



Chaucer School

A member of Tapton School Academy Trust

Relationship and Behaviour policy September 2022

Date reviewed: November 2022

Date to be reviewed: July 2023

Relationships Policy

- 1 Purpose
- 2 Classroom rules
- 3 Around school rules
- 4 Rewards
- 5 Responses to classrooms based negative behaviours.
Specific Information in relation to: -
 - Suspension
 - Permanent Exclusion
 - Community Issues
 - Joint Enterprise
- 6 Additional information
- 7 Appendices
 - Suspension and permanent exclusion policy.
 - Misbehaviour/ Consequence table

1. Purpose

The Chaucer School relationship policy embodies our culture and ethos developed through a Trauma Informed and ACE (Adverse Childhood Experience) aware approach where relationships are at the centre of all interactions. This approach encapsulates and supports the wider school community and includes all young people, all staff, parent(s)/carers, and any external agencies who work collaboratively with Chaucer School.

Chaucer school believes that all young people are entitled to access a curriculum that is relevant, understanding, adaptive, agile, ACE aware and trauma informed that caters for all learners. We believe in providing every child with the opportunity to engage in a first-class education academically, emotionally, and socially. By identifying and breaking down the barriers to learning, we can provide an inspiring curriculum that considers the whole child and provides the necessary level of support for our young people to reach their true potential, while maintaining positive emotional wellbeing.

The relationship policy framework is designed to and should be successful in:

1. reducing student and staff stress levels through a significant reduction in negative or confrontational behaviours.
2. providing much greater understanding of the behaviour for success process by students, parents, staff, and governors.
3. ensuring that all students, regardless of ability, age and gender are involved whenever possible, in the process of praise, recognition and rewards.
4. supporting staff in developing positive relationships in the classroom, ensuring that students have a positive attitude to learning and behave in a manner conducive to high levels of progress being made. Furthermore, students should not have to suffer low-level disruption from their peers.
5. developing harmonious relationships, with increased communication between students and staff, parents/carers, where students can talk freely about their worries or concerns.

Staff must understand the importance of operating consistently within the recognised framework in term of both rewards and sanction process.

If the system is to be successful, the following must be understood by all concerned:

- Consistency in approach to both rewards and consequences within the classroom is essential.
- Once the response has taken place it is up to the member(s) of staff concerned to ensure restorative work takes place to rebuild any break down in relationships.

Members of staff will receive regular support and professional development opportunities to develop and implement the skills to successfully establish maintain and restore positive relationships with young people.

Trauma Informed practice

It is essential that, wherever possible and appropriate, adults in school have the necessary information and understanding of the context around specific students and behavioural issues that may be presented within school. **It is the responsibility of all staff** in school to be aware of any specific plans and strategies that may need to be implemented to help support young people.

A trauma informed approach requires emotionally regulated adults to support and co-regulate with the young people in their care, which will ultimately allow them to re-engage in learning. This approach looks to protect and safeguard other young people from the destabilising effects certain behaviours may have within the learning environment.

Staff responsibilities –

Unconditional positive regard is the **basic acceptance and support of a person regardless of what the person says or does**. In practice, within an education setting this means that staff are non-judgmental and work with no predetermined negative perceptions around individual students and/or their behaviour. All students are given a 'clean slate' following negative interactions with staff and every attempt must be made by staff to rebuild and restore damaged working relationships.

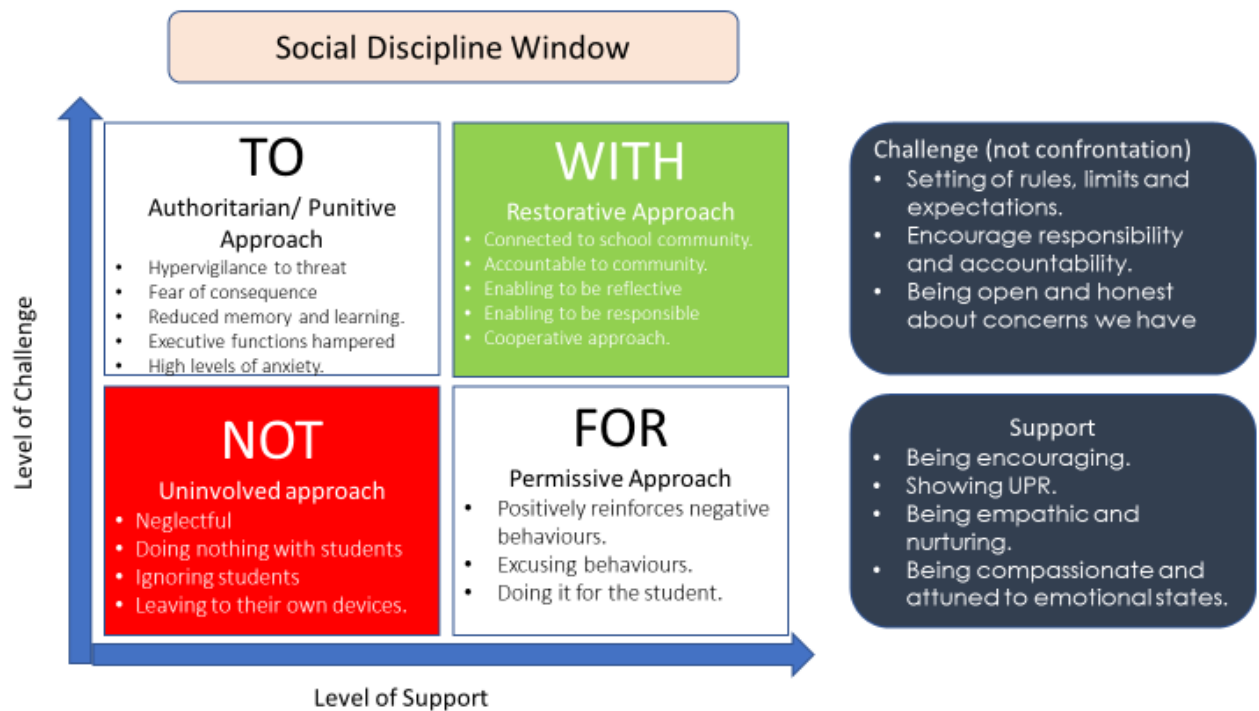
Staff conduct

All staff are responsible for adhering to positive practice that promotes a students' ability to engage in and access their learning. This is based on the understanding that students best achieve, develop, and reach their true potential when staff are fair, flexible, trustworthy, respectful, and model positive relationships.

Staff should not model negative behaviours such as (not exhaustive)

- Being confrontational
- Being insulting or abusive
- Being intimidating
- Being condescending/ harshly sarcastic
- Causing humiliation
- Being supercilious
- Any other behaviours that may cause further breakdown of relationships.

At Chaucer we have a clear vision that to achieve success, we must work **WITH** our young people. We do this by using the principles of the social discipline window. We will work **WITH** our young people and families offering high levels of support alongside high expectations to achieve our shared goals.



2. Classroom rules

Our classroom rules are outlined below:

1. Follow instructions first time and without questions or argument.
2. Arrive on time, fully equipped and ready to learn each lesson.
3. Show respect to staff and students when they are talking by listening.
4. Put your hand up and wait for your turn to speak without disturbing others.
5. Stand behind your chair quietly at the end of lessons until you are dismissed.
6. Always try your best with all learning.

3. Around school rules

1. Show responsibility by all being on time for school at 8.25 every day.
2. Be polite and show respect for all other people.
3. Follow instructions first time and without questions or argument.
4. Wear your school uniform with pride.
5. Respect your school environment, never drop, or leave litter.
6. Eat and drink in the right places at the right time.
7. Move around the school responsibly and quietly and keep to the left on corridors and staircases.

4. Rewards

Central to the philosophy is the right of all staff to praise students, including contacting parents as a matter of routine. Spontaneous day-to-day praise is a key foundation in all good schools.

Positive behaviour points (PBs)

The first formal phase of the rewards system is the use of PBs. These will be awarded both within and outside the classroom. These will be rewarded to recognise and praise not just work, but any instances of demonstrating the school core values.

- **Respect** – Be respectful of others, of ourselves and our environment.
- **Responsibility** – Be responsible for our decisions and for our actions.
- **Kindness** – Be kind. Always.

PB's will give students access to planned reward events and trips. The criteria for reward events and trips will be shared with students and families at the start of each half term.

From September 2022 the certificate levels for PBs will be as follows:

- 250 – Bronze
- 500 – Silver
- 750 – Gold
- 1000 – Platinum
- 1500 – Diamond
- 2000 – Head teacher's Award
- 2500 – Governor's Award
- 3000 – Chair of Governor's Award.

5. Responses to undesired behaviours

In terms of classroom-based responses, five key phases are identified. It is hoped that most students will choose to spend their time at Chaucer operating within the rewards framework.

It is also expected that for the students whose behaviour for learning is deemed to be unacceptable, only a small minority will move beyond phase 2.

It is essential that all students, parents, and teachers understand this framework and its continuum of sanction/responses.

When students do disturb the academic progress of their peers or fail to show respect, responsibility, or kindness to others, then they will be removed from that class. For the system to work it is essential that all staff consistently apply the behaviour system when responding to undesired behaviours and that the on-call team's response is consistent and follows the processes described in this document.

When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The most logical and appropriate sanction/response is applied to specific behaviours taking into consideration individual context, always being ACE aware and trauma sensitive.

Phase 1 Remind – teachers will calmly remind students of the high expectations we hold in school around behaviours for learning and ensuring students are aware of the impact that their decisions are having on the progress of others and themselves. Anchor the conversation in a positive example of how they have behaved positively before (30 second intervention).

Phase 2 Formal Caution – Teachers will issue a formal caution the student around their continued poor choices and conduct, explaining the importance of appropriate behaviours for learning in the classroom – further 30 second intervention. **Teacher will consider a range of support strategies including a change of seat.** Any student reaching Phase 2 will have their behaviour recorded in Bromcom.

Any student reaching 'phase 2' on five separate occasions in a school week will result in a 30-minute same day detention being issued following the 5th incident.

Phase 3 – Same day 30-minute detention – Students reaching phase 3 will be issued with a 30-minute same day detention for continued low level disruptive behaviour. The class teacher will explain to students that any further poor behaviour choices will result in the student being withdrawn from the lesson. Students who reach phase 3 during period 5 will be issued with a 30-minute detention the following school day.

Some students with additional needs around learning, safeguarding or mental health and well-being will be offered additional support at phase 3 as a reasonable adjustment.

Any student reaching 'phase 3' in two different lessons within a single school day will be placed in Reflection until 3.30pm.

Detentions

The DfE guidance on detentions can be found on pages 21 and 22 of the following documents. [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/behaviour-in-schools-guidance.pdf)

Any student who refuses or fails to attend or presents unacceptable behaviour in their allocated detention will be issued with an escalated sanction of a 1-hour detention the following school day. Failure to attend a 1-hour detention will result in students receiving a full day placement inside of Reflection until 4pm the following school day. For repeated failure or refusal to attend detention the school may choose to issue a fixed term suspension.

Detentions can only take place at the end of the school day and alternative detentions during the school day may not be requested by parents or carers

Phase 4 – Withdrawal/ Serious behaviour incident – If a student continues to present low level disruptive behaviours, they will be removed and placed in Reflection until the end of their next social period in addition to the 30-minute same day detention issued at phase 3. Any student refusing to follow basic instruction or displaying serious behaviour such as verbal abuse, dangerous or deliberately unruly behaviour will also be placed inside of the Reflection room.

N.B any behaviour unresolved from previous school days will be picked up and sanctions served the following school day. School will inform parents and carers when this is to occur.

Phase 5 – Refusing or failing to follow process in Reflection will result in a more serious sanction. This will, in most cases, be a fixed term suspension.

Reflection

Students placed inside of Reflection will be expected to follow a similar behaviour process to those inside of classrooms.

Phase 1: Reminder

Students will be reminded of the room expectations when they are presenting undesirable behaviours such as failure to follow instructions or persistent disruptive behaviours inside of Reflection.

Phase 2: Caution

Students will be given a formal caution, recorded in Bromcom regarding Reflection expectations when they are presenting undesirable behaviours such as failure to follow instructions or persistent disruptive behaviours.

Phase 3: Contact parent - risk of suspension.

A member of the on-call team will contact parent/carer to inform them of the situation and behaviours presented. Parents will be informed that their young person is at significant risk of being suspended from school. To be recorded through Bromcom.

Phase 4: Student failed Reflection placement

Removed from Reflection and moved to escalated response. This will most likely result in the student being suspended from school.

Lateness to school

Any students that arrive to school after 8.30 am in the morning will be held in the reception area and collected by a member of the on-call team before being escorted directly to lesson. Any student who is late to school on more than one occasion in a school week will be issued with a same day 30-minute detention.

Internal Truancy

Internal truancy means being on the school premises but not being in lesson without good reason. Internal truancy is a significant safeguarding concern and is therefore recognised as a serious behaviour at Chaucer School.

All students are expected to be in all their lessons, every day, on time. Any student not in lesson within 5 minutes of the start of the lesson will be recorded as internally truant. It is essential that all students are punctual to lesson. Students arriving late to lesson not only negatively affect their own progress but that of their peers, as this causing valuable learning time to be lost.

The school response to internal truancy will be for students to be placed in Reflection until the end of their next social time, or until 30 minutes after the end of the school day if the incident occurs after lunch.

Walking out of lesson without permission, arriving 5 minutes after the lesson has started and deliberately being in the wrong classroom are all examples of internal truancy. Repeated instances of internal truancy may result in the student being suspended.

Serious behavioural incidents

Serious incidents of behaviour will result in students being placed in Reflection, pending further investigation, if necessary, which may lead to a suspension or permanent exclusion.

These include (not exhaustive)

- Truancy
- Persistent and relentless breaches of the school policy.
- Threatening behaviour/ Verbal abuse towards an adult.
- Physical assault of an adult or young person
- Dangerous behaviour, including arson.
- Drug or Alcohol related incident.
- Possession of an offensive weapon.
- Bringing the name and reputation of the school and Trust into disrepute.
- Sexual misconduct.
- Child on child abuse/ Bullying, including online. (Please refer also to the Anti-Bullying policy)
- Making knowingly, untrue accusations against adults in school.

If it is deemed necessary to search a student for dangerous items, or items relating to drugs or alcohol, the **Chaucer School Search Policy** will be followed.

Chaucer School recognises that there will be occasions when it is necessary to physically intervene when there is an obvious risk to the safety of its children, staff, property or for the good order and discipline of the school. This applies both on and off school site. If used at all, the use of force to control or restrain students will be used in the context of a respectful, supportive relationship with the child to ensure minimal risk of injury to children and staff. If it is deemed necessary and unavoidable to take such action, the **Chaucer School Positive Handling Policy** will be followed.

Phase 6 – Suspension and Permanent Exclusion

For serious cases of misbehaviour which contravene the principles set out in the relationships policy, suspension may result for a period of up to 15 days. Work will be provided in the case of a suspension, and it is expected that parents accompany their child to a re-admission meeting before the student returns into school.

For a one-off serious incident such as arson, drug related incidents or incidents involving weapons, serious physical assault, sexual misconduct or, persistent disruption where the student has failed to respond to reasonable adjustments and intervention, a permanent exclusion may be recommended by the Head teacher. This will be in accordance with guidance set out by the DFE, a copy of which is available from school. Examples of such incidents will result in a full independent investigation.

The school will also take into consideration '**joint enterprise**', which can mean that if more than one student is involved in the same incident, irrelevant of the role they played, all students will receive a sanction.

DfE guidance on suspensions and permanent exclusions states that ***“When establishing the facts in relation to a suspension or permanent exclusion decision the head teacher must apply the civil standard of proof, i.e., ‘on the balance of probability’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt’.***

Governors support process.

Chaucer School has a three-stage governor support process for students who consistently disrupt the good order and discipline/ethos at Chaucer School.

The different stages are as follows.

- GSP stage 1 – Written warning
- GSP stage 2 – Single governor meeting.
- GSP Stage 3 – Full governor’s panel.

This is aimed at being a preventative intervention involving student, parent, leadership, and governance. Wherever possible, a student will follow the GSP process before a permanent exclusion is considered. Where behaviours continue beyond this point, Secondary Inclusion Panel (SIP) may be used to support.

6. Additional information

Mobile phones/electronic devices (including headphones) are not permitted to be used in school; if phones are seen or heard (including vibrating) they will be confiscated. **Please see Chaucer School mobile phone policy.**

Use of toilets – All students are encouraged to use toilets before school, during break and lunch periods and after school. Students should only use toilets during lesson time in emergencies and always with a pass from their class teacher. Parents will need to provide medical evidence for any student who needs to use toilets on a regular basis due to a specific condition or illness. Students who abuse the use of toilets and are seen repeatedly out of lessons will be identified and will subsequently need to be escorted to the toilet by a member of the on-call team. Any students out of lesson without a pass from their teacher will be reported as being truant. Chaucer School has private cubicles in all toilets. These cubicles are to be used by only one student at a time. Any students misusing toilets where more than one student occupies a cubicle at the same time will be placed in Reflection.

Uniform – Students should wear school uniform with pride every day. Students arriving at school in incorrect uniform will have contact made with parents where the reasons for lack of uniform will be discussed. Students may be sent home to change or placed in Reflection if issues are unable to be resolved. Students should remove coats and other outdoor clothing when they enter the classroom. No jackets/coats or hoodies should be worn underneath the blazer whilst on school premises.

Banned/ Prohibited items –Any student found to be in possession of any banned or prohibited item will be requested to hand over the item for confiscation. Any refusal to comply with confiscation will lead to an appropriate school response being issued. The response will include time spent inside of reflection, after school detentions, fixed term suspension, or permanent exclusion depending on the item being withheld.

The following items are prohibited from being brought into school.

- Mobile phones
- Headphones/earphones (including air-pods and similar items)
- Smartwatches
- Energy drinks
- Any drink or food containing alcohol
- Any product containing tobacco
- Any e-cigarette or vaping products
- Any illegal drug or drug paraphernalia
- Stolen property
- fireworks
- pornographic images
- any article that the member of staff 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).
- Any item judged to be an offensive weapon

Equipment – all students should arrive at school fully equipped for learning. Equipment should include

- i Pen, pencil and ruler
- ii Scientific calculator
- iii PE kit on days where students have PE
- iv A suitable bag to carry equipment in.

Out of class behaviour

Poor behaviour out of class has an impact upon learning. Out of class, students are expected to behave responsibly, respectfully, and allow others the right to be free of disruption. Defiance, dangerous behaviour or bullying disrupts the good order of the school and creates an atmosphere in which learning is impaired. Every member of staff at Chaucer is expected to challenge and address poor behaviour outside class. Serious incidents of such poor behaviour will result in action by the year leader or member of leadership team. Parents will be notified as appropriate. (Please refer also to the Anti -Bullying Policy.)

Incidents which occur within the community, whilst a student is wearing school uniform will be sanctioned appropriately in line with this behaviour policy, as this is seen as 'bringing the school's name into disrepute'.

Parents

Parents will be made aware of the expectations within school of appropriate behaviour for learning through the website.

Media

The Head teacher or a nominated spokesperson will handle all media enquiries. The school will not comment on individual cases but will refer to the school policy and the procedures in place to manage any incidents of poor behaviour.

Monitoring and Review of the policy

Application of the policy will be monitored by a member of leadership and reports submitted to the relevant Governing Body committee each term. The policy will be reviewed every two years, or in the light of changing information. The review will be led by a member of leadership.

Dissemination of policy

New staff will be introduced to this policy as part of the induction process. The policy will be available on the school network and other interested parties may apply for a copy. Students will be made aware of the policy as part of the tutor time programme.

Appendices – Suspensions and Permanent Exclusions.

Suspensions and alternatives to suspension *'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Heads of Schools in using exclusion as a sanction where it is warranted.'*

(DfE Exclusion from maintained schools, academies and student referral units in England 2017).

1) Suspension (previously identified as 'Fixed Term Exclusions').

The school will use Suspensions when student behaviour seriously and negatively impacts on the learning and/or safety of students. Suspensions will also be used when the good order of the school is threatened and/or student behaviour could potentially damage the reputation of the school. The Senior Leadership team (at the discretion of the Headteacher) may suspend for the following reasons:

- Serious incidents where school expectations are breached (for example – see Section 5 of the relationship policy).
- Persistent and relentless disruptive behaviour.
- Refusal to engage with school processes.

Any refusal to engage with school processes such as Reflection will result in suspension and a subsequent placement in Reflection following the readmission after suspension. Students will be expected to undertake academic studies from the work-packs provided at the time of suspension. Failure to do so will result in a longer period spent in Reflection upon their return.

The number of days students are suspended for will be at the discretion of the Headteacher and the designated members of the Senior leadership team. The length determined could be between 0.5 days to 15 days.

Suspensions for repeat behaviours will escalate in their duration. For instance, if a student served a one-day suspension for a physical assault against another student, and then went on to physically assault another student, the suspension would be for a minimum of two days.

The Headteacher also retains the right to permanently exclude a student for persistent disruptive behaviour or a single, one-off, serious incident.

2) Offsite direction.

Off-site direction may be considered as an alternative to suspension. Schools within TSAT and the locality work with each other so that students can spend time off site in other school's inclusion provisions. This may be used to avoid prolonged suspensions and ensures that good order is maintained, a consequence is issued but a student can remain in supervised care.

3) Permanent Exclusion

'A decision to exclude a student permanently should only be taken: - in response to serious or persistent breaches of the School's Behaviour for Learning Policy; and - where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the School.'

(DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2017).

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

- Serious actual or threatened physical assault against another student or an adult in school
- Sexual abuse or assault.
- Supplying an illegal drug.
- Possession of an illegal drug with intent to supply.
- Carrying an offensive weapon.*
- Making a malicious serious false allegation against a member of staff.
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm, including arson or similarly dangerous behaviours.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of our community.

The Headteacher may also permanently exclude a student for:

- One of the above offences.
- Persistent disruption and defiance including child on child abuse, which would include racist or homophobic abuse. (Please refer also to the Anti-Bullying policy.)
- Possession and/or use of an illegal drug or drug paraphernalia on school premises.
- Any serious incident which the school deems to be of an extremist nature.
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

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

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- Persistent disruption and defiance that may or may not be directly linked to the Classroom Consequences System.

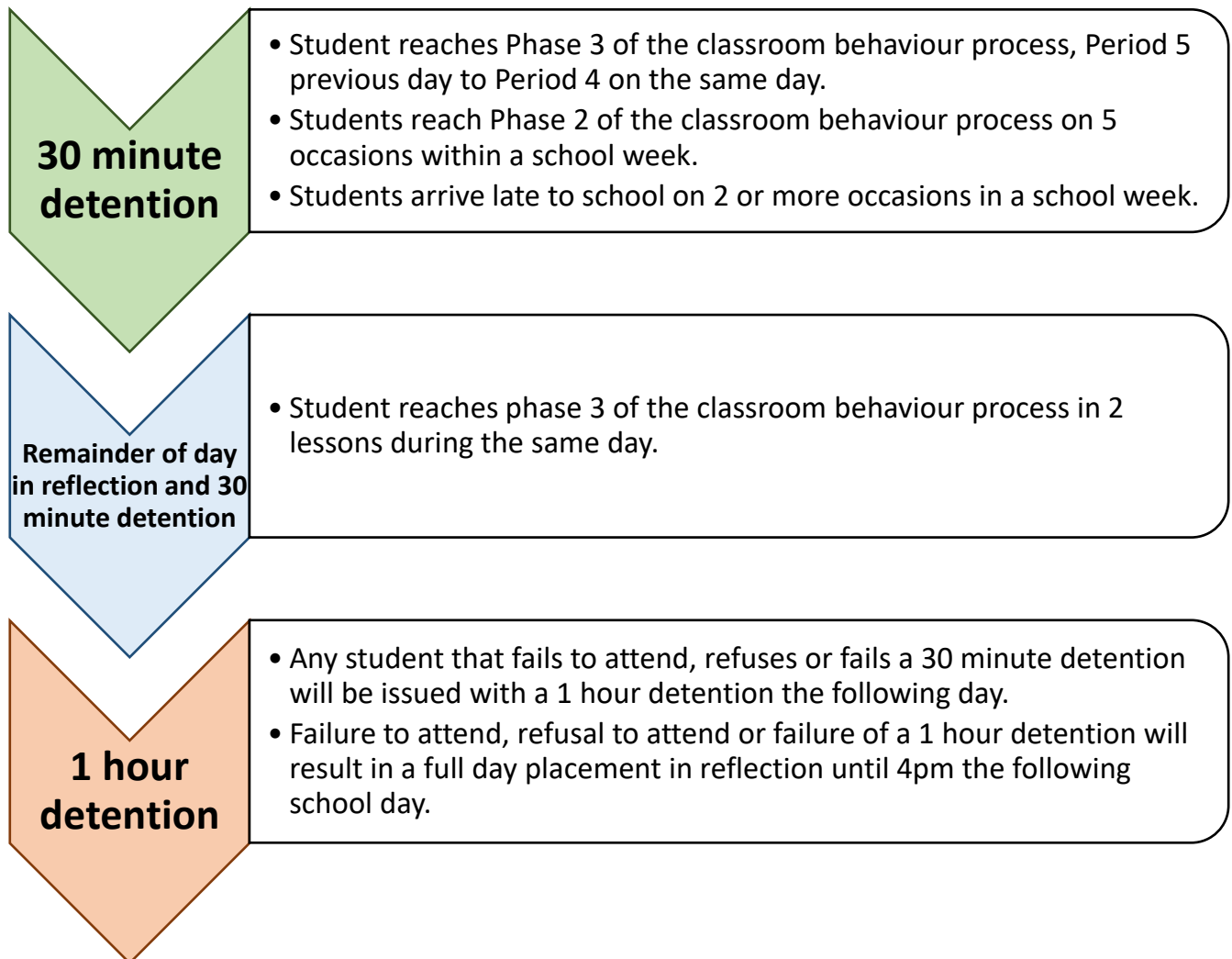
*Offensive Weapons – Definition:

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

Appendix - This table provides guidance for the consistent application of the behaviour for learning systems in school.

Phase within the behaviour system and school response.	Phase 1 verbal reminder	Phase 2 Formal Caution	Phase 3 – Same day 30 minute detention.	Phase 4 – Withdrawal or Immediate placement in ‘Reflection’ including ‘out of classroom behaviours’ (OOCB)	Serious sanction following discussion involving lead professionals and thorough investigation of incident or specific student. Response to be either include a 1-to-5-day placement inside of Reflection; community service; suspension from school; permanent exclusion from school.
Behaviours presented by students (not exhaustive).	<p>Student disturbing other children.</p> <p>Student off task.</p> <p>Refusal of reasonable requests from adults.</p> <p>Talking over others including the teacher.</p> <p>Calling out without permission.</p> <p>Slow to start work or to follow instructions.</p> <p>Leaving seat without permission.</p> <p>Answering back.</p> <p>Showing disrespect to others.</p> <p>Eating in lesson.</p> <p>Uniform breach.</p> <p>Inappropriate use of language.</p>	<i>Continued low level disruption described in previous phases.</i>	<i>Continued low level disruption described in previous phases.</i>	<p><i>Continued low level disruption described in previous phases.</i></p> <p>Phone refusal</p> <p>External or internal truancy, including being more than 5 minutes late to lesson.</p> <p>Deliberately unruly behaviour that compromises the safety of others.</p> <p>Any behaviour which disrupts the good order of the school.</p> <p>Physical altercation with another student.</p> <p>Vaping/ smoking or associated vaping/ smoking.</p> <p>Theft.</p> <p>Bullying including homophobic, racist or other discriminatory behaviours.</p> <p>Verbal abuse</p> <p>Physical assault</p> <p>Threatening behaviour</p> <p>Wilful damage to property</p> <p>Any other serious behaviour described in the relationship policy.</p>	<p>Suspensions or Permanent Exclusion to be considered</p> <ul style="list-style-type: none"> • Failure inside of ‘Reflection’ • Relentless and persistent truancy. • Persistent and relentless breaches of the school behaviour policy. • Threatening behaviour/ Verbal abuse towards an adult. • Dangerous behaviour, including arson. • Drug or Alcohol related incident. • Possession of an offensive weapon. • Bringing the name and reputation of the school and Trust into disrepute. • Sexual misconduct. • Child on child abuse/ Bullying, including online. (Please refer also to the Anti-Bullying policy.) • Making knowingly, untrue accusations against adults in school. • Instances of theft. • Actual or threatened physical assault against another student or an adult in school • Sexual abuse or assault. • Supplying an illegal drug or possession of an illegal drug with intent to supply. • Carrying an offensive weapon. • Making a malicious serious false allegation against a member of staff. • Placing students, staff and members of the public in significant danger or at risk of significant harm, including arson or similarly dangerous behaviours. • Persistent disruption and defiance including child on child abuse (which would include racist or homophobic abuse). • Possession and/or use of an illegal drug or drug paraphernalia on school premises. • Any serious incident which the school deems to be of an extremist nature. • An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community. • Deliberate activation of the fire alarm without good intent. • Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network. • Repeated verbal abuse of staff. • Persistent disruption and defiance that may or may not be directly linked to the Classroom Consequences System.

Detention Procedure and Process



Bromcom runs a report at 2pm each day, all same day behaviours to be recorded by this point. Parents of students reaching Phase 3 in a lesson that day or on period 5 the previous day will be informed by text message that their child will be placed in a 30-minute



Students will appear in red on period 5 registers. Period 5 class teachers will be responsible for escorting students to the appropriate detention location for specific year groups. Any student that refuses will need to be reported to the year teams to be entered for an escalated 1-hour detention (or full day in reflection if failing a 1-hour detention) the following day. Parents will be informed of the escalated sanction by text message.

**Y7 detentions
in Room 213**

**Y8 detentions
in Room 201**

**Y9 detentions
in Room 110**

**Y10
detentions in
Room 219a**

**Y11
detentions in
Room 219**

Classroom Behaviour Process

Phase 1 (P1) 'Remind'

Students will be reminded of the high expectations around behaviour and the effects behaviour is having on others.

Phase 2 (P2) 'Formal Caution'

Student will receive a caution recorded in Bromcom around continued poor choices and reminded again of the effect this is having on learning of others.

Phase 3 (P3) 30-minute same day detention.

Parents will receive a text message to inform them of the same day 30-minute detention. A student that reaches phase 3 in two lessons in a day will go in reflection until 3.30pm

Phase 4 (P4) Immediate Withdrawal or withdrawal for continued poor behaviour.

Continued disruptive behaviour, refusal to follow basic instructions or serious behaviours will result in students being withdrawn from lessons.

- School will contact the parents of all students who are withdrawn from lesson due to poor behaviour.
- Students will be placed in reflection to access work.
- Withdrawal will result in students spending their next social time in Reflection in addition to a 30-minute detention after school.

Reflection Behaviour Process

Phase 1: Reminder

Remind the student (subtly 1:1 if possible) of the room expectations when they are presenting undesirable behaviours such as failure to follow instructions or persistent disruptive behaviours.

Phase 2: Caution

Give students a formal caution, recorded in Bromcom regarding classroom expectations when they are presenting undesirable behaviours such as failure to follow instructions or persistent disruptive behaviours

Phase 3: Contact parent - risk of suspension.

A member of the on-call team will make contact with parent/carer to inform them of the situation and behaviours presented. To be recorded through Bromcom

Phase 4: Student failed Reflection placement

Removed from Reflection and moved to escalated response. This will most likely result in the student being suspended from school.