Commitment to Learning   **POSITIVE BEHAVIOUR POLICY**
High Expectations
All Can Succeed
Confidence and Courage
Everyone Valued Equally

HIGH STANDARDS + HIGH EXPECTATIONS = HIGH ACHIEVEMENT

1. Introduction

The updated whole school policy has been discussed and shared with all members of the school community. It aims to give clear, consistent guidelines for staff, students, parents and governors about our expectations and procedures for managing behaviour to improve learning and raise achievement. This policy gives us a clear framework within which to work towards achieving our aim for Chace to be **an inviting, purposeful, successful learning community.**

It is simply based around Chace Code of Conduct (Appendix 2), with all stakeholders buying into this by being a responsible member of Chace Community School which stretches beyond the school gates. If pupils adhere to this, they will receive rewards, however if they do not then the Chace Consequences will be implemented to help address and modify inappropriate behaviour/conduct in our community.

2. The Legal framework

This policy has been developed with the following legislation and guidance in mind:

The Children Act 2004
Behaviour and discipline in schools: Guidance for governing bodies (July 2013)
Equality Act 2010
Behaviour and discipline in schools: Advice for Headteacher and school staff (January 2016)
Searching, screening and confiscation (February 2014)
Exclusions from Exclusion from maintained schools, academies and pupil referral units in England (2015)

3. Principles

Successful learning and high achievement depend on good behaviour. At Chace we insist on high standards of behaviour to promote high achievement. Working together with parents, staff, students, governors and the local community we aim to provide a calm, safe, well ordered environment where learning is the priority. A high quality education is the entitlement of all. In the classroom, around the school, on the way to and from school as well as representing the school on visits and journeys we expect students to behave sensibly, responsibly and with respect for others. We insist that all members of the school community are treated with respect and valued equally in line with our school rules, our Equality Policy and the Equality Act 2010.

We have high expectations of all in terms of behaviour and learning. Students should be courteous and show consideration for others. They should exercise self-discipline and be responsible for their behaviour and actions, making learning the priority at Chace. All staff are actively involved in implementing the behaviour policy consistently at all times with shared responsibility from parents. Unacceptable behaviour is any behaviour or action which interferes with staff or students' entitlement to be safe, respected equally and able to work and learn at Chace. Such behaviour undermines our aims and will be dealt with according to agreed procedure outlined in the Chace Consequences.

Students at Chace are expected to display positive behaviour beyond the school gate and students' behaviour may be dealt with by the school when a student is:

- Taking part in any school-organised or school related activity
- Travelling to and from school
- Wearing school uniform or identifiable as a Chace student in some other way
- Behaving in a way that brings the reputation of Chace into disrepute
- Posing a threat to another pupil or member of the public

The Headteacher works alongside the Police and other community agencies in the event of anti-social or criminal behaviour whether in or out of the school gates. We have made significant additions to this policy with the Chace Code of Conduct and Chace Consequences making our expectations of our pupils clear to support the Police and other community agencies.

The Chace Code of Conduct, rewards and Chace Consequences are displayed in every classroom and reinforced in the Chace Signpost and in assemblies with links where possible to the Lifeskills course. The aim is to allow high quality teaching and learning to take place. We insist all parents/carers sign a Home School Partnership Agreement which will be updated for new Year 7 cohort. However we expect all current parents to support the changes regardless of how long their child as attended Chace.

4. Behaviour strategies and the teaching of good behaviour

To encourage positive behaviour in our school community, the key features of the approach is having positive relationships and knowing the students. This is used alongside the Chace Consequences so:

- Teachers clearly, confidently and consistently state expectations in a firm, positive manner
- Teachers establish rules/directions that define limits of acceptable and unacceptable behaviour and teach these rules through clear routines and expectations in the classroom
- Teachers use language of mutual respect and understanding
- Teachers prevent confrontation through calm, clear instructions consistently following the positive behaviour policy

A range of strategies are used at Chace in order to support students and improve unacceptable behaviour. These include:

- use of assertive discipline and positive classroom management to avoid low level disruption
- use of rewards
- use of differentiated teaching strategies and resources taking into account SEND/EAL/High Starters implemented consistently within Faculties
- consistent use of seating plans
- respite with the Student Support Centre and personalised timetables
- positive target setting, behaviour contracts and monitoring reports (Form Tutor, HoL, SLT)
- Behaviour Support Service/School Behaviour Panel
- discussion with student/parents
- mediation/conflict resolution
- referral to the Inclusive Learning Group to refer students and seek advice from a range of professionals including SENCO, SSC, BST, HoLs, SLT, EP, EWO, YOS,

and the School Counsellor
- referral to and involvement with outside agencies such as Behavioural Support SenCo; Education Psychologist (learning/behaviour); Education Welfare Officer (attendance concerns); School Nurse; CAMHS; Service for Adolescents and Families in Enfield (SAFE), Youth Offending Service, Social Care
- implementation of a Pastoral Support Programme (PSP)[1]
- Governors' Discipline Committee hearing

5. Classroom management

Impeccable positive learning behaviours in lessons are underpinned by high quality teaching, staff knowing students, building positive relationships, having high expectations and following school policies consistently. We have clear expectations of all learners at Chace, the Chace Code of Conduct and Chace Consequences reflect our Chace signpost, both in principle and practice.

We aim to be a listening school to resolve any incidents promptly and appropriately in a way that is consistent and clear. Challenging and changing behaviour is part of the learning process and we aim to restore and maintain a positive working relationship within a calm, safe learning environment.

Where there are breaches of our behaviour expectations outlined in Chace Consequences, then incidents are dealt with by staff who log incidents on our management information system. When dealing with any unacceptable behaviour we want the student to:

- accept responsibility for their actions
- understand how their behaviour has affected themselves and others and their learning
- work with the member of staff working with them to prevent future incidences

The Chace Code of Conduct and Chace Consequences support all the above and strive to support pupils to modify their inappropriate behaviour by accepting the consequences and reflecting on making better choices in the future. Chace staff will talk to pupils alongside consequences to ensure the pupils understand that their actions have consequences. We will where possible talk and support the pupils through reviewing the incident and what better choices they could make in the future. This is a key part of the Chace Consequences and the Pastoral and Behaviour Support Team (BST) are critical in their roles in supporting pupils in modifying their behaviour by having these discussions, particularly after serious incidences.

6. Rewards

Recognising and rewarding student achievement is at the heart of our approach to positive behaviour for learning. Our public celebration of positive behaviour will enable students to see the rewards of positive behaviour and to develop appropriate behaviours of their own.

We use rewards at Chace to:
- celebrate achievement and improvement
- share this celebration of achievement and improvement with parents
- develop a positive ethos within the year group and the school
- increase motivation
- recognise service to the school
- aid the monitoring of student progress by year heads and tutors
- contribute to the development of students' responsibility for their own learning.

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[1] Appendix 3

The school's rewards system[2] summarises the different levels of rewards. Students are awarded points by staff for various achievements such as sustained effort, outstanding performance in lesson, participation in school activities and 100% attendance. Points totals are checked fortnightly and students are awarded at bronze, silver, gold and platinum standard. The cumulative total of points for each student will be passed back to the Form Tutor to inform students and celebrated in assemblies.

We also reward students for participation in school activities and exceptional service to the school. Those activities which involve long term commitment from students, such as being prefects, would qualify for a commendation.

Students are encouraged to collect and keep all certificates/commendations to form part of their Progress File in Year 11. Students are involved with reviewing rewards at Chace and formulating systems for allocating prizes.

7. Consequences

Although rewards are central to the encouragement of good behaviour, consequences are used to correct poor behaviour and reinforce our expectations.

The use of punishment should be characterised by certain features:
- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishment should be avoided
- It should be the behaviour rather than the person that is punished.

Inappropriate behaviour/conduct is detailed clearly in the Chace Consequences and are staged in severity[3] and opportunities are always given, following clear warnings for students to reflect on their behaviour, correct it and to make the 'right choices'.

Whilst it is important to note that each incident will be dealt with individually, the Chace Consequences give clear guidelines of actions and the consequence of those actions. Whilst it is not always appropriate to make the consequences of unacceptable behaviour cumulative, they may reflect the student's previous behaviour. At all times the student's personal safety and welfare are considered to be of paramount importance. Individual staff are involved in discussion about any incident concerning them and are kept informed of decisions made.

8. Exclusion Procedure

DfE documentation guides Headteachers to use Fixed Term Exclusion as a sanction in extreme cases and Circular 10/99 and Local Authority procedures are followed strictly. Only the Headteacher can exclude after considering 'all the relevant facts and firm evidence to support the allegations made' (DfE circular 10/99). No student is excluded during the school day without parents or carers having been contacted to ensure that a responsible adult is at home to receive them. After more than 5 days exclusion in the term the student and parents may be invited to attend a Discipline Committee meeting where Governors review the student's record and decide targets for improvement.

Occasionally, for serious incidents of poor behaviour the Headteacher may resort to excluding students from school. The following procedure is followed when excluding any student:
- Student is kept in isolation during investigation of the incident.
- Written details of the incident are collected from those involved, and witnesses where

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[2] Appendix 1
[3] Appendix 2

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appropriate, before any decision is made.

- Letter prepared for parents including return date; information booklet enclosed.
- Parent/carer phoned by HoL/HoF or a member of SLT acting for the Headteacher to explain the incident and arrange for the student to be sent home. Student takes letter home, one copy posted.
- Letter displayed in staffroom to keep staff informed. Teachers are responsible for setting work for excluded students and should ensure suitable work is handed to the HoLs' PA promptly on request.
- Parent/carer and student attend return from exclusion meeting with HoL and member of SLT as appropriate. A record of the meeting to be kept on the student's file.
- When appropriate, student placed on report, with appropriate monitoring and review procedures agreed.
- When appropriate, student to resolve with staff/student involved in the incident.
- Exclusion entered on school exclusion record by designated member of School staff.
- When appropriate, referral made through the Inclusive Learning Group for additional support in school or from outside agencies.
- For students at risk of permanent exclusion a PSP is begun, administered by the Student Support Centre Manager.
- Throughout, all stakeholders to be informed as appropriate.

Students will not be allowed to join an educational visit if they are serving a Fixed Term Exclusion or Relocation during the trip. Students with risk assessments outlining Health and Safety or behaviour concerns may be stopped from joining an educational visit. Any student whose behaviour is of serious concern during an educational visit will be barred from educational visits for up to one year by the Headteacher and a risk assessment would be completed; parents/carers will be informed of this decision.

Permanent Exclusion is used by the Headteacher as the 'final step' in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and failed, including the use of a Pastoral Support Programme. It is not usually used but can be for 'single serious' incidents or 'persistent serious breaches' of the school's behaviour policy. It may be used in very serious cases of:

- violence, including threatened violence
- 'persistent, malicious disruptive behaviour including open defiance and refusal to agree with school policies' (*Improving behaviour and attendance 2008*) which prevents other students from learning or presents a Health and Safety risk to themselves and others
- selling/possessing/supplying drugs on school premises
- sexual abuse or assault
- carrying an offensive weapon.

When the Headteacher notifies the Governors' Discipline Committee of a Permanent Exclusion (PEX) they must be satisfied that **all** the following criteria are met at a hearing convened within 6-15 school days from the PEX:

- there has been a serious breach of the school's discipline policy;
- there have been similar incidents in the past (unless this is a serious single incident);
- strategies have been used to support the student to change/improve behaviour;
- if the student remained at Chace there would be serious harm to the education, welfare and safety of staff/students.

9. Smoking, drugs/alcohol related incidents

Smoking presents a risk to the health and safety of all members of the school community and is therefore not permitted on the premises. Students are not allowed to smoke on their way to and from school or whilst in school uniform. This rule is reinforced in our Home

School Agreement and made explicit in the Chace Consequences. If a student ignores this rule his/her parents are informed and Chace Consequences issued.

In the event of a drugs/alcohol-related incident when the student is breaking the law being in possession, selling/supplying or using drugs on school premises, and could be putting others at risk, or a student is at risk from or under the influence of solvent/drug abuse fixed term or permanent exclusion will be used as a sanction to indicate the seriousness of the incident and steps will be taken as appropriate:

- Inform and involve parents
- Involvement of outside agencies as appropriate (e.g. Emergency services (police/ambulance), drugs counsellor, Social Services, Community Police, Youth Offending Service).

If a student is considered to be under the influence of any illegal substance parents are called into school as a matter of urgency to take their child home to monitor his/her condition. They are advised to take the student to the GP/A&E and follow up with a member of SLT on the following day.

10. Searching students and confiscation of inappropriate items

Personal items that distract students from learning including inappropriate jewellery or clothing should not be brought into school. Mobile phones and electronic devices may be brought to school but are not to be used by students on the school site. Such items seen on the school site will be confiscated, recorded and stored securely. Parents will be informed of confiscations by letter and students informed when they are able to collect items. The law protects the school from liability for damage to, or loss of, any confiscated items provided staff have acted lawfully.[4]

Permanent exclusion may be used as a sanction if a student is caught with an offensive weapon in school. The school has a common law right to search a student for any inappropriate item with his/her consent. The Headteacher reserves the right to search a student without his/her consent if there is significant suspicion that 'prohibited items' have been brought to school. Prohibited items include weapons, alcohol, illegal drugs, fireworks and stolen items.

In the case of searching a student (with or without consent) two members of staff should be present including at least one member of SLT. At least one member of staff should be the same gender as the student in question if possible. If a student refuses to be searched in this situation further sanctions may be applied and the Police may be involved.

11. Anti-Bullying Statement (Chace Anti-bullying Policy works in tandem with the Positive Behaviour and Equalities Policies)

At Chace where **everyone valued equally** underpins our Chace signpost, we believe that bullying is wrong and that no-one – students, staff, visitors or parents - should have to tolerate being bullied. Our Anti-Bullying Policy reflects our commitment as a community to challenging bullying, supporting the recipient and changing the attitude/behaviour of the bully.

Bullying is any action/behaviour which hurts someone and makes him/her feel inferior. Bullying is:
- name calling, spreading rumours, saying unkind, insulting things intended to offend or hurt someone or undermine him/her because of religion, race, gender, friends, family, size, clothes, accent, tastes, background
- leaving someone out and ignoring him/her intentionally to make one or more pupil feel inferior.

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[4] Adapted from Behaviour and discipline in Schools (January 2016)

- inappropriate physical contact or threatened violence intended to frighten or demanding money
- body language which causes offence or is intimidating e.g. giving dirty looks; gestures.

If a student is being bullied he/she should:
- tell the bully to stop and say that he/she doesn't like it
- get support by telling an adult at home and get help by telling a teacher who will listen and support the recipient.

If a member of staff, visitor or parent feels that he/she is being bullied he/she should:
- complete a written statement
- complete a Violence and Abuse form, if appropriate
- forward the statement to the line manager or appropriate member of SLT.

Cyber bullying is bullying through use of communication technology e.g. mobile phone text messages, emails or websites. Cyber bullying can take many forms for example:
- Sending threatening or abusive text messages or emails, personally or anonymously
- Making insulting comments about a person on a social networking site
- Making or sharing videos and pictures via mobile or the internet without their permission

Such actions may contravene the Harassment Act 1997 or the Communications Act 2003 and may require police involvement. Use of the web, text messages, email to bully another student or member of staff will not be tolerated. Students learn about the cyber bullying in Lifeskills lessons.

If a bullying incident occurs using communication technology inside or outside of school time one or more of the following procedures will be followed:

1. Advise the student not to respond to the message
2. Report any form of abusive message direct to the Headteacher and parents and/or police will be informed
3. Secure and preserve any evidence
4. Inform the service provider of social networking websites or e-mail provider using the 'Report Abuse' button
5. Inform mobile phone providers
6. If the incident has caused a great deal of distress and/or is deemed especially serious advise the student to 'Click CEOP' and make a report.
7. Implement sanctions as appropriate and make use of conflict resolution techniques
8. Record incident internally and inform the local authority e-safety officer as necessary
9. Follow Child Protection procedures as necessary

All reports of bullying will be treated seriously and the person doing the bullying will be interviewed and Chace Consequences used as appropriate. We will also involve parents as appropriate in serious cases and a record of any incident of bullying will be kept on file.

Where bullying continues after initial sanctions, then the Chace Consequences at the next stage maybe issues with consultation with the HOL/SLT and Police if necessary for extreme circumstances as we do not tolerate bullying at Chace and keep records of bullying incidences using our management systems. See the Anti-Bullying Policy for further details.

A range of strategies are available to support those who have been bullied at Chace e.g. peer mentoring (staff and students); support groups run by the Outreach Worker (students).

We also use assemblies delivered by tutors, HOL and the Police to educate pupils about

bullying and the steps they can take to get support from the school. Often the terminology around bullying or one off incident or incidents are over a long period of time can be misinterpreted as bullying. We take the firm stance with incidences that are found to be bullying and will issue the severest consequences when the strategies and sanctions resulting from stage 1-6.

12. Training and Support

Professional development to improve behaviour management is available to Chace staff through NQT induction, following performance management meetings, peer coaching and through whole school INSET sessions. Chace works with the Enfield Behaviour Support Service to deliver bespoke training packages to meet the needs of both staff and students.

Following the introduction of the Chace Consequences, all teaching staff have had training in the use of the Chace Consequences appropriately and the importance of being consistent in following the systems allowing the system to be embedded successfully.

13. Monitoring and Review

This Behaviour Policy is monitored regularly by SLT and Governors through the Governors' Teaching and Learning Committee and is reviewed annually in consultation with members of the school community.

This updated Positive Behaviour Policy (updated June 2019) supports and is to be read in conjunction with the Equality, Health and Safety, Safeguarding, Highly Able Learners and E-safety Policies, Curriculum Aims and Principles and the Home School Partnership Agreement and AEN policy.

Appendix 1 – Chace Rewards System

Positive achievement	Person responsible	No. of points	Frequency
Positive performance in lessons Students are allocated points for good work, positive contributions in lessons, teamwork and other achievements	Teachers/Tutors/Support Staff	1 point	Daily/each lesson
Making progress Students receive department and subject awards in the end of term rewards assembly	Subject teachers/Heads of Faculty	5	Termly
Positive contribution Students receive Form Tutor awards in the end of term rewards assembly	Form Tutors	5	Termly
Positive contribution Students nominate other students in their form for Student of the Form award in the end of term rewards assembly	Students	5	Termly
Attendance All students with 100% attendance entered into the end of term raffle	Attendance Officer	5	Termly
Positive contribution to the year group Students receive the HoL award in the end of term rewards assembly	Head of Learning	10	Termly
Commitment to Chace One student per year group receives the Headteacher Award in the end of year rewards assembly	Headteacher	25	Annually
Zero negatives for half term	DHT	20	½ Termly with letter
Outstanding progress and contribution to Chace Students receive certificates and prizes at the annual Presentation Evening	All staff	N/A	Annually
Bronze, Silver, Gold and Platinum prizes Awarded to students that gain 50, 100, 150 and 200+ points	All staff	Bronze – 10 Silver – 200 Gold – 300 Platinum – 400+	On-going
Students that meet the agreed points criteria (by HoLs and the school council) can attend the end of term/year rewards trip and events	N/A	Students with highest grossing number of points participate	On-going

Appendix 2 **CHACE CONSEQUENCES**

Stage	Behaviour	Consequences
1	• Off task behaviour • Failure to follow instructions • Defiance • Rudeness • Disrupting learning • Swearing in conversation with students	• No further action for 1 or 2 warnings **with appropriate staging and reasonable adjustments for those on SEN register** • On third warning student sent to Relocation and **30-minute (from Sept 19)** same-day detention issued & **teacher calls home the same day and logs details on Progresso.** • **For persistent issues in lessons, teacher liaises with HoF in the first instance to support in resolving with meetings with parents/carers if needed** • **Fresh start from next lesson**
	• Lateness to school 8.40-9am	• Same-day 20-minute detention, **student must pass late slip to tutor**
	• **Late to lessons**	• **Next-day** 20-minute next day for each lesson (6 late lessons is next-day 2hours!)
	• **AM late to registration after entering school on time before 8.40** • **PM late to registration**	• **Late to registration same-day 20-minute detention** • **Persistent lateness will result in attendance and punctuality report via HoL/Tutor** • **Late to registration same-day 20-minute detention**
	• Extreme lateness to school after 9am	• **Same-day 40min detention, persistent extreme lateness will result in HoL/tutor report**
	• Uniform infringement (missing item) – no note from parent	• Same-day 20-minute detention • **Persistent of multiple missing items will result in extended detention or relocation**
	• Uniform infringement (prohibited items – hoodies, hats, caps) or other banned items	• If prohibited item seen – confiscated by member of staff and returned same day. • If a student refuses to hand over after 2 verbal requests (MOS passes details to reception/student services) BST issue same-day detention & confiscate item asap. • Persistent offences – collected by parent by appointment with HoL
	• Walking away from member of staff at any time • Extreme defiance outside lesson	• 60-minute detention (MOS sees HoF for inside lessons & HoL for outside lessons)
	• Physical behaviour towards others (including play fighting) • Failure to follow Code of Conduct outside lesson	• Referred to HoL for consequence: 　◦ Detention 　◦ **Immediate Relocation for play fighting** 　◦ Phone Call home **and/or meeting**
	• **Failure to complete homework**	• **Students can be held back to complete outstanding work** • **3 missed homework is 40-minute HoF detention (from Sept 19)** • Persistent homework issues, teacher liaises with HoF for further intervention • Tutors look at trends across subjects and informs parents and place students on report
	• Persistent lack of equipment	• **Referred to Tutor and HoL for intervention and consequences** • Discuss with HoL for consequences
	• Sight of phones and headphones including wireless versions	• If prohibited item seen – confiscated by member of staff and returned same day with no consequence. • If a student refuses to hand over after 2 verbal requests (MOS passes details to reception/student services) BST issue same-day detention & confiscate item asap. • Failure to hand over to BST – Relocation for the remainder of the day and up to 60-minute detention & BST/HoF/HoL to contact home • Persistent offences – collected by parent by appointment with HoL
2	• Antisocial behaviour outside school and at the bus stop (bringing the school into disrepute)	• Consequence to be determined by HoL and SLT 　◦ 60-minute detention 　◦ 1 or more days in relocation 　◦ Fixed-Term exclusion 　◦ Potential Police involvement
	• Swearing in conversation with staff	• Immediate relocation and 20-minute same-day detention issued
	• Truancy	• Truanting a lesson will result in up to 60-minute same-day detention • Multiple truancy in one day results immediate relocation and up to 120-minute same-day detention
	• Failure to follow expectations in relocation	• Same-day detention extended & BST to contact home • Additional time in relocation • Fixed-term exclusion (on return to school original relocation plus the detention may need to be completed)
3	• Multiple relocations same day or over week	• BST to extend relocation on students readiness to go back in to lessons (as well as increasing detention)
	• Failure to attend detentions • No reminders will be given (Sept 19)	• **BST extend the detention the following day incrementally increasing up-to 2 hours or full day relocation including 2 hours after school**
	• Refusal to leave lesson when requested	• **If the student refuses send a student to reception/student services for BST to support.** • **If student refuses to leave for BST /SLT – remainder of the day in relocation and detention (refusal to go is stage 5)**
4	• Repeated Relocations within same week or same subject	• BST liaises with HoF or HoL (for multiple subjects) 　◦ Call home or meeting 　◦ Detention 　◦ Report 　◦ Relocation
	• Serious incidents inside and outside school including smoking, fighting poor behaviour on trips • Persistent antisocial behaviour and bringing the school into disrepute • Vandalism to property • Equal Opportunity infringement - including bullying in line with our Anti-bullying policy	• Referred to HoL (outside lesson) or HoF (inside lesson) for consequence • Consequence depends on severity of incident 　◦ 60-minute detention & contact home 　◦ Meeting with parent/carer 　◦ Conduct Report 　◦ 1 or more days in relocation 　◦ Fixed term exclusion 　◦ Police involvement
	• Swearing or extreme rudeness or abusive language towards member of staff	• **Member of staff immediately informs BST via reception or student services for BST to pick up and action.** • **BST to immediately relocate and extended detention in first instance** • **HoL (outside lesson) or HoF (inside lesson) to complete forms and follow up with further interventions/consequences (such as meeting with parents or restorative justice and complete appropriate form)**
5	• Persistent swearing or abusive language towards staff	• Fixed-term exclusion
	• Refusal to accept full-day relocation	• Fixed-term exclusion (on return to school original relocation plus the detention may need to be completed)

6	• Persistent failure to follow Chace Code of Conduct • Persistent or one-off violent or threatening aggressive behaviour towards others • Possession of dangerous items or substances • Theft • Peristent Equal Opportunity infringement - including bullying in line with our Anti-bullying policy • Failed Manged Move	• 1 or more days relocation (failed managed moved can be weeks or terms in relocation) • Fixed term exclusion • Managed move • Permanent exclusion • Police involvement

FULL DAY Relocation detention has been increased to automatic 60min or longer depending of the students conduct during the day, with persistent incidents resulting in repeating the day in relocation or for serious occurrences of poor conduct even FTE

Full or part-day relocations – students will need to hand in their phone at the start of the relocation time

Appendix 3 – Procedures for dealing with unacceptable behaviour in, out of the classroom and in our Community.

Where poor behaviour becomes 'persistent' or following a 'one off' serious incident, parent meetings, placing students on monitoring report with their Tutor or HoL and involvement of the Inclusive Learning Group and outside agencies should be considered.

Appendix 4

Pastoral Support Programmes (PSP) procedures

A Pastoral Support Plan (PSP) is a school based programme to help a child to improve their social, emotional and behavioural skills to avoid exclusion. The PSP will identify precise and specific targets for the child to work towards and should include the students and parents /carers in the drafting process.

PSPs are usually reviewed every 2-4 weeks and usually run for at least 16 weeks. If the child has other existing plans (such as an IEP) then the PSP should be integrated with the existing plans and not seen in isolation.

SLT attached to Year teams are the first option as keyworkers. Keyworkers are responsible for setting up the PSP, setting specific and realistic targets and agreeing how they should be measured.

At the start of a PSP, the Keyworker, HoL and the Student Support Centre Manager should arrange a meeting with parents and the student to agree the programme. At the meeting the following will be agreed:

- Realistic and measurable targets for improvement – these may need to be broken down into smaller targets throughout the process
- A review cycle – at least every 4 weeks including dates for review
- Processes for monitoring progress – these may include Positive Behaviour Report for all or part of the PSP period; Attendance Report; teacher comments, student reflective journal etc
- Input from the school, family or other agencies to support the student in meeting the targets
- Opportunities for praise and rewards to recognise improvement and consequences if the student does not demonstrate sufficient efforts to improve.

A copy of the PSP and notes from the review meetings are shared with the student and parents/carers. The Deputy Headteacher will be informed of progress after each review meeting and will be invited to join the 16 week review. If the pupil does not make significant improvement in line with the school expectations, then at any point in the PSP then one of the Governors from the Discipline Committee will be asked to join the review meeting to clearly outlining the final stages and the involvement of the Committee if there is not the expected improvements required within the given time or before the PSP final review.

June 2019