

HIGHCLIFFE SCHOOL

BEHAVIOUR FOR LEARNING POLICY

We believe that in order to enable effective teaching and learning to take place, positive behaviour in all aspects of school life is fundamental. This policy seeks to enable all staff, students and parents to work together to develop strategies to support individual students in achieving their true potential and to demonstrate positive learning behaviour for now and for the future. Students who demonstrate these positive learning behaviours will be recognised through the school Rewards Policy.

HIGHCLIFFE SCHOOL VALUES

We aim to provide a safe, secure and happy school, which both stimulates and challenges - a school where students achieve their full potential within a caring community.

At Highcliffe we value:

- Respect for all members of the school community
- Personal responsibility, self-discipline and independence
- High standards of achievement
- The development of positive attitudes to learning
- Respect for our learning environment
- Honesty, integrity and courtesy
- Co-operation and teamwork
- Punctuality, participation and attendance
- Care and consideration for all members of the community
- Making a positive contribution to both local and international communities

RESPECTFUL, PURPOSEFUL AND RESPONSIBLE LEARNERS

Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all parents, staff and students and consistency of practice is needed across the school community to ensure that students know the standards of behaviour that are expected of them.

The school actively supports positive learning behaviours through the awarding of Attitude to Learning grades, Commendations and Commendations certificates, attendance certificates, Letters of Commendation, Headteacher's Awards, celebration assemblies and other events.

A shared commitment from parents through the home-school agreement, governors and the wider community is an important factor in promoting good behaviour as is the support of the inclusion policies, social service departments, the careers service, health services and the police in dealing with challenging behaviour. In some cases a multi-agency approach is essential if the best interests of the student are to be fully met. The continuous improvement of practice will be at the heart of the behaviour strategy and amendments will be made in accordance with any review, evaluation and in accordance with any necessary developments.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

The school has ensured that parents are fully informed of the expectations for all students by communicating them through the student planner, tutor noticeboards, school rules, school prospectus, home-school agreements, the parent area on the school website and H2U newsletters.

The school has communicated the behaviour policy to all new and existing students through the student planner, school rules, school prospectus, tutor notice board, H2U newsletters, school assemblies, intranet and within the curriculum wherever relevant.

The school has communicated the behaviour policy to all teaching and non-teaching staff by providing copies of the policy and through the staff-training programme. Additional training is provided for trainee and newly qualified teachers.

The application of this behaviour policy remains at the discretion of the Headteacher who will be the final arbiter in the decisions regarding the appropriateness and proportionality of any sanctions or restorative actions for student behaviour.

DISRUPTION OF LESSONS

At Highcliffe we view the right to learn in an ordered classroom environment as fundamental to the aims of the school. All students have the right to learn in a structured, ordered environment in the classroom where they feel safe and able to learn. All students have the responsibility to ensure that their behaviour does not hinder or impede the learning of others. Students who stop the learning both of themselves and others as a result of poor behaviour in the classroom will be subject to the range of sanctions as outlined in this policy.

ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR

The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises. It is essential that the whole school community feels safe and secure at all times and does not fear invasion of personal space: emotionally, physically or mentally. Key words that underpin this ethos are *Respectful, Purposeful, Responsible*.

Examples of unacceptable behaviour include – but not exclusively:

- inappropriate physical contact
- invading the space of others: emotionally, physically and mentally
- name calling and/or verbal abuse
- threatening language or behaviour
- intimidation / physical abuse and/or fighting
- bullying
- harassment - including racist, sexual, sexist, homophobic and transgender abuse
- misuse of ICT such as sending offensive email or text messages or similar
- inappropriate use of technology including all mobile technology devices
- filming, photographing or otherwise recording and then sharing or posting this material
- smoking – this includes being in possession of or distribution of any smoking related items on school premises, including e-cigarettes and similar items such as ‘vapers’, matches and lighters, cigarettes, tobacco, legal highs
- the bringing into school and/or consumption of alcohol in school
- use of an illegal substance or item – this includes being in possession of items on school premises, such as knives, illegal drugs
- any item that has been, or is likely to be, used to commit an offence or cause personal injury to, or damage the property of, any person
- showing disrespect to other students by mimicking, making fun or laughing at students who are keen to learn or struggling or who make mistakes in their learning
- bringing any item which may be used as an offensive weapon into school e.g. knives, BB guns, laser pens etc.
- being in possession of items which are not permitted on school premises – chewing gum, aerosols, marker pens, correction fluid or anything else that may be harmful to others
- the bringing of fireworks or similar items into school
- disrupting lessons and other learning activities
- damage to property and/or the fabric of the building, including any type of graffiti
- tampering with health and safety equipment and procedures
- the bringing into school, accessing and/or sharing of pornographic material
- leaving the school premises without permission during the school day
- being in/around areas which are out of bounds during the school day
- lateness
- making malicious accusations against other persons in the school – students and staff members
- arguing back or defying or being rude to a member of staff is unacceptable, as well as refusing to co-operate with a reasonable instruction

The above misbehaviour will also be subject to the school's disciplinary and sanctions procedures if it occurs:

- whilst taking part in any school-organised or school-related activity
- travelling to and from school
- whilst wearing the school uniform
- where behaviour in and outside school may be considered criminal in nature or risks bringing the school into disrepute

and if misbehaviour could have repercussions for the orderly running of the school or that could adversely affect the reputation of the school.

The school will seek to support students when appropriate by making referrals to multi-agencies and by offering internal support.

SCHOOL STATEMENT ON SMOKING

Highcliffe School is a smoking-free environment. Highcliffe School acknowledges that smoking is a health hazard and therefore smoking by students is banned to protect both students and staff from the harmful effects of smoke. It is therefore not acceptable for students to be smoking or to have any smoking-related items with them whilst in school, travelling to and from school and whilst wearing the school uniform or whilst taking part in any school-organised or school-related activity including visits overseas. Highcliffe School views e-cigarettes and similar items such as 'vapers' as smoking-related items and consequently does not allow students to be in possession of them.

DECIDING THE SANCTION

When deciding on a sanction the school will always apply the principles of proportionality. Depending on the nature of any unacceptable behaviour that a student has been involved in the following sanctions may apply:

- Make a sincere apology.
- Be placed in a detention after school or at lunch time.
- Be placed on daily or weekly report card to monitor behaviour.
- Undergo a series of sessions of detentions.
- Be isolated from lessons for a limited period.
- Pay in part or in whole for any replacements or damage resulting from inappropriate behaviour.
- Be excluded from school for a fixed term or permanently.
- Explain actions to the police if behaviour is potentially in breach of the law.

In order for the behaviour policy to be effective, a clear relationship with other school policies is established. Relevant policies are: Anti-bullying policy, School Rewards policy and the Attendance policy. Other relevant documents from DfE to be read together with this policy: Use of Reasonable Force (April 13); Behaviour and Discipline in Schools (February 14); Searching, Screening and Confiscation Advice (February 14), ICT Acceptable Use (May 12); Mobile Phone Policy and Guidance (June 13); Social Networking Policy (June 12).

EXPECTATIONS OF STAFF

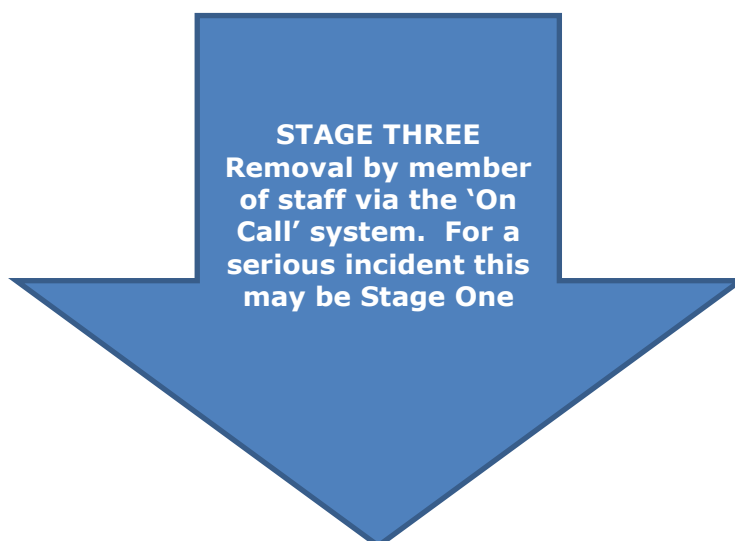
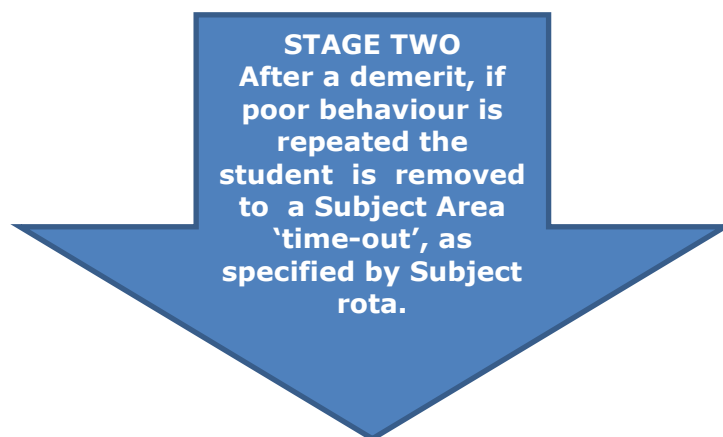
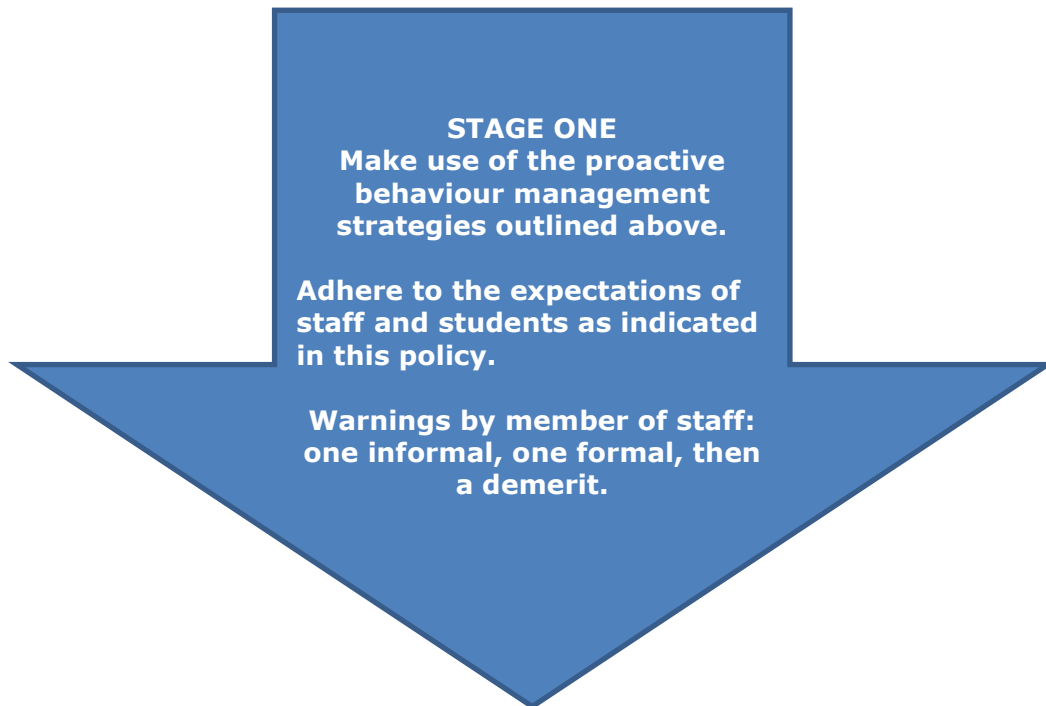
When teaching young people it is to be expected that at times there may be challenges presented in the classroom related to behaviour for the teacher. It should be borne in mind that effective teaching and learning is not necessarily achieved by the absence of problems but rather by the way that problems are dealt with.

Consistent and clear behaviours by professionals will support strong learning behaviours by the students – these include:

1. Professional actions and attitudes:
 - Your professional appearance and behaviour (see Staff Code of Conduct) Arriving punctually for lessons;
 - Being prepared for lessons;
 - Being at the classroom door to greet students into a classroom;
 - Dismissing students in an orderly manner;

- Giving regular feedback (spoken and written);
 - Applying the school's Rewards Policy;
 - Addressing students with respect and expecting the same from them;
 - Ensure tidiness and organisation of your teaching area, to present a positive learning environment to students, for example by not leaving resources, photocopies or books lying around on desks and surfaces
 - Enforcing whole school policies consistently: i.e. the dress code, the mobile phone policy or the ban on chewing gum, for example;
 - Maintaining interesting and engaging display work in the classroom;
 - Leaving classrooms with all chairs or stools behind desks and benches in an orderly manner;
 - Keeping storage areas tidy.
2. In the classroom you must:
- Greet students at the door and insist they enter the room in an orderly, quiet manner ready to learn;
 - Use a seating plan in Years 7-11 which promotes good academic progress and minimises potential disruption i.e. not in friendship groups but perhaps boy/girl or planned by ability;
 - Take the register accurately within the first five minutes of the lesson, and record lateness;
 - Enforce whole-school rules on uniform, eating and drinking, using mobile phones and ear-phones;
 - Ensure that every student places on their desk their planner and the correct learning equipment and learning resources;
 - Ensure that when you speak to the whole class that students remain silent;
 - Insist that students raise their hand to speak rather than call out, unless using a planned 'no hands-up' strategy for questioning;
 - Not allow students to leave their seats without permission;
 - Not allow students to wear outside coats inside the classroom;
 - Sign a student's organiser if they need to go to the toilet or go on an errand;
 - Ensure that students leave your room in an orderly fashion within the school timings.
3. You can take the initiative by:
- Setting high standards of speech, manner and dress for yourself and students;
 - Enjoying relaxing with students;
 - Keeping calm, use appropriate humour, listen and be positive in building relationships;
 - Avoiding confrontation with and humiliation of students;
 - Avoiding over-reacting, over-punishment and harshness;
 - Not shouting – it rarely works;
 - Following through any consequences that you have threatened to take.

FLOWCHART FOR SUBJECT BEHAVIOUR INTERVENTION



DEMERITS, 'TIME-OUT' AND 'ON-CALL'

DEMERITS

A) Being a respectful and purposeful learner

A demerit is issued in the following circumstances once proactive behaviour management strategies on page 7 have not prevented poor behaviour – this must occur after a formal warning:

- Persistent talking, shouting, making noises or not following the hands up rule (where used)
- Persistent low-level disruptive behaviour
- Arguing back or being defiant
- Other inappropriate or disrespectful behaviour in or out of the classroom
- Failure to follow promptly a reasonable instruction
- Lack of effort or coasting in class
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B) Being a responsible learner, prepared for learning

A demerit must be automatically issued without warning in the following circumstances:

- Failure to complete home study by deadline
- Failure to return a library book by deadline
- Failure to bring the required learning resources
- Breach of mobile phone policy
- Breach of ICT policy
- Failure to have their school planner when requested
- Serious or repeated breach of the school dress code (boys wearing white socks, short or tight or sewn-up skirts, undone ties or top buttons, wearing a hoody instead of a coat, making the same breach more than once in a day).

'TIME-OUT'

This must be used only after a demerit has been issued. Each Subject area or Faculty Area will have a rota for each lesson indicating the assigned 'time-out' member of staff and their teaching room.

- A student issued with a 'time-out' will be sanctioned by being placed in a lunchtime detention.
- A student who is issued with three 'time-out's or more within a half-term will be placed in after school detention.
- Following a Time-Out, the (Director of Learning) DoL or (Subject Leader) SL should arrange a restorative justice meeting where the student acknowledges their behaviour with their teacher, before they can re-join the class. A Time-Out will lead to Subject or Faculty report administered by the DoL or SL.

Students should never be 'sent outside' as an alternative to Time-Out. 'Cooling off' for 2 minutes can be used where a student is in a heightened emotional state. Students should never be sent outside the classroom for any longer and instead should be 'timed out' or 'on called'.

'ON-CALL'

There will be a rota of senior colleagues for each teaching period who will remove students from lessons in the following circumstances:

- Abusive language towards a member of staff or another student
- A 'one off' serious act of defiance, arguing back or rudeness to an adult
- Threatening behaviour or aggression or violence
- Intentional damage to resources, equipment, the school's property or another student's valuables
- Poor behaviour after a 'Time-Out' or refusal to cooperate with a Time-Out
- Any poor behaviour by a student on Head of Achievement report

A student who has been removed by a senior colleague will be placed in whole school detention and sanctioned additionally as appropriate: isolation or exclusion. For example; On Call behaviour by a student on Head of School Report will automatically be sanctioned by isolation for the rest of the day, in the first instance, and may lead to a fixed term exclusion.

Following an On Call, the DoL or SL should arrange a restorative justice meeting where the student acknowledges their behaviour with their teacher, before they can re-join the class. A Time-Out will lead to a Subject or Faculty report administered by the DoL or SL.

Staff should not use On Call to report a student who has walked out of class (unless they were being Timed Out or they walked out after an 'on Call' behaviour). If a student leaves a lesson upset or takes it upon themselves to walk out staff should email the relevant Pastoral Lead and Head of Achievement.

REPORT CARDS

The following graduated system of report cards is in place to support behaviour for learning:

- Subject area report or Tutor Report
- Pastoral Lead report and Behaviour Contract if appropriate
- Head of Achievement report and Behaviour Contract or PSP if appropriate
- Head of School report and PSP if appropriate

Failure to modify behaviour as a result of being on a report card or failing to complete the report card will result in a move onto the next card in the graduated system, or if whilst on report a more serious issue occurs. Students will report to their assigned member of staff at least once a day at an agreed time. Students will identify their improvement areas for the report card which will then be assessed during the school day by their teachers. Failure to meet the target will result in a sanction eg: after school detention, isolation or exclusion. The assigned member of staff will make contact with the student's parents to discuss the reasons for the report card and progress whilst the student is on the card.

CONTRACTS AND OTHER LEARNING PLANS

A Behaviour Contract will be used to support a student in modifying their behaviours, often following specific poor behaviour or prolonged failure to adhere to the behaviour policy. The Pastoral Lead, Head of Achievement or Head of School will manage the behaviour contract. Failure to adhere to the contract will result in 'Wave Two' or more escalated sanctions from the policy.

Pastoral Support Plans (PSPs) will identify specific modifications, actions, support strategies and targets for students who are displaying challenging behaviours. This will be aimed to support students who are at risk of exclusion, have already been excluded, cause harm or disruption to other students, or who are displaying extreme levels of disaffection, disengagement, absence or more complex behavioural/emotional issues. There will be a meeting held with the Head of Achievement and if appropriate the Head of School and parents to establish the PSP, and the plan will be monitored during a period of time up to a maximum of one term in the first instance.

LUNCHTIME AND AFTER-SCHOOL DETENTIONS

Lunchtime detentions are supervised by Heads of Achievement and Pastoral Leads on a rota basis. Failure to attend a lunchtime detention or late arrival will result in an after-school detention, actioned by the Pastoral Lead. Lunchtime detentions are recorded and monitored on the school information system.

After school detentions will be held on a Tuesday evening from 3.05pm to 4.05pm. Students will only be placed in an after-school detention for failure to attend a lunchtime detention, as a specific sanction in the Consequences ladder or by Pastoral Leads, Heads of Achievement, the Head of School, Pastoral Manager, Assistant Headteachers, Deputy or Headteacher. After school detentions will be staffed by all colleagues on a

rota basis. Failure to attend detentions will result in an escalation of further sanctions including internal isolation and fixed-term exclusion.

ROLE OF THE TUTOR

Tutors should check regularly the Commendations/demerits dashboard for their tutor group. They should give appropriate praise, advice, guidance and support with reference to the information. The tutor will award commendations and issue demerits where appropriate and will monitor the tutor report card for students when required. It is important that the tutor and Pastoral Lead liaise frequently to discuss the welfare and behaviour of students in each tutor group. The guidance for the classroom (see above) should also be applied within tutor time: this should be purposeful and respectful. Deputy Heads of Achievement will provide and monitor a structured programme of tutor-time activities throughout the academic year.

ROLE OF THE PASTORAL LEAD

The Pastoral Lead will be the main point of contact in issues regarding student behaviour when a student displays poor behaviour across a range of subject areas or outside the classroom. They will note Time Outs and On Calls and follow-up the behaviour with the student, applying sanctions where required and ensuring the student cooperates with the DoL or SL organising restorative justice meeting or Subject Report. The Pastoral Lead will monitor behaviour within the year group and commendations and demerits on a daily basis and will target individuals and groups for observation and intervention. Particular regard will be given to vulnerable groups especially PP and FSM students. The Pastoral Lead will issue and monitor a report card for students as appropriate. The Pastoral Lead will be the main point of contact with parents and outside agencies with regard to student behaviour. The Pastoral Lead will manage the Behaviour Contract working closely with the Head of Achievement. The Pastoral Lead will also make referrals for ELSA intervention and other Wave 2 support where appropriate.

ROLE OF THE HEAD OF ACHIEVEMENT

The Head of Achievement will monitor their own report card for behaviour. The HOA will carry a case load of 'serious' cases identified according to common criteria agreed across the pastoral team. Students who have failed to modify their behaviour after intervention from the Pastoral Lead will be on report to the Head of Achievement, or in the case of a more serious behaviour issue that has caused an 'on-call' response or has been prolonged. Students who may continue to display the already identified poor behaviours will receive intervention and support by the Head of Achievement who will also liaise with parents and will work with the Pastoral Lead to monitor and implement the behaviour contract. The Head of Achievement will also monitor and take action for more serious levels of misbehaviour. The Head of Achievement will analyse and identify cohorts who require behaviour intervention and deliver specific interventions during Tutor Time and at other times.

ROLE OF THE HEAD OF SCHOOL

The Head of School is responsible for the implementation of the behaviour policy across years 7-11. The Head of School will ensure Wave 1,2, and 3 interventions are applied in a consistent way across the pastoral team, line manage key pastoral staff, and lead and coordinate the staffs' use of the Behaviour Management policy, at all times vocalising and promoting the ethos of Respectful, Purposeful and Responsible. The Head of School will monitor the rota for supervision of the detention and the back-up rota if colleagues are unable to supervise as allocated. The Head of School will work with the Heads of Achievement to monitor trends and aspects of behaviour within their allocated year groups and will work with Heads of Achievement with appropriate individual and group interventions to support high standards of behaviour and conduct in school.

BEHAVIOUR OUT OF LESSONS

Expectations of Respectful, Purposeful and Responsible Behaviour apply at all times – at break and lunch, between lessons, journeying to and from school, in the corridors and around the whole site, at events, trips and visits. All staff are to model and expect from students high standards of behaviour and should award Commendations and Demerits as appropriate through SIS.

CONSEQUENCES

The following table is intended as a guide to support the proportionality and appropriateness of the application of sanctions when the Behaviour for Learning code has been breached. The Headteacher and delegated staff reserve the right to apply sanctions outside this guide.

Promoting Respectful and Purposeful Learning Behaviours	
<p>Behaviour Demerits:</p> <ul style="list-style-type: none"> ☒ Persistent talking, shouting out or not following the 'hands-up' rule. ☒ Persistent low-level disruptive behaviour. ☒ Arguing back or being defiant. ☒ Other disrespectful behaviour in or outside the classroom. ☒ Failure to follow promptly a reasonable instruction. ☒ Breach of mobile phone policy and/or ICT policy. ☒ Failure to adhere to the school dress code. ☒ Serious lack of effort or coasting in class. 	<ul style="list-style-type: none"> a) Behaviour demerit issued. b) Students who receive 3 behaviour demerits in a 2 week period will be sanctioned by a lunchtime detention; # c) Students who receive a 6th behaviour demerit in a 3 week period will be sanctioned by an after-school detention and placed on Pastoral Lead Report for up to 2 weeks. # ^ d) Students whose behaviour does not improve significantly while on Pastoral Lead Report will be placed on Head of Achievement Report and will be considered for a Behaviour Contract or Behaviour for Learning Plan, with individual targets and access to Wave 1 support within the Year Team. Contact will be made with parents. Other sanctions including internal isolation or exclusion may be applied. e) Students who repeat a pattern of behaviour over a 6-week cycle are likely to experience both an escalation of the sanction applied by the school (for example the replacement of lunchtime detentions with after-school detentions for x3 Demerits, or the use of fixed-term exclusion) as well referral to Wave 2 additional support and monitoring in school, supervised by the Head of Achievement. The school will seek to work in partnership with the parents of students not changing their behaviour, to ascertain the root cause and provide support to prevent the pattern continuing. Students may also experience an escalation in the sanction applied by the school if poor behaviour continues, including fixed term exclusion.
Promoting Responsible Learning Behaviours	
<p>Home Study Demerits:</p> <ul style="list-style-type: none"> ☒ Failure to complete home study by deadline. ☒ Failure to complete home study by deadline. <p>NB: Demerits for Home Study are separate to other Demerits.</p>	<ul style="list-style-type: none"> a) Each late home study (having not been handed in by due date and lesson) will receive a home study demerit; the late home study should be handed in by 3.05 the following school day to the 'drop-off' in the Library, labelled with student name, class and teacher name; # b) If the late home study is not handed in within the deadline a lunchtime detention will be issued. # c) If a student receives 6 home study demerits in a 3 week period the student will be placed on to Tutor Report for up to 2 weeks. Where a student has not yet received a lunch time detention for home study a lunchtime detention will be issued at this point. # + d) After 9 home study demerits in a 3-week period a student will be considered for a Behaviour for Learning Plan, with individual targets and access to Wave 1 support within the Year Team. Contact will be made with parents. # e) Students who repeat a pattern of failing to complete homestudy over a 6-week cycle are likely to be referred to Wave 2 additional support and monitoring in school, supervised by the Head of Achievement. The school will seek to work in partnership with the parents of students not completing homestudy, to ascertain the root cause and provide support to prevent the pattern continuing. Students may also experience an escalation in the sanction applied by the school if homestudy is not completed.

<p>Responsible Organisation Demerits:</p> <ul style="list-style-type: none"> ☒ Failure to bring the correct equipment, including PE equipment. ☒ Failure to have organiser when requested. ☒ Failure to bring the required learning resources (eg. textbook, exercise book or file, ingredients, revision materials, any other study materials requested by the teacher) <p>Library Demerits: Given when a student fails to return a book by the deadline</p>	<p>a) Organisation demerit issued. b) Students who receive 3 organisation demerits in a 3 week period will be placed on Tutor Report for up to 2 weeks. # c) Students who receive a 6th organisation demerits in a 3 week period will be placed on Pastoral Lead Report for up to 2 weeks. A lunchtime detention will be issued at this point. # + d) After 9 organisation demerits in a 3-week period a student will be considered for a Behaviour for Learning Plan, with individual targets and access to Wave 1 support within the Year Team. Contact will be made with parents. A lunchtime detention will be issued at this point. # + e) Students who sustain a poor pattern of organisation over a 6-week cycle are likely to be referred to Wave 2 additional support and monitoring in school, supervised by the Head of Achievement. The school will seek to work in partnership with the parents of students not bringing their equipment or resources to school, to ascertain the root cause and provide support to prevent the pattern continuing. Students may also experience an escalation in the sanction applied by the school if organisation does not improve.</p> <p>a) Librarian issues a Library Demerit. Warning text sent home b) 24 hour extension given c) Further Demerit given and Warning text sent home d) Another 24 hour extension given e) Lunchtime detention awarded by Librarian</p> <p>Students who accumulate more than 9 Library Demerits in a term will have their lending rights suspended for 4 weeks</p>
Promoting Respectful and Purposeful Learning Behaviour	
'Time-out'.	<p>a) If a student receives a 'Time Out' a lunchtime detention will be issued. # b) 3 'time-outs' in a 3 week period will lead to an after school detention and the student will be placed on Pastoral Lead report for up to 2 weeks. # ^ c) Students whose behaviour does not improve significantly while on Pastoral Lead Report will be placed on Head of Achievement Report and will be considered for a Behaviour Contract or Behaviour for Learning Plan, with individual targets and access to Wave 1 support within the Year Team. Contact will be made with parents. Other sanctions including internal isolation or exclusion may be applied. d) Students who repeat a pattern of behaviour over a 6-week cycle are likely to experience both an escalation of the sanction applied by the school (for example the replacement of lunchtime detentions with after-school detentions for x3 Demerits, or the use of fixed-term exclusion) as well referral to Wave 2 additional support and monitoring in school, supervised by the Head of Achievement. The school will seek to work in partnership with the parents of students not changing their behaviour, to ascertain the root cause and provide support to prevent the pattern continuing. Students may also experience an escalation in the sanction applied by the school if poor behaviour continues, including fixed term exclusion.</p>
'On-call'.*	<p>a) After-school detention. Contact made with parents. Students may also be placed on Pastoral Lead report; # ^ b) 3 'on-calls' in a 3 week period will lead to internal isolation and possible fixed term exclusion. #</p>

	<p>c) Students whose behaviour does not improve significantly while on Pastoral Lead Report will be placed on Head of Achievement Report and will be considered for a Behaviour Contract or Behaviour for Learning Plan, with individual targets and access to Wave 1 support within the Year Team. Contact will be made with parents. Other sanctions including internal isolation or exclusion may be applied.</p> <p>d) Students who repeat a pattern of behaviour over a 6-week cycle are likely to experience both an escalation of the sanction applied by the school (for example the replacement of lunchtime detentions with after-school detentions for x3 Demerits, or the use of fixed-term exclusion) as well referral to Wave 2 additional support and monitoring in school, supervised by the Head of Achievement. The school will seek to work in partnership with the parents of students not changing their behaviour, to ascertain the root cause and provide support to prevent the pattern continuing. Students may also experience an escalation in the sanction applied by the school if poor behaviour continues, including fixed term exclusion.</p>
Serious breaches of the school's code of conduct.	Fixed term exclusion or permanent exclusion. Approved by Pastoral Manager, Assistant Headteachers, the Deputy Headteacher or the Headteacher as appropriate.*

Behaviour on School Buses

Students are provided with the option of journeying to school on school transport as a courtesy to support their education and well-being. Buses are not supervised. Students who misbehave on the bus are breaching the school's trust in them, bringing the school into disrepute, and failing to be respectful towards others. Consequently, in addition to the usual sanctions students who misbehave on the school bus will receive a warning letter about banning from the use of school transport. Should a further incident occur, or for a one off-serious incident, temporary bans will be imposed for up to two weeks. Should further incidents occur permanent bans will be imposed.

Notes

* After these sanctions a restorative or reintegration meeting should take place between the student and the appropriate member of staff, led by the Curriculum Leader and/or the Pastoral Lead.

indicates where the system will create email notifications.

+ these sanctions will be automatically scheduled and alerts sent to Tutor, Student, Pastoral Lead however can be manually changed by Pastoral Lead.

^ all after-school detentions require authorisation manually

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EXCLUSIONS

FIXED TERM EXCLUSIONS

For repeated breaches of the school's code of conduct or as an alternative to fixed-term exclusion where staff deem it appropriate, a student may be placed on internal exclusion supervised by the Pastoral team, in the School Internal Exclusion Room.

For more serious breaches of the school's code of conduct, a fixed term exclusion may be appropriate. This will be decided with the Pastoral Support Manager, the Assistant Headteacher, the Deputy Headteacher and/or the Headteacher. Fixed-term exclusion may be applied for behaviour in school, on the journey to/from school, during school events/trips/visits/, or outside school where the behaviour gives the school cause for concern. These behaviours include but are not restricted to:

- Failure to attend a third detention and every third detention after that

- Posting photos of video clips of poor behaviour online or sharing them with others in any way; and wherever school believes the use of a mobile or smart device has encouraged or facilitated poor behaviour
- Acts of violence*
- Serious cases of bullying, verbal or physical, or online, either persistent or one-off incidents
- Repeated misbehaviour and failure to modify behaviours after use of after-school detentions and report cards;
- Substance abuse including possession of illegal drugs in any quantity
- Smoking or possession of smoking-related materials in school or in the immediate vicinity of the school boundaries or on the journey to/from school
- Possession of offensive weapons
- Possession of alcohol
- Wilful and wanton damage to property and belongings including graffiti ;
- Minor acts of theft, for example small amounts of cash, inexpensive personal or school items
- Bringing the school into disrepute;
- Breaches of trust
- Breach of the school's guidelines on the appropriate use of technology and social media;
- Serious disrespect, defiance or arguing back to a member of staff;
- Persistent misbehaviour.
- Behaviour occurring out of school sufficiently serious to be reported to the school and/or to cause concern about possible harm to the safety/well-being/education of student/s in school
- Behaviour which risks the health/safety and well-being of others

The length of fixed term exclusions will be influenced by the perceived severity of the incident by school staff, the previous behaviour record of the student, the degree of harm caused to the school or the victim, the nature of the incident. For example, passing smoking-related items to other students is likely to lead to a longer fixed –term exclusion than possession on its own.

*With regard to acts of violence:

- As a guide an exclusion of between 2 and 3 days may be applied for violent or aggressive behaviour characterised by: aggressively shoving or pushing another student, a punch, a kick, so-called play fighting, a slap, hair pulling, face scratching, behaviour which causes minor and temporary bumps or marks, or which requires medical attention in school. The duration of the exclusion will be influenced by the perception of school staff about the severity of the incident.
- As a guide an exclusion of between 4 and 8 days may be applied for violent or aggressive behaviour characterised by putting another student on the ground (including intentionally knocking them over or tripping them as a so-called joke); head butting, head locking, strangling or grabbing the throat; multiple punches or kicks; kicking, hitting or jumping on a student already on the ground; causing nosebleeds or more serious bleeding, causes serious bruising e.g. a black eye; causes or risks concussion or leads to longer term injuries; which causes injuries requiring medical attention from a hospital or doctor; where the attack/violence occurred from behind or caught the student by surprise and therefore heightened the risk of serious injury; where more than one student gangs up on another student; the attack/violence was planned in advance. The duration of the exclusion will be influenced by the perception of school staff about the severity of the incident; at the most serious end of the scale permanent exclusion is a possible outcome.

Acts of physical aggression, violence, theft, extreme bullying, and criminal behaviour are rare. The school supports parents of victims who seek to involve the police but we cannot report the incident ourselves, unless we are the victims. We support police enquiries by supplying personal details and information as required by law, by supporting restorative justice approaches, or by dealing with the incident ourselves in agreement with the police

PERMANENT EXCLUSIONS

In very serious cases, a permanent exclusion may be appropriate. This will be decided by the Headteacher in liaison with the Dorset Exclusions Service or the Hampshire Inclusion Service, where appropriate, and in accordance with DfES guidance.

Permanent exclusion may be applied as the sanction for a range of very serious behaviours, either one-off incidences or the accumulation of very poor behaviour over time. Permanent exclusion may be applied for behaviour in school, on the journey to/from school, out school events/trips/visits/, outside school where the behaviour gives the school cause for concern. These behaviours include but are not restricted to:

- Supplying alcohol to an/other student/s during the school day or on the journey to/from school
- Supplying any quantity of illegal drug or dangerous substance to an/other student/s during the school day or on the journey to/from school
- Serious acts of violence, including acts of violence towards staff
- Persistent disruptive behaviour
- The accumulation of repeated fixed-term exclusions
- Serious breaches of the behaviour policy/code of conduct for students
- Any action which may be considered criminal in nature, for example serious acts of theft, occurring in school or out of school where it causes concern about the health/safety/well-being of other students or risks bringing the school into disrepute
- Any action or behaviour which brings the school into disrepute

FLOWCHART FOR BEHAVIOUR/WELFARE INTERVENTION

WAVE ONE:

All behaviour management activity undertaken by Classroom Teachers, Tutors , ADOLs, DoL and SLs, Pastoral Leads and Heads of Achievement.

- E.g. seating plans, greeting students at the door,
- Use of Demerits/Time-Out/On-Call
- Different types of Report cards
- Incident investigations

WAVE TWO:

Additional medium term interventions initiated by the pastoral team.

- Internal referral to a specialist member of staff for one-to-one support e.g. for anger management
- Internal referral for a programme of specialist intervention i.e. ELSA, SEN, Academic Tutor.
- Behaviour Contract revised
- Pastoral Lead for single issue support e.g. Shadows, School Nurse, Safer Schools Team
- Possible Pastoral Support Plan

WAVE THREE:

Referral to an external specialist service for longer term support for complex or persistent emotional/behavioural issues

- Behaviour Support Service, CAMHS, Christchurch Family Partnership, Social Services
- Pastoral Support Plan
- Added to caseload of Pastoral Support Manager
- EHCP request

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