

Trinity School

Behaviour and Relationships Policy



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Behaviour and Relationships Policy: Transforming Relationships

"Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—his good, pleasing and perfect will."

Romans 12: 2

Introduction

The policy takes account of guidance from the DfE including [The Equality Act 2010 and the special educational needs and disability \(SEND\) code of practice](#). It aims to make clear the boundaries of what is acceptable, the rewards and sanctions that are applied, and arrangements for consistent and fair application.

The Governing Board has a general duty to ensure that school policies promote good behaviour and discipline among pupils. The Headmaster in turn is responsible for promoting good behaviour and drafting the school's written policy making clear the rules and expectations.

The policy supports the core values of the school. As a Christian school the school's chaplain and Pastoral team have a key role in supporting pupils and staff and helping to ensure that the pastoral needs of all members of the community are met.

The school, through its academic and pastoral work, promotes respect for others, intolerance of bullying or harassment, the importance of self-discipline and knowing the difference between right and wrong. All adults in the community have a responsibility to model and teach appropriate behaviour through all interactions with pupils and adults. In addition, these values and expectations are explicitly taught in form time acts of worship and Head of Year assemblies. This ethos and expectations are particularly reinforced through Community Worship.

Aims and principles

As a Christian community we promote the very highest standards of behaviour and expect that pupils will uphold the ethos and culture of the school. We firmly believe that all people are made in the image of God and are able to thrive. All of our behaviour systems are designed to nurture that thriving. We believe that in order to enable effective teaching and learning to take place, good behaviour, in a safe and secure environment, is necessary in all aspects of school life. We seek to create this environment by:

- Promoting personal responsibility, good behaviour and good discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all and consistency of response to both negative and positive behaviour
- Providing a safe and secure environment, free from disruption, violence, bullying and any form of harassment by pupils or adults
- Encouraging a positive relationship with parents/carers to develop a shared approach to involve them in the implementation of the school's behaviour policy and associated procedures

Expectations

Our expectation is that courtesy, politeness, regard for others and self-discipline will be the norm. Whilst there are rules and procedures aimed at maintaining a positive atmosphere around the school, it is important that all pupils develop a sense of responsibility for their own behaviour.

Staff at all levels, whether as a class teacher, a form-tutor, or member of non-teaching staff have a personal commitment to using Restorative Justice (RJ) to promote good relationships and excellent behaviour in and around all areas of the school. This includes using RJ language in interactions with pupils, stating the rules and expectations of the school, explaining them, and when necessary invoking a range of sanctions without seeking the support of more senior colleagues. It is essential for colleagues to take on these responsibilities and to act with consistency. This is key to ensuring that we are a Restorative School.

Aim(s):

- Staff, pupils and parents having the skills to build/maintain good relationships for learning
- All relationships are built on Christian principles including mutual respect
- Interactions between members of the community exemplify gospel principles including grace, justice and forgiveness

Outcomes:

- Every area of the school is ordered and purposeful
- The policies and procedures are consistently applied by staff
- The behaviour of all members of the community consistently contributes to learning
- The local community, parents and visitors recognise the high standard of pupil behaviour

Principles/values:

This policy is based on our commitment to the Trinity Way:

- **Truth** which includes integrity, honesty and openness
- **Excellence** in everything including academic work, arts and sport
- **Love** exemplified in quality relationships, nurture, and ‘tough’ love that expects the best
- **Leadership** taking responsibility for myself and others and leading my own learning
- **Service** serving each other and our wider community.

Restorative Justice (RJ)

We believe that Restorative Justice is a framework that best exemplifies our Christian values and allows us to achieve our overarching aim of “Life in all its fullness”. RJ is a valued-based approach with a clear structure that enables the school to respond effectively to wrongdoing and conflict. It focuses on the person/people harmed, the person/people causing the harm, and the affected community (the school). Restorative justice transforms wrongdoing by healing the harm that is caused, particularly to relationships. It gives all involved in an incident a voice in how harm can be repaired and in making a plan for the future. By working together to identify and address harm, and what can be done to repair that harm, relationships can be put right and schools can be happier and safer places.

The key features of RJ are:

- Respect - listening to others’ opinions and valuing them
- Responsibility - taking responsibility for your own actions
- Repair - talking to others to repair and resolve any harm that has been caused
- Re-integration - working through a process that solves the problem

RJ does not preclude sanctions. It does, however, insist that sanctions are applied within a framework that encourages responsibility for actions and places repairing relationships and reintegration at its core.

Rights and Responsibilities

Creating a Christian ethos and culture in which all can thrive requires all stakeholders to play a part. We view this in terms of 'rights' and 'responsibilities'.

The school:

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • To enforce our school behaviour policy including rules and disciplinary measures • To expect our pupils and their parents'/ carers' cooperation in maintaining a climate of learning • To expect pupils to respect the rights of other pupils and adults in the school • Not to tolerate abusive, threatening or violent behaviour 	<ul style="list-style-type: none"> • To establish and communicate clearly the measures taken by the school to ensure good order, respect and discipline • To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies • To support, praise and reward pupils' good behaviour • To apply sanctions fairly, proportionately and reasonably • To work with pupils, parents/carers and other organisations in an effort to avoid fixed term or permanent exclusions • To ensure as far as possible the safety and well-being of pupils and to deal appropriately with reports and complaints of bullying • To ensure that staff model good behaviour and do not denigrate pupils, colleagues or parents/carers • To use appropriate methods of engaging parents/carers and to support them in meeting their parental responsibilities

Pupils:

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • To contribute to discussions on the school behaviour policy • To be taught in environments that are safe, conducive to learning and free from disruption • To expect appropriate action from school staff to tackle any incidents of bullying, violence, discrimination or harassment 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way • Not to bring inappropriate or unlawful items into school • To show respect to school staff, fellow pupils, visitors, school property and the school environment • Never to denigrate, harm or bully other pupils or staff • To cooperate with and abide by any arrangements put in place to support your behaviour and/or learning • To attend reintegration meetings and restorative conferences

Parents and carers:

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none">• To expect your child to be safe, secure and respected in school• To appeal to the appropriate authority if you believe the school has exercised its disciplinary authority unreasonably• To be kept informed of your child's progress, rewards, successes and any issues relating to their behaviour• To be listened to when sharing concerns with the school and expect an appropriate and fair response	<ul style="list-style-type: none">• To respect the school's behaviour policy and the disciplinary authority of school staff• To help ensure that your child follows reasonable instructions by school staff and adheres to school rules• To ensure school staff are made aware of any factors which may result in your child displaying behaviours outside of the norm• To work with the school to support your child's positive behaviour

Trinity School Code of Conduct

As a Christian Community we want all members of the community to be happy and to thrive. To achieve this we have a code of conduct for all members of the community:

- Show one another respect and consideration
- Have high expectations of our self and others
- Promote the school and act as ambassadors

To show respect and consideration, we will:

- Be polite and considerate at all times
- Be considerate and respectful of the school environment
- Expect pupils to follow the instructions of staff, 'first time, every time'
- Expect staff to do their best for every pupil

Because we have high expectations of others, and ourselves we will:

- Take pride in all we do
- Celebrate achievements of ourselves and others
- Meet all deadlines

To promote pride in our school, we will:

- Have high standards of dress
- For years 7- 11 wear the uniform with pride, ensuring that we wear it fully in school and to and from school (see uniform guide for expectations)
- For sixth form and staff wear appropriate office dress
- Behave in a manner that exemplifies the ethos and standards of the school

Health and Safety

In addition to the main school rules the following Health and Safety rules apply:

- It is forbidden to use illegal drugs or 'legal highs' on the premises and it is also forbidden to bring either item to the school
- It is forbidden for pupils to use alcohol on the premises at any time or to have alcohol in their possession
- Smoking and vaping is forbidden on the site or when travelling to and from the school.

- It is forbidden to carry knives, lighters or any type of gun or items that could be considered to be an offensive weapon. It is equally forbidden to carry or use any such item in the vicinity of the school
- Glass bottles are not to be brought onto the premises because of the risk of breakage.
- KS3 and KS4 pupils must remain on the school site at lunch or break times unless they have permission from parents/carers and school to be off site

Consequences

Consequences for unacceptable conduct are applied within a framework of RJ and may include restorative meetings, verbal warnings, loss of privileges at break or lunchtime, after school restorative meetings, community service, internal or fixed term exclusions, managed moves and in exceptional cases permanent exclusions.

After School Restorative Meetings

All formal restorative meetings are usually held after school, although some may occur during the school day. Restorative meetings where pupils repair relationships by reflecting on behaviour may be used as part of the restorative process following poor behaviour. Sometimes the outcome of such meetings is an agreed restorative task(s) e.g. complete some missing work, community service. The school safeguards pupil's and parents' legitimate rights by making these reasonable and proportionate.

The school takes into account a pupil's age, special educational needs, religious requirements and whether a parent can reasonably arrange for a pupil to get home from the school. As a result the school will give 24 hours notice of all after school restorative meetings so that parents/carers are able to organise and ensure pupils are able to get home. In cases of dispute or doubt, the Headmaster makes this judgment, in his absence this responsibility is delegated to one of the two Deputy Headteachers. Parents will usually be provided with notice but the school may from time to time arrange 'no-notice' restorative meetings and will make reasonable efforts to contact parents and carers.

A parent who is unhappy with this or any other aspect of the implementation of this policy may complain to the Headmaster using the school's complaints procedure. All requests for pupils to be exempt from after school restorative meetings should be submitted in writing for consideration by the school.

Internal Exclusion

The Headmaster, and Deputy Headteachers may impose an 'internal exclusion' within the school's facilities. This is used in response to serious misconduct and is an alternative to a fixed term exclusion. Parents are informed and may be expected to attend a re-integration meeting. This meeting is conducted within the principles and procedures of restorative justice. During an internal exclusion, pupils will be isolated away from their peers for a period of time. Pupils will be supplied with and are expected to complete classwork or other written tasks to the same high standard we expect in lessons.

Exclusion

As an inclusive Christian school exclusions are reserved only for the most serious breaches of the school's behaviour policy. The school may use fixed term or permanent exclusion as a response to poor behaviour taking into account the most recent DfE guidance. Only the Headmaster can exclude and in his absence the Acting Headmaster. The decision to exclude will be taken in response to a serious breach of the school's discipline and behaviour policies and if allowing the pupil to remain in school would seriously harm the welfare/learning of pupils or others in the school.

All pupils who have been excluded will have a reintegration meeting at the end of the exclusion period. This intention of this meeting is to restore relationships, and it will be conducted within restorative principles and procedures. During the meeting the behaviour expected of all pupils will be made clear. Parents will be expected to attend in order to both support and challenge their child to behave well.

A pupil who has been fixed term excluded on more than one occasion or who is deemed at risk of permanent exclusion may have to sign a behaviour contract and/or be placed on a Pastoral Support Plan (PSP). These will be conducted with RJ principles and procedures and set out the support and expectations for the pupils including any appropriate multi-agency interventions. The PSP and/or behaviour contract will be reviewed at regular intervals until such time as it is no longer required.

The Headmaster may decide to take immediate action in permanently excluding a pupil following:

- Serious or threatened violence against another pupil, member of staff or other adult
- Sexual abuse or assault
- Supplying an illegal drug or alcohol. Supplying is defined as 'for profit or sharing without profit' with other pupils
- Persistent and defiant misbehaviour including bullying

In making the decision to exclude for drug related offences the Headmaster will take into account the DfE guidance on drugs in the school, however governors have determined that 'supplying' would usually result in permanent exclusion. The Headmaster may invoke disciplinary action against a pupil whilst away from the school campus if there is a clear link between that behaviour and maintaining good order amongst the pupil body. Pupils' behaviour in the vicinity of the school, on visits and whilst travelling to and from school can be grounds for exclusion.

Appeals against formal exclusions are made to the Governing Board via the Clerk to the Governors.

Supporting Behaviour

Pupils who are identified as at risk of disaffection will receive support through the work of the school's pastoral and academic teams to reduce the risk of exclusion. These strategies include advice and guidance, referral to external agencies including behaviour management, peer mentoring, personalised timetables including alternative education programmes, college courses and work related learning, attendance at a pupil referral unit, and managed moves to other schools.

Rewards

Trinity aims to promote a positive learning environment where hard work, positive attitudes to learning, success, and a commitment to the Trinity TELLS are rewarded. The rewards system aims to encourage and motivate pupils and plays an extremely important part in managing behaviour and relationships.

Promoting positive behaviour requires the commitment of all members of the school community, pupils, parents, governors and staff; it requires a consistency of practice across the school to ensure that pupils know and understand the standard of behaviour that is expected of them.

The school will:

- Recognise pupil achievement and effort
- Express approval of good work and attitude to learning
- Allow pupils to enjoy school and generate a positive learning environment
- Cultivate and encourage a positive behaviour and attitude

- Motivate pupils and instil self-belief
- Positively reinforce school rules
- Maintain positive relationships with parents and carers
- Help build and maintain positive relationships between staff and pupils

Parents should support the school by:

- Actively supporting the school's policies.
- Ensuring regular and prompt attendance is maintained throughout each year.
- Attending events aimed at celebrating individual and whole school success.
- Insisting upon high standards in all aspects of school life
- Responding in a supportive way to all communications from the school
- Reinforcing our high expectations and rewarding pupils at home.

Pupils will:

- Adopt a positive approach to achievement and success
- Support the school and behave in a polite and courteous manner.
- Attend school regularly and be on time.
- Strive for excellence
- Have a commitment to the schools rules, ethos and trinity TELLS.

Types of reward

Pupil success is acknowledged and recorded in a range of ways, including

- Achievement points
- Written praise
- Verbal praise
- Positive phone calls
- Comments during parents evening
- Awards evening
- Praise e-mails home
- Focus fortnight cards
- Focus fortnight activities
- Recognition in assemblies

Achievement Points

Achievement points will be awarded for a number of reasons under the TELLS criteria with each point value being 1

Headmaster Commendation

Pupils and teachers can nominate exceptional pupils for a Headmaster's celebration. These are presented at his discretion during worship.

Prize Giving

Once each academic year there will be a formal prize giving event where pupils are presented with awards for success in academic subjects, attitude to learning and in school life. Parents/carers will be invited to this event.

Monitoring and evaluation by SLT

The effectiveness of the policy will be monitored and evaluated in the following ways:

- Lesson observations
- Observations of pupil conduct around school
- Incidents of bullying, racism or homophobia
- Records of exclusions
- Pupil, parent and staff surveys
- Monitoring success of agreements made in restorative meetings

Appendix A - Processes and procedures

Lesson time

If a problem arises during lessons, the subject teacher will deal with it firmly but fairly in a non-confrontational manner. Every effort will be made to ensure that confrontational situations do not develop. If the pupil concerned does not respond positively, it may be necessary for the subject teacher to **park** the pupil within the department or in the case of more serious incidents seek support from a **senior member of staff**.

Parking system

The parking system will be used as a last resort when all other classroom management strategies have failed (using the warning system, moved seats, time out etc.) and to prevent persistent disruptions to teaching and learning. When a pupil is parked they will be sent to another classroom, usually within the same subject area. Pupils, where possible, will be provided with work to complete and are expected to do so to a high standard. When a pupil is parked it is the classroom teacher's responsibility to log the incident, contact home and set an RJ meeting for after school.

Senior Support System

The senior support system will be used when a pupil persists in disrupting a lesson after being parked, if a pupil refuses to be parked, or when the level of behaviour is high enough that parking the pupil is not appropriate. In order to request the senior member of staff the classroom teacher will contact the main reception by using the facility on SIMS or in some cases send a pupil instead. They will then call the member of staff on duty by radio or telephone. A senior member staff will arrive as soon as possible to support the classroom teacher to resolve the issue.

Depending on the circumstances and how the pupil responds the member of staff on senior support will remove the pupil and put them into isolation for the remainder of that day, or in some instances a pupil will be in isolation for a longer period of time. In this instance the pupil, as far as possible, will be provided with work to complete and are expected to do so to a high standard. The classroom teacher is responsible for completing an incident slip on SIMS and working with their Head of Department and/or Head of Year to set an appropriate sanction.

Appendix B - Restorative Justice

We believe that Restorative Justice (RJ) is a framework that best exemplifies our Christian values and allows us to achieve our overarching aim of “Life in all its fullness”. RJ is a valued-based approach with a clear structure that enables the school to respond effectively to wrongdoing and conflict. Restorative justice transforms wrongdoing by healing the harm that is caused, particularly to relationships.

The key features of RJ are:

- Respect - listening to others’ opinions and valuing them
- Responsibility - taking responsibility for your own actions
- Repair - talking to others to repair and resolve any harm that has been caused
- Re-integration - working through a process that solves the problem

The advantages of whole school restorative approaches are:

- Develop – Emotional literacy, conflict resolution skills, truth recognition, accountability and responsibility.
- Improve – Behaviour, attendance, learning and teaching
- Increase – Empathy, happiness, positive life skills
- Reduce – Exclusions, detentions, conflict, bullying and the need for sanctions
- Compliment – PSHE, Citizenship and the school’s values and ethos

Framework

The framework for restorative justice is based on how people relate to each other and how to meet the different needs arising from conflict or harm.

To facilitate such a process requires the ability to:

- Establish a respectful rapport with people
- Listen and respond calmly, empathically and without interruption or judgment to all sides of an issue
- Inspire a sense of safety and trust;
- Encourage people to express their thoughts, feelings and needs appropriately
- Appreciate the impact of people’s thoughts, feelings, beliefs and unmet needs on their behaviours
- Encourage those involved in the problem to find their own solutions

All parties involved are invited to think about and share:

1. What has happened
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected
3. What needs to happen to put things right or to make things better in the future

All formal restorative meetings are usually held after school and require staff to give one day notice to parents and carers. This is so that parents and carers can make the necessary arrangements in regard to organising additional transport etc.

The length of a restorative meeting will depend on a number of factors, some of which include the severity and persistence of the behaviours, the needs of the parties involved and how well these parties engage in the process. It may be necessary for members of staff to keep pupils at break and lunch to have informal discussions about their behaviour.

Appendix C – Internal Exclusion Rules and Guidelines

The Headmaster, and Deputy Headteachers may impose an 'internal exclusion' within the school's facilities. Parents are informed and may be expected to attend a re-integration meeting. This meeting is conducted within the principles and procedures of Restorative Justice. Pupils may be isolated for serious or persistent breaches of the school rules. Behaviours that may result in internal exclusion include:

- Bullying of other pupils
- On-going and persistent disruptive behaviour
- Verbal abuse of pupils and staff
- Racism
- Physical aggression towards others
- Defiance

During an internal exclusion pupils will be isolated away from their peers for a period of time in our Internal Exclusion Unit (IEU) or with a member of SLT. Pupils will be supplied with and are expected to complete classwork, or other written tasks, to the same high standard we expect in lessons. A member of teaching or pastoral staff mans the IEU. Where possible, parents/carers will be notified of pending isolations; however, this may not always be possible.

Pupils will receive a lunch as per the normal school day; however, they will be escorted to and from the dining room. During break time pupils will remain in isolation.

Appendix D - Behaviour Support Strategies

Report

The report system is used to support and monitor the behaviour and/or attendance of pupils. A pupil may be placed on report for a number of reasons including persistently exhibiting poor behaviours and persistently causing disruptions to teaching and learning. The report acts as a reminder to pupils that their behaviour is being monitored and also allows parents/carers to see how they are behaving on a day to day basis.

Behaviour contract

The behaviour contract requires the school, the pupil and their parents/carers to come to an agreement as to how best to support a pupil's behaviour. The contract is tailored to the needs of the pupil, it sets out the school's expectations and states what support the pupil will receive from the school. It also states the consequences and actions that will be taken if the pupil breaks the agreement. The contract requires each party to sign the agreement.

Community service

Community service may be used as part of the RJ process whereby a pupil can repair any damage caused and understand the impact that their actions have on others. Any community service would be fully supervised with due care and attention given to the appropriateness of the community service and also any health and safety requirements.

Pastoral support plan

The pastoral support programme (PSP) is a school-based and coordinated intervention to help individual pupils to improve their social, emotional and behavioural skills. As a result of a PSP pupils should be able to better manage their behaviour and/or improve their attendance. The PSP is a target-based support system and will identify precise and realistic outcomes for the pupil to work towards. The PSP will act as a preventative measure for pupils at risk of exclusion. A PSP is set up in consultation with parents or carers. The PSP will also specify the agreed support the pupil and/or the parent/carer needs in order to achieve the outcomes.

A PSP may be set up for a pupil:

- Who has several fixed term exclusions that may be leading to a permanent exclusion
- Who is identified as being at risk of failure at school through disaffection
- Where the situation is complex and a range of agencies are required to support a pupil

External Agency support

Trinity works closely with other schools and a number of outside agencies to support pupils and their families. It may be necessary and appropriate for Trinity to seek advice or additional support from outside agencies who can offer a very specialised service to pupils and families that may benefit from such a provision. Some of these outside agencies include:

- Educational psychologists
- West Kent Learning Forum (WKLF)
- Early Help
- Counselling
- LIFT
- Social Services
- The police

Reduced timetable

In exceptional circumstances, Trinity School may need to implement a reduced timetable in order to support a pupil who cannot attend school full-time for a short, agreed period. A reduced timetable means by agreement with the pupil, parent or carer and school and where necessary the local authority, that the number of hours spent in education is reduced.

The exceptional circumstances are likely to be:

1. As part of a planned re-integration into school following an extended period out of school following exclusion, non-attendance, school refusal or to facilitate a managed move between schools
2. Following an extended absence due to ill health or other medical reasons
3. To address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made

Managed Moves

The managed move process seeks to provide early intervention in regard to pupils with challenging behaviour, and to establish a means to ensure continuity of education without recourse to further fixed term exclusions or a permanent exclusion. A managed move may be used in response to a serious one off incident or when a pupil is presenting persistent behavioural challenges. A managed move gives the pupil an opportunity for a fresh start and helps to prevent further disciplinary action.

Focus

Trinity School may request support from the Pupil Referral Unit (PRU) in the form of the Focus Programme. This programme is suited to pupils who have behaviour difficulties in a mainstream setting and who are at risk of permanent exclusion. The aim of this programme is to remove pupils from their mainstream setting, giving them time to reflect on their behaviour. After 1 week pupils are reintegrated back into mainstream education. While on Respite the PRU aim to:

- Identify and help pupils to change aspects of behaviour that are contributory to difficulties experienced in school
- Develop learners' educational and personal potential in a safe, stimulating and supportive learning environment
- Make good progress in learning to prepare learners for successful reintegration with an appropriate school
- Develop learners' personal integrity, self-esteem, and resilience
- Work in partnership with parents, carers and agencies in the development and delivery of strategies to support attitudes to learning

For pupils in KS4 it may be necessary to refer permanently. This provision is targeted at pupils in KS4 with serious behavioural difficulties.

Report systems

The report system is used to support and monitor the behaviour and/or attendance of pupils. A pupil may be placed on report for a number of reasons including persistently exhibiting poor behaviours or persistently causing disruptions to teaching and learning.

A judgement will be made as to the appropriate level of report and the pupil will report to the member of staff they are on report to at the start and end of the day as well as break and lunch. The member of staff issuing the report must fill in the appropriate details on the report.

It must be clear what the pupil's targets are and these will be specific to the individual reasons as to why the pupil is on report.

The pupil is responsible for handing the report to subject teachers at the start of each lesson and then handing it to the appropriate member of staff at the required times. . It is the class teacher's responsibility to put appropriate sanctions in place on a lesson-to-lesson basis. If the report 'fails', additional sanctions may be imposed by the member of staff that the pupil is on report to.

A pupil can fail their report by not engaging with it. This may include:

- Failing to collect or hand in their report
- Failing to get it signed
- Failing to meet their targets throughout the day

A number of different reports may be used depending on the pupil and the circumstances as to why a pupil needs to go on a report.

- Form Tutor Report – This type of report would normally be issued and monitored by the pupil's form tutor, in conjunction with the Head of Year. Failure to complete a form tutor report to the expected standard will result in the pupil possibly advancing to Head of Year report. The tutor will contact parents/carers when the pupil is placed on report and keep in contact with parents to give them regular updates
- Head of Year Report - This type of report will be used in response to more severe and persistent whole school behavioural issues. It is issued and monitored by the Head of Year. Failure to complete a Head of Year report will result in further sanctions being set and the pupil possibly advancing to a Senior Leadership Team report. The Head of Year will contact parents/carers when the pupil is placed on report and will keep in contact with parents to give them regular updates. It may also be appropriate to organise a meeting with the parents or carers of the pupil.
- Senior Leadership Team (SLT) Report - This type of report is issued and monitored by the appropriate member of SLT or other designated member of staff. Failure to complete a SLT report will result in further sanctions which may include internal exclusion, or a fixed term exclusion. The member of SLT will contact parents/carers when the pupil is placed on report and will keep in contact with parents to give them regular updates. It may also be appropriate to organise a meeting with the parents or carers of the pupil.



Examples of possible actions by SLT

The tables below show examples of possible actions our Senior Leadership Team may take.

Discretion of the Headmaster

Because of the need to treat each case of misbehaviour on the basis of its own particular circumstances, it is necessary that the Headmaster should retain a wide measure of discretion. Neither this policy nor any other policy issued by the Headmaster and Governing Board should be seen to diminish this discretion. The Governing Board expect that the Headmaster's discretion will be reasonable and proportionate in the circumstances of a particular case. In determining what is reasonable and proportionate the Headmaster shall have regard to professional good practice and statutory guidance.

Actions by all staff				
Incident	Sanction	Recording of incident	Who records it	Who follows it up
Tutor				
Late to school	Late RJ issued for the same day by attendance officer (pink slip)	Isolation room log	Attendance officer	HoY
Uniform Concerns	Tutor to speak with student to rectify concerns Contact home for repeated concerns Refer to HoY if still no improvement	SIMS behaviour log	Tutor	HoY (where applicable)
Equipment concerns				
Classroom teacher				
Late to lesson	Mark register as L, insert number of minutes late	SIMS register	Teacher	HoY (where applicable)
Truancy	Inform HoY for action	SIMS behaviour log	Teacher	HoY
Classwork concerns	Conversation with student to inform of concerns and how rectify RJs issued to catch up Contact home to parents Liaise with HoD for persistent problems/concerns HoD to inform HoY to investigate any wider issues and HoY to take action as necessary	SIMS behaviour log	Teacher	HoD (contacting HoY where applicable)
Homework concerns				



Lost/poorly kept books	Book to be covered Work to be re-done to a higher standard of presentation New book to purchased (50p)	SIMS behaviour log	Teacher	HoD
Disruption to learning	One warning, recorded on whiteboard. Second warning = parking to department room. Automatic RJ to be issued of 30 mins.	SIMS behaviour log	Teacher	HoD
Failed parking	SLT call out to have student removed to IEU for the remainder of the day (or longer if deemed necessary by SLT)	SIMS behaviour log updated	Teacher	SLT/on call member of staff
Any member of staff				
Failed to attend an RJ	RJ to be escalated to next level e.g. 30 mins to 60 mins or 60 min to SLT RJ	SIMS behaviour log	Member of staff	SLT (for SLT RJs)
Blatant disobedience	Refer to JDA/CPE	SIMS behaviour log	Member of staff	JDA/CPE
Rudeness e.g. tone of voice, body language, tutting etc	Refer to HoY	SIMS behaviour log	Member of staff	HoY
Use of offensive language	Refer to JDA/CPE	SIMS behaviour log	Member of staff	JDA/CPE
Discriminatory language	Refer to JDA/CPE	SIMS behaviour log	Member of staff	JDA/CPE
Racist incident	Refer to JDA/CPE	SIMS behaviour log	Member of staff	JDA/CPE
Bullying	Refer to HoY	SIMS behaviour log	Member of staff	Tutor/HoY (depending upon severity, number of incidences etc.)
Chewing gum	Refer to HoY	SIMS behaviour log	Member of staff	HoY
Ipad/ICT misuse	Confiscate item and pass to pastoral office Member of staff to decide on appropriate sanction (as will be dependent upon the misuse)	SIMS behaviour log	Pastoral lead	Member of staff or HoY or JDA/SLT dependent upon issue
Mobile phone	Confiscate item and pass to pastoral office.	SIMS behaviour log	Pastoral Lead	
Poor behaviour at break/lunch	RJ conversation with student Student to remain with staff member for 5-10 mins. of the duty Referral to SI (isolation) via HoY if deemed more serious	Isolation room log (if applicable)	Member of staff	Member of staff or HoY
Damage to school property	Refer to HoY	SIMS behaviour log	Member of staff	HoY
Litter	Refer to HoY	SIMS behaviour log	Member of staff	HoY



Eating in a non-designated area	Send back to canteen/playground	SIMS behaviour log	Member of staff (or HoY/SLT for canteen issues)	JDA/CPE
Theft	Refer to HoY	SIMS behaviour log	Member of staff	HoY
Fighting/violent conduct	Refer to HoY	SIMS behaviour log	Member of staff	HoY
Extreme violence	Refer to JDA/CPE	SIMS behaviour log	Member of staff	JDA/CPE
Bringing dangerous items into school	Refer to JDA/CPE	SIMS behaviour log	HoY/SLT	JDA/CPE
Incident(s) of sexualised behaviour	Refer to JDA/CPE	SIMS behaviour log	HoY/SLT	JDA/CPE
Endangering the H&S of staff/students	Refer to JDA/CPE	SIMS behaviour log	HoY/SLT	JDA/CPE
Drug/drink/smoking related	Refer to JDA/CPE	SIMS behaviour log	HoY/SLT	JDA/CPE
Dealing/selling drugs	Refer to JDA/CPE	SIMS behaviour log	HoY/SLT	JDA/CPE



Example of possible actions by HoY		
Incident	Sanction	Recording of incident
Tutor		
Late to school	Parental contact - meeting	Communication log
Uniform Concerns		
Equipment concerns		
Classroom teacher		
Late to lesson	HoY to follow up with appropriate sanction e.g. time paid back in RJ	SIMS behaviour log
Truancy	1 day in IEU Contact home	SIMS behaviour log
Classwork concerns	e.g. Report; Compulsory homework club; parental contact - meeting	SIMS behaviour log
Homework concerns		
Disruption to learning	e.g. Supported RJs with staff; report; time in IEU if parked more than once in a day	SIMS behaviour log
Failed parking	SLT call out to have student removed to IEU	SIMS behaviour log updated
Any member of staff		
Failed to attend an RJ	HoY/pastoral leads/SLT to support staff with attendance and RJ conversations if requested	SIMS behaviour log
Rudeness	e.g. 60/90 min RJ; apology, supported RJ with staff; time in IEU; parental contact	SIMS behaviour log
Bullying	e.g. restorative approaches; 60/90 min RJ; education; time in IEU; parental contact	SIMS behaviour log
Chewing gum	Community service	SIMS behaviour log
Poor behaviour at break/lunch	Parental contact; removal of social time for persistent issues	SIMS behaviour log
Damage to school property	e.g. parental contact; payment for damage; RJ; community service	SIMS behaviour log
Litter	Community service	SIMS behaviour log
Theft	Parental contact; time in IEU; community service	SIMS behaviour log
Fighting/violent conduct	e.g. parental contact; restorative approaches; time in IEU; fixed term exclusion	SIMS behaviour log



Example of possible actions by SLT

Example of possible actions by SLT			
Incident	Possible examples	Sanction	Recording of incident
Failed to attend a 90 min RJ		Time in IEU Contact home	SIMS behaviour log Spreadsheet
Blatant disobedience	Challenging behaviour, disobedience, persistent violation of school rules	e.g. RJ; apology letter; education; time in IEU, fixed term exclusion Contact home	SIMS behaviour log Spreadsheet
Rudeness	Verbal intimidation, tone of voice, body language	e.g. RJ; apology letter; education; time in IEU, fixed term exclusion Contact home	SIMS behaviour log Spreadsheet
Use of offensive language	Swearing	e.g. RJ; apology letter; education; time in IEU, fixed term exclusion Contact home	SIMS behaviour log Spreadsheet
Discriminatory language	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability	e.g. RJ; apology letter; education; time in IEU, fixed term exclusion Contact home	SIMS behaviour log Spreadsheet
Racist incident	Derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics	e.g. RJ; apology letter; education; time in IEU, fixed term exclusion Contact home	SIMS behaviour log Spreadsheet
Theft	Selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property (from an adult or pupil), stealing school property	Time in IEU Contact home	SIMS behaviour log Spreadsheet
Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.	e.g. time in IEU, fixed term exclusion; managed move Contact home	SIMS behaviour log Spreadsheet



Inappropriate use of social media or online technology	Sharing of inappropriate images (of adult or pupil), cyber bullying or threatening behaviour online, organising or facilitating criminal behaviour using social media, posting videos of fights/violence online	e.g. time in IEU, fixed term exclusion; managed move; permanent exclusion Contact home	SIMS behaviour log Spreadsheet
Abuse against sexual orientation and gender identity (for example, LGBT+)	Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender), homophobic, biphobic and transphobic bullying, LGBT+ graffiti, LGBT+ taunting and harassment, swearing that can be attributed to LGBT+ characteristics	e.g. time in IEU, fixed term exclusion; managed move Contact home	SIMS behaviour log Spreadsheet
Abuse relating to disability	Derogatory statements or swearing about a disability, bullying related to disability, disability related graffiti, disability related taunting and harassment	e.g. time in IEU, fixed term exclusion; managed move Contact home	SIMS behaviour log Spreadsheet
Damage to property	Damage includes damage to school or personal property belonging to any member of the school community, arson, graffiti, vandalism	e.g. time in IEU, fixed term exclusion; managed move Contact home	SIMS behaviour log Spreadsheet
Extreme violence	Violent behaviour, wounding	e.g. time in IEU, fixed term exclusion; managed move; permanent exclusion Contact home	SIMS behaviour log Spreadsheet
Fighting/violent conduct	Aggressive behaviour, threatened violence, fighting, obstruction and jostling	e.g. time in IEU, fixed term exclusion; managed move Contact home	SIMS behaviour log Spreadsheet
Bringing dangerous items into school	Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, use of an offensive weapon	e.g. time in IEU, fixed term exclusion; managed move; permanent exclusion Contact home	SIMS behaviour log Spreadsheet
Incident(s) of sexualised behaviour	Lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment	e.g. time in IEU, fixed term exclusion; managed move; permanent exclusion	SIMS behaviour log Spreadsheet



		Contact home	
Endangering the H&S of staff/students	Raising of fire alarms falsely	e.g. time in IEU, fixed term exclusion; managed move; permanent exclusion Contact home	SIMS behaviour log Spreadsheet
Drug/drink/smoking related	Alcohol abuse, inappropriate use of prescribed drugs, smoking, substance abuse	e.g. time in IEU, fixed term exclusion; managed move Contact home	SIMS behaviour log Spreadsheet
Dealing/selling drugs	Drug dealing, possession of illegal drugs,	e.g. Managed move; Permanent exclusion Contact home	SIMS behaviour log Spreadsheet
Repeated fixed term exclusions		e.g. Managed move; Permanent exclusion Contact home	SIMS behaviour log Spreadsheet