

BEHAVIOUR POLICY

Revision	Authorised by	Date	Adopted by	Date
New Policy	Headteacher	June 2019	FGB	8/07/19

Revision	Date	Description of Changes

SignedJ Soboljew Date 8 July 2019
Chair of Governors

Vision

To aspire, endeavour and thrive together

At Glossopdale we have the **highest expectations** of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

Our Aims

Our aim is to model, manage and encourage good behaviour from all students, and to recognise the positive contributions of all students in all areas of the school. It is the aim of all teachers to be pro-active in securing consistently good behaviour management. All teachers aim to deal with students and situations with empathy, respect and integrity whilst recognising the need to establish firm boundaries and high expectations. Ultimately we want to develop students into adults who are resilient, caring and able to regulate their own feelings and behaviours in a wide variety of situations, without the need for external rewards and sanctions.

We set out high expectations for exceptional standards of behaviour. Where behaviours do not meet these high standards this policy explains the support strategies and approaches that will be used to promote an effective learning climate for all.

At Glossopdale School we work with all our students to enable them to:

- Achieve the highest personal academic standards and progress in all areas of the curriculum.
- Acquire the knowledge and skills to fully equip them for the demands of modern British life through the delivery of a robust Personal Development programme.
- Develop high self-esteem and aspirations.
- Respect members of their community and their environment.
- Celebrate diversity.
- Extend themselves academically, physically, spiritually and morally.
- Become life-long learners, flexible and adaptable for the modern world.
- Work both collaboratively and independently as appropriate.
- Acquire employability skills for economic wellbeing.

Our Values

At Glossopdale School we place great emphasis on building strong character traits in all of our students. We firmly believe that strength of character underpins academic success. We have used the word **THRIVE** as an acronym to encapsulate our values. Each of the letters stand for a character trait we intend our students to develop whilst at Glossopdale.

Tenacity
Hard work
Responsibility
Independence
Visionary
Excellence

1. Statement of Intent

1.1 Glossopdale School believes that in order to facilitate teaching and learning, good behaviour must be displayed in all aspects of school life.

We are committed to:

- Promoting excellent behaviour.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring equality and fairness of treatment for all.
- Rewarding good behaviour.
- Challenging, disciplining and changing poor behaviour.
- Providing a safe environment; free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing a positive relationship with parents and carers.
- Developing relationships with our students which ensure effective early intervention.
- Promoting a culture of praise and encouragement in which all students can achieve and recognise the achievements of themselves and others.

1.2 Key roles and responsibilities

- The Governing Body has overall responsibility for the implementation of the behaviour policy and procedures of Glossopdale School
- The Governing Body has overall responsibility for ensuring that the behaviour policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability, gender identity or sexual orientation.
- The Headteacher, Chair of Governors and Governing Body's Complaints Panel have responsibility for handling complaints regarding this policy as outlined in the school's complaints policy.
- The Headteacher will be responsible for the day-to-day implementation and management of the behaviour policy and procedures of Glossopdale School.
- Staff, including teachers, support staff and volunteers will be responsible for following the policy and for ensuring students do so also. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- Staff, including teachers, support staff and volunteers will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy.
- Parents and carers will be expected to take responsibility for the behaviour of their child/children inside and outside of school.
- Parents and carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- Students are responsible for their own behaviour both inside school and out in the wider community.

1.3 Expectations of students

Students will have high expectations of themselves by exhibiting the following behaviour:

- Being punctual
- Bringing appropriate equipment to lessons
- Wearing uniform with pride to school, in school and when leaving school
- Demonstrating good behaviour & positive engagement in school
- Moving between lessons in an orderly, calm and considerate manner
- Keeping exercise books neat and tidy with work well presented
- Following any instruction given by staff at the first time of being asked
- Respecting all staff, students and the environment

1.4 Definitions

Glossopdale School defines a “serious unacceptable behaviour” as any behaviour which may cause harm to self or others, damage the reputation of the school within the wider community and/or any illegal behaviour including but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality, gender identity and marital status.
- Harassment – behaviour which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Bullying – a type of harassment which involves persistent actions, criticism or personal abuse which humiliate, intimidate, frighten or demean the individual.
- Threatening behaviour towards students or staff.
- Online bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of inappropriate legal or illegal drugs, alcohol, e-cigarettes or tobacco.
- Presenting at school under the influence of drugs or alcohol.
- Possession of banned items, including lighters and laser pens.
- Possession of weapons or any item which could be used as a weapon (including but not exclusively knives and firearms).
- Truancy from lessons (safeguarding).
- Smoking (including e-cigarettes).
- Refusal to comply with disciplinary sanctions.
- Theft.
- Swearing.
- Damage to the school environment / property
- Physical assault / fighting.
- Sexual harassment or assault.
- Any illegal behaviour.
- Unauthorised selling.

Glossopdale School defines a “low level unacceptable behaviour” as less serious, but unacceptable behaviour; activities which undermine the ethos of the school, and which may disrupt the education of the perpetrator and/or other students including but not limited to:

- Lateness.
- Low level disruption and talking out of turn in class.
- Failure to complete classwork.
- Rudeness or discourtesy; verbal and/or non-verbal.
- Lack of correct equipment.
- Non-compliance to expectations for uniform, jewellery (one watch, Smart watches are not permitted) hair colour (natural colours only) hair style (no extremes of style or decorations) nails (no coloured varnish or fake nails) and piercings (one small pair of stud earring in the lower earlobe).
- Disruption on public transport.
- Use of mobile phones, electronic devices and headphones without permission.
- Graffiti
- Complicit with disruptive behaviour

2. Supporting Student Behaviour

- At Glossopdale School we recognise that some students' behaviours reflect a need that requires additional support in order for them to conform to reach our high levels of expectations around behaviour and self-development.
- In liaison with parents/carers, students may receive this additional support from the Emotional Wellbeing coordinator in the 'Hive', the Alternative Provision coordinator in the 'Hub' where a bespoke package of alternative provision will be delivered, Learning Support, Year Managers, on site Family Support worker, School Counsellor on the school site, or from the external agencies with whom the school works. These agencies include School Health, the Educational Psychology Service (EPS), Healthy Young Minds (HYM), Wellbeing Ambassadors, the Integrated Pathways Team (IPT), DCC Behaviour Support and KS3/4 Pupil Referral Units.
- Support may take the form of behaviour modification strategies, anger management programmes, counselling, mentoring, social skills programmes, family support or a range of therapies, depending on the needs of the individual student.

3. Rewarding good behaviour – See Rewards Policy

At Glossopdale School we believe that effort and achievement should be recognised. Through the rewards system, we aim to motivate and praise students for their effort, participation and achievement both individually and within their year.

4. Unacceptable Behaviour

Unacceptable behaviour may be escalated as "serious unacceptable behaviour" depending on the nature of the behaviour breach or the frequency of the behaviour. Breaking any of the rules will lead to investigation and support to allow the student to achieve our high standards which may include appropriate sanctions and disciplinary action.

5. Aggressive behaviour

Where aggressive and/or threatening behaviour is displayed, or illegal activity discovered, Glossopdale School will not hesitate to contact the police if necessary. Any student, staff member or visitor displaying aggressive and/or threatening behaviour **may** be removed from the premises. Further details can be found in our policy for dealing with persistent or vexatious complaints in school.

6. Sanctions will be applied in-line with the consequence system outlined below. Where possible the consequences system will be displayed in every classroom.

At Glossopdale School, we firmly believe that in **all** cases, students must be given a chance to **correct** their behaviour. Students that display poor behaviour in the classroom environment are then to be given a **choice** to either conform, or face further **consequences**. In lessons we follow the C system of chance, choice, consequence as outlined below.

ClassCharts is Glossopdale School's method of communicating achievement and behaviour points (including detentions) to parents and carers. We strongly encourage all parents and carers to sign up to ClassCharts in order to monitor conduct and achievements on a daily basis.

- **C1:** Formal warning after students have been verbally told about their behaviour and given a choice to correct it. This will be recorded on the board where possible or by verbally informing students they are on a **C1** warning. The student may be asked to move seats within the classroom.
- **C2:** This will be issued if there is no improvement following a **C1**. A 10 minute detention may be issued by the subject teacher or other suitable remedial action (for example phone call home). This event will be recorded electronically by the teacher on

ClassCharts and the student will be informed of where and when the detention will take place.

- **C3:** This will be used if there is no improvement following a **C2**. The teacher will do an 'on call' for the student who will be spoken to (by the 'on call' staff - Year Manager or SLT) with the intention to return them to the lesson. A 30-minute same day detention will normally be issued with the Faculty. This event will be recorded electronically by the subject teacher on ClassCharts, upon requesting the call out.
- **C4:** This will be used if there is still no improvement. If the student continues to misbehave, a second call out will result in the student being removed from the lesson (either to a replacement classroom or Isolation) and the student will serve a one hour same day detention. This event will be recorded automatically on ClassCharts by the subject teacher upon requesting the further call out.
- If a student receives multiple call outs (**C3** and/or **C4**) they will serve the rest of the day in Isolation or they will be placed in Isolation for the full following day. Parents/carers will be informed by the Year Manager of this decision.
- **C2s** for behaviour will be monitored weekly by Year Managers and further support will be given against repeat offenders receiving an unacceptable number; e.g. a one hour detention after school, report card, parental/carers interviews, individual support plan.
- **C2s** will be issued for any homework assignment that is not completed. The class teacher is best placed in the first instance to judge the appropriate action. For example an extension might be granted, a phone-call home made, or a detention is given. This list is not exhaustive but teachers are empowered to use their best endeavours to ensure homework infringements are dealt with appropriately to the circumstances including opportunities to complete work in school.
- Students do not necessarily need to progress from **C1 – C4**. More serious incidents can be entered directly as **C4 or C5** as appropriate (see appendix of suggested sanctions).
- Students who fail to attend their 10 minute subject teacher detention will be issued with a 30 minute faculty detention, usually on the same day or following day. This will be entered by the subject teacher on ClassCharts.
- Students who fail to attend their 30 minute on call faculty after-school detention or 30 minute faculty detention will attend a one hour whole-school detention after school the following day.
- Students who fail to attend their one hour detention will be issued with a 2 hour SLT detention for Wednesday or Friday until 5pm (whichever day the detention is next held after their failure to attend the one hour detention).
- Students may also be placed directly into this 2 hour detention by SLT for more serious incidents.
- If students fail to attend the 2 hour SLT detention they will be placed in Isolation for a whole school day and will continue to serve a 2 hour detention either on the Wednesday or Friday. Failure to comply with this escalation process could result in the student being issued with a Fixed Term Exclusion.
- Students that continue to exhibit poor behaviour will trigger 'intelligence events' by ClassCharts. Students with multiple call outs in one week, for example, will be required to attend a meeting with their Year Manager, Parent/Carer and if deemed appropriate, the SLT link for their year group. Intelligence events (for example multiple points in one week) will also inform actions such as Form Tutor green report, Year Manager amber report, or SLT red report.

6.1 Role of the Form Tutor

Form Tutors will be issued with a breakdown of behaviour and achievement points on a weekly basis by Year Managers. Students will be monitored by Form Tutors on green report where there are emerging problems, for example multiple behaviour points in one week. Tutors will contact parents/carers to inform them of this action. Where there is no improvement, Year Managers will be informed and they will place the student on Year Manager amber report (parents/carers will be informed and invited in for a meeting).

6.2 Community service based sanctions

We aim to encourage students to take pride in their environment and develop their sense of community responsibility in school by keeping them regularly informed of the schools expectations. School will use community service based sanctions such as; picking up litter or weeding school grounds, tidying a classroom, helping clear up the dining hall after meal times, or removing graffiti amongst others, if students do not conduct themselves in a way which is in line with our high expectations. School will make a judgment on when to apply this sanction and the length of time it will be used.

6.3 Serious unacceptable behaviour – At Glossopdale School, we take severe behaviour breaches very seriously. We will not hesitate to act in the best interest of the students within the school.

- Following an allegation of serious unacceptable behaviour, the student will be placed in 'Isolation' whilst an investigation takes place.
- If, following an investigation, the allegation is found to be true; the Senior Leadership Team has a number of disciplinary tactics that they may use including fixed or permanent exclusion.
- Further information regarding sanctions can be found in APPENDIX 1. This highlights the sanction associated with a behaviour. This list is a guide and is not exhaustive and may be liable to change at the discretion of the Headteacher.

7. Sanctions for poor punctuality

- Students who arrive late to school (without valid reason) will be required to attend a 30 minute detention after school on the same day.
- Students who miss this 30 minute detention will be required to attend a 60 minute detention after school on the following day.

8. Sanctions for Uniform/appearance infringements – See School Uniform Policy

- All students will attend in full school uniform. There will be zero tolerance regarding incorrect uniform.
- It is expected that students will wear their uniform correctly on the entire journey to and from school.

8.1 If students do not comply with the uniform policy the following sanctions will apply:

- Students will be loaned uniform for the day and parents/carers informed by the Pastoral Team.
- If a student refuses to wear uniform correctly, violates the dress code or refuses to wear the loaned uniform, they will be placed in Isolation with their Form Tutor until the issue has been resolved.
- We reserve the right to detain students for one hour at the end of the same school day for noncompliance with the Uniform Policy. This may escalate to a two hour SLT detention, if the student fails to attend the one hour detention.

8.2 There will be zero tolerance regarding facial piercings. If students do not comply with the uniform expectations the following sanctions will apply:

- Students with any facial piercings will be asked to remove them. The jewellery will be confiscated by any member of staff.
- Refusal to remove the piercing will result in a member of the pastoral team contacting home and they will be placed in Isolation with their Form Tutor.
- We reserve the right to detain students for one hour at the end of the same school day for Non-compliance with the Uniform Policy. This may escalate to a two hour SLT detention, if the student fails to attend the one hour detention.

9. Smoking

- In accordance with Part 1 of the Health Act 2006, Glossopdale School is a smoke free environment. This includes within the school buildings and grounds as well as on the way to and from school whilst in school uniform.
- Students including Sixth Form students over the age of 18 are not permitted to bring smoking materials or nicotine products to school. This includes but is not limited to cigarettes, e-cigarettes, lighters, matches or pipes.
- In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

9.1. Consequences of smoking

Failure to comply will result in the following sanctions:

- In the first instance, students found smoking will receive a 60 minute after school detention.
- Parents/carers will be informed of the incident as soon as possible via a phone call from the Pastoral Team.
- If students are caught smoking a second time, students will be placed in Isolation, parents/carers will be informed and a meeting will be arranged in school.
- A third offence may result in a Fixed Term Exclusion.
- Students may be referred to the school nurse for help and support to stop smoking.

10. Outside school and the wider community

- Glossopdale School views every student as an ambassador for the good reputation of the school and expects them to behave in a manner that shows pride and respect for the school, community and staff.
- The high expectations we have of students apply both inside school and out in the wider community, particularly if dressed in school uniform.
- Complaints from members of the public about bad behaviour from students at the school are taken very seriously and will be fully investigated. Likewise, any incident of praiseworthy behaviour reported to the school will be celebrated.

10.1 Any incidents of misbehaviour, misconduct or bringing the school into disrepute which occur outside of school or in the local community; on the journey to and from school, will result in a sanction being applied (From a C3 detention up to and not limited to a fixed term exclusion).

11. Off-Site

- All Y7- Y11 students are to remain on-site at all times. The only exceptions to this are whilst students are off-site legitimately with a member of staff for lessons or trips.
- Permission to leave site at lunchtime will only be issued in exceptional circumstances and must be approved by the Headteacher.
- Students who leave site without permission will receive a sanction from a C4 detention to a day in Isolation or a fixed term exclusion if persistent.

12. Fire Alarms and Fire Extinguishers

Setting off the fire alarm or damaging fire protection equipment is a serious act that puts the health and safety of students and staff at risk. Reckless behaviour which results in setting off the fire alarm will result in a one day sanction in 'Isolation' and the parents/carers of the student will be issued with a bill for the damage.

Any student who intentionally sets off the fire alarm will be issued with a Fixed Term exclusion and the parents/carers of the student will be issued with a bill for the damage.

Second and/or subsequent offences will attract a longer period of exclusion. Persistent offenders will face permanent exclusion.

13. Mobile Phones – Please refer to Mobile Phone Policy

14. Governors' Behaviour Panel

- Accumulation of formal school detentions, serious breaches of the behaviour policy and in some cases serious individual incidents will trigger a case review of a student and may result in a meeting with representatives from the school's Governing Body.
- A PSP (Pastoral Support Programme) may be constructed around the specific needs of students who repeatedly transgress and who have been offered the support already outlined above. The PSP will trigger interventions used to address poor behaviour and may involve a range of strategies to prevent permanent exclusion.

15. Fixed term or permanent exclusion

Permanent exclusion is the school's last resort against persistently unruly students or a serious incident.

15.1 Fixed term exclusion may well be used at any point in the hierarchy of sanctions listed above but can only be authorised by the Headteacher or appointed representatives.

15.2 Internal fixed term exclusion

(Isolation) is often more effective than sending a student home. The accumulation of fixed term exclusions will trigger a PSP, if one is not already in existence, and the involvement of the Governors' Behavioural Panel. Students excluded for more than one day must have appropriate work set for them to do at home.

16. Items banned from school premises

- Fire lighting equipment: Matches, lighters, etc.
- Drugs and Smoking equipment: Cigarettes, Tobacco, Cigarette Papers and filters, Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs except medicines covered by the prescribed medicines procedure.

16.1 Weapons and other dangerous implements or substances such as:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks

- Dangerous chemicals

16.2 Other items

- Chewing gum
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols (Deodorants such as ‘Roll on’ or ‘Stick’ are permitted)

17. Searching

- Staff members may use common law to search students with their consent for any item.
- Staff members may ask any student to turn out their pockets, if the student agrees.
- Staff members may search a student’s bag or locker, if the student agrees.
- If a member of staff suspects a student has a banned item and the student refuses to turn out their pockets or bag, then the student should be placed in Isolation.
- Under DfE January 2018 Searching, Screening and Confiscation advice, teachers are authorised by the Headteacher to search for any prohibited item without the consent of the student if they have reasonable grounds for suspecting that the student is in possession of a prohibited item. Prohibited items are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury or damage the property of any student or member of staff
 - Any item banned by the school rules which are identified in the rules as an item which may be searched for
- Searches will be conducted by a same sex member of staff with another same sex staff member as a witness unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.
- Staff members may require a student to remove outer clothing including hats, boots, coats and scarves.
- The student’s possessions will only be searched in the presence of the student and another member of staff unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.
- Staff members may use minimal reasonable force given the circumstances when conducting a search for alcohol, illegal drugs or tobacco products.
- Any staff member may refuse to conduct a search.

18. Confiscation

- A staff member carrying out the search can confiscate anything they have reasonable grounds for suspecting is a prohibited item. This includes “legal highs” and other potentially harmful materials which cannot immediately be identified.
- If necessary, the police will be called for the removal of the item/items.
- A staff member carrying out the search can confiscate anything that is banned by the school rules and use their professional judgement about whether to return it to the student, retain it or dispose of it.

19. Controlled Substances

- Glossopdale School has a zero tolerance policy on illegal drugs.
- Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and witness/witnesses present.
- The staff member will store the sample in a secure location.
- The incident will be reported immediately to the police who will collect it and then deal with it in line with agreed protocols.
- Glossopdale School will not hesitate to give the name of the student **to the police** from whom the drugs were taken.
- A full incident report will be completed.
- Any further measures will be undertaken in line with the schools' safeguarding policy.
- Students may be referred to a drug awareness course as part of the school's sanctions.
- Where controlled substances are found on school trips away from the school premises, parents/carers of the student as well as local police will be notified.

20. Internal exclusion - Isolation

20.1 Rationale

“Schools can adopt a policy which allows disruptive students to be placed in an area away from other students for a limited period, in what are often referred to as seclusion or isolation rooms. It is for individual schools to decide how long a student should be kept in seclusion or isolation, and for the staff member in charge to determine what students may and may not do during the time they are there.” ***Behaviour and discipline in schools, DFE, January 2016***

Isolation at Glossopdale School will be used for students who have committed a breach of the behaviour policy.

Students who receive a C4 behaviour incident will be automatically placed in Isolation for the remainder of the day until 4:00pm or 5:00pm. Students may also be placed in Isolation on a pre-planned basis by using the unit as a deferred consequence. Serious or persistent breaches of the school behaviour policy may lead to a number of days in Isolation.

20.2 Isolation Routines

- Students will be expected to attend school at normal time for registration and the start of their Isolation period 1 (unless otherwise specified with parent/carer).
- Students will hand over their mobile phone on entering the Isolation room. The mobile phone will be stored securely until 4:00pm. Refusal to hand over the mobile phone may result in the student receiving a Fixed Term Exclusion.
- Students placed in Isolation for the day will stay until 4.00pm. A member of the pastoral team will call home to inform parents if a student is placed in Isolation until 4.00pm.
- Students will wear full school uniform unless they are in for refusal to wear uniform (wherever possible, students will be isolated with their Form Tutor for uniform infringements).
- Students will be silent on entry and remain silent throughout unless speaking to a teacher.
- Students will raise a hand when asking a question and will not leave their allocated seat without permission.
- Students are not permitted to eat or drink unless at a specified break or lunch (a water bottle may be placed on the floor next to the student's desk).
- Students will be able to have toilet breaks outside of whole-school break and lunchtimes.
- Students will have a morning break and will be able to eat lunch.
- Students will not leave the reflection room unless escorted.

- Students are expected to work in silence and complete appropriate work.

20.3 Work to be completed by students:

- Students in Isolation will continue to focus on learning and will complete tasks that will allow the student to maintain progress in-line with work experienced by other students in their classes.
- Reading, Literacy or Numeracy tasks will be allocated to support learning.
- Isolation/Intervention tasks maybe allocated in order to improve behaviour choices.

20.4 Code of Conduct for students in Isolation:

On entering the Isolation room, students will be expected to;

- Remove all outdoor garments and any non-uniform garments. Hand over their mobile phone for it to be stored securely.
- Sit in the allocated study space with equipment and study planner.
- Work on all given tasks to the best of their ability.
- Eat and drink at the times given by staff (a water bottle may be placed on the floor).
- Ask permission to visit the toilet, adequate opportunities will be afforded by staff supervising the room.
- Remain in Isolation until the time is satisfactorily completed (including completing all designated work).
- Respect all property in the Isolation room.
- Adhere to the school's behaviour policy. Persistently poor behaviour in Isolation will lead to a **Fixed Term Exclusion**.

20.5 Students who fail to meet expectations whilst in Isolation

- Where students fail to meet expectations in Isolation and cause disruption, or show an inappropriate attitude, or fail to follow the code of conduct, they will be supported in modifying their behaviour by the staff in charge.
- A persistent refusal to cooperate with Isolation expectations may result in parents/carers being contacted and informed that their child has failed Isolation and they may then be sent home with a fixed term exclusion (FTE).
- Consecutive days of failing Isolation could lead to a longer fixed term exclusion at the discretion of the Headteacher.

21. Reasonable Force

21.1 Physical interventions will only be used in exceptional circumstances. The school expects that staff will only use force in circumstances where:

- The consequences of not intervening were sufficiently serious to justify the use of force.
- Achieving a safe outcome by other means had either been tried or exhausted.
- The risks associated with not using force outweigh those of using force.

22.2 The use of a restrictive physical intervention will be the outcome of professional judgements made according to this policy. It will be avoided when possible and will not be used for the convenience of staff.

22.3 Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will evaluate the risk of not intervening against the risk of intervening. Any actions will be carried out in the best interest of the student and follow the principles of least restrictive reasonable force for the minimal amount of time.

23. Policy Amendments

It is important to note that the Headteacher reserves the right to make changes to the policy should the need arise. A number of factors could influence change including but not limited to: Government legislation, procedural changes at authority level, OFSTED recommendations. Governors, parents/carers and other relevant stakeholders would be notified of any policy amendments.

24. Links to further policies:

- Rewards Policy
- Child Protection and Safeguarding Policy
- Uniform Policy
- Mobile Phone Policy
- Attendance and Punctuality Policy
- The Equality Act 2010
- Special Educational Needs Policy
- DfE Information on Behaviour and Discipline in schools (January 2016)
- Exclusion from maintained schools, academies and pupil referral units in England (September 2017)

Appendix: C1-5 System and suggested sanctions for behavioural issues (below)

Type (Low level behaviours)	Po int s	Suggested Sanctions
C1 Behaviour/interruption	0	Verbal Warning/class intervention
C1 Equipment e.g. pen	0	Verbal warning/note on planner/contact home
C1 Eating/drinking in class (water bottle only permitted in lessons other than IT, Music and Science)	0	Verbal warning/class intervention/contact home
C2 Equipment (subject specific e.g. PE Kit, Calculator, Food Tech ingredients)	1	10 minute subject teacher detention (break/lunch/afterschool)
C2 Refusal to comply	1	10 minute subject teacher detention (break/lunch/afterschool)
C2 Disruption to learning	1	10 minute subject teacher detention (break/lunch/afterschool)
C2 Not following instructions	1	10 minute subject teacher detention (break/lunch/afterschool)
C2 Inappropriate conversation	1	10 minute subject teacher detention (break/lunch/afterschool)
C2 Late to lesson	1	10 minute subject teacher detention (break/lunch/afterschool)
C2 No homework or insufficient homework	1	Extension of deadline/phone call home by teacher/10-20 minute detention with subject teacher (break/lunch/afterschool)
C3 Dropping litter in the corridors/outside or chewing gum	2	Staff member logs on ClassCharts, 30 minute after school detention
C3 Tutor non-negotiable late to school (after 8:45am)	2	Tutor logs late on ClassCharts, 30 minute after school detention
C3 Tutor non-negotiable basic equipment - pen, pencil, ruler, planner	2	Form tutor check, log on ClassCharts, 30 minute after school detention
C3 Tutor non-negotiable uniform (incorrect/not worn)	2	Form tutor check, log on ClassCharts, 30 minute after school detention, send student to SS to borrow uniform, Pastoral staff contact home.
C3 Failure to attend subject teacher detention	2	30 minute faculty detention
C3 Call Out 'support and return'	2	30 minute faculty detention
C3 Refusal to comply	2	30 minute whole-school call out support detention
C3 Disruption to learning	2	30 minute whole-school call out support detention
C3 Not following instructions	2	30 minute whole-school call out support detention
C3 Inappropriate language	2	30 minute whole-school call out support detention
C3 Mobile Phone	2	30 minute whole-school call out support detention, phone confiscated
C3 Persistent uniform infringement	2	30 minute whole-school call out support detention
C3 Out of class behaviour e.g. corridor at break	2	30 minute whole-school call out support detention
Type (Medium level behaviours)	Po int s	Suggested Sanctions
C4 Call Out Removal from lesson	3	Placed in replacement classroom/Isolation, one hour after school detention
C4 Bringing in items to sell to gain profit or bringing in banned items	3	One hour after school detention and confiscation of items
C4 Bringing the school into disrepute/ Behaviour outside of school	3	One hour after school detention/ 2 hour SLT Detention/Isolation
C4 Antisocial behaviour (including more than one student per toilet cubicle)	3	One hour after school detention/2 hour SLT Detention/Isolation

C4 Truancy from lesson/site	3	One hour after school detention/2 hour SLT Detention/Isolation
C4 Failure to attend 30 minute detention (faculty/on call support and return faculty)	3	One hour after school detention
C4 Refusal to complete one hour detention	3	2 hour SLT detention
C4 Smoking (including e-cigarettes and association with smokers)	4	One hour after school detention
C4 Refusal to attend 2 hour SLT detention	4	Placed in Isolation for a full day until 5:00pm
C4 Bullying	4	Placed in Isolation and one hour after school detention
C4 Refusal to comply with uniform policy	4	Isolation/ one or two hour after school detention/ FT exclusion
Type (High level behaviours)	P o i n t s	Suggested Sanctions
C5 Environmental damage	5	One or two hour after school detention/Isolation/community service/FT Exclusion/charges may apply
C5 Smoking (escalation, repeat offender)	5	Placed in Isolation for the remainder of the day and two hour SLT detention or FTE/Permanent exclusion
C5 Swearing at staff	5	SLT two hour detention/ FT Exclusion/ Permanent exclusion
C5 Swearing in front of staff	5	SLT two hour detention/Isolation/FT Exclusion/Permanent exclusion
C5 Verbal abuse of staff/students/visitors	5	SLT two hour detention/Isolation/FT Exclusion/Permanent exclusion
C5 Threatening behaviour	5	SLT two hour detention/Isolation/FT Exclusion/Permanent exclusion
C5 Refusal to attend Isolation/ failure to follow instructions in Isolation	5	Fixed term exclusion - number of days may vary
C5 ICT- Hacking into other peoples' accounts or wilfully damaging their work or school systems	5	SLT two hour detention/Removal of ICT access / Govs panel/FT Exclusion/Permanent exclusion
C5 ICT - Making, viewing or distributing indecent images of children and/or young people	5	SLT two hour detention/Removal of ICT access / Govs panel/Police involvement/Permanent exclusion
C5 - ICT Searching for, viewing, distributing inappropriate images	5	SLT two hour detention/Removal of ICT access / Govs panel/Police involvement/Permanent exclusion
C5 Malicious accusations against school staff	5	SLT two hour detention/Isolation/Alternative provision/ Govs panel/FT exclusion/Permanent exclusion
C5 Physical assault/fighting	5	SLT two hour detention/Isolation/Govs Panel/FT Exclusion/Permanent exclusion
C5 Sexual assault or harassment	5	SLT two hour detention/Isolation/Govs Panel/FT Exclusion/Permanent exclusion
C5 Setting a fire	5	SLT two hour detention/Referral to fire officer and/or police/Govs panel/Isolation/ FT exclusion/Permanent exclusion
C5 Setting off fireworks	5	SLT two hour detention/confiscation/Referral to fire officer and/or police/Govs panel/Isolation/FT exclusion/Permanent exclusion
C5 Setting of the fire alarm	5	SLT two hour detention/Referral to fire officer and/or police/Govs panel/Isolation/FT exclusion/Permanent exclusion

C5 Striking matches in the building	5	SLT two hour detention/confiscation/Referral to fire officer and/or police/Govs panel/Isolation/FT exclusion/Permanent exclusion
C5 Threatening to use or actually using a weapon	5	SLT two hour detention/confiscation/Police involvement/Govs panel/Isolation/FT exclusion/Permanent exclusion
C5 Bringing a weapon into school	5	Confiscation/Govs panel/Police involvement/Isolation/FT exclusion/Permanent exclusion
C5 Persistent refusal to comply with uniform policy	5	SLT two hour detention/Isolation/Govs Panel/FT Exclusion/Permanent exclusion
C5 Drugs and alcohol - under the influence, supplying, dealing, drugs equipment	5	SLT two hour detention/Isolation/Govs Panel/Police involvement/FT Exclusion/Permanent exclusion