



The King Alfred School

Behaviour Policy: Promoting positive behaviour for learning

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Review date: September 2019	
Signature of Chair of Governors	Signature of Headteacher

Policy statement:

This policy supports the values and ethos of the King Alfred School and integrates with our Learning and Teaching framework, the Safeguarding the Wellbeing of Students & Staff Policy Suite and School Uniform Documentation.

The scope of this Policy extends as is recommended by DfE guidelines to:-

- On the school site
- Outside school on school business (e.g. trips, visits)
- Situations where the student is not on school business but where taking action aids 'maintaining good behaviour and discipline among the pupil body as a whole'. Examples of this would be travelling to and from school and in the environs of the school.

Additionally as appropriate we will share information with outside agencies (e.g. the Police) with regard to inappropriate behaviour in the community.

Rationale:

We believe that our school should be a safe and secure environment, which supports and promotes learning and ensures that each individual feels a sense of dignity, trust and mutual respect.

Aims:

- to create an environment which supports active learning and achievement for all
- to promote good behaviour and personal responsibility
- to develop self-esteem, resilience and self-discipline through positive relationships based on mutual respect
- to ensure fairness and consistency when responding to positive and negative behaviours
- to work effectively with colleagues, parents/carers and others agencies to ensure good behaviour and achievement

Principles:

- management of behaviour is based on rights, responsibilities, routines, rules and appropriate consequences
- teaching and learning is expected to promote good behaviour and create opportunities to recognise and celebrate success
- adults within the school community are expected to be good role models for young people
- rewards and consequences should be given fairly and consistently within the agreed staged and structured framework
- parental support in improving a student's behaviour is actively sought
- the management of student behaviour is the responsibility of all staff in accordance with the school policy

The key to the success of this policy is professional judgement and CONSISTENCY.

All staff must follow the policy in the same way, so that all students know our expectations and where they stand. There may be minor differences which may take into account the different subject requirements.

PRAISE and REWARDS are the best way to promote positive behaviour. We should actively look for and recognise those students whose behaviour exceeds expectations.

Promoting Positive Behaviour has several key principles

- students have the right to expect a positive and orderly learning environment in which their efforts and achievements are recognised and rewarded
- teachers have the right to expect appropriate student behaviour and to ask for assistance from parents/carers and senior colleagues
- inappropriate behaviour should not be tolerated and challenged
- our expectation is that students stay on task, are supportive and positive, achieve what is expected and take an active role in their learning
- students who exceed these expectations should be given recognition and rewards
- students who fail to meet the expectations of acceptable behaviour and who choose not to comply with the limits and rules set should face the consequence of their action

Developing responsibility - Choosing behaviour

The language of choice is an essential feature of promoting positive behaviour. All staff should frequently articulate and model polite and respectful behaviour. All students should be reminded that 'their behaviour is their responsibility' and that they make a choice when acting or behaving inappropriately. Students should be 'offered' a way out or take up time to allow them to make a choice which may not lead to a negative consequence.

Our routines (The King Alfred School Learning & Teaching framework)

- staff should meet and greet students at the start of the lesson
- students should arrive in full school uniform equipped to learn
- students sit in the teacher determined seating plan
- students settle and are ready to work promptly
- a register will be taken to monitor attendance/punctuality
- learning objectives are established and shared
- students listen when the teacher is talking
- lesson will include AfL to check learning and inform planning
- students will return any equipment and wait to be dismissed

Staff responsibilities (Teaching, Support & Cover Staff)

It is the responsibility of all staff to:

- promote self-discipline and a proper regard for those in positions of authority
- encourage good behaviour and respect for others by modelling these behaviours
- ensure students' behaviour is acceptable by setting and reinforcing clear boundaries
- challenge students who misbehave, responding to the primary behaviour calmly and consistently
- publicly support colleagues and respond promptly to parental contact
- create a positive, pleasant and orderly learning environment
- recognise and celebrate individual students success in line with the policy
- implement the KAS Teaching and Learning framework

- plan and deliver stimulating and challenging lessons, taking into account individual needs
- communicate with colleagues about individual student matters
- arrive promptly at the start of a designated duty
- pass any concerns regarding 'covered' lessons to the appropriate HOD and HOY
- pass the Cover Proforma to the Cover Manager at the end of the day, noting positive and negative feedback for each lesson.

Student responsibilities

It is the responsibility of all students to:

- arrive to the lesson on time
- enter the classroom quietly and remove coats
- adhere to the school uniform policy
- sit where the teacher has asked you to sit
- have the correct equipment and books, including planner, for that lesson
- follow classroom procedures
- follow the teacher's instructions without questioning
- settle to learn quickly by listening to the teacher's explanation of what, how and why
- put your hand up and wait to be acknowledged when requiring help or the teacher's attention
- use appropriate language and volume
- listen to others' views and work co-operatively
- use any ICT/mobile technologies in accordance with the agreed school policies
- accept responsibility for your own behaviour
- take responsibility for any personal items brought onto the school site

Out of lesson procedures

It is the responsibility of all students to:

- move around the school corridors and stairs by walking on the left
- put all your litter in the bins provided
- be polite and courteous to others around the school site
- respect the facilities and resources around the school site
- stay on the school site unless in possession of a signed lunch pass
- eat all hot food bought from the kitchen in the dining room, seated at a table
- clear away their plates, cutlery and litter when finished
- follow the instructions of the duty and other supervisory staff
- move to the next lesson when the bell sounds

Be Positive, Consistent and Fair

<p>Our rights</p> <ul style="list-style-type: none"> • to be treated with respect and dignity • to feel safe • to learn • to allow teachers to teach 	<p>Our responsibilities</p> <ul style="list-style-type: none"> • to let others learn • to listen • to respect each member of the school community • to make the school a safe place
<p>Our values</p> <ul style="list-style-type: none"> • successful learning is the best gift that we can give to all our students • we are committed to developing the 'whole person' – building confidence and self-esteem • we are entitled to a sense of dignity, trust and mutual respect • we have high and consistent expectations regarding effort and behaviour 	<p>Our rules</p> <ul style="list-style-type: none"> • to be ready and equipped to learn • to respect others' personal and physical space • to listen to each other and value everyone's contribution • to respect the school and other people's property

Behaviour Descriptors

OUTSTANDING	GOOD	NOT ENOUGH GOOD
<p>Demonstrated by meeting all and exceeding several of the good criteria</p>	<p>Demonstrated by, for example:</p> <ul style="list-style-type: none"> • Answering questions and developing answers in class • Taking an active part in group work and discussion • Maintaining a high standard in work and behaviour, being on task at all times • Completion of extension work, responding to marking, successfully engaging in learning • Volunteering to take part in activities to help the school, fellow students or the wider community 	<p>Effort, conduct or homework requires improvement as they are not good enough</p>

Restorative Justice

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Using restorative justice approaches has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

To be effective, restorative approaches must be in place across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it. As a result, we must continually adopt a whole-school approach to restorative methods.

The professional judgement of teachers plays a vital role in our promoting positive behaviour strategy. A consistent fair approach balanced with the language of choice and positive reinforcement will help us to shape the behaviour of the community in which we work. As teachers and adults in the relationship we must model the behaviour we desire and expect.

Specific Protocols Regarding Mobile Phones & Drug/Solvent Abuse

In the event that a situation occurs where staff suspect that a student may hold information on their mobile device the school has a right under DfE guidelines in England to examine and search mobile devices.

Staff must NOT search personal property without consent. If you wish to search personal items you should seek consent. If consent is refused then parents/carers can be contacted to persuade their child or the police can be called if formal procedures are to be followed.

For further information regarding undertaking and recording searches please see the Drug and Solvent Abuse Protocol

Rewards

Sanctions can limit behaviour, but rewards and praise change behaviour

Staff should not take appropriate behaviour for granted. Social skills and acceptable behaviours have to be taught, modelled and supported. Praise will reinforce positive behaviours and enhance self-esteem. Effective praise is personal, genuine, descriptive/specific and frequent. Fostering a positive student teacher relationship through appropriate praise and recognition will have a huge impact on learning and student outcomes.

We must all use the system of effective rewards to promote and acknowledge good behaviour.

The graduated response to support and reward good behaviour (see Appendix 2)

The system is based on the staged responses shown below. Every member of staff plays a role in its effectiveness.

- R1 – verbal or written praise
- R2 – postcard or reward points
- R3 – letter home
- R4 – termly year group award
- R5 – end of year celebration award

Consequences

Learning from behaviour and mistakes requires the student to see that their actions and behaviour bring about consequences. These can be positive or negative.

Choice and consequence

- consequences are a choice and each student should know the range of consequences for unacceptable behaviour
- students will expect fairness, therefore all staff must be consistent in their use of rewards and consequences
- students when appropriate should be given a choice to enable them to stop/change their behaviour or face the consequence (allow take up time)
- consequences do not have to be severe, just used consistently and fairly
- consequences should become gradually more substantial
- do not become emotive but apply the consequence calmly and consistently

The graduated response to prevent poor learning and behaviour (see Appendix 3)

The system is based on the C1 – C7 responses shown below. Professional judgement and consistency play a vital role in its effectiveness. These sanctions must be put in place if the student chooses not to change their behaviour after verbal/written reminders about inappropriate behaviour. Consequence guidance can be used to guide your professional judgement. (see Appendix 3)

- C1 – Verbal reprimand and or restorative reflection/move within class
- C2 – Teacher/Tutor detention (15-30 minutes)
- C3 – Middle leader detention with HOD/HOY (30-45 minutes)
- C4 – Senior leadership team detention (45-60 minutes)
- C5 – Internal exclusion
- C6 – Fixed term exclusion
- C7 – Permanent exclusion

Classroom responses to behaviour that prevents learning or violates the rights of others

1. Low level disruptive behaviour which prevents learning (self/others) must always be challenged
2. Students who do not respond to a verbal reminder or challenge should be warned that continued inappropriate behaviour will result in a consequence – remember to use the language of CHOICE
3. Consequences should be graduated as follows:
 - a) Verbal reminder/visual reminder (in HW diary/board)/restorative justice reflection (WARNING 1/W1), OR
move the student in the class seating plan OR
offer the student a short period of reflection time outside the classroom
 - b) Any further warning (FINAL WARNING/W2) will trigger a 1:1 conversation and either:
 - by agreement with the teacher, the student can re-enter the class, OR
 - removal to Safety NetThis will trigger a consequence of a C2 teacher detention (25-30 mins) at break time, lunch time or after school (24hrs notice for a/s). Any detention lasting this period of time should be recorded and HoY informed.
4. If their behaviour in the 'safety net' still affects the learning of others they can be sent to the 'time out room' (A23) with a note and work to complete or SLT can be contacted to remove the student. HoD should arrange to contact home and issue an appropriate sanction C3 (45 mins after school)

Students should not be sent to A23 without going to the safety net first

Further responses for behaviour which affects the learning or the rights of others may include:

1. The support of the HoD. This may include:
 - a. speaking to the students individually or in groups to identify underlying causes
 - b. agreeing with the class teacher who will contact home
 - c. arrange a temporary or permanent change of learning group
 - d. tutor or subject behaviour monitoring card
 - e. HOD and teacher meeting with parents/carers
2. Repeated disruption of learning will result in a HOD or HOY detention. 3 C2's in a ½ term will result in a C3 detention with the HOD (if in same subject), 6 a C4 and 9 a C5. If across a variety of subjects 6 will result in a C3 detention with the HOY, 9 a C4, 12 a C5 and 15 a C6.
3. HOY will issue detentions as appropriate to sanction students. These will be issued for persistent uniform infringements and unacceptable behaviour outside lesson time.
4. Lateness will be sanctioned via the Lates Procedure (see Appendix 4).

5. SLT Friday night detentions (C4) will be issued to those students who fail to attend C3 detentions or for seriously unacceptable behaviour. Requests are made via curriculum or pastoral leaders. Please complete the request form by Monday 10:00am.
6. Internal exclusion 1-2 days (graduated response HoY and SLT discussion) – followed by HoY behaviour monitoring card
7. Fixed term exclusion up to 5 days
8. Permanent exclusion

Behaviour monitoring cards

There are 3 types of monitoring cards. These will be co-ordinated by the relevant HOY and managed by the appropriate member of staff. The red card should be only used by students who are becoming increasingly at risk of permanent exclusion.

Monitoring card	Reason	Issued by	Monitoring
Tutor GREEN	Several referrals about disruption to others or own learning. Attendance or persistent uniform issues – Home contacted	Tutor	Tutor and home 1 week
HOY YELLOW	Persistent tutor monitoring cards in one term. Re-admission from internal/fixed term exclusion	HoY	Pastoral leader 1 week
SLT RED	2 HoY monitoring cards in academic year	HoY	SLT 2 weeks

Recording and monitoring behaviour incidents

All detention slips and letters sent home regarding behavioural issues must be forwarded to the relevant HOY so that they can be inputted into the SIMS Behaviour Management module. This ensures that the pastoral leaders and tutors have an overview about any individual student and interventions can be triggered. Internal or fixed term exclusions are also inputted onto the system.

Other behaviour incidents that have incurred a sanction below a C2 (detention) should be forwarded to the relevant pastoral leader with the nature of the incident and what sanction was issued. These will be filed but not inputted onto the behaviour management system. Please use the incident report form (in the staff quiet room) or use the comment facility on lesson monitor.

Internal Exclusion/Withdrawal (A23)

A student can be referred to A23 (by a teacher in the safety net, HOD, pastoral leader or member of the SLT) because they have behaved inappropriately in the departmental safety net or have been collected by a member of the SLT (call out). The student should be sent with a note or a call should be made to explain the reason why they have been sent. This will be recorded in the A23 log and onto the SIMS Behaviour Management System.

Internal exclusion (Consequence 5)

Students may also be placed in the withdraw room following a discussion between the HOY and HOD and/or a member of the SLT. This may be due to the persistent disruption of learning, 3 HOY monitoring cards in any half term or a serious behavioural issue. Internal withdrawal forms part of our staged response.

Pastoral leaders may phone home to inform the parents/carer of the sanction issued and a formal letter must be sent explaining the reason for the internal withdrawal.

There is a graduated internal withdrawal process in operation:

- Level 1 - Part day - lessons 1-4, 5-6 or specific lesson/s
- Level 2 - Full day – lessons 1-6 (including break time)
- Level 3 - Full day – lessons 1-6 (including break and Lunch time)

Internal Exclusion Room Protocols

- work to be completed in silence
- complete a letter of apology as directed by staff (after RJ input if needed) and set behaviour targets for HOY monitoring card if appropriate
- complete the work set by the teachers
- follow specific directions given by the member of staff in the Internal withdrawal room

Each student who has been in A23 for a full day (Level 3) will be placed on a HOY behaviour monitoring card. They will also be offered the appropriate if appropriate support from the SEN department. This may include:

- agreeing specific behaviour targets for monitoring card/PSP
- anger management programme
- re-tracking
- self-esteem development work
- managing their behaviour in classrooms strategies
- social skills development
- emergency 'exit cards' for sanctuary in times of heightened stress
- counselling/referral to outside agency

Fixed term exclusion

On rare occasions the Headteacher or one of her Deputies, in her absence, may judge it necessary to exclude a student from school as result of very serious/dangerous or persistent unacceptable behaviour. This decision is not taken lightly but will be arrived at through consultation. Parents/carers will be contacted and a Reintegration Meeting arranged. This will start the Staged Exclusion Process (see Appendix 5).

Permanent Exclusion

We are an inclusive school and only when all other strategies have been explored will we consider permanent exclusion. However there may be situations when a one-off exceptional event necessitates consideration of permanent exclusion. Staff will be consulted and kept informed on these rare occasions.

External agency involvement

The following agencies amongst others may be contacted to support our behaviour policy:

- Educational psychologist
- Health professionals (CAMHS)
- Parent Family Support Advisor (PFSA)
- Team 4
- Education Attendance Officer
- GetSet
- Children's Social Care
- Permanently Excluded & Vulnerable Pupils Panel (PEVP)
- Other agencies as available/required

Evaluation

Success indicators:

- Reduction in disruptive behaviour in lessons and around the school
- Improved progress and attainment
- Increased number of R1 – R4
- Improved attendance rates
- Decreased number of fixed term and permanent exclusions
- Improved parental and staff perceptions about student behaviour
- Effective and consistent implementation of the behaviour policy

Process

- Feedback from middle leaders
- Feedback from students and parents/carers
- Departmental Development Plan
- Pastoral Development Plan
- Internal withdrawal, Fixed term and Permanent exclusions data evaluation

RELATIONSHIP TO OTHER POLICIES

This protocol is encompassed within the Safeguarding the Welfare of Students & Staff suite of policies. The policy also should be read alongside the Learning & Teaching, Attendance and School Uniform Policies.

ARRANGEMENTS FOR MONITORING AND EVALUATION

To be reviewed June 2019

Additional amendments to be made as required with reference to statutory guidance and legislation.

LESSON TIME

Students arrive to lessons on time, ready equipped to learn, take an active part in their learning, volunteer to answer questions and engage in discussion, respecting their own and others' learning and following staff instructions.

- Late arrival to lesson
- Not equipped to learn (no bag / planner / pencil case)
- Not completing homework when requested
- Not handing report card to teacher on arrival
- Poor presentation / graffiti in books
- Low-level lesson disruption (talking over teacher or peers / calling out / annoying others)
- Repeatedly interrupting others' learning
- Mobile phone or headphones visible, in use or heard in lessons
- Truancy from lessons
- Refusal to follow instructions
- Damage to school / others' property
- Swearing in the vicinity of staff / peers
- Inappropriate language to staff / peers
- Swearing at staff
- Behaviour that puts the health and safety of others at risk
- Physical violence towards students or staff
- Beyond the care and control of the school

OUTSIDE LESSONS

Students treat each other and all staff and visitors with respect. They are aware that as soon as the bell rings they should smarten their uniform, turn phones off / put away and go quickly to lessons. They have pride in themselves and their environment.

- Overly loud / silly / boisterous behaviour around the school site
- Littering on the school site / in the surrounding area
- Inappropriate behaviour on the school site / in the surrounding area / in school uniform
- Late to school
- Refusal to follow instructions
- Not attending detention
- Damage to school / others' property / graffiti / vandalism
- Swearing in the vicinity of staff / peers
- Inappropriate language to staff / peers
- Smoking / in the presence of smokers / possession of cigarettes or e-cigarettes
- Truancy from school / leaving the school site without permission
- Persistent defiance / poor behaviour / swearing at staff
- Behaviour that puts the health and safety of others at risk
- Possession of an offensive weapon, drugs or 'legal highs' in school or in uniform
- Physical violence towards students or staff
- Use/threat to use an offensive weapon at school/in the surrounding area or in uniform
- Supply or intent to supply others with drugs / 'legal highs' at or near school or in uniform
- Beyond the care and control of the school

UNIFORM

Students arrive at school in the correct uniform, without wearing trainers / plimsoll-style shoes, with only a watch and one pair of stud earrings. Make-up is subtle and nail varnish is clear or a natural shade. Hair is of a natural shade and appropriate style.

- Shirt not tucked in
- Nail varnish / inappropriate make-up
- Too much / inappropriate jewellery (necklace / bracelet / more than 1 or inappropriate ring)
- Piercings (multiple / facial other than ears / body piercings)
- Hoody visible in school
- Incorrect uniform (shoes / trousers / skirt)
- Inappropriate hairstyle (colour / cut / style)
- Damage / inappropriate adaptation of own others' uniform
- Refusal to rectify uniform issues
- Repeated infringement of uniform rules

BULLYING / HURTFUL BEHAVIOUR

Students know how to look after each other (safeguarding). They are aware of what bullying is and report any behaviour that causes hurt or upset to themselves or others. Students do not accept unpleasant or prejudicial behaviour in their peers.

- Hurtful language or behaviour towards others
- 'Teasing' or 'banter' that causes hurt or offence to others
- Refusal to follow instructions to prevent hurt or upset to others
- Systematic or planned social exclusion of other students, or encouraging this
- Homophobic or racist comments, inciting racial or religious hatred
- Inappropriate use of social media to cause hurt or offence
- Posting / sharing explicit images / videos of self or others, or 'sexting'
- Bullying (sustained behaviour that causes hurt to another person)
- Behaviour that puts the health and safety of others at risk
- Physical violence towards students or staff

Appendix 2 - Rewards

Consequence – Reward		Student Action	Teacher Action
R1	Following routines Verbal/Written Praise	<ul style="list-style-type: none"> ✓ Correct school uniform/ Correct equipment ✓ Following instructions quickly ✓ Completing tasks ✓ Punctual to school and lessons 	<ul style="list-style-type: none"> • Routinely thank/praise student verbally • Praise for following instructions/directions • Written comment in HW diary/exercise book
R2	Very Good VIVO Rewards Year 7-11	<ul style="list-style-type: none"> ✓ Very good piece of work ✓ Very good contribution in class discussion ✓ Very good effort ✓ Improvements made ✓ Helping/supporting others/citizenship ✓ Work used for display 	<ul style="list-style-type: none"> • Issue VIVO • Award certificates in assembly
OR R2	Excellent (Postcard) Year 9-13	<ul style="list-style-type: none"> ✓ Excellent piece of work ✓ Excellent contribution in class discussion ✓ Excellent effort over a period of time ✓ Improvements made ✓ Helping/supporting others/citizenship ✓ Work used for display 	<p>Teachers send names for/signed postcard to admin - List to HOY</p> <ul style="list-style-type: none"> • 1 postcard = VIVO points • 5 postcards tutor/15 HoY/30HT/60 Gov certificate • Award certificates in assembly
R3	Outstanding Letter home/ student of the month	<ul style="list-style-type: none"> ✓ Outstanding work/effort ✓ Significant improvements made ✓ Special consideration given to others ✓ Community service ✓ Student of the month (Tutor Group) 	<ul style="list-style-type: none"> • Teachers/tutors send names for letters to admin • List of students receiving letters to Pastoral team • 1 letter = VIVO points • Student of month on screens/display boards
R4	Outstanding Year group Award (term)	<ul style="list-style-type: none"> ✓ Termly awards for conduct 2 per TG ✓ Best academic progress 1 per class ✓ Best effort 1 per class ✓ Outstanding contribution to year group ✓ Excellent attendance 95%, 98%, 100% 	<ul style="list-style-type: none"> • Teachers/tutors send names to HoD/HoY • HoD/HoY to pass names to Admin • Attendance officer to provide attendance data • HoY to select outstanding contribution award • Celebration assembly at end of each term/school newsletter • Students with Excellent academic reports see SLT
R5	Whole school award (year)	<ul style="list-style-type: none"> ✓ Top achieving student in curriculum area ✓ Commendations in each subject area ✓ Most progress awards (CVA Teacher ass) ✓ 100% attendance ✓ Outstanding contribution to year group ✓ Outstanding contribution in the community 	<ul style="list-style-type: none"> • Prize giving assemblies 7-10 Vouchers for prize winners • GCSE/ 'A' Level presentation evening – guest speaker • Teachers/tutors send names to HoD/HoY • HoD/HoY to pass names to HeadTeacher • Attendance officer to provide attendance data 100% • HoY to select outstanding contribution awards • Names in school newsletter/ celebration board

BEHAVIOUR CONSISTENCIES

C1 Verbal/written warning	One-off disruption of learning	<ul style="list-style-type: none"> ✗ not following instructions/directions ✗ talking when instructed not to 	<ul style="list-style-type: none"> ✗ annoying other learners ✗ disrupting learning of others
C2 Teacher/Tutor detention (25-30mins)	Chooses not to respect the rights of others Regular disruption of learning	<ul style="list-style-type: none"> ✗ ignoring verbal/written warnings ✗ removed to 'Safety Net' 	<ul style="list-style-type: none"> ✗ repeated poor punctuality/lack of equipment/uniform/homework (despite being given an opportunity to remedy)
C3 Dept/Pastoral detention (45 mins)	Ignores the rights of others Persistent disruption of learning	<ul style="list-style-type: none"> ✗ chooses to miss a teacher detention ✗ removed from the Safety Net to A23 ✗ refusing to work in Safety Net ✗ persistent disruption 	<ul style="list-style-type: none"> ✗ persistent uniform/punctuality/HW issues ✗ poor behaviour at social times ✗ re-arranged coursework deadline missed ✗ 3 x Safety Net in a half term
C4 SLT Detention (60 mins)	Persistently violates the rights of others Adversely effects the learning environment	<ul style="list-style-type: none"> ✗ chooses to miss a HOD/HOY detention ✗ 3 HOD/HOY detentions in a half term ✗ refuses to go to Safety Net/escorted to A23 	<ul style="list-style-type: none"> ✗ vandalism of school/others property ✗ seriously poor or persistent poor behaviour at social times
C5 Internal Exclusion 1 day	Continually breaches the rights of other learners/serious event	<ul style="list-style-type: none"> ✗ persistent behaviour that affects the rights or learning of others ✗ session/day truancy ✗ chooses not to attend a SLT detention ✗ dangerous behaviour 	<ul style="list-style-type: none"> ✗ bullying and/or verbal abuse ✗ fighting ✗ serious disruption of learning ✗ rudeness to staff ✗ smoking/in the presence of smokers
C6 Fixed Term Exclusion 1-5 days	Seriously violates the rights of others	<ul style="list-style-type: none"> ✗ persistent internal exclusions, or inappropriate behaviour in A23 ✗ persistently affecting the learning of others ✗ swearing at a member of the schools staff ✗ theft/serious damage to property ✗ possession of a dangerous weapon/illegal drug 	<ul style="list-style-type: none"> ✗ persistent misbehaviour – beyond the care and control of the school ✗ assault on another student ✗ serious one off offence ✗ behaviour at a level that requires an additional sanction above internal exclusion
C7 Permanent Exclusion	All reasonable strategies to sustain student failed, or a one-off exceptional event	<ul style="list-style-type: none"> ✗ persistent unacceptable behaviour ✗ exceptional 'one off' offence that necessitates a decision to permanently exclude 	

Belong. Believe. Be Proud.



BEHAVIOUR FOR LEARNING EXPECTATIONS

Students will line up and wait to be invited into the room
 Staff will meet and greet students at the door
 Uniform will be checked and challenged where necessary
 All coats and scarves must be removed
 Work will be provided to settle the class
 Students will complete work to an expected standard
 Students will be silent when staff/other students are speaking
 Resources will be returned at the end of the lesson
 Students will wait to be dismissed and will exit in an orderly fashion
 Positive learning behaviours will be rewarded via the VIVO system

Student leaves lesson without permission: teacher contacts Reception, Reception call home, log on SIMS comments, Reception emails HOY/NB

Not followed / not working

SPECIFIC STUDENT

GROUP OF STUDENTS

- Identify specific culprits
- Time disruption (for detention)
- Stop and re-focus class
- Remove and re-enter class
- Seating plan change
- Work in silence
- Set less 'active' work
- Phone/meet with parents
- Discuss with HOD
- Meet and discuss with Tutor

WARNING 1

Instructions then followed = NFA

WARNING 2
 Student spoken to outside/to one side
 1:1 conversation
 Underline expectations

Positive response: Student re-enters and follows expectations

Unacceptable response or further disruption: Student to Safety Net

Teacher Detention – 25-30 mins
 Logged on SIMS. Phone call, text, letter, or email home

Does not attend

Disturbs Safety Net /refuses to go/does not work: Sent to A23 by Safety Net supervisor. Teacher informs HOD Escorted to SN by SLT

HOD Detention - 45 mins
 Logged on SIMS. Phone call, text, letter, or email home

Does not attend

Refuses to go to A23 = SLT call-out, escorted to A23. SLT informs HOD & Office

SLT Detention - 1 hour
 HOD request to Office
 Email/letter/text home from PLM. Logged on SIMS

DNA

Misbehaviour in or refusal to go to A23 for SLT = 1 day FTE
 HOY informs parents by phone (as for all FTE)

Booked A23 day via LH. Contact home by HOY. Logged on SIMS

DNA

1 day FTE Contact home by HOY. Logged on SIMS

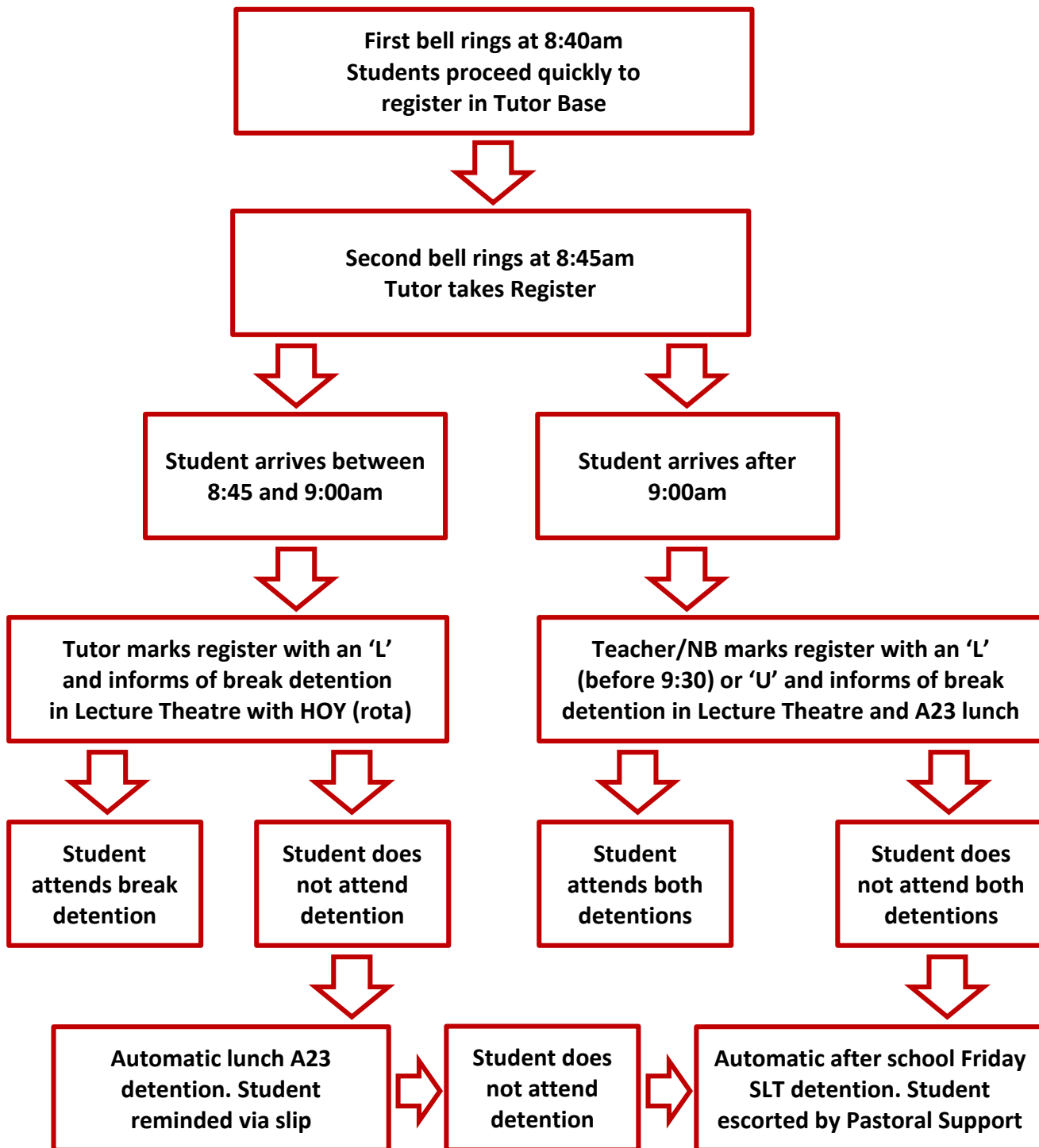
REPEATED CONCERNS

3 x Safety Net (Dept)
 HOD contacts home via letter/ phone call and issues 10 lesson Departmental Report Card
 Use of behaviour checklist
 Liaise with Tutor
 After report period allow student opportunity to make positive choices. If not forthcoming then arrange parental meeting to discuss way forward

6 x Safety Net (Any) = HOY Detention
 9 x SN = SLT Detention
 12 x SN = A23

On Report:
 Less than 80% C = parental meeting + 2 x lessons A23 (booked in via LH)

**Appendix 4
Lates Process Flow Chart**



Letters are sent home re punctuality by HOY/Attendance Officer at 3, 6, 9 and 12 lates
 9 lates would still incur an SLT detention
 12 lates would still incur a day in A23 Internal Exclusion
 Persistent U lates (after registers closed) would result in the issue of a WPN

Attendance Officer to provide register for break and lunch detentions daily to location
 Students are allowed 5 minutes comfort break/refreshment and must arrive no later than 10:45am

Appendix 5
The King Alfred School Staged Exclusion Process

STAGE 1	Fixed Period Exclusion (1-3 Days)	
	Student given opportunity to write their own statement	
	Parent/Carer informed by telephone with follow up exclusion letter	
	Report card issued if appropriate	
	Mediation or Restorative Justice if appropriate	
	Re-integration meeting with student (HoY)	
STAGE 2	2 or 3 Fixed Period Exclusions and/or 5 days or more	
	Pastoral Support Plan meeting undertaken (HoY)	
	Explore class/set change to reduce incidents	
	Re-integration meeting (Deputy Headteacher / Head)	
	SENCO informed for consultation meeting referral if appropriate	
	SEN (SMEH) assessment to be completed & Pupil Passport issued	
	Mediation or Restorative Justice if appropriate	
	Request for Involvement to appropriate external agencies	
	Key worker/mentor allocated	
STAGE 3	5 Fixed Period Exclusions and/or 15 days or more	
	Request for Involvement to Team 4 completed	
	CAMHS referral (if appropriate)	
	Managed Transfer discussed	
	Disciplinary panel convened (15 days or more for one off incident)	
STAGE 4	8 Fixed Period Exclusions and/or 25 days or more	
	Early Help Assessment undertaken	
	Managed Transfer undertaken	
	KS4 external Full Time provision (Early College Transfer)	
	Referral to PEVP for PRU placement (Dual placement)	
	LA alternative specialist provision	
STAGE 5	Permanent Exclusion	
	Persistent serious breaches of the school's Behaviour Policy and/or serious harm to others education or welfare in school, or An exceptional 'one off' offence i.e. serious actual or threatened violence, supplying illegal drugs or use of /threat to use an offensive weapon	

Appendix 6 What Happens If...?

Student Action	Response/s
Behaviour preventing learning and teaching taking place, e.g. <ul style="list-style-type: none"> • talking over teacher or peers • calling out • annoying others • lack of equipment/book/planner • not following instructions • late to lesson • lack of homework • chewing gum or eating • uniform not correct • out of seat 	1 st and final verbal/written warning With reminder that a consequence will follow Move student in seating plan 2mins reflection outside class (this will trigger a C2 Teacher detention) 2 nd warning - remove student to the departmental 'safety net' + teacher detention/SLT call out
Persistent disruptive behaviour over a number of lessons	Tutor report card – tutor/parent to monitor Internal withdrawal – HoY Parents/carers contacted Follow C1-C7 graduated response
Verbal abuse intended to offend (staff)	Internal withdrawal to remove room Fixed term exclusion
Swearing	Verbal reprimand/lunchtime detention Parents/carers contacted
Late to registration Late to lesson Repeated lateness (9) (12)	Same day break detention Class teacher (Break time/Lunchtime) SLT detention Remove room
Off site without permission Truancy 1 lesson Truancy session/day	Pastoral lunchtime detention Pastoral after-school detention SLT detention and Attendance report card (HoY)
Choosing not to attend class/ tutor detention Choosing not to attend HOY/HOD detention Choosing not to attend SLT detention	Department/Pastoral leader detention (30-45 mins) – Home contacted SLT detention (60 mins) – Home contacted 1 day internal withdrawal SLT to contact home
Failing to complete homework Failing to meet re-arranged date Failure to complete	Verbal warning new date in homework diary Class teacher detention issued Class teacher to contact home
Coursework deadline not met Missing revised coursework deadline	Warning issued and contact home with revised deadline Students detained to complete coursework – home informed
Not wearing correct uniform Non-school uniform items Repeat offending (3) Serious uniform infringement	Tutor contact home to inform about the issue - Blue card issued Confiscated –collected at end of day from school office – letters 1&2 Pastoral detention – parental collection of confiscated items- letter 3 Withdrawn from lessons, follow C1-C7 graduated response

Inappropriate jewellery		Student requested to remove item/s Confiscate items. Collect at 3.10pm from school office – letter 1 Persistent infringements – letter 2 Confiscate for parental collection – letter 3
Mobile phones/ MP3s (etc)		Verbal warning with reminder about usage and confiscate – collect at 3.10pm from office – letter 1 Persistent infringements – letter 2 Confiscate for parental collection – letter 3
IT network/ICT misuse		Verbal warning and/or note in homework diary Remove privileges – contact home (see ICT Policy)
Eating/chewing in lessons		Students asked to remove gum/sweets and place in bin Persistent chewing issue a teacher detention (Warning 1)
Bullying another student: Causing distress Major incident Serious or repeated incidents Homophobia/Racism		Mediation through tutor/classroom teacher Internal/Fixed term exclusion – RJ process Home contacted Fixed term exclusion (RJ)/Managed transfer/possible PEX Internal withdrawal/Fixed term exclusion (RJ) – SLT. Home contacted
Smoking/in the company of smokers Persistent smoking		Remove Room – home contacted, with offer of support Fixed term exclusion
Poor behaviour at social times: Minor incident Serious or persistent incident/s		Pastoral lunchtime detention – home contacted SLT detention/Internal withdrawal/Fixed term exclusion
Damage to school property – Minor Serious		SLT after school detention Home contacted Internal withdrawal/Fixed term exclusion (possible Permanent exclusion)
Possession of alcohol/banned substance, under the influence of		SLT detention/Internal withdrawal/Fixed term exclusion Confiscate substance. Police informed (if necessary) Home contacted
Dealing or intending to deal in illegal drugs		Police informed Permanent exclusion
Offensive weapons/imitation offensive weapons: Possession of Use/threat to use		Possession of: Fixed term exclusion/possible Permanent exclusion Items confiscated and passed to police Use of/threat to use: Permanent exclusion
Theft		Return or replace items taken – Home contacted Fixed term exclusion – possible police involvement
Inappropriate behaviour while on school trip or while representing the school		Removal of privilege – home contacted SLT detention/Internal withdrawal/Fixed term exclusion
Poor behaviour on school bus/taxi Minor Persistent/Serious		Warning letter to parents/carers Pastoral detention Fixed term exclusion
Incitement to racism, religious hatred		Fixed term exclusion – possible police involvement
Violence towards staff or students Beyond the care and control of the school Verbal or physical threats of violence		Fixed term exclusion – possible police involvement Permanent exclusion