

Behaviour Policy

July 2019

Review Date: July 2020

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1. Rationale

1.1 At Dame Elizabeth Cadbury, we want pupils to grow and develop academically, socially and personally so that they leave us able to proceed into adulthood as confident, qualified people with a strong sense of self-discipline, proper regard for authority and able to establish maintain positive relationships, with others from all walks of life.

1.2 We want all of our pupils to go on to lead happy, healthy and successful lives, with a career and continuing drive to be the best that they can be, always making a positive contribution to their community.

1.3 We aim to provide outstanding support and motivation for pupils by regularly analysing, discussing and targeting their academic progress. In addition, we aim to provide exemplary care for pupils experiencing challenges; enabling them to overcome barriers to learning quickly and effectively.

1.4 We have very high expectations of behaviour, attendance and punctuality and expect pupils, parents and all staff to share and support these expectations at all times.

1.5 At Dame Elizabeth we aim to facilitate:

- A safe environment free from disruption, violence, bullying and any form of harassment including sexual/racial harassment
- An ethos and culture where pupils are well known, valued and respected
- Upholding 'Fundamental British Values' that allow all of our pupils to feel safe and happy at all times
- A 'telling' school - An open and honest environment in which everyone communicates. All pupils feel safe and confident in reporting any issues or concerns to members of staff, prefects and/ or the anti-bullying ambassadors
- A consistency in response to both positive and negative behaviour
- Outstanding support and motivation for pupils by regularly analysing, discussing and targeting their academic progress
- Early, appropriate and impactful intervention.
- A culture of praise and encouragement in which all pupils believe they can achieve
- A positive relationship with parents and carers to develop a shared approach and responsibility for every child's progress and the implementation of the school's policies and procedures

2. Roles and Responsibilities

2.1 The Trust will establish, in consultation with the head teacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. They will ensure that this is communicated to pupils and parents, is non-discriminatory and the expectations are clear. The Trust will support the school in maintaining high standards of desired behaviour of pupils and staff.

2.2 The Head Teacher will be responsible for the implementation and day-to-day management of the policy and procedures.

2.3 Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed consistently and are applied fairly. Mutual support amongst all staff in the implementation of the policy is essential.

2.4 Staff have a key role in advising the Head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head teacher, for creating a high quality learning environment, teaching positive behaviour for learning, implementing the agreed policy and procedures consistently.

- 2.5 The Trust, Head Teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to, and appropriately addressed.
- 2.6 Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
- 2.7 The school promotes ‘Fundamental British values’ which must be upheld by pupils at all times. We expect parents to take responsibility in supporting a collective approach to tackling negative behaviours of pupils who exhibit any attitudes and/ or behaviour which undermine these values. This includes any actions or behaviour that undermines the safety (and feeling of safety) of our children and the local community both in and out of school. The school will deal with incidents of this nature robustly, continuing to promote pupil safety, feelings of safety and Fundamental British Values.
- 2.8 Pupils are expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedure and expectations. Pupils are also encouraged to take responsibility for their social and learning environment.

3. Timings of the School Day

3.1 Pupils should not be in the main school building before 8.15am. All pupils arriving before 8:15am should be in the canteen or outside.

08:15 – 08:35	Breakfast and Homework Club		
08:40 – 09:05	AM Form Time		
09:05 – 10:05	Period 1		
10:05 – 11:05	Period 2		
11:05 – 11:25	Break time		
11:25 – 12:25	Period 3		
12:25 – 13:55	Period 4		
	Years 9 and 11	Year 7	Years 8 and 10
12:25 – 12:55	Lunch A	Period 4	Period 4
12:55 – 13:25	Period 4	Lunch B	
13:25 – 13:55		Period 4	Lunch C
13:55 – 14:55	Period 5		
14:55 – 15:05	PM Form Time		

4. Wet Weather

4.1 In the event of weather which makes it unsafe for pupils to go outside, all pupils will be expected to go to their designated areas and remain indoors both during entry to school and at break time – Pupils wanting to purchase food must do so then make their way to the designated locations.

Gym – Year 7 or Hall and canteen if the gym is being used for examinations

Sports Hall – Year 10
Canteen – Year 8
Dining Hall – Year 9-11

4.2 Duty staff are redeployed by their duty leader in these situations to ensure adequate monitoring and supervision.

5. Registration

- 5.1 Registration is a statutory, legal safeguarding obligation for all staff who are directly responsible for supervising pupils in a classroom, intervention or 1:1 situation. If a child is inaccurately registered or not signed in, the responsible member of staff will be required to meet with a member of the leadership team or the head teacher to review the error and for appropriate action to be determined.
- 5.2 Registration will be taken on at the start of every lesson
- 5.3 **AM registration** - If ICT is down an accurate paper register must be taken to the Attendance Team office by a pupil before 9:00am - handwritten names will not be accepted. The register should be completed on the registers provided by Attendance Team.
- 5.4 **Lesson registration** – If ICT is down an accurate paper register (provided) must be taken to the Attendance Team by a pupil at the start of the lesson

6. Entry and exit to lessons and protocols during your lesson time

- 6.1 Staff will ensure they are at the door at the start of each lesson to meet and greet pupils
- 6.2 When a child enters the lesson they will need enter in an orderly fashion and then stand behind their places with equipment, folders and planners on the desk, once the teacher is happy with all pupil's entry they may begin the lesson with an appropriate activity.
- 6.3 Should staff require the attention of pupils then they will use the 5 second arm raised in the air procedure which all pupils are familiar with.
- 6.4 If a member of SLT or Head of House enters the lesson, then all pupils will stand until asked to be seated by that member of staff.
- 6.5 On completion of lesson all pupils need to be standing behind places in silence. Pupils are dismissed a group/row at a time, staff will supervise exit around landings and corridors close to their room.

7. Punctuality

7.1 A child should be marked as late if they arrive more than 3 minutes after the start of the lesson. If a child is late to school in the morning then they will receive a 20-minute detention at the end of the day in the Hall, however if a child is late to a lesson during the day then a 20-minute detention is issued and completed by their class teacher. Any child who is late more than 3 times in a week will be issued with an hour detention to be sat with a member of SLT after school on a Monday the following week. If a child is persistently late over a period of time, then a meeting will be scheduled with parents to discuss to the issues and put in necessary steps to remedy this.

8. Procedures for leaving School during School hours

- 8.1 We strongly advise that any appointments are to be made out of school hours where possible to avoid loss of learning time for your child
- 8.2 Pupils must bring a note or appointment card giving the date and time of appointment, time leaving School and the reason
- 8.3 If the pupil is to leave mid-way through a lesson, then he/she must show the note to the subject tutor at the start of the lesson
- 8.4 Prior to departing, the pupil takes the note to Reception and an official School Pass is issued
- 8.5 If the pupil returns in the day, then the pass is handed in to the office when the pupil signs back in

9. Medical Appointments

- 9.1 Where possible all appointments are to be made outside school hours.
- 9.2 If unavoidable, appointments are to be made first thing in the morning or right at the end of the day.
- 9.3 All pupils need to be in school prior to and after any appointments taking place during the school day.

9.4 We require one of the following: (Prior to or upon returning to school)

- Medical appointment card with one appointment entered
- Letter from a professional
- Medical note
- Letters concerning hospital appointments
- Slip with date, pupils name and surgery stamp, signed by Receptionist

NB – IN ABSENCE OF THE ABOVE, THIS WILL BE CLASSED AS AN UNAUTHORISED ABSENCE. THIS WILL AFFECT YOUR CHILDS ATTENDANCE PERCENTAGE AND MAY RESULT IN LEGAL ACTION BEING TAKEN.

10. Procedures for pupils being out of lessons

10.1 Pupils should never be out of lesson, unless the following conditions apply:

- They have a valid toilet pass in the pupil section of their planner signed by their head of house
- Staff will allow pupils to visit the toilet during lesson time. time missed will be made up by the child after school with that member of staff
- They have been asked to stand outside the classroom to address an issue (no more than 3 minutes)
- They have been sent a buddy teacher or faculty leader

10.2 Any child seen out of lesson without a valid note will be classed as truanting and therefore an appropriate sanction will be put into place.

10.3 If a pupil needs removing from a lesson due to illness or behaviour, then on call should be contacted to attend or sending a responsible pupil to reception to ask for an on call member of staff. If a child is removed from a lesson for Behaviour a referral will always be issued.

11. Pupil Leave of Absence

11.1 Pupil's parents or carers will need to write a letter to the head teacher to ask for a leave of absence. Absence during term time will only be authorised in exceptional circumstances.

12. Attendance

12.1 Secondary School pupils are expected to have an attendance figure of at least 97%. Both authorised and unauthorised attendance is also highlighted in reports. The school is thorough in its work with parents on attendance and punctuality. Persistent issues are dealt with and parents whose child/ren fail/s to attend school properly or punctually are required to attend governance advisory board meetings and often have legal action taken by the local authority. Family holidays will not be authorised.

12.2 Parents

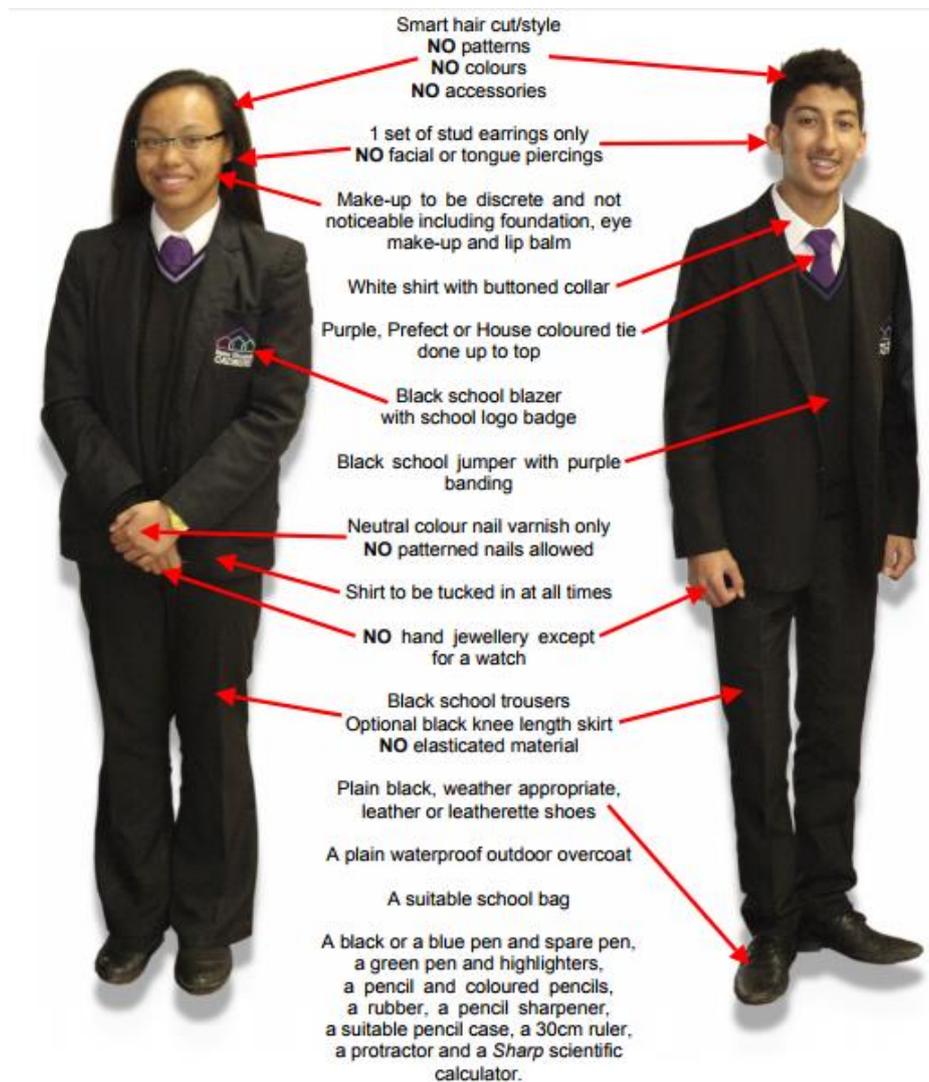
- Parents must accept their responsibility regarding pupil attendance.
- Open Evenings, etc. will see the Schools' expectations regarding attendance outlined to all parents and pupils.
- Communication should be made via a child' planner in the first instance, other communication or to escalate a challenge please note the following:
- enquiry@decschool.co.uk – Please allow a 24hr response time with this
- Mr James Head of House for Durham - g.james@decschool.co.uk
- Mr Hanson Head of House for Exeter - r.hanson@decschool.co.uk
- Ms Greene Head of House for York - b.greene@decschool.co.uk
- Head of House phone line that can be accessed when ringing the main school number on 0121 4644040

12.3 Governance Advisory Board

- DEC School will be kept informed about the progress in improving School attendance.

- Governance Advisory Board will be advised of long term non-attenders.
- Individual attendance problems continue then Governance Advisory Board will give active support. Parents will be requested to attend a Governing Body Review Panel to discuss attendance issues.

13. School Uniform



Further information regarding the above uniform requirements

13.1 Foot wear

- Pupils are allowed any plain all-black leather footwear – leather Vans, leather Converse, plain black leather Nike Airforce /Adidas will be allowed.
- Please note that any patches of fabric/suede/patterned material or patches of non-leather/ leather imitation materials will mean that the footwear is not compliant with the school policy on footwear and will not be permitted to be worn.
- The sole of the shoe must also be plain black.
- Nike Airmax will not be allowed as these are not plain black due to the air-pockets (bubble) in the sole.
- If staff are unsure then they will call for a member of on-call or direct the pupils to the uniform cupboard/Head of House office
- Clarity around any item of footwear can be obtained from the Head of House

13.2 The Head teacher and Deputy Head teacher have the final say on any footwear not covered by the above parameters.

13.3 The following examples for both BOYS and GIRLS are allowed:



13.4 The following examples are NOT allowed:

No canvas footwear, no footwear which is not plain black all over and made from leather/ imitation leather.



13.5 If for medical reasons, supported with an appropriate doctors note (or similar), some pupils may be allowed to wear temporary alternative footwear. In such circumstance they be will provided you with a note signed, by their Head of House.

13.6 Other Items of Uniform

Only tailored black school trousers are allowed

Girls trousers that are NOT allowed:

Boys

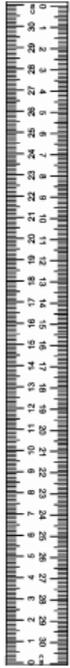
Girls



13.7 **Form Tutors** have the primary responsibility for high standards of uniform in their tutor groups. The Head of House should be informed of any persistent problems.

14. Essential Equipment

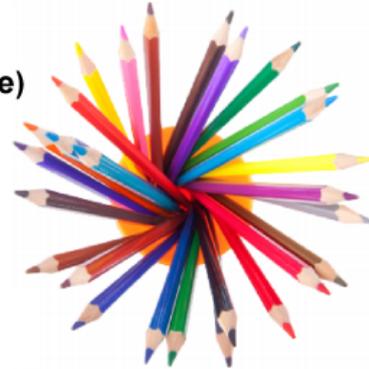
Ready for learning every day



We expect every child to come to school ready to learn each day. This means that every child should have the following equipment with them at all times:

School Planner and pencil case

- **Black or blue pen (including a spare)**
- **Green pen and highlighters**
- **Pencil**
- **Coloured pencils**
- **30 cm Ruler**
- **Sharp scientific calculator**



Pupils who are not fully equipped are deemed as disrupting learning and, as such, will have behaviour log to reflect this. There will be an opportunity to purchase equipment from the uniform cupboard at the start of each day.

14.1 Pupils should ALWAYS have in their possession:-

14.2 A school bag – large enough to carry essential equipment and books required for the day.

A separate bag may be used for PE kit.

Pupils should be encouraged to always have a reading book and dictionary.

15. Fizzy Drinks and Energy Drinks

No fizzy drinks or sports energy drinks

As diet plays an important part in your attention, concentration and behaviour, all fizzy or sport energy drinks are no longer allowed in school. If you bring them in then expect a member of staff to ask you to hand it over for it to be disposed of.

Bins are placed in many areas around the school campus and playground, these are for all of us to keep our school tidy and safe and to have pride in our environment.



16. Mobile Phones and Earphones – Please see separate policy

17. Praise and Rewards Structure – How rewards are received by pupils

<u>Achievement</u>	<u>Reward</u>
Positive out of lessons	Up to 5 points given per situation
Positive in lessons	Up to 3 points given per lesson
No negatives in a week	5 points (automatically generated on Bromcom)
No negatives per half term	30 points (automatically generated on Bromcom)
Outstanding lesson	5 points (automatically generated on Bromcom)
Pupils with 100% attendance each week	10 points per pupil (automatically generated on Bromcom)
Pupil with a positive P8 figure of 0.00 and above (half termly)	50 points per assessment point
Pupils with a positive P8 figure of 0.50 and above (half termly)	150 points per assessment point
Pupils with 100% attendance each half term	100 points (automatically generated on Bromcom)
Pupils with no late marks in a half term	50 points (automatically generated on Bromcom)
Positive points for homework, handed in on time to correct standard	3 points given per homework piece (entered into Bromcom by class teacher)
Positive points for Outstanding homework on time to correct standard	5 points given per homework piece (entered into Bromcom by class teacher)

Achievement	Reward
Bronze Award for 100% Attendance (1 term)	+100 points per term and certificate issued
Silver Award for 100% Attendance (2 terms)	+200 points per term and certificate issued
Gold Award for 100% Attendance (3 terms)	+300 points per term and certificate issued
Silver and Gold pupils also part of an end of year rewards trip	
2000 Points	Recognition Certificate + white star badge (End of half term)

4000 Points	Bronze Certificate + bronze star badge (End of half term)
8000 Points	Silver Certificate + silver star badge (End of half term)
11000 Points	Gold Certificate + gold star badge (End of half term)
15000 Points	Platinum Certificate + purple star badge (End of half term)
100 points	Head teacher commendation

18. Lesson behaviour and sanction structure

18.1 Disclaimer: The teacher and any other adults in the classroom hold the right to issue a sanction based on their professional judgment. The adult's decision is final. If a discussion is needed to clarify things, an appropriate time for this to take place should be agreed with between the pupil and the teacher to prevent discussion relating to praise and sanction affecting lesson progress or being carried out publically. This will usually be during or at the end of a lesson and this is the responsibility of the child to make sure that detention details are recorded in their planner to then show the member of staff on dismissal from the lesson.

18.2 The school has the right to issue disciplinary sanctions such as detentions, isolation, fixed term exclusions without parental consent. This is in accordance to guidelines taken from the 'Department of Education' on behaviour in schools. Whilst we are not required to give parental notice for 1 hour detentions, we aim to do so whenever possible to support working in partnership with parents. The senior leadership team reserve the right to issue an extended detention sanction to be completed on the same day where a child's behaviour warrants immediate sanction.

	Definition:	Sanction:
Late to lesson <i>*all teachers and supporting adults withhold the right to issue a late mark at their discretion.</i>	Being late to lesson by 3 minutes will initiate a consequence unless accompanied by a note authorised by a member of staff. Repeated instances of lateness will be followed up through daily and weekly reporting by the form tutor) and a punctuality report. This may then result in a referral to the pastoral team if punctuality does not improve at which point the consequence ladder will begin.	20-minute detention with the teacher to be completed on the same day.
Disruption to learning Not following teacher instructions <i>*all teachers and supporting adults withhold the right to issue a negative at their discretion.</i>	Issued when either: <ul style="list-style-type: none"> • A pupil has failed to follow an instruction • A pupil has displayed unacceptable behaviour 	20-minute detention with the teacher to be completed on the same day.

	Definition:	Sanction:
<p>Severe act of poor behaviour Repeat disruption to learning Repeat not following teacher instruction <i>*all teachers and supporting adults withhold the right to issue a negative at their discretion.</i></p>	<p>Issued when either:</p> <ul style="list-style-type: none"> • A pupil has failed to address the behaviours for which they were given an initial 20-minute detention for • A pupil's behaviour has fallen significantly below the DEC expectations. 	<p>60-minute detention with the teacher to be completed the following day unless scheduled and agreed for a later date by the teacher.</p>
<p>Lack of effort/ No Homework Referral to progress club <i>*all teachers and supporting adults withhold the right to issue a negative at their discretion</i></p>	<p>Issued when either:</p> <ul style="list-style-type: none"> • A pupil has failed to complete the set work • A pupil has not completed work to the best of their ability • Presentation is unacceptable • A pupil has failed to hand in a piece of homework on time and they have not agreed an extension with the teacher 	<p>20-minute detention with a senior member of staff in progress club and to completed on the same day.</p>
<p>Repeat Lack of effort Referral to progress club <i>*all teachers and supporting adults withhold the right to issue a negative at their discretion</i></p>	<p>Issued when:</p> <ul style="list-style-type: none"> • A pupil has continued to fail in completing the set work • A pupil has repeatedly not completed work to the best of their ability and the presentation is therefore unacceptable 	<p>Progress club to take place with a member of senior leadership team issued as an action, scheduled in the pupil's planner and subsequently added to the progress club report for the appropriate date.</p> <p>Failure to attend Progress club will initiate a step consequence.</p>
<p>Missed Detention Referral to Head of House <i>*all teachers and supporting adults withhold the right to issue a negative at their discretion</i></p>	<p>Issued when:</p> <ul style="list-style-type: none"> • A pupil has failed to attend a detention after the negative has been issued as well as it being recorded in their planner 	<p>Head of House will issue a step consequence.</p> <p>Head of House will issue appropriate escalation for repeat offences.</p>

19. Out of lesson behaviours

19.1 A negative behaviour event may be issued by a teacher or supporting adult at their discretion using their professional judgement. The following are examples and the list is not exhaustive:

- Out of lesson without a corridor pass
- Unacceptable standard of uniform
- Time wasting
- Inappropriate behaviour during unstructured time
- Unacceptable conduct outside of school that undermines the core values of school and feeling of safety for pupils, staff, parents or community members

19.2 Once a referral is made, the Head of House will make a decision on the appropriate sanction as in accordance with the step consequence ladder or issue a formal detention to be sat after school.

20. Reports

20.1 At Dec we believe in providing high quality intervention to enable all children to achieve their potential. Stage reports are issued by Subject Teachers, HOF, Form Tutors, HOH, RSL and SLT. A report card is an intervention to help assist the pupil to learn from previous mistakes and to help them make better informed decisions moving forward. The conversation from the member of staff to pupil, should outline the reasons a behaviour report has been issued and what the pupil needs to achieve in order to be taken off behaviour report.

20.2 Stage 1 – Subject Teacher Report – Initiated by class teacher after a period or repeat incidents of poor behaviour and reviewed after 3 weeks.

- 1.) Report ended if improvements are sufficient
- 2.) Report escalated if improvements are not sufficient

20.3 Stage 2- HOF Report - Initiated by Head of Faculty after a period or repeat incidents of poor behaviour whilst on report to subject teacher and reviewed after 2 weeks.

- 1.) Report ended if improvements are sufficient
- 2.) Report escalated if improvements are not sufficient

20.4 Stage 3 – FT Report - Initiated by Form Tutor after a period or repeat incidents of poor behaviour across a range of lessons/subjects and reviewed after 2 weeks.

- 1.) Report ended if improvements are sufficient
- 2.) Report escalated if improvements are not sufficient

20.5 Stage 4 – HOH Report - Initiated by Head of House after a period or repeat incidents of poor behaviour whilst on report to Form Tutor, parental meeting will take place to explain next steps and concerns raised. Reviewed after 3 weeks.

- 1.) Report ended if improvements are sufficient
- 2.) Report escalated if improvements are not sufficient

20.6 Stage 5 – SLT Report - Initiated by Senior Leader after a period or repeat incidents of poor behaviour whilst on report to Head of House and Parental meeting taken place, a further parental meeting will take place to explain next steps and concerns raised reviewed after 3 weeks if no improvement is evidenced then SLT will consider next steps such as a passport or managed move to another school.

20.7 HT Report – For pupils who are at risk of permanent exclusion due to poor behaviour.

20.8 RSL Report – Issued by RSL for Attendance, Homework/Punctuality/Progress/Standard of work and monitored in the same way using professional judgement

21. ONCE A REFERRAL IS MADE TO THE PASTORAL TEAM

20 Step Consequence Ladder

Step 1 – Formal warning issued by HOH or SLT

Step 2 – Loss of unstructured time (break and Lunch on the stage) x 3 days

Step 3 - Loss of unstructured time (break and Lunch on the stage) x 5 days

Step 4 – 1 day of community service

Step 5 – 3 days of community service

Step 6 – 5 days of community service

Step 7 – 1 day internal exclusion (isolation)

Step 8 – 2 days internal exclusion (isolation)

Step 9– 2 days internal exclusion (isolation) and 2 days’ community service

Step 10 - 3 days internal exclusion (isolation)

Step 11– 3 days internal exclusion (isolation) and 3 days’ community service

Step 12 – 4 days internal exclusion (isolation)

Step 13– 4 days internal exclusion (isolation) and 4 days’ community service

Step 14 – 5 days internal exclusion (isolation)

Step 15 – 5 days internal exclusion (isolation) and 5 days’ community service

Step 16 – 1-day external fixed term exclusion

Step 17 – 1-day external fixed term exclusion + 3 days internal exclusion (isolation)

Step 18 – 2-days external fixed term exclusion

Step 19 – 3-5-days external fixed term exclusion (pending review of file and/ or further investigation)

Step 20 – Managed Move/Alternative Provision - Permanent Exclusion

21. Break down of actions, communication to parents and intervention.

Step	Consequence	Initiated by	Communication with parents and intervention
Step 1	Formal warning	-Less than acceptable conduct in a day or over a period of time. -Conduct in unstructured time.	Phone call made to parents outlining the issue.
Step 2	Loss of unstructured time Break and Lunch x3 Days	-Continued unacceptable behaviour to and from lessons. -Failure to show completed stage report to form tutor or Head of house. -Failure to uphold a telling school culture.	Phone call made to parents outlining the issue. Pupils will be removed from break and lunches and placed either in isolation or on the stage in the hall. Pupils complete a reflection task identifying the issue as well as what they will do to avoid future incidents. This is checked by Head of House and placed in pupils file.

Step 3	Loss of unstructured time Break and Lunch x5 Days	Repeat offence.	<p>Phone call made to parents outlining the issue.</p> <p>Pupils will be removed from break and lunches and placed either in isolation or on the stage in the hall.</p> <p>Pupils complete a reflection task identifying the issue as well as what they will do to avoid future incidents. This is checked by Head of House and placed in pupils file.</p> <p>A follow up 10-minute meeting is conducted with the Head of House or Assistant Head of House.</p>
Step 4	1 day community service for bringing the schools name into disrepute	<ul style="list-style-type: none"> -Unacceptable behaviour during unstructured time as well as to and from lessons. -Unacceptable behaviour outside of school that undermines the core values of the school or feeling of safety for others. -Failure to uphold a telling school culture. 	<p>Phone call made to parents outlining the issue.</p> <p>Pupils will be conduct between an hour or 2 hours after school hours of community service to pay back to the community and school.</p> <p>Pupils complete a reflection task identifying the issue as well as what they will do to avoid future incidents. This is checked by Head of House and placed in pupils file.</p>
Step 5	3 days' community service for bringing the schools name into disrepute.	<ul style="list-style-type: none"> -Continued unacceptable behaviour during unstructured time as well as to and from lessons. -Unacceptable behaviour outside of school that undermines the core values of the school or feeling of safety for others. - Failure to uphold a telling school culture. 	<p>Phone call made to parents outlining the issue.</p> <p>Pupils will be conduct between an hour or 2 hours after school hours of community service to pay back to the community and school.</p> <p>Pupils complete a reflection task identifying the issue as well as what they will do to avoid future incidents. This is checked by Head of House and placed in pupils file.</p> <p>A follow up 10-minute meeting is conducted with the Head of House or Assistant Head of House.</p>
Step 6	5 days' community service for bringing the schools name into disrepute.	<ul style="list-style-type: none"> -Further Continued unacceptable behaviour during unstructured time as well as from and to lessons. -Extreme unacceptable behaviour outside of school that undermines the core values of the school or feeling of safety. - Failure to uphold a telling school culture. 	<p>Phone call made to parents outlining the issue.</p> <p>Pupils will be conduct between an hour or 2 hours after school hours of community service to pay back to the community and school.</p> <p>Pupils complete a reflection task identifying the issue as well as what they will do to avoid future incidents. This is checked by Head of House and placed in pupils file.</p>

			A follow up 10-minute meeting is conducted with the Head of House or Assistant Head of House.
Step 7	1 day internal	<ul style="list-style-type: none"> -Serious misconduct in lesson. -Serious misconduct in unstructured time. -Bullying and acts of discrimination such as racist or homophobic language (mild or first offense). - Bringing the school name into disrepute. - Undermining the core values of the school and/or undermining the safety (including the feeling of safety) of children and/ or staff. - For further investigation to be completed in instances of a severe incident where risk factors are low. - Failure to uphold a telling school culture. 	<p>Phone call and letter sent to parents.</p> <p>Pupils complete a reflection task identifying the issue as well as what they will do to avoid future incidents. This is checked by Head of House to agree set target and then placed in pupils file.</p> <p>A follow up 10-minute meeting is conducted with the Head of House or Assistant Head of House.</p>
Step 8	2 days internal	<ul style="list-style-type: none"> -Repeat offense (previously resulting in step 7 action being taken). -Fighting. -Bullying and acts of discrimination such as racist or homophobic language (mild or first offense). - For further investigation to be completed in instances of a severe incident where risk factors are moderate. - Undermining the core values of the school and/or undermining the safety (including the feeling of safety) of children and/ or staff. 	<p>Phone call and letter sent to parents.</p> <p>Pupils complete a reflection task identifying the issue as well as what they will do to avoid future incidents.</p> <p>This is followed up by a one to one session HOH or AHOH were an agreed set target/s are made and then placed in pupils file.</p> <p>A follow up 10-minute meeting is conducted with the Head of House or Assistant Head of House.</p>
Step 9	2 days internal and 2 days' community service	<ul style="list-style-type: none"> -Repeat offense (previously resulting in step 7/8 action being taken). -Fighting and inciting violence - Further repeat of undermining the core values of the school and/or undermining the safety (including the feeling of 	<p>Phone call and letter sent to parents.</p> <p>Pupils will be conduct between an hour or 2 hours after school hours of community service over 2 days to pay back to the community and school.</p> <p>Pupils complete a reflection task identifying the issue as well as what they will do to avoid future incidents. This is followed up by a one to one session with HOH or AHOH or SLT</p>

		<p>safety) of children and/ or staff.</p> <ul style="list-style-type: none"> -Bullying and acts of discrimination such as racist or homophobic language (mild or first offense). - For further investigation to be completed in instances of a severe incident where risk factors are moderate. 	<p>member of staff. An agreed set of targets are reached and placed in the pupils file. Pupil also to complete an apology letter to the Head teacher or individuals involved.</p> <p>A follow up 10-minute meeting is conducted with the Head of House or Assistant Head of House.</p>
Step 10	3 days internal	<ul style="list-style-type: none"> -Repeat offense (previously resulting in step 7/8/9 action being taken) Inciting violence. -Bullying and acts of discrimination such as racist or homophobic language (mild or first offense). -Verbal abuse towards a member of staff. 	<p>Phone call and letter sent to parents.</p> <p>Pupils complete a reflection task identifying the issue as well as what they will do to avoid future incidents. This is followed up by a one to one session with a member of pastoral team agree set target and then placed in pupils file.</p> <p>Pupil is also to complete an apology letter to the Head teacher or individuals involved. This is reviewed during parental meeting.</p>
Step 11	3 days internal and 3 days' community service	<ul style="list-style-type: none"> -Repeat offense (previously resulting in step 7/8/9/10 action being taken) Inciting violence. -Bullying (serious or repeat offense). -Verbal abuse towards a member of staff -Further repeat of undermining the core values of the school and/or undermining the safety (including the feeling of safety) of children and/ or staff. 	<p>Phone call and letter sent to parents.</p> <p>Pupils complete a reflection task identifying the issue as well as what they will do to avoid future incidents. This is followed up by a one to one session with a member of pastoral team agree set target and then placed in pupils file.</p> <p>Pupil is also to complete an apology letter to the Head teacher or individuals involved. This is reviewed during parental meeting. A further 2 sessions are then booked to allow feedback to parent.</p> <p>A referral may also be made for the pupil to work with a specialist member of staff in the school such as school nurse, school social worker or believe centre support staff.</p>
Step 12	4 days internal	<ul style="list-style-type: none"> -Repeat offense (previously resulting in step 7/8/9/10/11 action being taken) Inciting violence. -Bullying (serious or repeat offense). -Verbal abuse towards a member of staff. 	<p>Phone call and letter sent to parents.</p> <p>Pupils complete a reflection task identifying the issue as well as what they will do to avoid future incidents. This is followed up by a one to one session with a member of pastoral team agree set target and then placed in pupils file.</p> <p>Pupil is also to complete an apology letter to the Head teacher or individuals involved. This is reviewed during parental meeting.</p>

Step 13	4 days internal 4 days' community service	<ul style="list-style-type: none"> -Repeat offense (previously resulting in step 7/8/9/10/11/12 action being taken). -Inciting violence. Bullying (serious or repeat offense). -Verbal abuse towards a member of staff. 	<p>Phone call and letter sent to parents.</p> <p>Pupils complete a reflection task identifying the issue as well as what they will do to avoid future incidents. This is followed up by a one to one session with a member of pastoral team agree set target and then placed in pupils file.</p> <p>Pupil is also to complete an apology letter to the Head teacher or individuals involved. This is reviewed during parental meeting.</p>
Step 14	5 days internal	<ul style="list-style-type: none"> -Repeat offense (previously resulting in step 7/8/9/10/11/12/13 action being taken). -Seriously undermining the core values of the school and/or undermining the safety (including the feeling of safety) of children and/ or staff. 	<p>Phone call and letter sent to parents.</p> <p>Pupils complete a reflection sheet identifying the issue as well as what they will do to avoid future incidents. This is followed up by a one to one session with a member of pastoral team agree set target and then placed in pupils file.</p> <p>Pupil is also to complete an apology letter to the Head teacher or individuals involved. This is reviewed during parental meeting. A further 2 sessions are then booked over the term to allow feedback to parent.</p> <p>A referral may also be made for the pupil to work with a specialist member of staff in the school such as school nurse, school social worker or believe centre support staff.</p>
Step 15	5 days internal and 5 days' community service	<ul style="list-style-type: none"> -Repeat offense (previously resulting in step 7/8/9/10/11/12/13/14 action being taken). -Seriously undermining the core values of the school and/or undermining the safety (including the feeling of safety) of children and/ or staff. 	<p>Phone call and letter sent to parents.</p> <p>Pupils will be conduct between an hour or 2 hours after school hours of community service over 3 days to pay back to the community and school.</p> <p>Pupils complete a reflection sheet identifying the issue as well as what they will do to avoid future incidents. This is followed up by a one to one session with a member of pastoral team agree set target and then placed in pupils file.</p> <p>Pupil is also to complete an apology letter to the Head teacher or individuals involved. This is reviewed during parental meeting. A further 3 sessions are then booked over the term to allow feedback to parent.</p>

			A referral may also be made for the pupil to work with a specialist member of staff in the school such as school nurse, school social worker or believe centre support staff.
Step 16	1day external	<ul style="list-style-type: none"> -Serious misconduct in lesson. -Serious misconduct in unstructured time -Serious Bullying or repeat offense). - Bringing the school name into disrepute (extreme case). - Undermining the core values of the school and/or undermining the safety (including the feeling of safety) of children and/ or staff. -Repeat offense (previously resulting in step 7 - 15 action being taken) - For further investigation to be completed in instances of a severe incident where risk factors are high. 	<p>Phone call and letter sent to parents.</p> <p>Pupil will need to undertake a reflective exercise whilst at home and this will need to be completed and brought into school with parents when the meeting takes place to identify what went wrong and why and how they will put it right. This is also checked during the meeting time and amended as necessary.</p> <p>4 sessions will also be booked in to allow a more detailed one to one session to help monitor their actions and ensure no further incidents take place. A referral may also be made for the pupil to work with a specialist member of staff in the school such as school nurse, school social worker or believe centre support staff.</p>
Step 17	1-day external + 1 day internal	<ul style="list-style-type: none"> -Repeat offense (previously resulting in step 10 or step 11 action being taken). - Severe verbal assault towards a member of staff 	<p>Phone call and letter sent to parents.</p> <p>Pupil will need to undertake a detailed reflective exercise whilst at home and this will need to be completed and brought into school with parents when the meeting takes place to identify what went wrong and why and how they will put it right.</p> <p>5 sessions will also be booked in to allow a more detailed one to one session to help monitor their actions and ensure no further incidents take place. A referral may also be made for the pupil to work with a specialist member of staff in the school such as school nurse, school social worker or believe centre support staff. Parent/carers will also be asked to be involved with the meetings alongside the child.</p>
Step 18	2 days' external	<ul style="list-style-type: none"> -Repeat offense (previously resulting in step 16 or step 17 action being taken) Other incident warranting exclusion of more than 1 day. - Repeat offence of seriously undermining the core values of the school and/or undermining the safety 	<p>Phone call and letter sent to parents.</p> <p>Pupil will need to undertake a detailed reflective exercise whilst at home and this will need to be completed and brought into school with parents when the meeting takes place to identify what went wrong and why and how they will put it right.</p>

		(including the feeling of safety) of children and/ or staff.	6 sessions will also be booked in to allow a more detailed one to one session to help monitor their actions and ensure no further incidents take place. A re-referral may also be made for the pupil to work with a specialist member of staff in the school such as school nurse, school social worker or believe centre support staff. Parent/carers will also be asked to be involved with the meetings alongside the child.
Step 19	3-5 day external (pending review of file or further investigation).	-Repeat offense (previously resulting in step 18 action being taken). -Other incident warranting an extended period of exclusion. - Repeat offence of seriously undermining the core values of the school and/or undermining the safety (including the feeling of safety) of children and/ or staff. -The severity of the incident has led to risk factors of the pupils and community being extremely high.	Phone call and letter sent to parents.
Step 20	Permanent Exclusion (Px), sharing panel or passport.	-Cumulative or one off incident.	Permanent Exclusion letter issued to parents.

22.1 **All Heads of house withhold the right to issue or re-issue a step consequence at their discretion based on the nature of the incident and contextual information.*

22.2 The above steps consequence is made clear and logical and links in with the following principles from the schools safeguarding policy:

This policy will contribute to supporting our pupils by:

Identifying individual needs where possible; and Designing plans to meet needs.