

Behaviour -sanctions and rewards policy

1 INTRODUCTION

Our behaviour, sanctions and rewards system is underpinned by our school ethos, mission, motto and by three basic fundamental rights:

Everyone has the right to feel safe.

Everyone has the right to be treated with dignity and respect.

Everyone has the right to learn.

Our mission and motto:

To be the best that we can be.

Respectful. Responsible. Ready.

Respectful – we are a distinctively warm and inclusive community that is built on relationships of mutual respect and kindness. We recognise and embrace individuality and diversity. We insist on treating each other with dignity and respect and we work hard to ensure that everyone has the right to learn and to feel safe at all times. We understand the importance of happiness in our community and that everyone needs to feel cared for in order **to be the best that we can be.**

Responsible – the school is responsible for knowing all of our students and designing a broad and balanced curriculum, taught by specialists, that reflects the different needs of our learners. We work together to support our own success and that of others to achieve our aspirational goals. We promote gold standard learning, having high expectations for all by encouraging them to think and work hard. We know that being responsive to support and feedback enables us to become successful. We understand

how important it is to be healthy physically and mentally. We strive to be resilient in the face of adversity and challenge and know that we have to be responsible **to be the best that we can be.**

Ready – we work together with staff, students and parents to ensure that we are always creative thinkers, ready and able to learn. Students are ready for life beyond school through an extensive personal development programme and enrichment opportunities. We ensure that we are well organised and prepared and motivated to become successful. We recognise that this will involve perseverance and we understand that failure is part of our journey to success. We understand that we need to be engaged, motivated and aspirational **to be the best that we can be.**

Our behaviour, sanctions and rewards policy reflects the inclusive and warm community that we have established based on the principles of nurturing relationships and mutual respect. Our role

is first and foremost to teach students to understand our high expectations to enable all of us to be the best that we can be.

However we recognise that there needs to be a clear system of consequences and rewards that can be applied consistently for all students and a system that the students understand.

There also needs to be a clear system of escalation for those children who fail to respond to our expectations.

There needs to be a shared language amongst colleagues as we live our mission and motto in the classrooms and corridors.

The form tutor will play a vital role in supporting their tutees and being the direct contact with parents from an early stage of concern and to celebrate successes.

This all needs to be driven through a culture of praise and reward for gold standard learners in the classroom and students' wider contributions outside lessons.

Overview of the rewards system.

2 Overview of the Behaviour and sanctions Points system

2.1 A points-based system is used so that staff, students and parents all have absolute clarity on expectations and consequences. Details of the points system are outlined below. Staff are aware and reminded of the abiding importance of quality first teaching and the use of a range of classroom management techniques to encourage students to make positive choices without the need for sanction.

2.2 The system is supported by a small student planner that fits into the students' pocket. In the planner is a space for staff to record sanctions and rewards. The form tutor will monitor and record student behaviour logged in the planner on the school system

2.3 All small misdemeanours will incur a point. This includes behaviour inside and outside of lessons. (See Appendix 2 for a list the sanctions- this list is not exhaustive) These points are to address low level disruption and failure to follow basic expectations and for not being respectful, responsible or ready to learn. Examples include:

2.3.1 Outside lessons: For example, not having equipment, irresponsible movement around the site, swearing with peers.

2.3.2 In form tutor time: not having correct uniform, equipment, planner etc

2.3.3 In lessons (organisational): students receive a point if they don't have lesson equipment, homework or are late.

2.3.4 In lessons (low level behaviour): a student receives a point, if after they have been reminded, they disrupt learning eg shouting out, disrupting others. At each stage there will be a chance to re-set and to educate about our expectations of being 'Respectful, Responsible, Ready'; this is important and is different to other schools because we believe it's important to educate and not simply reprimand. If the student continues to disrupt learning they can gain an additional point. If they get

to three points for disruption they will be removed from that lesson as they are disrupting the learning of others, be given a 60 minute detention and be removed to another classroom to sit quietly and complete their work. If they fail to succeed that will escalate and be covered in the section below.

2.6 Where a child or young person is covered by CLA, SEN and disability legislation, reasonable adjustments and targeted support should be considered as part of SEND planning and reviewed as required under the Equality Act 2010. Where a sanction is, or sanctions are, imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the student as a preventative measure. Staff training will ensure that colleagues are familiar with strategies and reasonable adjustments and the SENDco and pastoral team provide the adjustments in shared plans.

2.6 A student's points reset to zero every half term to give them a fresh start. If a student acquires 5 points in a half term they will then receive a detention. If they acquire 20 points they will move to an intervention stage. (see below)

3 Overview of the detention and escalation system

3.1 Detentions for homework last 30 minutes. Homework/classwork will be completed at this time. Behaviour detentions last for either 30 or 60 minutes.

3.2 Students receive a 30 minute detention for 5 points.

3.2 Students also receive detentions for a small number of other incidents that sit outside the points system for 30 minutes such as second homework failure from the same teacher. For a small number of incidents the detention is escalated due to its severity to an immediate 60 minute detention, for smoking/vaping for example or being removed from a lesson. (See Appendix 1)

3.3 Failure to arrive or to behave during a detention or internal exclusion escalates the sanction to the next stage. The stages include:

3.3.1 30 minute detention

3.3.2 60 minute detention

3.3.3 half day internal exclusion

3.3.4 full day internal exclusion

3.3.5 potential Fixed Term Exclusion

3.4 These stages are followed in this order unless the incident warrants moving to a more serious sanction sooner. For example, if a student refuses to follow instructions, after a reasonable request is issued and time for them to make the right choice has been given, this will escalate immediately to Internal Exclusion. In cases such as extreme public defiance, violence, swearing at a member of staff etc this would escalate immediately to fixed term exclusion. (see Section 6 below) .

4 Behaviour or incidents dealt with outside the points system.

4.1 Any behaviour incident that warrants investigation or is not dealt with using the points system will trigger a pastoral team investigation. This includes any violent behaviour, bullying, including discrimination such as racism, sexism or sexual harassment, online or physical sexual abuse, homophobic behaviour or extremist behaviour. At this point, statements will be taken from both the alleged and alleged and any witnesses necessary. All statements will be signed, dated and stored. The outcome of this investigation will be communicated with the student and parents and carers. The DSL will be notified and any other agencies such as Children's Social Care and the Police, as necessary.

4.2 **Smoking and controlled substances**

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke. Pupils 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. Any student caught smoking outside will be given a 60 minute detention. Smoking inside the school building will trigger a fire alarm and a more serious sanction.

The school has a zero-tolerance policy on alcohol, illegal drugs and legal highs.

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 any witnesses present. The staff member will store the sample in a secure location. The incident will be reported to the police immediately. The police will then collect the sample and deal with it in line with their agreed protocols. The school will name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

4.2 **Prohibited sexual harassment, online sexual abuse and sexual violence.**

4.2.1 The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and physical and online sexual violence.

4.2.2 Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names

- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet or email
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

4.2.3 The school pro-actively teaches students about age appropriate healthy relationships; this includes age appropriate, consent-based sexual behaviours. This is led through Personal Development and Wellbeing and ensures statutory coverage of SRE and that students know how to report instances. (see policy)

4.2.4 The school ensures that staff are trained to understand what sexual violence, online sexual abuse and sexual harassment is, how to identify possible instances, respond to allegations and report to the DDSL/DSL as per Safeguarding Policy.

4.2.4 The school will respond promptly and appropriately to any sexual harassment disclosures in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment, prevent any recurrence and support/educate all parties.

4.2.5 Sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents; this may include referral to external agencies, as necessary.

4.2.6 Any incidents or allegations of sexual violence or online sexual abuse will be dealt with through Safeguarding Policy and include referral to any other agencies as a matter of urgency. Any sexual violence must be reported to Children’s Services.

The school will address the effects of harassment, sexual abuse or violence and will provide counselling services for those who have experienced this or academic support services if the harassment has affected performance.

4.3 **Bringing banned items onto the school site.**

The following items are banned from the school premises:

- Fire lighting equipment:
 - Matches, lighters, etc.
- Drugs and smoking equipment:
 - Cigarettes
 - Tobacco
 - Cigarette papers
 - Electronic cigarettes (e-cigs)
 - Alcohol
 - Solvents
 - Any form of illegal drugs
 - Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
 - 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
- Other items:
 - Liquid correction fluid
 - Chewing gum
 - Caffeinated energy drinks
 - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
 - Aerosols including deodorant and hairspray

All members of staff can use their power to search without consent for any of the items listed above.

Searches will be conducted by a same-sex member of staff where possible, with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of

staff. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, footwear and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff. For all other items, it is at the discretion of the pastoral lead/SLT to decide if, and when, an item will be returned to a pupil. The headteacher will always be notified when any item is confiscated.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

Internal Exclusion, Fixed Term and Permanent Exclusion may be applied depending on the item confiscated and the use or intent associated with the incident.

Violence, bullying and discrimination.

We take all accusations of violent or intimidating behaviour, bullying (physical, verbal, virtual) and discrimination seriously and dealt with as per our anti-bullying policy. All accusations will be thoroughly investigated and an outcome provided. When the accusation or incident takes place online outside of school, we will investigate it and refer it to any other relevant agencies such as the police. We will require parents' support and intervention with managing their child's online media activity and presence.

Physical intervention from a member of staff

If at any point a student's behaviour or actions pose a threat of injury to themselves or others, physical intervention may be necessary to minimise risk or injury. Where possible this will be led by a member of staff who is suitably trained (e.g. Team Teach). If no one is available or time doesn't allow, the member of staff will move or manage the movements of the student as sensitively and carefully as possible and for as short a time as possible. If necessary the police will be called to support.

Behaviour off school premises

Pupils at the school are expected to represent the school in a positive manner both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school may impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises. In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with appropriately or referred to relevant external agencies by the complainant or school if necessary.

4. OVERVIEW OF THE INTERVENTION SYSTEM

- 4.1 Students will be identified and supported through a form tutor monitoring report if they are demonstrating that they are not meeting expectations, even if they are low level.
- 4.2 If a student receives 20 points, 4 sanctions or 2 internal exclusions in a half term, they will be put onto form tutor report. This involves a 10 day process of setting targets for improvement, asking teachers whether they have met these targets and parents' engagement through daily signing of the report and liaison with the form tutor. We envisage this will be sufficient to address most students who aren't meeting expectations.
- 4.3 If after 10 days they are successful they will no longer be on report and the form tutor will continue to monitor them informally through the planner and supportive form tutor time. If they are unsuccessful, there is a second stage of intervention with the year team and a meeting with parents to address concerns. If this stage is unsuccessful then it escalates to SLT report. At this stage there will be a formal meeting with the parents and students regarding the severity of the stage. At this stage, if disruption continues, then it may be necessary to use fixed term exclusions as part of the process.

6. **Fixed Term Exclusions**

6.1 Fixed Term Exclusions are used when there has been a serious breach of behaviour, consistently breaching rules and failing to follow expectations or defiance. The length of the FTE will depend on the severity of the event and whether it's a first offence or subsequent offence of a similar nature. FTEs can be between ½ day-15 days up to a maximum of 45 days within an academic year.

7 **Permanent Exclusion**

7.1 Permanent exclusion is only used for extremely serious offences such as violent behaviour, supplying illegal drugs or substances, threatening behaviour with a weapon. Permanent exclusion can also be used when fixed term exclusions have been exhausted and all intervention unsuccessful. In any cases of students with an EHCP their specific needs will be considered before permanent exclusion.

8 **Roles and Responsibilities**

8.1 It is all teachers' and support staff's role to:

- build positive relationships with students
- understand that their attitudes and actions have a powerful influence on the behaviour of students
- prevent and minimise
- encourage and correct
- repair and rebuild
- teach students to make better choices
- be positive role models
- believe in positive behaviour management which is calm, assertive, firm and decisive
- separate the undesirable behaviour from the child
- be fair and consistent in applying consequences
- follow any strategies within pupil profiles for reasonable adjustments, for example, allowing additional time
- give all students the opportunity to make a fresh start

8.2 It is the form tutors' role to:

- create a positive form identity where success and positive behaviour is rewarded
- communicate successes and concerns with parents and carers
- monitor the attendance and punctuality of tutees
- monitor and record the points, sanctions and rewards on the school system
- use this information to trigger interventions, such as form tutor report and to trigger rewards, such as Headteacher letters
- ensure all tutees are ready to learn every day and have appropriate equipment and uniform for the day ahead
- support their tutees by liaising with other staff, where relevant
- use the directed time at the end of the school day to benefit all tutees

8.2 It is the students' role to:

- be ready to learn
- be responsible and respectful to all
- be punctual and attend school
- make positive choices
- own their own behaviour
- support staff
- support and encourage each other
- have a sense of pride and belonging
- be resilient
- complete work and use class time wisely
- complete homework
- make excellent progress
- accept responsibility when they make the wrong choices

8.3 It is the parents' and carers' role to:

- encourage self-discipline in children attending the school
- ensure their children are equipped and ready to learn
- ensure good attendance and punctuality
- encourage their children
- celebrate effort and progress
- read letters, sign planners weekly and stay in touch with the form tutor
- work in partnership with the school
- support school decisions and expectations
- be prepared to discuss any problems that might arise
- communicate daily with school if your child is on an intervention report

5. Rewards

The praise and rewards system is built around going 'above and beyond' expectations with strong links to Learning Conduct (LC) and demonstrating Gold Standard Learner (GSL) characteristics. Both LC and GSL are well established learning behaviours so there is real clarity around what characteristics students should demonstrate.

Students accumulate 'R's' throughout the year. There are scheduled celebration and recognition events on the calendar. These events create regular opportunities for teachers, departments, Year Teams and the Senior Leadership Team to celebrate student success. These events range from informal hot chocolate with the Headteacher to more formal evening prize giving ceremonies. See Appendix 1.

5.1 Classroom / Weekly rewards

Teachers are encouraged to use a lot of **verbal praise** rewarding student engagement and student effort, not just outcomes. Although not recorded, this is the main form of praise, it has the biggest impact on developing a positive classroom environment where all students feel valued, supported and excited about the learning journey. We want Millthorpe to be a 'warm' place for everyone to enjoy their learning.

Every classroom has a **rewards board**. Students' names are placed here if they consistently demonstrate Golden Standard Learner characteristics. The board acts as a visual positive reminder to the whole class. This raises the profile of the GSL further, using them to model the behaviours we want all students to exhibit.

Every lesson teachers **record 'Rs'** in student planners if they feel the student has really applied themselves, they have satisfied the 'above and beyond' criteria and have produced work on or above their target grade. Again, teachers use the LC criteria to make these judgements. The students on the reward board will often also receive Rs in their planner.

At the end of each week every teacher is asked to award a **Golden Ticket Academic (GTA)**. Each teacher looks across all their classes and selects the student that has impressed them the most, again, using the same Gold Standard Learner criteria.

At the end of the week the leading Rs students (one from each year group - **Friday 5**) are invited to the Head Teachers office for a small celebration of their outstanding attitude to learning.

5.2 Wider rewards

At Millthorpe School we are proud of our students both inside and outside of the lesson. We not only value their attitude to learning but also their wider contribution to life beyond the classroom. We reward students with a '**Golden Ticket Wider Contribution (GTWC)**' for such things as showing compassion for others, students that embrace and celebrate diversity as well as those that support local and national causes. Every tutor is asked to record one GTWC per week so

praise isn't simply focused on academic achievement. We really value this reward, this is evident in the school motto (to become the best that we can be), we don't simply ask students to become great learners but also individuals who will have a positive impact on society as a whole.

5.3 Praise over time

Appendix 1: This document shows how we develop the praise culture over time here at Millthorpe School. It brings Learning Conduct, 3Rs mission and motto, Wider Contribution and more together in a series of 'purely praise' events. The aim is to raise the profile of these well rounded students, providing the rest of the student body with role models and a clear sense of what we expect from our young people. Additionally, each term, every Form Tutor will award 3 of their Tutees with a "3Rs badge", the student who has been the most Respectful, the most Responsible, and the one who was the most Ready. The aim is for students to try to complete the set during their time at Millthorpe and at this time, there will be a "Golden 3Rs" badge awarded.

5.4 Parents role

We ask that parents regularly check and sign their child's planner. During this check parents should pay particular attention to the rewards page. We know that when parents talk to their child about their achievements it reinforces these positive behaviours. Should your child receive a positive letter (GTA,GTWC or F5) then please celebrate this success. Receiving such an accolade, in a secondary school of this size, is something worth celebrating. We look forward to inviting parents to the annual awards evening: this is a the culmination of a year's worth of hard work where recognition will be given to the students that embody our mission statement: to become the best that we can be

Appendix 1. Rewards

WHEN	WHAT
Daily	Meet & Greet
	Positive Classroom Environment
	Form Board
	R's
	Praise Board
	Stamps
Weekly	The Basics
	Golden Ticket Academic
	Golden Ticket Wider Contribution
	Postive Call Home Academic
	Postive Call Home Wider Contribution
	Friday 5
	Pastoral Positive
	HOY Assembly
1/2 Termly	HOY Assembly - Purely Praise
	HOY Assembly - Purely Praise
	HOY Assembly - Purely Praise
	HOY Assembly - Purely Praise
Termly	SLT Assembly - Purely Praise
	SLT Assembly - Purely Praise
	SLT Assembly - Purely Praise
	SLT Assembly - Purely Praise
	SLT Assembly - Rs badges
Annually	Awards Evening Y7 -10
	Awards Evening Y11
	Y11 Leavers Events
	Y11 Prom
	Drop Down Activities
	Rewards Trip Year Group
	Rewards Trip Form Group
	Y11 Off Site

Appendix 2. Sanctions

CODES:				
30D - 30 MINUTE DETENTION				
60D - 60 MINUTE DETENTION				
100D - 40 MINUTES LUNCH & 60 MINUTES AFTER SCHOOL				
1/2IE - 1/2 DAY INTERNAL EXCLUSION				
IE - FULL DAY INTERNAL EXCLUSION				
FTE - Fixed Term Exclusion				
FORM TIME				
Planner	P	Forgotten	Temp Planner	HIGH LEVEL VERY SERIOUS PUBLIC DEFIANCE (D) OR BEHAVIOUR INCIDENT MAY MEAN THAT THE STUDENT SKIPS ALL OF THE STAGES DETAILED HERE RESULTING REMOVAL FROM LESSONS AND TIME IN IE (1HR DETENTION +
		Not signed	FT contact home if this happens repeatedly	
	60D	Lost	Issue new planner, issue charge and add current points and consequences	
Equipment	P	Not complete set	Provide where possible	
Punctuality	P	Late arrival	During register	
Truancy		Deliberate lesson avoidance	Once the register has been finished Reception add sanction when they sign in. Staff check student has signed in, if not send to reception.	
Uniform		a) Parent Note	FT Contact Home / Agreed resolution date (max 1 week) / Document in planner	
	P	b) No Parent Note but can be rectified	Tie , Shirt, Make Up, Jewellery, Nail varnish, Coat & Hoody	
	30D	c) No Parent Note and cannot be rectified	Blazer, Shoes, Trouser, Skirt, Nails	
Any examples of discriminatory language/behaviour/sexual harrasment - Refer for Pastoral Intervention.				
Any other inappropriate behaviour follow the Classroom sanctioning system				
UNSTRUCTURED TIME				
SERIOUS BREACHES OF THE BEHAVIOUR POLICY INTERNAL EXCLUSION				
Refuse to turn around - 1 way system	30D	Issue detention		
Planner not on person	30D	Issue detention		
Refused to hand over planner	30D	Issue detention		
Mobile/Airpods/Earphones visible	P	Confiscate and take to the office. Given back to student after 3.15pm		
Out of bounds	P	In an unsupervised area (including toilets) or location after having been told to leave		
Swearing	P	Use of inappropriate language, even amongst friends (if directed towards staff, refer to Pastoral/SLT for more serious sanction)		
Unsafe movement	P	Excessive pushing and shoving that has the potential to cause an accident. Corridor direction. Playing games inside.		

Littering	P	Leaving litter behind		1/2IE)
Eating/chewing/drinking inside	P	Put away, empty mouth.		
Smoking/vaping outside*	60D	On school grounds during the school day. Inside carries more serious sanction ref to Pastoral		
Any examples of discriminatory language/behaviour/sexual harrassment - Refer for Pastoral Intervention.				
CLASSROOM				
Punctuality	30D P	During register		
Lateness	30DL	Not present on SIMS previous lesson (and student hasn't been to the Office to be sanctioned there)		
Truancy	60D T	Truancy - Only given out by Pastoral / SLT		
Equipment	P	Not complete set. Provide where possible		
No planner	30D	Send to office for temporary planner and detention log		
Homework	P	Not completed / handed in - specific date extension given		
Homework second failure	30H D	Second missed deadline - HODs homework detention		
Any examples of discriminatory language/behaviour/sexual harrassment - Refer for Pastoral Intervention.				
QUALITY FIRST TEACHING BEFORE THE LESSON - RELATIONSHIPS, PLANNING, DIFFERENTIATION, CHALLENGE & ENGAGEMENT				
QUALITY FIRST TEACHING DURING THE LESSON - HIGH EXPECTATIONS - STANDARD BEHAVIOUR MANAGEMENT TECHNIQUES				
Formal sanctioning begins when an individual's actions disrupts their and/or others' learning				
BEHAVIOUR & ATTITUDES LADDER				
Planner on teacher's desk & educate 3Rs		Planner is a clear signal to modify behaviour		
Point & reset	P	Potential strategies: seat move, 1 minute time out, brief conversation outside classroom, quiet conversation, academic support, reminded of previous success, smiling.....		
Educate 3Rs				
Point & reset	P	Praise in public; reprimand in private.		
Educate 3Rs				
Point & Removed	P & 60D	Teacher adds detention to the system / Send to timetabled room. Use the nearest room, if the teacher can see the room then watch them enter. If the removal room is out of sight then use NetNotify to request pastoral support, hold the student until they arrive		
From this point forward there is no further allocation of points as sanctions are attached				
DEPARTMENTAL ROOM				

State - zero tolerance		Hand over planner. Teacher directs student to a seat. Sit in silence. No communication with peers.
Internal Exclusion	1/2IE	Disrupts learning for a second group. Teacher adds 1/2IE to planner and calls for pastoral referral using NetNotify
INTERNAL EXCLUSION ROOM		
In between the DEPARTMENTAL room and the INTERNAL EXCLUSION room a reset should take place. This should include a phone call home, a walk and a reminder of our 3Rs' culture. It's important that there is no negotiation; failure in the DEPARTMENTAL room must result in time in the INTERNAL EXCLUSION room.		
High Expectations		Hand over planner. Teacher directs student to a seat. Sit in silence. No communication with peers. No sleeping. Phone in box.
Educate 3Rs		IE room staff: Polite reminder of the rules / Work to keep students occupied / Remind students that calling for further Pastoral Support may result in full day IE / Log positive interventions on the master white board. Pastoral Team to take student out for a reset. Use a different member of staff where possible.
Educate 3Rs		
SLT intervention	IE	Student continually disrupts in IE room despite Pastoral intervention. Student removed from IE and taken up to SLT. FTE judgement call is made depending on a range of factors.
Fixed Term Exclusion	FTE	If unsuccessful, FTE to be considered following SLT final warning and other bespoke BfLstrategies
FIXED TERM EXCLUSION		
<p>Consistent failure to follow 3Rs - length of FTE dependent on incident type, severity and whether it's a first offence or subsequent offence of a similar nature</p> <p>Decisions at this level use all available data</p> <p>Central data storage system can run reports on: D / IE / FTE / Intervention 2 / Intervention 3 / Intervention 4</p>		