

Behaviour & Responsibilities Whole academy policy *N-13*

BACKGROUND

At DSLV we expect high standards of behaviour from all pupils. We have adopted the 'Assertive Discipline' approach to managing behaviour in the primary and secondary phase which focuses on maximising positive interaction between staff and pupils. Coupled with the implementation of our 'SMART Charter' and an 'Achievement and Consequences' system we have developed a consistent approach to encouraging good behaviour and positive relationships between staff and pupils and between pupils themselves. Through this policy we aim to build strong and positive foundations for a whole school approach to behaviour and discipline as pupils' progress to the secondary phase of the school.

AIMS

At DSLV we actively promote the highest possible standards of behaviour. In order to achieve this we aim to:

Ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well.

Provide a caring community, whose values are built on mutual trust and respect for all.

Develop children's responsibility and accountability for their own behaviour and attitude

Promote an environment where everyone feels happy, safe and secure.

THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the SMART Charter is followed in their class, and that their class behaves in a responsible manner during lesson time and around the school.

The class teachers in our school have high expectations of the students in terms of behaviour, and they strive to ensure that all students work to the best of their ability.

The class teacher treats each student fairly follows the charter and consequences hierarchy. The teacher treats all students in their class with respect and understanding.

The class teacher/form tutor liaises with SENCO as necessary, to support and guide the progress of each child and may, for example, discuss the needs of a child with the IPS behaviour support services or other relevant outside agencies or the behaviour team.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Whilst class teachers have a duty of care to all pupils, physical contact should never be made with a pupil unless a teacher is trained according to the schools restraint policy,.

THE ROLE OF THE HEAD OF SCHOOL & PRINCIPAL

It is the responsibility of the Head of School together with the Principal to implement the school behaviour policy consistently throughout the academy, and to report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal and Head of School to ensure the health, safety and welfare of all children across the academy.

The Principal and Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal and Head of School keeps records of all reported serious incidents of misbehaviour.

The Head of School has delegated responsibility to exclude to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may only permanently exclude a child by agreement with the Principal or if in sole charge of the site

THE ROLE OF PARENTS

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the School Charter in the school prospectus, and we expect parents to read and support it.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences/sanctions as a result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that

their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal or Head of School. If these discussions cannot resolve the problem, a formal complaint can be made to the Chair of Governors. In the event of this course of action parents should refer to the school's complaints policy.

THE ROLE OF GOVERNORS

The governors Staff and Students committee have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal and Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy in the absence of the Principal from N-6 or from the whole academy site, but governors may give advice to the Head of School about particular disciplinary issues.

FIXED-TERM AND PERMANENT EXCLUSIONS

Only the Principal or Head of School have the power to exclude a pupil from school. He/she may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal/Head of School may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a Permanent exclusion, if the circumstances warrant this.

If the Head of School or Principal excludes a pupil, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head of School \ Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Principal/Head of School informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Principal/Head of School.

The Governing Body has a 'Discipline' committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Principal/Head of School must comply with this ruling.

At DSLV teachers/adults aim to respond to pupils as an:

Assertive, Empowered Teacher

The assertive teacher/adult clearly and firmly communicates his/her expectations to pupils, and is prepared to reinforce his/her words with appropriate actions. The assertive teacher/adult responds to pupils in a manner that maximises potential to teach but does not violate the best interests of the pupils.

At DSLV teachers/adults aim to ensure an effective approach to the management of behaviour through the consistent application of an assertive response style. When we respond assertively, we tell pupils exactly what behaviour is acceptable and what is unacceptable, what will happen when the pupil **chooses** to behave and what will happen when the pupil **chooses** not to behave. No questions. No room for confusion.

The assertive response style is characterised by frequent praise and reward (catch them being good) and a calm, firm manner which leads to mutual trust and respect. (This doesn't mean everyday will be perfect but it does mean you are doing everything you can in your power to do the best job you can!)

At DSLV teachers/adults aim **not** to respond to pupils in a:

Non-Assertive Response Style

A non-assertive response style is one in which the teacher is passive in responding to pupil behaviour. He/she never clearly communicates expectations to pupils (often pleading with pupils to be good) nor does he/she provide firm leadership. Instead, the teacher/adult simply reacts to the disruptive behaviour of pupils as it appears and consequently feels as though he/she is constantly putting out fire.

Teachers/adults who are non-assertive will be inconsistent in their response to behaviour resulting in pupils being confused about what to expect. The non-assertive teacher/adult communicates that he/she is unsure of him/herself. The teacher/adult appears powerless and there is a constant testing of will between the "powerless" and the pupils.

Hostile Response Style

A teacher or adult who responds in a hostile manner is one who may be able to teach in the classroom, but who does so at the expense of the feelings and self esteem of the pupils. Often teachers/adults respond with hostility because they feel the only way to get pupils to behave is with rigid, authoritarian, "iron fisted" discipline. Such teachers/adults will use discipline to control pupils rather than to teach them how to behave in a positive manner. Hostile teachers/adults may blame the pupils, parents or 'the system/society' for their problems. A hostile response is often characterised by shouting, sarcasm and humiliation.

Communicating expectations to pupils through DSLV's - SMART CHARTER

As a basis for our Behaviour & Discipline Policy we have adopted a whole school 'Charter' which underpins all of the choices and decisions made by the school and its pupils. The charter is linked to our Teaching & Learning Policy and is as follows:

SMART LEARNERS ARE:

Sensitive	Kind, gentle and helpful to others We don't hurt people or their feelings
Motivated	Hard workers who have a go We don't waste time or give up
Attentive	Good listeners who concentrate We follow instructions and don't interrupt
Responsible	Careful with property and nature We don't damage or waste things
Truthful	Honest We don't cover up the truth

The School Charter is designed to be relevant and understood by pupils from Nursery to Year 13. The charter is displayed in each classroom and in whole school areas e.g. hall.

The School Charter will be discussed and reviewed at frequent points during each term and during assemblies at the beginning of each term. Each class may also further identify additional, expectations, which are specific and relevant to each key stage/class.

ACHIEVEMENTS AND CONSEQUENCES SYSTEMS

The achievements and consequences system at DSLV is focused on pupils aiming to uphold all aspects of the SMART Charter both inside and outside the classroom environment. We believe that the simplest and most effective form of reward is verbal praise. Regular verbal praise and affirmation are vital in rewarding pupils' achievements and raising self-esteem and motivation. At DSLV we aim to ensure verbal praise should outweigh reminders, warnings, and other consequences by 4:1. Pupils understand that there are consequences when they choose not to follow the charter. Details of the consequences (sanctions) hierarchy can be seen overleaf.

Achievements Systems- Personal and Team SMART spots

Years N-6

Personal SMART spots

Each pupil in Years 1-6 has their own personal 'SMART Card', on which they accumulate SMART spots (small stickers provided by the school) for their achievements. Pupils work towards gaining their 1st Star (25 SMART spots), 2nd Star (50 SMART spots) and 3rd Star (75 SMART spots) during each year and these achievements are celebrated in Key Stage Assemblies.

N-6 Awards

Key Stage 1 Awards

In KS1 pupils are awarded their 1st, 2nd or 3rd certificate and a metal star badge accompanies each certificate.

Key Stage 2 Awards

In LKS2 pupils receive a DSLV branded piece of stationery with their certificate and in UKS2 they will receive a WH Smith token with their certificates, from £1.00 - £3.00 according to the value of the star certificate.

Teachers carefully monitor pupils' progress. Teachers can award SMART spots or use a system of credits towards a SMART spot as appropriate. E.g. pieces of learning/work that show small steps of progress towards targets.

Pupils in the reception year are rewarded with verbal praise and a variety of stickers, stamps and certificates appropriate to this age phase.

Primary College Awards

Pupils are also organised into the following colleges: Brunel, Franklin, McAdam, Royce and Stephenson. During the course of the year pupils may participate in sports tournaments and competitions which culminates in sports days for all primary phase children where the overall college Cup is awarded for the year. Individual SMART spots will also contribute to the award of the overall cup.

House Captains and Vice Captains are elected from Y6 to represent each team.

Years 7-13

It is important that pupils see a purpose \ organisation for a rewards system and that this reinforces effective behaviour and effort. At 7-13 we wish to reward in line with our smart charter as well as overall attainment. We have therefore set our system to reward:

Subject performance \ Outstanding work

Volunteering \ Service to the school

Attendance

Attainment

Going above and beyond in any aspect of school life

Peer support

Our rewards system encourages these through:

7-13 Daily performance

Pupils will be rewarded daily for displaying effective learning behaviours. Staff will use success cards in Yrs7-13 to reward pupils for:

- Subject performance \ Outstanding work
- Volunteering in lesson (Being responsible)

Success cards will go home and if returned signed by a parent will be entered into a draw at the end of each term. Draw winners will receive a more substantially valued prize 2 per Key stage. This prize will be drawn in the termly awards events.

7-13 Termly awards

Pupils will be rewarded termly in a rewards assembly. At this time pupils will be nominated by staff for subject and pastoral attainment:

- Attainment – Certificate and voucher
- Volunteering \ Service to the school – Certificate and voucher
- Going above and beyond in any aspect of school life – Certificate and voucher

Pupils will also receive awards for 100% attendance in line with the schools attendance policy.

- Attendance - Certificate and voucher

Senior School Vivo Awards

On a daily basis pupils will be awarded Vivo's for:

- Peer support
- Going above and beyond (Motivated\Attentive\Effort\General attitude to study)

Pupils are able to claim these awards through the school Vivo system.

General sharing of success with parents

Parents are often the last to know when their child has achieved something special/worth celebrating in school on a day to day basis. When staff contact parents at times other than designated parent/teacher meetings it is often to inform parents of problems or unacceptable behaviour. The staff at DSLV aim to reverse this trend by sharing the good news about personal achievements more frequently with parents on the day that it happens.

At N-6 special certificates/postcards will also be sent home, with a brief note about how/why your child has done well at school. These certificates provide immediate feedback to parents and pupils and complement the SMART spots system and Vivo system.

7-13 pupil success will be shared with parents via the schools website and in school video screen system.

Consequences System – (Sanctions)

Pupils are expected to uphold the charter at all times. For example if a pupil interrupts teaching by talking at inappropriate times he/she will be reminded of the 'Attentive' (listening carefully) aspect of the charter. If a pupil wastes time and doesn't meet the teacher's expectations he/she will be reminded of the 'Motivated' (working hard) aspect of the charter. Any adult should be able to attribute most unacceptable behaviours to a particular aspect of the charter from being late from hurting others to damaging or being careless with equipment.

All adults should give as much verbal praise as possible when pupils uphold the charter. It is also very important that all adults intervene in inappropriate behaviour wherever the pupil and wherever it is encountered. **The children are all our responsibility.** This approach will ensure a consistent approach for all pupils and staff.

On the next pages are consequence lists which staff will follow if children make the wrong choice and don't follow the SMART charter.

Consequences Hierarchy - What happens when the SMART Charter is not followed?

N-6

Examples of inappropriate behaviour that require consequences to be put in place.

Behaviour – examples of behaviour types	Action & Follow Up	Responsibility
<p>Level 1</p> <p>Minor incidents- e.g. talking out of turn, hindering work of others, poor effort</p> <ul style="list-style-type: none"> • First behaviour incident 	<ul style="list-style-type: none"> • Verbal warning and charter(rule) reminder 	<ul style="list-style-type: none"> • Class teacher • Teaching assistant
<ul style="list-style-type: none"> • Repeat of behaviour incident 	<ul style="list-style-type: none"> • 2nd Verbal warning and yellow card issued. Further charter(rule) reminder • Pupil moved away from group within class for short period 	<ul style="list-style-type: none"> • Class teacher • Teaching Assistant
<p>Level 2</p> <ul style="list-style-type: none"> • Repeat of behaviour incident • Poor attitude • Disrupting learning • Not following adult instructions • Rough behaviour/play fighting 	<ul style="list-style-type: none"> • Red card issued • Time Out /Loss of pupil's free time (break/lunch) 'Think Tank' sheet filled in by pupil and teacher • KS2 pupils can be sent to 'Time Out Room' at lunchtime if appropriate • Class Teacher should inform Key Stage Leader of persistent behaviour • Key Stage Leader speaks to pupil concerned 	<ul style="list-style-type: none"> • Class Teacher may refer to Key Stage Leader who will follow up as required
<p>Level 3</p> <p>When above behaviour continues or warrants a more severe consequence, L3 consequences apply immediately without proceeding through L1 & 2</p> <ul style="list-style-type: none"> • Persistence of above behaviour • Aggression, fighting, causing injury to others, accidental or otherwise • Bullying • Persistent refusal to comply • Temper tantrum • Minor damage to property/ equipment 	<ul style="list-style-type: none"> • Internal Exclusion Pupil is removed from class to work in isolation or partner class as appropriate. 10 minutes – 1 day according to severity of behaviour/age of child. • 'Think Tank' reflection sheet filled in • Partner classes YR – N Y1 - Y2 Y4 - Y5 Y6 - Y3 • The 'Time Out' room consequence may be applied for L3 if appropriate- Staff should seek guidance from AHoS or HoS if in doubt. • Time at discretion of teacher/KS Leader) • Work taken with pupil or done in own time/homework if missed • When longer internal exclusion is needed in excess of 1 session up to ½ day Key Stage Leader reports to Assistant Head of School 	<ul style="list-style-type: none"> • Class Teacher informs KS Leader for IE of 10 mins-1 session (hr). • KS Leader takes pupil to partner class and informs parent when this happens • KS leader reports to AHoS who agrees length of IE and informs HoS • AHoS/HoS contacts parents

	<ul style="list-style-type: none"> Consider referral to SENCO/External Agencies <p>NB: L3 behaviour may result in short 1-2 day external fixed term exclusion if behaviour is a repetition following a previous warning.</p>	
<p>Lunchtime Break-‘Time Out Room’ Consequence (L2 behaviour or L3)</p> <p>Pupils may incur a lunch time ‘Time Out Room’ consequence for any of the following behaviour during the lunch period 12-1.15 pm. The consequences can be from 10 minutes to the whole lunch time.</p> <ul style="list-style-type: none"> Refusal to follow/ignoring adult instructions following warning Play fighting of any description Physical aggression/fighting Verbal abuse to staff - rude/ ill mannered responses to adults Verbal abuse to children – name calling, offensive language Inappropriate use of play equipment <ul style="list-style-type: none"> Persistent poor behaviour at lunch time may result in pupils being excluded from school for the lunch time period only, at the discretion of the Head of School. Parents will be informed that that their child’s behaviour at lunchtime is a cause for concern and that a lunch time exclusion may apply if behaviour does not improve. Parents will be requested to collect their child from school at the end of the morning and returned for the start of the afternoon session. The Time Out Room location will be Year 1 area for KS1 and the meeting room for KS2. Class teachers are expected to host the Time Out Room once a week for a period of 30 minutes. The Time Out folder will need to be collected from the office by the teacher running Time Out and the sign displayed on the door. 		
<p>Level 4 -Severe clause</p> <p>Certain behaviours will require more serious consequences and pupils may need to be automatically removed from classroom or playground without moving through the hierarchy</p> <ul style="list-style-type: none"> Severe verbal or physical abuse to a child causing injury Severe verbal or physical abuse to an adult causing injury Severe and persistent temper tantrum Bullying (persistent) Severe non-accidental damage to property/equipment Self – abuse 	<p>Internal /external exclusion</p> <p>Proceed straight to ‘severe clause’ and issue ‘Red Card’.</p> <ul style="list-style-type: none"> Red card is sent to AHoS or HoS with a responsible child or available adult. Class teacher/teacher on duty should not leave incident ‘Red Card’ triggers immediate response from AHoS or HoS who will come and remove pupil from class etc. AHoS/HoS fill in incident report form AHoS or HoS contacts pupil’s parents immediately and arranges meeting. HoS will inform P and refer to Governors’ Discipline Committee Excluded pupils will have a return to school meeting with HoS and parents <p>Level 4 Severe Clause behaviour may result in a longer internal exclusion or external fixed term from ½ day or possibly permanent exclusion from school.</p>	<ul style="list-style-type: none"> AHoS/HoS HoS or Principal will contact parents to inform them of an external exclusion C of Governors
<ul style="list-style-type: none"> All actions should take account of individual pupils as appropriate. DSEN pupils who are beyond the assertive discipline consequences system will have behaviour programmes designed to meet IEP/statement needs etc. The SENCO should be kept informed of pupil’s whose behaviour is a cause for concern. 		

Consequences Hierarchy - What happens when the SMART Charter is not followed?

7-13

Behaviour – examples of behaviour types	Action & Follow Up	Responsibility
<p>Level 1 a Minor incidents- e.g. talking out of turn, hindering work of others, poor effort</p> <ul style="list-style-type: none"> • First behaviour incident 	<ul style="list-style-type: none"> • Verbal warning and charter(rule) reminder 	<ul style="list-style-type: none"> • Class teacher
<p>Level 1b</p> <ul style="list-style-type: none"> • Repeat of behaviour incident 	<ul style="list-style-type: none"> • 2nd warning • Dtn (lunchtime\break) issued in subject 	<ul style="list-style-type: none"> • Class teacher
<p>Level 2</p> <ul style="list-style-type: none"> • Repeat of behaviour incident • Poor attitude • Disrupting learning • Not following adult instructions • play fighting • Subject lateness \ Persistent lateness 	<ul style="list-style-type: none"> • Buddy system removal <p>Automatic</p> <ul style="list-style-type: none"> • Written onto Sims • SUBJECT Detention set after school • Detention list kept by welfare team • Detention list monitored by welfare team <p>Subject follow-up</p> <ul style="list-style-type: none"> • Subject report if repeated incidents at this level 	<ul style="list-style-type: none"> • HOF \ HOS • Class teacher • Subject staff to rotate dtn • Welfare team support
<p>Level 3 When above behaviour continues or warrants a more severe consequence, L4 consequences can apply immediately without proceeding through L1 & 2</p> <ul style="list-style-type: none"> • Persistence of above behaviour • Bullying • Persistent refusal to comply • Temper tantrum • Minor damage to property/ equipment • Persistent truancy • Non-accidental damage to property/equipment <p>(This list is not exhaustive and at the discretion of the Principal)</p>	<ul style="list-style-type: none"> • Internal Exclusion Pupil is removed from class to work in isolation anything from 1 period to 2 days according to severity of behaviour. • Statements taken • Placed on College support plan and yellow report • Consider referral to SENCO/External Agencies <p>NB: L3 behaviour may result in short 1-2 day external fixed term exclusion if behaviour is a repetition following a previous warning.</p>	<ul style="list-style-type: none"> • Welfare team plus Pastoral and SLT to implement • Welfare team to inform parent and ensure pastoral leads can collect for isolation. • Pastoral leads to take statements as appropriate. • Welfare team to store all statements.
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> Persistent poor behaviour at lunch time may result in pupils being excluded from school or isolated for the lunch time period only, at the discretion of the Pastoral leads or SLT. Parents will be informed that their child's behaviour at lunchtime is a cause for concern and that a lunch time exclusion may apply if behaviour does not improve. Parents will be requested to collect their child from school at the end of the morning and returned for the start of the afternoon session in the most serious of cases. 		
<p>Level 4 -Severe clause Certain behaviours will require more serious consequences and pupils may need to be automatically removed from classroom or playground without moving through the hierarchy</p> <ul style="list-style-type: none"> Aggression, fighting, causing injury to others, accidental or otherwise Severe verbal or physical abuse to a child causing injury Severe verbal or physical abuse to an adult causing injury Severe and persistent non compliance Bullying (persistent) Severe non-accidental damage to property/equipment <p>(This list is not exhaustive and at the discretion of the Principal)</p>	<p>Internal /external exclusion Proceed straight to 'severe clause' and issue an Exclusion INTERNAL OR EXTERNAL</p> <ul style="list-style-type: none"> A PSP and red report card must be given after meeting parents. Incident must be dealt with by SLT Statements must be taken Headteacher must be informed and given the statements to make a decision on length of exclusion. SLT contacts pupil's parents immediately and arranges meeting. Excluded pupils will have a return to school meeting with Principal or VP and parents <p>Level 4 Severe Clause behaviour may result in a longer internal exclusion or external fixed term from 1 day or possibly permanent exclusion from school – Where Pex is a possibility a governors behaviour panel and final warning letter may be used as a last resort before P-ex.</p>	<ul style="list-style-type: none"> Principal or VP Pastoral leads to collect statements and store Principal or VP will contact parents to inform them of an external exclusion <ul style="list-style-type: none"> C of Governors
<ul style="list-style-type: none"> All actions should take account of individual pupils as appropriate. DSEN pupils who are beyond the assertive discipline consequences system will have behaviour programmes designed to meet IEP/statement needs etc. The SENCO should be kept informed of pupil's whose behaviour is a cause for concern. 		

Recording & monitoring of behaviour Incidents

All Level 2 or above behaviour incidents should be recorded on SIMS Behaviour Log by the adult dealing with the incident or the college welfare team. Please keep the log up to date.

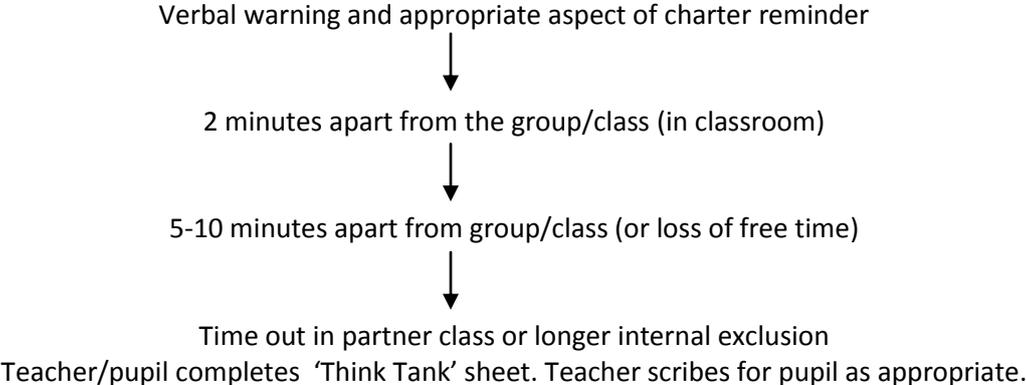
All 'Time Out \ Buddy' consequences are also recorded in the 'Time Out' log or subject log which will be regularly reviewed by the leadership team.

Teachers will plan a 'Classroom Hierarchy' appropriate to the needs of the particular age phase. The classroom hierarchy will be displayed alongside the charter. Examples of class hierarchies for are outlined below.

Classroom Consequences Hierarchy – What happens when the SMART Charter is not followed?

For most pupils the first consequence is sufficient to change behaviour.

Nursery, Reception and Key Stage 1

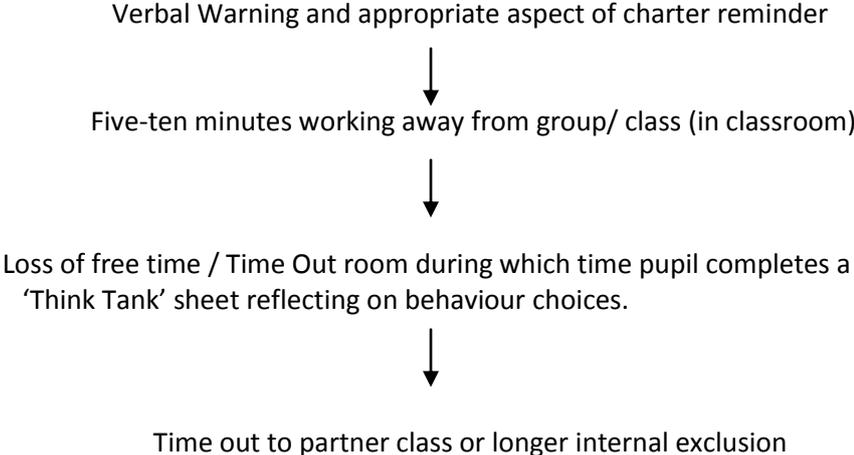


When this happens the class teacher informs parents and the Key Stage Leader.

Think Tank sheets are completed from the pupil’s perspective on one side and from the teacher’s perspective on the reverse. The sheet forms a record of the incident and records any further action etc.

Think tanks sheets should be stored in the Time Out log located in the main office.

Key Stage 2



When this happens class teacher contacts parents and informs the Key Stage Leader and /or Assistant Head of School as appropriate.

Key Stage 3/4

Verbal Warning and appropriate aspect of charter reminder



Pupils name on the board as a reminder of a Level 1b consequence



Removal from class to a buddy class with work for the remainder of the session.



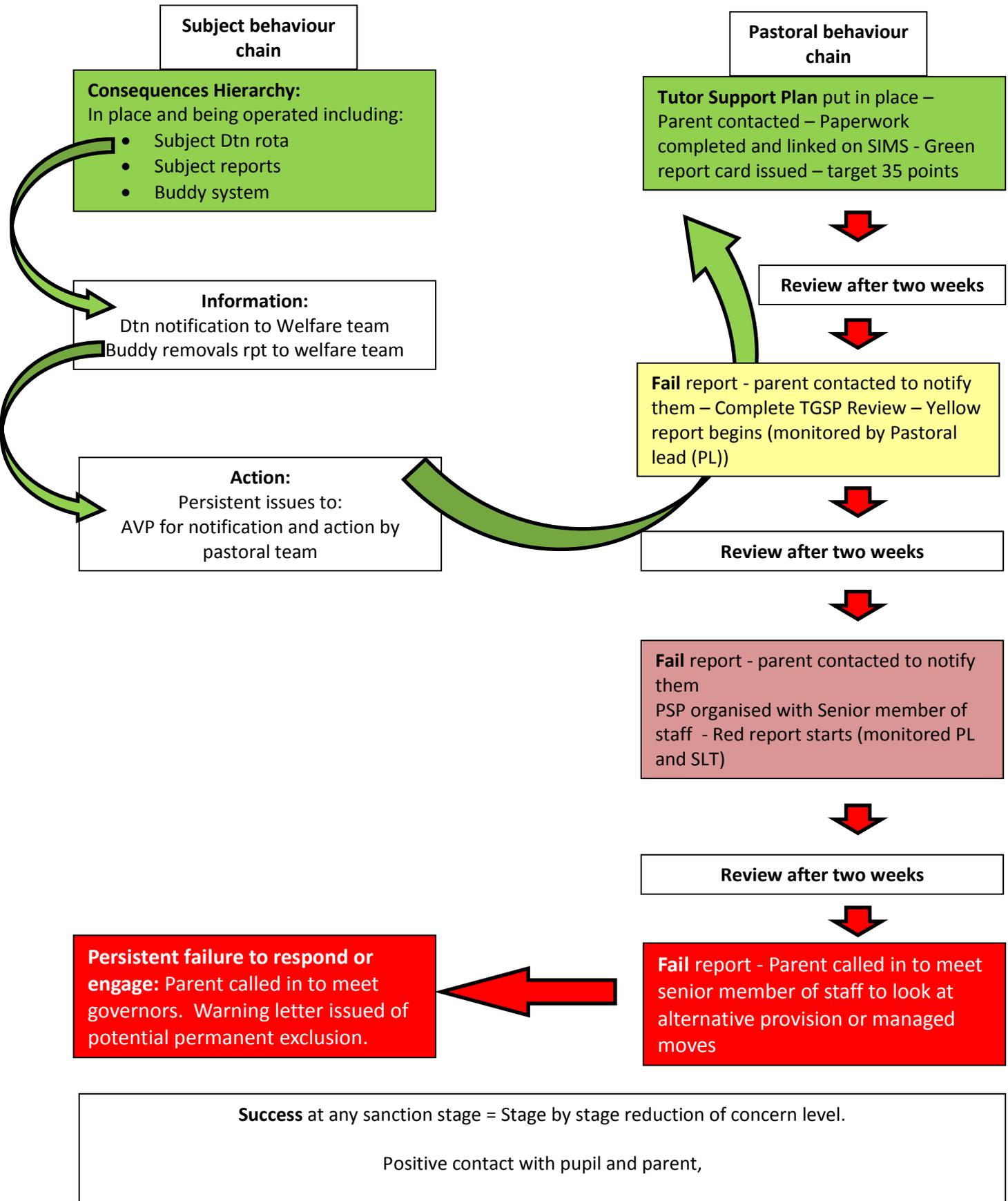
Subject detention during which time pupil completes a 'Think Tank' sheet reflecting on behaviour choices. (Sheets to be kept in secondary by subject leaders \ faculty leaders)



Removal to internal exclusion

When a pupil is removed to isolation the college welfare team or class teacher should contact parents and inform the Key Stage Leader and /or SLT member as appropriate.

Key Stage 3,4 and 5 Chain of action



SPECIAL EDUCATIONAL NEEDS

Where pupils are 'beyond' the assertive discipline hierarchy approach, individual arrangement will be made to manage their behaviour, which may differ from the 'whole school' approach. Pupil's with IEP's specifying behavioural targets may require special arrangements and these will be agreed by the SENCO in consultation with the parents, class teacher and IPS teacher as necessary. Such arrangements will be communicated to all staff to ensure a consistent approach.

Tariff system for KS3, 4 and 5

Issue	Sims Score	Consequence
• General silly behaviour	0	Verbal Warning
• Buddying not worked	3	Removal/ Isolation lesson
• Refusal to Comply	6	Isolation one day
• Swearing at Staff	8	2 day Exclusion
• Isolation not worked	6	One day exclusion followed by Isolation
• Poor Behaviour Lunch	2	Pastoral lunchtime detention
• Using phone in school	1	Confiscation of phone
• Continuous lates	2	Pastoral lunchtime detention
• Fighting	8	2 day exclusion
• Fighting aggressor	12	3 day exclusion
• Racial comments	3	Detention where Racial issues are discussed
• Intimidation/Bullying	2/6	First time warning/ second and more Exclusion/Permanent
• Truancy	3	Immediate after school detention
• Smoking	2	Pastoral lunchtime detention and letter home.
• Vandalism	6	2 day isolation
• Extreme non- compliance	12	5 day exclusion
• Illegal substance	20	5 days to Permanent Excusion
• Stealing	10	5 day exclusion/Police involvement
• Assault of staff	20	Permanent exclusion
• Weapon in school	10	Permanent exclusion
• Serious sexual issue	15	5 day to permanent
• Persistent noncompliance	10	2 day exclusion.

This list is not exhaustive.

SPECIFIC ROUTINES IN SCHOOL WHERE BEHAVIOURAL EXPECTATIONS ARE COMMON TO ALL PUPILS

Movement around school

- Pupils are expected to walk quietly, calmly and sensibly in transition around school.
- Pupils are expected to arrive on-time to all lessons
All pupils are expected to enter assembly in an orderly manner and in silence. This may be aided by appropriate music or a visual stimulus to engage pupils' individual thinking.
- Pupils are expected to utilise the 5 minute movement time in 7-13 to ensure they are prepared for their next class (ie: toilets will be available at this time).

Changing for PE

- Pupils change quietly to music at beginning and end of lesson (N-6)
- **For reasons of health and safety all jewellery is removed for physical education curriculum activities in Y1-Y13 which includes gymnastics, dance, games and swimming.**
- Long hair is tied back (hair bands can be given to those without their own).
- Pupils will be lead out to the lesson by the teacher
 - In 7-13 pupils will not leave the changing room without a member of staff supervising them.
- Parents of pupils without the appropriate kit are informed by a standard letter.
- An appropriate consequence is enforced if pupils do not have a good reason for not having PE kit.
- Pupils without kit will receive a standard letter informing parents of kit situation and missed lesson (Under no circumstances should pupils borrow kit for hygiene reasons).

N-6 Wet Breaktime

- Board games etc. are only used during longer wet lunch times.
- Scissors/glue are not used by pupils.
- Snacks are eaten in the classroom.
- Pupils stay in their own classroom and do not wander about the building.
- Y6 buddies can help out in Reception during wet playtime.
- Pupils should clear up 12.50pm and be ready in their seats when the teacher arrives in the classroom.

7-13 Wet Break time

- 5 bells one after the other will signify a wet break
- The facilities on floor one will be open for all pupils including:
 - LRC, Stage hall, Sports Hall, Snack Hall, toilets
- Pupils will not be allowed above A floor without a pass or note in their planner from a member of staff
- Pupils will be discouraged from being on the playground or table tennis area but will be allowed in the quad.

Use of Toilets

- Pupils should ensure that they go to the toilet during break times or in the 5 minute change over at 7-13.
- In N-6 Teachers will of course allow pupils to go to the toilet if absolutely necessary (usually if the pupil asks again). At 7-13 teachers will allow students out of class only with either:
 - A toilet pass
 - Or
 - Where a pupil has previously demonstrate trust worthy conduct
 - Pupils will never be allowed to leave the lesson in 7-13 within the first 15 or last 15 minutes of a lesson.
- Pupils should be sent to the toilet one at a time, not in small groups .
- N-6 only - If pupils do need to go during lesson time, pupils will be asked to wait until the focused teaching part of the lesson is complete (not during carpet time).
- Pupils in Nursery, Reception and KS1 will be encouraged to use the toilet at appropriate times.

Lunchtime

Lunchtime behaviour is managed consistently through the School Charter and supervisors have responsibility to ensure consistency through the lunch time period.

Staff and prefects will be positioned to monitor movement around the school. In order to support this students will need a pass or diary note to go above A floor. Prefects and lunchtime supervisors will be given appropriate powers sanctions to enforce any pupils breaking these arrangements.

MONITORING & REVIEW

This policy will be bi-annually reviewed by the governors' students committee

Reviewed/updated September 2015

This policy should be read in conjunction with the following related policies:

Anti-Bullying

Special Educational Needs Personal, Social and Health Education & Citizenship,

Inclusion, Equality

Restraint policy