



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
- Individuals being understood as learners and as people
- Kindness shown by fostering care and consideration for all members of our community
- Collaborative working environments
- 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
- 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 and rewards.

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 and school may invite Safer Schools and Communities Team and/or other outside agencies into school for further education of individuals and groups. 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 heard and appropriately addressed.

The school has ensured that parents are fully informed of the expectations for all students by communicating them through Headteacher letters, school website, school prospectus, home-school agreements, publication of policies and the parent bulletin.

The school has communicated the behaviour policy to all new and existing students through the Headteachers letter, transition portal, school rules, school prospectus, school assemblies, school website 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 early career teachers.

The application of this behaviour policy remains at the discretion of the Headteacher, who is the final arbiter in 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 kindness 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*.

Highcliffe School is committed to preventing and responding effectively to all forms of bullying, unkindness, and derogatory language including but not restricted to: about, or directed towards, people with the 9 protected characteristics (see below); about or directed towards membership of vulnerable groups including young carers and looked after children; to or about appearance, or social status. This is in accordance with the Equality Act 2010 and Keeping Children Safe in Education statutory guidance (KCSIE).

Examples of unacceptable behaviour include – but not exclusively:

- arguing back or defiance or being rude to a member of staff is unacceptable, as well as refusing to co-operate with a reasonable instruction
- disrupting lessons and other learning activities

- lateness to school and lessons
- 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 – the use of derogatory language related to protected characteristics including racist, sexual, sexist, homophobic and transgender abuse
- sexual harassment that includes sexual comments, remarks, jokes and online sexual harassment
- misogynistic comments, language and behaviour
- casual use of homophobic slurs even if not directed at an individual
- misuse of ICT such as sending offensive email, text messages, social media post or similar
- inappropriate use of technology including all mobile technology devices
- filming, photographing or otherwise recording and/or then sharing / posting this material
- smoking and vaping – this includes being in possession of any smoking or vaping related items on school premises
- 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 or any items which have been adapted to cause harm
- 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 in to school which may be used as an offensive weapon 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
- bringing fireworks or similar items into school
- damage to property and/or the fabric of the building, including any type of graffiti
- tampering with health and safety equipment and not following 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
- making malicious accusations against other persons in the school – students and staff members

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
- 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 multiagency and by offering internal support.

SCHOOL STATEMENT ON SMOKING AND VAPING

Highcliffe School is a smoke-free and vape-free environment. Highcliffe School acknowledges that smoking and vaping is a health hazard and therefore smoking and vaping by students is banned. In this document where smoking is referred to this includes vaping. 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. Students can expect to be sanctioned this can include LT detention, Learn and Reflect or suspended if found in possession of any smoking-related materials, or smoking, or vaping.

SCHOOL STATEMENT ON MOBILE PHONES

Highcliffe School is a phone free school. Students will have their phones switched off and placed into their bags or in their locker the moment they step onto the school site. If seen (including if in pockets) then phones will be confiscated. Phones will be available to be collected at the end of the school day from student support.

Confiscation will result in education/sanctions as below (in a rolling 6-week period):

- 1st confiscation – phone picked up after school
- 2nd confiscation – education provided at break/lunchtime
- 3rd confiscation – Friday detention
- 4th confiscation – 5-day hand in at start of school
- 5th confiscation – suspension for defiance. At this point, the school may require a parent to pick up the device as part of discussion around repeat non-co-operation.
- Repeat non-co-operation – the school reserves the right to permanently prohibit students from bringing in a phone/connected device.

Failure to hand over a phone when requested by a member of staff will result in the issue being dealt with as defiance/refusal to co-operate and handled under the normal behaviour management policy.

For further information see the Mobile Phone appendix to this policy.

SCHOOL STATEMENT ON DEROGATORY LANGUAGE

Highcliffe School is an inclusive school where all members of the community and wider society are valued. We seek to create an environment, free from discriminatory language, where students and staff feel safe and celebrated. Where incidents of derogatory language are used the school will act effectively.

The Equality Act 2010 introduced nine protected characteristics that are protected by law to ensure that discriminatory behaviour including language does not happen.

Using language (both written and spoken) could amount to harassment under The Equality Act 2010.

The following characteristics are protected characteristics—

- Age
- Disability
- Gender reassignment

- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Bullying or so-called 'banter' that occurs in relation to the above characteristics is viewed as harassment and is not acceptable at Highcliffe School.

Nor is the casual use of derogatory language, based on protected characteristics, vulnerability, appearance, social status or ability, whether directed at an individual or not, accepted at our school.

DECIDING THE SANCTION

When deciding on a sanction the school will always apply the principles of proportionality.

When considering a behavioural sanction for a student with SEND, the school will consider the specific profile of the student and their particular SEND.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction to ensure it is appropriate for the student.

Implementation of the behaviour policy is made in consultation with the SENDCO and Head of Inclusion to ensure reasonable adjustments are considered, alongside further Wave 2/3 support the student may benefit from, and to ensure this is discussed with the Head of Achievement and parents.

Appropriate adaptations to support students' needs can be made where appropriate, however depending on the severity of the incident in question there are limitations to when adaptations can be made, and this will be determined on a case by case basis.

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 or an extended Friday SLT detention.
- Be placed on daily or weekly report card to monitor behaviour.
- Undergo a series of sessions of detentions.
- Be removed from a subject area for a fixed period.
- Placed into Learn and reflect.
- Pay in part or in whole for any replacements or damage resulting from inappropriate behaviour.
- Be suspended from school for a fixed period
- Be permanently excluded from school.
- Explain actions to the police if behaviour is potentially in breach of the law.
- Where school feels appropriate meet with the Safer School team.

For the behaviour policy to be effective, a clear relationship with other school policies is established. Relevant policies are: Anti-bullying, Attendance, ICT Acceptable Use; Mobile Phone behaviour

Appendix; Dressed and Ready to Learn; Social Networking, Sixth Form suspension and dress code including the sixth form dress code.

Other relevant documents from DfE to be read together with this policy: Use of Reasonable Force; Behaviour and Discipline in Schools, Searching, Screening and Confiscation Advice.

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 approaches by professionals will support strong learning behaviours by the students are important. Teachers are held to account by the teaching standards.

Teachers will:

- Set high expectations which inspire, motivate and challenge pupils
- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Teachers will manage behaviour effectively to ensure a good and safe learning environment:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

In order to support teachers all staff (and students) will follow the Highcliffe Lesson Every Lesson. This is outlined below.



HIGHCLIFFE LESSON EVERY LESSON

We value the power of education to change lives.

RESPECTFUL



Greet at the Door: Where possible, your teacher will be at the classroom door to welcome you as you enter. *You will greet your teacher, enter the classroom, take your seat and be ready to learn.*



Strong Routines: Every lesson will have a starter activity so that the register can be taken promptly and, at the end of the lesson, teachers will check your understanding. *You will take the quickest route to your lesson and arrive promptly with the correct equipment.*

RESPONSIBLE



Retrieval Practice: Retrieval Practice helps your learning to 'stick'; you will complete retrieval practice activities regularly. *You need to continue to use retrieval practice at home and independently, not just when directed.*



Questioning: Your teacher will want to ask you questions to check your understanding regularly. *You should be prepared to answer questions to the best of your ability, applying your key vocabulary.*

PURPOSEFUL



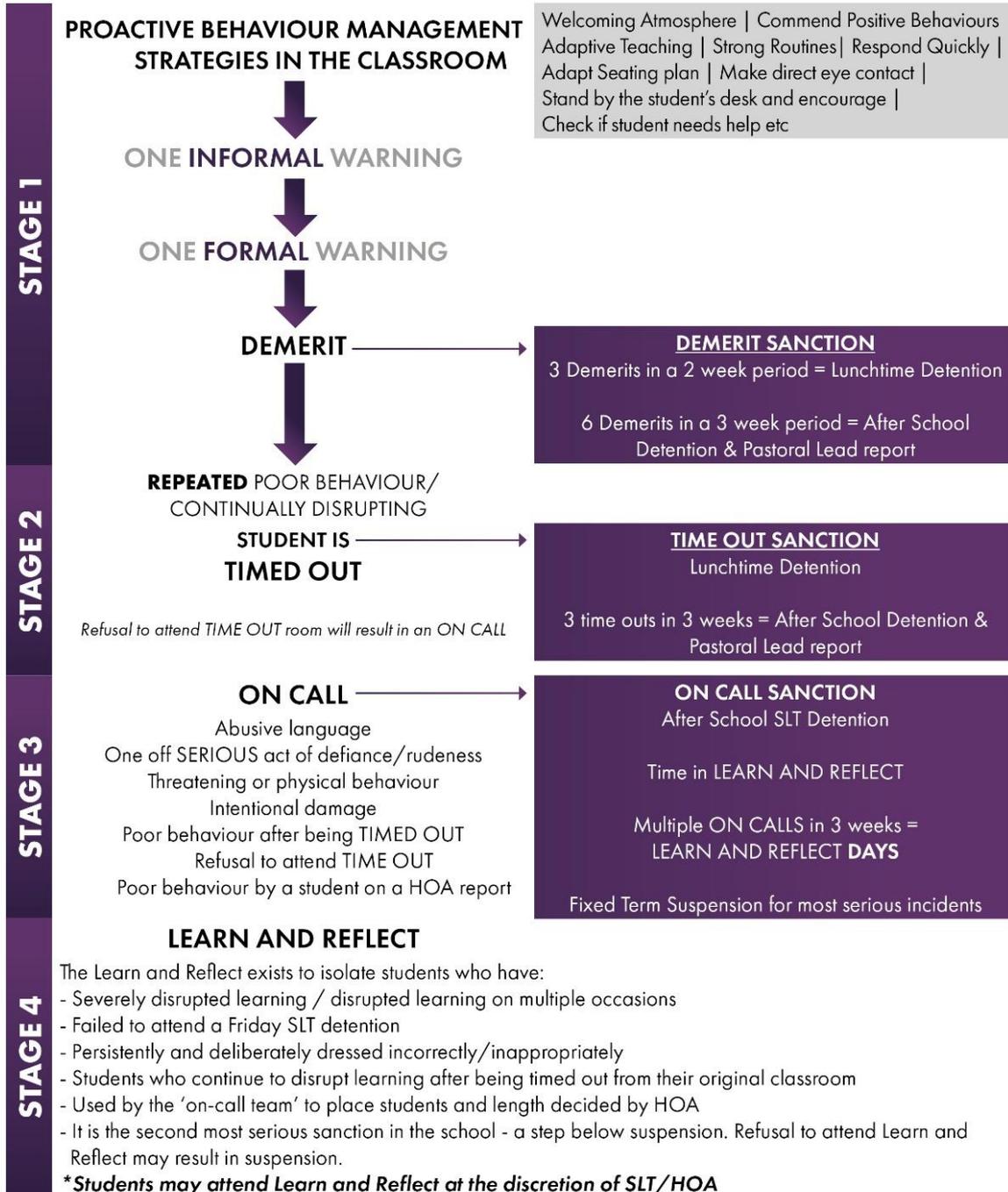
Sustained Intense Concentration: Every lesson will have moments where you are expected to really focus, read or engage with discussion. *You need to be prepared to focus all your attention, and not become distracted or ever distract others from their learning.*



Best Work: Feedback will be given to help you to develop your learning. *You will be expected to act upon this feedback, and may be asked to re-do work which is not an example of your best efforts.*



BEHAVIOUR FOR LEARNING FLOWCHART



MISSING DETENTIONS

MISSED LUNCHTIME DETENTION



MOVE TO AFTER SCHOOL DETENTION (TUES/THURS 3:05pm-4:00pm)



MISSED AFTER SCHOOL DETENTION



MOVE TO SLT DETENTION (FRIDAY 3:15pm-4:45pm)



MOVE TO SLT DETENTION



LEARN AND REFLECT (1 OR MORE DAYS)

SUSPENSION MAY BE SANCTIONED

For persistent violation of school rules / refusal to co-operate

GRADUATED SYSTEM OF PASTORAL REPORTS

TUTOR	3 Organisation Demerits in a 2 week period 6 Home Study Demerits in a 3 week period
PASTORAL LEAD	6 Behaviour Demerits in a 3 week period 6 Organisational Demerits in a 3 week period 3 Time Outs in a 3 week period Behaviour agreement / Wave of interventions / other issues such as punctuality, attendance
DHOA/HOA	If behaviour does not improve after being on a Pastoral Lead report 9 Organisation Demerits in a 3 week period / continued over a 6 Week Period Behaviour for learning plan 9 Home study Demerits in a 3 week period / continued over a 6 week Period Behaviour for learning plan 3 After School Detentions Behaviour Contract / Pastoral Support Plan (PSP) Wave 2 Wave 3 / Learn and reflect referral Learn and Reflect referral
AHT	If behaviour does not improve after being on a HOA report / PSP / Behaviour contract Serious breach of school code of conduct - possible suspension

TRUANTING A LESSON/S or REFUSAL TO GO TO LESSON

SANCTION

Learn and Reflect for the rest of the day
Multiple days in Learn and Reflect may lead to a suspension

WALKING OUT OF LESSON WITHOUT PERMISSION

SANCTION

Reason explored
Learn and Reflect for a day, unless a Pastoral Lead or HOA overrules

INTERVENTION WAVES

WAVE ONE:

All behaviour management activity undertaken by Classroom Teachers, Tutors, Head of Departments, Assistant Head of Dept, Subject Leaders, Pastoral Leads, Heads of Achievement, Deputy 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 Agreement revised Pastoral Lead for single issue support e.g. EDAS, 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, Social Services, Educational entitlement board and BCP inclusion team
- Pastoral Support Plan
- Added to caseload of Welfare and Attendance Manager
- EHCP requests

AGREEMENTS AND OTHER LEARNING PLANS

A Behaviour Agreement 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 Assistant Headteacher for Culture and Belonging will manage the behaviour agreement. Failure to adhere to the agreement 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 suspension, have already been suspended, 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 Assistant Headteacher for Culture and Belonging 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 completed in silence and supervised by Heads of Achievement and Deputy Heads of Achievement on a rota basis. Failure to attend a lunchtime detention or late arrival will result in two further lunchtime detentions, actioned by the Pastoral Lead. Lunchtime detentions are recorded and monitored on the school information system.

After school detentions will be held on Tuesday and Thursday evenings from 3.05pm to 4.00pm. Students will only be placed in an after-school detention, as a specific sanction in the consequences ladder or by Pastoral Leads, Heads of Achievement, Assistant Headteachers, Deputy or Headteacher. After school detentions will be staffed by all colleagues on a rota basis – See Appendix 1

Friday SLT detentions are held 3.15pm to 4.45pm. Students will be placed in this detention at the discretion of the Head of Achievement and Pastoral Lead the Assistant Headteachers, Deputy or Headteacher.

ROLE OF THE TUTOR

Tutors will see the students every day and therefore will have a good knowledge of the child. Tutors will check-in regularly with the students this includes looking at 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 tutor will be the first person a student will speak to regarding pastoral concerns. 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. The tutor will foster a positive and caring informed relationship with their tutor group and is there as a support to students.

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 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 Pupil Premium, students with additional needs those students in receipt of free school meals. The Pastoral Lead will issue and monitor a report card for students as appropriate. The Pastoral Lead will be the first point of contact with parents and outside agencies with regard to student behaviour. The Pastoral Lead will manage the Behaviour Agreement working closely with the Head of Achievement and Pastoral Team. The Pastoral Lead will also make referrals for ELSA intervention support where appropriate.

ROLE OF THE HEAD OF ACHIEVEMENT

The Head of Achievement will monitor their own report card for behaviour. 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 may receive intervention and support by the Head of Achievement who will also liaise with parents and will work with the Pastoral Lead to manage and implement the behaviour agreement. 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. The Head of Achievement will liaise with the Assistant Headteacher for Culture and Belonging regarding proposed suspensions.

ROLE OF THE ASSISTANT HEADTEACHER FOR CULTURE AND BELONGING

The Assistant Headteacher for Culture and Belonging is responsible for the implementation of the behaviour policy across years 7-11. The Assistant Headteacher for Culture and Belonging will ensure a graduated response is applied to interventions 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 Assistant Headteacher for Culture and Belonging will monitor the rota for supervision of the detention and the back-up rota if colleagues are unable to supervise as allocated. The Assistant Headteacher for Culture and Belonging 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 and Pastoral Leads 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 the school electronic system.

Use of Toilet Facilities

To maintain a safe, respectful and dignified environment for all members of the school community, students are expected to use toilet facilities appropriately and individually. Students must not enter or occupy a toilet cubicle with another student. Any student found to be sharing a toilet cubicle will be considered to be in breach of the school's Behaviour for Learning Policy, as this behaviour presents a safeguarding concern due to the absence of supervision and compromises the privacy, safety and wellbeing of others. Such incidents will be treated as a serious breach of the school's code of conduct and may result in a suspension. Where possible, this suspension will be issued on the same day for the remainder of that school day. Each incident will be considered in line with the school's safeguarding duties and behaviour procedures.

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. Alternative arrangements for sanctions can be considered on a case by case basis, in accordance to DFE guidance. The Headteacher will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

Promoting Respectful and Purposeful Learning Behaviours	
<p>Behaviour Demerits:</p> <ul style="list-style-type: none"> o Persistent talking, shouting out. o Persistent low-level disruptive behaviour. o Arguing back or being defiant. o Other disrespectful behaviour in or outside the classroom. o Failure to follow promptly a reasonable instruction. o Breach of mobile phone policy and/or ICT policy. o Failure to adhere to the school dress code. o Serious lack of effort or coasting in class. 	<p>a) Behaviour demerit issued.</p> <p>b) Students who receive 3 behaviour demerits in a 2 week period will be sanctioned by a lunchtime detention; #</p> <p>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 Agreement 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 Learn and Reflect or suspension may be applied. e) Students who repeat a pattern of behaviour over a 6week 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, Friday afternoon detention or the use of suspension) as well as 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 suspension. f) Persistently late to school and lessons will result in an afterschool detention. Those students who are persistently late will be placed on a punctuality report. Students who refuse to adhere to the timings of the school day and disrupt the learning of others may also experience an escalation of sanctions including suspension.</p>

Promoting Responsible Learning Behaviours

Home Study Demerits:

- Failure to complete home study by deadline.

NB: Demerits for Home Study are separate to other Demerits.

- 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 3.05pm 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</p> <p>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 (e.g. 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.</p> <p>b) Students who receive 3 organisation demerits in a 2 week period will be placed on Tutor Report for up to 2 weeks.</p> <p>#</p> <p>c) Students who receive a 6th organisation demerit 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. # +</p> <p>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. # +</p> <p>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</p> <p>b) 24 hour extension given</p> <p>c) Further Demerit given and Warning text sent home</p> <p>d) Another 24 hour extension given</p> <p>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'.

- 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 Agreement 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 suspension or suspension may be applied.
- d) Students who repeat a pattern of behaviour over a 6week 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 suspension) 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 suspension.

<p>'On-call'.*</p>	<p>a) After-school detention. Contact made with parents by text when detention has been authorised by Pastoral Lead. Students may also be placed on Pastoral Lead report; # ^ b) 3 'on-calls' in a 3 week period will lead to Learn and Reflect and possible suspension. #</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 Agreement 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 Learn and Reflect or suspension may be applied.</p> <p>d) Students who repeat a pattern of behaviour over a 6week 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, Learn and Reflect or the use of suspension) 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 suspension.</p>
<p>Serious breaches of the school's code of conduct.</p>	<p>Suspension or permanent exclusion. Approved by Head of Achievement, Assistant Headteachers, the Deputy Headteacher or the Headteacher as appropriate.*</p>

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 banning them 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. If a student poses a safeguarding risk a permanent ban can be imposed at the discretion of the Headteacher. This will be with immediate effect.

Notes

* After these sanctions a restorative or reintegration meeting should take place between the student and the appropriate member of staff, led by the Subject 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

SUSPENSIONS

For repeated breaches of the school's code of conduct or as an alternative to suspension where staff deem it appropriate, a student may be placed in Learn and Reflect or with a member of the Senior Leadership Team.

For more serious breaches of the school's code of conduct, a suspension may be appropriate. This will be decided by the Head of Achievement, the Assistant Headteacher, the Deputy Headteacher and/or the Headteacher. The SLT and the pastoral staff are delegated to make suspension decisions in the event the Headteacher is unavailable or absent. Suspensions 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 not restricted to:

- Third period in Learn and Reflect for non-attendance at detentions (in one term) = 1 day suspension for defiance and refusal to cooperate
- Posting photos or video clips of poor behaviour online or sharing them with others in any way; and wherever the school believes the use of a mobile or smart device has encouraged or facilitated poor behaviour
- Acts of violence*
- Sexual misconduct inc but not restricted to accessing or sharing pornography, up skirting, the sharing of sexualised images with other students, sexual touching of oneself or other students, overtly sexualised language or behaviour which causes offence to other students or staff, other sexual misconduct in the context of Highcliffe as a mixed-age, coeducational school. In line with Safeguarding policy.
- 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 afterschool detentions and report cards
- Substance abuse including possession of illegal drugs in any quantity
- Smoking or vaping, or being in possession of smoking- or vaping-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 or any other prohibited item in school
- Wilful and wanton damage to property and belongings including graffiti;
- Theft, for example from the school canteen or 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/wellbeing/education of student/s in school
- Behaviour which risks the health/safety and well-being of others
- Behaviour which constitutes a safeguarding concern, including sharing or occupying a toilet cubicle with another student.

The length of suspensions 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 suspension than possession on its own.

*With regard to acts of violence:

- As a guide an suspension 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 suspension will be influenced by the perception of school staff about the severity of the incident.
- As a guide an suspension 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 suspension 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.

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 and where such behaviour leads the school to consider the student presents an unacceptable risk to the welfare and education of other students either owing to the severity of the incidents themselves or in future if the student were to remain at the school, (where no practicable and reasonable risk management strategy can guarantee the elimination of the risk, over a reasonable timescale). In addition, and within reasonable timescales, circumstances and resources, the practicality of any of alternatives to permanent exclusion will be considered. In any decision to permanently exclude the Headteacher will seek to balance the needs and circumstances of the individual student against the needs and right of other students to be protected from harm and/or from the risk of possible future harm to their welfare or education.

Permanent exclusion may be applied for behaviour in school, on the journey to/from school, out of school events/trips/visits, online, 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 or during an activity associated with the school e.g. a school trip
- 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 or during an activity associated with the school e.g. a school trip
- Serious acts of violence, including acts of violence towards staff
- Serious sexual misconduct, for example repeated instances of sexual misconduct or a serious one-off incident e.g. behaviour considered as sexual harassing or potential sexual assault or which causes/risks causing serious offence, anxiety or humiliation in the victim and/or witnesses, or which may merit referral to social services or another external agency owing to the nature of the behaviour
- Persistent disruptive behaviour
- The accumulation of repeated suspensions
- 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 risks or causes, a serious breach of trust or brings the school into disrepute.

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