

Behaviour for Learning Policy

Approved by:	William Howard School LAB
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Proposed review date:	Annually
Owner:	K Pigdon

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Behaviour Policy	June 2012
2	Relationships Policy 2013/2014	December 2013
3	Relationships Policy 2014/2015	November 2014
4	Relationships Policy 2015/2016	10 November 2016
5	Update of bullying report system for students	May 2018
6	Date change: DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges, <i>May 2018</i> .	3 October 2018
7	Covid 19 Version September 2020	End of Covid Restrictions
8	Update version post Covid 19 September 2021	Nov 2021
9	Updated version post Covid 19 April 2022	April 2022
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Introduction

The Behaviour for Learning policy at William Howard School is integral to delivering a high quality educational experience for all students. Leading, supporting, encouraging and guiding our students to become respectful, responsible and resilient students is underpinned by a positive behaviour for learning principle. One that fosters a sense of belonging, instils self-discipline and ultimately develops a future generation to be proud of. The policy is written to uphold the right for all students to feel safe, to learn and fundamental respect and fair treatment. We believe positive behaviour for learning will develop when students are aware of their behaviour, own their behaviour and maintain a mutual respectful working relationship with their peers and staff.

The policy is non-discriminatory and expectations are clear.

Background

At William Howard School we have clear systems and structures that support staff/student relationships. We encourage independent learning within a supportive structure that aims to develop our students as lifelong learners. Our systems and structures make a large School personal, providing the scaffolding for good learning, independence and character building.

This policy should be read alongside the following School and Cumbria Education Trust policies and procedures:

- Attendance Procedure
- Special Educational Needs & Disability Policy
- Health and Safety Policy
- Admissions Policy
- CET Complaints Procedure
- Equality Policy
- Child Protection Policy
- Online Safety Policy
- Home-School Agreement
- Uniform Policy
- Child on Child Abuse Policy

Additional information and guidance can also be sought from the DfE (Department for Education) documents – ‘Behaviour and discipline in schools: advice for Headteachers and school staff,’ January 2016 and ‘Sexual Violence and Sexual Harassment between Children in Schools and Colleges,’ May 2018.

Values & Key Learning Behaviours

Everything that we do at William Howard School is underpinned by the School’s core values of:

- Respect
- Responsibility
- Resilience

These values form the basis of all our decisions and processes throughout the School. It is our hope that anyone visiting the School will be able to identify our core values by the attitudes and behaviours they see as they spend time in our community. Under these values we have 9 positive learning behaviours and expect all staff and students to act, reinforce and shape each of the behaviours in all aspects of school life.

Positive Learning Behaviours

Respect

- Use good manners.
- Actively listen and respond positively.
- Value difference.

Responsibility

- Self-regulate.
- Attend, be on time and engage.
- Create a calm and organised environment.

Resilience

- Seek help and accept support.
- Have courage, encourage others.
- Learn from mistakes.

At any point, if staff are not happy with the behaviour they see, they are to address it explicitly in a positive and encouraging way otherwise, the message is that they accept it. When addressing behaviour that is deemed unacceptable staff are encouraged to use the following 4 principles:

- Behaviour Awareness
- Behaviour Ownership
- Mutual Respect
- Working Relationship

The aim of the School is to ensure that all students remain as part of the School community whenever possible. However, when there is a serious breach of behaviour or if a student is persistently disruptive within the school community it will regrettably lead to suspension and in the most severe circumstances could result in a permanent exclusion. In these instances, the School is committed to limiting the negative impact of a suspension by ensuring that appropriate reintegration back into School is always undertaken and restorative practice applied. Behaviour support with a corrective approach will be a key aim of the reintegration.

Rationale

Expectations through our values are made clear continuously throughout the year. This is done through assemblies, lessons and also through bespoke support sessions. Students are encouraged to show respect for all members of the School community and are supported to take responsibility for putting things 'right' when things 'go wrong'.

William Howard School believes in setting high standards. We expect all our students to follow our policies in relation to Uniform, Relationships and Learning. Our classrooms are places of learning and we expect our students to take responsibility for their behaviour and their learning to ensure that the needs of all are met in order to get the best out of their learning opportunities.

The School believes that its approach to the management of student behaviour should primarily be an educative one. That is, we expect students to show respect for others and to take responsibility for themselves and their actions and to make genuine and positive contributions to the community.

Expectations in terms of both achievement and behaviour at William Howard School are high for all students; they are challenged when these expectations are not met. They are challenged in a way that respects them as individuals and supports them to correct their behaviours and make amends to those affected. Through developing empathy for others, students learn to become more positive, supportive and contributing members of the School community.

Monitoring, Evaluation and Equality

This policy has been reviewed following the end of Covid 19 restrictions. At William Howard School we endeavour to ensure that this policy is not directly or indirectly discriminatory. When reviewing, we assess and consult relevant stakeholders on the promotion of race, age, religion, gender, sexual orientation and disability equality and community cohesion, using an appropriate Equality Impact Assessment. The policy may be amended by agreement with the LAB as a result of such considerations.

With particular reference to students classified as having special educational needs, or a disability, the School will endeavour to ensure that all reasonable adjustments are made and due consideration is given when making decisions regarding the application of the Relationships and Behaviour Policy. We regularly review the impact of the policy and its effectiveness through analysis of Behaviour data and trends using Power Bi.

Policy Aims

- To ensure that there is a shared understanding of the philosophy and principles that underpin behaviour expectations at William Howard School.
- To articulate and communicate the values, rights and responsibilities that underpin the development of relationships within our School.
- To support the building, maintaining and repairing of successful and positive learning relationships across the School.
- To support our holistic approach to School life that includes the development of rounded citizens as independent lifelong learners.

Rewards

Our aim is to work with students to ensure that they are engaged members of our community. All staff will use systematic praise and rewards to ensure that students know that they are valued. Praise is most often given verbally both in the classroom and also around School. Achievement points/ House points are used by all staff to recognise effort and excellence in both curricular and non-curricular activities and are linked explicitly to the 9 core behaviours and school contribution; Year Group Awards are given termly. Rewards are recognised in different ways by individual departments. Departments and Year Group Teams are also encouraged to phone home to give praise directly to parents and also send postcards home to reward effort and achievement in many areas.

Relationship Management

The School's behaviour support structure follows the principles that have been highlighted above. It aims to develop accountability relating to behaviour issues as follows:

- Unacceptable behaviour in the classroom is dealt with by the class teacher.
- Addressing characteristic behaviour is supported by the year group and engagement team.
- Higher level incidents are dealt with by middle and senior leaders through a series of hierarchical sanctions.

All key behaviour incidents are logged electronically via SIMS and as such the School is able to monitor behaviour systematically. This is done by teaching staff, Curriculum Leaders, Year Group Teams and Leadership Team.

Uniform

At William Howard School we want our students to have pride in the school uniform as a valued member of our school community. We expect all students to arrive at school in the correct uniform, with the correct PE kit when

required, to help foster that sense of identity and pride in the school. In cases where students do not follow/comply with the uniform policy they will receive sanctions while being supported to ensure that they are quickly able to meet the uniform requirements of the school. In extreme cases, in line with the DfE guidance, students may be sent home for not complying with the uniform policy (WHS Uniform policy updated March 2022). Persistent non-compliance with the uniform policy may result in students working in the internal exclusion room until the uniform is compliant.

Items not allowed in School

Banned items include any articles that are suspected of being used to 'bully' or intimidate another member of the School community and may be confiscated. If held on an electronic device, they may be deleted. We do not allow chewing gum or the consumption of high sugar and high caffeine drinks including all 'fizzy' drinks. The evidence suggests that these drinks can contribute to poor concentration levels and also poor achievement. Students caught with these on School site will have them confiscated.

Mobile Devices and Online Behaviour

If mobile devices are brought to school, they are the student's responsibility. They must be switched off and in a bag during lessons. Students who choose not to follow this protocol will have their device confiscated. The School accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to such electronic devices. It is the responsibility of parents and students to ensure their electronic devices are properly insured. This also applies to headphones and smartwatches.

Students must not engage in any online activity that may be construed as bullying or is defamatory to staff, students or members of the community. Students must not act in any way that negatively impacts on the good name and reputation of the school. This applies within school and from any location outside school. Students must follow these rules when posting on social networking sites, sharing videos or images, sending emails, texts, picture messages, instant messages, chat room conversations etc. The school may choose to involve the police in cases of cyber bullying or inappropriate online activities. The passing on of pornographic images, "sexting" is illegal. In all instances the school will liaise with the Police.

Students must not use their mobile devices to record or share any instances of anti-social behaviour witnessed in school. Students must not create, post or share defamatory videos or online material about students or staff of the school. Any mobile phone/device usage deemed inappropriate and anti-social will result in the first instance to a 7-week ban followed by a school life ban if inappropriate use continues.

Searching Students

The School has the power to search and confiscate when appropriate items that are prohibited. These include blades, knives or weapons, alcohol, illegal drugs, 'legal highs', stolen items, vapes, tobacco and cigarette papers, fireworks, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Members of the School's Leadership and Learning Provision Teams have been authorised by the Headteacher when appropriate, to search students, their bags and their property including their lockers. Whilst School staff will attempt to work with and gain consent from the student, the School has the right to search without their permission. Any illegal or banned items found on students may be confiscated and destroyed or passed to the police. Students responsible for bringing any illegal or banned items to School will also receive a sanction in line with School systems. In such cases the police may be informed. The process for searching students is covered by Department of Education, 'Searching, screening and confiscation', January 2018.

Anti-Bullying

Bullying can happen to anyone at any age. Being bullied at the School is unacceptable. The School is keen to differentiate between argument, shared aggravation and real bullying. In schools there are often disputes and arguments between young people who resort to verbal abuse and sometimes fight to resolve differences of opinion. Where mutual harassment is established, both parties must accept responsibility for their actions. Nobody has the right to hurt someone or make them feel bad. If a William Howard School student is being bullied by another student from the School, either in the School, out of the School or online, the School will use its procedures to deal with it. This may involve the police. The School will work with students often in a restorative way, to ensure that all parties are engaged with the process and that the bullying stops. Whilst the School encourages face to face conversations it is also aware that at times this may be difficult. Any incidence of bullying should be reported immediately to the year group teams.

Specific types of bullying include those relating to:

- Race, religion, culture or gender
- SEN or disabilities
- Appearance or health conditions
- Sexual orientation and gender identity
- Young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

Bullying can take place between students, between students and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying often involve an imbalance of power between the perpetrator and the victim, and can include:

- Name-calling
- Taunting
- Mocking
- Making offensive comments
- Kicking
- Hitting
- Pushing
- Taking belongings
- Inappropriate text messaging and emailing
- Sending offensive or degrading images by phone or via the internet e.g. via social networking sites
- Producing graffiti
- Gossiping
- Excluding people from groups
- Spreading hurtful and/or untruthful rumours

Cyber bullying can be defined as the use of information and communications' technology and mobile devices deliberately to upset someone else. Cyber bullying that occurs while students are under the school's direct supervision will be dealt with in line with this policy. In cases where cyber bullying occurs while students are outside our direct supervision, parents will be encouraged to report these incidents to the police as criminal laws may apply.

Child on Child Abuse

As a school we take the 'Child on Child Abuse' very seriously and will always treat these incidents as a potential Safeguarding situation. This will include ensuring that all parties are supported, within the boundaries of the latest guidance, appropriately and that where necessary the school will involve the police and the Safeguarding Hub. All incidents of 'Child on Child' abuse will be overseen by the schools Designated Safeguarding Lead or his deputy. Please refer to the schools Child on Child Abuse Policy for further detail.

Use of Reasonable Force

On the rare occasions that students' behaviour is such that force may need to be used, all possible de-escalation techniques will be used first before reasonable force is put in place. Specific staff in the School have been trained to use 'Team Teach' techniques. Staff without this training are not encouraged to use reasonable force unless absolutely necessary in order to prevent harm. Reasonable force is used to prevent students from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in behaviours that are prejudicial to the good discipline of the School. On these occasions, the force used will be reasonable and proportionate to the circumstances of the incident and the seriousness of the behaviour, potential or otherwise.

Designated staff are trained in 'Team Teach' techniques. Students identified, through review, as exhibiting 'at risk' behaviours will have appropriate risk assessments and 'Positive Handling Plans' in place which clearly identify 'Team Teach' techniques and preferred handling strategies. An unforeseen event may require an emergency response and a positive handling plan will be produced following such an incident. The use of reasonable force, where possible, should be performed within the 'Team Teach' framework and by trained staff. This ensures the emphasis is on de-escalation of conflict by proven techniques. All incidents involving the use of physical intervention will be recorded in the log held in the Headteacher's office, as well as communicated to the designated safeguarding lead. We will also inform the parent. Support for students and staff following an incident will be available from staff within Learning Provision.

See link below to the DfE's guidance on the Use of Reasonable Force (July 2013).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2013.pdf

Allegations of Abuse against Staff

Allegations of abuse are taken seriously. William Howard School will ensure that allegations are dealt with quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Cumbria Safeguarding Hub guidelines will be followed. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Disciplinary action will be taken against students who are found to have made unfounded or malicious accusations against School staff. In line with the schools' positive behaviour approach the student will normally have a chance to rectify and learn from the situation.

Permanent Exclusion & Suspensions

The behaviour system in school is hierarchical and wherever possible restorative approaches will be used to attempt to repair any harm done by an incident when appropriate so that students can be reintegrated positively back into the school community.

In a small minority of cases it may be the case that a student will receive a suspension or permanent exclusion; though these are used only as a last resort or if the incident in question is deemed to be so serious that no other option is available that protects the welfare and well-being of those in the school. One-Off incidents, or persistent disruption may lead to suspension from the School, or permanent exclusion. The Headteacher of the school can suspend or permanently exclude a student on disciplinary grounds. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A student's behaviour inside or outside school (if a link to school is evident) can be considered grounds for a suspension or permanent exclusion. Any decision of the school, including suspension or permanent exclusion, will be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties, including the Human

Rights Act 1998, the Children and Families Act 2014 and the Equality Act 2010); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the Headteacher will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher will accept that something happened if it is more likely that it happened than that it did not happen. The Headteacher will take account of their legal duty of care when sending a student home following a suspension or permanent exclusion.

The reasons below may warrant a permanent exclusion although this list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

- Pre-meditated serious physical assault against a member of the School community
- Persistent verbal abuse or threatening behaviour against a member of the School community
- Use, threat or possession of an offensive weapon or item that has been prohibited by the school's behaviour policy
- Dealing, using and/ or providing illegal substances such as drugs
- Persistent disruptive behaviour
- Persistent bullying
- Persistent abuse based on race, sexual orientation, gender or any other protected characteristic
- Posting of online content that knowingly will harm, bring into disrepute or disrupt the school community

Exclusions – the Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the Local Advisory Board (LAB). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

Behaviour, Responsibility and Accountability

The behaviour support system is the operational way in which the principles of this policy are implemented. This has been reviewed and developed following the removal of Covid 19 restrictions. The early actions within the system are used to deter students from exhibiting poor behaviour and maintain a positive learning relationship with school staff. As recording of behaviour incidences is done centrally on SIMS, through the RAMS and at class teacher level the Year Group Teams are able to interrogate the data to get the whole picture and individual portraits.

The data will form part of departmental meeting discussions and conversations between the Curriculum Leader and the SLT link using Power Bi online system

All staff are accountable for the behaviour of students in and around the School at all times. We have systems in place that aim to support all staff to do this whilst expecting each of us to fulfil our own responsibility in this aspect of School life. The behaviour support guidance provides an overview summary of action for when behaviour is not at the level expected at William Howard School which contains many specific examples but is not an exhaustive list.

Behaviour Support System (March 2022)

At William Howard we implement a positive behaviour principle where behaviour that is acceptable is reinforced and celebrated and when behaviour is unacceptable there is a chance for it to be rectified and corrected. The following document will provide a system to support all staff to shape and guide our young people as they contribute and thrive within our School and wider community. ***The principle of firm but fair with logical and measured consequences will always be employed.***

Overview of Approach

- Students will always be made aware of their behaviour, why it's unacceptable and how they should behave
- Students will be given time to reflect on their behaviour and reset
- Students will be given time to put right what they have done wrong
- Students and staff will be given time to rebuild and restore a mutually respectful working relationship
- Learning time lost due to unacceptable behaviour will be made up at a set time as determined by the member of staff involved
- Ultimately if students are unwilling to work with us all as a school community, to interact positively and collaboratively, then suspension and permanent exclusions will still be used to enable the school community to function positively.
- The re-integration process will be used to ensure students are ready to re-join the School community in a positive and productive way.

Systems Summary

Lesson Support

SLT, YGT and Engagement Team can be contacted via email to lessonsupport@williamhoward.cumbria.sch.uk when a solution to poor behaviour cannot be found or you need support at any point with students in your class.

Lesson Withdrawal Nearest Neighbour

If a student is withdrawn from a lesson, the member of staff must contact home to discuss the incident and arrange the after school catch up session. An email is to be sent to whscatchups@williamhoward.cumbria.sch.uk giving the students name, key information about the reason for catch up and date of the catch up session (for their information please copy in the year group team). This should be arranged within 24hrs of the incident where possible. The catch up sessions take place in the withdrawal room with the Engagement Team. The classroom teacher will need to enter the details into the student's planner and noted on SIMS once it is arranged. If there was anything to note from the contact home a SIMS entry should be made in the student's communication section.

After School Catch Up Session

Any learning time lost because of unacceptable behaviour will be caught up after school. Students will be asked to collect the work they need to do from their teachers which may also be provided on arrival.

Failure to attend the catch up will result in an automatic roll over to the next day. Parents will be informed and students will be collected and taken to the catch up. Failure to attend the 2nd catch up will be taken as defiance and Tier 1 internal exclusion will be employed immediately.

Positive Time Out

Maximum 5 minutes for the student to re-set their emotions and be ready to reintegrate.

Follow up Conversations

Unacceptable behaviour should result in a follow up conversation making students aware of their behaviour and modelling good behaviour.

Internal Exclusion

There are 5 tiers of internal exclusion. Please see Appendix 1 for further details.

Rewards/Awards

All staff are encouraged to catch students being good and award the house points and/or individual classroom reward/award system against one of the 9 core behaviours or wider school contribution on sims

Social Time Removal

Anti-social behaviour including lateness will result in time spent in a break 2 Anti-WHS catch up.

Restorative Conversation

A restorative conversation is to happen prior to the student attending the lesson where a behaviour incident has occurred. This may be facilitated by the Engagement Team, Middle Leader or Year Group Team where appropriate.

Reports

Positive behaviour reports will be used to support behaviour if they require extended from the year team or department area to help facilitate behaviour change. All students who have been suspended will complete a period on positive behaviour report to help monitor their return.

Expected Practices to Support Positive Behaviour within the Classroom

There are expected practices that have been introduced to support a positive behaviour approach in the classroom. These establish a consistent approach to lateness and questioning. We also have a recommended way in which to manage noise levels that will result in a positive learning environment for all. It is expected that all staff use these practices resulting in a common language and approach in every classroom. The practices are as follows:

Late protocol - If students are late a simple meet, greet and show to the seat routine is used to avoid conflict and ensure a sharp start to learning. The lateness will be addressed at an appropriate time preferably at the end of the lesson.

Questioning - There are two ways students answer questions as part of a whole class Q&A session. The first is cold calling, where the teacher will select the student to answer the question and the second is a hands up approach. The two approaches support a positive learning environment where students are expected to actively listen and avoid calling out.

Appropriate Noise Level - The 4 levels of noise can be used as a common language in classrooms and wider school environment. The levels can be used to model the appropriate noise level for all students resulting in an orderly, calm and purposeful learning environment.

APPROPRIATE NOISE LEVELS



Active Listening

(complete silence)



Work Voice

(whisper/low amount of noise)



Partner Voice / Corridor Voice

(just below normal speaking voice)



Social Voice

(normal speaking voice)



Bus Behaviour

Expectations on the bus are no different to the expectations within the whole school environment. It is the students' responsibility with the support of the bus company, school and parents to behave in a safe and respectful way. Students must comply with the following rules:

- Students sit in the seat allocated as per the official seating plan.
- Students wear seatbelts at all times and do not under any circumstances move seats when in transit.
- Students use good manners and respond positively towards bus members of staff.
- Language on the bus is positive and the older students on the bus set a good example for the younger members of the bus community. This also covers the use of inappropriate gestures to the wider public.
- There should be no food or drink consumed on the bus and therefore no litter.
- Bullying behaviour will not be tolerated, students are encouraged to celebrate difference.
- Behaviour at all times must not distract the bus driver from their duties and noise levels should be below normal social voice.

Behaviour not in line with the above expectations may result in a bus ban and/or a higher level sanction. Students will be supported to correct their behaviour and rebuild a positive relationship with the bus company and/ or driver.

Managed Move Reintegration Process

As part of the behaviour improvement strategies and interventions put into place to support students' negative behaviours; if they become persistent and characteristic over time, a 'managed move' may be used to place a student in an alternative educational establishment/school for a fixed period of time. A managed move would be used as an intervention once a number of different strategies had been tried and failed such as year group level monitoring, engagement team support and mentoring, SLT level monitoring etc. The managed move process can be used for a set of specific reasons such as where a student is at risk of permanent exclusion from the current school, where the student is posing a risk to the welfare of others at their current school, where a student refused to attend their current school etc.

The managed move process may be used to offer a student a fresh start and new opportunity to manage their behaviour in a way that does not negatively affect their own or others' welfare and education, through a more structured and less disrupted process.

As students enter WHS from another school, as part of the managed move process, or return from a managed move, they will complete a phased re-integration process, to ensure that the WHS positive behaviour expectations are fully understood as a means of reducing the likelihood of a student being permanently excluded in the future.

Behaviour Support System Guidance

As with any behaviour support system there will be times where flexibility is needed to support the situation more effectively. Please note this is a guide.

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
<p>Low level disruptive behaviour - Reminders given about acceptable behaviour and learning can continue</p>	<p>Low level disruption continues - nearest neighbour timetable is used to remove the student. The incident is logged and a catch up arranged for the lost learning</p>	<p>Student does not respond in a positive way and displays defiance - Lesson Support withdraws student and applies Tier 1 IE</p>	<p>Student continues to refuse to follow a reasonable instruction - Tier System of IE applied</p>	<p>Student still continues to refuse to follow a reasonable instruction - suspension</p>
<p>Late to lesson more than twice - break time catch up (dept)</p>	<p>Failure to attend break catch up - member of staff to collect or arrange collection</p>		<p>Student refuses to attend catch up - Tier 1 IE for defiance</p>	<p>Student continues to refuse to follow a reasonable instruction - suspension</p>
<p>Late to school – Slip at student services for Break 2 catch up</p>	<p>Failure to attend catch up - 2nd chance given to attend catch up</p>	<p>Failure to attend catch up - an instant 30 minutes after school catch up</p>	<p>Student refuses to attend catch up - IE for defiance</p>	<p>Student continues to refuse to follow a reasonable instruction - suspension for defiance</p>
<p>Mobile phone visible out of social time - In Lesson - confiscated until the end of the Lesson. In Lesson, repeat offence – confiscated until end of the day. Between Lessons – confiscated until end of day</p>	<p>Student refuses to hand over the phone - report to lesson support/Pastoral team and the phone will be removed until the end of the day</p>	<p>Student continues to refuse to hand over the phone - instant Tier 1 IE is given for defiance and phone removed as part of the IE protocol</p>	<p>Student continues to refuse to hand over the phone in IE - Tier 2 IE and phone ban implemented immediately for 7 weeks</p>	<p>Student continues to refuse to follow a reasonable instruction - suspension for defiance and individual phone ban implemented immediately for 7 weeks</p>
<p>Anti- social behaviour displayed during social time - student attends Anti- WHS break 2 catch up</p>	<p>Failure to attend break catch up - member of staff to collect or arrange collection</p>		<p>Student fails to follow reasonable instructions when collected for a catch up - Tier 1 IE for defiance</p>	<p>Student continues to refuse to follow a reasonable instruction - suspension for defiance</p>
<p>Lack of sufficient work in the lesson but does not disrupt the learning of other students - students are given reminders and strategies to motivate and engage are used</p>	<p>Continued lack of sufficient work in the lesson but does not disrupt the learning of other students - catch up after school arranged to complete the work</p>	<p>Failure to attend catch up - catch up automatically rolled over to the next day and student collected</p>	<p>Student refuses to attend catch up when collected - Tier 1 IE for defiance</p>	<p>Student continues to refuse to follow a reasonable instruction - suspension for defiance</p>

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
Student behaves in a negative manner towards school staff or students (mainly out of frustration) - reminders about behaviour expectations and an opportunity given to put the situation right. Classroom teacher to contact home.	Student behaves in a disrespectful manner towards school staff and students and continues to abuse - Tier 1 system of IE instantly applied and restorative arranged. Classroom teacher to contact home.	Student uses prejudicial language towards any member of the school community - Tier 2 system of IE instantly applied and restorative arranged.		Student responds in a disrespectful manner towards multiple school staff and displays defiance and unsafe behaviour - suspension
			Anti- social use of mobile phone and/ or online anti- social behaviour Filming, posting and sharing anti-social behaviour in school - Tier2 IE. A 7-week total phone ban will be implemented.	Anti- social use of mobile phone and/ or online anti- social behaviour that is considered defamatory towards any member of the school community - suspension and 7 week phone ban
Students are caught with a vape or vaping on school site/ school bus - the vape will be confiscated and destroyed. Students will receive a 60-minute catch up focused on the dangers of vaping			Students caught buying vapes in school - vape confiscated and 60 minute catch up focusing on the dangers of vaping	Students caught selling or supplying vapes in school - suspension
Students truanting a lesson - class teacher to contact home and arrange a 60 minutes after school catch up to complete the work missed		Students persistently truanting - placed in Tier 2 IE for focused work on the value of learning and immediate parental meeting and positive behaviour report	Students continue to persistently truant - Year group team will supervise and escort students to lessons until independence is restored.	
		Inappropriate physical contact - Tier system of IE immediately applied.		Pre-meditated inappropriate physical contact - suspension

APPENDIX 1

Tiers of Internal Exclusion (IE)

EXAMPLE BEHAVIOURS*		RESULTING SANCTIONS/CONSEQUENCES
<ul style="list-style-type: none"> Persistent disruptive behaviour, multiple lesson withdrawal requests over a fixed period of time One off antisocial behaviour, such as verbally aggressive/disrespectful language (but not direct swearing) towards a member of staff or significant disruption to social times through negative behaviour Persistent lack of attendance at after school catch ups 	<p>TIER 1</p> <p>➔</p>	<p>Student completes P1, P2 and B1 within IE, but shows a good attitude to their reflection work and their learning.</p> <p>Returns to timetabled lessons during P3.</p> <p>That is the completion of their sanction/consequence.</p>
<ul style="list-style-type: none"> Persistent bullying behaviour Persistent truanting, refusing to attend their timetabled lessons One off high-level act of defiance, i.e. not following instructions for their own or others' safety Inappropriate use of a mobile phone which can bring the Academy into disrepute (filming fights, posting images/videos on social media platforms etc) Purposefully vandalising school property (note – this could escalate to a higher tier directly correlating to cost of repair) Theft (note – can escalate depending on value of object stolen) Repeated incidents involving smoking/vaping or being associated/linked with other students smoking/vaping Illegally selling items on school site (note – can escalate depending on the scale of the issue and items sold) 	<p>TIER 2</p> <p>➔</p>	<p>Student completes P1-P3 and misses both breaks, but shows a good attitude to their reflection work and their learning.</p> <p>Returns to timetabled lessons P4 & P5.</p> <p>That is the completion of their sanction/consequence.</p>
<ul style="list-style-type: none"> Persistent defiance over time Physical intimidation of a student or staff member Repeated behaviours outlined in Tier 2 	<p>TIER 3</p> <p>➔</p>	<p>Student completes a full day within IE, P1-P5, misses both social time opportunities.</p> <p>That is the completion of their sanction/consequence.</p>
<ul style="list-style-type: none"> Causing deliberate physical harm to another student/one off physical assault, such as a fight within the school building Swearing directly at a member of staff (can be escalated to FTE, depending on the specifics of the words used) Repeated behaviours outlined in Tier 3 	<p>TIER 4</p> <p>➔</p>	<p>Student completes a full day in IE and then P1, P2 and Break 1 for the second day</p> <p>If they show a good attitude to their reflection work and their learning, they return to timetabled lessons the next day.</p> <p>That is the completion of their sanction/consequence.</p>
<ul style="list-style-type: none"> Continuation from all lower Tier incidents, but resulting in total non-compliance and unwillingness to engage with the restorative processes put in place 	<p>TIER 5</p> <p>➔</p>	<p>If a student is unable to show a willingness to engage with the reflective opportunities presented and continues to show a negative attitude to their own behaviour they will be placed within SLT seclusion. SLT seclusion will consist of isolation away from the rest of the school, within the offices of the school leaders. If students are unwilling to engage positively at their level, we will be left with no choice to suspend a student for a period of time relative to the incident.</p>