



Behaviour Policy

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Purpose

The policy purpose is to define all Behaviour Management Systems within Bishop Stopford's School.

The policy is based on positive reinforcement of the rules and policies in the school. It gives a framework to reward positive behaviour in the school and a clear structure to challenge behaviour which does not meet the expectations of Bishop Stopford's School ethos (Stopfordian Ethos). This ethos aims to establish a learning environment which fosters and enables "achievement for all in a Christian community". (see appendix 1)

Scope

The policy is for the use of all staff and applies to all students who attend Bishop Stopford's School. It applies to all situations within our school community and situations that directly affect or bring the school's name into disrepute.

Background

At Bishop Stopford's school we believe that:

- Christian principles are at the heart of everything that we do
- Everyone has the right to learn and work in a safe environment
- Everyone has the right to be treated with respect
- We should all share high expectations of behaviour based on respect, Christian values and good citizenship; therefore the behaviour expectations laid out in this document are applicable to ALL students.
- The promotion of good behaviour is a shared responsibility and Bishop Stopford's School is committed to working in partnership with parents/carers in order to maximise their children's progress and good behaviour.
- The success of this policy depends on the full support of all members of the Stopfordian Family including parents, students, staff and governors. To this end a Home/School Agreement is in place and will be reviewed annually and the policy will be published on the school website.
- It is important to include everyone in our journey to excellence. Staff, parents and students will be consulted about behaviour at least annually via a questionnaire.

Expectations of Students

The student is responsible for ensuring that they adhere to the expectations of the 'Stopfordian Ethos'

The Stopfordian Ethos

- The Stopfordian Ethos is a consistent set of basic classroom expectations and whole school principles that ALL students are to uphold and follow.
- The ethos is designed to create an environment conducive to high standards of learning and achievement.
- The ethos encourages students to recognise the role that they play in their own success and to acknowledge that through the smallest of actions all students can achieve more.

The Stopfordian Ethos



Our Student Charter

As a student at Bishop Stopford's School I recognise the role that I play in my own success. Through the smallest of actions I know that I can achieve more.

I will therefore:

- Come to my lessons with the right equipment - prepared and ready to learn
- Arrive to lessons/line up on time
- Sit in the seating plan decided by the teacher
- Enter and leave the classroom in an orderly manner
- Support and consider the learning of others by not speaking over them
- Respect others within the classroom and communicate with them appropriately
- Participate in class discussions and group activities as directed by the teacher
- Listen and follow instructions
- Complete all work to the best of my ability and hand homework in on time
- Prepare thoroughly for exams and assessments

“It's our choices that show what we truly are, far more than our abilities”

‘Achievement for all in a Christian Community’

- Come to lessons with the right equipment - prepared and ready to learn
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- Complete all work to the best of their ability and hand homework in on time
- Prepare thoroughly for exams and assessments

Whole School Principles

All students agree to adhere to the general

- show respect & consideration for others at all times
- speak to others appropriately and politely
- strive to succeed in all lessons
- take responsibility for their own achievement, conduct and progress
- uphold the expectations of the school

Expectations of teaching staff

- To support and reinforce the 'Stopfordian Ethos' within their classrooms and around school
- To regularly recognise and reward positive behaviour and achievement
- To record student behaviour and achievement on BROMCOM
- To telephone and meet parents to make them aware of positive and negative behaviour and academic achievement.
- To be responsible for student conduct and achievement within their classroom and around school and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures
- To plan and deliver lessons to engage and facilitate the learning, progress and attainment of ALL students
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of associate staff

- To praise behaviour with reference to this policy
- To actively support school policies and procedures
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of Form Tutors

- To support and reinforce the 'Stopfordian Ethos' within their form room and around school
- To regularly recognise positive behaviour through Merit points
- To record achieve and develop behaviour on BROMCOM
- To monitor student merit/behaviour points on a weekly basis
- To be responsible for student conduct within their form room and around school and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures
- To deliver and oversee tutorial activities to promote and support positive behaviour, academic progress and attainment
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of HOD

- To support and reinforce the 'Stopfordian Ethos' within their department/faculty
- To ensure that schemes of work are designed to engage and facilitate the learning, progress and attainment of ALL students
- To ensure staff within the department are regularly using praise and the Merit system to reward positive behaviour and achievement
- To ensure no other praise system is used to recognise behaviour
- To observe praise and reward in lessons
- To monitor the number of Merit points within department
- To be responsible for student conduct and achievement within their department and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of HOY

- To support and reinforce the 'Stopfordian Ethos' within their Year group and around school
- To ensure Tutors are using and monitoring praise and merits
- To monitor number of Merit points on a half termly basis
- To award Certificate for Merit points milestones in Year Assemblies
- To recognise and develop positive behaviour and achievement in Year Assembly
- To regularly recognise and reward positive behaviour and achievement
- To organise and deliver Graduation Assembly
- To be responsible for student conduct within their year group and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of SLT

- To support and reinforce the 'Stopfordian Ethos' throughout all areas of the school
- Monitor Merit points within their allocated subject areas and year group
- Recognise praise and Merit points system in lesson observations
- Attend termly award assembly for 500 point milestone
- Analyse and review Merit points in SLT meetings
- To be responsible for student conduct across the school and to work collaboratively to support and establish positive behaviour at all times
- To devise and implement school policies and procedures and ensure that these are actively upheld throughout the school
- To ensure that achievements and negative behaviours are communicated to other stakeholders when appropriate

Behaviour for Learning

At Bishop Stopford's we believe that praise in lessons has a positive impact on learning and achievement. The following practices are encouraged:

- Thank students who arrive on time and are smartly dressed
- Congratulate students who are engaged in learning
- Support, acknowledge and praise adherence to Stopfordian Ethos
- Public recognition of excellence, using positive student conduct and achievement as an example to others

We support the establishment of positive behaviour in lessons via our behaviour checklist, clear and consistent routines and the Stopfordian Ethos. Teachers should use this to help govern the behaviour for learning within their classroom and around school. Expectations are conveyed to the students and set as ground rules within every classroom.

Bishop Stopford's School encourages regular positive contact with parents and carers as this supports student progress. Individual members of staff are encouraged to call to inform parents/carers regarding positive behaviour and achievement. This must be recorded on BROMCOM.

We believe that planning lessons and interventions strategically will support positive behaviour in classrooms and around the school. In lessons where activities are stimulating, appropriately challenging and accessible to all, student engagement is high. It is the expectation therefore that all departments and class teachers develop schemes of work and lesson plans to generate a learning environment that is engaging and supportive of **every** student's attainment and progress.

Praise and Reward in School

Praise and Reward is based upon the concept of positive reinforcement which encourages learning and models good behaviour and achievement. Furthermore, it promotes effective routines and consistency in practice across the school and community as a whole.

Encouragement, praise and reward are essential to embed these high expectations of all students. The 4 "Praise and Reward" categories below are a guide for staff.

1. **Bronze:** Behaviour that is praised for being above expectations
2. **Silver:** Behaviour that is rewarded for being well beyond expectations or consistently high
3. **Gold:** Behaviour that is rewarded as an example of excellence
4. **Platinum:** Exceptional service to the school and local community
5. **Stopfordian Ethos:** consistent adherence to the Student Charter

All positive behaviour should be considered in its context but the guidance should aid consistency. Our praise and reward system is consistent with our school's vision.

Students earn Merit points for effort and attainment and for community contributions around the school. Students also win prizes or certificates for 100% attendance, high academic attainment and excellent progress depending on the number of points collected.

Merits

Merit Points are awarded to students to reinforce and praise positive behaviour.

Merit points are awarded as follows:

To gain a...	I will.....	I will gain....	This award can be given....
Bronze Merit	<ol style="list-style-type: none"> 1. Focus fully on my class work 2. Complete all tasks and work to the best of my ability 3. Follow school and classroom expectations regarding my behaviour 	2 points	<p>Every lesson</p> <p>Every piece of work</p> <p>Every day</p>
Silver Merit	<ol style="list-style-type: none"> 1. Work with maximum effort and enthusiasm 2. Complete all tasks and work above my expected target grade 3. Listening to and following teacher guidance to improve my work 	5 Points	<p>Every lesson</p> <p>Every piece of work</p> <p>Every day</p>
Gold Merit	<ol style="list-style-type: none"> 1. Achieving 2 levels or grades above my minimum target 2. Achieving the highest level possible in assessments 3. Gaining recognition outside of school (e.g. Mayor's award, excelling in sport, volunteering etc.) 	10 points	<p>Every assessment</p> <p>As appropriate</p>
Platinum Merit	<p>Services to the school and wider community. Including;</p> <ol style="list-style-type: none"> 1. Reading Mentors 2. Volunteering at school events 3. Charity Work 4. Curriculum helper 5. Help with events 	20 Points	<p>As appropriate</p>
Stopfordian Ethos Award	Consistent adherence to the Student Charter	50 Points	<p>Once every half term</p> <p>Yearly report</p>

- Each Merit Point is worth a Stopfordian penny.
- When you have reached the mile stone of 500 merit points this can be cashed in for a £5 gift voucher.
- Once cashed in students can start to collect again.

Method of praise and reward

To ensure consistency these levels and rewards can be seen below:

Bronze – 2 Merit points

We believe that a student operating at this positive level should be verbally praised and recognised with 2 Merit points. This is the most important level of behaviour and will be central to creating a culture that ensures every child achieves. This behaviour must be recorded on BROMCOM .

Silver – 5 Merit points

This behaviour should be rewarded with 5 Merit points. It reflects a change in mind set in a student, which can be recognised by a student pushing the boundaries, acting on advice and seeking new knowledge in order to secure improvement. This behaviour must be recorded on BROMCOM

Gold – 10 Merit points

This behaviour represents the highest levels of achievement and attainment.

This behaviour must be recorded on BROMCOM.

Platinum – 20 Merit points

This behaviour represents recognition of the student's service to the school and the local community and should be rewarded 20 Merit points. It awards leadership and positive contributions from the students. The behaviour should be recorded on BROMCOM

The Stopfordian Ethos Award

This should be awarded once every half term to the students within each class who have consistently demonstrated a positive Stopfordian Ethos. It rewards conduct and achievement that is consistently exemplary and acknowledges those students who are clear role models within the classroom and school. Every class teacher should nominate at least two students from each of their classes who deserve the Stopfordian Ethos award, every half term.

Extra-curricular activities – 5 Merit points

Students who attend sports clubs, lunch time clubs and activities will receive 5 Merit points

Headteacher commendation – 50 Merit points

The Head Teacher will send a letter of commendation when a student reaches 1000 Merit points and will award a Head Teacher's Commendation sticker. This behaviour is recognised through the whole school Assembly, by the award of a Certificate of Excellence which will be achieved when a student gains 3 Head Teacher's Commendations.

100 Club – 100 Merit points

Students who achieve 100% attendance in one half term will receive 100 Merit points. Students with 100% attendance for the academic year will receive 1000 Merit points.

Procedure

Merit points should be given to students by the MIS BROMCOM . Tutors should recognise these on a weekly basis in form time.

Monitoring

1. All Merit points will be recorded on BROMCOM. An email will be sent to middle and senior leaders on a daily basis highlighting these behaviours.
2. Tutor will check Merit points to monitor positive behaviour.
3. HOYs and HODs will monitor number of Merit points in area on a weekly basis.
4. Letters of commendation will be sent home at each 100 point milestone reached by the student. The milestone will also be celebrated in assemblies.
5. Half termly reports for each year group will be given to the HOY to highlight student achievement. HODs will be provided with a half termly report showing the number of Merit points per staff and department. This will be used to ensure a positive focus on praise and reward.
6. SLT will review the positive behaviour of students by departments, years and staff on a half termly basis in SLT meetings. They will review Negative Behaviour Points awarded also in these meetings

5.0 Management of the School Day- Routines and Procedures

Effective management of the school day provides a secure environment, increasing a sense of belonging and reducing uncertainty. (see appendix 2)

Strategies:

- A rota is produced by the SLT member with responsibility for rotas to ensure all areas of the school are supervised before school, break time, lunch time, after school, lesson transition etc.
- All teachers are expected to arrive on duty promptly in the first instance as a matter of student safety. Any teacher unable to do their duty must inform the Duty Team Leader in charge in time so that alternative arrangements can be made. It is the responsibility of the Duty Team Leader to support their team.
- Lunch time supervisory assistants are employed to help supervise lunch time.
- All staff are responsible for implementing the Routines and Procedures document.
- All teachers must arrive promptly for line up

General Expectations

Rules for Safety

- When moving around the building or on the stairs keep to the left and do not run.
- There should be no physical contact or touching others to avoid miscommunication that could lead to physical aggression or misunderstanding.
- Glass bottles, matches, lighters, or any dangerous implements (knives or penknives) **ARE PROHIBITED** within the school.

Rules for the Environment and the Community

- Keep classrooms and the school site clean and tidy. Always use the bins provided and take responsibility for cleaning up your own belongings/mess.
- Move quietly to and from lessons
- Respect school property and the belongings of others – graffiti and deliberate damage of school property or the property of others is not acceptable and undermines the Stopfordian Ethos

Attendance

Attendance is a pre-requisite to success in all walks of life. At Bishop Stopford's School all students are expected to achieve high levels of attendance. The school has a rigorous attendance policy implemented by the school attendance officer, supported by all staff and overseen by a Senior Member of Staff.

Punctuality

As part of the 'Stopfordian Ethos', all students are required to be punctual to registration, lessons and line up. This is to ensure that the learning begins promptly and the learning of others is not interrupted through lateness.

The school day begins at 8.35am and students are required to be on site by 8.30am. The school gates will be closed and any student arriving after this time will be recorded as late by staff on duty. Students who are late will serve a detention that evening until 4-30pm.

Electronic Equipment

Mobile phones and electrical items (mp3 players etc) must not be used in School. They should be turned off and placed in the student's bag. The Governors of the School accept NO responsibility for mobile phones which are brought to School. Mobile phones WILL be confiscated if used during the School day. No investigation will be made into thefts of mobile phones.

Equal Opportunities

The behaviour policy must be implemented with regard to the Equal Opportunities and the Anti-Bullying Policy at all times.

Managing Unsatisfactory Behaviour

Sanctions

On occasion the behaviour of some students will fall below the standards of the Stopfordian Ethos. The aim of any sanction is to help students to modify inappropriate behaviour and to act as a deterrent to other students. For a sanction to be most effective it should be consistent and immediate or as soon as possible after the incident. **(see appendix 7)**

General Points:

- Provide prompt, appropriate responses to incidents where there is poor behaviour.
- Whole class punishments should be avoided unless there exceptional circumstances.
- Students should be clear about what sanction is being issued and why.
- Students need to be taught how to resolve conflicts and staff should be given the opportunity to meet with a student before they return to their lesson after serious incidents.
- All staff should aim to use Rewards to ensure a positive learning environment is created.
- Managing poor behaviour is the responsibility of all staff within the framework of whole school behaviour management systems and procedures

Unsatisfactory behaviour is categorised into three categories, Low, Middle and High. This is recorded in the same categories on BROMCOM.

Low Level

Low level disruption in the classroom and around the school, intervention required from Form Tutor and Classroom Teacher.

Intermediate Level

This is behaviour that merits intervention from the Head of Year and Head of Faculty.

High Level

This level of behaviour will see a direct intervention by SLT.

Behaviour	Sanctions
<p>Low Level – This level of behaviour will be attributed two (2) negative behaviour points.</p> <ul style="list-style-type: none"> • Calling Out • Disturbing Others • Lateness To lessons • Off task • Talking in Class • Line-up Infringement • Disrespectful comments and/or behaviour • Chewing Gum/Eating in Class • Punctuality • Uniform • Lack of Equipment • Physical misconduct • Other 	<p><u>Low Level</u></p> <ul style="list-style-type: none"> • Code of conduct • Discussion/reprimand • Moving student within classroom • Detention- various lengths: • Community service- cleaning of graffiti, collecting litter • Loss of break/ lunch time (arrangements must be made to allow students to get refreshments and go to the toilet) • Informing Parent/Carer- note in diary, letter, phone call or meeting • Withdrawal of privileges • Report- various- including Form Tutor, Head of Year, Head of Department, SLT
<p>Intermediate level – This level of behaviour will attribute five (5) negative behaviour points</p> <ul style="list-style-type: none"> • Lack of class work • Failure to complete homework • Swearing • Disruption • Defiance/failure to follow instructions • Smoking • Truancy • Vandalism • Aggressive conduct 	<p><u>Intermediate Level – all of the above and/or;</u></p> <ul style="list-style-type: none"> • Stopping the student from taking part in non-essential part of curriculum e.g. trip/sport event • Removal from lesson by Head of Department to another room within the department (Use Department Shadow Timetable) • Removal from lesson by SLT • Informing Parent/Carer & Parent meeting • Drawing up a contract • Excluded from representing the school in any event. • Excluded from all school social events, enrichment activities and sporting occasions.
<p>High Level – This level of behaviour will attribute Fifth teen (15) negative behaviour points</p> <ul style="list-style-type: none"> • Bullying • Racism • Sexism • Homophobia • Fighting • Intimidating and/or threatening behaviour 	<p><u>High Level – all of the above and/or;</u></p> <ul style="list-style-type: none"> • Exclusion- internal, fixed term, permanent. • Parental meeting & letter • LSU – If a student shows persistent behaviour concerns they could be referred to the LSU, students can only be referred through LSU referral process.

In order to ensure that a consistent approach is used by all staff so that students are clear about our expectations and sanctions, a 'sanction document' is in place that makes clear what sanction is appropriate for all possible misbehaviours. The SLT lead behaviour for learning member is responsible for ensuring this document is shared with staff, parents and students on an annual basis. A student friendly version should be displayed in all classrooms.

Detentions and Code of conducts

It is important that when a class teacher holds a detention it is used as an opportunity to talk calmly about how behaviour has fallen below minimum expectations and the class routines have not been followed or work not completed satisfactorily.

It is important to establish during this time what the required behaviour is and how the next lesson the student has with you will be approached.

A short detention with meaningful dialogue can be effective.

It is really important if a member of staff requests a student to stay after a lesson or return at the end of the day that they are there and talk to the student about what has happened. It is equally important that a sanction is carried through in a manner that was originally stated. I.e. 10 minutes is not extended or shortened. This is to ensure consistency and the student understands that what is said is what is meant.

(See appendix 6)

- Students can be kept on the same night until 4-00pm without prior notice.
- All detentions must be recorded on BROMCOM
- If a student fails to attend a detention the classroom teacher should refer to their Head of Department. Together they should see the student and reset the detention.
- Department detentions should be issued for failure to attend a private detention on 2 occasions.
- Failure to attend department detention should be referred to the HOY who will set a 4-30 detention.
- If a student fails this detention they will be referred to SLT for further sanction including a 3 day 4.30pm detention or a Saturday detention.
- Persistent refusal to accept the disciplinary procedures of the school will likely result in an internal exclusion
- Parental contact should be made as early as possible regarding student failure to attend private, departmental, pastoral or any subsequent detentions in order to avoid the escalation of sanctions

Code of Conduct

Code of conduct can be used for low level disruption. The code of conduct consists of the student copying the school rules and expectations from their planner.

- Students who are given a code should be clear about the time scale within which they should be completed
- Failure to complete a written sanction will result in the sanction being doubled.
- Failure to complete the written sanction a second time will result in intervention by the HoY or HoS issuing 4pm detention where the codes will be completed.

Recording and monitoring of behaviour incidents

- All detentions of 30 minutes or more and any actions taken, such as, department report or contact with home, must be logged on BROMCOM.
- Tutors, Heads of Year and Heads of Department are responsible for monitoring all entries on BROMCOM.

- Heads of Department are responsible for monitoring daily incidents on BROMCOM and to follow up any unresolved incident within the department
- Heads of Department are responsible for strategies and intervention where incidents are happening within their subject area regularly
- Heads of Year are responsible for strategies and intervention where incidents are happening in two or more subject areas regularly or for incidents at intermediate level as appropriate

Reports

- Report cards should be seen mainly as a way to give students the chance to make a positive change and receive appropriate feedback.
- Students whose work, attendance, punctuality or behaviour is giving continued or serious cause for concern may be put on report. This will give them targets to achieve and allow teachers and parents/carers to monitor what they do.
- Parents should be informed that a student is on report (phone call, standard letter, and note in planner or meeting).
- A system of green, amber and red reports will be in use. **(See Appendix 2)**

At the end of a time on report:

- Students should be congratulated on a successful report.
- Parents should be informed of whether or not the report was successful.
- Action should be taken for poor reports and lost reports e.g. detention, extension of time on report.
- If the report continues to be unsuccessful further action should be taken (meeting with parents/carers, referral to next report stage).

Formal Warning Procedure

Formal Warning Procedure

The nine staged formal warning procedure is used to address persistent challenging behaviour and following a high level behaviour incident.

The stages are there to act as notification to students and parents and support with the modification of unsatisfactory behaviour. **(See appendix 8)**

The formal warning system is based on a system of;

- Action
- Monitoring
- Intervention

Formal warnings are not given lightly and may escalate to behaviour panel meeting, fixed term exclusion or permanent exclusions if behaviour is not modified. All formal warnings must be recorded fully on BROMCOM.

LSU

Students are referred to the LSU through the LSU referral panel. Referrals must be made in consultation with parents where a contract will be signed between the student, parents and school.

Students can be referred to the LSU for intervention for between two weeks and two terms. Please see the SEN policy for further advice.

Exclusions

The law is precise on the procedures regarding the use of Exclusions– and constantly updated. The School follows the DFE Guidance on the interpretation of these rules into practice and receives regular training and feedback accordingly. Please refer to the most recent training minutes and guidance documents.

Internal exclusion

Students in Internal Exclusion spend the entire day working in silence and are not allowed to leave the room except under supervision to go to the toilet. They do not have morning break and they have their lunch brought to them. Students in Internal exclusion must report to reception at 9.30am and make their way to the Internal Exclusion Unit (IEU) room. Students work on curriculum material during lesson time according to a subject timetable. They may read during break and lunchtime.

Students are not allowed to leave the room other than to go to the toilet. They may order a cold lunch from the canteen, which will be delivered to the room, or they can bring a packed lunch. Students in the IEU are expected to hand phones to the Behaviour Officer at the beginning of the day. The phones will be returned at the end of the day.

During the period of referral the student will have a conversation with the teacher who issued the sanction, to ensure that the student can make a fresh start in the next lesson.

If a student misbehaves during internal exclusion, the student will repeat the sanction the following day or in serious cases the student may be subject to fixed term exclusion. (see appendix 5)

Fixed term Exclusions

Serious incidents or persistent failure to comply with the school's behaviour expectations could result in a fixed term exclusion from school. These exclusions are administered according to common guidelines. Fixed term exclusion will always be followed by a return from exclusion meeting involving the student, parents /carers, a senior member of staff and possibly a member of the governing body. The meeting must establish the student's readiness to return to school and behave appropriately.

Examples of behaviours that could trigger fixed term exclusion include;

- Persistent failure to comply with school behaviour policy
- Continuing any behaviour outlined above
- Bringing fireworks into school
- Bringing alcohol into school or being under the influence of alcohol or other
- substances
- Theft
- Harassment or intimidation of a member of staff or student at school or off site

A student accumulating a number of fixed term exclusions will be seen by a Governors' 'Behaviour Panel'. The operation of this panel is an inclusive strategy, designed to work with parents and students to avoid permanent exclusion. The formal warning system supports this.

Behaviour Support Plans

Where a student displays persistent unsatisfactory behaviour, leaving them at risk of fixed term exclusion, the School will institute a Behaviour Support Plan (BSP)

The plan will be drawn up by the Head of Year setting clear targets agreed by the parents and student.

Pastoral Support Plans

Where a student's behaviour may lead to them being at risk of permanent exclusion, the School will institute a Pastoral Support Plan.

This is a statutory document and covers a period of sixteen weeks. There are reviews every four weeks with the student, parents, pastoral and support staff. The PSP will itemise individual student targets, sanctions and rewards and specify any extra support from external agencies as well as from the School.

Permanent Exclusion

As stated above, persistent failure to respond to fixed term exclusions could result in permanent exclusion from the school.

Any student who commits any of the following offences will be excluded permanently:

- Any violence towards a teacher or member of the support staff
- Sexual abuse or assault
- Supplying illegal drugs
- Carrying or using an offensive weapon, on or off site
- Where the health and safety of others is at risk Including carrying or setting off fireworks

In addition, any of the following offences may result in permanent exclusion:

- Serious actual or threatened violence against another pupil or individual on site
- Carrying illegal drugs
- Serious damage to school property
- Any behaviour which brings the school's reputation into serious disrepute, in or out of school uniform
- Persistent serious bullying

When exclusion is not appropriate;

- Minor incidents such as failure to do homework
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Breaches of school uniform policy (except persistent defiance)
- Punishing pupils for behaviour of their parents
- Protecting victims of bullying by sending them home
- Uniform infringements

It is very important to pay close attention to any exceptional circumstances:

Special Educational Needs, Race Relations, Disability and any other Equality considerations.

Drugs, Alcohol and Tobacco:

These are banned substances at all times. Please refer to the School's Drugs policy for further guidance

Offensive weapons

Knives, guns and any other type of offensive weapons are all strictly prohibited. Any student who violates this rule will automatically receive a permanent exclusion.

APPENDICES and School Procedures

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The Stopfordian Ethos (Appendix 1)



Our Student Charter

As a student at Bishop Stopford's School I recognise the role that I play in my own success. Through the smallest of actions I know that I can achieve more.

I will therefore:

- Come to my lessons with the right equipment - prepared and ready to learn
- Arrive to lessons/line up on time
- Sit in the seating plan decided by the teacher
- Enter and leave the classroom in an orderly manner
- Support and consider the learning of others by not speaking over them
- Respect others within the classroom and communicate with them appropriately
- Participate in class discussions and group activities as directed by the teacher
- Listen and follow instructions
- Complete all work to the best of my ability and hand homework in on time
- Prepare thoroughly for exams and assessments

“It's our choices that show what we truly are, far more than our abilities”

‘Achievement for all in a Christian Community’

Reports Procedure (Appendix 2)

- Report cards should be seen mainly as a way to give students the chance to make a positive change and receive appropriate feedback.
- Students whose work, attendance, punctuality or behaviour is giving continued or serious cause for concern may be put on report. This will give them targets to achieve and allow teachers and parents/carers to monitor what they do.
- Parents should be informed that a student is on report (phone call, standard letter, and note in planner or meeting).
- A system of green, amber and red reports will be in use.

All report cards must:

- State clearly reasons why the student is on report.
- Be signed by the teacher for each lesson.
- Be signed by the teacher to whom the student is on report each day.
- Be signed by the parent each day.
- Be given to HOY for filing when the report is completed.

At the end of a time on report:

- Students should be congratulated on a successful report.
- Parents should be informed of whether or not the report was successful.
- Action should be taken for poor reports and lost reports e.g. detention, extension of time on report.
- If the report continues to be unsuccessful further action should be taken (meeting with parents/carers, referral to next report stage).

Tutor report: (in consultation with HOY only) GREEN/BROMCOM target card

A student may be placed on tutor report for one or more of the following:

- Concerns about progress and attainment.
- Frequent lateness, petty misdemeanours e.g. persistent chewing in class, poor punctuality, incorrect uniform including jewellery, low level disruption or answering back, failing to respond to reasonable instructions etc.

Head of Year report: YELLOW

A student may be placed on a HOY report for one or more of the following:

- Failure of tutor report.
- Truancy.
- Serious and persistent concerns expressed in a number of subject areas.
- Following a short exclusion.

SLT report: RED

Being placed on SLT report should be seen as a serious matter.

A student may be placed on SLT report for one or more of the following:

- A major incident e.g. fights, bullying, being out of control.

- Repeated exclusion.

If a student fails the SLT report, parents/carers should be called in and made aware of seriousness of the situation. It may also be appropriate at this stage to make referrals to outside agencies.

Subject report:

- A student may be placed on subject report at the discretion of teacher in charge of subject.
- Targets should be set by the subject teacher and HOD.
- The student should report to the HOD with their report weekly or after each lesson.
- The tutor/HOY must be informed.
- If no improvement is seen, more action must be taken in consultation with the HOY.

Serious Incidents in lessons- 'on call' system (Appendix 3)

Emergency Support (on-call)

- If an emergency situation arises SLT on call will take the lead in assessing and responding to the emergency.
- An emergency situation is an incident which requires immediate attention/support e.g. assault, fight, dangerous behaviour.

The member of SLT on call will ensure if appropriate:

- Isolation of any students if necessary.
- Organisation of staff/student statements if necessary.
- At all points the member of SLT on call will maintain the overview of the incident and manage all information gathering with a view to preparing a case for immediate action.

Procedures to be followed may include the member of SLT on call:

- Contacting appropriate Key Stage AHT informing of incident.
- Arranging appropriate handover to Heads of Years ensuring clarity of who will lead on investigations.
- Contacting parents (this is to be done as early as possible to inform of incident and that an investigation is being carried out).
- Concluding the investigation.
- Making a recommendation for internal or fixed term exclusion.
- Contacting parents with outcomes of investigation and action taken.
- Meeting with parents.

Bullying

See Appropriate Policy.

Violent Behaviour

We will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour.

Procedure for dealing with fights

The member of staff who first attends the incident should:

- Ensure the students are checked to confirm that they do not need medical attention.
- Remove them to a quiet area to keep them isolated from each other.
- Inform the head of Year or, if not available, SLT on call who will investigate and decide on appropriate action. The parents/carers of students actively involved in violent incidents should always be informed.

Procedures and Routines (Appendix 4)

Before School Routines	Staff involved	Action
<p>SLT duty from 8.15-9.00am</p> <ul style="list-style-type: none"> • Move students up from Brick Lane to minimise lateness • Welcome Students at the gate • Support late gate 	<p>SLT on duty- 3 staff to cover each post (see duty rota for details)</p> <p>HoY</p> <p>Form Tutors</p>	<ul style="list-style-type: none"> • 4.30pm for lateness • Parental contact/meeting for persistent offenders • Attendance & Punctuality card issued by HoY for persistent offenders
Assembly Routines	Staff involved	Possible Action
<ul style="list-style-type: none"> • Students arrive at line up at 8.30am • HOY, Form Tutors & SLT link ensures that line up is silent and correct. • Uniform is checked by form tutor during line up. • Students are taken to assembly from line up by the form tutor (as directed by HOY). • Students enter the hall corridor in silence and line up outside of the hall in two lines (boys & girls) • Tutor and HOY oversee student entry into the hall – with students seated boy/girl within the main hall • Students sit with their form group and the Form Tutor maintains responsibility for assembly behaviour. • Students stand in silence when assembly party enters and leaves. • Latecomers to assembly sit at the back following being seen by the late gate. • Students are dismissed from the hall a row at a time, in silence 	<p>Tutors</p> <p>HOY</p> <p>SLT</p>	<ul style="list-style-type: none"> • Praise given to students meeting expectations • Students reminded of expectations as they enter the hall corridor/the hall • Code of Conduct issued for non-compliance • Students moved within the hall setting for persistent talking • Form tutors to check that late comers have been recorded late on late gate

Registration Routines	Staff Involved	Possible Action
<ul style="list-style-type: none"> • Students arrive to line up at 8.30am • HOY, Form Tutors & SLT link ensures that line up is silent and correct. • Students are taken to their form room from line up by the form tutor (as directed by HOY). • First 5 routine is followed once students arrive to form area • Students should be sat in a seating plan, in a girl/boy fashion. • Students must remove all outdoor garments such as coats during tutorial time • All students should have their school planner, necessary equipment such as pens/pencils etc & a reading book on their desk in front of them every morning registration • Students should be engaged in the timetabled activity for the day throughout morning registration • A prayer should be read out at the end of each registration period • Tutor oversees all activities during form time, checks and signs planners, organises prayer, delivers pause for thought and tutorial work as appropriate • Tutors monitor academic progress and ensure students set regular targets to improve their performance • Last 5 routine followed at the end of registration 	<p>Tutors HOY SLT Link</p>	<ul style="list-style-type: none"> • Praise given to students meeting expectations • Students reminded of expectations as they enter the form room • Code of Conduct issued for non-compliance • Student without planner issued planner sheet to be used for that day. (1/2 code issued) • Pens/equipment can be issued by form tutor for identified students • Students moved within the classroom setting for persistent talking • Students removed from the tutor room for serious misconduct – dealt with by HoY • Form tutors to check that late comers have been recorded late on late gate
Student out of Lesson and Lateness Routines	Staff Involved	Possible Action
<ul style="list-style-type: none"> • Students should arrive to a lesson/line up within 5 minutes of the bell • Teacher to follow first 5 routine. Students who arrive after this has begun are late • Students should remain in the lesson/classroom. No student is allowed to leave the class during lesson time. • In exceptional circumstances, students MUST be given a date, time & reason note signed by the teacher before they leave the classroom • Students will not be allowed to use the toilet during lesson time unless there is a medical reason agreed by the Student Welfare Officer 	<p>Teachers to make note in planner if student is allowed out of lesson for exceptional circumstances.</p> <p>Student Welfare Officer to note on Bromcom those students with medical needs</p>	<ul style="list-style-type: none"> • Code of Conduct/private detention issued for lateness • Persistent lateness to lesson leads to parental contact, HoD & HOY informed • Attendance and punctuality card issued for persistent offenders • Students out of class without a note will be issued with a code of conduct & the teacher taking the class will be contacted • School detention issued for truancy or students leaving lesson without permission

Transition Routine	Staff Involved	Possible Action
<ul style="list-style-type: none"> All staff to follow the First & Last 5 routine for every class Staff to follow the entrance and exit plans for their department to ensure the smooth transition between lessons Students should only be detained at break times not during lesson change over 	All staff	<ul style="list-style-type: none"> All staff to be at their doors, monitoring corridors at lesson change over Students reminded of the expectations as they enter/leave each class Praise for following expectations Code of Conduct issued for non-compliance
End of Break and Lunch	Staff Involved	Possible Action
<ul style="list-style-type: none"> Line up arrangements for years 7-11 Teaching staff arrive to the line-up on the first bell sounded Students to move to line up areas on the first bell sounded Students to be lined up and silent following 2nd whistle All teaching staff to monitor students in the line up and take responsibility for their own classes HOY/SLT Link/Lead teacher ensure that line up is silent & correct Students are taken in line to their classroom from line up by the class teacher (as directed by HOY/SLT link/ lead teacher). First 5 routine is followed once students arrive at class 	All Teaching staff HOY SLT	<ul style="list-style-type: none"> Students verbally reminded of expectations Praise given to students meeting expectations Code of Conduct issued by class teacher for non-compliance
Lesson Routines	Staff Involved	Possible Action
<p>First 5 Beginning of the Lesson</p> <ul style="list-style-type: none"> Lesson is set up & the starter activity is ready The teacher stands at the doorway and welcomes the Students as they enter Students enter in silence and stand behind their chairs Students place planner and equipment on their desks A uniform check is completed Students are asked to sit The register is taken whilst students complete the starter activity The main lesson tasks begin 	All Teaching staff	<ul style="list-style-type: none"> Students reminded of expectations as they enter the classroom Reference to the 'Stopfordian Ethos' when acknowledging good/poor conduct within the classroom Praise given to students meeting expectations Rewards given for exemplary conduct/work Code of Conduct/private detention issued for non-compliance Private detention issued for failure to complete work – students to complete outstanding work in the detention Pens/equipment can be issued by teacher

<p>During Lessons</p> <ul style="list-style-type: none"> • Teacher takes an electronic register. This is a statutory safeguarding duty. • The Stopfordian Ethos should be upheld throughout the lesson • On call patrol to circulate around building & support staff as necessary <p>Last 5</p> <p>End of the Lesson</p> <ul style="list-style-type: none"> • Students are instructed to place planner and equipment into their bags • Students stand behind their chairs in silence • Uniform is checked again • The teacher stands at the doorway • Students are dismissed in silence one row at a time • Students are instructed to ‘remain silent’, ‘keep ‘to the left’ and ‘keep moving’. <p>Lesson is structured and follows a clear pattern to include:</p> <ul style="list-style-type: none"> • Starter activity to engage learners & get them thinking • Shared & meaningful objectives • Staged outcomes to ensure and show progress • AFL to ensure outcomes have been met before moving on • Tasks are differentiated, with support resources/strategies in place to ensure tasks are accessible to all • Tasks are suitably challenging and engaging 		<p>(1/2 code issued except for identified students)</p> <ul style="list-style-type: none"> • Students moved within the classroom setting for persistent talking • Students removed to shadow timetable for persistent/more serious misconduct • Patrol alerted for serious incidents and gross defiance
Break and Lunch time Routines	Staff Involved	Possible Action
<p>Canteen Routines:</p> <ul style="list-style-type: none"> • Students queue quietly and sensibly. • All food purchased must be eaten in the canteen. • Students to remain seated whilst eating and clear away their plates etc before leaving the canteen. • Students to behave in a calm, sensible manner whilst in the canteen. • Students to follow instructions given by Supervisory staff immediately. 	<p>See Duty rota</p> <p>Canteen Supervisory Assistants</p>	<ul style="list-style-type: none"> • Code of Conduct issued for non-compliance • Students removed from the canteen for persistent non compliance

End of day Routines	Staff Involved	Possible Action
<ul style="list-style-type: none"> • Staff on duty to supervise students on Hertford Road/bus stop • Students expected to remain in full school uniform throughout the journey home. • Students expected to leave school and move in an orderly manner. • No congregating outside school gates or in large groups on streets and at the bus stop. • Students are expected to leave the area of Brick lane and Hertford road by 4pm unless involved in an organised activity by the school. 	<p>See Duty Rota</p>	<ul style="list-style-type: none"> • Staff to engage with students & remind them of expectations • Praise and reward for good citizenship seen outside of school • 4.30pm/Saturday detention issued for inappropriate conduct outside of school • More serious sanctions issued for serious misconduct • Parental contact/meetings

Student Inclusion Units (Appendix 5)

Intervention and support	Criteria	Evaluation and outcomes	Management and Monitoring
<p>Learning support unit (LSU) One dedicated Inclusion teacher and teaching assistant run a full time Learning Support Unit. This is a six week provision after which progress is reviewed and the aim is to return students to mainstream lessons with improved b</p>	<p>Consider students with 80 negative behaviour points or above.</p> <p>Students agreed in Inclusion referral meeting.</p> <p>Referred through Panel Minimum 2 Weeks Maximum 2 Terms</p>	<p>Student behaviour to improve showed in reduction in negative behaviour points. Lesson observations to demonstrate improvements in behaviour and effective strategies being utilised to modify behaviour</p>	<p>Management - SENCO Monitoring – DHT responsible for Behaviour</p>
<p>Internal exclusion unit (IEU) Students can be isolated in the Internal Exclusion Unit for 1-3 days.</p> <p>The school day in the IEU is from 9.30am – 4pm. This provision aims to allow learning to continue without the need for a fixed term exclusion</p>	<p>Referred by member of the Senior Leadership Team following incident of High Level behaviour.</p> <p>Immediately following an incident Minimum 1 day Maximum 3 days 10am – 4pm</p>	<p>Monitoring of students referred to Internal Exclusion Unit.</p> <p>Monitoring fixed term exclusions.</p>	<p>Management – Lead behaviour teacher Monitoring – DHT responsible for Behaviour</p>

Detention Process (Appendix 6)

Detention Process	
STAGE 1: Classroom Teacher Subject Teacher/Tutor – Code of Conduct or Private Detention Negative BROMCOM entry:	
<ul style="list-style-type: none"> • Low Level Disruption • Homework • Equipment • Not following Instructions • Line up • Uniform • Planner / equipment • Low level disruption (during tutorial) 	
<p>STAGE 2: If student misses a stage 1 private detention students can move to stage 2 – HOY and parents notified.</p> <p>Department Detention: 3.15 – 4.00pm</p> <ul style="list-style-type: none"> • Repeat of the above • Failure to attend subject detention • Subject teacher contacts parents <p>STAGE 3:</p> <ul style="list-style-type: none"> • HOD and Subject Teacher parental meeting – Discussion regarding referral to 4.30 School Detention – (only if parent meeting has taken place). Copy HOY. 	<p>STAGE 2: If student fails to complete a stage 1 code of conduct students can move to stage 2 – HOY and parents notified.</p> <p>HOY Detention: 3.15 – 4.00pm</p> <ul style="list-style-type: none"> • Failure to complete code of conduct on two separate occasions • Original sanction is doubled • Continual 4pm detentions until sanction is complete <p>STAGE 3:</p> <ul style="list-style-type: none"> • failure to complete stage 2 results in sanction being doubled • School detention issued • Parent contacted – Discussion regarding referral 4.30 School detention
<p>Stage 4 - School Detention – (4.30)</p> <ul style="list-style-type: none"> • Late to School • (Two negative BROMCOM entries in a day from different teachers.) • SLT sanction • Truancy <p>Register of previous night's detention made available in register and emailed to HOY by 8.20.</p> <ul style="list-style-type: none"> • Students who miss 4.30 detentions will be challenged the next morning by HOY or SLT link. • Student will be expected to re-sit 4.30 detentions. • Major/second school detention infringement will result in discussion regarding referral to Saturday detention between HOY and SLT. 	<p>Head Teachers Saturday Detention (9am – 12pm)</p> <p>Saturday detention referral to made by HT and DHT</p> <ul style="list-style-type: none"> • Persistent accumulation of negative behaviour points. • Persistent truancy of the school detention. • Serious breach of the Stopfordian ethos.
<p>Lockdown is a centralised referral process which will operate intermittently for periods of a week throughout the academic year.</p>	

Sanctioning Behaviour (Appendix 7)

Any student who accrues two or more negative BROMCOM logs in any one day is immediately placed in a same day detention until 4.30pm

Behaviour	Consequence/Teacher Response	Response if Ongoing
Late to school- arriving after 8.30am	<ul style="list-style-type: none"> • Same day detention 4.30pm • Punctuality report for 2 weeks 	<ul style="list-style-type: none"> • HoY contacts parents. • Parent meeting HOY & SLT • Internal exclusion.
Late to school- arriving after 9.00am	<ul style="list-style-type: none"> • Same day detention 4.30pm • Punctuality report for 2 weeks 	<ul style="list-style-type: none"> • HoY contacts parents. • Parent meeting HOY & SLT • Referral to EWO • EWO Action
Missing item of uniform	<ul style="list-style-type: none"> • Form Tutor Detention logs on BROMCOM 	<ul style="list-style-type: none"> • Tutor contacts home • HoY contact parents. • Parent meeting
No planner in tutor time	<ul style="list-style-type: none"> • Form tutor detention. • Logs on BROMCOM • Day 1 tutor issues blank planner page. 	<ul style="list-style-type: none"> • Day 2 Student to replace planner or 4-30 detention.
No equipment (pen, pencil, reader) in tutor time	<ul style="list-style-type: none"> • Form Tutor detention. • Logs on BROMCOM • Students offered opportunity to buy replacement pen and pencil. 	<ul style="list-style-type: none"> • Form Tutor contact home and record on BROMCOM • Parent meeting Form Tutor
No note for absence	<ul style="list-style-type: none"> • Form Tutor detention and note in planner reminding parents of need for letter next day. 	<ul style="list-style-type: none"> • Form Tutor Parent contact. • Attendance Officer to contact home.
Non regulation equipment- mobile, headphones, MP3 etc	<ul style="list-style-type: none"> • Teacher confiscates and mobiles and valuables are put into secure system. • If student is defiant and refuses to co-operate use same sanctions for defiance. • Teacher logs on BROMCOM. • Mobile phones etc returned last day of each half term. 	<ul style="list-style-type: none"> • If student rude/ defiant when asked to give item over refer to HOY/SLT.
Late to lesson	<ul style="list-style-type: none"> • Class teacher logs on 	<ul style="list-style-type: none"> • Punctuality report.

	BROMCOM.	
No equipment in lesson	<ul style="list-style-type: none"> Note made in planner. Class teacher log on BROMCOM. 	<ul style="list-style-type: none"> Inform HOD. Subject based report. Log on BROMCOM.
No planner in lesson	<ul style="list-style-type: none"> Class teacher log to BROMCOM. 	<ul style="list-style-type: none"> Inform HOD. Subject based report. Log on BROMCOM.
Chewing gum/eating	<ul style="list-style-type: none"> Student told to remove and into bin. If they repeat in same lesson class, log on BROMCOM as refusing to follow instructions. 	
<p>Cumulative low level disruption- shout out, talking out of turn, talking off task, not silent when required, low level failure to follow instructions such as 'put down pen'.</p> <p>See flow chart for managing behaviour in the classroom.</p>	<ul style="list-style-type: none"> 1st time- remind student of rule. 2nd time- warn student of consequence if they continue. Make note of name in staff planner. 3rd time- removal to shadow timetable. Departments to publish rooms HOD and class teacher to organise resolve and/or reintegration. If student refuses to go, alert on call. Student to be isolated, a detention until 4-30 pm and meeting with parent. Class teacher and HOD to log to BROMCOM. 	<ul style="list-style-type: none"> If ongoing teacher should make contact with home (consult with HOD/HOY). Refer to HOD if no improvement and agree action e.g. department report, meeting with parent. Log on BROMCOM.
Inadequate Classwork/Homework	<ul style="list-style-type: none"> Class teacher detention Appropriate time set to catch up on work missed. Log on BROMCOM. 	<ul style="list-style-type: none"> Class teacher contacts home Consult HoD Department detention Parent meeting Class Teacher with HOD Department Report
Late for line up misconduct in Line Up	<ul style="list-style-type: none"> 4-30 detention Log on BROMCOM 	<ul style="list-style-type: none"> IEU Parents contacted. SLT meeting
Non completion of report card	<ul style="list-style-type: none"> 4.30pm detention and meeting with parent with member 	<ul style="list-style-type: none"> Tutor/teacher/HOD/HOY to meet with parent/carer. Additional interventions.

Failure to complete report card- repeated non-completion of report, failure to have signed by class teachers/adults at home/staff co-ordinating, losing report card.	of staff leading report card.	
Defiance- refusal to follow instruction e.g. student refuses to move, teacher warns that they will have to be sent out if they continue to refuse but student continues to refuse.	<ul style="list-style-type: none"> • SLT on call. • Isolate in IEU. • 4.30pm detention in IEU. • Meeting with parent. • Exclusion. 	<ul style="list-style-type: none"> • Subject teacher to meet with student in IEU to resolve. • SLT on duty rota to meet parent/carer at 4.30pm or 8.00am next morning.
Leaving room without permission.	<ul style="list-style-type: none"> • Alert on call. • Isolate in IEU. • 4.30pm detention and meeting with parent. • Class teacher to log on BROMCOM. 	<ul style="list-style-type: none"> • HOY to meet with parent/carer. • Additional interventions.
Rudeness- e.g. swearing, inappropriate comments such as "I don't have to listen to you". Argumentative, confrontational behaviour.	<ul style="list-style-type: none"> • Isolate. • 4.30pm detention. • Meeting with parent. • Possible exclusion. • Initial member of staff log on BROMCOM. 	<ul style="list-style-type: none"> • HOY to meet with parent/carer. • Additional interventions.
Failure to go to IEU	<ul style="list-style-type: none"> • Found by on call • Fixed term exclusion. • Repeat day in IEU. • On call staff to log on BROMCOM. 	<ul style="list-style-type: none"> • SLT/HOY to meet with parent/carer. • Additional interventions.
Racist/Homophobic abuse	<ul style="list-style-type: none"> • IEU- investigate, • Fixed term exclusion. • HOY/SLT to log on BROMCOM. 	<ul style="list-style-type: none"> • SLT/HOY to meet with parent/carer. • Additional interventions.
Bullying: verbal, physical, cyber	<ul style="list-style-type: none"> • Tutor/HOY to investigate. • Liaise with SLT behaviour. • Possible police referral. • Range of sanctions as appropriate. • Log on BROMCOM. 	<ul style="list-style-type: none"> • SLT/HOY to meet with parent/carer. • Additional interventions.
Internal truancy	<ul style="list-style-type: none"> • 4.30pm detention. • 2 weeks attendance report monitored by tutor. • HOY to log on BROMCOM. 	<ul style="list-style-type: none"> • HOY to meet with parent/carer. • Additional interventions.

External truancy	<ul style="list-style-type: none"> • 4.30pm detention. • 2 weeks attendance report monitored by tutor. • HOY to log on BROMCOM. 	<ul style="list-style-type: none"> • SLT/HOY to meet with parent/carer. • Additional interventions.
Abusive/intimidation of staff outside of school	<ul style="list-style-type: none"> • IEU • Investigation by HOY/SLT- possible police referral. • Exclusion. • SLT/HOY to log on BROMCOM. 	<ul style="list-style-type: none"> • SLT/HOY to meet with parent/carer. • Additional interventions.
Sexual harassment	<ul style="list-style-type: none"> • IEU isolation. • Investigation by SLT/HOY- possible police referral (fixed term exclusion) • HOY to log on BROMCOM 	<ul style="list-style-type: none"> • SLT/HOY to meet with parent/carer. • Additional interventions.
Bringing the school into disrepute	<ul style="list-style-type: none"> • IEU and contact parent/carer (to collect). • SLT investigate. • Fixed term exclusion. • SLT to log on BROMCOM. 	<ul style="list-style-type: none"> • SLT/HOY to meet with parent/carer. • Additional interventions.
Theft	<ul style="list-style-type: none"> • Investigation by HOY/SLT- possible police referral (fixed term exclusion). 	<ul style="list-style-type: none"> • Additional interventions. • SLT/HOY to meet with parent/carer. •
Damage to property	<ul style="list-style-type: none"> • Investigation by SLT/HOY possible police referral (fixed term exclusion). • HOY/SLT to log on BROMCOM. 	<ul style="list-style-type: none"> • Additional interventions. • SLT/HOY to meet with parent/carer. •
Physical aggression to staff/student.	<ul style="list-style-type: none"> • SLT on call. • Isolate in IEU- statements taken. • Contact parent/carer to collect. • Investigation by SLT on call. • Fixed term Exclusion. • Initial member of staff to log on BROMCOM. 	<ul style="list-style-type: none"> • SLT • SLT to meet with parent.
Serious physical violence towards another student(s)	<ul style="list-style-type: none"> • IEU • Investigation by SLT/HOY- possible police referral. • Possible permanent exclusion. 	<ul style="list-style-type: none"> • SLT/HOY to meet with parent/carer.

	<ul style="list-style-type: none"> • HOY/SLT to log on BROMCOM. 	
Physical violence towards a member of staff	<ul style="list-style-type: none"> • IEU • Investigation by SLT/HOY- possible police referral. • Permanent exclusion. • HOY/SLT to log on BROMCOM. 	<ul style="list-style-type: none"> • SLT/HOY to meet with parent/carer.
Possession of an offensive weapon.	<ul style="list-style-type: none"> • Immediate SLT action and isolation. • Investigation. • Permanent exclusion. • HOY/SLT to log on BROMCOM. 	NA
Possession of drugs on site	<ul style="list-style-type: none"> • Immediate SLT action and isolation • Investigation • Fixed term exclusion • possible permanent exclusion • Referral to external agency • HOY/SLT to log on BROMCOM 	NA
Dealing drugs on site	<ul style="list-style-type: none"> • Immediate SLT action and isolation. • Investigation. • Permanent exclusion. • HOY/SLT to log on BROMCOM. 	NA

Formal Warning Stages

STAGES	STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS		
A	1 ST FORMAL WARNING	HoY/SLT	<ul style="list-style-type: none"> Smart targets discussed & negotiated between HoY, pupil and parent/carer 	<ul style="list-style-type: none"> Bromcom report card Yellow or Red target card IEU Referral Managed move 	<ul style="list-style-type: none"> LSU Referral Fixed term Exclusion CAF referral BSP OR PSP
	2 ND FORMAL WARNING	HoY/SLT	<ul style="list-style-type: none"> Smart targets discussed & negotiated between HoY, pupil and parent/carer 	<ul style="list-style-type: none"> Peer mentor Learning Mentor Yellow / Red target card IEU Referral 	<ul style="list-style-type: none"> LSU Referral Fixed term Exclusion CAF referral BSP OR PSP Managed Move
	3 RD FORMAL WARNING	HoY/SLT	<ul style="list-style-type: none"> Red Target Card SMART targets 	<ul style="list-style-type: none"> IEU Referral LSU Referral Fixed term Exclusion Learning Mentor referral 	<ul style="list-style-type: none"> CAF referral Learning Mentor Solutions focussed behaviour group BSP OR PSP Managed Move
REFERRAL PANEL		POSSIBLE ACTIONS			
B	4 TH FORMAL WARNING	BS, EM & CH	<ul style="list-style-type: none"> LEARNING SUPPORT UNIT - 2, 4 OR 6 WKS STUDENT SUPPORT CENTRE – INTERNAL EXCLUSION BSP PSP – 10 day fixed term exclusion/ fixed term exclusions resulting in 5 or more days FIXED TERM EXCLUSION CAF REFERAL 		
	5 TH FORMAL WARNING	BS, EM & CH	<ul style="list-style-type: none"> LEARNING SUPPORT UNIT - 2, 4 OR 6 WKS STUDENT SUPPORT CENTRE – INTERNAL EXCLUSION BSP PSP– 10 day fixed term exclusion/ fixed term exclusions resulting in 5 or more days FIXED TERM EXCLUSION CAF REFERAL 		
	6 TH FORMAL WARNING	BS, EM & CH	<ul style="list-style-type: none"> LEARNING SUPPORT UNIT - 2, 4 OR 6 WKS STUDENT SUPPORT CENTRE – INTERNAL EXCLUSION BSP PSP– 10 day fixed term exclusion/ fixed term exclusions resulting in 5 or more days FIXED TERM EXCLUSION CAF REFERAL 		
BEHAVIOUR PANEL – 15 days fixed term exclu:					
C	7 TH FORMAL WARNING	HoY/SLT	Fixed term Exclusions <ul style="list-style-type: none"> PSP – 10 day fixed term exclusion/ fixed term exclusions resulting in 5 or more days Managed Move 		
	8 TH FORMAL WARNING	HoY/SLT	Fixed term Exclusion <ul style="list-style-type: none"> PSP – 10 day fixed term exclusion/ fixed term exclusions resulting in 5 or more days Managed Move 		
	9 TH FORMAL WARNING	HoY/SLT	Permanent Exclusion		