



BEHAVIOUR FOR LEARNING POLICY

2023-2024

Approved: March 2024

Review: March 2026

“The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

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Vision

Greenbank High School is a centre of excellence for learning and impeccable behaviour, which helps to ensure all pupils are able to succeed and develop to their full potential. We aim to develop pupils as responsible and independent learners.

Introduction

1. Introduction

Greenbank proactively supports pupils to behave appropriately. Pupils are taught explicitly what good behaviour looks like and those who require additional support to meet our expectations will be identified and offered this support quickly and consistently. Students are taught explicitly which behaviours are acceptable and which behaviours are not – this helps to maintain a calm, safe, and supportive environment and minimises disruption to learning.

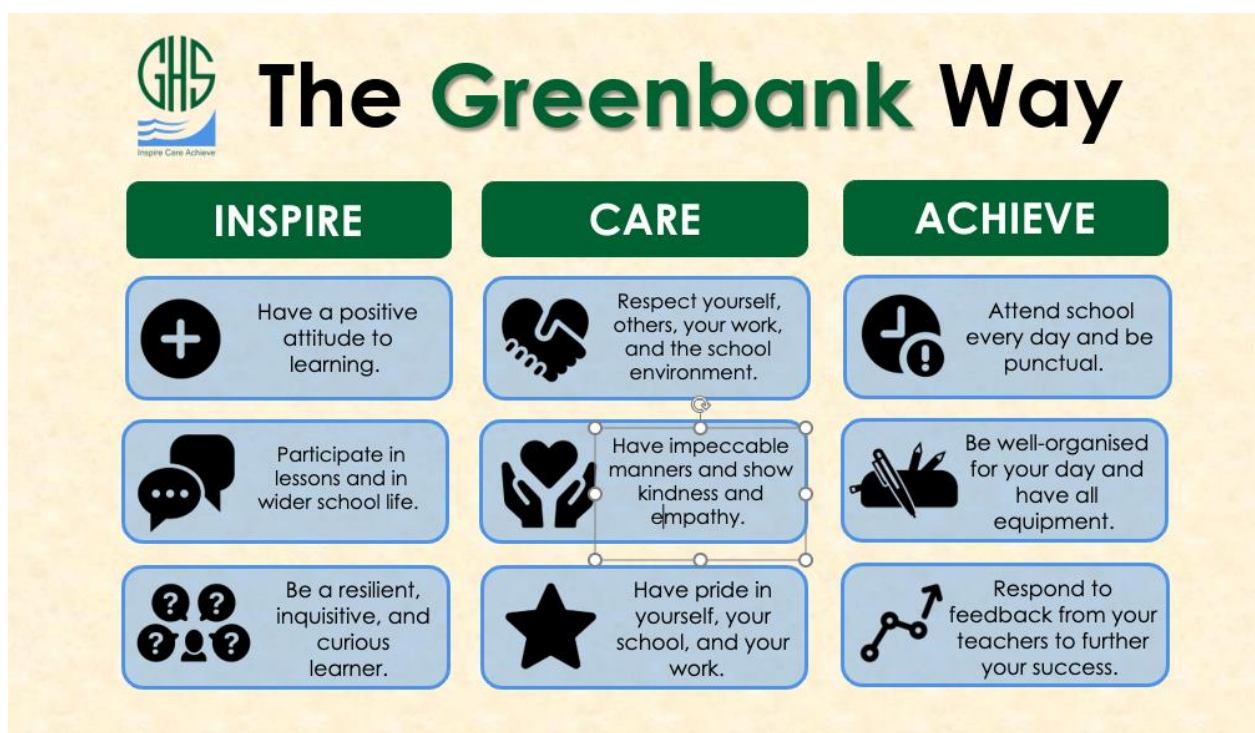
To ensure consistently impeccable behaviour for learning, leading to academic and personal excellence, all pupils, parents and staff uphold the high expectations outlined in this policy as a condition of entry and continued enrolment at Greenbank High School.

The 'Greenbank Way' means that every pupil is expected to:-

- be respectful at all times
- be organised at all times
- show an impeccable attitude to learning at all times.

Greenbank is a Rights Respecting School and strives to support Article 29 "Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people."

2. Expectations for Impeccable Behaviour for Learning



Travelling to and from school:

- ✓ pupils are ambassadors for Greenbank and should show high standards of behaviour outside school;
- ✓ pupils should exhibit excellent manners at all times helping people by giving up seats on public transport for elders, holding doors open and using 'please' and 'thank you.' Offensive language will not be tolerated;
- ✓ rewards will be given for any positive reports given to school.

On entry to school:

- ✓ pupils will be welcomed by staff and praised where appropriate;
- ✓ pupils should show manners and courtesy opening doors for staff, each other and saying please and thank you;
- ✓ pupils should arrive in an orderly way via the pupil entrance from 8.15am onwards. Only in exceptional circumstances should pupils use the front entrance;
- ✓ pupils should follow the Student Dress Code;
- ✓ pupils should place all bags in their locker to avoid congestion on the corridor. A PE bag containing PE kit may be used;
- ✓ pupils should be present outside their form room at 8.35am for staff to greet their class and a register should be marked at 8.40am. Pupils arriving at school after 8.35am will have to enter through the front door and will be marked as late.

On Assembly days:

- ✓ pupils should go to their form room and will be led by their tutor or another member of staff to the Main Hall. Pupils are to remain silent for a prompt start to assembly;
- ✓ assemblies will address key Personal Development and Spiritual, Moral, Social and Cultural (SMSC) themes, to encourage reflection and thought;
- ✓ pupils are to put chairs away at the end of assembly.

Personal Development Time:

- ✓ the register is taken promptly at 8.40am to ensure development tasks can commence swiftly;
- ✓ pupils will be praised for high standards of uniform, which is checked against the Student Dress Code;
- ✓ pupils are to be congratulated on excellent punctuality and attendance;
- ✓ pupils' equipment will be monitored to ensure readiness for learning;
- ✓ student planners are to be signed and communication with parents made if appropriate;
- ✓ pupils will fully participate in the activities to support their development as individuals and learners.

In lessons a successful Greenbank Learner:

- ✓ lines up quietly outside the classroom until invited into the room;
- ✓ is fully prepared with all the correct equipment and resources for the lesson;
- ✓ shows excellent manners, respects and is polite to all people in the room;
- ✓ knows the point of the lesson and what they are learning;
- ✓ knows how to do well and succeed in the lesson and tasks;
- ✓ is able to assess their own work and help others with their work;
- ✓ is confident in showing others good work;
- ✓ looks at their written feedback, corrects misunderstandings and shows their parents/carers;
- ✓ asks and answers questions on and around the learning;
- ✓ reviews how they are doing compared to their targets;
- ✓ listens to advice given by the teacher and other pupils in the lesson;
- ✓ will leave lessons only when necessary and with written permission from the teacher;
- ✓ writes their homework in their Student Planner;
- ✓ works hard until the teacher ends the lesson;

- ✓ thinks about the skills they are learning that could be used in another lesson;
- ✓ shows appreciation to teachers and pupils.

Educational visits:

At Greenbank High School pupils will participate in many educational visits ranging from sporting activities to residential visits. Pupils are expected to be ambassadors for the school at all times. Participation in visits is a privilege. Expectations for impeccable behaviour for learning apply to all school activities.

On an educational visit:

- ✓ pupils will listen to instructions at all times to ensure the safety of the group;
- ✓ pupils will show excellent manners and be polite to staff, pupils and members of the public;
- ✓ pupils will abide by the Code of Conduct for the visit;
- ✓ pupils will only use mobile phones under instruction from a member of staff e.g. to communicate a later arrival time home to a parent.

3. Rewards

Pupils are rewarded for excellence according to their ability and participation in school life. These include:-

- ✓ verbal praise from staff inside and outside the classroom;
- ✓ positive parent mail and texts
- ✓ positive written feedback;
- ✓ postcards home from individual members of staff;
- ✓ classroom display and faculty Golden Work display boards exhibiting pupil work;
- ✓ reward blazer badges and house points according to the criteria below;
- ✓ reward assemblies;
- ✓ Awards Evenings;
- ✓ praise letter from the Headteacher for termly attitude to learning and individual acts;
- ✓ invitation to the Headteacher's breakfast.
- ✓ 5 achievement points awarded per week to a pupil who has received no sanction points.

See Appendix 1 for 'Criteria for Awarding Reward House Points'

4. Mobile Phones and associated devices

Research has consistently shown that in the highest performing schools' pupils do not use mobile phones, as pupils benefit from the time away from them and the distraction they may bring. We are a school that thrives on being interactive and free from personal social media. In exceptional circumstances pupils and parents can be contacted via the school office.

Students may bring mobile phones to school, however, they must be switched off, not kept on silent and stored safely out of sight when on the school premises; this includes outside of the timetabled school day. Exceptions to this would be a pre-planned curriculum activity under the instruction and supervision of a member of staff or during an extra-curricular practice when required to communicate with home. Ear pods are not to be seen or used in school. Smart watches may be brought into school but only to be used as a timepiece and not for any form of communication.

Phones and other mobile devices will be confiscated if seen by staff. They will be returned at the end of the day and the pupil will be required to attend a detention at the end of the next school day. If this happens more than once the Head of Year will contact home and discuss the way forward

with the parent. Should this happen three times the child will be required to hand the phone in to reception daily.

5. Smoking and Vaping

Smoking, including the use of e-cigarettes (vapes), on the school premises is forbidden. As a school we recognise the external pressures on young people to smoke / vape and understand that nationally there is a major issue surrounding the sale and consumption of vapes to teenagers. Vaping can be extremely unsafe for young people, they are addictive, can harm adolescent brain development, contribute to heightened anxieties, and can cause lung associated damage. Those pupils who are either caught smoking/vaping, found in possession of cigarettes/vapes/ associated products or with others who are vaping/smoking will have it confiscated and be suspended from school for one day unless this offence is repeated where sanctions can be escalated. This includes those pupils who are seen vaping / smoking in the community wearing their school uniform. Following the completion of the suspension, the young person will be asked to complete education work around the dangers of vaping and will be referred to the school nurse.

6. Use of toilets

- ✓ All students should feel safe to visit the toilet as required
- ✓ To support this, we have allowed pupils to access the toilet during lesson time
- ✓ They should only be used on rare occasions, and must have a signed planner with them
- ✓ A child must not use the toilet during the first or last ten minutes of the lesson and must gain the permission from their class teacher
- ✓ Should a child use this for lesson avoidance and visit the toilet too frequently then parents will be contacted, and this privilege can be removed.
- ✓ During lesson time, students will use the English toilets or those near room1, whichever is nearer
- ✓ During social time, a child must use their year group allocated toilet, there is to be no exceptions to this, and pupils will be sanctioned accordingly if found in another year's toilet
- ✓ Those pupils who have medical exemption will be issued with a pass
- ✓ Students must not go in a cubicle with others, they must not consume food or misuse the toilets in any other way, pupils should not congregate in the toilet area
- ✓ Those pupils in Independent Study must only use the toilet assigned to them near room 40 during lesson time

7. During social time & use of form rooms:

- ✓ pupils show the same high standards of respect and behaviour to all members of the school community whether inside or outside the classroom.
- ✓ Use of form rooms at social time are a Greenbank privilege, those not respecting the room will be locked out until its deemed necessary, as decision which will be made by the Form Tutor
- ✓ Pupils follow the rules for form rooms which will be displayed in all rooms and monitored and led by the Form Tutor.
- ✓ Except for year 11, pupils must stick to their allocated form room, if they are found in a different class they will be sanctioned accordingly, year 11 should remain in their chosen room

8. Sanctions

Where a pupil's behaviour falls below the expectations outlined above, sanctions will be put in place to help that pupil learn from their mistake. If unacceptable behaviour is repeated the sanctions will

gradually increase, which is called a graduated response, to ensure there is a sustained improvement. It is imperative that parents / carers support the school in these sanctions to have maximum impact.

What does respect at Greenbank look like?

- To speak respectfully
- To behaviour respectfully
- To respect the school environment
- To respect their own learning
- Respect the learning of others

What will happen if a pupil chooses not to follow the Expectations for Impeccable Behaviour for Learning?

Greenbank's behaviour policy reviews issues daily with points being totalled and an appropriate level of sanctioning implemented.

Level 1: Unacceptable behaviours leading to one point. Except for organisation, where possible pupils should be given a warning first then issued with a point which gives them the opportunity to adapt and improve their behaviour (warning)

Level 2: Unacceptable behaviours leading to two points (staff detention 30mins)

Level 3: Unacceptable behaviours leading to three points (SLT detention 45 mins)

Level 4: Unacceptable behaviours leading to a day in independent study, parent contact and monitoring – (this list is not exhaustive and includes suggested behaviours)

Level 5: 2 days or more in independent study or suspension

Repeated offences will mean escalated sanctions

Behaviour beyond this level will be dealt with on an individual basis and may include: parental meetings, extended internal exclusion, fixed term exclusions; involvement with authorities, e.g. police; early help support; potential managed move or in extreme cases permanent exclusion. Pupils will follow a graduated response of support which can include a behaviour contract if poor behaviour persists which is implemented by the Head of Year, Senior Leader and parent / carer. Should a pupil fail this then a Pastoral Support Plan (16 week programme) will be administered which can lead to multi agency support and curriculum support.

9. Truancy

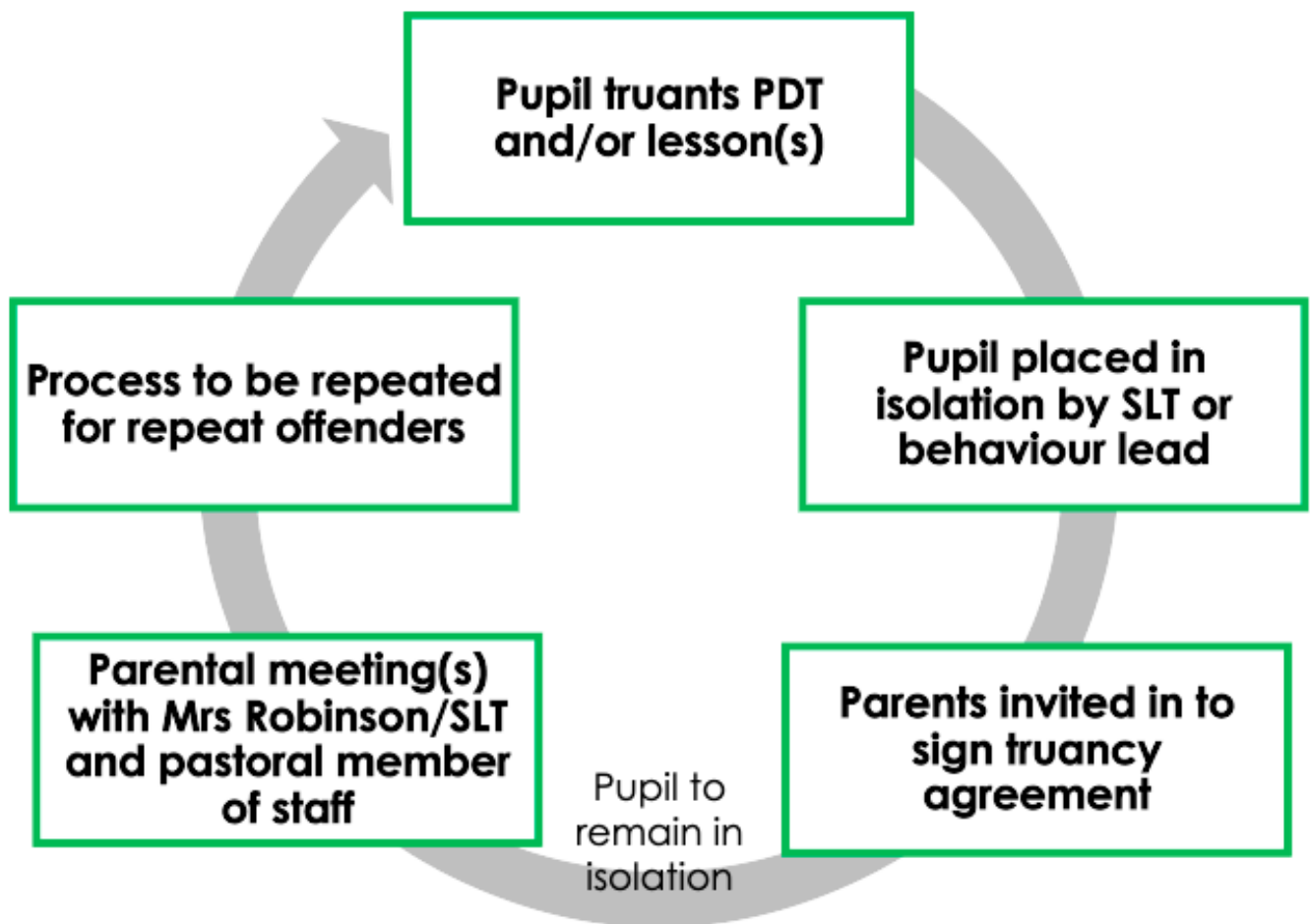
Truancy is any pupil who is not in their allocated PDT room or lesson without permission. As truancy from school is a safeguarding risk, it will be managed at a level 4 behaviour i.e. Independent Study and parents will be informed immediately. This will begin when they arrive at school.

Any pupils who is truant from a lesson, PDT or assembly will be dealt with by the SLT or behaviour lead.

Parents will be required to attend a meeting, to explore any reasons for the truancy and to sign a truancy agreement.

Pupils will not return to lessons until this parental meeting has taken place and the truancy agreement signed. This meeting will be led by the headteacher or senior leader, with a pastoral member of staff.

If there are further breaches of the truancy agreement, the above process will be repeated



10. Responsive Approach or Reasonable adjustments

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Protected characteristics are defined in the [Equality Act 2010 and Schools](#) advice as follows:

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their: sex; race; disability; religion or belief; sexual orientation; gender reassignment; pregnancy or maternity.

Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Therefore, our approach to challenging behaviour may be adapted to cater to the needs of the student as appropriate. The school sanctions may be tailored, as appropriate.

The school's SENDCO will assess and evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice may also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/guardians to create the plan that will be reviewed on a regular basis.

11. Sanctions process

Detention:

- To take place daily from 3.15pm – 3.45pm and managed by DOLs/HOY.
- A text will inform a parent that a detention will take place the following evening and that failure to attend or complete this in a suitable manner will lead to a further, higher sanction
- Detention is to reflect what the pupil has done wrong, why that rule is in place and how to improve.
- Failing to be on time for detention, work in silence, reflect suitably on their behaviour will lead to an SLT detention the following day.
- **Detentions will only be changed in exceptional circumstances and only through contact with a parent or carer.**
- At the end of the detention, the parents or carers of any pupils who did not attend/complete the detention will be contacted to explain the next step.

SLT Detention:

- To take place daily from 3.15pm – 4pm in room 17 and managed by the Operation SLT lead.
- A text will inform a parent that a detention will take place the following evening and that failure to attend or complete this in a suitable manner will lead to the pupil being removed from lessons.
- Failing to be on time for detention, work in silence, reflect suitably on their behaviour will lead to an Independent Study the following day when parents will be informed by the SLT member.

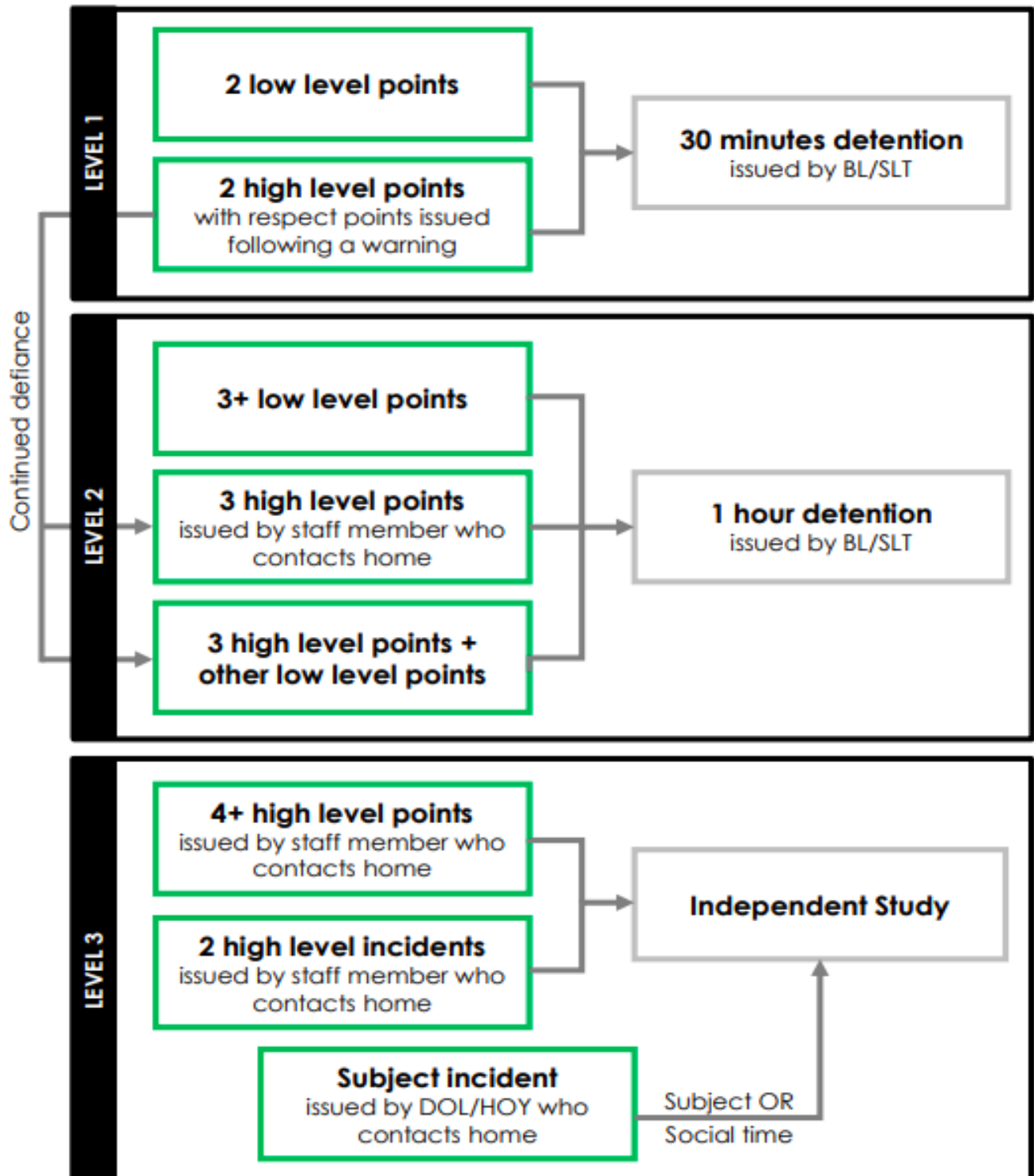
Independent Study:

- To operate from 9am - 4pm Pupils should sign in at reception at 8.55am and will be met by the Behaviour Leader who will escort the pupils to the removal area and supervise for the first 15 minutes.
- In the first 15 minutes, pupils will read the rules of the Independent Study room and complete reflection work on why they are there.
- Each pupil will have access to a computer where they can access their email / VLE to receive information on their work for the day.
- Pupils will be allowed opportunities for comfort breaks during the day outside of normal break times. They will be given the opportunity to order food and drink for lunchtime and this will be delivered to them at the appropriate time

- From 15.15pm-4pm pupils will complete a reflection document in room 17 supervised by a member of SLT to ensure they are ready to re-join the school.
- During this day the children will have opportunities to work with a professional on reforming their behaviour and if required will be able to access pastoral care

Behaviour for Learning: Sanctions process

Where a pupil's behaviour falls below the expectations, sanctions will be put in place to help that pupil learn from their mistakes. If unacceptable behaviour is repeated the sanctions will gradually increase, which is called a graduated response, to ensure there is a sustained improvement.



What the law allows:

Teachers have a legal power to put pupils in detention and it is clear from this policy that Greenbank High School uses detention (including detention outside of school hours) as a sanction. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- ✓ any school day where the pupil does not have permission to be absent;
- ✓ weekends - except the weekend preceding or following the half term break;
- ✓ non-teaching days - usually referred to as 'INSET days'.

The Headteacher has decided that all members of staff can place pupils in detention, including support staff, as a sanction for poor behaviour.

Parental consent is not required for detentions. Greenbank will always strive to give parents 24 hours' notice for detention outside of school hours to ensure a child's safety or the safety of others if a pupil has a known caring responsibility. Where notice is given, it is the parents' responsibility to ensure safe travel arrangements are made even if making these arrangements is inconvenient for the parent.

12. Restorative support

Parents may be invited into school at any time to discuss their child's behaviour, but an invitation will be made if the child has received repeated detentions and has not improved their behaviour. A large emphasis is to be placed on restorative work with pupils, providing a support network to assist the student in understanding their own behaviour and working on strategies to make improved choices. This can include focused work and mentoring from form tutor, Head of Year or Pastoral Mentors, support from the SEND department, emotional health support through counselling, Early Help plans and further agency support. This will be overseen by the Behaviour Leader in school who will also meet with your child to provide support for behaviour reform.

13. Parents & Carers

On admission to school, parents/carers students and the Headteacher sign the Home School Agreement. This agreement clarifies the roles and responsibilities of all stakeholders and clarifies expectations.

- ✓ Parents & carers will respect the school's behaviour for learning policy and the disciplinary authority of school staff.
- ✓ Parents & carers will ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- ✓ Parents & carers must send their child to school each day punctually, clothed in line with the school uniform policy, fed, rested, and equipped and ready to learn.
- ✓ Parents & carers will work together with the school to support their child's positive behaviour.
- ✓ If their child is suspended from the school, parents and carers must ensure the child is not found in a public place during school hours

We will not tolerate any disrespect to any staff members.

As with any sanction, a member of staff must act reasonably when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Where a pupil refuses to behave at lunchtime, following all other interventions, they may be excluded from the premises at lunchtime. Such an exclusion will be formally recorded as a suspension. Parents will be required to collect pupils and ensure their punctual return to school.

14. Pupils' conduct outside of Greenbank High School

What the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Under this policy the Headteacher may discipline a pupil for any misbehaviour off the school premises witnessed by a staff member or reported to the school when the pupil is:

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

This may also include misbehaviour at any time, whether or not the conditions above apply, that:

- ✓ could have repercussions for the orderly running of the school;
- ✓ poses a threat to another pupil or member of the public;
- ✓ takes away the right of others to feel safe e.g. inappropriate use of social media (in which case it may be appropriate to involve the Police);
- ✓ could adversely affect the reputation of the school.

15. Suspension from school

We aim for no pupil to be excluded from school. Where pupils make mistakes in their behaviour they are encouraged and supported to reflect and take responsibility for ensuring a rapid and sustained improvement, supported by parental engagement. Where improvements are not significant or timely, exclusion may be considered. In addition:

- ✓ persistently poor behaviour for which Independent Study has been ineffective
- ✓ failure of a behaviour contract
- ✓ violence or verbal aggression will normally result in suspension from school;
- ✓ the use or supplying of illegal substances in school, or on the way to or from school will not be tolerated. Pupils found in possession of drugs will be given a suspension; pupils supplying drugs either free or for money will be permanently excluded; there are no mitigating circumstances;
- ✓ as part of a graduated response a pupil may be suspended for one or more fixed periods or permanently;
- ✓ if further evidence comes to light a suspension may be extended or a permanent exclusion may be considered;
- ✓ school has the power to direct a pupil offsite for education to improve their behaviour.
- ✓ all suspensions will be followed by a reintegration meeting to assess the child's readiness for school and any support mechanisms, which might need addressing
- ✓ an suspension report must be provided by the member of SLT issuing the sanction, exclusion letter to be provided to the parent and readmission documentation completed upon re-entry to school.

16. Restraint

Pupils may be restrained using reasonable force to prevent pupils from:

- ✓ committing a criminal offence
- ✓ injuring themselves or others
- ✓ causing serious damage to property

All instances will be recorded and the Headteacher and parents will be informed.

17. Searching and confiscation

Greenbank High School has the power to search and confiscate items from pupils if appropriate. These powers are detailed in The Department for Education guidance document entitled 'Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies.' The document is available to download from the DFE website.

This can be if staff have suspicioned the student may be in possession of prohibited items including:

weapons, alcohol, drugs or connected paraphernalia, stolen items, tobacco, lighters/matches, vapes, **CBD products**, fireworks, pornographic images, any item that has been or is likely to be used to cause an offence, cause personal injury or damage to property (this list is not exhaustive). Students will be searched with 2 members of staff present and if any of the above items are found, parents will be contacted.

As a strategy to manage vaping on the school premises, staff may complete spot check/searches on any students, to ensure they are not in possession of vapes. This can include using a security wand to detect any metal items.

18. Evaluation

This policy will be reviewed annually by the Headteacher, Deputy Headteacher, Governors Child Protection and Safeguarding Committee, at least three other members of staff and the Article 12 Group (School Council).

This policy links to the following policies which are all available in the 'About us' section of the website under [School Policies](#) :-

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- More Able Gifted and Talented (MAGT) policy
- Special Educational Needs and Disabilities (SEND) Policy
- Pupil Attendance Policy
- Educational Visits Policy

The policy links to the following guidance from the Department for Education:

- [Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion \(Sept 23\)](#)
- [Behaviour and discipline in schools: Advice for headteachers and school staff \(September 2022\)](#)

Appendix 1: Criteria for achievement points



CRITERIA FOR AWARDING REWARD HOUSE POINTS



Blazer badges will be awarded for achieving high standards.

Bronze = 50 points

Silver = 100 points

Gold = 150 points

Green = 250 points

<u>Category</u>	<u>Activity</u>	<u>Number of points</u>	<u>Who awards points?</u>
<u>Service to school and community</u>	Open evening	2 points	Mrs Gent-Jones
	Charity event	2 points	House leaders
	'Going the extra mile'	2 points	Individual staff
	Kindness	1 point	Individual staff
<u>Extra Curricular</u>	Attendance at an after school or lunch time activity/club.	1 point per session	Individual staff
	Following 'The Greenbank Way' every week	Impeccable behaviour, attitude, uniform and homework	5 points weekly
<u>Attitude to Learning</u>	Teaching staff will award pupils achieving an Attitude <u>To</u> Learning (ATL) of 4 in their work a House Point.	1 point for every ATL of 4	Teacher to award
	Teaching staff can also award points at their discretion for progress and effort.	1 point	Teacher to award
	Perfect attendance		

The number of points a pupil achieves will be recorded on their Pupil Individual Progress sheets (PIPs) termly and their final report. Form Tutors will regularly inform pupils of their current total. House Leaders will celebrate the success of individual pupils in House Assemblies. Points are also displayed on the Arbor App.

Points for Leadership will be awarded in accordance with the criteria set out in the Leadership Programme.

Article 29 – Greenbank High School must develop every child's personality, talents and abilities to the full.

Appendix 2: Levels of behaviour

Level 1: Unacceptable behaviours leading to one point. With the exception of organisation, where possible pupils should be given a warning first then issued with a point which gives them the opportunity to adapt and improve their behaviour (warning):

- Organisation: Being out of lesson without a signed planner; incorrect uniform; wearing make-up (inc. false or painted nails, false eye-lashes); incorrect jewellery; equipment; lateness to lessons and school whereby they have not received a late stamp
- Attitude to learning: Low-level disruption; talking; moving around the classroom without permission; lack of focus; lack of effort; incomplete or no homework
- Other: eating in class, consumption of fizzy / energy drinks, late to form

For those pupils who arrive at school late and enter through the front door, they will be issued with a break time detention to be completed in the hall on that day.

Level 2: Unacceptable behaviours leading to two points (staff detention 30mins):

- 2 accumulated points in a day
- Respect and defiance
- Having a mobile phone out in school unless part of a structured activity
- Using head phones or air pods (not part of a structured activity)
- Graduated response to non-compliance with uniform when HOY has to intervene
- Failed monitoring card / report
- Low level misuse of social media
- Misuse of toilets; including eating and having more than one pupil in a cubicle
- Failed to hand in homework second time
- Entering an unauthorised area of the school without permission including another form room
- Other

Failure to attend break time detention or repeated breaches to the punctuality procedure

Level 3: Unacceptable behaviours leading to three points (SLT detention 45 mins):

- 3 or more organisation points in one day
- 3 respect points in a day, continued defiance; (member of staff to issue sanction and to communicate home)
- 3 respect points and additional organisation points (member of staff to issue sanction and communicate home)
- Graduated response to non-compliance with uniform when SLT has to intervene
- Failure to attend a detention; Failed staff detention
- Failure to hand over a mobile phone or Earpods
- Inappropriate use of social media including following of inappropriate accounts
- Bringing the school into disrepute
- Swearing
- Graffiti
- Other

Repeating issues with punctuality

Level 4: Unacceptable behaviours leading to a day in independent study, parent contact and monitoring – (this list is not exhaustive and includes suggested behaviours):

- 4 or more points in respect category (3 by one teacher will contact home)
- Anti-social behaviour
- Repeated intentional breaching of level two or three behaviours
- Failure to attend SLT detention or failed SLT detention
- Inappropriate use of social media including in-school filing / posting
- Bringing the school into disrepute
- Intimidating behaviour towards another member of the school community; low level conflict / physical contact
- Discriminatory behaviour directed towards another member of the school community;
- Misuse of CCTV
- Vandalism of school property
- Stealing low level
- Truancy from school deemed as safeguarding risk
- Other

Level 5: 2 days or more in Independent study or suspension

- 5 points in respect category (3 by one teacher will contact home)
- Swearing at / towards a member of staff; intimidation of staff member; threatening behaviour towards a staff member
- Bullying
- Damaging or stealing school property or that of peers intentionally
- Misuse of fire alarm 5 days, restorative work and work with fire brigade
- Suspension - serious act of aggression - fighting; aggressive confrontation high level
- Suspension - Smoking/vaping, including e-cigarettes, under suspicion of smoking or associating with other pupils who are suspected of smoking. This includes smoking when in uniform in the community
- Suspension - Alcohol / substance misuse (this includes possession / consumption of any item which is prohibited to those under the age of 18)
- Suspension - Continued breaking of the behaviour system
- Suspension - Prejudice with intent directed towards other pupils or staff to deliberately try and sabotage reputation
- Suspension - Serious misuse of social media which targets a member of the school community in an attempt to damage reputation
- Suspension - Bringing the school into disrepute (needs to imply serious)
- Suspension - Theft / stealing higher level
- Suspension - any act which poses a health and safety risk to any of the school community
- Other

Repeated offences will mean escalated sanctions

Whilst permanent exclusions are rare, they will be considered:

- **In response to a serious breach or persistent breaches of the school's behaviour policy; and**
- **Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school**

Appendix 3: Escalation guidance for HOY and DOLs

For those pupils who continue to have repeated episodes of level 3 behaviours, the following escalation procedure is to take place, which would be reviewed on a 2 week basis:

	Reason	Communication by:
Independent Study 1	Behaviour	Form tutor conversation / monitoring / HOY or DOL phone call
Independent Study 2	Behaviour	Head of Year Intervention / monitoring informal standard letter (1) to be sent home by HOY or virtual parental meeting to be conducted. Pupil to be placed on informal monitoring with the form tutor through a report.
Independent Study 3	Behaviour – referral to behaviour lead	HOY Parent meeting support mechanism discussed. Standard behaviour and pastoral form completed.
Independent Study 4	Behaviour – contract (4weeks initially)	HOY behaviour contract or formalised mentoring with parental involvement and form tutor letter (2) HOY and SLT to complete behaviour contract meeting. This will be a bespoke intervention to the individual.
Independent Study 5	Pastoral support plan Behaviour 16 weeks of monitoring	Pastoral support plan, parental involvement 16 week programme reviewed 4 weekly SEN involvement HOY meeting with Assistant Head for Behaviour
Independent Study 6	Behaviour	SLT intervention which could include Early Help or exit strategies. SLT to action meeting with head or deputy head. A written account must take place and added to Arbor / CPOMS information systems.

There is a two-tier system of intervention:

1. organisation for those pupils who might need additional support in this area
2. restorative behaviour strategies.

Should Independent Study not be effective then a child could move to a suspension.