



Behaviour Policy

Brune Park

Approved by:	GFM Board of Trustees	Date:	24 February 2024
Maintained by:	Headteacher	Next review due:	25 February 2025

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1. **Aim**

Policies at Brune Park Community School are designed to support the ethos, aims and vision of the school as outlined in the School Action Plan and mission statement.

Brune Park Community School is committed to providing a happy, successful, and safe learning environment for all of our pupils. We believe that every child has the potential to succeed, and we are dedicated to helping them reach their full potential. We do this by providing a challenging and stimulating curriculum, a supportive and nurturing environment, and a wide range of extracurricular activities.

This policy aims to:

- Provide a consistent approach to behaviour management which permeates the whole school ethos
- Define what we consider to be unacceptable behaviour including bullying
- Outline how the students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Our approach is a positive one which emphasises the benefits of the whole school offered by shared values and responsibilities and an appropriate standard of behaviour.

2. **Behaviour Principles**

- **Ready**
Students are punctual to school so that teachers can make prompt starts to lessons
Students have the necessary equipment that they need for learning so that they can engage with the learning tasks immediately
- **Respectful**
Students are wearing the correct uniform so that they understand the importance of being part of the whole school community
Students use respectful language to teachers and to one another so that school is a calm and dignified place where everyone feels safe
- **Resilient**
Students are in school every day and attend every lesson so that they understand the resilience that is needed to enable them to make exceptional progress.
Students complete all the work that the teacher sets so that they can make exceptional progress in school
- **Responsible**

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Students understand and follow the expectations of their conduct around the school so that school is a safe calm and dignified space for all

Students understand that they are responsible for their conduct around the school and know that there will be consequences for their behaviour that does not meet the expected standards so that students can learn from their actions and improve their conduct

- **Relational**

Students understand that they are part of a school and wider MAT community that is working together so that the best possible outcomes for all students are achieved

Students understand that we are an inclusive community where everyone will be treated equitably so that all student's needs are met and their potential is fulfilled

3. Legislation and statutory requirements

This policy is based on advice from the Department for education (DfE) on:

- Behaviour in Schools
- Searching Screening and confiscation at school
- The Equality Act 2010
- Use of Reasonable force in schools
- Supporting students with medical conditions in school
- School suspensions and permanent exclusions
- Keeping children safe in education

It is also based on the Special education Needs and Disability (SEND) Code of Practice

4. Definitions

Misbehaviour is defined as:

- Disruption in corridors between lessons and at break and lunchtimes
- Non-completion of classroom or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations
- Child on child abuse - as identified below
- Vandalism
- Theft

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- Fighting
- Smoking
- Possession of any prohibited items These are:
- Knives or Weapons
- Alcohol
- Illegal Drugs
- Stolen Items
- Tobacco and cigarette papers
- Firework
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Mobile phones - if phones are seen in school for any reason they may be confiscated
- Food or drink that contravenes the school's healthy eating policy

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation

5. **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group where the relationship involves an imbalance of power

Bullying is, therefore:

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- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

No bullying will be tolerated in school and will be dealt with through the pastoral team using the sanctions identified in Appendix 3.
The full anti-bullying policy can be found in Appendix 3

6. Roles and responsibilities

6.1 The Governing Body

The school's governors are responsible for reviewing and approving the written statement of behaviour principles (Section 2)

The school's governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation

The school governors are responsible for monitoring this behaviour policy effectiveness and holding the headteacher to account for its implementation

6.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing Body giving due consideration to the school's statement of behaviour principles (Appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

The headteacher is responsible for reviewing and approving this behaviour policy

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behaviour needs of particular students
- Recording behaviour incidents (See appendix 3 for behaviour log)

The senior leadership team will support staff in responding to behavioural incidents

6.4 parents

Parents are expected to:

- Support their child in adhering to the school's principles of behaviour (Section 2)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. Rewards and Sanctions

7.1 Ladder of rewards (See Appendix 1)

- Positive behaviour will be rewarded with:
- Praise
- Positive points
- Positive postcards and letters home
- Recognition in year assemblies
- Phone calls home to parents
- End of term/year rewards
- Reward trips/days
- Celebration Friday

7.2 Ladder of consequences (See Appendix 1)

- The school may use one or more of the following sanctions in response to unacceptable behaviour:
- Sending students home to change their uniform
- A verbal reprimand
- Removal to another lesson (This is arranged in department areas and is often the closet classroom)
- Expecting work to be completed at home or at break/lunchtime
- Withdrawal of privileges
- Confiscation of items
- A restorative conversation - break, lunch or after school
- A restorative conversation after school following parental contact
- Referring the student to a line manager
- Referring the student to a senior member of staff

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- Letters or phone calls home to partners
- Community service (where possible, related to the behaviours that have gone wrong)
- Agreeing a report card
- Agreeing a behaviour support plan
- Agreeing a behaviour contract
- Reduced timetable or withdrawal from mainstream curriculum
- Internal inclusion (I-Room)
- Managed respite at another school
- Suspension from school
- Permanent exclusion from school (considered as an absolute last resort)

Some behaviour is highly unacceptable and is therefore highly likely to lead to permanent exclusion.

This includes but is not limited to:

- Persistent breaches of the school's behaviour policy
- Threats and/or assaults on a member of the school community
- Possession of an offensive weapon such as a knife
- Possession of drugs
- Racist, sexist, homophobic or discriminatory behaviour
- Criminal or alleged criminal behaviour
- Vandalism of school property
- Bringing the school into disrepute
- Sexual harassment and sexual violence, which is any unwanted sexual behaviour that causes humiliation, degradation, pain, fear or intimidation. In the event of a serious sexual assault incident, the school will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other students and adults in the school this is explained in 'Sexual violence and sexual harassment between children in school and colleges' - September 2021

7.3 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other

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behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe place

Pupils who have been removed from the classroom are supervised by another staff member.

Pupils will not be removed from classroom for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with mentors
- Use of Teaching Assistants
- Short term behaviour report cards
- Long term behaviour report cards
- Multiagency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil.

7.4 Violence and Physical Aggression Between Students

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

The school has a zero tolerance of any form of violence or aggression. We are committed to ensuring that Brune Park School is always a safe place to learn, where all students are able to grow up understanding that fighting, assaults and

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physical bullying of any kind are unacceptable behaviours in school and society. We are committed to ensuring that all students understand that they must develop the appropriate skills to resolve conflicts, which they will inevitably encounter as they grow up, positively and productively. It is important to understand that sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up. It is not acceptable to dismiss sexual violence or sexual harassment as 'banter', 'part of growing up' or 'just having a laugh'

This section of the behaviour policy is to make it absolutely clear what we mean by the terms violence and aggression (of any description) and what the consequences of such behaviour will be.

In order to define violence and aggression we have chosen the terms "affray", "common assault", "assault causing bodily harm" and "assault causing grievous bodily harm". The definition of these terms is:

- Affray is when someone threatens violence toward another person and behaves in such a manner that other people are fearful of their personal safety. This can constitute a criminal offence.
- Common assault is committed when someone inflicts violence on another person or makes that person think they are about to be attacked. Threatening words or a raised fist could lead the victim to believe they are going to be attacked and that is enough for the crime to have been committed. Other acts like spitting at someone may also be classed as common assault. This can constitute a criminal offence
- Assault causing actual bodily harm is committed when someone, intentionally or recklessly, has caused physical harm. This can constitute a criminal offence
- Assault causing grievous bodily harm is more serious than actual bodily harm and involves wounding with intent and malice. This can constitute a criminal offence.

Our sanction for any student found committing affray is:

- A letter to parents/carers
- The letter will be on record and passed onto any post-16 institution when references are required
- A restorative conversation between the aggressor and the victim
- A sanction of suspension or other sanctions may also be applied

Our sanction for any student found committing assault (any category) is:

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- The police may be informed and they may decide to prosecute. Please note the age of criminal responsibility in England and Wales is 10 years old
- A letter will be sent to their parents/carers informing them of the incident
- Parents and students may be required to engage with external agencies such as the Youth Offending Team
- Police may also be in contact with parents
- The letter will be on record and passed onto any post-16 institution when references are required
- They will be excluded or required to receive their education from a different provider
- Parents will be required to reassure the Headteacher that such an offence will not be repeated

Our sanction for any student found committing assault (any category) a second time is all of the above and in addition:

- The parents and students will need to attend a disciplinary meeting with a member of the Governing body as well as the Head Teacher. There will be a signed contract of Behaviour for the student to remain in school which will be witnessed by the Governor and Headteacher
- The student is at risk of being permanently excluded from the school.

7.5 Verbal abuse, Sexism and Sexual harassment

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments. Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that creates stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments we will:

- Ask staff to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Inform the pupil's guardians about the incident where appropriate
- Monitor the behaviour for any recurrence
- Escalate the sanction to the pastoral team with a letter or phone call to parents if the pupil refuses to apologise in the first instance

Our PSHRE curriculum covers what healthy and respectful behaviour towards one another looks like.

7.6 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the School.

Under the (Education and Inspections Act 2006) schools have the statutory power to discipline students for misbehaving outside the school premises. The school will respond to any incidents of students misbehaving outside the school in the same manner and procedures as unacceptable behaviour within the school.

Examples of unacceptable behaviour outside the school may include when a student is:

- Taking part in any school organised or school related activity
- Travelling to and from school
- Wearing school uniform
- Linger in the local area that surrounds the school 30 minutes after their school day finishes whilst in school uniform

Further examples also include:

- In extreme cases (such as bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school
- Pose a threat to another student or member of the public
- Could adversely affect the reputation of the school
- Criminal or alleged criminal behaviour that demonstrates risk to other students and/or the good order of the school

In rare cases, the school may decide to educate a student elsewhere

7.8 Internal Inclusion (I-Room)

We may use the i-room (internal inclusion) in response to serious or persistent breaches of this policy. Students who refuse to be relocated to another classroom (section 7.3) may be sent to their Year teams who may place them in the I-Room for the rest of the day where they will be expected to complete the same work as they would have in class.

Students who do not attend a given 60-minute detention may also be referred to the I-Room by their Head of Year.

7.8 Managed Respite

A managed respite means that a student will complete their set work in the inclusion room at a partner school (Bay House) This room will be staffed by a member of staff at all times. They will also not be permitted to be in the playground at break or lunch times for this sanction. This sanction is used by the Headteacher when there has been repeated disruptive behaviour or a serious breach of the school's behaviour policy.

7.9 Suspensions

The letter, which is issued when a student is suspended, explains clearly the responsibility that the student should not be in a public place during the period of the suspension. For suspension beyond 5 days, the local school will provide suitable alternative provisions. For permanent exclusion, it is the responsibility of the local authority to provide education for the excluded student after a period of 5 days. If a student is present in a public place during school hours during a suspension they may receive a Penalty Notice from the local authority unless there is reasonable justification for doing so.

7.9.1 Procedures

- If an incident is deemed serious enough to involve a suspension, the school will endeavour to contact the parents on the day of the incident
- A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them
- Work will always be provided on Google Classroom for the length of the suspension
- Parents will be requested to meet with a member of the year team and potentially a member of the senior leadership team or the headteacher on the day the student returns to school to ensure such events do not reoccur.
- Procedures to appeal against a decision are also clearly outlined in the letter.

7.10 Direction to off-site provision

In certain circumstances, and at the discretion of the Headteacher, students may also be directed to off-site provision. Parents must ensure that their child attends the placement otherwise they will be registered as an unauthorised absence. Poor attendance could result in a penalty notice (fine) or a court order for poor attendance

7.11 Managed moves

The Local Authority operates a protocol for managed moves. The school will consider all students whose behaviour warrants a permanent exclusion for a managed move, subject to the structures laid down in the managed move protocol.

7.12 Resources and support

The school, where necessary, will ensure effective early identification and integration of interventions and services (where necessary) to meet the needs of children and families, including (but not exhaustive):

- Subject, Tutor or HoY report card
- Internal mentoring
- Senior student mentor
- Counselling (various)
- Assignment of a key worker
- Behaviour support plan
- RAG timetable
- SEND referral
- PALS support
- Bereavement counselling
- Risk assessment
- Augmented timetable
- Early Help Hub
- Team around the family
- Parental classes/workshops
- Work experience
- Youth offending service
- Police liaison
- Alternative provision

7.13 Behaviour contract

On rare occasions, it may be felt that a student is at risk of permanent exclusion due to the inappropriate behaviour being displayed. In this circumstance, the school will put a Behaviour contract into place in order to support the student and try to prevent this from occurring. This process will usually involve the student, school and parents in working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Where appropriate, agencies including external support will also be part of this process to ensure that specific professional expertise is accessed

in order to meet the needs of the student. A Behaviour contract involves regular reviews to assess progress and make amendments as needed.

7.14 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy. Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

8.1 classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom:

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour principles, ladder of consequences and ladder of rewards
- Develop a positive relationship with a student, which may include
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others

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- Damaging property
- Incidents of physical restraint must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reports to parents (see appendix 3)

8.3 Confiscation

- Banned items brought into school by students may be confiscated by a member of staff and returned at a later time to the student or parent/carer at a time convenient to the school. Banned items include;
- Items that are considered to be unhealthy food, drink and chewing gum
- Lighters and matches
- Items that are non-school uniforms such as hoodies
- Mobile phones and other electronic devices that are seen/heard
- From time to time, certain items not listed here may be deemed to be banned by the Headteacher if they reasonably pose a threat to the safety and well-being of students or the good order of the school.

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes and vaping devices
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

In the case of confiscation of a weapon or other illegal items, the police will be informed and the item released only to them.

8.4 Searching students

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Students may be searched, in the presence of a male and female member of staff if the school has reasonable grounds to believe that a child is in possession of a prohibited or banned item. Reasonable grounds can be defined as:

- Information from another student or member of staff that a child was seen with the item or had said that they had it
- Information from a member of the public, parent or professional as seen with the item or had said that they had it
- CCTV evidence that the child had the prohibited or banned item.
- A child has brought in the item previously and therefore regular searches are part of their reintegration into school
- Smells, sounds or visible signs that the child may have a prohibited or banned item such as the smell of cannabis, a ring tone for a mobile phone or smoke from a vape or cigarette
- If multiple students are found in the same toilet cubicle together.

If a child refuses a search with reasonable grounds, the behaviour policy will be applied. A child can permit a search without reasonable grounds.

Anyone who is authorised by the headteacher can conduct a search. Searching and screening students is conducted in line with the DfE's latest guidance on searching screening and confiscation.

9. Student Support

9.1 Duty of the school

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Whilst all pupils identified with SEND are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers, in order to take full advantage of the

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educational opportunities available to all pupils. Adapted approaches will be used for pupils whose SEND cause them to display challenging behaviour.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Parents/carers will be kept informed and given every opportunity to share their perspectives, so together we can ensure the best support for the child/children.

9.2 Student Transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Staff Training

10.1 Continuing Professional Development

Our staff are provided with training on managing behaviour as part of their induction process

As outlined in our Behaviour blueprint we follow the 5 pillars of behaviour management:

1. Consistent, calm, adult behaviour
2. First attention to best practice
3. Relentless routines
4. Scripted conversations
5. Restorative follow up

Behaviour management will also form part of our continuing professional development

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Governing body every year. At each review the policy will be approved by the headteacher

12. Links with other policies

This Behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1

Brune Park Principles of Behaviour	
Principles of behaviourso that
Ready	
<ul style="list-style-type: none"> • Students are punctual to school and lessons... • Students have the necessary equipment that they need for learning... 	<ul style="list-style-type: none"> • ...teachers can make prompt starts to lessons. • ...they can engage with the learning tasks immediately.
Respect	
<ul style="list-style-type: none"> • Students are wearing the correct uniform... • Students use respectful language to teachers and to one another... 	<ul style="list-style-type: none"> • ...they understand the importance of being part of the school community. • ...school is a calm and dignified place where everyone feels safe.
Resilience	
<ul style="list-style-type: none"> • Students are in school every day and attend every lesson... • Students complete all the work that teachers set... 	<ul style="list-style-type: none"> • ...they understand the resilience that is needed to enable them to make exceptional progress. • ...they can make exceptional progress in school.
Responsibility	

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<ul style="list-style-type: none"> Students understand and follow the expectations of their conduct around the school... Students understand that they are responsible for their conduct around the school and know that there will be consequences for behaviour that does not meet the expected standards... 	<ul style="list-style-type: none"> ...school is a safe, calm and dignified space for all. ...students can learn from their actions and improve their conduct.
Relationships	
<ul style="list-style-type: none"> Students understand that they are part of a school and wider MAT community that is working together... Students understand that we are an inclusive community where everyone will be treated equitably... 	<ul style="list-style-type: none"> ...to ensure the best possible outcomes for all. ...all student's needs are met and their potential is fulfilled

Ladder of Rewards		
Reward	What does this look like	Value of reward
Getting it Right	During your lessons, you are: Ready Respectful Resilient Responsible Relational Meeting all expectations in your lesson	+1 point

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Completing Homework	Completing Homework to the best of your ability and submitting it on time	+1 point
Star of the lesson	Making the most progress Or Achieving the best in the lesson	+3 Points
Attendance	100% attendance for the week	+3 points
Star of the Department	Making the most progress Or Achieving the best Or Going above and Beyond in a department each week	+5 points
Star of your Year Team	Making the most progress Or Achieving the best Or Going above and Beyond in a Year Group each week	+5 points
Star of your House	Making the most progress Or Achieving the best Or	+5 points

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	Going above and Beyond in a House each week	
Excellence Award	Making the most progress in the week Or Achieving the best in your lessons across the week	+10 points
Attendance	100% attendance for the half-term	+10 points
Above and Beyond	Achieving the best Or Making the most Progress Or Going above and Beyond For the whole school	+20 Points +Lunch fast pass

Examples of Behaviour		
Level	During School (including tutor time and assembly) Outside lessons (including to and from school)	Likely/possible sanction
Consequence in the lesson	<ul style="list-style-type: none"> • Off task chatter • Lack of equipment • Chewing gum • Eating in lesson • Dropping litter • Lack of progress in lessons 	Verbal Reminder of expectations and restatement of expectations

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	<ul style="list-style-type: none"> Preventing others from learning Arguing with other students Inappropriate language Out of lessons without reason/pass 	
	<ul style="list-style-type: none"> Lack of response to reminder of expectations 	Verbal warning that continued non-meeting of expectations will result in a consequence
	<ul style="list-style-type: none"> Lack of response to the warning that expectations must be met Jewellery in breach of uniform policy Wearing Hoodie Use of mobile phone/earphones 	<p>Moving seat, 2 mins outside + spoken to about expectations, SEND intervention, Phone call home, 15 min teacher DT</p> <p>Confiscation</p>
Consequence beyond the classroom	<ul style="list-style-type: none"> Lack of response to consequences in the lesson, Defiance Non-compliance with no homework policy Non-compliance with subject equipment policy (PE kit, calculator in maths, etc) 	<p>Level -3 logged on Arbor, 30 min department detention, Departmental report, Phone call home, Temporary class move,</p>
Whole school consequence	<ul style="list-style-type: none"> Violence Sexually inappropriate behaviour Abuse of staff Derogatory language Use of/possession of weapons Use of/possession of illegal 	<p>Level -5 logged on Arbor, 60-minute after-school DT, Community service, Internal exclusion, Fixed Term Suspension, Parental meeting,</p>

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	substances <ul style="list-style-type: none"> • Persistent defiance • Damage or intent to cause damage 	
SLT consequence	<ul style="list-style-type: none"> • Continued whole school consequences (3 or more) • Compromising the health and safety of the school site • Dangerous behaviour likely to hurt themselves or others • Intimidating or threatening behaviour • Violent conduct • Bringing banned or inappropriate items into school • Wilful damage 	Fixed Term Transfer, Managed Move, Suspension, Parental Meeting, Governors Disciplinary Panel,
HT consequence	<ul style="list-style-type: none"> • Continued SLT consequences • Possession of illegal items on the school site (e.g. weapons/knives/drugs/alcohol) • Violence towards a member of staff and/or student • Criminal Offences 	Permanent Exclusion Governors Disciplinary Panel

Appendix 2 - Anti-Bullying Policy including Child on Child Abuse

[Anti-Bullying Policy](#)

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