



SPRINGWELL COMMUNITY COLLEGE

Behaviour For Learning Policy

DATE ISSUED	<i>September 2016</i>	REVIEW DATE	<i>September 2017</i>
COMMITTEE	<i>Student</i>	AUTHOR	<i>H Staton</i>



“I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration; I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether an issue is escalated or de-escalated. If we treat people as they are, we make them worse. If we treat people as they ought to be, we help them become what they are capable of becoming.” Goethe

Rationale

The law states that schools and colleges must set out measures in a behaviour policy which aim to: promote good behaviour, self-discipline and respect; prevent bullying and ensure that students complete assigned work. The aim of a behaviour policy should be to regulate the conduct of students. It is vital that the behaviour policy is clear, well understood by staff, students and parents/carers and that it is consistently applied.

Springwell Community College exists so that all members of its community can maximise their achievement in a safe, purposeful environment. We wish to provide an environment where there is mutual respect, support, encouragement, security and independence and where all members of the college share responsibility for developing this ethos successfully. This policy is in place to support and achieve this aim. Good behaviour is fundamental to success in the classroom; success for both students and teachers. Good behaviour results from a well-planned and well delivered curriculum that stimulates students to learn, ask questions, debate, enquire and challenge themselves.

Behaviour for Learning is, as it suggests, behaviour that allows for and encourages learning to take place. Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned. Behaviour for Learning needs to be taught, reinforced and reviewed. Above all positive relationships with students are the key to positive behaviour.

Key Principles

There is a shared responsibility within the college for the successful management of Behaviour for Learning. Students need to experience consistency in the application of Behaviour for Learning otherwise they will set their own standards in terms of ethos both inside and outside the classroom.

Consistency will support the communication of our expectations. Simplicity of procedures will support consistency.

A Consistent Approach to Behaviour Management

The power to discipline applies to all staff at Springwell Community College. It is an expectation that all staff familiarise themselves with this behaviour policy and apply it. Student behaviour and discipline is the responsibility of all staff. Teachers are professional practitioners; it is recognised that their methods and approach will vary. The college embraces personalised and inspirational learning and teaching. The college does, however, place a great emphasis on the importance of consistency across the college; it follows that consistency of approach in implementing the Behaviour for Learning Policy is essential in order to ensure progression for all our students.

The key to the effectiveness of this policy is CONSISTENCY and

RIGOUR. Introduction

This policy has been written in consultation with staff and students. It reflects the Behaviour for Learning policy which has been embedded at Springwell Community College for several years. Approaches have been modified and adapted in that time, but the principles and aims behind the college's policy remain consistent and well implemented within curriculum and pastoral structures.

Principles

Behaviour for Learning at Springwell forms part of the wider college commitment to outstanding learning and teaching in every classroom. The very purpose of this policy is to facilitate and enable effective learning. This policy seeks to achieve its aims through:

- Promoting outstanding behaviour and discipline;
- Promoting positive self-esteem;
- Promoting self-discipline and proper regard for authority;
- Encouraging consistency of response to both positive and negative behaviour;
- Providing a safe, community environment free from disruption, violence, bullying and any form of harassment;
- Equipping and empowering students to make appropriate choices for which they are responsible.

Rights and Responsibilities

In order for Behaviour for Learning to take place the community of Springwell College accepts that all its members have rights and responsibilities. These rights and responsibilities should be made clear to all members of the college community and reinforced from time to time in public and meaningful ways.

Students:

- Have the right to learn and achieve as highly as possible in an environment that is safe and

supports their needs.

- Have the responsibility to follow the college's agreed Code of Conduct and classroom routines.

Staff:

- Have the right to fulfil their role within the college community.
- Have the responsibility to promote the achievement and welfare of all students in an environment that is safe and supports their needs.
- Have the responsibility to implement and manage the college's Behaviour for Learning policy in a consistent way, rewarding and sanctioning students appropriately.
- Have the responsibility to plan, deliver and monitor a differentiated curriculum that challenges students using a range of learning and teaching styles.
- Have a responsibility to model and teach respectful behaviour and should have the highest expectations of behaviour.

Parents, carers and families:

- Have the right to be informed of the college's Behaviour for Learning policy and to be consulted on its monitoring and evaluation.
- Have the right to be informed about the behaviour of their child/children.
- Have the responsibility to ensure that their child/children attend college and encourage them to behave appropriately and focus on learning at all times.
- Have the responsibility to ensure their child/children attend college with the required equipment and ready to learn.

Code of Conduct

The College Code of Conduct is there for the good of everyone. It applies to students, staff, governors and parents and is underpinned by the belief that if we work together we will set a high expectation and good example.

College Expectations for Appropriate Behaviour

We have clear expectations of all members of the college, be they staff, students, parents or governors, in promoting positive behaviour.

Students are expected to:

- Attend regularly
- Be punctual to college and to lessons
- Wear full uniform and appropriate clothing for each individual subject
- Have appropriate equipment
- Show respect to all members of the college and surrounding community
- Fulfil their potential through the completion of work set at college and at home
- Accept rules, sanctions and rewards
- Play an active part in supporting positive behaviour

Staff are expected to:

- Attend regularly
- Be punctual to college and to lessons
- Have up-to-date subject knowledge
- Be confident and competent
- Model high expectations
- Challenge all students to meet their targets
- Provide differentiated teaching material
- Create a positive learning environment
- Effectively manage, monitor and record inappropriate behaviour
- Follow agreed common rules, routines and procedures
- Praise, reward and encourage all students

Parents are expected to:

- Recognise they are an integral part of the college community
- Support the aims and objectives of the college
- Support open lines of communication

Governors are expected to:

- Support the Headteacher and staff in maintaining the high standards outlined in this policy

Strategies to Encourage Appropriate Behaviour

Effective learning and teaching strategies are crucial to the promotion of positive behaviour.

Staff should:

Arrive before the class in order to 'meet and greet' students
Refer to students by their first name
Establish and insist on routines for:

- Entering the classroom
- Putting bags and coats away
- Getting out equipment
- Organising the room



- Seating arrangements (all classes should have a seating plan decided upon by the teacher) ➤ Taking the register
- Learning students names
- Listening to the teacher and other students
- Questioning and answering
- Giving out resources
- The management of ICT collection and return

Ensure all students are able to participate fully in the lesson

Emphasise the positive, including praise for good behaviour as well as good work

Criticise the behaviour and not the person

Build praise and reward into the lesson

Establish and insist on routines for finishing the lessons on time and ensure an orderly exit

Provide structure, well-resourced and differentiated lessons

Communicate clear expectations

Use non-verbal communication

Teach and model Behaviour for Learning

Use a variety of teaching and learning styles which engage the students and reflect the aims of the college

Teaching and Learning Policy

By observing the following points, positive behaviour can be promoted:

Never use sarcasm and threats of sanctions which are not subsequently carried out

Avoid whole group punishments

- Don't start the lesson until the students are fully attentive
- Don't talk above background noise
- Don't finish the lesson in a rush - allow time for a structured finish
- Don't make physical contact as a form of behaviour management

Praise and Reward

We aim to recognise, acknowledge and celebrate good behaviour, effort and achievement and we need to be able to do this with all students regardless of ability. Progress, improvement, team work, contribution to the college, sustained effort or helping others are all as valid as academic achievement.

Whenever a student makes a genuine effort to make a positive contribution this **MUST** be acknowledged and praised by staff as a matter of course. Students must expect their efforts to be recognised and we aim to develop a culture where students want to succeed and are proud of their success.

It is vital that there is an emphasis on praise rather than on sanctions.

The ultimate reward for good behaviour, effort and attendance will come from the opportunities that the student's success will bring them in the future, however, we recognise that students need recognition for their achievements in the shorter term. There are informal and formal reward systems in place.

Informal Systems

- Verbal praise

- Recognition of achievement
- Awarding Kudos points
- Comments in students exercise books and planners
- Referral to Faculty Leader, Student Progress Leader or Senior Leadership Team for commendation

Formal Systems

This is based largely on Kudos points. Staff will use the SIMs MIS system to record positive behaviours in line with the following guidelines:

- School Service
- Form Tutor Award
- Prepared to Learn
- Word of the Week
- Effort in Lessons
- Eager to Learn
- Quality of Student Work
- Presentation of Work
- Excellent Classroom Discussion
- Rock Star
- Rock God
- Rock Legend

Kudos data on individuals or whole groups will be available to Tutors/Student Progress Leaders on a weekly basis, or live online. The Rewards and Achievement Co-ordinator regulates the system and is responsible to the Deputy Headteacher. Rewards at both KS3 and KS4 are awarded regularly and publically (see Rewards and Achievement Policy).

Achievements will be celebrated at termly Achievement assemblies focussing on good progress, attitude to learning, attendance and punctuality.

Students will have live access to their kudos points via an online portal. They will be able to spend their Kudos points on tangible rewards ranging from stationary to Kindles. The rewards on offer will change over time, in consultation with student voice.

Sanctions

We acknowledge that it is everyone's responsibility to ensure that a positive learning environment is nurtured and although we insist on a strong emphasis on acknowledging and rewarding positive behaviours there will be some students who choose not to follow agreed expectations. Sanctions should be consistent, applied fairly and aimed at modifying individual inappropriate behaviour. Where sanctions become necessary it is the responsibility of the classroom teacher to respond to that incident. However, there does exist a hierarchy of sanctions which can be applied and additional support sought from the whole college community. We believe that a cohesive, consistent and supportive response to inappropriate behaviour is the key to successful behaviour management. The recording and reporting of incidents, sanctions and rewards should be through the use of the SIMs MIS.

Sanctions and negative consequences will always result from behaviour that interferes with the student's **right to learn** and a teacher's **right to teach**. The sanction procedures should be carried out in an assertive, non-aggressive way that addresses the behaviour of the student. The teacher should not enter into a debate with the student. The procedures assume that unwanted behaviour has not been modified by

simple non-verbal signals.

Staff should always be positive and endeavour to use emotional intelligence when challenging unwanted behaviour. Staff should remember that they are challenging the behaviour that the student is demonstrating, not the student themselves. It is essential that sanctions are carried out in a way that minimises the impact on other students by directing them at the individual student/s.

Challenging Negative Behaviour (Right to Learn Poster, Appendix 1)

First Warning – if a student misbehaves after the lesson has started (after the settling in period), the teacher should issue the student with a First Warning. The teacher should explain to the student what he/she is doing wrong and explain how the student can get it right.

Second Warning (-2) – If a student is given sufficient time to improve their behaviour after a First Warning but continues to misbehave, the teacher should use a Second Warning. The teacher should write the student's name on the whiteboard and input -2 on SIMs. This sanction is a 40 minute after college Detention. The student should be informed of the Second Warning.

Final Warning (-3) – If a student is given sufficient time to improve their behaviour after a Second Warning but continues to misbehave the teacher should issue a Final Warning. The teacher must input -3 on SIMs and the student must be informed why he/she has been given a Final Warning. The sanction for a Final Warning is a 1 hour After College Detention.

Classroom Referral (-4) – If a student is given sufficient time to improve their behaviour after a Final Warning but continues to misbehave the teacher should send the student to their Faculty Leader (or predetermined referral room within the Pod) with his/her work. The teacher must issue a -4 on SIMs. The sanction for a Classroom Referral is a 1 ½ hour After College Detention. The student should be informed of the detention and reason for the detention. If a student refuses to leave the room the teacher should contact On Call (incorporating a defiance detention) and On Call will escort the student to the FL. At this stage it is expected that contact is made with parents/carers either through the student planner or a telephone call home.

NB: 'Take-up' time should be offered to students between moving through the Right to Learn sanctions. Secondary behaviours should be ignored.

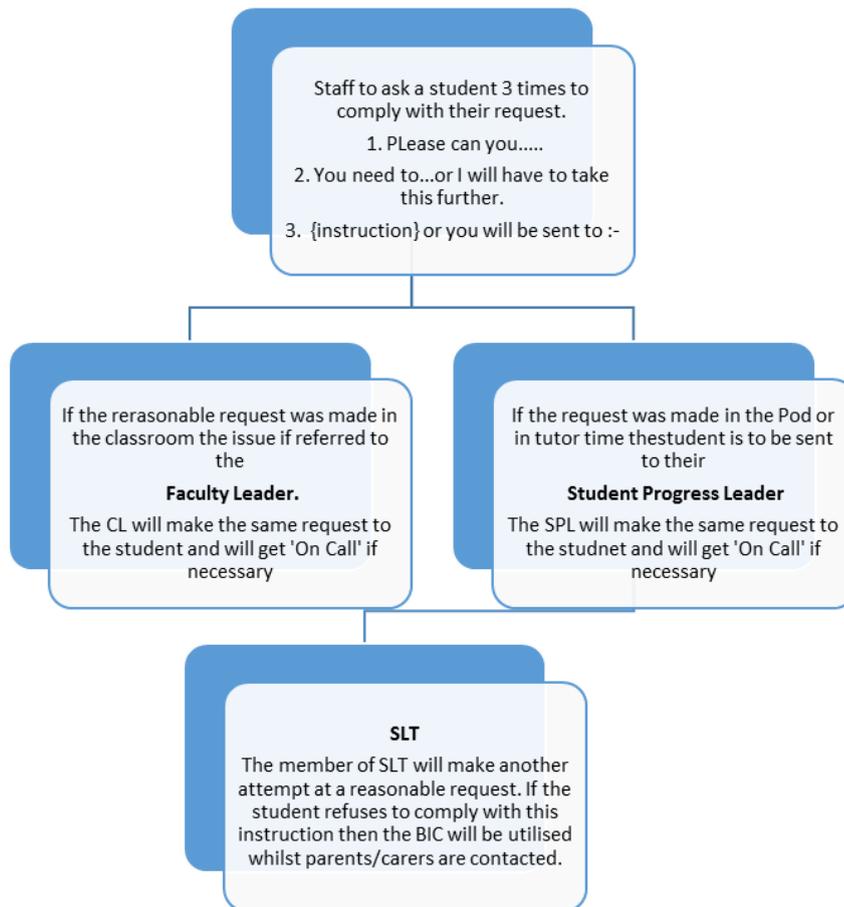
On Call – if a student demonstrates extreme negative behaviour, such as fighting or swearing directly at a member of staff, On Call should be requested. On Call will escort the student to a member of SLT on Climate for Learning Duty for discussion and sanctions.

Failure to attend a lunchtime detention – If a student fails to attend a lunchtime detention appropriate checks should be made; where they in college at the time? Where they in another detention? Where they in sick bay? The sanction for failure to attend is a 1 ½ hour After College Detention.

Failure to attend an After College Detention – if a student fails to attend an After College Detention (after appropriate checks have been made) then they will be sanctioned with a 1x day Internal Seclusion in the Behaviour Improvement Centre (8.30am until 4.30pm).

Reasonable Requests

Students are expected to comply with all reasonable requests made by staff. If a student fails to comply with a reasonable request, this needs to be entered onto SIMs. If a student does not comply staff will follow the protocol below:



Monitoring and Reviewing Behaviour

It is the responsibility of the Faculty Leader to discuss behaviour concerns within the faculty area. Any students demonstrating persistent disruption within a faculty area should be placed on faculty report. At this stage a letter or phone call home must take place to discuss with parents/carers.

On Call is available throughout the day to support teaching staff by removing students from lessons where the college's behaviour policy has been followed and the student continues to misbehave. Staff requiring On Call should either:

- Send a sensible student to Student Services to request On Call.
- Contact Student Services using Lync messaging or telephone call requesting On Call and stating where.

Email is **NOT** a suitable mode of communication for requesting On Call.

Data from SIMS will be downloaded and analysed weekly to ensure any emerging patterns of behaviour are identified and appropriate strategies put in place. Individual students flagged up through the analysis will be supported through a variety of available interventions.

Behaviour Reports

Faculty Report

If a student is a behaviour concern in a particular faculty area the FL should place the student on Faculty Report. If there is no improvement in behaviour the FL should inform their SLT Line manager and the students SPL. This report should be reviewed after 4 weeks (non-core subjects) and 2 weeks (core subjects). Parents/Carers should be informed of a student being placed on Faculty Report.

Tutor Report

Several incidents from different faculty areas and/or in unstructured time should lead to a Tutor Report. Parents are to be informed and the report should run for a minimum of 2 weeks before a review is held.

Positive Report

For some students a positive report is a method of motivation. This will be used where appropriate and in collaboration with the students SPL or the SENCO.

Student Progress Leader Report

If a Faculty Area or Tutor Report does not improve behaviour, or if a student is placed in the BIC for any reason then the student is placed on SPL Report. Parents/carers should be informed if it is NOT a post-BIC report. If at first the student does not respond to the report then parents/carers should be invited in for a meeting.

Senior Leadership Report

If the SPL Report does not improve behaviour or if there is extreme misbehaviour/defiance then the student is placed on Senior Leadership Report. Parents/carers will be informed and will be invited in for a meeting if there is not an immediate response to the report.

Pastoral Support Plan (Headteacher)

These plans are for students who are in danger of permanent exclusion. The PSP should last for a minimum of 6 weeks and clear targets are set for each lesson. Governor's involvement may be necessary at this point but in an informal manner and only to reinforce the college's expectations.

Isolation, Internal Exclusion (Seclusion), External Exclusion and Permanent Exclusion

In order to ensure the safety and well-being of all members of the college community, and to maintain an appropriate educational environment in which all can learn and succeed, Springwell Community College uses isolation, internal exclusion (seclusion), external exclusion (fixed term) and permanent exclusion.

Isolation

Students may only be placed in isolation in the BIC outer area by an SPL or member of the SLT. A student may be placed in isolation due to:

- Uniform infringements that cannot be rectified.
- Displaying dangerous behaviour that would pose an immediate threat to members of the college community.

Isolation will last for the remainder of the college day. Students will be escorted to collect their lunch from the dining room and return to eat their lunch in isolation.

Lunch – if a student is entitled to FSM then there will be an opportunity for them to order a sandwich meal. If a student is not entitled to a FSM then they should bring a packed lunch with them.

Internal Exclusion (Seclusion)

Students may only be placed in the Behaviour Improvement Centre (BIC) by an SPL or member of the SLT. A student may be placed in the BIC due to:

- Persistent poor behaviour
- A one off event
- Failure to attend detention

Most internal exclusions are of a fixed term nature and are of short duration (usually between one and five days). Students attend the BIC between the hours of 8.30am and 4pm (3.35pm on Friday) and are required to undertake reflective work. In some circumstances students will be required to take part in restorative justice.

All students who receive an internal exclusion will be placed onto SPL monitoring report for two weeks following their completion of the exclusion.

The BIC aims to support students whilst minimising the number of, and need for, external exclusions. It plays a key role in supporting students with behaviour difficulties and will help students to develop strategies to prevent further offending behaviour.

External Exclusion

Most exclusions are of a fixed term nature and are of a short duration (usually between ½ a day and three days). The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 college days in any one academic year.

The Governing Body have established arrangements to review all external exclusions (fixed term) that would lead to a student being excluded for over 15 days in an academic term or missing a public examination.

Wherever an external exclusion (fixed term) is considered there will always be the option of an internal exclusion in the BIC from 8.30 am - 4.00 pm. However, in some circumstances, either because of the severity of the incident or because of practical or logistical constraints, such exclusion will result in the student being required to remain at home. During the course of an external exclusion (fixed term) where the student is to be at home, parents/carers are advised that the student is not allowed on college premises and that daytime supervision is their responsibility as parents/carers.

Following a FTE a re-integration meeting will take place in which the incident will be reviewed. Failure to present appropriately in the re-integration meeting will result in an extension or the FTE.

Failure to complete a successful sanction in the BIC will result in external exclusion being considered.

Permanent Exclusions

The decision to exclude a student permanently is a serious one and is taken by the Headteacher. There are two main types of situation in which permanent exclusion may be considered:

The first is a final, formal step in a process to minimise persistent disruptive behaviour following the use of a wide range of other strategies without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include defiant misbehaviour.

The second is where there are exceptional circumstances and permanent exclusion will be considered for offences such as:

- Sexual abuse or assault
- Supplying/carrying an illegal drug
- Carrying an offensive weapon
- Arson*

*This is not an exhaustive list

Where there is persistent disruptive behaviour the college will endeavour to hold a Governors' Pre Exclusion meeting with parents/carers, the student and a panel of Governors. This aims to highlight the severity of the situation and to remind students of the college's expected behaviour/code of conduct. Student Progress Leaders write and present a detailed report, regarding a student's behaviour, to a panel of Governors and to the student's parents/carers.

Governors set targets for improvement and require the student and parent/carer to sign a behaviour contract. If improvement is not achieved then the student may be referred to a further Governors Exclusion meeting where more serious action may be taken.

Permanent Exclusion meetings are held in accordance with the Local Authority guidelines. Parents/carers have the right to appeal the decision.

Managed Moves

If a student is causing whole-college behaviour concerns and is 'at risk' of disaffection or exclusion, the college may apply for a Managed Move to another secondary school. Parents/carers have to agree that a "fresh start" is the best option for their child. When a student is "managed moved", he/she has a probation period of 12 weeks. Once the probation period is successfully completed the students can be transferred

permanently to the new secondary school. If the managed move process fails then the student returns to Springwell Community College.

NEAP (North East Alternative Provision)

If a student in KS3 displays persistent disruptive behaviour and does not improve following a pre-exclusion meeting then placement in NEAP may be considered. NEAP is an external provision focussing on social skills, behaviour medication and key maths and English. Success at NEAP will result in re-integration to one of the local collaborative schools. Failure at NEAP will result in permanent exclusion.

Deferred Exclusion Transfers

If a student displays serious and extreme out of character behaviour, the Headteacher may decide to issue a Deferred Exclusion Transfer. The student will be moved to another secondary school immediately and be given a second chance. If the student misbehaves at his/her new school he/she will be permanently excluded by Springwell Community College.

Assisted Transfer Protocol

Students who have a Statement of Special Educational Need will have the option of Assisted Transfer to another secondary school or educational provision as an alternative to permanent exclusion. Parents/carers, the college and external agencies must agree that this is in the best interest of the student.

Student Support Systems

Springwell Community College has secured access to appropriate specialist child and family support services including:

- The Learning Support Centre (LSC)
- Learning Mentors
- Discussion at BEST meetings (multi-agency team meetings)
- Behaviour Support Service (including a specialist behaviour support teacher)
- Education Welfare Service
- The Behaviour Improvement Centre (BIC)
- Education Psychology Service
- Health Services (including School Nurse, Doctor and mental health services)
- Careers Advisory Services
- Multi-Agency Team
- Social Care
- Youth Offending Team
- Drug Counselling Services
- CAMHS
- Physical Impairment and Support Service
- Hearing Impairment Support Service
- The Police

Restorative Justice

The college practices Restorative Justice (RJ) to help resolve behavioural issues. Students exhibiting challenging behaviour may be asked to engage in RJ to reduce the chance of repeat offending. Within the course of RJ students may be asked to sit down and reflect on their behaviour and may discuss what 'triggers' cause their negative behaviour and develop strategies for removing these 'triggers'. They may also meet with

staff and/or students affected by their behaviour in order to reflect, discuss and move forward. RJ should lead to a sustained improvement in behaviour.

Behaviour Standards Outside Lessons

We are all responsible for maintaining orderly corridors, Pods, and other communal areas outside our classrooms and around the college.

Faculty Leaders should have procedures in place to ensure there is supervision in areas adjacent to their faculty areas and within the pod.

We all have a duty to be vigilant and challenge unacceptable and inappropriate behaviour around the college in order to maintain high standards and a positive learning ethos. No member of staff should ever avoid, or not deal with a situation that presents itself in their presence. It is our duty to ensure that order and safety are maintained at all times.

Such behaviour should never be ignored:

Examples

- ❖ Any swearing or abusive language
- ❖ Over boisterous behaviour - including pushing, throwing water, play fighting etc
- ❖ Running
- ❖ Homophobic, racist or other offensive taunting
- ❖ Bullying
- ❖ Fighting
- ❖ Physical assaults by one student on another

Behaviour Outside of the College Premises

Since the Education and Inspections Act 2006, Headteachers have the statutory power to regulate students' behaviour at times when they are not on the premises of the college to such extent as is reasonable. For example, we have the same expectations of behaviour for our students if they are on a college trip, are educated off site (e.g. Chesterfield College), at lunchtime and on the way to or from college and whenever they are wearing their uniform in a public place. This also extends to other activities that are directly linked to the college, for example abuse to a member of staff at a weekend, and other behaviour that brings the college into disrepute (e.g. derogatory comments on a social networking site). Where this happens they will be subject to the same sanctions outlined in this policy once the students are back on the college premises.

The Use of Reasonable Force

The college observes the DfE guidance relating to the use of reasonable force. Physical interventions using reasonable force having considered all the circumstances of the situation can legitimately be used to prevent students from doing or continuing to do any of the following:

- Committing any criminal offence (or for a young person under the age of criminal responsibility what would be an offence for someone older)
- Causing serious damage or injury to property, equipment or persons. (Damage will always be serious if it provides a person with a weapon or potential weapon, involves self-harm or harm to others, exposes conditions which could cause a safety risk, or involves arson or potential arson)

The statutory powers confirmed by the specific pieces of legislation are in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence or to prevent another person from being injured or committing a criminal offence.

For further information on the college's use of reasonable force please refer to college's Physical Intervention (Restraint) Policy.

Searching, Screening and Confiscation

The college observes the DfE guidance relating to screening, searching and confiscation. There are two sets of legal provisions which enable college staff, authorised by the headteacher, to confiscate items from students:

1. The general power to discipline – enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. Springwell Community College will confiscate mobile phones but not dispose of these. Cigarettes, lighters and other smoking related materials will be confiscated and disposed of.
2. Power to search without consent for "prohibited items" including;
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - 'legal highs'
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - Any item banned by the college rules.

Allegations against Staff

The college recognises the need for an agreed protocol for students to raise concerns about the behaviour of members of staff within the college community. Springwell Community College take such allegations seriously and have a specific policy to address how such allegations are dealt with. In the event that an allegation is found to be false/malicious or unfounded the college will:

- Consider whether the child might have been abused by someone else and whether a referral should be made under the Child Protection Procedures.
- Consider whether additional support is appropriate for the student who made the allegation.
- Consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion.

Reasonable Adjustments

In reaching a decision on a sanction each case should be considered on its own merits. A tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

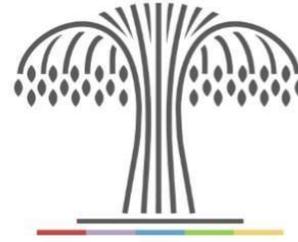
Where a student has a recognised disability that will make the implementation of parts of this policy discriminatory, reasonable adjustments may be made. For example, an Individual Behaviour Plan may be

drawn up that states agreed strategies for classroom teachers to use to help support the individual's learning. Reasonable adjustments may also be made where there is no recognisable disability but where it would be beneficial due to the circumstances at the time.

Staff Concerns

Where a member of staff feels that they require support with a particular student or group of students they should initially speak to their Faculty Leader who should support all members of their team in issues of classroom management. This may involve peer observations within the faculty area to share good practise, meeting with parents/carers of challenging students or temporarily removing a student who is not responding. There will be opportunities for all staff to receive training and INSET on an individual basis as part of CPD.

Right to Learn



1st
WARNING

2nd
WARNING

FINAL
WARNING

CLASSROOM
REFERRAL

-2
40 minute
ACD

-3
1 hour ACD

-4
1.5 hour ACD

Unacceptable Behaviour → On Call