



Relationship and behaviour policy

February 2025

Chaucer  
School

## Relationships Policy

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## 1. Purpose:

### 'The Chaucer way'.

The Chaucer School behaviour curriculum 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 to support boundaries and clear expectations that provide emotional safety and security. 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. The ethos promoted at Chaucer demands high expectations of staff and students. It demonstrates respect, tolerance, and an understanding of individual differences. We aim to create a culture of good behaviour, not only for learning, but within the community and for life.

We will aim to build a community which holds true to our core values of kindness, respect and responsibility and empathy for others to help learners take control over their behaviour and be responsible for the consequences of it. We educate and encourage our school community to value the diversity in our society and the environment in which they live becoming active and responsible citizens, having a positive contribution to their own community.

Through encouraging positive behaviour, we can promote good working relationships throughout the school community. These relationships are built on trust compassion, empathy and understanding. We aim to ensure that as students practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them.

### Teaching 'The Chaucer Way'.

Good behaviours are explicitly taught and regularly refreshed to ensure all students understand the high expectations we have of them. The Chaucer Way curriculum sets clear boundaries and parameters for behaviours for learning, social norms and routines. We share consistent language of these behaviour expectations across school. The curriculum is taught explicitly to students during tutor time and through their regular LIFE (PHSE) lessons. There are specific 'drop down lessons' throughout the year where there is a specific focus on the behaviour curriculum.

Students learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the curriculum is revisited with students and is reinforced throughout the year. The curriculum content is taught explicitly, staff provide models where appropriate, allow for independent practice and check for student understanding.

The process for teaching behaviour explicitly is as follows.

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

### Staff responsibilities

- It is essential that adults in school have the necessary information and understanding of the context around specific students and behavioural issues that may be presented.

- 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.
- All staff will demonstrate unconditional positive regard which is the basic acceptance and support of a person regardless of what the person says or does. In practice this means that staff are non-judgmental and work with no predetermined negative perceptions around individual students and/or their behaviour.

All staff are responsible for adhering to positive practice that promotes 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, consistent, 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.

## 2. Classroom rules

Classroom rules
Follow staff instructions first time and without question.
Be responsible by arriving on time and line up outside classrooms silently and calmly.
Enter classrooms silently and sit where the teacher asks you to.
Have your equipment out and ready to begin the starter task.
Show respect to staff and students when they are talking by listening.
Put your hand up and wait for your turn to speak without disturbing others.
Always try your best with all learning.
Pack away silently and calmly when asked to do so.
Stand behind your chair silently at the end of lessons until you are dismissed.
Enter the corridor quietly and calmly as you go to the next lesson or social time.

## 3. Around school rules

Around school rules
Follow staff instructions first time and without question.
Be polite and respectful at all times.
Show responsibility by being on time for school and all lessons.
Wear the correct school uniform at all times.
Talk, don't shout, using respectful language at all times.
Walk on the left on all corridors.
Use the correct up or down staircase.
Be kind, always.
Respect your school environment, putting all litter in the bins.
Walk calmly and quietly around school and do not make physical contact with others.

## 4. Rewards

### Positive behaviour – Praise and Rewards

Central to the philosophy around our relational approach is the responsibility 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 should be awarded both within and outside the classroom. These will 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.

The certificate levels and badges for PBs are as follows:

- 250 – Bronze
- 500 – Silver
- 750 – Gold
- 1000 – Emerald
- 1250 – Ruby
- 1500 – Diamond

This table provides guidance for the consistent application of the positive behaviour system in school.

In a lesson	
<i>If...</i>	<i>Then...</i>
Good effort/contribution in lesson	Verbal praise & 1 PB added to system by class teacher.
Excellent effort/contribution in lesson	Verbal praise & 2 PBs added to system by class teacher.
Outstanding effort/contribution in lesson	Verbal praise & 3 PBs added to system by class teacher.
Completion of Homework	3 PB's added to system automatically
Homework Champion Nomination	Contact home & 10 PBs added to system automatically.
Subject Champion Nomination	Contact home & 15 PBs added to system automatically.
Display core value of <b>Respect</b>	Verbal praise & 3 PBs issued on school system for Respect
Display core value of <b>Responsibility</b>	Verbal praise & 3 PBs issued on school system for Responsibility
Display core value of <b>Kindness</b>	Verbal praise & 3 PBs issued on school system for Kindness
In form time	
<i>If...</i>	<i>Then...</i>
Full uniform, equipment & punctuality to form.	Verbal praise & 3 PBs issued by form tutor each day.
100% attendance in a school week	10 PB's automatically added to the system
Display core value of <b>Respect</b>	Verbal praise & 3 PBs issued on school system for Respect
Display core value of <b>Responsibility</b>	Verbal praise & 3 PBs issued on school system for Responsibility
Display core value of <b>Kindness</b>	Verbal praise & 3 PBs issued on school system for Kindness
Out of lesson	

<b>If...</b>	<b>Then...</b>
Display core value of Respect	Verbal praise & 3 PBs issued on school system for Respect
Display core value of Responsibility	Verbal praise & 3 PBs issued on school system for Responsibility
Display core value of Kindness	Verbal praise & 3 PBs issued on school system for Kindness
Represent school in sports fixture or event.	10 PBs added to system automatically.
<b>Subject leader rewards</b>	
<b>If...</b>	<b>Then...</b>
Homework Champion Nomination	Contact home & 10 PBs added to system automatically.
Subject Champion Nomination	Contact home & 15 PBs added to system automatically.
<b>Year team rewards</b>	
<b>If...</b>	<b>Then...</b>
Accumulation of 250 PBs	Bronze certificate and Bronze Star badge
Accumulation of 500 PBs	Silver certificate and Silver Star badge
Accumulation of 750 PBs	Gold certificate and Gold Star badge
Accumulation of 1000 PBs	Emerald Certificate and Emerald Star badge
Accumulation of 1250 PBs	Ruby certificate and Ruby Star badge
Accumulation of 1500 PBs	Diamond certificate and Diamond Star badge and invite to end of year special event.
Accumulation of 250 PBs	Bronze certificate and Bronze Star badge
Accumulation of 500 PBs	Silver certificate and Silver Star badge
Accumulation of 750 PBs	Gold certificate and Gold Star badge
Accumulation of 1000 PBs	Emerald Certificate and Emerald Star badge
Accumulation of 1250 PBs	Ruby certificate and Ruby Star badge
Accumulation of 1500 PBs	Diamond certificate and Diamond Star badge and invite to end of year special event.

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## 5. Responses to undesired behaviours

In terms of classroom-based responses, four key stages 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 the second stage.

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 a school response will be put in place. 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.

### **Dealing with low level disruption – Consistency is the key!**

The Chaucer behaviour policy is designed to support staff and enable learning to take place without interruption. Students whose behaviour is not in line with the school expectations should receive **one verbal warning**. If a student continues to present undesirable behaviour inside the classroom then the class teacher should move through the behaviour system recording each step on Bromcom.

**Warning** – 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.

**Consequence** – Same day 30-minute detention – Students reaching the next stage 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 removed from the lesson. Students who receive a consequence during period 5 will be issued with a 30-minute detention the following school day.

**Any student receiving two consequences in two different lessons within a single school day will be placed in Reflection until 3.30pm.**

**Some students with additional needs around learning, safeguarding or mental health and well-being will be offered additional support at points within the behaviour continuum as a reasonable adjustment.**

### **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.gov.uk/guidance/behaviour-in-schools-guidance)

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.**

**Removal/ 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 the consequence phase 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. Any students who is absent or is signed out of school before their sanction has been served will have the consequence carried over to the next school day.**

**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.**

**Consistent application of the behaviour system and use of Bromcom to record behaviours.**

All breaches of the school behaviour policy should be recorded on Bromcom as necessary. Accurate recording of behaviours allows for better tracking of patterns and efficient use of interventions and actions moving forwards.

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

In a lesson		
	<i>If...</i>	<i>Then...</i>
1.	Low level disruption	Warning (Stage 1) Consequence - Same day 30-minute detention (Stage 2) Removal (Stage 3)
2.	Highly disruptive behaviour (including refusal of basic requests).	Immediate withdrawal or 'drop down' option for specific behaviour presented.
3.	Inadequate work/ passivity	Verbal warning initially, Consequence recorded if no improvement in effort.
4.	Student arrives more than 5 minutes late to lesson.	Record as being internally truant.
5.	Intentionally in the wrong lesson	Record as being internally truant.
6.	Walking out of lesson.	Record as being internally truant.
7.	Students marked in school but not arrived to lesson.	Record as being missing from lesson.
8.	Seen with mobile phone or earphones in lesson.	Request item for confiscation and record as being confiscated.
9.	Students refuses confiscation of mobile or earphones.	Record as 'phone refusal'.
10.	Students is in incorrect uniform.	Record as having incorrect uniform.



<b>During social times and transitions around school site</b>		
	<b><i>If...</i></b>	<b><i>Then...</i></b>
11.	Low level behaviours including; Not using 'inside voices', walking on the wrong side deliberately, using foul language. Using the wrong staircase.	Record as Consequence Out of Class behaviours which will allocate a same day 30-minute detention.
12.	Students are play fighting, being overly physical or unruly in behaviour.	Record as Removal Out of Class Behaviours which will have them placed in reflection.
13.	Seen with mobile phone or earphones.	Request item for confiscation and record as being confiscated.
14.	Students refuses confiscation of mobile of earphones.	Record as 'phone refusal'.
15.	Students is in incorrect uniform.	Record as having incorrect uniform.
16.	Student present highly disruptive behaviour (including refusal of basic requests).	Record as Removal Out of Class Behaviours which will have them placed in reflection.
17.	Student seen using or is suspected of being in possession of smoking/ vaping paraphernalia.	Record as Smoking/Vaping. Behaviour team will resolve, do not attempt to resolve yourself.
18.	Student refuses to engage with you when you are attempting to address behaviours.	Record as Removal Walking away from staff.

### **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 tutor time period after 8.35 am in the morning without a medical note will be recorded as being late. Any student who arrives to school after 9am without a medical note will receive a 'U' code and will not therefore receive a morning attendance mark. Any student that receive 2 late marks or 'U' codes in a week will be issued with a same day 30-minute detention on the day of the second and any subsequent instance of lateness.

## 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. **Any student who internally truant on two separate occasions in a school day will be placed in Reflection until 3.30pm**

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.**

### **Deliberate unruly behaviour and truancy.**

Any student who is internally truant and causes significant disruption to the good order of the school by interrupting the learning of others will be placed in Reflection until 3.30pm.

### **Walking or running away from staff.**

Respect is one of our core values and all staff model these behaviours when interacting with others. If a student refuses to engage with staff when there has been negative behaviours displayed will be placed in reflection until the end of the school day, 3.30pm

### **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.

- Smoking and/or vaping.
- 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 smoking/vaping drugs or alcohol, the **Chaucer School Search Policy** will be followed.

### **Smoking, vaping and e-cigarettes**

E-cigarettes and vapes are banned items at school. 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.

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.

### **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 – Deputy head teacher and Headteacher panel.
- GSP Stage 3 – Single governor along with Headteacher and Deputy Headteacher.

The GSP process 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 these items 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. 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 will be sent home to change or placed in Reflection if issues are unable to be resolved. Students should remove coats and other outdoor clothing before 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.

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; on devices or physical copies.
- 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, or not, will be sanctioned appropriately in line with this behaviour policy, as this is seen as 'bringing the school's name into disrepute'.

#### **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.

**Date reviewed: January 2025**

**Date to be reviewed: July 2025**

## 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.
- 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 by accessing SENECA through the school website or from the work-packs provided at the time of suspension.**

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 a strategy to improve students’ behaviour in the future. Schools within TSAT and the locality work with each other so that students can spend time off site in other school’s inclusion provisions and mainstream lessons. This may be used to support a student in a fresh start in a different school, ultimately leading to a managed move taking place.

### 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 (not exhaustive):

- 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	<b>Warning</b>  following low level disruptive behaviours (LLDB).	<b>Consequence</b>  following repeated low-level disruption (LLDB).	<b>Removal or Immediate placement in 'Reflection' including 'out of classroom behaviours' (OOCB)</b>	<b>Serious sanction following discussion involving lead professionals and thorough investigation of incident or specific student.</b> 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).	<ul style="list-style-type: none"> <li>▪ Student disturbing other children.</li> <li>▪ Student off task.</li> <li>▪ Refusal of reasonable requests from adults.</li> <li>▪ Talking over others including the teacher.</li> <li>▪ Calling out without permission.</li> <li>▪ Slow to start work or to follow instructions.</li> <li>▪ Leaving seat without permission.</li> <li>▪ Answering back.</li> <li>▪ Showing disrespect to others.</li> <li>▪ Eating in lesson.</li> <li>▪ Uniform breach.</li> <li>▪ Inappropriate use of language.</li> <li>▪ Lack of effort in lesson.</li> </ul>	<p><i>Continued low level disruption described in previous phases.</i></p>	<p><i>Continued low level disruption described in previous phases.</i></p> <ul style="list-style-type: none"> <li>• Phone refusal.</li> <li>• External or internal truancy, including being more than 5 minutes late to lesson.</li> <li>• Deliberately unruly behaviour that compromises the safety of others.</li> <li>• Any behaviour which disrupts the good order of the school.</li> <li>• Physical altercation with another student.</li> <li>• Vaping/ smoking or associated vaping/ smoking.</li> <li>• Theft.</li> <li>• Bullying including homophobic, racist or other discriminatory behaviours.</li> <li>• Verbal abuse.</li> <li>• Physical assault.</li> <li>• Threatening behaviour.</li> <li>• Wilful damage to property.</li> <li>• Any other serious behaviour described in the relationship policy.</li> <li>• Walking or running away from staff.</li> </ul>	<p><i>Suspensions or Permanent Exclusion to be considered</i></p> <ul style="list-style-type: none"> <li>• Failure inside of 'Reflection'</li> <li>• Relentless and persistent truancy.</li> <li>• Persistent and relentless breaches of the school behaviour policy.</li> <li>• Threatening behaviour/ Verbal abuse towards an adult.</li> <li>• Dangerous behaviour, including arson.</li> <li>• Drug or Alcohol related incident.</li> <li>• Possession of an offensive weapon.</li> <li>• Bringing the name and reputation of the school and Trust into disrepute.</li> <li>• Sexual misconduct.</li> <li>• Child on child abuse/ Bullying, including online. (Please refer also to the Anti-Bullying policy.)</li> <li>• Making knowingly, untrue accusations against adults in school.</li> <li>• Instances of theft.</li> <li>• Actual or threatened physical assault against another student or an adult in school</li> <li>• Sexual abuse or assault.</li> <li>• Supplying an illegal drug or possession of an illegal drug with intent to supply.</li> <li>• Carrying an offensive weapon.</li> <li>• Making a malicious serious false allegation against a member of staff.</li> <li>• Placing students, staff and members of the public in significant danger or at risk of significant harm, including arson or similarly dangerous behaviours.</li> <li>• Persistent disruption and defiance including child on child abuse (which would include racist or homophobic abuse).</li> <li>• Possession and/or use of an illegal drug or drug paraphernalia on school premises.</li> <li>• Possession of e-cigarettes vapes or products including tobacco.</li> <li>• Any serious incident which the school deems to be of an extremist nature.</li> <li>• 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.</li> <li>• Deliberate activation of the fire alarm without good intent.</li> <li>• Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.</li> <li>• Repeated verbal abuse of staff.</li> <li>• Persistent disruption and defiance that may or may not be directly linked to the Classroom Consequences System.</li> </ul>



# Detention Procedure and Process

## 30 minute detention

- Student reaches **Consequence** of the classroom behaviour process, Period 5 previous day to Period 4 on the same day.
- Students arrive late to school on 2 or more occasions in a school week.

## Remainder of day in reflection and 30 minute detention

- Student reaches **Consequence** of the classroom behaviour process in 2 lessons during the same day.

## 1 hour detention

- Any student that fails to attend, refuses or fails a 30 minute detention will be issued with a 1 hour detention the following day.
- Failure to attend, refusal to attend or failure of a 1 hour detention will result in a full day placement in reflection until 4pm the following school day.

Bromcom runs a report at 2pm each day, all same day behaviours to be recorded by this point. Parents of students reaching **Consequence** 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.

# Classroom Behaviour Process

## Warning

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

## Consequence 30-minute same day detention.

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

## Removal - Immediate Removal or 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.

# 'The Cornerstone' Behaviour Process

## Phase 1: Reminder

Remind the student (subtly 1:1 if possible) of the classroom 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: Loss of 15 minutes social time (break or lunch time), community service based.

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

## Phase 4: Continued disruption - (After school 15 minute reflection time)

Parents will be phoned at the end of the day with student present for a reflective conversation.

**2 x Phase 4 behaviours in a day will result in suspension.**

**Serious breach of behaviour policy including dangerous, aggressive or threatening behaviour towards others.**

Depending on behaviours presented it may be necessary to move forwards suspensions for instances of serious behaviour as described above.