

Positive Behaviour Policy

Distribution: Teaching staff
Support staff
Governors
Parents

Date Policy Initiated: 1998

Date Reviewed & Approved: September 2023

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Owner: Headteacher

Positive Behaviour Policy

Section 1: Rationale

Compliant and considerate behaviour is critical to create the safe school and a nurturing learning environment which Aldworth School strives to be. This policy outlines the principles, protocols and practices which form the basis of the behaviour management system of the school.

Statement of Intent

Aldworth School aims to create an ambitious, inclusive, community in which young people can thrive. All students have a right to achieve and feel safe, without the behaviour of other students becoming a barrier to their learning. By promoting positive behaviour across the school, students and staff will contribute to the school ethos and understand that there are no limitations to success. Staff will model the behaviour we expect from students and use rewards to guide positive student behaviour.

Aims

The school recognises that praise for positive behaviour and sanctions for poor behaviour must be consistently and fairly applied throughout the school, by both teaching staff and support staff. The reward and sanction processes outlined in this policy aims to make the application of all rewards and sanctions clear with respect to when they are given and who is responsible for giving them; this will ensure consistent use of rewards and sanctions across the school. The rewards procedures recognise the positive behaviour of most students at the school, who work to the best of their ability to meet their target grades and are respectful to themselves, others and their environment.

Expectations

The key principles of our behaviour expectations can be outlined in three points:

1. Do not disturb the teaching and learning
2. Show respect, responsibility and kindness to all
3. Follow all reasonable instructions without question

Students are expected to follow the PUPILS' Responsibility Charter. The following expectations of behaviour are displayed in every classroom. Every student during every lesson is expected to meet these standards of good behaviour. Following these rules in a single lesson will result in a positive behaviour stamp in the student's planner. These simple rules will apply in all areas of the school during the whole school day.

1. Punctuality to all lessons
2. Uniform is correctly worn
3. Phones are not to be seen or heard
4. Inclusive respectful behaviour
5. Learning by listening and active participation
6. School bag and equipment for learning is correct

Section 2: Positive Behaviour

Rewarding positive behaviour

The following flow chart details the different rewards to which the school will adhere. These are displayed in every classroom.



The image shows a rewards chart for Aldworth school. At the top is the school logo with the text 'Aldworth Building bright futures' and 'Rewards' in large blue letters. Below this is a large blue arrow pointing upwards. Inside the arrow is a table with two columns: 'Points' and 'Reward'. The table is divided into seven rows, each with a different background color. The rewards are listed in the right column, and the corresponding point values are in the left column.

Points	Reward
1400 points	Gold Pin Badge
1200 points	Silver Pin Badge
1000 points	Bronze Pin Badge
800 points	Breakfast with the Head (with two friends of your choice)
600 points	Certificate from the Head Teacher
400 points	Letter home from your Head of Year
200 points	Postcard from your Tutor

How will my achievement be rewarded?

1. In every lesson, teachers will award you a stamp (worth 1 achievement point) if you meet the expectations of the school rules. These will be collated in your planner so remember to keep it safe.
2. If you go above and beyond the basic expectations or attend extra-curricular activities then teachers may award a bonus sticker (worth 5 achievement points), send home a postcard or even a letter or phone call.
3. Every half term your Head of Year may award you prizes for attendance, effort, contribution to school, attainment, progress or behaviour.
4. Throughout the year different rewards will be provided to the students who reach the required stamp total. These rewards are reviewed annually and may include any of the following:
 - Certificate of achievement
 - Prizes
 - Bronze, Silver or Gold Star Badges
 - Postcards
 - Letters home

- Invitation to special events in school such as 'Afternoon Tea' or 'Movie Afternoon'
- Reward trips such as to the cinema, bowling or other such activities
- Invitation to graduation events, Year 11 Leavers Day and Prom

Stamp totals are counted weekly during tutor time. It is the responsibility of the student to ensure their stamp total is accurate and recorded in SIMS by the tutor regularly.

Section 3: Non-Positive Behaviour

Non-Positive behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious non-positive behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or Sexual harassment including Online sexual harassment
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as; Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and vapes, fireworks, Pornographic images or any article a staff member 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).

Classroom behaviours

A staged system is used to manage low level disruption. In classrooms students will be given a scaled approach to behaviour which gives students clear warnings and a series of consequences which are consistent across classes and teachers. This process is for low-level disruption; however, a teacher can jump in at any stage if the behaviour is sufficiently serious.

STAGE ONE First warning: students are given a verbal warning by the teacher, nothing is recorded and it is an attempt for students to recognise and amend their behaviour.

STAGE TWO: Final warning: students' names are recorded on the board and they are likely to find their name included in the SLT behaviour book and are likely to be spoken to by an SLT member. A 'B' code will be recorded in the student's planner to replace the reward stamp.

STAGE THREE: Classroom consequence: should a student ignore the warning the teacher will impose a classroom sanction, this may be moving seats, staying after class, an email home. Should a student reach this stage, two lessons in a row, they are likely to be put on departmental report.

STAGE FOUR: Departmental consequence: if the student continues to disrupt then at this stage the student will be removed to another class with some work. They may be placed on a departmental behaviour report if this stage is reached a second time by the same student.

STAGE FIVE: Detention: if the student continues to misbehave then they will be set a 1 hour after-school detention.

STAGE SIX*: If a student does not successfully move to another room and continues to disrupt the learning of others then they will be placed in the isolation room for the remainder of the lesson by a senior member of staff as well as receive a 1 hour after- school detention.

Escalation of non-positive behaviour

Where it becomes necessary to sanction poor behaviour students will be encouraged to reflect on their non-positive choices with support from a member of staff. Where possible, it will be the member of staff who was involved in the sanction who will guide the student towards positive choices in the future through a restorative conversation.

Out of class behaviours

Teachers will use their professional judgement in line with the above to manage students whose behaviour falls below expectations in breaktimes or around the school. Individual sanctions will be applied in line with Appendix 3.

Sanctions

The school has an escalating range of consequences of sanctions for students whose behaviour is repetitive and corrosive to the teaching in the class. Alongside these there is a similar suite of supportive/therapeutic approaches. The escalation of support and sanctions are available in Appendix 2. The school reserves the right to respond to any incident at any point within the scale or offer support of any nature if it is deemed appropriate.

Incidents which happen beyond, between and across classes are likely to be dealt with by the pastoral team initially and will be triaged by the team and referred to the Head of Year or SLT if a further sanction is required.

Detentions

The school will attempt to address behaviours without resorting to sanctions unless they feel they are necessary. Although parental consent is not required to set a detention, where possible staff will communicate break and lunch detentions through an email or phone call home to parents. With break and lunchtime detentions, staff will allow reasonable opportunities for students to eat, drink and use the toilet.

In line with the law, detentions can be set by teachers and parental permission is not required before they are sat. The member of staff issuing the detention should communicate this to parents and the detention will be sat by the student on the following detention day. Detentions take place on a Tuesday, Thursday or Friday after school, unless an alternative arrangement is agreed between the teacher and the parent. If a student fails to attend a 60-minute detention, then this will increase to 70 minutes and then 90 minutes. Once a 90-minute detention is missed by a student then an additional sanction will be put in place.

Internal isolation

Internal isolations will be used as an alternative to exclusions where possible. The use of internal isolation follows in situations where students have not successfully responded other sanctions or following serious incidents. Heads of Year and the SLT behaviour lead will monitor the internal isolation room to ensure that there is consistency in approach and support some reflective time, if necessary, with students.

Any Middle Leader or Senior Leader can refer a student to be placed in internal isolation for the day and a phone call home will be made, usually by the Head of Year to discuss the reasons for this sanction.

The internal isolation will take place as close to the initial incident as possible, to have maximal impact.

If a student has a special education need and completing a period in isolation is known to be something a student will struggle to complete successfully then a reasonable adjustment may be made to support this sanction to support them.

During their time in isolation the student will continue working on his/her normal studies. In some circumstances where it is not appropriate to have a student in mainstream circulation following an incident, the student can be placed in isolation with a member of staff either the Tutor, Head of Year or SLT.

Other non-positive behaviour sanctions

Internal exclusion may be used by senior leaders for incidents of persistent poor behaviour that do not meet the threshold for suspension, or failure to successfully complete internal isolation, or as an alternative to suspension for a serious incident.

Reciprocal arrangements are in place with partner schools and students with ongoing issues may find themselves spending some time at another school in isolation as an escalation of consequences.

The school also reserves the right to educate a student in Twilight provision in exceptional circumstances where it is felt that all other avenues have been explored.

Alternative Curriculum

Students whose behaviour consistently disrupts others and where traditional sanctions are not working will be offered an alternative curriculum. This is most likely to be within the school's Pathways Unit. Support will be variable according to need but may include temporary respite, respite during identified lessons, full Pathways provision, Pathways provision with some external support or external support with Pathways oversight.

Students who fail to manage the Pathways provision are likely to be referred to an alternative provision such as, The Ashwood Academy.

Suspension - Fixed Term Suspension and Permanent Exclusion

If a student's behaviour has been extreme or is repeatedly poor, then a suspension will be considered. A pupil may be suspended for one or more fixed periods. Suspension may be used to provide a clear signal of what is considered as unacceptable behaviour and show a student that their current behaviour is putting them at risk of permanent exclusion.

After a suspension, parents will be required to attend a reintegration meeting so that their child can be fully reintegrated into school. During this meeting a return from suspension form will be completed.

If the suspension was due to behaviour towards a member of staff or student, then a restorative conversation will be arranged between the two parties. This will be recorded on the return from suspension form.

If the suspension is a repeat offence, then the repeat behaviour will be reviewed, and a Pastoral Support Plan completed. The HoY will arrange to follow this up, in an appropriate time frame, with the parents and student.

Where a student is at risk of permanent exclusion then a Managed Move or Education inclusion referral will be considered. The Basingstoke Managed Move protocol will be followed.

It is for the Headteacher to decide whether to suspend a student or permanently exclude, in line with the legal requirements and statutory guidance on the use of suspension and exclusion.

Parents have the right to make representations to the governing body (or the governors' discipline panel) about suspension and the governing body must review the suspension decision in certain circumstances, including all permanent exclusions.

Where the governing body upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision. Parents may also make a claim of discrimination in respect of exclusion, either to the First-tier Tribunal in relation to disability discrimination or to the County Court in relation to other forms of discrimination.

Schools are under a duty to arrange suitable full-time education for a suspended student from the sixth school day of any suspension of more than five school days.

Local authorities are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.

The DfE statutory guidance 'suspension and Permanent Exclusion from Mainstream schools in England' issued in September 2022 is followed. Information for parents is included in this guidance.

Whilst a policy cannot anticipate every scenario there is a chart in Appendix 1 which indicates the school's likely response to an incident and should be used by parents to set their expectations following an incident.

The school reserves the right to sanction students appropriately and will endeavour to investigate thoroughly any major misdemeanours. Parents do not have the legal right to refuse permission for a child to do a detention. Should a parent choose not to support a detention, the school is likely to be forced to issue an isolation or fixed-term exclusion in lieu of the detention and inform the governors of the parents' refusal to support the school.

The school will only discuss a sanction applied to a student to that student's parents/carers. The school will not discuss with the other parties in an incident the consequences for other people's children.

Searching students

The school reserves the right to search students where there is reasonable suspicion that they may be concealing banned items. This would include

- drugs, alcohol, tobacco, vapes or any associated smoking paraphernalia.
- phones
- pornography
- offensive weapons or items which could be used in such a manner
- stolen items
- large amounts of cash or high value items that have no reason to be in school
- fireworks
- any items likely to be used for vandalism

Searches will usually take place in the presence of two members of staff, however in urgent situations it is permissible that they are conducted by one member of staff. During a search students will be asked to empty their own bags and turn out their own pockets. Staff members will only conduct a physical search of any bag once the student has declared it empty themselves. Staff will not physically 'pat down' or otherwise touch a student during a search. Metal detector wands may be used to locate items hidden on the student's person.

Should a student not agree to a search then parents and/or police will be called in to conduct a search. Where a student refuses to be searched and absents themselves there will be an assumption made that the student was in possession of the banned item and will be sanctioned accordingly.

Return and disposal

Smoking items, vapes, fireworks, pornography or items for vandalism will be disposed of by the school.

Weapons, drugs and illegal pornography will be surrendered to the police.

Stolen items will be returned to the owner where possible. Large amounts of cash, phones or other expensive items will be returned to the parents.

Use of reasonable force and physical contact

It is acknowledged that as part of teaching some subjects require some physical contact with students; teachers will only touch students in 'safe' areas (i.e. shoulders) as a form of positioning in subjects like PE and Dance.

Reasonable force should only be used in extreme situations. The school follow the national guidelines and students will only be restrained where they are presenting a danger to themselves, others or property. There will be no physical intervention unless it meets this criteria.

Powers to discipline outside of school behaviours

The school retains the right to discipline students when they are on their way to or from school or otherwise representing the school by committing anti-social behaviour in school uniform. Where the behaviour outside school (including on social media) impacts on students, the school or its staff this behaviour will come under the power of the school. It is recognised that incidents of bullying usually take place on social media and off school premises however the school considers these issues part of its safeguarding responsibilities and will intervene and sanction where necessary.

Equality act compliance

The school acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and treats seriously any prejudicial language or actions against students or staff with protected characteristics. When investigating incidents and deciding consequences the school will consider the influence of any identified special education needs in line with the equality act; these will be considered as 'mitigating factors' when making decisions to allow for their difficulties.

Power to discipline

The headteacher authorises all adults who are paid by the school to discipline children. Where a serious incident occurs, it will be referred to the Head of Year, Head of Department or SLT to decide on a sanction level beyond a detention or community service.

APPENDICES

1. School Rules
2. Support and Sanctions
3. Behaviour consequences
4. Description of Sanctions
5. Behaviour triage

APPENDIX 1

School Rules

Punctuality: Students are considered late if they arrive at School after 8.40am. Students should not arrive before 8.00am. If students arrive after 9.00am report to reception to sign in. Students who are late twice or more in one week will be put into detention by their tutor in the first instance.

Respect: Always show respect to all. This is shown in the way we speak to and treat others around the school.

Dress and Appearance: The school uniform (as detailed on the website) is to be worn fully and correctly. Students to fail to arrive in the correct uniform are likely to be kept out of lessons until correctly attired. Should there be a genuine uniform problem the parents should phone pastoral support prior to the child arriving at school to explain the problem and the likely resolution date.

Jewellery and Makeup: The only jewellery allowed at School is a watch and one stud earring per ear. In Physical Education lessons and in PE extra-curricular activities, studs and watches may not be worn. This applies to both boys and girls. No visible body piercing including nose and tongue piercing. Makeup must be minimal. Gel or acrylic nails are not to be worn and natural nails must be of an appropriate length. The Headteacher may grant exceptions to any of the above expectations around dress and appearance or jewellery and makeup, but only where this is required as a matter of sincere religious observance and where this can be substantiated by the leader of the relevant religious community. The school's decision on this is final.

Valuables: Large sums of money and valuables must not be brought to the school. Money and articles of value must not be left in the cloakrooms, changing rooms or classrooms. It is your responsibility if these are lost or stolen. The school will not investigate matters if such items are lost or stolen.

Mobile Phones: Any mobile phone, music payer or headphones seen or heard during the school day will be confiscated. Parents will have to come to collect the phone from reception. The school reserves the right to hold phones for a number of days for repeat offenders. The school accepts no responsibility for the loss or damage of such items if brought into school. Staff may allow students to use their phones in a lesson to support learning where appropriate.

Damage: All breakage of windows and other damage to the school buildings must be reported to a member of staff. Parents will be asked to contribute to the cost of damage if deemed deliberate or the result of negligence.

It is not permitted

- To bring chewing gum to school, or to eat during lessons.
- To eat in corridors between lessons or at lunchtime. Food will be disposed of if seen.
- To smoke or to bring smoking or drug related paraphernalia, matches, lighters, vapes or any other smoking related materials to school.
- To bring alcoholic drinks or illegal substances to school.

- To bring to school any sharp implements such as darts and knives (including penknives or utility knives).
- To bring to school any items that could be considered a weapon including catapults, air pistols, water pistols or BB guns.
- For students to leave the school premises during the day without permission
- To bring laser pens into school.
- To engage in any form of physical or verbal aggression at any time.
- To use inappropriate language in or around the school before, during or after the school day.

APPENDIX 2

CONSEQUENCES	SUPPORT & DEVELOPMENT
STAGE ONE First warning	
STAGE TWO: Final warning	
STAGE THREE: Classroom consequence	
STAGE FOUR: Departmental consequence	Restorative conversation
STAGE FIVE: Detention	Reflection work
STAGE SIX: Removal to Isolation room	HOD intervention
Break/Lunchtime detention	Pastoral team intervention
After-school detention (60 minutes)	Pastoral team intervention
After-school detention (70 minutes)	Tutor intervention
After-school detention (90 minutes)	Tutor intervention
Isolation	HOY intervention
Reciprocal placement	HOY/parent POP meeting/report
Internal exclusion	SLT intervention
Suspension	Pastoral Support Plan
Exclusion	Final Steps contract
Managed move	Ashwood outreach
Pathways Provision	Alternative curriculum
Permanent exclusion	Ashwood

APPENDIX 3 – Behaviour Consequences

The 'likely consequences' may be altered in the light of mitigating or aggravating circumstances – this is at the discretion of the school and the decision of the school is final in such matters. An offence which is ordinarily a fixed-term suspension may be commuted to an internal exclusion or extended period in isolation if it is a first offence and deemed 'out of character'; this is at the Headteacher's discretion however and it should be assumed the more serious sanction will be applied. Internal exclusions will be used in situations where an extremely serious consequence is needed, but where practical, pragmatic or safeguarding reasons make it a more appropriate sanction.

OFFENCE	Detail	Likely Consequence
Use of a weapon	Any situation where a student uses, or wields, an implement with the threat of violence	Permanent exclusion Fixed term suspension Ashwood referral
Violent Behaviour	Any incident where a student engages in a physical act with the intention to hurt another. Any student who acts violently or responds violently will receive a consequence.	Isolation Reciprocal placement Permanent exclusion Fixed term suspension Ashwood referral
Possession/being under the influence of drugs.	includes 'legal highs', illegal drugs, alcohol and solvents	Permanent exclusion (repeat offence, dealing drugs or possession of Class A drugs) Fixed term suspension
Malicious allegations about school staff	Asserting untrue information regarding a staff member that are defamatory in nature	Permanent exclusion Fixed-term suspension Permanent removal from selected classes
Threatening behaviour (to staff)	any incident where a student makes threats, or swears at a member of staff	Isolation Reciprocal placement Fixed term suspension
Bullying	Where a student, or group of students, deliberately upset another student for a sustained	Isolation

OFFENCE	Detail	Likely Consequence
	period – this includes on social media.	Parental meeting Reciprocal placement Fixed Term suspension
Threatening behaviour (to student)	any incident where a student makes threats to intimidate another student.	Isolation Reciprocal placement Fixed term suspension
*Sexual Assault	Touching of personal areas without consent	Permanent exclusion Police referral Fixed term suspension Isolation
*Sexual Harassment	Making sexual comments, gestures or actions which intimidate and belittle others. Includes inappropriate language, jokes, 'banter' of a demeaning or graphic sexual nature	Permanent exclusion Police referral Fixed term suspension Isolation
Truancy	any occasion where a student leaves school site or is absent from a lesson without permission	Isolation After-school detention Reciprocal placement
Racist/homophobic behaviour	Any use of language or prejudicial behaviour of a homophobic or racist nature directed towards another person.	Isolation PLAB (Prejudicial Language and Behaviour) referral Fixed term suspension
Insolence	when a student shows disrespectful attitude to a member of staff short of threatening behaviour	After school detention Restorative meeting Isolation
Defiance	When a student does not follow a reasonable request or instruction from staff	Detention Isolation
Vandalism	where a student damages the property of the school or the property of a member of the community	Isolation Community service Fixed term suspension Supervised apology

OFFENCE	Detail	Likely Consequence
		Parental bill
Unkind behaviour	where students deliberately behave in a manner to upset another - can include behaviour on social media as well as in school.	Detention Isolation Fixed term suspension
Persistent serious misdemeanours	when students repeat offences and fail to amend their behaviour over time.	Fixed term suspension Permanent exclusion Managed Move Reciprocal arrangement Behaviour Unit
Bringing the school into disrepute	any behaviour in the community, whilst in uniform, which reflects badly on the school	Isolation Fixed term suspension
Smoking/Vaping	in uniform, on-site or off-site, includes association with smokers	Isolation Detention
Continual lateness	after three lates are recorded over a two week period	Detention Report Fixed penalty warning
Missing homework	failing to hand homework in on time.	Report Detention
Failure to attend detention		70 or 90 minute detention Isolation
Minor rudeness	poor attitude but short of offensive behaviour shown to staff or fellow students.	Detention Restorative conversation
Dropping litter	litter dropping and leaving litter on the school site, or in the community in uniform	Breaktime detention litter picking.
Mobile phone seen in school	students' phones must not be seen or heard on site during the school day.	phone confiscated, parents need to collect the phone from reception.
Uniform (one off)	Lost, forgotten or broken uniform	School will lend item required if available

OFFENCE	Detail	Likely Consequence
Uniform (repeated)	refusal to follow the school uniform code	Isolation from lessons until issue resolved Parents phoned.
Talking in class/calling out	general behaviours that are disruptive to the good progress of the lesson	Classroom consequences Detention.
Reluctance to work/slow working	Failure to apply an adequate amount of effort and application to work.	Classroom consequences Detention
Lack of equipment (one off)	Failure to have pen, pencil, ruler, rubber, sharpener, PE kit, calculator, textbook, exercise book	E code in planner to replace reward stamp
Lack of equipment (repeated)	Three incidents of failure to bring in equipment.	Tutor report and phone call home to resolve any issue

*As a rule of thumb, the starting point is fixed term suspension for any action which would result in arrest if done in public or a gross misconduct dismissal within a workplace.

Appendix 4 – Description of Sanctions

SANCTION	DETAIL	PARENTAL CONTACT
Detention	Student stays after the school bell on the designated detention day from 60-90 minutes.	Initial teacher contact regarding the incident Reminder text through school system on the day of detention length
Fixed Term Suspension	Student is asked to stay away from school for a specified period of time	Parental phone call and formal letter of confirmation.
Permanent Exclusion	Student is permanently removed from the school role	Parental meeting and formal letter of confirmation.
Internal exclusion	A student spends the day in a designated room in the Pathways unit	Managed internally
Isolation	A student spends the school day working in the isolation room in silence away from class	Managed internally
Inclusion Unit	The student is primarily educated at the IU full time	Parental Meeting
Managed move	The student is taken to another school for a trial period for a fresh start.	Parental meeting
Reciprocal arrangement	The student completes an isolation or extended isolation in another school.	Parental phone call
Referral to Ashwood	The student no longer attends Aldworth and attends the local pupil referral unit.	Parental meeting

Appendix 5

BEHAVIOUR TRIAGE PROCESS
Initial contact by parent or referral by teacher picked up by the Pastoral Support Team who take the key details from the parent/teacher and undertakes initial investigation/ statements/interviews if necessary to establish the scale of the issue.
LEVEL ONE
Pastoral Support Team / Classroom Teacher
<i>An easily dealt with issue which needs quick contact with staff/student and call back to parent, resolved within 24 hours, usually involves no more than three students and unlikely to result in sanction higher than a detention.</i>
Examples: Uniform issues, minor friendship issues, poor work rate, lateness to lessons, minor breake-time behaviour, minor rudeness, offensive language to peers, mobile phone confiscation.
Likely consequences: chat, apology, tutor monitor, breake-time detention, community service, detention.
LEVEL TWO
Pastoral Support Team / Classroom Teacher
<i>A more complex issue which will involve some investigation and has the potential to be moved up to Level Three. Or repeat (x3) referral for same Level One issue.</i>
Examples: Minor threat, social media issues, smoking, insolence, truancy, unkind behaviour to peers, minor vandalism, highly offensive language to peers or offensive language to staff [indirect].
Likely consequences: discussion and apologies, contract of behaviour, departmental/tutor report, community service, breake-time detention, detention, isolation.
LEVEL THREE
Head of Year / Head of Department
<i>A serious issue which needs a clear consequence and ongoing monitoring/support for the student or repeat (x2) Level Two behaviours.</i>
Examples: offensive behaviour, bringing the school into disrepute, racist/homophobic language, bullying, threatening behaviour to peers, offensive language to staff [direct].
Likely consequences: parental meeting, mentoring, EHH referral, isolation, series of detentions/community service, HoD/HoY/SLT report, behaviour contract, assertive mentoring, counselling
LEVEL FOUR
Senior Leadership Team
<i>A very serious issue with behaviour which in the real world would be gross misconduct or criminal, resulting in sacking or arrest OR repeated Level Three concerns.</i>
Examples: threatening behaviour (to staff), violent behaviour, highly offensive language to staff [direct], defiance to SLT
Likely consequences: SLT parental meeting, external agency referral, isolation, Ashwood outreach, fixed-term suspension, isolation, conditional contract, behaviour modification programme
LEVEL FIVE
Headteacher/Deputy Headteacher
<i>A major incident or repeated referral Level Four (SLT).</i>
Examples: drugs/weapons possession, serious assault, repeated defiance to members of SLT, deeply offensive or threatening behaviour to peers or staff.
Likely consequences: fixed-term suspension, permanent exclusion, EIS referral, EIS involvement.