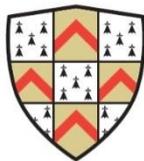


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| Ratified by governors: | 27 th September 2018 |
| To be reviewed: | October 2020 |
| To be reviewed by: | Assistant Headteacher |
| Ratified by: | Student & Staff Welfare Committee |



KING EDWARD VI
SCHOOL LICHFIELD

Behaviour for Learning Policy 2018

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Our Aims & Values

We want everyone in school to develop to their full potential; it is our job to ensure that students leave us as confident, life-long learners who have a strong sense of responsibility for themselves and for others.

We are a learning community with a positive, inclusive and friendly environment where we take the time to get to know our students so we can support their learning and their personal development. We seek to develop a strong partnership between students, parents and the school to enable this to take place. We encourage all stakeholders to involve themselves in the wider life of the school and its community.

Our overriding aim is to provide the highest quality education for all students. Our commitment is to help each young person to make the most of their abilities, building their character and developing their life skills. Students are challenged to do their best and are supported to ensure that they make good progress. In return we expect a commitment to high standards of effort and behaviour.

Equality Act

This behaviour policy acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN). We take our responsibilities for special educational needs, the Equalities Act and disabilities legislation seriously. We will make reasonable adaptations to this policy where appropriate.

Principles

This behaviour policy has been published in order to support the school’s code of conduct ‘RESPECT’ and the school’s principles of Learning and Teaching ‘STRIVE’ (below). The code of conduct, developed by staff and students, encourages all members of the community to take personal responsibility for their conduct.

| RESPECT | STRIVE |
|--|---|
| Code of Conduct: How We Live | Principles of Learning and Teaching: How We Learn |
| <p>As a member of King Edward VI School I aim to be:</p> <ul style="list-style-type: none"> • Respectful towards others and the environment • Enthusiastic and engaged • Smart and presentable • Proud to be part of King Edward VI School • Equipped to learn • Community-minded • Trying hard, aiming high | <ul style="list-style-type: none"> • Share in and celebrate success <i>High quality progress and success are recognised by reviewing, identifying and celebrating learning</i> • Teamwork for environment and achievement <i>Our school environment allows everyone to flourish</i> • Reflect on learning to consider how work is successful and how it can be improved <i>Everyone understands that a resilient and resourceful approach can help to improve and develop learning</i> • Inspire one another to learn and flourish <i>Everyone understands the learning aims and their link to prior learning</i> • Value our school, value ourselves, value the community <i>Everyone is willing and able to participate fully</i> • Equip everyone with skills for life |

The Governors recognise that effective teaching and learning will only take place in an atmosphere where there is a clear understanding of what is and is not acceptable behaviour. The Achievement and Behaviour grids that underpin this policy (Appendix A) have been developed to help all stakeholders to have a clear understanding of the types of behaviour we look to reward, and the poor choices that will incur sanctions. All members of the school community are asked, therefore, to play their part in ensuring that the sanctions and rewards governing this strategy are consistently and fairly applied.

This is in order that:

- Students engage with the system, and want to gain the points available.
- Good behaviour is taught, encouraged and rewarded.
- Poor behaviour is challenged quickly and effectively and consistently ensuring sanctions are implemented and followed through where necessary.
- Persistent low level disruption is identified and challenged.

Rewards may take many forms, from a simple ‘well done’, to points, certificates, material rewards from the points shop, or even special privileges such as a ‘skip the lunch queue’ pass.

The Governors also acknowledge that the following key issues must be recognised for a whole-school approach to behaviour management to be successful:

- Consistency, fairness and appropriateness are crucial in the implementation of this policy. Whilst it is recognised that all teachers have their own unique style, the use of the points system must be consistently applied as part of this style. The rewards and sanctions a student receives should not depend on the teachers with whom they come into contact.
- Calm and controlled interventions can help to deal with inappropriate behaviour. The thinking behind this policy is one of high expectations rooted in mutual respect, where boundaries are held in place in order to help each young person move forward, learning from the choices that they make.
- Rewards are a very effective way of promoting good behaviour. The intention to ‘catch them being good’ underpins the ethos of the system.
- Parents play a crucial part in supporting good behaviour in school. The school welcomes and values their support in setting high expectations for behaviour in line with the school’s code of Conduct (RESPECT). As a school we always look to maintain an open dialogue with parents, particularly when it comes to appropriate discipline following incidents of poor behaviour.

We take a proactive approach to sharing our expectations with parents and students from the outset. This is outlined in the home-school agreement found in the student planner.

When parents have cause to disagree with our decisions, we welcome the opportunity to discuss this in order to find the best possible way forward. If parents remain unsatisfied with the action of the school, they can make a formal complaint using the school’s [complaints policy](#).

Policy in Practice

The aim of the behaviour for learning strategy is to encourage students to make positive choices about the way they participate both in lessons and in school life as a whole. It puts an emphasis on celebrating the many positive characteristics that are shown by students every day, and creates a way to reward the vast majority for getting it right. Alongside this, the framework makes it clear that poor behaviour choices will result in appropriate consequences. The system is designed to encourage good choices in work ethic and behaviour and also allows students a ‘fresh start’ after making a poor choice in order to begin moving forward again. Students must be encouraged to take responsibility for their own conduct and to develop self-discipline. They are responsible for the choices they make and the consequences, good or bad, that follow.

Achievement Points

Students are awarded achievement points in recognition of effort. This includes how they approach their work, as well as their general positive conduct around school over time.

Behaviour Points

When students make poor choices in terms of conduct and behaviour, they can expect to receive behaviour points. A detailed list of examples of the poor behaviour that will result in behaviour points is included in the points grids. This is also published in the school planner. The school reserves the right to make adjustments to the grids throughout the academic year in response to specific concerns related to behaviour.

The number of points associated with particular behaviours is linked to the seriousness of that behaviour. It is recognised however, that repeated 'low-level' poor behaviour has a significant impact on learning and the smooth running of the school.

Receiving behaviour points can lead to automatic sanctions (see Sanctions below).

Where students consistently make poor choices it is recognised that further support structures are needed to enable them to make better choices and to succeed.

When specific poor behaviour is repeated over time there will be an escalation in sanctions linked to that specific behaviour.

Achievement teams will closely monitor students who accumulate large numbers of behaviour points, and will intervene using a range of support strategies. Support will be considered on an individual basis and may include a range of those outlined below:

- Mentoring,
- Increased contact with parents,
- Being placed on report,
- Pastoral Support Plans may be put in place, or the frequency of reviews increased.
- External agency support may be considered where appropriate and could include Behavioural support work, access to the school CAMHS worker, Educational Psychologist intervention, and counselling or other specific support agency work (subject to availability).
- Intensive small group work, often led by the Student Support team.
- Other alternative provision

Sanctions

Detentions

Detentions are issued in response to the loss of behaviour points. They are the primary sanction used in school as a result of incidents of poor behaviour. In addition to detentions, the school may remove specific privileges from students exhibiting persistent poor behaviour. Examples include the privilege of bringing a mobile phone to school, and the opportunity of attending school trips.

During detentions, students are expected to complete work. This might be work given by the staff member who set the detention, but may also be other work that the student has provided to complete.

The school currently uses 4 different types of detention, each triggered by receiving 3, 5 or 10 behaviour points:

- Department Detention – set for receiving **3** behaviour points related to lessons. Departments have their own arrangements as to when and where these take place, but most will be for 30 minutes during lunchtime.
- Year Group Detention – set for receiving **3** behaviour points away from lessons.
- Senior staff detention (SSD) – set for receiving **5** behaviour points. Conducted by a senior member of staff in Room 1 at lunchtime for 30 minutes.
- After-school detention – set for set for receiving **10** behaviour points. Conducted in the Isolation room for one hour after school.

When issuing an after school detention staff will always inform parents at least 24 hours in advance, and will consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether suitable travel arrangements can be made by the parent for the student.

The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:

Any school day where the student does not have permission to be absent

Non-teaching days – usually referred to as ‘training days’, or ‘INSET days’.

In line with guidance from the Department for Education, Parental consent is not required for detentions.

Failure to attend detention

If a student fails to attend a detention, this is recorded on their behaviour record and the detention is rearranged. Persistent failure to attend detention will result in escalation to more serious sanctions, such as after school detention, Isolation or fixed term exclusion for a serious breach of the school’s behaviour policy.

Isolation

Isolation of students is a serious sanction, and may be used during the school day, at social times, or after school. The type and duration of any time in isolation will be determined on a case by case basis, taking into consideration the details below.

Students may be placed in isolation for any of the following reasons:

- Whilst an investigation into an incident takes place
- For a one-off loss of 20 points following an incident of poor behaviour
- Following repeated incidents of the same type of unacceptable behaviour

- Following an exclusion before readmission into classes
- For failure to attend After School Detention

Whilst in isolation, students will be supervised at all times, and are expected to complete work provided by members of teaching staff.

On entering isolation, students must hand over their bags and mobile phones which are held securely during the day, and returned on the final bell.

Students requiring food from the canteen at lunchtime will be escorted there and back by a member of the student support team.

Unacceptable behaviour in isolation (for example: failure to follow instructions) may result in an extension to the time spent in isolation, or a fixed-term exclusion.

Isolation at Social Times

Students whose behaviour falls below the standard expected by the school may be placed in isolation during social times. The duration of isolation during social times will be determined by the Achievement Leader on a case by case basis.

Mobile Phones and electronic devices

Students are permitted to bring mobile phones to school if parents agree that this is acceptable.

They must be switched off at 8.50am and not switched on again until 3.35pm.

The school can take no responsibility for the loss or damage of mobile phones or electronic devices that are brought into school.

Mobile phones and other electronic devices may not be used in lessons unless the teacher has given specific permission on that occasion to use a phone in lessons (e.g. for taking a photograph of a piece of work / instruction on the board). Students are not permitted to listen to music on electronic devices during the school day.

Use of a mobile phone in a lesson (including when a phone 'goes off') will result in a sanction in line with the behaviour policy.

Repeated loss of points for use of a mobile phone in lessons will result in a requirement that the student hands in their phone at the start of each day, and collects it at the end of the day. If this is not adhered to, the phone will be confiscated and held in school until the parent/carer can collect it.

Exclusions

As a fully comprehensive school, the governors of King Edward VI are committed to providing an inclusive curriculum to support all of the young people who attend our school. There are occasions however, where a student's behaviour constitutes such a serious or persistent breach of the school's Behaviour Policy that other punishments are not sufficient, either a fixed-term or permanent exclusion is issued. All such incidents strictly follow the terms set out in current educational law.

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

- The school will follow the latest Department for Education and Local Authority guidelines.
- Only the Headteacher or Deputy Headteacher in their absence, may place students on exclusion following due investigation, and they are accountable for any exclusion.
- Full records will be kept of any previous warnings, communications with parents, the LA and other agencies, and of all investigations. These will be made available to Governors and the LA where necessary.

Fixed Term Exclusion

Currently a student may be excluded from school for a fixed number of days to the maximum of 45 days in a school year.

A student may also be excluded for a fixed term while consideration is given to the imposition of a permanent exclusion. In this case the parents will be informed of such consideration being made.

The Governors recognise that incidents which may result in exclusion include, but are not limited to:

- violence, whether expressed in actions or threats, towards other people on the premises;
- actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority;
- offensive written material which is judged to have the effect of undermining the authority of a member of staff;
- persistent misbehaviour (e.g. refusal to comply with reasonable instructions) which effectively limits the opportunities for "students to learn and teachers to teach";
- bringing to school, or handling on behalf of others, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds and any dangerous substances, including alcohol, illegal drugs and solvents;
- attending school under the influence of alcohol, illegal drugs or solvents;
- acts of major and/or malicious damage;
- actions likely to cause significant disruption to the orderly running of the school;
- being in persistent or serious breach of a previously drawn-up contract of behaviour;
- failure to comply with instructions when placed in isolation.

When a Fixed Term exclusion is imposed:

A member of the senior leadership team will contact the parents as soon as possible to inform them of the decision, how long the exclusion is for, and to set a time for a readmission meeting.

A letter will be sent to the parents explaining the circumstances, offering them the opportunity to make representations to the Governors' Disciplinary Committee and outlining arrangements for setting and marking work.

Staff will be informed of the exclusion via the daily staff briefing notes.

The student and parents are expected to attend a Readmission meeting in school, chaired by a member of the Senior Leadership Team and attended by staff with pastoral responsibilities. During the meeting, details of the circumstances leading up to the exclusion are discussed, and parents and the student have the opportunity to contribute their views.

Conditions for readmission are discussed and agreed. Any additional support required to enable the student to improve their behaviour is identified.

At the end of the meeting, the student and parents are asked to sign a document detailing the agreed conditions of readmission. Copies of this document are sent to the parents and also retained in the student's school file.

Refusal to agree to the conditions of readmission may result in additional fixed term exclusion for further breach of the school's behaviour policy.

Breaching conditions of readmission may also result in additional fixed term exclusion.

The Headteacher will notify the governing body and the local authority of any exclusion which would result in the student being excluded for more than five school days in a term.

In the case of any fixed term exclusion of more than 5 days, the School has to take responsibility for the education of the student on and after the sixth day.

Permanent Exclusion:

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has utilised all reasonable strategies for dealing with the student. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently

exclude a student for a single serious offence even if this is a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another student or a member of staff.
- b) Sexual abuse or assault.
- c) Supplying an illegal drug.
- d) Carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Any decision to exclude a student will be taken having regard to the Department of Education guidance on exclusions from maintained schools, academies and student referral units in England.

Physical Restraint and use of Reasonable Force

In certain circumstances there may be a requirement for staff to use reasonable force and physical restraint. Details are found in the school's 'Use of Reasonable Force and Physical Restraint' Policy and Procedures.

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. (*DfE* July 2013).

Searching and Confiscation

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. (*DfE* Guidance, 'Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies', February 2014.)

The school operates a Searching, Screening and Confiscation policy. A list of Banned Items can be found on the school website.

Management of Drug Related Incidents

Whilst it is hoped that pro-active measures, such as drugs education and clear boundary setting through the Behaviour for Learning policy, will limit incidents of drug misuse in school, governors recognise that there will, at times, be a need for the school to react to drug-related incidents which occur on or near the school premises and there is a need to have a clearly expressed and well understood set of procedures for dealing with these.

In any such incident, the primary concern remains one of health and safety of any individual involved.

Sanctions and support strategies are clearly outlined in the Behaviour for Learning policy. Smoking related incidents are specifically identified on the Behaviour Grid whilst other drugs would be identified into the category 'bringing inappropriate/dangerous items into school'.

Governors fully support the guidance to staff given below in order to support staff in feeling confident to deal with such issues should they arise.

Guidance to Staff

It is recognised that there are several circumstances that may arise for all staff in the school that could lead to them needing to act on knowledge of, or suspicion of substance misuse. Whilst tobacco is recognised by the school as a drug, it is dealt with differently to all other drugs, and staff should simply follow the procedures set out in the Behaviour for Learning Policy. The guidance below relates to all other forms of substance misuse.

If a member of staff becomes aware or suspects that a student in their lesson is under the influence of alcohol or another drug should press the SIMS emergency button to request support from the Student Support Team/member of SLT.

The responding member of staff should remove the student after the teacher has briefly explained their concerns. The student should be spoken to and if they still appear to be a concern, they should be sent home on grounds of health and safety. It is important to note that in some circumstances, it may not be possible to ascertain whether or not the student is actually under the influence of a substance, or is genuinely unwell or misbehaving. The important issue however, is to ensure the health and safety of the student, and to raise concerns with the parent or carer regarding possible substance misuse.

If a **member of staff on duty** suspects that a student is under the influence they should ask the student to come with them to the nearest reception where the senior member of staff on duty will be called. If the student will not comply, the member of staff should communicate their concerns using a school radio (if available) or ask another student to request support from the nearest reception. It is important not to chase a student, or get into an argument, as raised heart levels can increase the danger significantly for some drug misuse. The Senior member of staff will deal with the matter as above from this point.

If a **first aider** suspects that a student presenting as unwell may be under the influence of alcohol or another drug, a member of senior staff, should be contacted to deal with the issue as in the first example above.

If a member of staff suspects a student is in possession of drugs, (including alcohol or over the counter medication in high quantity), a member of senior staff should be informed and their property may be searched in line with the Searching and Confiscation policy.

In all of the above cases, there is a duty to inform parents of any concerns. (this applies equally to students who are 18 or over).

The school will also:

- liaise closely with the police and ensure that there are agreed practices for dealing with the range of incidents which might arise involving illegal drugs;

- inform the police on all occasions when illegal drugs are found on a student or on the school premises and arrange collection of such substances from school;
- liaise with other support agencies in respect of students who may be at risk;
- respond appropriately to all concerns which are brought to the attention of the school.

The School liaises with local police on a regular basis. Details of our current link officers are available from both offices and from Senior Staff.

The Behaviour for Learning Policy makes it clear that in all such incidents, an automatic referral to T3 will be made by the school. Sanctions will be applied appropriately in accordance with the Behaviour for Learning Policy.

Behaviour beyond the school gate

The school has the power to discipline beyond the school gate in the following circumstances:

any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

This includes incidents that occur electronically i.e. on social media, on electronic devices or any other form of electronic communication.

In all of these circumstances the head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow its safeguarding procedures.

Links to other policies: Complaints, Physical Restraint and use of Reasonable Force, Searching and Confiscation, Safeguarding Policy

Achievement Points Grid 2018/19

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| Good Effort/Answer/Work (L1) |
| Being Particularly Courteous and Polite (L1) |
| Picking up Litter (L1) |
| Being Particularly Helpful to a Member of Staff or Fellow Student (L1) |
| Good Contribution to a Group Activity in Class (L1) |
| Good Participation in a Lesson (L1) |
| Representing the school well during offsite activity (L1) |
| Showing Initiative (L1) |
| Listening to verbal feedback (L1) |
| Effective use of the school planner (issued weekly) (L1) |
| Smart Uniform on arrival (L1) |
| Reading aloud in Class (L1) |
| Bringing correct equipment for the lesson (L1) |
| Well-presented work (L1) |
| Achieving a good score in a spelling test (L1) |
| Correcting your own work (L1) |
| Completing and Accelerated Reader target or quiz (L1) |
| Passing an Accelerated Reader quiz (80% or more) (L2) |
| Good effort in Homework Club (L2) |
| Reliable Register Monitor for a Week (L2) |
| Particularly Good Effort with Behaviour (L2) |
| Attending a voluntary revision session (L2) |
| Completion of a Particularly Good Piece of Homework (L2) |
| Particularly Good Effort in Class (L2) |
| Completion of a Particularly Good Piece of Work in Class (L2) |
| Being Picked for a School Team (each occasion) (L2) |
| Performing a Good Demonstration in PE (L2) |
| Giving a Successful or Innovative Presentation to the Class (L2) |
| Successful Half Day as Runner (L2) |
| Acting Responsibly (L2) |
| Taking responsibility for your own learning (L2) |
| Valuable contribution to a club or society (L2) |
| ECO Team duty (20 mins) (L2) |
| Good use of a study period in the library (L2) |
| Meeting an officially Set Target (Target setting/PSP) (L2) |
| Completion of a Weekly Library Helper Duty (L2) |
| Gaining full marks in a spelling test (L2) |
| Persevering with a challenging activity (L2) |
| Contributing to a School Charity Event (L2) |
| Excellent achievement in a Test/Assessment (L3) |
| Taking Part in a House Activity (L3) |
| Election to the Year Council (L3) |
| Half Term's Good Service as a Librarian/Prefect (L3) |
| Taking Part in an Assembly (L3) |
| Election to the Ashmole Society (L3) |
| Being Picked as School Team Captain (each occasion) (L3) |
| Maintaining an excellent work file for a subject (L3) |
| Completing a Bronze D of E expedition (L3) |
| Rewards Assembly Top 2 (L3) |
| Achieving 100% on an Accelerated Reader quiz (L3) |
| Significant improvements to Attendance (L3) |
| Donating a Raffle Prize (L3) |
| Passing an ITQ ICT exam (L3) |
| Participation in an extra-curricular event (L3) |

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| Having Planner Signed Each Week for a Full Term (L5) |
| Performing in a School Concert, Play or Show (including Carol Service and Dedication Day) (L5) |
| Arriving Punctually to All Registrations (Transport Permitting) for a Full Term (L5) |
| Election and Positive Contribution to School Council (L5) |
| Election and Positive Contribution to the Ashmole Society (L5) |
| Representing the School in an Inter-School Event (e.g. Public Speaking, Maths Challenge etc.) (L5) |
| Completing a silver D of E expedition (L5) |
| Completing a UCAS application (L5) |
| Successful completion of work experience log book (L5) |
| Being a positive ambassador for the school (L5) |
| Helping to Run a School Charity Event (L5) |
| Receiving Head teacher's Award for termly report (L10) |
| 100% Attendance Throughout the Term (L10) |
| Being a Reliable Team Captain for a Term (in addition to 3 points on each occasion) (L10) |
| Particularly Smart Uniform for the Term (L10) |
| Being a Reliable Member of a Music/Drama/Reading Group (L10) |
| Successful Completion of Internal Exclusion (L10) |
| Completing a gold DofE expedition (L10) |
| Organising House Drama (L10) |
| Excellent for all subjects in a termly scan (L10) |
| Excellent commitment to an extra-curricular activity over a term (L10) |
| Successful completion of trial exams (L10) |
| Organising a School Charity Event (L10) |
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| Particularly Smart Uniform for the Year (in addition to the 10 points termly) (L20) |
| Award of full colours (L20) |
| Securing a DofE award at any level (L20) |
| Outstanding commitment to an extra-curricular activities over a term (L20) |
| 100% Attendance at the End of a School Year (in addition to the 10 points termly) (L20) |

Behaviour Points Grid 2018/19

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| Discourteous Behaviour (L1) |
| Moving Out of Seat Without Permission (L1) |
| Incorrect Uniform With No Note - max 1 point deduction per day (L1) |
| Incorrectly worn uniform/ unacceptable make-up/ Jewellery (L1) |
| No Planner (No more than 1 point to be deducted on any one school day) (L1) |
| Incorrect/Inadequate Equipment for the Lesson (L1) |
| Failure to have planner signed (L1) |
| Failure to Bring PE Kit (still participate) (L1) |
| Failure to Return a Book to the LRC/Careers Library (Each week) (L1) |
| Failure to follow instructions (L1) |
| Talking out of turn (L1) |
| Failure to follow report card procedures (L1) |
| Failure to present work appropriately (L1) |
| Vocabulary not learnt for test (L1) |
| Shouting Out (L2) |
| Late Arrival to Lesson/Registration (L2) |
| Failure to Attend Detention (L2) |
| Library book 3 weeks overdue (L2) |
| Repeated Failure to Bring PE Kit or Equipment Needed for the Lesson (still participates) (L2) |
| Using Inappropriate Language (L2) |
| Failure to attend a scheduled Study/Rehearsal session (L2) |
| Repeated failure to follow instructions (L3) |
| Insufficient Work Completed in Class (L3) |
| Unable to participate in cooking activity (no ingredients) (L3) |
| Failure to bring exercise book/text/notes to the lesson (L3) |
| Dropping/kicking litter (L3) |
| Persistent Disruption of a Lesson (L3) |

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| Failure to Hand In a Piece of Homework on Time (L3) |
| Chewing or Eating in a Classroom or in the LRC (L3) |
| Use of a Mobile Phone/computer/tablet outside of lessons (L3) |
| Inappropriate Use of a School Computer (L3) |
| Damaging Another Student's Work (L3) |
| Immature/potentially dangerous behaviour (L3) |
| Unable to participate in PE (no kit) (L3) |
| Repeated failure to follow report card procedures (L3) |
| Failure to return uniform/equipment borrowed from school (L3) |
| Queue Jumping (L3) |
| Repeated failure to attend an agreed rehearsal (L3) |
| Repeated failure to have planner signed (L3) |
| Repeated failure to bring equipment to the lesson (L3) |
| Unpleasant name-calling/passing notes/sending unpleasant messages (L3) |
| Being Formally Exited from a Lesson (L5) |
| Being Out of Bounds (L5) |
| Telling Lies (L5) |
| Refusal to Carry Out Instructions (L5) |
| Failure to wear skirt at an appropriate length (L5) |
| Defacing/Forgery in school Planner (L5) |
| Use of Mobile Phone in Lessons (L5) |
| Poor Behaviour on School Transport (L5) |
| Abuse of School Property (L5) |
| Arguing/Answering the Teacher Back (L5) |
| Copying someone else's work/cheating in a test (L5) |
| Rudeness to a Member of Staff (L5) |
| Failure to sign in after missing registration (L5) |
| Involved in disturbance with other students (L5) |
| Failure to attend a detention on two consecutive occasions (L5) |
| Repeated failure to attend senior staff detention (L10) |
| Leaving the school site without permission (L10) |
| Repeated use of mobile phone in lessons (to be confiscated) (L10) |
| Repeated lateness to school (L10) |
| Fighting (L10) |
| Smoking or associating with smokers (including shisha/e-cigarettes/vape) (L10) |
| Behaviour that endangers self or others (L10) |
| Missing a scheduled lesson (L10) |
| Inappropriate use of computers/mobile devices (L10) |
| Leaving Class/ AL without Permission (L10) |
| Abusive/discriminatory language e.g. racist, homophobic, sexist (L10) |
| Bringing inappropriate (but not dangerous) items into school (L10) |
| Persistently challenging a member of staff causing significant disruption (L10) |
| Arriving after Close of Register (9:15am) without valid reason (L10) |
| Selling in School Without Permission (L10) |
| Passing offensive notes/messages (L10) |
| Failure to attend/disruption of a scheduled controlled assessment (L10) |
| Persistent failure to meet coursework deadlines (L10) |
| Behaviour which harms the reputation of the school (L10) |
| Physical Violence Causing Injury (L20) |
| Filming/photographing inappropriate/dangerous activity (L20) |
| Discriminatory Behaviour (L20) |
| Verbal Abuse (L20) |
| Threatening, Intimidating or Bullying Behaviour (L20) |
| Theft (L20) |
| Setting Off the Fire Alarm (L20) |
| Cheating in formal examinations (including plagiarising coursework) (L20) |
| Damage to Property (L20) |
| Cumulative Disruptive Behaviour (L20) |
| Bringing dangerous items into school (L20) |
| Truancy for a Whole Day (L20) |
| Sharing of inappropriate/offensive/abusive images or messages (L20) |
| Persistent failure to attend senior staff detentions (L20) |
| Serious breach of school's e-learning acceptable use policy (L20) |

BANNED ITEMS LIST

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or any inappropriate and harmful substances, are not brought in to school.

In the majority of cases the application of common sense will easily determine what should not be brought in to school. The list below is not exhaustive but is intended as a guide. The specified items on the list, and any item that would fall into the first 3 categories, should not be brought in to school.

Sanctions under the Behaviour Policy may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. The school reserves the right to exclude students in extreme cases, or when students or parents have received warnings about banned items.

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| 1. FIRE LIGHTING EQUIPMENT |
| Matches, lighters, etc. |
| 2. DRUGS and SMOKING EQUIPMENT |
| Cigarettes |
| E-cigarettes/shisha/vape |
| Tobacco |
| Cigarette papers |
| Alcohol |
| Solvents |
| Any form of illegal drug or so-called 'legal highs' including Nitrous oxide/'laughing gas' |
| Any other drugs except medicines covered by the Prescribed Medicines Procedure |
| 3. WEAPONS and OTHER DANGEROUS IMPLEMENTS or SUBSTANCES |
| Knives, including pen knives and craft knives |
| Razors |
| Catapults |
| Guns of any kind, including replicas and BB guns |
| Laser pens and LED torches |
| Knuckle dusters and studded arm bands, bracelets, etc. |
| Whips or similar items such as long chains |
| Pepper sprays and gas canisters (e.g. CS gas), Tasers. |
| Fireworks or explosives of any kind including 'fun snaps' |
| Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc.) |
| 4. Other Items |
| Any form of liquid based correction fluid |
| Note: students may use correction tape and correction tape devices |
| Chewing gum |
| Energy drinks |
| Offensive material (pornographic, homophobic, racist, extremist, etc.) |
| Note: the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of students or staff |