Roles and responsibilities of Curriculum Co-ordinator:

- Responsible for promoting a consistent approach re: behaviour management across the subject area
- To deal with continued behavioural issues arising within the department. To support department members by offering guidance, mediation, advice and modelling
- To include behaviour as an agenda item at every department meeting
- To initiate actions to alleviate poor behaviour- whether it is the use of departmental detentions, student action plans, departmental reports or meeting with parents
- Analyse patterns of poor behaviour between classes, teaching staff and year groups to identify any trends which may need action

- Liaise with Pastoral Leaders re: concerns and achievements
- Liaise with Progress Leaders and DHT re: academic progress

### Role of the Pastoral Leader

- To look after and support the wellbeing of students within their year group through continuity and consistency.
- To work with the attendance team in order to tackle any concerns around student absence
- To ensure that discipline procedures are adhered to and to support staff through the behaviour management system to provide an effective learning environment for all.
- To support all students and families by removing key barriers to learning. This includes dealing effectively with serious issues like bullying
- To work closely with the Progress Leader to monitor academic progress
- To liaise with parents, carers and agencies
- To conduct year team meetings every week, including behaviour and attendance as standing agenda items.
- To liaise with teaching staff, tracking the progress of students involved the whole school academic mentoring programme.
- To model outstanding attitudes to all students, acting professionally at all times, dressing appropriately whilst modelling the behaviour and language expected to support the restorative justice program.

### Teaching staff protocols and core routines around managing behaviour

In order to achieve the high levels of behaviour that we expect, all staff are required to implement the following protocols:

- All staff to be on time (and ideally early) to meet and greet students outside the classroom in which they are due to teach.
- Staff with their own teaching room should stand outside their classroom between lessons and give positive messages to all students who pass regarding behaviour and uniform, which also includes praise and thanks for positive behaviour
- School expectations to be displayed in all classrooms.
- If a student reaches the stage of having to be removed from the lesson, in the first instance staff should use the departmental cooling off system. Only when this has been tried and no progress has been made should 'On Call' be used.

- Students should not be sent directly to the Reflection Centre without authorisation from a member of the Leadership /Pastoral Team.
- Students should not be sent directly to the Pastoral Leader/Progress Leader without discussion.
- Students should not be allowed out of lessons except with a valid reason and then only with a pass.
- Classrooms should be left clean and tidy.
- Students should be dismissed in an orderly manner with the staff member escorting them onto the corridor and monitoring the nearest stairwells.
- Plan for behaviour – regularly teach the routines and rules for your classroom.

### Core routines – ‘getting the simple things right’

- Students enter quietly – welcomed at the door by the teacher
- Uniform checked, coats off, bags under table
- Put equipment (planner/pencil case) on desk
- Stand in silence behind chair in designated place
- Deal with lateness during the lesson not at the start
- Complete register in first 15 minutes
- Engage students with an activity as soon as they come in
- Systems in place to distribute books and resources

### Exit from class

- Pack away quietly
- Students and teacher to ensure the room is clean and tidy
- Students straighten tables and put chairs under
- Stand behind chairs
- Leave quietly row by row
- Teacher escorts class out
- Staff ‘monitor the corridor’ between lessons

## 1. Rewards and Consequences for students

**Rewards:** Students will be awarded reward points for being prepared for lesson, showing good effort, positive attitude and exceptional work on a regular, lesson-by-lesson basis.

Rewards points will be awarded for attendance/punctuality each week.

Each department should issue 'Good News' postcards for students linked to effort and attitude on a weekly, half-termly and termly basis.

These could include:

- Reward points on Class Charts
- Positive telephone calls to parents
- Award of prizes
- Weekly star student

### **Consequences:**

Students will face various sanctions for disruptive and negative behaviour in class. Consequences are also in place for poor behaviour outside of the classroom.

Strategies might include: (See also, School's Behaviour Tariff)

- Verbal reprimand
- Detention (break/after school)
- Whole school detention for being late to school or failure to attend faculty detention.
- Contact with home
- Form tutor / Head of Year report, Subject report
- Letters home
- School/Parent meeting
- Reflection Centre
- Fixed term exclusion

All staff should:

- Try and deal with issues yourself and don't just pass them on.
- Log information on Class Charts with clear, appropriate and timely follow up.
- Be tenacious. Chase issues up. Students will soon realise that they are not going to get away with it!
- It is not the severity of the sanction but the certainty that it will happen.
- Students learn very quickly which members of staff are determined enough to impose consequences themselves and those who don't.

### **Class Charts**

This is an interactive system that we use across the whole school. It is used to create seating plans and monitor aspects like behaviour and homework. This information can be accessed by parents and students via a secure log in to the platform, if parents need a further copy of these details they should contact the school librarian.

The system allows staff and parents to track students' behaviour. Staff will award positive and negative points in class depending on aspects like attitude to learning, work ethic and homework. Students who attend all week will automatically receive 5 positive points and those with perfect behaviour will receive 5 points automatically. In addition, we share information about detentions and student successes through alerts sent via the system.

Homework is a concern for us all, but the system allows parents an easy way to check what homework has been set for students, this way if a child forgets to record homework in his/her planner or are absent there will be no excuse.

The best feature is the rewards. Students will accrue positive and negative points; the difference between them gives students a spendable points total. These points can be used to buy a multitude of reward prizes from the online rewards store. Prizes include donations to charity, lunch queue jump passes, earphones, gift vouchers, make up, footballs etc. Stock is replenished each term as we always aim to keep up with the current trends and meet demands for the most desirable items.

## Reflection Centre and Restorative Justice

### **Internal Exclusion**

**The use of Internal Exclusion in the Reflection Centre is a very serious sanction** and it provides an alternative to fixed term exclusion. Students will work on tasks provided by their normal class teacher or The Reflection Centre Manager. There will be zero tolerance and any poor behaviour is lightly to end in a period of Fixed Term Exclusion.

### **Aims:**

- To improve student behaviour by emphasising the principle that Actions Bring Consequences (ABC)
- To ensure that student learning can continue during the sanction
- Opportunity for students to reflect on their behaviour and understand consequences for their actions
- To ensure individual attendance targets are met
- Allow Restorative Justice meetings will take place to repair relationships

Students will only enter the Reflection Centre through the proper referral process. Students will only be placed in the centre at the discretion of the Head Teacher, Deputy Head or Pastoral Leaders. The length of time a student spends in the Centre will depend on the severity of their negative actions. Examples of such behaviours that could lead to a student being internally excluded are as follows: Student being removed from lesson for disruptive behaviour, verbal abuse of staff, bullying in all its forms, failure to attend a school sanction, physical assault toward a fellow student (See School's Behaviour Tariff).

Parents will always be informed when a student is placed in the centre. The Reflection Centre is a very structured environment where **all** students are expected to comply fully with **all** of the rules. All activities will be at the direction of the Centre Manager who is in charge. Students will be expected to follow their normal timetable as much as possible, however if for any reason certain subject work is not available suitable alternative work will be sought (Usually core curriculum). Every student is expected to complete the work set to the very best of their ability and will be encouraged to do so. **Any student who is placed in the centre will be detained at the end of the school day (up to 1 hour)**, the length of this detention depends on the students' work ethic and attitude. Failure to comply with the centre rules will result in fixed term exclusion or a further extension to the time period spent within the centre. The Pastoral team will continue to endeavour to work with the student to analyse their behaviour and support in the modification process.

**There are clear rules in place within the Centre and are as follows:**

- Enter the room quietly and calmly and wait to be told where you should sit.

- Speak to each other and staff appropriately.
- Mobile phones should be switched off and kept out of sight.
- Uniform must be worn correctly – coats taken off and hung up.
- Complete all work set to the best of the students' ability.
- No eating until lunchtime. Energy drinks of any sort are not permitted.
- Keep work spaces clean and tidy.
- All students must ensure that their name and teacher's name is on all work so it can be handed back at the end of the day.
- Toilet breaks will be allowed. One in the morning and one in the afternoon. Students will not be allowed to go to the toilet during break, lunch or lesson change over. Unless they have been issued with a toilet pass.

### Restorative Justice at Bebington High School

The aim of using a restorative justice system with our school community is to empower our students to be able to reflect on the negative impact that their behaviour has on others within our school. Enable our students to understand another person's perspective and to take a more positive outlook looking forward.

During a restorative justice, meeting students will be given the opportunity to discuss:

- What happened (in their opinion)
- What they believe has been the impact on those involved.
- What they think needs to happen to put things right or to make things better in the future.

The Reflection Centre Manager or a member of the pastoral team will facilitate the restorative meeting. It is imperative that the student feels they are able to fully articulate their feelings and despite having to face up to their negative behaviours they still feel supported within the school community. The meeting will usually take place the same day as the incident occurred, however if this is not possible a meeting will be arranged with all parties involved at the earliest opportunity.

Failure to participate fully with the restorative justice procedure could result in further time within the Reflection Centre until the student is ready to repair the relationship and face up to the impact that their behaviours has had on others.

Restorative justice approaches within Bebington High School are based on four key features:

**RESPECT** – everyone by listening to other opinions and value them

**RESPONSIBILITY** – taking responsibility for your own actions

**REPAIR** – developing skills within our community so that individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

**RE-INTERGRATION** – work through a structured, supportive process that aims to solve the problem and allows students to re-join their peers.

We hope that using these approaches students will be able to choose a more positive path in regards to their behaviour in the future and prevent further incidents from occurring.

#### Detentions

The 2008 Education Act states that school have the legal right to issue ‘no notice’ after school detentions of up to 60 mins where a student breaks the school rules. Where possible we will try to give parents notice of our intention to detain a student but this is not always possible. Details of the escalation process are included in the appendix.

#### On Call Procedure

This system is used for a serious breach of the school rules.

- ‘On Call’ is only to be requested if levels of negative behaviour reach Level 3 in accordance with the Class Charts guidelines/Behaviour Tariff.
- An ‘On Call’ slip is to be completed and sent to SP1, who will then contact the relevant member of staff- Pastoral Leader or SLT.
- Students are not to be sent directly to the Pastoral Leaders room for ‘On Call’.
- Once ‘On Call’ is requested, it is the responsibility of the Pastoral Leader or SLT on duty to issue sanctions, seeking advice if required from Senior Pastoral Lead, Deputy Headteacher and Headteacher if necessary.

- Mediation should take place before the next lesson – the Reflection Centre Manager will organise a Restorative Justice session between the student and the member of staff.

### Damage to School Property/Equipment

We expect all students to respect the school environment. Any damage or vandalism will result in an appropriate sanction (see School Behaviour Tariff). In addition, parents/carers of students who damage school property or equipment will be invoiced for the damages. Failure to pay will result in referral to Wirral Sundry Debtors

### Fixed Term Exclusions

These are used sparingly when a student has been involved in a serious breach of the school's discipline code. Reasons for exclusion vary but examples can be seen in the behaviour tariff which is included in the appendix. Work will be provided for students to be completed at home.

### Re-integration after FTE

- A re-integration meeting between a senior member of staff, parents/carers and the student will take place at the end of the exclusion period. During the meeting school expectations and expectations of student and parent/carer will be discussed.
- Students may be placed on report upon return if not already on report.
- Students to have a restorative justice meeting with a member of staff for whom they have misbehaved.
- Students to spend a short period of time in the Reflection Centre to prepare for full lessons.

### **Permanent Exclusion**

The school uses this option as a last resort. Any decision to permanently exclude a student is not taken lightly.

The statutory guidance Sept 17 says a decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and/or
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This may be due to a serious one off incident that occurs inside or outside school, we are very clear that we expect students to behave appropriately on the way to and from school. The school reserves the right to use the school CCTV footage as evidence when presenting to governors or Independent Review Panel. Examples of potential reasons to permanently exclude are included in the behaviour tariff.

Greater detail can also be found in the school's Behaviour and Exclusion Policy found on the website.

## Anti-bullying – Improving The School Ethos and Promoting Respect

The school has a very strict view on any form of bullying or discrimination...it is not tolerated. We have a robust anti bullying policy and we work hard to challenge students' views that don't embrace diversity. Everyone has the right to learn in a safe, happy and supportive environment.

Through assemblies, PHSE days and Votes for Schools we aim to broaden horizons and develop students that are ready for the challenges of the real world. More importantly, we nurture our students so they are in a position to contribute positively to society. To this aim, we embrace opportunities to support local charities that have benefited through the fundraising work of our students.

We run anti bullying awareness sessions throughout the year and conduct restorative justice sessions between students who have 'fallen out'. In addition, the school asks students and parents to complete questionnaires around bullying periodically. These are overwhelmingly positive. Students are also able to report instances of bullying anonymously via Toot Toot an online platform we have purchased to support any vulnerable students.

## Support

We always aim to provide effective support to all students within our care. These can vary depending on the needs of individuals. Provided below are examples of the types of support we may provide.

- Discussion with student/use of Restorative Justice process.
- Meeting with parents.
- Discussion with Form Tutor/Pastoral Leader (PL).
- Department intervention support. Action plans /subject report.
- One Page Profile completed/share with staff.
- Referral to Kilgarth Behaviour Support
- Referral to Peer Mentoring Programme.
- Referral to Student Support Centre.
- Referral to Youth Intervention Programme.
- Referral to Jackie Grey for Anger Management Support.
- Referral to Progress Leader
- Referral to Health Services in School.
- Referral to School Nurse.
- Referral to counselling service.
- Referral to CAMHS.
- Referral to suitable external agency e.g. Response, Youth Offending Service, Bernados.
- Medical/SEND Referral.
- Completion of an Additional Support Plan (ASP)
- Referral to Educational Psychologist.
- Completion of a TAF (Team Around the Family) or CIN (Child in Need) referral.

These processes are non-punitive and focus on removing barriers to learning

## Appendix Section

1. Pride and Promises- a charter of expectations for all students
2. Behaviour For Learning Action Stages- clear guidance on the steps taken by staff when dealing with behaviour
3. Methods of Rewards- a list of ways staff reward positive behaviour and good attendance.
4. Rewards Strategy- a clear indication of types of rewards we offer to students
5. Sanction Escalation Chart- a clear staged approach explaining sanctions.
6. Home/School Agreement- a contract between school/parents and the student outlining shared expectations.
7. Monitoring Mondays- clear expectations and actions required by form tutors for monitoring
8. Behaviour Tariff- clear guidance around sanctions for various behaviours.

## 1.Pride & Promises for Pupils

- Arrive in plenty of time and enter the classroom respectfully, greet your teacher and say 'hello'.
- Take out your planners and have all your equipment with you (pen, pencil, ruler and calculator).
- Dress smartly; sit up straight with bags stored in a safe position. Be ready to learn.
- Record the date, title and objective in your exercise books. Please underline all titles with a ruler.
- Show us that you want to learn: get involved in the lesson.
- Take pride in your work: best presentation.
- Respect one another and listen to your teacher and each other.
- Show excellent manners to your teacher and each other.
- Reflect on the lesson today and consider what you've learnt.
- Respect your learning environment and leave the classroom tidy.
- Leave the classroom in an orderly manner – say 'thank-you' and 'goodbye' to your teacher.

**BEBINGTON HIGH SPORTS COLLEGE**  
**'SHAPING EXCEPTIONAL FUTURES'**

## 2.BEHAVIOUR FOR LEARNING- ACTION STAGES

It is important to seek to positively change behaviour by being fair, consistent and proportionate with sanctions. Calm but assertive management of behaviour is most effective. Please follow the stages outlined below when managing behaviour in your classroom.

<b>STAGE No</b>	<b>Action</b>	<b>Follow Up</b>
<b>1 – Verbal warning / Quiet word.</b>	<b>Staff should calmly outline the issue and clarify expectations.</b>	<b>No action necessary</b>
<b>2- 2<sup>nd</sup> warning -Place the student's name on the board or use an alternative method- e.g. red card on planner.</b>	<b>Staff should indicate the reason for the student's name appearing. Prompt them to 'do the right thing'. It must be made clear to the student that they have received a 2<sup>nd</sup> warning.</b>	<b>Record as a level 0/1 incident on Class Charts.  Issue a 5 minute detention</b>
<b>3- Send the student outside- maximum of 2 minutes</b>	<b>Staff should remain calm but challenge student's behaviour. Before returning a student should have apologised and given assurances about their future conduct.</b>	<b>Record as a level 1 incident on Class Charts.  Issue a break-time detention</b>
<b>4- Send the student to Cooling Off.</b>	<b>Students must be sent to the appropriate member of staff for cooling off with work to complete and information slip explaining why they have been sent there. Where possible another member of staff (TA) or reliable student should accompany the student to cooling off.</b>	<b>Record as a level 2 incident on Class Charts. Contact home Issue an after-school detention For repeated instances, seek support from subject leader/SLT line manager/Pastoral Leader.</b>
<b>5- On Call- summon support from the Senior Year Managers Office opposite G11.</b>	<b>Go directly to Stage 5 if any of the following occur</b> <ul style="list-style-type: none"> <li>• Physical assault against staff and/or another student</li> <li>• Verbal / Racial abuse</li> <li>• Damage to property/equipment</li> <li>• Threatening behaviour towards student or staff member</li> </ul>	<b>An <u>ON CALL SLIP</u> must be completed and sent to the Senior Pastoral Leaders Office when support is requested. A Pastoral Leader / member of SLT will collect the student and deal with the incident.</b>

	<ul style="list-style-type: none"> <li>• Refusal to go to cooling off/causing disruption in cooling off</li> <li>• Any other “emergency” or serious incident.</li> </ul>	<p><b>Follow up actions will be recorded by the Pastoral Administrator (JH) so staff will be able to see sanctions.</b></p>
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**‘Learning is enhanced when positive relationships are formed and students’ behaviour is managed effectively.’**

### 3.Rewards

#### **Celebrating Success- promoting good behaviour and attendance.**

In addition to rewarding students we feel it is essential to raise the profile of attendance/behavioural expectations. As a result, the school is trying to celebrate and share good news stories with all stakeholders.

**Class Charts-** Each Friday, students with five individual positive points from staff will have an automatic alert sent to parents. The intention is ensure home is able to recognise the excellent work and effort given by students.

**Form time-** Each Monday Form tutors will ask students to record behaviour points, attendance and punctuality data in their planners. They may also record attendance figures on a class chart so students can monitor their own progress.

**Notice Board-**Forms have their own notice board to celebrate any special success. Each half term the classes with the best attendance and behaviour will have a certificate to display in class.

**School Reports-** Behaviour points and attendance are now displayed on every individual school report sent home to parents. The expectation is that students maintain attendance above the figure of 95% whilst keeping negative behaviour points below the 20 mark over the course of the year.

**School TVs-** Good news stories will be shared on the TVs located around the building. These run throughout the school day and into the evening so students doing particularly well will have their opportunity to shine. Items that will be displayed include photographs of prize winners and certificates naming the best form.

**School Website-** We will utilise the website to highlight examples of good attendance and share statistics around attendance. Other examples of outstanding achievement or excellent citizenship will be shared.

**School Twitter account-** We will use this to display form winners for attendance and behaviour. We will also report on any special rewards activities.

### **3.BEBINGTON HIGH SPORTS COLLEGE REWARDS STRATEGY**

We are seeking to promote high standards of behaviour and high levels of attendance with all our students. In order to engage students our aim is to recognise and reward them for positive behaviour at every opportunity.

#### **'Steps' Model for Rewards**

- 1) Verbal praise in class.
- 2) Credits will be awarded in class charts for aspects like exceptional work, excellent effort or outstanding contribution. Students will be rewarded points automatically each week for
  - 100% attendance =5 credits
  - 100% positive behaviour = 5 credits.

Credits can be used to purchase reward prizes such footballs, make up, trip/ prom vouchers, cinema tickets, queue jump passes for the canteen etc.

- 3) Good News Post-these are posted home to celebrate academic success, good deeds and personal achievements.
- 4) 'Shout Out'. Throughout the year students will be recognised for their efforts via social media. Staff are asked to nominate students worthy of a 'Shout Out'. This message is shared on the TV's around school but more importantly on the school's twitter feed.
- 5) 'Head Teacher's Letter of Commendation'. Posted to parents
- 6) Head Teacher email of encouragement and thanks to students
- 7) Weekly Assemblies – Every week during year group assemblies, tutor groups with the best attendance and least behaviour points will be celebrated. A form time treat is won in the shape of free time for the best form.
- 8) ½ termly class rewards based around attendance and behaviour. The best classes in each year group will receive a visit from the Head Teacher or Deputy Head congratulating the form on their efforts. They will also receive a class prize.
- 9) Termly Celebration Assemblies – At the end of each term, Pastoral and Progress Leaders will lead the celebration of the year group's achievements

for that term. Spot Prizes may be awarded for excellent (and most improved) progress, behaviour, attainment, attendance and citizenship. Students who have maintained excellent standards in terms of attendance and behaviour will be entered into the 'Star Prize Lottery Draw' at Christmas, giving them the opportunity to win a substantial prize like an I-pad.

- 10) Termly Rewards Activities- During the last week of term a large number of students will be invited to participate in a rewards activity these could include an assault course, in school cinema, non-uniform day or golden time. The basis for selection will revolve around behaviour and attendance. **Note: Students with periods of genuine absence will not be penalised.**
- 11) Yr11 Prom/Rewards and Activities Week – To minimise disruption to learning but to celebrate and reward the achievements of our students, the school plans all rewards visits, excursions and activities during the last week of term. Where possible, trips that are not planned during school holidays will also take place during that time. These trips/activities will only be available to students who have maintained good behaviour throughout the year. **Students with irregular attendance and /or poor behaviour records (high amount of negative behaviour points will not be allowed to attend the prom or attend any offsite reward activities.**
- 12) Bebington High Sports College Celebration Evening - We celebrate the achievements of all students at our Annual Awards Evening, which takes place during the Autumn Term on the school site. Departments nominate students to be awarded prizes for Academic Excellence and Sustained Effort. Other categories for recognition on the evening include Sports Awards, Outstanding Achievement, Academic Dedication, Contribution to School Life and Contribution to the Community.

## 4. Behaviour Sanctions- Flow Chart

# Bebington High

Sports College

*'Shaping Exceptional Futures'*



## SANCTION ESCALATION

As a school we have high standards and expectations around student behaviour and conduct. We recognise positive achievements regularly but at times it is necessary to sanction students. We expect parents to support the school in our efforts to improve behaviour. As such we must enforce the rules consistently so we are unable to allow parents to dictate when sanctions should be dis-applied. All parents signed the home school agreement on entry, the document included details on school policy. Any parent who is unwilling to support the school rules should exercise their right to apply for a transfer to another school.



## 5.Home/School Agreement

We have a commitment to providing high quality education which meets the needs of all our students. This is only possible with strongly forged supportive partnerships. We firmly believe in school working closely in co-operation with parents/carers to enable our students to achieve their personal best. Our partnership agreement recognises the responsibilities we all share in ensuring success.

### **We will provide:**

A safe, caring, disciplined and challenging environment which meets your child's physical, spiritual and emotional needs and in which positive relationships are encouraged and supported.

An appropriate, broad and balanced curriculum which reflects your child's abilities and talents, enabling him/her to make progress and achieve success.

Qualified staff who will meet the academic needs of your child, ensuring that your child understands how to improve performance.

Regular reviews of your child's progress through half-termly reports, student review days and consultation evenings.

Homework which is set and assessed on a regular basis.

Recognition and rewards for achievement to encourage positive actions/behaviours at every opportunity.

Contact with you if we are pleased or concerned about your child's behaviour/progress.

Regular information about your child's attendance and behaviour.

An open line of communication for the effective exchange of information and views.

Advance information about school events, with opportunities to support your child and school.

### **Parents/Carers:**

I will ensure that my child arrives on time at school every day and will inform school immediately if my child is absent.

I will not remove my child during term-time for the purpose of a holiday

I will ensure that my child wears full school uniform and adheres to our code regarding jewellery, hairstyles etc.

I will encourage my child to meet all homework/assignment/ coursework deadlines

I will support school's student behaviour code, including ensuring they complete detentions, and ensure my child behaves appropriately.

I will contact school if my child is experiencing problems which impact on his/her attendance, behaviour or academic performance

I will attend student review days and information evenings whenever possible

I will treat all school staff with respect

I will not use social media inappropriately regarding the school or students

I will ensure my child does not use their mobile phone whilst in school. They will not bring an I Pad or any alternative item electronic equipment into school

**Students:**

I will attend school on time every day unless I am too ill or have an appointment previously agreed by school.

I will come to school properly equipped with school bag, pen, pencil, ruler, PE kit and any other items required by specific subjects

I will wear correct school uniform, wearing my uniform with pride and remembering that I represent our school in the community

I will complete all classwork, homework and coursework to the best of my ability, meeting all deadlines set.

I will follow school's behaviour code, showing respect for both staff and students in the way I speak and act

I will accept any sanctions given by the school and complete any punishments like detentions without argument.

I will always ask for help if I need support with a problem or am aware of another student in difficulty who may need support

*Agreed on behalf of Bebington High Sports College:*

*Date:*

## 6. Monitoring Mondays

### **FORM TIME MONITORING - WHAT WE EXPECT TO SEE!**

All form tutors should ensure the following steps take place during form time each Monday. Another day can be used to complete tasks if you run out of time or students are involved in intervention.

1. **Clear routines on entry** – outdoor coats removed, students enter in an orderly manner.
2. **Planners and equipment** placed on desk.
3. **Register** taken in relative **silence**.
4. Complete '**Uniform Checklist**' and actively monitor equipment, uniform and possession of a bag.
5. Those **missing items of equipment/planner** should be requested to attend **reception to buy** a replacement if they have the money.
6. '**Uniform notification**' slips issued to those without items of uniform. Send offenders wearing incorrect footwear (with no medical excuse) to Pastoral Leaders as they have spare shoes. They also have some spare ties
7. All planners need to **signed up to date by form tutors (see policy on use of planner for further clarification)**
8. Within the planner, **students must list homework subjects** (taken from homework calendar).
9. Planners checked to see that they have
  - (a) **parent's signature**
  - (b) completed both of the **Attendance and Class Charts Achievement and Behaviour points information for the week**
  - (c) **homework recorded** (use the words 'Non Set' if they did not receive any)
10. Check attendance to lessons over the course of the week via **SIMS lesson monitor**. Discuss any patterns with students- particularly L's or N's in lessons.
11. Issue '**Reason for Absence**' slips to students who have not returned letters (marked as N's on register)
12. **Review positive/ negative behaviour points** for the previous week using **Class Charts**.

**Tutors** should use **appropriate sanctions** with those students who fail to **follow expectations on uniform, equipment and use of planner**. This should include detentions, personal contact with home and the use of a Form Tutor Standards Report.

It is essential that tutors **collect their register folder from the attendance office SP1**. This contains all of the sheets that you'll need. If you need spare copies see Reprographics (uniform checklist and uniform notification slip) or the Attendance Officer (Reason for absence slips). The Attendance Officer has also supplied guidance relating to attendance.

In terms of best practice, in addition to the above:-

- Some tutors are using an attendance chart to promote/highlight good attendance
- Some tutors are using a form notice board to share information and celebrate success.
- Some tutors are using monitors to record attendance information, tick the checklist and buy equipment collectively for the class from the main office.

Shortage of time to complete tasks has been the main concern cited by a selection of tutors (you can use another day to complete). Whilst we appreciate this, a large number of tutors are covering all the tasks extremely effectively during the form period. See your Pastoral Leader for advice.

It is essential that all staff access 'Votes for schools' at least once a week. This tool covers key topics that ensure we as a school cover all aspects of PSHE and citizenship required by the DFE. The PHSE Co-ordinator will provide guidance on how to use the resources, it is then a question of sharing these materials with your tutor group during registration one morning a week.

## **7.Behaviour Tariff**

**Practice for dealing with behavioural issues-revised Sept 2018**

ISSUE	FIRST OFFENCE	REPEATED OFFENCE
Not attending detention-forgot.	1. Teacher to reset and double the time. Contact home. <b>Record on Class Charts (CC).</b> 2.If still not completed Referral to HOD – HOD detention	Set up parental meeting. Involve Pastoral Leaders(PL) to set up RJ meeting  <b>Record on CC.</b>
Disrupting a detention/ refusing to attend a detention when collected/ leaving early without permission	1.Contact home- student to be placed on whole school detention Fri 3pm.	1 day in Reflection Centre with 1 hr. detention on the same day. Repeat offenders to have 1 day FTE.
Persistent lateness to lessons	1 <sup>st</sup> instance break detention Repeated 30 min department detention. Dept. report (FT). <b>Record on CC.</b>	HOD or PL detentions. <b>Record on CC.</b> Lesson attendance report Contact home. Parent/carer meeting.
Persistent lateness to school	After being late once in a week students will receive an automatic 60 min detention on Fri. This is non-negotiable.	Once a student accumulates 10 late marks a letter will be sent to parents inviting them in for a meeting. Repeat offenders may be issued with a fixed penalty notice
Unacceptable behaviour on school buses	Warning and detention – apology to bus driver and company. PL to contact home.	PL to speak to student, 4 wk. bus ban initially. Contact home. PL to monitor buses.
Unacceptable behaviour on school trips	Low level – warning and short term 'grounding' with staff on trip. (Trip Leader's responsibility) If residential – warning initially for a serious breach send home. Contact home. <b>Record on CC.</b>	Removal from future trips – depends on severity (safety grounds). Contact home. Type of behaviour may lead to time in the Reflection Centre or a FTE.
Anti-social behaviour at break time	Removal of free time – detention (can be set by duty staff). Time variable (minimum 1 full day). Refer to PL <b>Record on CC.</b>	Prolonged loss of break times. Ban from areas of the school e.g. MUGA /Astro. <b>Record on CC.</b>
Lying	Inform that if they lie the sanction will be worse. Double sanction if found out.	Reflection Centre – sliding scale depends on circumstance.
ISSUE	FIRST OFFENCE	REPEATED OFFENCE
Phones	1 <sup>st</sup> – Phone to be confiscated and placed in the office. Students can collect at the end of the day.	2 <sup>nd</sup> - Parents to collect 3 <sup>rd</sup> - Student is banned from having a phone in school- may be subject to

	<p>Detention if being used in lesson.  <b>Record on CC.</b>  2-Refusal to hand over – ON CALL-detention  3- Still refusing Reflection Centre or FTE.</p>	<p><i>random searches</i> .PL to contact home and set up parental meeting.  Contract agreeing phone will not be returned for 2 wks. if being used in future.</p>
<p>Smoking</p> <ul style="list-style-type: none"> <li>- on school site</li> <li>- to/from school</li> </ul>	<p>Warning if smoking on the way to school.  Smoking on site will result in 1 day in the Reflection Centre.  Removal of smoking paraphernalia in school. This will be destroyed  Contact home.  <b>Record on CC</b></p>	<p>Referral to School Nurse.  2 x Detentions for out of school.  2 days in the Reflection centre for on site  Parent/carer meeting.  Subject to random search to discourage bringing in tobacco.  <b>Record on CC.</b></p>
Truancy – out of school	<p>Meeting with PL to discuss issues.  Detention with PL after school.  Attendance report.  Contact home.</p>	<p>1 day in Reflection Centre- extended by a day for each offence  Attendance report.  Parent/carer meeting involving AO.</p>
Truancy – from lessons	<p>Meeting with PL to discuss reasons.  Attendance report (if not already on report).  HOD/PL to contact home.  Department Detention – to catch up on work.  <b>Record on CC.</b></p>	<p>Reflection Centre with detentions after school to make up time missed.  Parent/carer meeting.  Attendance report for ½ term.  AO involvement.  <b>Record on CC.</b></p>
Failure to complete homework	<p>1-If a valid excuse is given allow additional time to complete (usually 24 hrs.).  No excuse- place on detention to complete/ <b>record on class charts</b>.  Contact home.  2-Refer to HOD if not completed and department detention issued.  Contact home. Homework report.  <b>Record on CC.</b></p>	<p>Escalate detentions  Extended Hwk report  HOD to set up parental meeting.  <b>If noncompliance continues</b>  Compulsory attendance at Hwk club.  Contact home.  <b>Record on CC.</b></p>
<b>ISSUE</b>	<b>FIRST OFFENCE</b>	<b>REPEATED OFFENCE</b>
Low level disruption in lessons	<p>1-Quiet warning.  2-Name on board.  3-Send outside for 2 minute.  4-Cooling off within department.  Contact home.</p>	<p>1-Place student on subject report.  On call – if required.  PL to contact home.  Further detention, time in Reflection Centre, depends on circumstance.</p>

	Detention – subject teacher or HOD, depends on circumstance. <b>Record on CC.</b>	AM report. <b>Record on CC.</b>
Friendship issues	Mediation by relevant person, i.e., FT, PL. Conflict resolution work during form time or at break time. Teaching staff to be informed if appropriate.	Re - direction of free time, i.e., keep students apart. Work with students to resolve issues. Contact home. Possible change of grouping – as a last resort.
Forging reports	After school detention. Inform HOD and PL. Contact home. <b>Record on CC.</b>	½ day in Reflection Centre depending on reason for forged signature. Extension of time on report by a wk.
Lack of consideration and/or being generally unpleasant	Discuss with student – refer to Code of Conduct. Contact home. Detention if necessary. <b>Record on CC.</b>	Bullying can result in Reflection Centre and FTE. Refer to PL. Contact home. Parent/carer meeting. <b>Record on CC.</b>
Uniform violation	1-Warning from FT, note issued to student, 2-detention. Contact home. <i>*Refusal to wear shoes issued by school- Reflection Centre</i> <b>Report on CC.</b>	Refer to PL. Loss of free time. Time in Reflection Centre Contact home. Parent/carer meeting. <b>Report on CC</b> <b>For serious cases send home.</b>
Make-up (should be discreet/only natural hair colour dyes allowed)	Send for removal to PLs office. <b>Record on CC.</b>	PL detention. Failure to comply can lead to time in the Reflection Centre and/or FTE. Contact home.
Jewellery (small studs in the earlobe only)	Warning. Removal. <b>Record on CC.</b>	PLs confiscation of items. Contact home. Refusal Reflection Centre <b>Record on CC.</b>
Cyber-bullying (if causing school related problems)	Mediation. Follow Bullying policy. Contact home. <b>Record on CC.</b>	Follow Bullying policy. Reflection Centre, FTE. Contact home. Parent/carer meeting. <b>Record on CC.</b>
<b>ISSUE</b>	<b>FIRST OFFENCE</b>	<b>REPEATED OFFENCE</b>
Swearing – not at MOS.	1-If student apologises immediately and realises they've 'got it wrong' give a warning.	1 day in Reflection Centre. Contact home. <b>Record on CC.</b>

(recognised swear words are not acceptable – f,c,b,w, and t words particularly )	2-If overheard, without immediate apology. Issue a detention. 3- If repeated - refer to PL. They will contact home. <b>Record on CC.</b>	
Poor attendance to lessons due to absence	Discuss with FT and AO. Support sessions (at lunchtime/after school to catch up). Inform HOD. Contact home.	Discuss with PL. Contact home. Attendance warning letters, meetings with AO. Protocol in accordance with LA.
Failure to get report signed	1 <sup>st</sup> - Warning in the first instance and student sent to teacher to sign 2 <sup>nd</sup> Detention – 15 mins for each subject not signed. Contact home.	3 <sup>rd</sup> -Consistent failure escalates to next stage of reporting system. Reflection Centre. Contact home. Parent/carer meeting.
Littering	1-Warned to pick it up. 2- Refusal to comply. Refer to AM Litter duty during lunch break. 3- Refusal to comply detention/Reflection Centre. <b>Record on CC.</b>	Extended periods of litter duty. Contact home. <b>Record on CC.</b>
Noisy/unacceptable behaviour in corridors	1-Warning. 2-Detention with MOS. <b>Record on CC.</b>	Refer to PL Meeting with student Place on lesson attendance/ punctuality report. Time in Reflection Centre or FTE <b>Record on CC.</b>
Chewing/eating /drinking in class (water ok)	Food or drink is to be 'binned'. Refusal to comply will result in 1 day in the Reflection Centre Student to be warned	Student to be detained for a 15 min detention
Failure to bring in correct equipment for lessons	Warning in the first instance. FT to send to office to purchase missing items. FT to provide equipment note – in register	For pens, pencils, rulers -FT to issue 2 <sup>nd</sup> -15 min detention 3 <sup>rd</sup> – 30 min detention and discuss issue with home. For books etc. Subject staff to issue detention as above
<b>ISSUE</b>	<b>FIRST OFFENCE</b>	<b>REPEATED OFFENCE</b>
Failure to possess a planner or to have filled in planner appropriately	FT to detain for break time detention FT to Issue student with temporary planner sheet- found in register. Issue equipment note.	Contact home requesting they purchase a replacement £2.50 Detain for after school detention If issues persist refer to PL.

Poor quality work or lack of effort	<b>Record on class charts</b> Detain for break time detention Issue work to complete at home	Contact home and place on department detention. Place on department report.
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**Always Refer to Code of Conduct where necessary.**

**Guidance on setting sanctions for serious misbehaviour, where internal exclusion, fixed term exclusion or permanent exclusion is or maybe appropriate**

Factors in deciding within a range:

- severity of incident
- Any provocation
- Age/experience of student
- Immediate impact on other students
- Longer term impact on behaviour within school
- Impact on staff
- Previous conduct history of students
- Other mitigating or aggravating factors
- Particular circumstances pertaining to the student
- Student's response, including honesty, contrition, responsibility for action

These ranges are intended as a guideline. Each case will be different and it may be appropriate to give longer or shorter FTEs.

- Combinations of offences are likely to lead to exclusion longer than for a single offence
- Previous history of different sorts of offences may still lead to longer exclusion than for a first offence
- If exclusion is set outside these ranges the reason must be clearly established
- Any justifiable exceptions to these ranges should be noted for future revisions of this document
- Exclusion may be appropriate for offences not covered in this document; these should be noted for future revisions

NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
Possessing alcohol	3-5 days FTE	Permanent Exclusion
Selling Cigarettes	2 days in the Reflection Centre. Tobacco destroyed. Parents contacted	1 day FTE Parental meeting. Police informed
Selling sweets/crisps/drinks etc.	Lunchtime detention Removal of goods Profits given to charity	1 day in the Reflection Centre. Parents contacted
NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
Possessing or dealing in illegal drugs (may include 'legal high)	Permanent Exclusion Referral to School Nurse Police informed Drugs seized	

Bringing 'drug paraphernalia' into school	3/5 day FTE Goods seized. Refusal to searched 1 day FTE	Permanent Exclusion
Coming to school under the influence of drink or drugs.	Student to be sent home. Parental meeting Referral to school nurse	3 day FTE Referred to 'Response'
Offensive or insulting language directed at staff	1-3 days Reflection Centre or FTE based on severity (swearing). Restorative Justice (RJ) meeting	5 Day FTE or Permanent Exclusion
Threatening staff	Minimum 2 day FTE if threat is taken seriously. RJ meeting	Permanent Exclusion
'Non-attendance' at whole school Fri night detention	If forgotten (genuine) repeat Mon. Refusal to attend 1 day in Reflection Centre. Repeat following wk.	Forgotten – 1 day in the Reflection Centre 1 day FTE plus 1hr detention. Student/Parental contract.
Out of lesson- walking away or refusing to follow instructions	Refer to PL- department detention to be issued. Home to be contacted and RJ meeting organised.	1 day min Reflection Centre- RJ meeting Behaviour Report
Repeated refusal to cooperate with a member of staff.	Follow B4L stages and direct student to Cooling Off- Department detention issued	1 day min Reflection Centre- RJ meeting Behaviour Report
Refusal to go to cooling off or leave the classroom	MOS to give the student 2/3 minutes to reconsider before engaging On-Call. If On Call is used ½ day in Reflection Centre After school detention	1 day min Reflection Centre- RJ meeting Behaviour Report
In Lesson-leaving the classroom or area without permission.	On Call to direct student back to lesson, cooling off or base. Detention to be issued-missed work completed	1 day min Reflection Centre- RJ meeting Truancy Report
Refusal to go into the Reflection Centre	1 day FTE. Sign a behavioural contract.	2 day FTE.
Disruptive behaviour whilst in the base	Extension of time to include a detention after school.	Continued disruption will result in a 1 day FTE. Students to sign a behavioural contract.
<b>NATURE OF BEHAVIOUR</b>	<b>FIRST OFFENCE</b>	<b>REPEATED OFFENCE</b>
Graffiti/ Vandalism /deliberate damage	Reflection Centre- 3 day FTE Pay cost of damage Parental Meeting	3-5 day FTE up to Permanent Exclusion
Theft	1 day Reflection Centre	3 day FTE Refer matter to Police

	Return of goods or payment for replacement or refer to police. RJ meeting <b>FTE for those refusing to pay for or return stolen goods.</b>	
Serious verbal assault against another student	1-2 days in Reflection Centre RJ meeting.	1 day min FTE
Physical intimidation of a student /bullying	1-2 days min in Reflection Centre- FTE. RJ meeting	2 days min FTE- Permanent Exclusion Anti-Bullying Contract Possible police involvement.
Dangerous behaviour- placing others at risk	1 day minimum in Reflection Centre- FTE. Depending on severity RJ meeting.	FTE- Permanent Exclusion
Carrying/threatening/using a weapon	Managed Move or Permanent Exclusion	Permanent Exclusion
Setting off the fire alarm	2 day FTE	Permanent Exclusion
Violence towards other students, e.g., fighting or physical bullying	On site fight Min 1 day FTE Minor – 1 day Reflection Centre Serious – 1-2 days FTE- Perm Ex RJ meeting and/or anti bullying contract.	2-5 day FTE or Permanent Exclusion Police Involvement
Violence towards staff	Permanent Exclusion and Police involvement	
Consistent disruption of others' learning/refusal to work	1 day in Reflection Centre Placed on behaviour report. RS meeting	Escalate sanctions up-to FTE. Parental Meeting PSP/IBP- send to governors.
Consistent refusal to accept uniform code	Reflection Centre until improved. Contact Parents	1-FTE Parental meeting- refer to contract. 2- If no resolution offer transfer request option.
Inappropriate sexual behaviour or comments	2 days min in Reflection Centre up-to FTE. Referral to School Nurse. Parents Contacted	1-3 day FTE which could lead to Permanent Exclusion
Inappropriate behaviour outside of school	Detention- Reflection Centre- FTE depending on severity.	1-2 day FTE up-to Perm Ex
<b>NATURE OF BEHAVIOUR</b>	<b>FIRST OFFENCE</b>	<b>REPEATED OFFENCE</b>
Taking photos, video or recording of staff or students without permission	1 day min in Reflection Centre up-to FTE depending on severity Electronic item confiscated. Parental meeting.	Permanent Exclusion
Racist or homophobic abuse	1-2 days FTE	Perm Ex

	Apply LA procedures and possible Police involvement.	
Inappropriate use of the internet or social media including uploading inappropriate or abusive material	2 days in Reflection Centre Ban from using network. Parents contacted.	1 day min FTE, could lead to Perm Ex and police involvement.
Abuse of MOS outside school	2 day min FTE RS meeting.	Permanent Exclusion
Inappropriate use of social media to humiliate, threaten or abuse staff	5 day FTE or Permanent Exclusion based on severity of content. Report to the police.	
Repeated behaviour referrals to Reflection Centre totalling more than 3 separate visits in a ½ term	After the 3 <sup>rd</sup> occasion a student will spend 3 days in the centre for each subsequent offence. Student placed on Pastoral Leader Report Meeting with parents.	On 6 visits to the centre – 1 day FTE will be issued. The student will be placed on Senior Pastoral Leader Target Report and will go before the Pastoral Behaviour Panel.

### **RESTORATIVE JUSTICE MEETINGS**

This process is seen as an essential method to help resolve issues before they escalate. It allows both parties to air views and find a way forward. In some case the process of allowing the victim to explain how they feel is important. The main aim is to get perpetrators to recognise their mistake and apologise to the aggrieved person. We also believe that when a member of staff is in the wrong, that they should apologise too.

If the issue is between students PLs should set up a supervised meeting between both parties at an appropriate time. It is important to allow time for emotions to settle before placing students together. Staff should gauge reactions before considering deciding if a meeting is appropriate.

If the issue is between a student and a staff member, the following steps should be applied

Student sent to 'cooling off'- teaching staff should request students return at break or after school to discuss the issue. Establishing ground rules for the next lesson is essential.

Student – On Call

**When a student has been placed in the Reflection Centre.** The **member of staff** should attend the Reflection Centre at 3pm that day to discuss the issue. If an incident occurs during P5 this meeting should be conducted the following day at 3pm so both parties have time to reflect/cool off.

**When a student is excluded.** Pastoral Leaders (PLs) will bring the student to the Reflection Centre. The Reflection Centre Manager will organise a meeting between the student and teacher.

**In more serious cases** (or those where PLs perceive there may be an unresolved issue) a break time meeting will be set up with the Reflection Centre Manager in attendance as a mediator.

**In some cases**, PLs will invite a staff member to the 'reintegration' meeting with the student and parents. This would have to be dependent on staff availability.

The restorative justice system has to be manageable and sustainable; we believe the above mechanisms provide a model of 'best fit' given time constraints.

### **Criteria for Behaviour Panels**

We fully recognise the importance of engaging parents when concerns are raised. Our aim is always to work in partnership with students/parents providing support and identifying solutions to problems. We believe that panel meetings are the most effective way to address many issues as they provide a positive forum to share information and discuss next steps.

#### **Pastoral Behaviour Panel with Deputy Head and Senior Pastoral Manager**

Concerns will be raised and students will be given a 4 week improvement notice. Alongside this any appropriate support will be identified and implemented. This process will be escalated to Head-teacher's Panel should no improvement occur.

Criteria for placement on the Pastoral Behaviour Panel- a student is on a Senior Pastoral Leader Report.

#### **Head-teachers Behaviour Panel with The Head, Deputy Head and Senior Pastoral Leader (potentially a governor)**

Students at this level are in danger of permanent exclusion. Concerns will be shared and students will be given a 4 week improvement notice. Alongside this, expectations will be shared, targets will be generated and any support will be discussed. This process can be repeated once more if some improvement has occurred. If students do not improve we can agree a placement on alternative provision, suggest a Managed Move to another school or pursue a Permanent Exclusion.

If a student is at Individual Behaviour Plan or Pupil Support Plan (PSP) level and 'At Risk of Permanent Exclusion' forms have been sent to the Local Authority, they should be sent before the panel.

## Pastoral Report Escalation Process- Staged approach

TYPE	TRIGGER	Initial Actions	Daily Sanction	Review Period	Success Criteria	Follow Up- End of review
Form Tutor Standards report	Persistent Offences around uniform, equipment, lateness or attendance at lessons	Discussion with the student about any issues.  Issue detention for the offence  Contact home	Escalation through Break, Lunchtime and After school detentions	1 week usually- can extend to 2 weeks.	Issue fully resolved	If the issue is not resolved liaise with the Pastoral Leader.  Review context and any barriers.
Form Tutor Behaviour report	15 negative points in a ½ term period- only related to behaviour.  (This a guide as staff will need to review context)	Phone Contact with home  Discussion with student  Analysis of points to identify issues. Potentially go to subject report	Escalation through Break, Lunchtime and After school detentions. Depending on severity of incidents. If a report is lost a 30 min detention should be issued	2 weeks	Less than 5 points over a 2 week period (for behaviour). No visits to the Reflection Centre or any Fixed Term Exclusions (FTE)	Contact parents to discuss improvement/decline.  Share progress with Pastoral Leader.  Failure to improve will result in the student being moved to Pastoral Leader report.  They should also be placed on the Whole School Detention.

Pastoral Leader- Behaviour Report	Failure on Form Tutor report or extremely serious incident resulting in long term FTE	Analysis of points-check if confined to one subject. refer to Curriculum Co-ordinator  Discussion with the student-providing support as appropriate. Offer a staff mentor for behaviour.	Escalation through Break, Lunchtime and After school detention . Depending on severity of incidents.  30 mins after school for a serious incident	4 weeks-can be escalated sooner if students are failing to comply.	Less than 10 points (for behaviour ) over a 4 week period. No visits to the Reflection Centre or any Fixed Term Exclusions	A letter must be sent to parents to indicate whether the report has been successful. If it has been successful students moves back to Form Tutor report.  If unsuccessful students will be moved to Senior Pastoral Leader report (with AD or JE).  Students will also spend a day in the Reflection Centre.  Reviewed at Pastoral Panel
<b>TYPE</b>	<b>TRIGGER</b>	<b>Initial Actions</b>	<b>Daily Sanction</b>	<b>Review Period</b>	<b>Success Criteria</b>	<b>Follow Up- End of review</b>
Senior Pastoral Leader Target Report	Failure on Pastoral Leader Report or catastrophic event	On site meeting with student and parent.  Behaviour Contract.  Agreed support plan.	Escalation through Break, Lunchtime and After school detention . Depending on severity of incidents.	4 weeks-can be escalated sooner if students are failing to comply.	Less than 10 points (for behaviour ) over a 4 week period.  No visits to the Reflection Centre or any Fixed Term	A formal meeting with parents to review progress. If successful students will move back down to Pastoral Leader report. If unsuccessful they will move to either IBP or PSP depending on the level of concern. They will also spend one week in the Reflection

			60 mins after school for a serious incident		Exclusions Less than 10% crosses on report	Centre to gain support (this can be reduced depending on behaviour). They will be added to Head teacher's behaviour panel
Individual Behaviour Plan (IBP)	Failure on Senior Pastoral Leader Report	On site meeting with student and parent.  Agreed support plan completed with clear targets. This will be signed by all parties	Escalation through Break, Lunchtime and After school detention. Depending on severity of incidents.  60 mins after school for a serious incident	4 weeks- can be escalated sooner if students are failing to comply	Less than 10 points (for behaviour) over a 4 week period).  No visits to the Reflection Centre or any Fixed Term Exclusions.  Less than 10% crosses on report	Formal meeting with student and parents. If successful move back down to Pastoral Leader Report. If unsuccessful, move to PSP or agree to apply for a Managed Move or seek for student to attend Alternative Provision on a temporary or permanent basis.  Reviewed at Head teacher's behavior panel
Pupil Support Plan (PSP)	Failure on IBP or a catastrophic failure of Senior Pastoral Leader Report	On site meeting with student and parent.  Agreed support plan completed with clear targets. This will be signed	Escalation through Break, Lunchtime and After school detention. Depending on severity of incidents.	4 weeks- can be escalated sooner if students are failing to comply	Less than 10 points (for behaviour) over a 4 week period.  No visits to the Reflection Centre or any Fixed Term	Formal meeting with student and parents. If successful move back down to Senior Pastoral Leader Report. If unsuccessful, this will result in a permanent exclusion or a permanent move to alternative provision.

		by all parties	60 mins after school for a serious incident		Exclusions.  Less than 10% crosses on report	
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## DEPARTMENT BEHAVIOUR REPORTS

<u>TYPE</u>	<u>TRIGGER</u>	<u>Initial Actions</u>	<u>Daily Sanction</u>	<u>Review Period</u>	<u>Success Criteria</u>	<u>Follow Up- End of review</u>
Subject Teacher – Behaviour Report	5 negative points in a ½ term period-only related to behaviour.  (This a guide as staff will need to review context)	Phone Contact with home  Discussion with student  Analysis of points to identify issues.	Escalation through Break, Lunchtime and After school detentions. Depending on severity of incidents.	8 lessons or 4 week period (whichever comes sooner)  This can be escalated sooner if students are failing to comply	No more than 1 point over the review period (for behaviour).  No visits to Cooling Off, the Reflection Centre or any Fixed Term Exclusions (FTE)	Contact parents to discuss improvement/decline.  Share progress with Curriculum Co-ordinator.  Failure to improve will result in the student being moved to Curriculum Co-ordinator target report.  They should also be placed on the Department Detention.
Subject Leader-Target Report	Failure on Subject teacher behaviour report or extremely serious incident.	Analysis of points.  Curriculum Co-ordinator  Discussion with the	Escalation through Break, Lunchtime and After school detention. Depending	8 lessons- or 4 week period (whichever comes sooner).	No more than 1 point over the review period (for behaviour).  No visits to Cooling	A letter must be sent to parents to indicate whether the report has been successful. If it has been successful students moves back to Subject teacher report.

		student and parents. Provide support as appropriate.	on severity of incidents.  30 mins after school for a serious incident	This can be escalated sooner if students are failing to comply.	Off, the Reflection Centre or any Fixed Term Exclusions	If unsuccessful students will be required to meet with SLT LM/Parents.  Students will be placed on the Whole School Detention. They will move to Pastoral Leader report.
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**Note that no student will be placed on more the one report at any one time. Any student who is about to be placed on report must email the Senior Pastoral Lead or Reflection Centre Manager to gain authorisation. They will have a strategic overview from Form Tutors, Pastoral Leaders, Teachers, Curriculum Leaders and Progress Leaders to ensure consistency.**

Please refer to the school behaviour tariff to review types of behaviour that are viewed as serious. Note: that if a catastrophic incident occurs a student can be Permanently Excluded therefore bypassing all of these stages. This table mainly relates to students who repeatedly breach the school rules.