

BEHAVIOUR POLICY

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Contents

1	Introduction	2
2	Behaviour Management System Overview	3
3	C6 Sanctions	5
4	Fixed Term Exclusions (FTE)	5
5	Permanent Exclusion (PX)	6
6	Partial Timetable	7
7	Provision of Education for Students Excluded for a Period Exceeding 5 days	7
8	Screening, Searching and Confiscation	7
9	CCTV	8
10	Use of Reasonable Force	8
11	Discipline beyond the School gate	8
12	Behaviour Committee of the Governing Body	9
13	Police	10
14	Safer Schools Partnership (SSP)	10
15	Consequence System Stages 1-6	13
	Appendix A - Points Tariff	17
	Appendix B - Examples of Intervention	20
	Appendix C - Detention Letter	21
	Appendix D - Consequence Reflection Form	22
	Appendix E - Home/School Contract	24
	Appendix F - Consequences of Behaviour – Code of Conduct	25
	Appendix G - Consequences of Behaviour in the Classroom – Teacher expectations	26
	Appendix H - Staff Procedures	27
	Appendix I - Student Learning Handbook Consequences	29

I Introduction

We believe that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

This Behaviour Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise: this is closely linked to the school rewards and assessment systems. Even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with the school rules and re-engage with learning. Students will also be encouraged to take responsibility for their actions and never to run away from their consequences. In some circumstances, the Headteacher, senior staff and Governors will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the school, or its community: this may result in isolation, seclusion or exclusion. Parents and carers who choose Park Community School give their agreement to this policy in its entirety by making the choice to educate their children at this school.

Whenever possible the school has an open door policy regarding parent and staff meetings. However, there will be occasions when the appropriate member of staff is not available. Parents/Carers are asked to be understanding in this situation and make an appointment when the appropriate member of staff is free. At times the appropriate member of staff will not be the person the parent/carer has asked to see. Parents/carers should ensure they model respect and courtesy towards school staff at all times. The school is best placed to decide who is the member of staff best placed to address any concern.

The school will also determine the adults who work with each student. Parents/carers may not stipulate staff whom students will have/not have contact with. It is not possible in a school environment to separate students and staff in this way. Should such a request be made this could signify an exhaustion of the strategies available to support the student at Park Community School.

Park Community School has a firm commitment to putting the needs of students first including helping our young people learn to make good choices. Policies and practice promote an environment conducive to learning, ensuring achievement for all, irrespective of their differing needs. Students are asked to:

- Attend school every day of the school year. 100% attendance is desirable; more than 95% attendance is expected; attendance below 95% may lead to school action including fines.
- Arrive in the school and at lessons punctually and be prepared to learn. Any student who arrives late to school or lessons may be required to undertake after school detention.
- Bring appropriate equipment such as: Learning Handbook, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the day.
- Wear the uniform correctly; students who are not in full school uniform may be sent home to change or kept out of their normal lessons.
- Be polite, courteous and respectful to everyone on the school site and to comply with reasonable requests or instructions made by staff on the first time of asking. When this does not happen, school sanctions such as detention and isolation will be used.
- Have regard for their own safety and that of others.

- Work to the best of their ability and follow the school's expectations for behaviour as indicated in this policy and other school documents.

The school provides a secure and safe environment for students who are expected to remain on site throughout the school day and leave promptly at the end of the day unless engaged in enrichment activities such as study clubs. Students who leave the school site without permission from school staff put themselves at risk. The school will work with parents/carers to support children who leave the site without permission. However, if a child leaves the site without permission the school may treat this as an act of defiance.

Students should not bring phones into school. Any contact with parents/carers during the school day should be via the school reception or other staff. Students may not make direct contact with parents/carers and then leave the school site as if permission had been granted by the school. For safety reasons school staff must approve any child who leaves the site. Students who leave the site without permission from the appropriate member of staff will have acted in defiance of school rules. Learning to accept the consequences of actions and not running away from these is an important part of growing up.

Please note that this Behaviour Policy makes reference to and draws on the following Department for Education documents:

- 1 Exclusion from maintained schools, Academies and pupil referral units in England 2012;
- 2 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- 3 Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
- 4 DfE and ACPO Drug Advice for Schools;
- 5 Use of Reasonable Force;
- 6 Behaviour and Discipline in Schools;
- 7 Screening, Searching and Confiscation;
- 8 Ensuring Good Behaviour in Schools; and
- 9 DfE Dealing with allegations of abuse against teachers and other staff.

All documents should be read in conjunction with this policy. Park Community School reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

2 Behaviour Management System Overview

Our system to manage behaviour is focused on the 'Consequences of Behaviour' and is designed to give students choices. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour wrecks lessons and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons. Parents'/carers' support for school sanctions is important and expected. The school will investigate incidents as staff think necessary. The principle of 'balance of probabilities' will be applied when deciding about what happened in situations which are not immediately obvious or clear. The decision of school senior staff is final.

'Consequences' works in conjunction with a progressive system of structured intervention designed to address underlying causes of poor behaviour and disengagement wherever possible. This is a preventative mechanism which enables us to target intervention for those students who have been identified as losing too many days of learning or are at risk of being permanently excluded. It sets in motion a systematic programme of intervention for students accruing detentions, C4s, C5s and C6s and other sanctions (see Consequences System stages 1-6 pp. 13-

BEHAVIOUR POLICY

16) for a failure to follow the school's expectations for student behaviour. Each incident of poor behaviour and the school's response has a points value (see Appendix A). There are 3 levels of intervention for further support. These are identified through the accumulation of points. A student will move from one level to the next increasing the intensity of the monitoring and intervention as points increase.

The inclusion points are tracked by the Heads of Year and Assistant Headteachers with support from Behaviour Support & Guidance Managers (BSGs) and are monitored closely by the Pastoral Team. Any resulting impact of the intervention is also recorded on the tracking system giving a personalised profile of an individual student.

Senior staff will become involved in the intervention with students who are accruing points by receiving several C5s or C6s. Various strategies will be used depending on who the student is and what their needs are (see Appendix B). A home/school contract will also be introduced when the threshold has been reached.

The Deputy Headteacher – Pastoral has an overview of the progress of these students with regular feedback from Heads of Year, Inclusion and SEND staff at the weekly referral meetings. It is also their responsibility to keep the senior leadership team informed of the progress of students on the tracking system.

The length of sanctions will reflect the continuing failure of a student to adhere to the school's rules as well as the seriousness of a particular incident. The school retains the right to vary the length of any period of isolation, seclusion or exclusion at any time as it sees fit. However, no student will receive greater than 45 days in any one academic year without being considered for permanent exclusion for persistent disruption and defiance. Days of isolation and seclusion given as punishment will be counted, not the days completed by the student. For example, a child who refuses a day or walks out part way through an isolation day (C5) may be given 2 days as a further punishment. In this case, the total counting days will be 3 days assuming the 2 days are completed satisfactorily and no further sanction is required on this occasion. Please note that the Headteacher also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days.

Note: it is likely that a student who is failing to adhere to school rules will have both C5 and C6 sanctions. Senior staff should consider the number of incidents that a student has received in order to determine the length of sanction. It may be that a half day will be used if an isolation or seclusion begins part way through a day e.g. after lunch.

In order to maintain good order and authority in the school, a student who fails a C5 or C6 during the day, be it morning or afternoon, may be sent off site as soon as possible. This will only happen once the parents'/carers' permission has been recorded within the school system along with the time that the student left the site. The student will then be expected to return later in the day to complete that day's time in school. Or, a student may be excluded from school for a period of time a Fixed Term Exclusion (FTE)

Note: a student may receive a Fixed Term Exclusion (FTE) for 0.5 days or longer. For example, after the morning registration but before the PM registration and be excluded for the afternoon (PM) and the following morning (AM) – the two half days totalling one full day exclusion.

After 45 days of isolation, seclusion or exclusion in any one academic year, the governing body recognise that the school is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, the school recognises that the individual concerned will have lost so many days of learning it would

be unlikely that the school could offer any other reasonable support. At this point the Headteacher would be likely to look at a permanent exclusion.

The Headteacher retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

For further information, please see Consequences System documentation later in this document.

3 C6 Sanctions

A C6 sanction may be a C6 Seclusion or C6 Fixed Term Exclusion (FTE).

If a student fails a C5 Isolation or C6 Seclusion then they may be sent home to return later to complete their day or be excluded (C6 FTE) for either 0.5 days or longer depending on the time of the day that the exclusion takes place and the behaviour which led to the sanction.

It is important that a student is not allowed to persistently disrupt and defy the school for a longer period of time than we would reasonably tolerate, having exhausted our intervention strategies. Therefore, the Headteacher and his Deputies retain full discretion to permanently exclude a student, even if they have not reached 45 days' isolation, seclusion or exclusion in one academic year for persistent disruption and defiance.

4 Fixed Term Exclusions (FTE)

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

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

At Park we seek to ensure we do all we can to avoid exclusion from school. Decisions to exclude are serious and taken as a last resort where other sanctions have been used and failed to modify behaviour or rejected by the students and/or parents/carers or where the breach of the school rules is serious. The following are examples:

- Failure to comply with a reasonable request from a senior member of staff. Failure to wear school uniform for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules, including leaving the school site without permission from school staff.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System' see section 2 above
- Wilful damage to property.
- Bullying including homophobic, xenophobic or racist bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the school
- Persistent defiance or disruption.
- Other serious breaches of school rules.

5 Permanent Exclusion (PX)

'A decision to exclude a pupil permanently should only be taken:

- in response to serious 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 pupils or others in the school'.

(DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2012)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- a. serious actual or threatened physical assault against another student or a member of staff
- b. sexual abuse or assault
- c. supplying an illegal drug
- d. possession of an illegal drug with intent to supply
- e. carrying an offensive weapon
- f. making a malicious serious false allegation against a member of staff
- g. potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

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.

The Headteacher may also permanently exclude a student for:

- a. persistent disruption and defiance including bullying (which would include racist, xenophobic or homophobic bullying)
- b. an offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community

The school has determined that, in addition to legislative guidance, offensive weapons including any knife irrespective of length, should not be brought into the school. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or Governors to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, the Governors also consider the following to be serious incidents that may result in the permanent exclusion of a student:

- a. Deliberate activation of the fire alarm without good reason.
- b. Serious or repeated misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- c. Repeated verbal abuse of staff.
- d. Persistent disruption and defiance that may or may not be directly linked to the Consequences system, including refusal to accept the sanctions used by the school, for example detentions and isolation.
- e. Refusal to stay on the school site.

The school can only exercise its duty of care to students who follow school expectations.

6 Partial Timetable

As an alternative to isolation, seclusion or exclusion senior staff may make use of a partial timetable to support a student. This would normally be with the agreement of a parent or carer.

7 Provision of Education for Students Excluded for a Period Exceeding 5 days

The school recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that fixed term exclusions would not exceed 5 days fixed term. Should this be the case appropriate provision will be put in place, normally through the use of facilities at another school.

8 Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for headteachers, staff and governing bodies'.

In addition to the practice identified in the DfE guidance, the school also ban the following items and as a result are able to search students for them: any item brought into the school with the intention of the item being sold or passed on to other students which, in the senior staff's opinion will cause disruption to the school or be detrimental to school practice.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Staff should hand the confiscated item to the relevant member of support staff e.g. PSG, BSG, reception, as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal, i.e. drugs, must be brought to the attention of a senior member of staff immediately. Senior staff will make the decision about contact with the police.
- Items confiscated by the school can be collected by parent/carers except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters. Students cannot collect any item themselves until the end of the agreed period which may be longer than if collected by a parent/carers.
- The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The senior staff will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the school for a period of one year. If, at the end of the year, the item has not been reclaimed then the school reserves the right to destroy the item.
- Where alcohol has been confiscated the school will retain or dispose of it. This means that the school can dispose of alcohol as they think appropriate (or return it to a parent/carers but this should not include returning it to the student).
- Where the school finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.

- Where the school finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable, but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the school can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence, i.e. it is extreme or child pornography, in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the school carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the school carries out its own investigation.

9 CCTV

The school may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

10 Use of Reasonable Force

Please refer to the DfE guidance 'Use of reasonable force. Advice for headteachers, staff and governing bodies'.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a school organised visit.

11 Discipline beyond the School gate

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a student to the police as soon as possible. When appropriate incidents will be referred to the police rather than investigated in school.

If a member of the public, school staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a school member of staff, a member of the senior staff must be informed. In the vast majority of cases they will then involve the school's

Police Liaison Officer, who will follow agreed police and school procedures (see Section 13 Police and 14 Safer Schools Partnership). In addition, if the senior staff consider that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the school's Child Protection policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site (see Section 15 Consequences System).

Where bad behaviour occurs when a student is travelling to and from the school, the school reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full Consequences System will apply.

Students are encouraged to wear their school uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the reputation of the school.

For example, students should not smoke on their journey to and from the school. If they are found smoking (including e-cigarettes) while wearing school uniform the Consequences System will be used.

12 Behaviour Committee of the Governing Body

DfE Guidance

Under DfE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England', a meeting of the governing body's Behaviour Committee must be convened by the governing body when:

- a student has received over 15 days' exclusion in one term;
- recommendation of permanent exclusion is made by the Headteacher for a one-off incident, or through the Consequences System.

The Behaviour Committee will comprise of 3 members of the governing body who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

The Behaviour Committee can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.

The meeting must be convened between the 6th and 15th school day after the date of receipt of notice to consider the exclusion.

The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least 5 days in advance of the meeting.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

The Headteacher, a member of the Senior Leadership Team and/or the student's Head of Year may also be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority. The parent/carer has 15 school days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

If a student is at risk of permanent exclusion, an Internal Behaviour Committee meeting may be convened. The panel may consist of governing body Behaviour Committee members, or members of staff. If convened, the panel will consider if any further interventions or support can be offered.

Independent Appeal Panel

The governing body will have in place an Independent Appeal Panel and a parent/carers' right to appeal to this panel will be outlined in the letter following a permanent exclusion being upheld by the governing body.

The legal timeframe for an application to appeal to the Independent Appeal Panel is set out in the DfE guidance.

13 Police

The school will involve the Police where criminal activity has taken place or is suspected of having taken place. In addition, the school will inform the Police of any intelligence which may support the Police in preventing or tackling criminal activity.

A student and his or her family have the right to contact the Police if they feel that a criminal offence has been committed.

14 Safer Schools Partnership (SSP)

The school employs, so long as possible, a Safer Schools Partnership (Police) Officer (SSPO) to work at the school part time.

A SSP is a formal agreement between the school and police to work together in order to keep young people safe, reduce crime and fear of crime and improve behaviour in schools and their communities. All SSPOs aim to ensure:

- the safety of students, staff and the school site and surrounding areas
- help for students to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do
- focussed enforcement to demonstrate that those who do offend cannot do so without facing the consequences of their actions
- early identification, support and where necessary challenge of students involved in or at risk of offending
- improved standards of student behaviour and attendance, and less need for isolation, seclusion and exclusions

- more positive relations between students and the police and between students and the wider community
- effective approaches to issues beyond the school site that negatively impact on student safety and behaviour.

Students will:

- feel safer, knowing that a police officer is on hand to help resolve conflicts and respond to harmful behaviour
- learn more effectively as they grow more confident that they can attend school in safety
- find out how to avoid being drawn into crime and anti-social or extremist behaviour and learn more about what the police do in the community
- receive support if they have been victims of crime and learn new skills to avoid being victims and be safer on journeys to and from the school
- benefit from a positive role model through contact with the SSPO.

The school will:

- see improved student behaviour and attendance, and potentially fewer periods of isolation, seclusion and exclusion and better academic achievement
- be helped to identify, challenge and support students most at risk of causing harm and offending through benefiting from the professional expertise a police officer can bring
- receive support to identify and help students most susceptible to the messages of violent extremism and/or gang culture, if these are particular issues in the area
- benefit from the specialist support the police can offer if required, for example in dealing with screening students for weapons, searching students for certain items, dealing with intruders to the school, including any violent or abusive adults, and dealing with incidents where physical force is needed to control or restrain a student
- experience a calmer school environment which is more conducive to learning and achieving and where all members of the school community will feel safer
- integrate better within multi-agency teams, helping to support more effective interventions with students and families
- build better relations with the local community.

The police will:

- see reductions in youth crime and anti-social behaviour, through identifying and dealing with issues at an early stage in the school
- see improved public confidence in local policing as a result of the relationships built through SSPOs
- achieve improved efficiency and better use of police time in terms of prevention and early intervention
- be able to better support and monitor prolific and other priority young offenders through working with the school and multi-agency teams
- be able to identify and support children and young people who feel threatened by crime and antisocial behaviour
- have the opportunity to talk to young people about local crime issues – including if there are problems around gang culture or group offending, weapon carrying or risks from violent extremism
- build better relationships with young people and their parents/carers, which will have significant benefits in the wider community.

Parents/carers will:

- be more confident about their children's safety in a SSP school and on journeys to and from the school

BEHAVIOUR POLICY

- be reassured that any particular tensions in the local community such as racism, gang culture or weapons issues will not be allowed to intrude on the school
- if their child is at risk of involvement in anti-social behaviour or crime, know that the police presence in school will help deal with this in an appropriate way
- be reassured that staff have the support of police in ensuring good student behaviour and attendance, and in tackling bullying
- know that their child is being encouraged to trust the police and to take a responsible attitude towards issues around crime.

Outside agencies and others will:

- benefit from the impact that SSPOs can have on helping them reach a number of local and national targets, including measures on public perceptions of safety
- benefit from effective exchange of information. The school and children's services working more closely with the police leads to more effective safeguarding arrangements
- receive support for effective multi-agency working, including early intervention and prevention strategies with students and families and (as appropriate) local Prevent and Deter arrangements.

A SSPO is a positive way for the school to demonstrate their commitment to promoting a safe climate of learning and to preventing crime. One of the key aims of the SSP programme is to build more positive relationships between students and police. Giving students a chance to meet police officers in the school, away from some of the influences of the street, can help to foster these relationships. This can then have benefits for the police when encountering them in the wider local community.

SSPOs can help local communities meet their objectives measured by the National Indicator set (NI). Key indicators for which SSPs can make a positive impact include:

- NI 17 – perceptions of anti-social behaviour
- NI22 – perceptions of parents/carers taking responsibility for the behaviour of their own children in the community
- NI69 – students who have experienced bullying
- NI 86 – The school judged as having good or outstanding standards of behaviour
- NI 87 – Academy persistent absence rate
- NI 111 – first-time entrants to the youth justice system aged 10-17
- NI 114 – rate of permanent exclusions from the Academy
- NI 115 - substance misuse by students
- NI 72-78 and 93-101 - Attainment indicators.

The Headteacher and staff retain their responsibility for school discipline and behaviour, though look to their SSPO for support and advice as necessary. The SSPO remains an operational police officer and will make his or her own decisions on when and how to intervene where the law is threatened.

Further information on the role of Safer Schools Partnerships can be found in the Safer Schools Partnership Guidance document available on the internet:

https://www.education.gov.uk/publications/eOrderingDownload/Safer_Schools_Guidance.pdf

15 Consequence System Stages 1-6

Consequences in the classroom/lesson

Consequences/Behaviour	Behaviour Management Dialogue/Strategies
<p>Warning – Rule Reminder</p> <p>A warning can be given to an individual and also a group/class. Blanket warnings can be given for things such as:</p> <ul style="list-style-type: none"> • General ‘carrying-on’ • Shouting out <p>Where the behaviour is particular to one student a blanket warning should not be given, for example:</p> <ul style="list-style-type: none"> • Poor levels of work • Talking to another student across the room • Distracting others • Chewing • Swinging on furniture 	<p>“Chris you are talking, what is the rule about talking? If you choose to keep talking that is a C1”</p> <p>State what is happening and give rule reminders.</p> <p>Try to identify behaviour that is proactive/positive.</p> <p>You do not have to write the student’s name on the board at this point.</p>
<p>C1- First negative consequence</p> <p>The student’s name must be written on the board at this point.</p>	<p>“Chris you have continued to talk across the classroom” “Chris you are now on a C1”</p> <p>Mark the moment of poor behaviour on the Consequences Board, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.</p> <ul style="list-style-type: none"> • Consider moving seats – if this is possible
<p>C2 – Second negative consequence</p>	<p>“Chris you have again continued to talk you have now moved to a C2”</p> <p>Once you have given the verbal comment, try speaking privately to the student. Getting down to the student’s eye level and being more personal, can help reduce whole class communication. This will keep the class calm. Additional signals or nonverbal refocusing is useful.</p> <ul style="list-style-type: none"> • Offer different activities • Ask them to take a minute to think about their behaviour.
<p>C3 – Final Warning Third negative consequence</p>	<p>“Chris you are on the verge of leaving the lesson because you are not behaving reasonably.”</p> <p>Remind the student that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour:</p>

BEHAVIOUR POLICY

	<ul style="list-style-type: none"> • Set time markers for completing work, “You are here now and when I come back you should be here”. Mark with the time. <p>If not already done consider:</p> <ul style="list-style-type: none"> • Moving seats – if this is possible • Offer different activities • Ask them to take a minute to think about their behaviour. <p>It would normally be appropriate at this point for the class teacher to set a 10 minute recall. If a student does not attend this should be followed up by the class teacher, normally with a detention.</p>
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Consequences beyond the classroom/lesson - sanctions

<p>C4 - Relocation Fourth negative consequence</p> <p>or</p> <p>immediate C4 for Health & Safety</p>	<p>“Chris you have now moved to a C4 because ... which means you can no longer stay in the room.” “You need to go to the relocation room this is ...”</p> <p>At this point the student must leave the room to the department relocation classroom. The student needs to leave with the Consequences Form filled in. If they become argumentative then defer and ask for them to discuss this when they return.</p> <p>When they return discuss with them their behaviour and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate.</p> <p>It would normally be appropriate at this point for the class teacher to set a detention for up to 1 hour. If a student does not attend a detention because they are ill the student must rearrange the detention when they return.</p>
<p>C5 - Isolation Fifth negative consequence or immediate C5 for: Health and Safety</p> <p>Examples: Walking away from a member of staff Refusing to hand over items which are not allowed in the school Swearing directly at a member of staff</p>	<p>Fifth misbehaviour (maybe first in relocation classroom) means that the student is sent or taken to the Consequences Base for the rest of the lesson. (If this is a double lesson then student stays there for the next lesson too – if there is a break in between i.e. P2 to P3, the student should return to the base for P3.</p> <p>Section A of the Consequences Form needs to be completed, with the time etc.</p> <p>Normally the student needs to return to the initial classroom towards the end of the lesson in the Consequences Base</p> <p>Behaviour staff will arrange a full day in the Consequences Room and a one hour detention when a C5 has been issued. This will be as soon as possible after the C5</p>

BEHAVIOUR POLICY

	incident but dependent on space being available in the Consequences Room.
C5 - Isolation The Consequences Base	This is a room next to or near a senior member of staff usually away from other students. It will usually be followed up with a day in the Consequences Room and a one hour detention before or after school

Guidance for following a reasonable request – refusal to follow a reasonable request means that students are persistently not complying with a reasonable request. It does not mean that students are immediately given a C4, but they are asked 4 times to comply:

“Chris, can you please ...”

“Chris, I have asked you to ... can you please do so.”

“Chris, are you refusing to follow a reasonable request to ...”

“Chris, you have refused to follow a reasonable request, this has resulted in a C4.”

Failure to follow a reasonable request may mean that a student is behaving in an unsafe manner and so needs to be sent home to return later to complete the day. Only the Headteacher and Deputy Headteachers may approve this sanction. The student may be isolated for the remainder of the day and/or subsequent days.

Consequences to follow-up previous poor behaviour

<p>C4 Detention- for one off incidents</p> <p>Examples: Refusing a reasonable request Using a mobile phone, or smart technology Out of bounds Inappropriate behaviour in the restaurant Repeatedly late to the lesson Failure to bring correct equipment – (PE, Dance etc) Eating in a lesson Using ICT inappropriately – games etc</p>	<p>Detention for up to one hour. This is given for a student in a lesson or out of lesson and should lead to a detention set by the relevant member of staff, e.g. the class teacher in a lesson</p>
<p>C5 - Isolation Consequences Room (school day isolation to which up to one hour detention may be added at start or end of day)</p>	<p>A C5 is given when a student has worked their way through Consequences Stages 1-4 and if there is a situation that warrants isolation for a day or more. Isolation is through the SLT and BSGs.</p> <p>A C5 may also be given when a student behaves in a wholly inappropriate fashion. This needs to be logged in a much detail as possible.</p> <p>For both C5 routes, if teachers set work, this can either be e-mailed or given to the BSG. It is important that work set is collected.</p>
<p>C6 Seclusion (long day in isolation 7.30am to 4.15pm)</p>	<p>A seclusion is given when a student behaves in a wholly inappropriate fashion. This needs to be logged in a much detail as possible. For C6 if teachers should set work, this can either be e-mailed or given to the BSG. It is important that work set is collected.</p>

BEHAVIOUR POLICY

C6 Exclusion (excluded from school for a set period of time)	A fixed term exclusion (FTE) is given when a student behaves in a wholly inappropriate fashion. This needs to be logged in as much detail as possible. Formal paperwork is required by the local authority to explain the reasons for a FTE
Re-integration and other intervention meetings	Reintegration meetings are held between a member of SLT and/or the Head of Year, the student and the parent/carer when a student returns from an extended period of seclusion or exclusion or reaches a set number of points on the tracker. At this meeting the student's behaviour will be discussed and an Individual Behaviour Support Plan (IBP) may be created and/or report card issued. Targets from the plan will be shared with staff and included on the student report. Staff will be requested to complete the 'round robin' circulars to assist with further IBPs and interventions if poor behaviour continues.

When do I call for further assistance? If there is a serious incident, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff should be contacted through 'On Call'.

Double lessons – if lessons are joined together then the consequence lasts the length of the session. If it is broken by break or lunch, then the consequence would normally continue.

During mentoring is a prime opportunity to help students reflect on their behaviour. SIMS register screens help you see the events both positive and negative given to students in your charge. These need to be reviewed weekly. If you have any concerns with low level disruption mentors can place students on report with targets. If you are using this intervention Heads of Year need to be made aware and there needs to be a discussion with parents/carers.

Smoking off site/general behaviour off site – If students are in uniform and on their way to and from the school, consequences can be issued and students should be tackled. If you see them smoking please report this to SLT/BSG.

Park Community School

BEHAVIOUR POLICY

Appendix A - Points Tariff

Consequence Stage	Sanction	Intervention Points	Entered on SIMS by
C4	Teacher Detention (e.g. lack of work, no homework)	1	Class Teacher
C4	Relocated	2	Class Teacher
C4	Relocated + Detention	3	Class Teacher
C5	On Call to Consequence Base	5	BSG
C5	Isolation (stand-alone incident - see list)	5	BSG
C6	Seclusion/Exclusion up to 5 days	10	BSG
C6	Seclusion/Exclusion up to 10 days	15	BSG
C6	Seclusion/Exclusion up to 20 days	20	BSG
C4	Breaktime report - 1 day	1	BSG
C4	Breaktime report - 2 days	2	BSG
C4	Breaktime report - 3 days	3	BSG
C4	Breaktime report - 4 days or more	4	BSG
C4	Detention - other incidences	1	Teacher or BSG
C4	Detention - truancy part-lesson, e.g. late arrival	1	Class Teacher
C4	Detention - smoking (or by association) 1st time	1	BSG
C5	Truancy - whole lesson	2	BSG
C5	Truancy – leaving the school site without permission from school staff	5	BSG
C4	Incorrect uniform (no note) 1st time	1	PSG
C5	Incorrect uniform 2nd time	2	PSG
C5	Incorrect uniform 3rd time	3	PSG
C5	Incorrect uniform - persistent	4	PSG

Intervention Level	Staff Involved	Intervention Points Threshold	Report
1	Parent review meeting with HOY/Lead BSG leading to report and/or further support and/or sanction	15	Green
2	Parent review meeting with AHT leading to report and/or further support and/or sanction	30	Amber
3	Parent review meeting with DHT leading to report and/or further support and/or sanction	45	Red
	Failure to complete report to expected standard	5	

PLEASE NOTE: this list is not exhaustive, it is a guide. The school reserves the right to treat incidences as it sees appropriate. Reports will normally be for 5 days.

BEHAVIOUR POLICY

Isolation and Seclusions

Consequence Stage 5 - Isolation
Follow up to Consequence Base from an On Call
Low level bullying, e.g. name calling (other sanction: Restorative Practice, detention)
Swearing/cursing in front of staff when given a reasonable request (other sanction: Restorative Practice, detention)
Failure to accept school sanction (FTASS)
Failure to follow reasonable instructions (FTFRI), e.g. walking away from staff, leaving a room without permission
Smoking - 2nd time or by association
Minor scuffle (other sanction: Restorative Practice, community work, detention)
Failure to complete breaktime report
Racist, Xenophobic or Homophobic comments (other sanctions: Restorative Practice, community work, detention)
Unsafe behaviour (other sanctions: Restorative Practice, community work, detention)

Consequence Stage 6 – Seclusion/Exclusion - up to 5 days
Fighting
Encouraging a fight
Inappropriate use of social media/internet (other sanctions - education, police)
Bullying, e.g. public embarrassment of another student
Persistent failure to accept school sanctions (FTASS)
Persistent failure to follow reasonable instructions (FTFRI)
Verbal abuse to staff
Failure to satisfactorily complete Isolation
Smoking or by association 3rd time
Tasting alcohol provided by others
Vandalism (other sanctions - cost, community work)

Consequence Stage 6 – Seclusion/Exclusion - up to 10 days
Actions to endanger safety of self or others (other sanctions: education, community work)
Setting off fire extinguisher (other sanctions could be: cost, conversation with police/fire service, Restorative Practice, community work)
Bringing school into disrepute (other sanctions could be: Restorative Practice, community work)
Theft (other sanctions could include: repayment, Restorative Practice, community work, involve police)
High level bullying, e.g. persistent, emotional
Physical exposure (other sanctions could be: involve police, Restorative Practice, educating)
Bring alcohol onto school site

Consequence Stage 6 – Seclusion/Exclusion - up to 20 days
Staff - assault, intimidation, threat, inappropriate images
Setting off of fire alarm (other sanctions could include: involve fire services, police, lesser seclusion depending on circumstances)
Assault on a student (could also be Restorative Practice or lesser seclusion depending on circumstances and nature of assault)

Park Community School

BEHAVIOUR POLICY

Offering/selling illegal substances on school site. Police will be involved as well.
Gang bullying
Cruelty to animals
Bringing offensive weapon onto school site

PLEASE NOTE: this list is not exhaustive, it is a guide. The school reserves the right to treat incidences as it sees appropriate. Alternative and/or additional sanctions could be put in place depending of severity of incident including permanent exclusion. Consequence Stage 5 (C5) Isolation is a school day period of isolation, a 1 hour detention may be added to the start or end of the Isolation. Consequence Stage 6 (C6) Seclusion/Exclusion is a period of time longer than a normal school day.

Park Community School

BEHAVIOUR POLICY

Appendix B - Examples of Intervention

The interventions will also be referred to as relevant at Parent Review meetings

HOY/Lead BSG	Assistant Headteacher	Deputy Headteacher
Generic	Generic	Generic
Report Card - Green	IPA	Managed move
Teaching group change	Discuss at Referral meeting	EIS
Specified seating	Alternative programme	Report card - Red
Time out card	Report Card - Amber	Alternative Programme
IEP/IBP		
Pastoral	Pastoral	Pastoral
Home Liaison	Referral to outside agencies	Attendance Legal Panel
EHH	Triple P	
1:1 Mentoring	Supporting Troubled Families	
Referral to SEND/Behaviour	Alternative provision	
PSG sessions		
Character Building		
Communitas		
Groups		
Solace		
Behaviour	Behaviour	Behaviour
Restorative Practice	Home/School Contract	Home/School Contract
		Meeting with Fire/Police/YOT/Drug Awareness
Letters of apology	Alternative provision	
Referral to Pastoral	Referral to outside agencies	Long term seclusion
1:1 Mentoring	Friendship contracts	
Longer day	Behaviour contracts	
ISOLATION	Referral to SEND	
Failure to follow school sanctions	Group discussions	
	Trip bans	
	Short term seclusion	
SEND	SEND	SEND
IEP	Referral to outside agency - CAMHS, Prospect, CAL, EP	EHCP application
Wave 2 Interventions	Alternative provision	Access provisions
	ELSA	
	1:1 Interventions	
	Key worker	

Appendix C - Detention Letter

C4 Detention Letter to be printed on yellow paper

Today's Date: _____

Dear Parent/Carer

I am writing to inform you that your child has been issued with a C4 Detention for the following reason:

Your child has been given a detention from 2.45pm to 3.45pm.

Name of Student		Detention Date	
Year		Department	
Issued by		Detention Room	

It is the **student's responsibility** to ensure that they attend the detention on the given date. Failure to attend this detention will result in a C5 which means that your child will spend a day in the Consequences Room preceded or followed by a one hour detention. If your child is absent from the school on the day of the detention then on their return, they **MUST** go to the teacher or Head of Department issuing the C4 and re-arrange the detention.

Detentions are not optional. Parents do not have the right to opt children out of a detention. Should a particular day pose a problem, for example, a young sibling needs collecting from school, then the parent should contact the teacher or Head of Department. The teacher/Head of Department may agree to one change in date.

Thank you for your continued support.

Yours faithfully

BEHAVIOUR POLICY

Appendix D - Consequence Reflection Form
C4 and C5 Consequences Reflection Form

Section A - This section to be completed by teacher prior to sending student to Relocation Room

Date of Lesson	Period	Staff Name

C4 Time Left Classroom		Time Arrived at Relocation Room		Time Left Relocation Room		Time Arrived at the Consequences Base	
P1		P1		P1		P1	
P2		P2		P2		P2	
P3		P3		P3		P3	
P4		P4		P4		P4	
P5		P5		P5		P5	

Section B - This section to be completed by student in the Relocation Room or Consequences Base

Name	Year	Mentor
Teacher	Subject	
Class Group	Which room were you in?	

Tick the classroom expectations that the teacher spoke to you about:

- | | |
|---|--------------------------|
| 1. Arrive to lessons on time and with the right equipment | <input type="checkbox"/> |
| 2. Follow instructions first time | <input type="checkbox"/> |
| 3. Listen to the person who should be talking | <input type="checkbox"/> |
| 4. Keep hands, feet and unkind words to yourself | <input type="checkbox"/> |
| 5. Put your hand up if you want attention | <input type="checkbox"/> |

BEHAVIOUR POLICY

Describe exactly what you did to get a C4 or C5	
How do you feel now about your behaviour?	
What SHOULD you have done to avoid the C4/C5	
How can you make up for what you have done with the member of staff and/or other students?	
What do you need to do to behave in the future?	What classroom strategies will help?
	<input type="checkbox"/> New seating plan <input type="checkbox"/> Differentiated activities <input type="checkbox"/> Time limits on tasks <input type="checkbox"/> Challenging activities <input type="checkbox"/> Catch-up <input type="checkbox"/> Departmental report <input type="checkbox"/> Parent/Carer meeting <input type="checkbox"/> Refer to Head of Department <input type="checkbox"/> Refer to Head of Year <input type="checkbox"/> Refer to SENCO
3 facts about yourself	

Section C – Detention (to be completed by teacher / member of staff who set detention)

Date of Detention	Length/ Time	Room
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Section D – Completed by HOD and then the form retained in the department's records

Completed Yes / No	If 'No' what and who is following up
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Appendix E - Home/School Contract

Home School Contract

This home school contract has become necessary to ensure that Park Community School can support (student's full name) to improve his/her behaviour in school. It outlines what the school will do to educate and what the student and his/her parents/carers will do to support the school.

Park Community School will aim to provide:

- A safe and secure learning environment for all
- The highest standards of care and discipline to promote respect for all
- A learning environment, including equipment, resources and facilities to promote confidence and independence in our students as learners
- Teaching and academic guidance and assistance to students throughout their school career
- Regular feedback to students on their progress, reports and academic progress information to parents/carers
- A link to outside agencies when necessary

Park Community School expects:

Students

- To complete all schoolwork and homework to the best of their ability
- To achieve regular and punctual attendance
- To respect all members of the school community
- To follow modern British values
- To take responsibility for their own work and behaviour
- To follow the school rules and codes of conduct; to be mindful of the reputation of the school at all times
- To never use the school name without gaining prior consent/authorisation
- To care for all school equipment, the school buildings and respect the school environment

Parents/Carers

- To support the school and its ethos
- To work in partnership with the staff
- To inform the school promptly of any concerns
- To respond to concerns raised by members of staff
- To ensure regular and punctual attendance of their child/children to school, to avoid taking their child/children out of school during term time
- To support the high standards of discipline, behaviour and security in the school
- To acknowledge the part that good discipline, behaviour and security play in high attainment
- To send their children to school in full uniform and properly equipped to work
- To support the school in upholding modern British values
- To attend all parents' evenings, meetings and Progress Review Days
- To notify the school of any changes in personal details

I agree to support Park Community School's rules and code of conduct and will do my best to meet all of the standards expected of me so that I can learn to the best of my ability.

..... (signed by student)

I/we agree to support Park Community School's staff in their job of education and also the rules and code of conduct of the school in ensuring good order and calm environment for learning.

..... (signed by parent/carer)

Appendix F - Consequences of Behaviour – Code of Conduct

THIS MUST BE COPIED OUT BY ALL STUDENTS AT THE BEGINNING OF A DETENTION, ISOLATION OR SECLUSION

The **Consequences of Behaviour** system is central to the way the school operates. It helps all members of the school community feel secure because we are really clear about what behaviour is unacceptable and what the consequences will be. It makes everyone feel valued because it is a way of making sure students are rewarded for good behaviour.

- **Consequences of Behaviour** allow teachers to teach and all students to learn.
- **Consequences of Behaviour** is a consistent, fair and positive system which is applied in all lessons across all subjects.
- **Consequences of Behaviour** means that positive behaviour is praised. However, everyone is clear about the consequences for negative behaviour.
- Praise is the most important aspect of **Consequences of Behaviour**. Students should try hard to gain praise in all lessons and staff will always aim to award more praises than **consequences**.
- Students will always receive a warning about their behaviour before any **consequences** are issued to them.
- During lessons, students who receive **consequences** will have their names displayed on the **consequences** board.
- Students must change their behaviour in any lesson where a C1 has been issued otherwise a C2 will be given. If students choose not to change their behaviour it will result in a C3, the final warning. By continuing their negative behaviour, the student is given a C4. This means a removal from the lesson to the department's Relocation Room and in many cases a detention.
- Failure to arrive promptly or to behave appropriately in the department Relocation Room will result in a C5 being issued.
- Failure to complete or to behave appropriately in a C4 detention results in a C5 which is a day isolated in the Consequences Room at a later date.
- Failure to report to the **Consequences Room** before the start of the school day on the date given will result in a C6 which is a Seclusion – a longer day in isolation.
- The **Consequences Room** is a place for students to reflect on the serious consequences of their behaviour.
- **REMEMBER – ONCE A CONSEQUENCE HAS BEEN ISSUED IT WILL NOT BE CANCELLED.**
- **Consequences of Behaviour** will be used alongside rewards to monitor and track all students.

Appendix G - Consequences of Behaviour in the Classroom – Teacher expectations

CONSEQUENCES OF BEHAVIOUR IN THE CLASSROOM

In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on **positive aspects of behaviour**.

‘When students behave inappropriately give them what they don’t want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately’.

Setting the scene for positive behaviour is key.

Positive role model – be at the door, smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the ‘big picture’ with students allows them to think outside the box.

Giving Achievements and Praise – apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly.

Start each day with a clean slate – making sure that incidents have been dealt with from prior lessons. (Please clean your consequences boards at the end of the lesson and day).

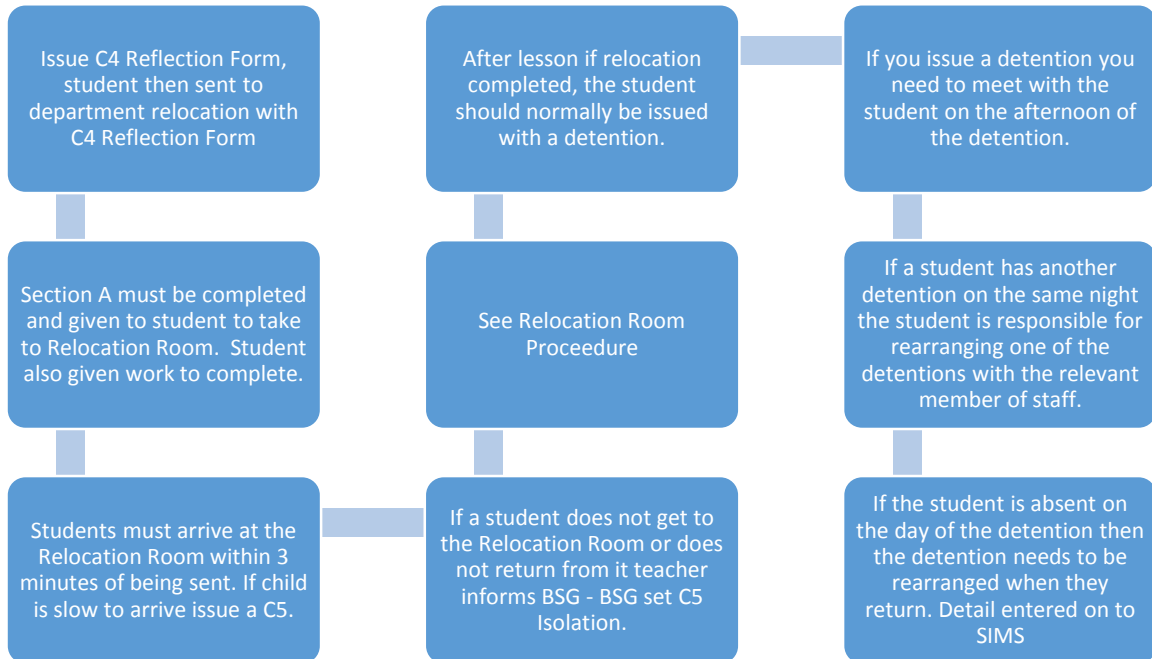
Detentions – Students should be spoken to by the class teacher in the consequences detention set by the teacher when used as a sanction. This conversation should rebuild the relationship and follow the principles of restorative practice.

Be consistent – use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. “Why are you talking?” Rather, “I’ve asked you not to talk, CI”. Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students. The Consequences system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the Consequences System is not used because pace, challenge and positive reinforcement should sustain students and enthuse them.

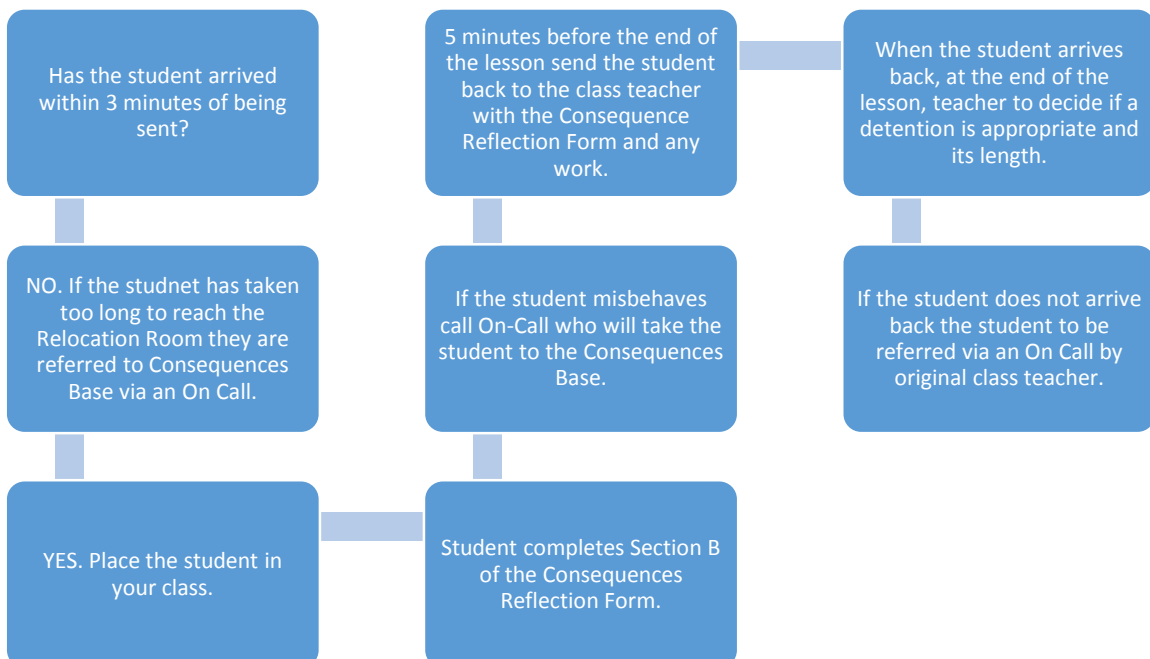
Key questions to ask yourself

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my ‘reasonable requests’ clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?

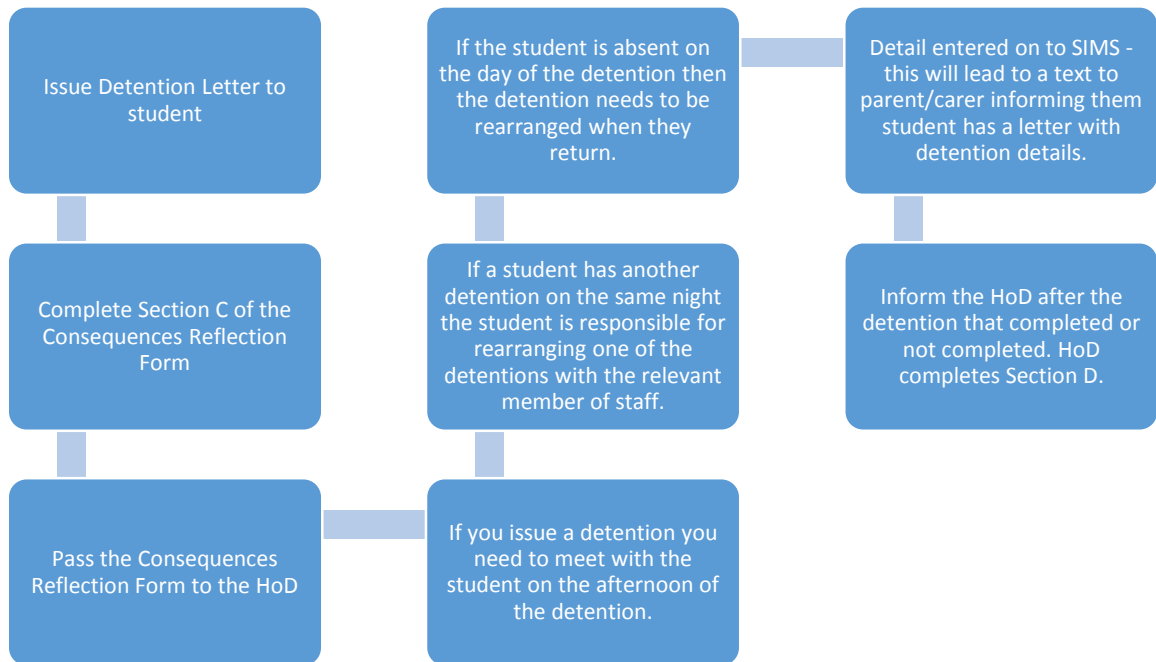
C4 Relocation Procedure



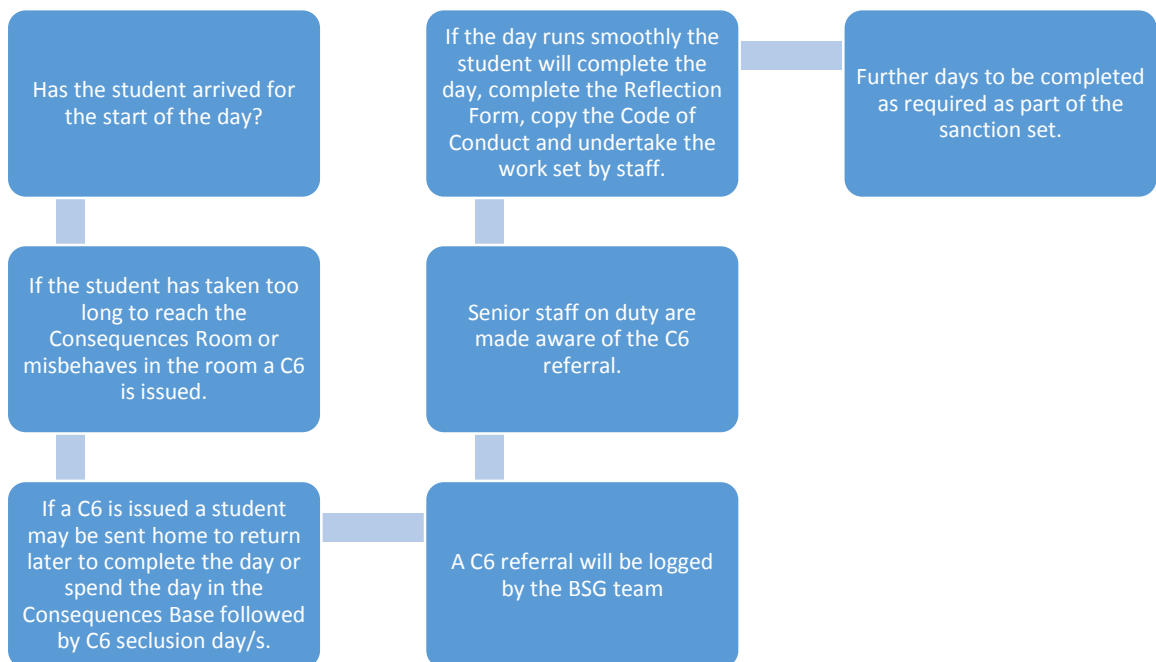
Relocation Room Procedure



Detention Procedure



Consequences Room Procedure



Appendix I - Student Learning Handbook Consequences

Consequences

You are responsible for your own behaviour and must choose to be respectful and focus on your own learning. You must follow reasonable requests from your teachers. You will not be permitted to prevent other students from learning. We will not allow others to prevent you from learning.

Consequences are designed to help you understand if you are getting it wrong and help you to change your behaviour by thinking about the choices you have.

Every decision you make,
no matter how small,
is a step towards
success
or a step towards
failure.



Consequences	
At each stage you will be given time to some time to make the right choice	
Warning	<ul style="list-style-type: none"> If you are not getting it right, your teacher will remind you of expectations
C1 Consequence	<ul style="list-style-type: none"> If you choose to continue to misbehave, your name will be written on the Consequences board and a tick placed in column C1
C2 Consequence	<ul style="list-style-type: none"> If you still choose not to improve your behaviour, another tick will be placed against your name in C2
C3 Consequence + recall	<ul style="list-style-type: none"> If you are still misbehaving, a third tick will be placed against your name in C3 <p>This is your final warning</p> <ul style="list-style-type: none"> You may receive a 10-minute recall with your teacher after school You may be spoken to by a senior member of staff
C4 Relocation to another room + detention	<ul style="list-style-type: none"> You will be given a Consequence Reflection Form and work to complete You will return to your class teacher at the end of the lesson with your completed Consequence Reflection Form and work You may be set a detention of up to 1 hour and will be given a letter to inform your parents. Give this letter to your parents. <p>(A C4 may happen immediately in some circumstances)</p>
C5 Consequences Room + detention (Isolation)	<ul style="list-style-type: none"> If you get it wrong in a relocation room, arrive late, do not return to your class at the end of the lesson, a C5 will be issued. You will go to the Consequences Base for the rest of the lesson You will also receive 1 day of isolation in the Consequences Room Your parents will be informed <p>C5 will also be issued for serious behaviour incidents in and outside of lessons</p>
C6 Consequences Room + longer school day (Seclusion)	<p>C6 Seclusion will be issued for very serious incidents</p> <ul style="list-style-type: none"> The length of time for a C6 will be determined by senior staff in line with school policy Your parents will be informed If you fail to complete a C5, this will also become a C6, the length of time for this will be determined by a senior member of staff

The final decision on consequences and punishments is made by senior staff