

## **Colyton Grammar School**

### **THE MANAGEMENT OF STUDENT BEHAVIOUR**

#### **The Companies Act 2006**

Colyton Grammar School (The Academy) is the employer. The business of the Academy Trust is managed by the Trustees.

#### **The Management of Student Behaviour**

*The school aims to provide a positive ethos, at the heart of which is the development of good relationships among students, staff, parents and the community.*

#### **Behaviour and School Rules**

It is the School's expectation that all students will conduct themselves in a responsible manner in all matters affecting the School so that our purpose in teaching and learning can be achieved to maximum effect.

To this end the number of rules is kept to a minimum; the essence is positive, thoughtful, sensible behaviour. The principle behind the School Rules is not prescriptive, but is one of reasonableness and common sense. They exist to ensure the safety and well-being of all students and the smooth running of the School. These expectations cover four principal areas.

1. Respect for others: i.e. proper and due respect for teachers and other members of staff; members of the public and visitors; members of your form and other students in School.
2. Respect for yourself; i.e. respect for your own ability, aiming always to do your best and to display positive attitudes to these aspects of School life which you find difficult as well as in those which you find easy, presenting yourself on time, in correct uniform and looking tidy, both in School and when travelling to or from School.
3. Respect for property; i.e. caring for the School and its property, the equipment and furniture you use and other people's possessions.
4. Respect for the School: i.e. recognising that employers, interviewers and members of the public will judge the School as a whole by the way they see you behave.

#### **Specific School Rules**

School rules are for the benefit of everyone; they are a framework to enable the School to operate smoothly and efficiently, to achieve its purpose in a civilised and positive atmosphere. They are there also to help maintain the reputation of the School. No set of rules can take into account every situation; they are sensible guidelines on reasonable conduct. By their nature rules are there to restrict bad behaviour, they indicate the boundaries of what is acceptable, they do not of themselves promote good conduct but by curtailing the bad they create an environment in which the good can thrive.

Finally, the breaking of rules leads to some appropriate disciplinary action. There is inevitably a range of severity of offence and disciplinary action, where necessary, reflects this range.

#### **General**

1. Punctual arrival for all school activities is essential. Late arrival for school must be indicated in the late book. Persistent late arrival will lead to disciplinary action. Punctuality detentions are given for persistent offenders and the EWO involved.
2. Students should adhere to the School Uniform Policy in school and on journeys to and from school and on all official School events, unless permission is granted by a member of staff for other dress

3. All students are permitted to bring mobile phones, tablets and e-readers to school. However, any electronic device is brought into School entirely at the risk of the owner.
4. Mobile phones must be switched off during the school day unless permission is granted by a member of staff. They must never be used for video or still photography in school, nor for the display of inappropriate images.

### *Personal Property*

1. The care of all personal property rests with the student unless handed to a member of the teaching staff for safe keeping. For P.E. and Drama lessons, all valuables must be handed in to the member of staff before the lesson and reclaimed immediately after the lessons has finished. All personal clothing and property should be marked with the student's name.
2. All text books and equipment issued to students remain the property of the School. They must be looked after carefully, handed in at the end of the School year or course as appropriate. Any loss or damage must be reported and may be charged for.
3. Theft or interference with others' personal property is treated as a serious offence.

### *School Property*

Students are expected to treat school property with care. Any damage, however it is caused, must be reported immediately to a member of staff.

#### a) Tutor Rooms

1. Students in years 7 to 10 must use their own tutor room only unless directed otherwise by a member of staff or in accordance with the timetable.
2. The general state and tidiness of the tutor room is the responsibility of the form.
3. Students may display posters and notices on display boards in their tutor room but only with the Form Tutor's permission. Any material displayed for teaching purposes must not be interfered with.
4. No food or drink (other than water) is to be consumed in form rooms.

#### b) School Grounds

All students have a responsibility for keeping the School site tidy and well maintained. In particular:-

1. Students may not use the School field for games without the permission of a member of staff. In the summer term, years 11, 12 and 13 may use the School field for recreation. However, they must ensure that they do not infringe upon areas used by PE teachers for designated team practices
2. Students must place all litter in the bins provided.
3. Students must enter and leave the School only by the recognised entrances and exits.

### *Behaviour*

1. Students are not allowed to smoke on the School site or when in uniform. Similarly students must not have any smoking materials (which includes vaping pens) in their possession at School.
2. Knives or other dangerous implements must not be brought to School.
3. Possession of alcohol, drugs or other dangerous substances is not permitted.
4. Points 1 to 3 above also apply to School trips, both in the UK and abroad
5. Damage to property must be reported to a member of staff immediately. Students found responsible for wilful damage will be disciplined and charged for replacement or repair.
6. Bullying of any type will be treated very severely. This includes victimisation, both physical and verbal of another student for whatever reason, whether by an individual or by a group.

### *Litter*

Students are expected to show concern and take a responsibility for the School environment. They must not litter either the site or its environs. Students are expected to clear up after themselves in Take 5.

### *Buying and Selling of Articles*

The attention of staff is drawn to the School Rule which forbids the buying and selling of articles by students on the premises. This rule is intended to anticipate difficulties of debt-collection and to eliminate opportunities for the sale of stolen articles. All staff are asked to be vigilant in this regard and to report offenders to Tutors or Heads of Sector.

## **Bullying**

The evidence is that most bullying is (or starts as) very innocent in nature and escalates. Cases reported in national newspapers show that it can drive young people to extreme action either to draw attention to the bullying or to escape it. Bullying is repeated behaviour which makes others feel uncomfortable, whether this is intended or not.

**WE MUST NOT UNDERESTIMATE ITS EFFECT ON THE PERSON BEING BULLIED.**

### **Bullying takes various forms:**

1. **Physical Abuse** – blatant abuse including pushing, tripping, hitting or intimidation of a student by another or others.
2. **Verbal Abuse** – this can be as simple as name calling on what seems an innocent scale or the use of terminology which has sinister overtones either implicit or explicit, of a physical, sexual or racial nature – gestures, taunts.
3. **Emotional Abuse**- this can involve
  - i) excluding a student from a group or activity. Tutors of new students in a form must be especially aware of this.
  - ii) interfering with work or belongings of a student, often out of lesson time or between lessons.
  - iii) deliberately involving or implicating a student in the wrong-doing of others.
  - iv) humiliating or ridiculing a student.
4. **Use of Technology**- the use of the internet and mobile phones, particularly texting to intimidate or harass often takes place outside School and is difficult to identify. Any reports of such behaviour will be investigated in accordance with the ICT policy. However, the school strongly advises parents not to allow their children private access to social media sites. The School internet system does not allow students to access sites such as Instagram or Snapchat in school time. Therefore, if parents provide their children with contract internet access to such sites, the School cannot accept liability for any subsequent issues that may then arise. In some cases the School will advise parents to contact the local police and social media sites directly.
5. **Homophobic Abuse** -this can take place involving any of the previous forms of bullying.

All Staff have a responsibility to identify bullying and, where suspected, investigate it and draw it to the attention of the tutor. Where bullying is evident in class either by some personal abusive remark by one student to another or by a remark that could be construed as racist, or by some action that indicates that one student is being “picked on”, this must be addressed firmly and clearly so that students know that such action is totally unacceptable.

### **Recognising the signs of Bullying**

All of us need to be aware of the signs that may indicate that someone is being bullied.

- Frequent visits to school nurse or office.
- Especially quick or slow entry/exit of classroom.
- Break and lunch time “out of circulation”.
- Unwilling to go to School or walk to School.
- General anxiety and obvious signs of nervousness.
- Pattern of absences from School.

In addition if staff notice that a student is repeatedly receiving “jibes” during periods of non- contact time, waiting outside a classroom, in the tutor room at lunch time or before or assembly, this must be reported. We need to remember that they may be seen as no more than jokes or high spirits by the perpetrators and those who see it, but may be seen as bullying to the victim, because students will have different levels of sensitivity.

### **Procedure for dealing with Bullying**

Information about bullying comes from parents, sometimes the victims, sometimes senior students or staff. All of us need to be vigilant on this matter. If it is reported to you, or you witness an incident adopt the following procedure:

1. Staff to whom the allegations of bullying is made should:
  - Never ignore allegations but do not make premature assumptions.
  - Listen carefully to all accounts (because several students saying the same does not necessarily mean they are telling the truth).
  - Assure the student that bullying will not be tolerated and inform him of the next steps.
  - Never give absolute guarantees of confidentiality other than only giving the information to the minimum number of people to ensure that proper action is taken.
  - Refer the matter to the appropriate Tutor, Head of Sector with a written record of the allegation.
2. Further investigation and interviews will be made by designated members (usually Tutor, and Head of Sector as appropriate) who will:
  - Ask the student to provide a written account if appropriate.
  - Assure the student that any action taken will be with his full agreement.
  - Interview any other students involved in the allegation and ask them to provide a written account if appropriate.
  - agree any steps to be taken in relation to:
    - (i) informing parents
    - (ii) sanctions and discipline
    - (iii) appropriate support mentoring
  - Inform all students involved of the next steps and inform the Headteacher if appropriate.
  - The incident will be logged in SIMS following investigation.

### **REMEMBER RECORD AND INFORM!**

#### **Sanctions and Support Sanctions**

After full investigation, the following course of action will be taken and sanctions applied where necessary:

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|---------|---|
| Level 1 | With the agreement of the victim, his/her parents will be informed and all students involved will be spoken to by the tutor/Head of Sector, or Headteacher as appropriate. The incident will be recorded in SIMS. Most bullying ceases after a stern but sensitive word from a member of staff. |
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| Level 2 | If the bullying continues the parents will be informed (if not already) of both victims and perpetrator(s) and interviewed at School by the Head of Sector and Headteacher. Appropriate measures will be taken – possible internal or fixed term exclusion. |
| Level 3 | If matters continue to escalate the perpetrator(s) and parents will be interviewed by the Head of Sector and Headteacher and if appropriate, School Police Liaison Officer and be placed on a School Contract and/or fixed term exclusion.                  |

**All Bullying incidents must be documented and recorded in SIMS by the relevant Head of Sector.**

### **Support**

- Support for the victims of bullying needs to be sensitive and appropriate as they often feel scared, vulnerable and quite alone. The following methods of support should be considered and implemented.
- Vigilance on noticing evidence of bullying or distress.
- Social/Tutorial Education programmes which outline for students where help can be sought/ identify a member of staff with whom the victim can talk openly. (This can be the tutor, Head of Sector, School Counsellor, or any other teacher with whom the student is involved).
- Ensuring that parents know how and to whom any concerns should be referred.
- Co-ordinated responses so that all incidents are referred to the relevant member of SLT so that appropriate action can be taken.
- Providing support for staff in managing these incidents.
- Action should aim at elimination. Where appropriate, this can include formal sanctions which are consistent with the situation.
- There should be post-incident monitoring to ensure that there is no repetition or backlash
- Create a “circle of friends” thus breaking down the feeling of isolation.
- Where appropriate, parents should be contacted. It is essential that the parents and School work closely in supporting the victims of bullying.
- Counselling/advice should be given when a student’s own behaviour may inadvertently contribute to others bullying the individual.
- Reviewing incidents of bullying to test the effectiveness of practice.
- Link the victim with a trained peer mentor usually a senior student. Peer mentors often understand better than adults the pressures and fears involved.

In more serious cases the focus must be to try and get the bully to identify with the victims and understand the stress caused, as a basis for a genuine apology. The Head of Sector and Tutor will work together to achieve this.

### **If the Bullying takes place off site**

Although the School is not directly responsible for bullying which takes place off-site, appropriate steps will be taken to safeguard our students. The School will:

- Inform the police about problems on local streets seeking police presence at trouble spots.
- Inform local transport companies about bullying on buses or trains.
- Contact the Head teacher of another school whose students are bullying off premises.
- Inform students about how to deal with bullying outside the School either individually or collectively, e.g. assembly, tutor period.

As already stated, in the case of inappropriate use of social media outside of school, parents should contact the police directly

## The Role of a Tutor

The School is small enough for the Form Tutor to be the key figure in caring for the students. He/she is the hub of the system and in normal circumstances he/she should assume the prime responsibility for dealing with all matters involving students: requests, problems, complaints etc.

Parents, students and colleagues should regard the Tutor as the first person to contact about any matters involving the students.

1. Tutors should deal with all matters unless sufficiently serious as to demand involvement of Head of Key Sector, SLT or Headteacher from the beginning. The persons listed should be used as a hierarchy for referrals.
2. It is vital that, when a matter of pastoral importance is under discussion, or has been dealt with, information is passed on (to the Tutor, Head of Sector, source of information etc.) Tutors and others involved, will have to use discretion with regard to this (e.g. how important must a matter be to be worth passing on?).
3. Matters concerning poor behaviour in class, inadequate or poor quality work etc. can only be dealt with if Tutors are aware of these matters. It is crucial, therefore, that subject teachers report difficulties to Tutors at an early stage so that action can be taken before relatively minor problems reach serious proportions. It is expected that Heads of Department will have been involved in discussions with subject tutors from an early stage. Support strategies will be agreed between an individual subject tutor, her/his Head of Department and Form Tutor.
4. The Tutor's role must be positive. Liaison with parents is essential. All parents should feel that Tutors will welcome their phone calls and letters and indeed all parents should feel welcome here. Tutors assuming care of a group of students will find it beneficial to make contact with all parents at an early stage. Equally, liaison with other colleagues is essential. It is hoped that a Tutor will teach some, if not all, the students in his/her group. Even if he does not, he/she has the opportunity of daily contact with those who do. If he/she hears little about his/her students – either good or bad – the Tutor should periodically ask colleagues for comments on students. The student who transfers late (who needs special attention in the early stages) and the quiet, middle-of-the-road student, who can easily be left alone when he needs some encouragement or help, are cases of particular need.
5. Communications with parents. There are occasions when Tutors should make contact with parents – when a student has received several detentions or when there is general concern, when a grade card or report reveals serious weaknesses, when a late transfer has been with us for about 4/5 weeks. Sixth Form tutors should therefore contact parents of new entrants after the first Sixth Form grades. Parents will assume that all is well unless we tell them differently. They should be warned of problems early.
6. Tutors must insist that students are present for a.m. registration and for Assembly. This means punctuality on the Tutor's part and accompanying the group to Assembly. Similarly Tutors must take action in cases of persistent lateness and poor records of attendance.
7. Tutors should insist on correct school uniform and high standards of presentation from their Tutees.
8. Tutors are responsible for their Tutor Rooms. Many will teach in them for some periods at least and all will have 8.50 a.m. registration with them, hence the opportunity for a daily minimum check. Tutor periods are short but Tutors should take full advantage of such sessions for positive tutoring (e.g. ensuring that all School-rules are known and understood, the importance of good manners etc., how best to study, how to learn; above all to encourage students to develop their potential in all fields. PSHE sessions will also be of importance in achieving these aims).
9. Tutor periods should be used to provide supervised study periods to support School Strategies.

ABOVE ALL:

1. GOOD COMMUNICATION is vital to the success of the tutor system.
2. EVERYTHING BEGINS WITH THE TUTOR.

### **Low Level Sanctions and School Detentions**

Criteria

1. Must be capable of being clearly understood by staff, students and parents.
2. Must be applied consistently.
3. Must be appropriate, i.e. match the offence both in nature and scale.
4. Must focus on behaviour for learning.
5. Must aim to reinforce standards and aim to act as a spur to improvement.
6. Must be practical and enforceable in terms of the school situation and staff demands.
7. Must be progressive, i.e. have a further line of action in the face of intractability.

### **Low level offences**

1. Staff present at the time of infringements should deal with the problem appropriately and immediately within the terms of the Behaviour Policy.
2. Staff should use their professional judgement in deciding whether the default is a "one-off" or is serious, deliberate and accurately reflecting the student's general approach. It may be that a verbal reprimand is all that is required for some students.
3. Subject specific problems must also be reported to the Head of Department, with a view to a possible action plan. This must happen before reporting on SIMs. Defaults must be given for missing, late or incomplete homework or poor effort. Students must not be punished for not being able to complete work due to a lack of understanding or ability, or for poor attainment in tests. It may be appropriate, after support, to ask the student to repeat the work in his or her own time.
4. A behaviour problem must be recorded if it falls outside usual expectations, i.e. a significant misdemeanour or persistent disruptive behaviour.
5. Uniform defaults for repeated blatant disregard for rules must be recorded for follow-up by tutors.
6. Problems/incident, and action taken, must be recorded on the School Information Management System (SIMs) system. Staff must make sure that the student concerned knows that the default has been recorded.
8. Tutors will identify possible problem students. These will be followed up as a priority during Tutor time (e.g. on Friday morning when there may not be an assembly).
9. Students must not be sent from lessons. Where the offence or incident is serious enough that removal may be necessary any member of the SLT must be called.

### **Headteacher's Detentions**

Detentions must be used sparingly when other sanctions have been seen to fail, or when the offence is a serious breach of school rules.

Detentions must not be used as a general "threat" and there must never be whole class detentions. Staff should not normally use lunch time detentions.

### **Procedures**

- Tutors/Heads of Sector/SLT will monitor weekly the SIMS system and identify students where there is a persistent/serious problem and where detention is appropriate.
- When in doubt, staff should consult a member of SLT, particularly with Y7
- Detentions will be issued where three incidents have been recorded at the discretion of tutors and the Assistant Head. Detentions are usually served after parents have been given at least 48 hours' notice. The Assistant Head is responsible for informing parents of the detention by letter on Monday each week.
- The detention will usually be held on Friday nights for one hour. Students report to the Headteacher and are given tasks to do. Whilst the school is sympathetic to the difficulties such detentions can

cause parents regarding transport arrangements and may offer some flexibility regarding dates depending on the reasons given, attendance at detention is not optional.

- Staff must tell students face to face that an incident has been added to SIMS with a clear explanation of the reason or reasons leading up to it. N.B. It is important that the reason accurately reflects the offence and is derived from defaults recorded on the SIMS system. Staff must ensure comments are professional and accurate as they will be visible to parents via the SIMS Learning Gateway

### Persistent Offences

Detentions cease to be effective if students accumulate several, in a short period of time.

Three detentions in an academic year should result in action by the Head of Sector/Assistant Head, involving parents. Persistent offenders may be referred to the Headteacher.

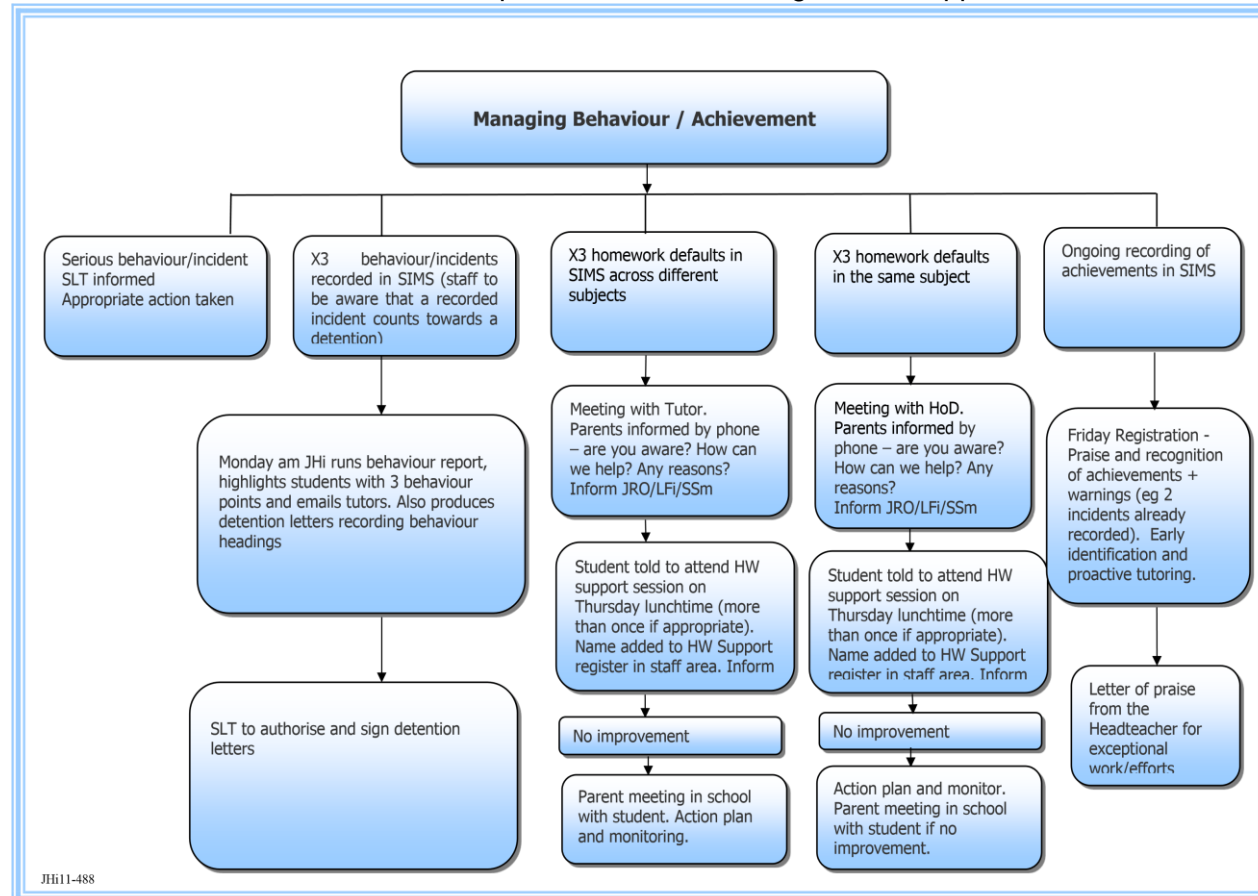
### Report System

This may be used in order to monitor and support students in some cases. For problems relating to work, attendance and/or behaviour, each report must be linked to the specific problem, e.g. meeting deadlines, low quality homework, poor presentation, etc. Comments must then be specific to the problems. This may require some retroactive reporting after work has been marked.

Identification of need can arise from tutor and/or subject staff, but the Head of Sector should co-ordinate the report by:

- Making clear to both student and parents the reasons and purpose for the report.
- Determining, after consultation, the period of time for the report (not limited to a standard period for all).
- Producing a brief summary at the end of the report – copy to tutor/notice-board/then to student file.

Monitoring must be carried out by the tutor, including collecting the report each week and giving out the next week's report. Lack of progress must be referred back to the Assistant Head to determine action. Action could include if necessary, reviewing the student's participation in extracurricular events, such as school teams. Action Plans must be specific and indicate targets and support.





## **Completion of Registers and Attendance**

All registers are to be completed electronically. All new staff will receive training in this and other aspects of the school SIMS system and a full set of guidance notes for taking the register electronically is available under separate cover. Tutors are asked to ensure that all students are aware of those details below which are relevant to them.

1. If a student is not present in tutor period by 8.55 a.m. the Tutors mark an N in the register. Colleagues are asked to ensure that students who arrive after 8.55 am are marked as late ("L") or, if they have logged off the register system, instruct the student to go to reception to electronically register as late, there. If a student is late after 8.55 and there is a justifiable reason they will be marked as present (/), but a note will be added to the system by way of explanation.
2. Reception Staff will produce an absence list from the registers system after the end of registration. This will form the hard copy attendance "check list" in the event of a fire alarm. Students arriving after the start of period 1 MUST register as late in Reception before going to lessons. The reason for the lateness will be entered as a message on the register.
3. Reception Staff will produce a daily Attendance Sheet and chase any absences. This is available from the registers system at any time. The school works closely with the EWO and persistent lateness and absence is followed up at this level.
4. A student will be deemed absent without consent if he/she arrives after the start of Period 3.
5. Electronic registration is taken during every lesson.
6. Fortnightly attendance reports are generated by the Attendance officer and sent to Heads of Sector.

**Summary of Sanctions framework:**

<b>ASSESSING THE LEVEL OF SERIOUSNESS</b> <b>THESE ARE GIVEN FOR ILLUSTRATIVE PURPOSES ONLY.</b> <b>IF THE STUDENT’S BEHAVIOUR DOES NOT APPEAR IN ANY OF THESE COLUMNS, WE USE THE EXAMPLES</b> <b>TO GAUGE THE APPROPRIATE LEVEL OF SERIOUSNESS.</b>				
<b>LOW</b>	<b>MODERATE</b>	<b>HIGH</b>	<b>VERY HIGH</b>	<b>EXTREMELY SERIOUS</b>
<ul style="list-style-type: none"> <li>• Minor breach of school rule;</li> <li>• Occasional inappropriate behaviour or inappropriate language (especially where this is overheard and not directed at staff);</li> <li>• Accidental damage to property;</li> <li>• Infrequent breach of uniform code.</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to carry out member of staff’s instructions fully;</li> <li>• Persistent breach of uniform code including hair;</li> <li>• Persistent lateness to lessons;</li> <li>• Petulant or “sulky” behaviour in lessons;</li> <li>• Intentional or carelessly caused minor damage to property;</li> <li>• Using mobile device for ‘legitimate’ reason without obtaining permission;</li> <li>• Wearing earphones around school;</li> <li>• Spitting;</li> <li>• Gum chewing.</li> </ul>	<ul style="list-style-type: none"> <li>• Pushing or tripping;</li> <li>• Offensive or abusive language, behaviour or gestures;</li> <li>• Intentional or very careless behaviour causing serious damage to property or school fixtures and fittings;</li> <li>• Failure to carry out teacher’s instructions or defiance of teachers</li> <li>• Failure to follow the school’s AUP;</li> <li>• Bringing the school into disrepute especially through online activity;</li> <li>• Use of a mobile phone camera at any time unless authorised for academic reasons;</li> <li>• Persistent lateness to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Assault leading to cut or bruising requiring first aid treatment;</li> <li>• Using school computers to access indecent or offensive material; bypassing school security systems;</li> <li>• Wanton vandalism</li> <li>• Deliberate refusal to co-operate in class;</li> <li>• Threatening behaviour – placing victim in fear;</li> <li>• Setting off fire alarm;</li> <li>• Using threatening behaviour online or via mobile device.</li> <li>• Carrying (but not using) offensive weapon;</li> <li>• Theft;</li> <li>• Bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Assault and wounding (requiring medical treatment);</li> <li>• Brandishing or displaying or threatening the use of a weapon;</li> <li>• Assault on a member of staff;</li> <li>• Possession of any amount of a class A drug, class B or C drugs, alcohol or other intoxicants;</li> <li>• Selling drugs or alcohol;</li> <li>• Sabotage of safety equipment – e.g. rendering a fire extinguisher unsafe; sabotage of IT network;</li> <li>• Deliberate, planned destruction of property or fixtures and fittings of the school;</li> <li>• Distributing offensive materials;</li> <li>• Affray or brawling (as part of a group);</li> <li>• Accessing school data illicitly through on-site or off-site computer activity;</li> <li>• Using a mobile phone to send offensive messages;</li> <li>• Targeted, persistent racist, sexist, homophobic behaviour;</li> </ul>

## MITIGATING AND AGGRAVATING CIRCUMSTANCES

**MITIGATING CIRCUMSTANCES:** WILL TEND TO REDUCE THE SERIOUSNESS OF THE BEHAVIOUR  
**AGGRAVATING CIRCUMSTANCES:** WILL TEND TO INCREASE THE SERIOUSNESS OF THE BEHAVIOUR

MITIGATING CIRCUMSTANCES	AGGRAVATING BEHAVIOUR
<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• One-off or spur of the moment</li> <li>• No previous behavioural problems</li> <li>• Acting out of character</li> <li>• Although acted as part of a group, played a lesser role</li> <li>• Acted only as a result of peer pressure</li> <li>• Provoked by goading, abuse or sustained provocation.</li> </ul>	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• Previous record of similar behaviour</li> <li>• Targeted or premeditated</li> <li>• Recklessness of behaviour</li> <li>• Deliberate but more prolonged, persistent, repeat or reckless behaviour</li> <li>• Racist or sexist or 'hate' language or gestures</li> <li>• Acting as part of a group</li> <li>• Pressuring others to offend, or covering up for others</li> <li>• Intimidation of victims or witnesses</li> </ul>
<p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Sincerely apologises to victim/s</li> <li>• Where there has been a financial loss, offers to make compensation</li> <li>• Offers to make restitution or take part in restorative justice activity</li> </ul>	<p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• No acknowledgement of wrong doing despite clear evidence</li> <li>• Student appears to be indifferent to consequences</li> <li>• Boasting about behaviour</li> </ul>
<p><b>Child</b></p> <ul style="list-style-type: none"> <li>• New student in school</li> <li>• Child is from a vulnerable group</li> <li>• Behaviour arising out of special educational needs, medical condition or disability</li> <li>• Age of the child</li> <li>• No previous support put in place</li> </ul>	<p><b>Circumstances</b></p> <ul style="list-style-type: none"> <li>• Whilst on a school trip</li> <li>• Breaking into school premises</li> <li>• Bringing outsiders on to school site to carry out antisocial or illegal behaviour</li> <li>• Committed on school site whilst already excluded</li> <li>• Under the influence of drugs or alcohol</li> <li>• Use of weapons</li> </ul>
<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• Ongoing family pressures or other stressors or major changes</li> <li>• Death or imprisonment of close family member</li> <li>• Mental health of parents</li> <li>• Domestic violence</li> <li>• Discloses child protection concerns</li> </ul>	<p><b>Victim</b></p> <ul style="list-style-type: none"> <li>• Directed at teaching or support staff</li> <li>• Victim is from a vulnerable group, e.g. asylum seeker, looked after child, disabled</li> <li>• Refuses to see point of view of victim; lacks empathy</li> </ul>
<p><b>Already punished for the incident</b>                      Arrested by police for incident, and either charged or given final warning</p>	

## WHAT HAS THE SCHOOL DONE TO CHANGE THE CHILD'S BEHAVIOUR

DFES GUIDANCE REQUIRES SCHOOLS TO SUPPORT CHILDREN AT RISK OF EXCLUSION. UNLESS THE CIRCUMSTANCES ARE VERY SERIOUS, SCHOOLS SHOULD NOT NORMALLY PROCEED TO PERMANENT EXCLUSION UNLESS SUPPORT MEASURES HAVE BEEN PUT IN PLACE

<b>LESS SERIOUS BEHAVIOUR</b>	<b>MORE SERIOUS BEHAVIOUR</b>
<ul style="list-style-type: none"><li>• Check that a Home School Agreement is in place and that the child understands what they have signed up to;</li><li>• Discussion with child to ascertain whether there is anything school can do to help;</li><li>• Discussion with parents, set up action plan;</li><li>• If child has SEND, review or create IEP;</li><li>• Referral to HoS/SLT;</li><li>• Referral to counsellor;</li><li>• Consider internal exclusion.</li></ul>	<ul style="list-style-type: none"><li>• Referral to specialist agency e.g. MASH, CAMHS, Early Help;</li><li>• Where a child has been arrested regarding the offence, contact YOT and consider respite if the offence represents a risk to students;</li><li>• Initiate DAF equivalent.</li></ul>

## GUIDELINES FOR ACTION

THE SANCTION SHOULD NOT REFLECT ONLY THE LEVEL OF BEHAVIOUR BUT DEPEND AS WELL ON ANY AGGRAVATING AND MITIGATION CIRCUMSTANCES, INCLUDING A HISTORY OF SIMILAR BEHAVIOUR, AND THE MEASURES THA THE SCHOOL HAS USED TO ADDRESS THE CHILD'S BEHAVIOUR

LOW	MODERATE	HIGH	VERY HIGH	EXTREMELY SERIOUS
<p>Follow sanctions set out in school behaviour management flowchart</p>	<ul style="list-style-type: none"> <li>• If not already in place, a school behaviour contract should be set up</li> <li>• No exclusion – detention or loss of privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Internal exclusion for 1 to 2 days</li> <li>• If repeat offence, internal exclusion of 2 to 5 days</li> <li>• Internal exclusion for 2 to 5 days</li> <li>• If repeat offence consider internal exclusion 5 to 10 days or external exclusion for 1 to 2 days</li> <li>• Consider phased reintegration to lessons</li> <li>• If not already in place, School Contract or other support programme must be set up</li> <li>• Home-School Parental agreement confirmed and reissued</li> <li>• Where victim agrees, a restorative justice conference</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed term exclusion 3 to 5 days</li> <li>• Consider 1 to 5 days internal exclusion following readmission to enable focused integration</li> <li>• If not already in place, School Contract or other support programme must be set up</li> <li>• If repeat offence and EP/behaviour support interventions have not resulted in improvement, consider a managed move or, in exceptional circumstances, permanent exclusion</li> <li>• Where victim agrees, a restorative justice conference</li> </ul>	<ul style="list-style-type: none"> <li>• External exclusion of 5 days followed by 5 to 10 days of internal exclusion to enable focused reintegration</li> <li>• Consider managed move following rapid response meeting</li> <li>• Consider inviting parent/ student to a formal meeting with senior staff and one trustee to explain this is the last chance and refresh School Contract</li> <li>• Permanent exclusion</li> <li>• Where a serious criminal offence has been committed, contact the police or advise parents to do so directly</li> </ul>

### Equality Impact Assessment

No equality issues have been identified with this policy.

### Consultation

This policy is consulted upon with members of the SLT and Admissions, Learning and Standards Committee

### Policy Review Period

This policy will be reviewed on a three yearly basis.