

Millthorpe School



Behaviour and Attitudes Policy - Rewards and Sanctions

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1. Rationale

Our behaviour, sanctions and rewards system is underpinned by our school values; these are articulated through our 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.

2. Defining our expectations of behaviour.

Our expectations are clearly defined to all students in terms of the behaviours that we all expect inside and outside the classroom in order to ensure that everyone is safe, treated with dignity and respect and has the right to learn.

Classroom Expectations

There are 5 simple classroom expectations that are clearly displayed in every learning environment. When these expectations are fulfilled teachers can teach and students can learn.

1. Be on time with all your equipment
2. Follow all instructions from adults
3. Listen to learn
4. Take pride in your work
5. Be a gold standard learner

The expectations are simple, as listed above.

Outside the Classroom Expectations Process

There are also 5 Outside Classroom Expectations that are clearly displayed on the corridors, in assembly spaces and in the dining areas. When these expectations are fulfilled we create a positive, calm and inclusive community for all.

1. Follow all instructions from adults.
2. Be polite and kind to everyone.
3. Be safe, calm and sensible.
4. Look after and care for our school.
5. Eat in our dining spaces and tidy up after yourself.

3. How expectations are shared and understood by all.

See Appendix 1 -Roles and Responsibilities.

Our role is first and foremost to teach students to clearly understand exactly what these high expectations entail. Whilst most of our students will always demonstrate these behaviours we need to ensure that everyone explicitly understands their shared responsibility in our community and what this means.

We establish these shared expectations through everything that we do: the academic and personal development curriculum, our assemblies, our shared language, our mutual respect and by adults and older students modelling these behaviours, to enable all of us to be the best that we can be.

4. How we maintain these expectations.

We maintain these behaviours through our shared consistent approach to how we both teach and respond to behaviours around school, both when there is positive behaviour and when any negative behaviours or failure to comply with our expectations occur.

We aim to promote and maintain our expectations through our rewards systems within school, first and foremost and to only use sanctions where necessary.

5. Overview of the rewards system.

The praise and rewards system is built around recognising students who work really hard and demonstrate excellent behaviours inside and outside the classroom. In the classroom this relates to our students who demonstrate gold standard learning (GSL) and outside of classrooms it relates to those that contribute to our community.

Students accumulate reward 'stamps' 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 Friday celebrations with the Headteacher to more formal evening prize giving ceremonies. See Appendix 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 is immediate and 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 lesson teachers **record 'stamps'** 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.

Every classroom has a **recognition 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.

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. Teachers recognise above target grade contributions rather than just rewarding the high achievers.

At the end of the week each Head of Faculty also nominates two students for the weekly award -**Friday 14s** who are invited to the Head Teacher's office for a small celebration of their outstanding attitude to learning.

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.

Attendance reward

The school places great importance on outstanding attendance, setting a high 97% target. The school recognises attendance improvement during our attendance monitoring process but also those students that arrive in school each and every day without fail. We have a simple 100% badge system (Bronze one term 100%, Silver two terms 100% and Gold a full academic year 100%). We recognise that some students can't achieve this figure due to issues outside of their control. However we hope and believe that the range of rewards on offer at Millthorpe allows everyone to be recognised for their contribution to school life.

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.

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 F14) 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.

6. Overview of how we address not meeting expectations, consequences and sanctions.

Inside the classroom.

We have a simple points-based system that is used so that staff, students and parents all have absolute clarity and consistency on expectations and consequences.* Teachers and support 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.

Should a student fail to meet the classroom expectations:

1. Be on time with all your equipment (add visual of poster?)
2. Follow all instructions from adults
3. Listen to learn
4. Take pride in your work
5. Be a gold standard learner (**See Appendix 2**)

The class teacher will firstly address this with the students to ensure everyone's right to learn is maintained. The process below will then be initiated as we issue points to address low level disruption. It is essential that students modify their behaviour when given a point. The following points escalation recognises everyone's right to learn and gives the student the chance to amend their behaviour:

Step 1	<ul style="list-style-type: none">● The student's planner is removed from their desk.● A positive reminder of our classroom expectations is given and support where needed.● The planner is placed in a white tray on the teachers desk.● No point is given at this stage, the planner removal acts as a clear visual reminder of our expectations.
Step 2	<ul style="list-style-type: none">● Should the student continue to make poor choices, a positive reminder of our classroom expectations is given and support where needed.● The planner is moved into a yellow tray.● One point is issued; this is recorded in the back of the student planner.
Step 3	<ul style="list-style-type: none">● Should the student continue to make poor choices, a positive reminder of our classroom expectations is given and support where needed.● The planner is moved into a red tray.● One point is issued; this is recorded in the back of the student planner.

Step 4	<ul style="list-style-type: none"> ● Should the student continue to make poor choices they will be sent to a shadow classroom (another classroom where a lesson is taking place) to work independently in silence. ● Students receive a 60 minute after school detention, to be served the following evening. ● Teacher keeps the planner; students return from the shadow classroom at the end of the lesson for a restorative conversation. ● One point is issued; this is recorded in the back of the student planner.
Step 5	<ul style="list-style-type: none"> ● Should the student continue to make poor choices in the shadow classroom, fail to arrive in the shadow classroom or not return to the original classroom for a restorative conversation, then they will spend time in internal exclusion where further pastoral support becomes available.

There is a system of classroom points accrual designed to address low level disruption over time. Students receive a detention (30 minutes after school the following day) if they accrue 5 points across a half term. This identifies and supports the students who might be avoiding lesson removal (stopping at 2 points in a lesson) but who consistently disrupt the learning of other students.

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 appendix

**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.*

Outside the Classroom Expectations Process

Outside the classroom, we expect all students to:

1. Follow all instructions from adults.
2. Be polite and kind to everyone.
3. Be safe, calm and sensible.
4. Look after and care for our school.
5. Eat in our dining spaces and tidy up after yourself.

When these expectations are fulfilled we create a positive, calm and inclusive community.

We recognise that the vast majority of students do not need sanctions to follow our expectations and respond to a warmer, more positive approach. We use a four stepped approach, with mutual respect at its centre, to address any shortcomings in minor expectations. The first three stages do not incur any sanctions.

Step 1 Greet	<ul style="list-style-type: none"> All staff will greet students warmly and respectfully.
Step 2 Remind	<ul style="list-style-type: none"> If a student isn't meeting the expectations, they will be politely reminded of the expectation.
Step 3 Correct	<ul style="list-style-type: none"> The member of staff will expect the student to respond positively to the reminder and correct their behaviour straightaway.
If the student doesn't respond positively:	
Step 4 Refer	<ul style="list-style-type: none"> If a student ignores the polite expectation reminder then the teacher calmly makes them aware that they will refer this onto the Pastoral Team. The teacher adds the incident details to an internal system and the appropriate Year Team is alerted. It is highly likely that the student will receive a sanction at this stage for not following an instruction from an adult. This is usually a 30 minute lunch detention to be served the following day. The severity of the incident may mean higher level sanctions are applied when necessary. This system reduces the likelihood of behaviour escalation on the corridor, allows the teacher to focus on teaching their next lesson and ensures corridor issues are always addressed The Pastoral Team has a more complete picture of events surrounding a child's school / home life. They are best placed to decide on the level of sanction after considering both reasonable adjustments and evidence collected. In most situations the Pastoral and Senior Leadership Teams will not manage issues using the refer process. These colleagues will manage the issue through to its conclusion.

7. Extreme incidents of behaviour.

Certain incidents of behaviour will be dealt with using other appropriate sanctions. See Appendix 3 for behaviours and responses.

Behaviour or incidents dealt with outside the points/refer system.

Any behaviour incident that warrants investigation or is not dealt with using the points system will trigger a pastoral team investigation. This includes incidents of: truancy, toilet misuse, smoking or misuse of controlled substances, violent behaviour, bullying, including discrimination such as racism, sexism or sexual harassment, online or physical sexual abuse, homophobic behaviour or extremist behaviour. This list is not exhaustive. At this point, where appropriate, 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.

Suspensions

Suspensions 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 suspension will depend on the severity of the event and whether it's a first offence or subsequent offence of a similar nature. Suspensions can be between ½ day-15 days up to a maximum of 45 days within an academic year.

Permanent Exclusion

Permanent exclusion is only used for extremely serious offences; some of these may include violent behaviour, supplying illegal drugs or substances, threatening behaviour with a weapon. This list is not exhaustive. 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.

Appendix 1: 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

Appendix 2 -GSL grid

Grade	Learning Conduct
<p>4</p> <p>GOLD</p>	<ul style="list-style-type: none"> · Highly motivated & engaged; effort is consistent and sustained · Contribution in class is active and sustained · Always responds well to challenge and perseveres when work is difficult · Will take active steps to find out more without prompting · Is always motivated to respond positively to feedback and improve work · Both oral and written work are always the best that the student can produce. · Meets deadlines and complete homework to the highest standard · Works highly effectively independently and with peers treating all students and staff with dignity and respect at all times
<p>3</p> <p>GREEN</p>	<ul style="list-style-type: none"> · Mostly engaged in the subject; effort is regularly good · Usually contributes actively in class · Regularly responds well to challenge and usually perseveres and seeks to overcome difficulties · Will seek support when needed · Regularly responds positively to feedback and acts upon the feedback · Oral and written work is usually the best that the student can produce. · Usually meets deadlines and homework is regularly completed to a good standard · Usually works well independently and with peers treating students and staff with dignity and respect

<p>2</p> <p>AMBER</p>	<ul style="list-style-type: none"> · Effort is variable, as is engagement · Does not often contribute actively in class or contribute positively · Frequently does not respond well to challenge · Does not actively seek ways to overcome challenge or difficulties · Needs to respond more to the feedback given to demonstrate progress and improvements · Oral and/or written work needs to improve. It is frequently not completed to a level that demonstrates that they have tried. · Needs to meet all deadlines and produce more work of their best quality, including homework · Sometimes does not work well independently and/or with peers and does not always treat students and staff with dignity and respect
<p>1</p> <p>RED</p>	<ul style="list-style-type: none"> · Frequently disengaged with subject/learning. Very little effort evident, if any. · Contributions to learning are limited. Behaviour may have a negative impact on other learners · Does not respond well to challenge. May give up or distract others · Must make use of support provided and keep trying when work is difficult · Does not use feedback effectively to improve work. Must read comments on their work and use the information to improve · Oral and/or written work is well below expectations. There is evidence of sustained poor effort and work is often incomplete. · Frequently misses deadlines and/or work is often poor quality. Homework is incomplete or sub-standard · Does not work positively independently and/or with peers. May have an adverse effect on peers. Rarely treats everyone with dignity and respect

Appendix 3 - Serious breaches of the behaviour policy

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.

Prohibited sexual harassment, online sexual abuse and sexual violence.

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

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

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)

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.

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 reoccurrence and support/educate all parties.

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.

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.

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/vapes)
- 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.

Appendix 4 Internal Truancy including misuse of toilets

Every student should follow their exact timetable unless instructed otherwise by an adult within school. Failing to do so creates a significant safeguarding risk, opens up learning gaps and places significant pressure on our pastoral resource. For consistency purposes we will address truancy (including form time and assemblies) using the following stepped approach:

Step 1 - Track

- If a student is found truanting their name will be added to an internal tracking document.
- Students will be taken back to their lesson / form time / assembly.
- Students will be given a 30 minutes lunch detention, to be served the next day.
- Contact with parents / guardian will be made **via letter**.
- Failure to go back into their timetabled slot will result in time spent in Internal Exclusion.

Step 2 - Contact

- If a student is found truanting a second time, details will be entered alongside their 1st truancy concern.
- This helps us identify patterns and possible underlying reasons for truancy.
- Students will be taken back to their lesson / form time / assembly.
- Students will be given a 30 minutes lunch detention, to be served the next day.
- Contact with parents / guardian will be made **via phone call**.
- Failure to go back into their timetabled slot with result in time spent in Internal Exclusion.

Step 3 - Meeting

- If a student is found truanting a third time, details will be entered alongside their 1st and 2nd truancy concern.
- The truancy log provides details for the meeting that must now take place.
- Students will be taken back to their lesson / form time / assembly.
- Students will be given a 30 minute lunch detention, to be served the next day.
- Parents / Guardians will be asked to attend a **meeting** to help identify and remove barriers that might be causing the truancy.

Step 4 - Bespoke

- Should a student continue to truant from lessons, after attending the supportive meeting, then the school will consider a bespoke approach.
- We take truancy very seriously and therefore a full range of interventions will be considered to reverse this trend.
- Parents will be notified if their child reaches this stage via a formal letter.

Appendix 5: Overview of the detention, escalation and intervention system

Detentions for homework last 30 minutes. Homework/classwork will be completed at this time.

Behaviour detentions last for either 30 or 60 minutes.

Students always complete a "Detention Reflection Form" which is reviewed by their Head of Year to ensure that the student has reflected on the reason for their detention appropriately. Students are also provided with "Detention Tasks" to complete, should they not have any homework to complete. These include a variety of activities, aim at developing the students academically or personally, and are changed monthly.

Students receive a 30 minute detention for 5 points.

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)

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

- 30 minute detention
- 60 minute detention
- half day internal exclusion
- full day internal exclusion
- potential Fixed Term Exclusion

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 (this list is not exhaustive) this would escalate immediately to fixed term exclusion. (see Section 6 below) .

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.

If a student receives too many points, sanctions or 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.

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. During this meeting we will attempt to remove any barriers that are blocking the students

path towards fulfilling their potential. Pastoral Senior Leaders become involved when students repeatedly fall short of our expectations. Highly bespoke support plans are built in order to encourage better decision making and ensure the whole school community is not affected by an individual's poor choices.