



**ELTHORNE PARK**  
— HIGH SCHOOL —

## **Behaviour for Learning Policy**

Adoption – September 2020  
Review frequency by School - annual  
Next review – September 2021  
Status – Statutory  
Committee – Curriculum

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## 1. Introduction

### 1.1 Policy Formulation

The policy was formulated in consultation with students, staff, parents/carers/carers and governors at Elthorne Park High School.

Governors Approval: September 2020

Next Review Date September 2021

Management of Policy: Review of policy led by Assistant Headteacher, Behaviour and Inclusion.

This policy needs to be read in conjunction with the School's Rewards, Anti-bullying, Safeguarding & Child Protection policies.

### 1.2 Principles

The School's mission statement is 'Achieving excellence in a learning community'. One of the School's central pursuits is to prepare our students so that they are morally and socially equipped to take their place as responsible citizens in society. We encourage students to take responsibility for their own behaviour and model excellent behaviour at School and in the local community. We are committed to providing a safe and secure learning environment for our students.

The following principles are at the heart of our School's Behaviour Policy, we believe that:

- Behaviour management should be positive and preventative rather than negative and reactive
- All students have the right to feel safe and secure at School
- Learning is our core purpose; no student has the right to disrupt another student's learning. Excellent learning can only take place in lessons where there is positive behaviour, co-operation and a supportive atmosphere
- Management of behaviour is the responsibility of all members of the School community including parents; behaviour should be fairly and consistently administered in line with whole School Behaviour Policy
- All members of the School community should display excellent behaviour in School and the local community
- Good behaviour is displayed through members of the School community being considerate, polite and respectful to each other
- The School values the use of praise & rewards, restorative and solution focused approaches to resolve behaviour issues
- We have a commitment and responsibility to provide appropriate intervention and support for students with identified SEMHs and SEND.

### 1.3 Aims of the Policy

The policy aims to:

- Create a positive learning environment based on respect, co-operation and politeness
- Ensure that all students have access to a safe and enjoyable learning experience, including preventing bullying in any form (see detail in the School's anti-bullying policy)
- Ensure that positive behaviour is recognised and rewarded, and positive and preventative behaviour management strategies are adopted wherever possible
- Provide appropriate support and guidance for students identified with Social Emotional and Mental Health needs (SEMH) by the School
- Develop School procedures that promote inclusion and reduce exclusion
- Actively work in partnership with parents/carers to support their child's behaviour
- Apply the key principles of 'restorative justice' in everyday practice and procedures
- Provide support, guidance and intervention for students with behaviour difficulties identified as having SEND and SEMH
- Ensure that statutory requirements in relation to behaviour and exclusions are adopted and applied.

## **2. Rights and Responsibilities**

### **2.1 The importance of good behaviour**

Without an orderly atmosphere, effective teaching and learning cannot take place.

This policy outlines the procedures and routines required for the safe and smooth running of the School and a declaration of the behaviour standards expected in School, the local community (to and from School) and when students are on School trips and visits.

### **2.2 Student rights:**

- To be taught in a safe environment, conducive for learning and free from disruption
- To expect appropriate action from the School to tackle disruption to lessons, poor behaviour and bullying
- To appeal to the Head teacher and governors if they believe the School has exercised its disciplinary authority unreasonably
- To contribute to the development of the School Behaviour Policy.

### **2.3 Student responsibilities:**

- To behave appropriately in School and not disrupt the learning of other students
- Follow instructions given by staff, follow School rules and accept School sanctions
- Show respect to students, staff, and School property
- Act as positive ambassadors for the School in the local community
- Not to bring inappropriate or unlawful items to School.

### **2.4 Parent rights**

- To be kept informed about their child's progress and behaviour
- To expect their child to be safe and respected at School
- To contribute to the development of the School Behaviour Policy
- To have complaints about bullying appropriately investigated and actioned by the School
- To have rights of appeal against disciplinary decisions made by the School if they feel the School has acted unreasonably.

### **2.5 Parent responsibilities**

- Respect the School's Behaviour Policy and the disciplinary authority of School staff
- Ensure that their child adheres to School rules and instructions given by School staff
- Send their child to School each day punctually, in full School uniform and fully equipped to learn
- Ensure that the School is made aware of any SEN related or personal factors that might affect their child's behaviour
- Be prepared to work with the School to support their child's behaviour
- Attend meetings with School staff regarding their child's behaviour when requested to do so
- Adhere to any conditions of parent contracts or pastoral support plans
- If their child is excluded, to ensure that their child is not in a public place during normal School hours.

### **2.6 School rights**

- To enforce the School Behaviour Policy
- To make clear the School's statutory power to discipline students
- To expect students' and parents'/carers' cooperation in maintaining an orderly climate for learning
- To expect students to respect the rights of students and other adults in the School
- Not to tolerate violence, threatening or abusive behaviour or abuse by students or parents/carers. If a parent does not conduct themselves properly, the School may ban them from the School premises.

### **2.7 School's responsibilities**

- Ensure the whole School community is consulted about the principles of the School's behaviour for learning policy
- Establish and communicate clearly School Behaviour Policy
- Ensure that School Behaviour Policy does not discriminate against any student on grounds of race, gender, disability or sexual orientation

- Ensure that teachers' roles are clear and the School's Behaviour Policy is fairly and consistently adhered to
- Apply sanctions fairly, consistently and proportionally, taking account of SEN, disability and the needs of vulnerable children, offering support as appropriate
- Make alternative provision for students from day 6 for fixed period exclusions and follow Local Authority guidance on exclusion
- To take reasonable measures to protect the safety and well-being of all students, including all forms of bullying
- Ensure that all staff model good and appropriate behaviour.

### 3. The 4Ps

#### 3.1 The 4Ps

Elthorne Park High School encourages demonstration of the values of; pride, preparedness, positivity and being principled in all that we do. Alongside the mission statement "Achieving Excellence in a Learning Community," it underpins our approach to conduct inside and outside of School.

Value	Meaning	What does this look like in school?
Proud	<i>You are willing to celebrate your achievements and those of people around you</i>	We are always ready to focus on the positives.
Prepared	<i>You are ready and able to deal with the next stage in life.</i>	We are on time and ready to learn at the beginning of the lesson.
Persevering	<i>You won't give up and will always 'have a go'</i>	We will challenge ourselves to think at the highest level.
Principled	<i>You know the difference between right and wrong. You have a strong sense of justice.</i>	We respect others' right to learn. We are polite and considerate.

#### 3.2 The Elthorne Routine for Learning



Each lesson starts as per the Elthorne Routine for Learning. This is displayed in each classroom and outlines the expectation of teacher and students at the start of lessons. Beginning learning promptly and positively is the priority.

#### 3.3 Teachers are expected to ...

- Be on time for lessons and greet each student positively as they arrive
  - Plan an engaging starter that all students can engage in on entry to the classroom
  - Develop a seating plan that supports learning and takes into account students' SEN and SEMH needs
  - Plan for students with identified behaviour need using strategies outlined in their Pastoral Support Plan (PSP)
  - Have well planned lessons that are differentiated and challenge students
  - Use positive language of instruction to develop a positive learning environment
  - Focus on positive aspects of learning that take place in the lesson, consistently use praise and rewards.
  - Ensure a safe and stimulating learning environment that encourages learning.
  - When dealing with inappropriate behaviour – depersonalise it and use re-engagement strategies
- Model and enforce the classroom code of conduct and the behaviour you wish to see
  - Follow School policy when behaviour problems arise in the classroom and issue sanctions consistently
  - Be proactive, repairing relationships using restorative practice
  - Consistently follow whole School policy when incidents of poor behaviour take place

- Communicate with parents/carers and relevant staff when behaviour incidents take place.

## 4. Behaviour for Learning

### 4.1 Purpose

This chapter outlines the School's expectations, practice and procedures when dealing with behaviour during lessons.

### 4.2 Teaching and Learning

Creating a purposeful learning environment is essential if students are to make rapid and sustained progress at School. Fewer incidents arise when teachers deliver well planned and engaging lessons.

Teachers are asked to consider the following when behaviour incidents arise:

- Are the learning outcomes matched to the students in the class?
- Are activities well-judged for students in the class?
- Are students' achievements rewarded positively?
- Are students' negative behaviours dealt with swiftly using the School's Behaviour Policy?

### 4.3 Behaviour – re-engagement techniques

If behaviour incidents occur in lessons the School expects teachers to:

- Reinforce their high behaviour expectations with students
- Have clear routines to deal with behavioural disruption (see behaviour engagement techniques – Appendix 1)
- Apply rules and sanctions consistently and fairly
- Avoid confrontation
- Adopt a solution based response to ensure that students can quickly re-engage with learning

Student re-engagement strategies for staff techniques can be viewed at the back of the policy (Appendix 1).

It is essential that all staff **consistently apply** actions outlined in the School's Behaviour Policy to ensure that all members of the School community have confidence in its application and support of learning.

**4.4 ACTION – ACTION – SANCTION** is the whole-school, in-class process where re-direction or re-engagement is needed. A teacher gives a student an action if they feel an intervention is needed to support the child making a positive change. Although there will often be need for verbal reminders/warnings, these do not constitute ACTIONS in isolation. An ACTION involves dialogue between the teacher and student in which an acknowledgement and agreement is made that there needs to be a change. It is expected that the teacher will need to ACT as well as the student so that this is successful. As an example, there may need to be a differentiated instruction of the task provided or a group/seating change to support completion of the activity. Further example ACTIONS can be found in Appendix 1 and in the teacher toolkit.

This visual should be displayed in all classrooms.



An ACTION could be recorded on the student's desk by use of the letter A but should not be in public view. Once an ACTION is given it remains in place and cannot be worked off. However, sanctions are only applied if after a second (different) ACTION is attempted there is still insufficient engagement from the child. Typically, the sanction would be a L1 same day, after-School detention which is coded as S1 on the SIMS behaviour management system.

#### **4.5 Use of on-call: High Level Behaviour Incidents during a lesson.**

High level behaviour incidents such as a fight, discriminatory incident or persistent defiance towards a teacher's requests i.e. students refusing to follow ACTION requests made by the teacher, will prompt the need for on-call. This may lead to either a call-in where a student is reintegrated into a lesson or a call-out where a student is removed and taken to the reflection room (Appendix 2).

On-call involves a member of the PSW team supporting a teacher in the classroom where requested\*. The attending member of staff can remain in the room to support re-engagement as part of the ACTION-ACTION-SANCTION process or, following a high-level incident remove the child to work elsewhere\*\*. On-call is triggered by the member of staff sending an email to the main reception requesting support.

Following the on-call, the member of staff must discuss the incident with their Subject Leader and decide whether the incident should result in a L1 sanction or further investigation and a resulting ML or SLT level sanction (Appendix 2).

Subject to investigation, on-call may trigger a Level 2-4 detention or a higher level sanction. It is the responsibility of the teacher and subject leader to support investigation of the incident and communication with parents/carers (Appendix 2).

A meeting with parents/carers may be scheduled by the Subject Leader, supported by the referring member of staff and/or the Year Leader where there are persistent concerns.

#### **If a student is found or suspected to be in possession of drugs or illegal substances, a knife or any other weapon, on-call must be requested immediately and a member of the Senior Leadership Team informed.**

\* There is a shadow on-call timetable staffed by middle and senior leaders. PSWs can use this process for support where needed and it is expected that shadow on-call time is used proactively to conduct learning walks and lesson visits to further promote high expectations of classroom conduct.

\*\* This involves the use of a reflection room, a classroom (DX01) staffed throughout the day by the PSW team where students who have been removed from lessons for investigation of high-level incidents can work and complete reflection incidents away from the main body of the School (Appendix 2).

Typically, this process would only last for the remainder of the lesson the incident happened in. However, where there is a need for further investigation, or a concern about the safety or well-being of the child, it may be that they spend longer in the reflection room. This is not a sanction but part of the investigation process and is in place to support timely sanction decisions being made following investigation.

#### **4.6 Behaviour incidents outside of Subject Lessons.**

If a behaviour incident takes place during tutor periods, PSHCE then the tutor applies the ACTION-ACTION-SANCTION process as per lessons. Follow up and support is by the Year leader.

If behaviour concerns develop in corridors, around the School site or at break and lunchtime staff can record an S3 detention for disrespecting the School community. A comment about what happened should be placed in the SIMS comment box so this can be reported to parents/carers.

Incidents for site and community issues will be discussed with Year Leaders. Once a sanction decision has been agreed, it will be recorded on SIMS at the appropriate level.

## 5. Detention and Restorative Practice

### 5.1 Detention

The School runs a centralised 'same day' detention system. Detentions are issued when a student breaches the School's code of conduct.

Staff will not set blanket 'whole class' detentions. Individual students will be issued a detention as a sanction for their individual breach of the School's code of conduct.

Please see Appendix 3 for detailed information about the detention process.

#### Students with Specific Identified Special Educational Needs

On a termly basis, the School's SENCo meets with the AHT Inclusion and they identify students with specific Special Educational Needs who may need amendments to the typical and sanction processes such as alternative locations or time durations. Parents/carers will be notified by the School's SENCo or AHT Inclusion if their child is included in this specific group.

#### Non-completion of Home Learning

If students do not submit a piece of home learning on time they will be issued with a 'first chance' notification. This will be logged on SIMS by the subject teacher. A second missed piece of homework in that subject area will be sanctioned with a L1 detention. If a student then accumulates six L1 detentions for non-completion of home learning in the same half term (across all subject areas) then they will not be set any further L1 detentions and will move into weekly (compulsory) HL club with the Year Leader. The Year Leader can remove students from the HL club register if they demonstrate 100% completion of home learning over the course of a school week. At the beginning of each half term, students have a 'clean slate' and the sanctions process begins again, unless the YL decides that the student should remain in weekly (compulsory) HL club. Teachers will be expected to update their SMHW gradebooks each week so that YLs can monitor students' progress with HL completion.

#### Voluntary Home Learning Clubs

On Mondays from 3.05-3.45 there is a voluntary HL club for SEND students in a computer room in The Hub. This will be supervised by specialist teachers and teaching assistants who will offer guidance on how best to complete each homework task.

### 5.2 Detention Levels

Detentions are progressive and issued in relation to the seriousness and level of the issue. Failure to attend a detention at one level leads to a next level referral. A student may however, be issued immediately with a higher level detention for a high level misdemeanour. Although not limited by, a list of consequences can be found in Appendix 4 with the final decision at the Headteacher's discretion.

**Level 1 detention** is a same day detention, set either at lunchtime for lateness to School (20 mins) a pastoral issue (30 mins) **OR** as a same day after School detention for all other level 1 sanctions, including being late for individual lessons (30 mins). Students who receive two level 1 detentions on one day, sit a 40 minute detention.

If a student does not follow expectations in detention, the teacher can extend a L1 detention (30 mins) to a L2 detention (40 mins) **OR** ask the student to re-sit the detention at the next level the following day/cycle.

**Level 2 detention** –Students who fail to complete their Level 1 detention will sit a Level 2 detention the following day. This is 40 minutes long and carries 2 behaviour points. Middle leaders can also set L2 detentions for mid-level incidents. Again, these are 40 minutes long and carry 2 behaviour points.

#### Level 3 detention – Senior Leadership Team detention

This is a once weekly 60 minute detention run by members of the Senior Leadership Team on Thursday at 3.05pm. A level 3 detention is issued when:

- Students fail to attend a Level 2 detention.
- There is a higher level breach of the School's code of conduct including truancy.

#### **Level 4 detention – Headteacher detention**

This is a once weekly detention 90 minute detention run by the Headteacher on Monday at 3.10pm. A level 4 detention is issued when:

- Students fail to attend a Level 3 detention.
- There are higher level breaches of the School's code of conduct

#### **Level 5 – Internal exclusion period in the School's Inclusion room**

A student who fails to attend a level 4 Headteacher detention may receive a next day internal exclusion in the School's inclusion room. Persistent failure to attend a L4 detention may result in an extended period of internal exclusion.

**Level 3+ sanctions need to be approved by the linked member of SLT prior to being set. They will typically be supported by completion of a Serious Incident Report (SIR)**

#### **Sixth Form Detentions -**

These are run, if needed, twice per week on a Tuesday and a Thursday. Students will stay after school in the main Sixth Form Study area and complete 80 minutes of silent independent study. This is supervised by a member of staff who will discuss the reason for the detention with the student and, if necessary, facilitate a restorative dialogue with other members of staff/student body.

### **5.3 Detention Procedures**

#### **Issuing and Recording a Detention**

When a detention is issued, the member of staff will record the detention in the student's planner or check the student's planner to ensure the detention has been accurately recorded. The record of the detention in the student planner must be written in pen and will include ...

- the reason for the set detention
- name of subject area & initials of staff member issuing the detention.

The detention will be recorded in the student planner on the date that the student must attend.

#### **Staff escorting students to detention**

Students will be reminded of their detention by their period 5 teacher and are expected to wait after the lesson to be escorted to an assigned IT room. It remains however, the responsibility of the student to attend their set detention. The sanction does not begin until the end of the school day.

#### **Informing parents/carers of set detentions**

Parents/carers will be informed on the same day of after School detentions by email (SIMS InTouch) or text. Parents/carers will also be emailed if their child has a weekly L3 (SLT) or L4 (Head teacher detention). If a student is late to School, parents/carers will receive an email informing them of their child's late arrival to School and lunchtime detention.

The email will state the reason the detention was given which will include free text typed by the member of staff who awarded the detention. A copy will also be sent to the child's tutor for reference.

It is the responsibility of parents/carers to inform the School in writing of changes to personal details such as email and telephone/mobile numbers.

#### **Detention clashes**

A higher level detention (Level 3 or 4) takes priority over a lower level detention (Level 1 or 2). Students must attend their higher level detention in such circumstances. If a student is issued a sanction on a day that they expected to attend home learning support, the sanction will be rearranged for the following day.

#### **Detention queries - students**

If an administrative error has been made by the issuing member of staff, the student must discuss this with the issuing member of staff pre detention. The student must bring a signed note from the issuing member of staff to the detention room, the detention will be removed from the detention register and student's record.

### **Parental queries regarding detention**

If a parent has a query regarding the reason for a set detention, they must communicate directly with the member of staff who set their child's detention. General enquiries need to be forwarded to the School's detention administrator [AArab@ephs.ealing.sch.uk](mailto:AArab@ephs.ealing.sch.uk).

### **5.4 Detentions, behaviour points and related support actions**

A rolling 10-week total is also shared weekly with students and summarises credit, behaviour points, punctuality and attendance progress to support target setting and monitoring of thresholds.

Behaviour point thresholds (see Appendix 5) trigger communication with parents/carers and differing levels of support and monitoring for students. Students will also be raised at the School's fortnightly student forum meeting by their Year Leader to consider further support as part of a pastoral support plan.

Persistent accumulation of behaviour points may also result in the removal of specific privileges such as representing the School, attending trips and use of sports facilities during break and lunchtime.

At specific threshold levels, students will be raised at the School's student forum meeting to discuss appropriate support and intervention.

### **5.5 Community Service**

Community service is used by the School as part of the School's sanction process. A student may be asked to engage in a community service activity such as litter picking, tidying a classroom, tidying the dining hall tables as part of or in place of a centralised detention.

### **5.6 Restorative Practices**

Staff promote a culture of restorative practice throughout the school as empathy, sensitivity, consideration and respect cannot be taught through a system of rewards and sanctions. They are taught by the example of adults and their responses. This means feeling, and demonstrating, respect and empathy for those responsible, whilst also holding them to account. Following the setting of a sanction staff are encouraged to develop, maintain and where necessary repair relationships with students by engaging in restorative conversations. These practices enable students to redress the harm caused to others following an incident, particularly after bullying and serious behaviour incidents and help to foster an ethic of social responsibility.

Following serious bullying or behaviour incidents, restorative meetings chaired by Year Leaders, Curriculum Leader or Pastoral Support Workers may be used to address issues of concern and improve relationships between peers and students with staff.

## **6. Wider School Behaviour Procedures**

### **6.1 School uniform – breaches of School uniform policy**

*Please read the following policy guidance in conjunction with School uniform policy outlined in the student planner and parent/carer handbook as well as Appendix 4 of this document.*

Students are required to attend School in full School uniform, wearing full uniform to and from School and throughout the School day. Tutors and subject staff carry out daily uniform checks at the start of tutor time and lessons.

If a parent has a genuine reason (financial or medical) for their child being out of uniform, a note must be forwarded to the Tutor and Year Leader explaining why they are out of uniform. A medical certificate is required if there is a sustained medical reason for your child being out of uniform. In this instance a time limited 'permission to be out of uniform permission slip' will be issued. This will be reviewed by the tutor and Year Leader at the end of the permission period.

Any student without a valid reason will be sent by the tutor with a note to their Year Leader's office to be issued an 'out of uniform slip' by either the Year Leader/Assistant Year Leader/PSW. Attempts will be made to support them getting into full uniform ASAP. This may involve making use of the School supply of sweatshirts, shoes and other

uniform items. Parents may also be asked to bring correct uniform items in for their child or permission may be sought for their child to be sent home to change into correct uniform and return to School.

Students out of uniform without a valid reason will receive an N1 uniform concern which are monitored throughout the week. Persistent breaches of the uniform policy (3 or more notifications in one week), will result in the setting of a pastoral detention, code DA3 and Year Leaders are required to meet with parents.

For an extreme breach of uniform policy which cannot be rectified immediately, such as a facial piercing or extreme hair style, there may be a need to temporarily utilise internal exclusion but it is the aim that disruption to learning be kept to a minimum in such an event. Persistent failure to comply with uniform requirements (defiance) will be followed up in line with behaviour policy stages following application of the above procedures.

Sixth form students must adhere to the sixth form dress code, failure to do so will mean the student is referred to the Head of Sixth Form by their tutor and will be sent home to change into appropriate clothing.

### **6.2 Jewellery or make-up – breaches of policy**

Jewellery which is not permitted will be confiscated by staff, labelled and forwarded to the student's Year Leader. A notification will be issued by the tutor pastoral detention set for persistent breaches. Further information can be found in the Uniform Policy.

Confiscated items will only be returned following completion of the level 1 detention and communication by parents/carers with the student's Year Leader. Persistent breaches of jewellery code, may result in confiscated items being held until the end of the term by the student's Year Leader and be followed up in line with behaviour policy stages following application of the above procedures. Students that refuse to comply with confiscations risk escalated sanctions.

Only discreet make-up can be worn to School. Students wearing excessive make-up will be sent to the School toilets to remove their make-up and a uniform notification will be issued by the student's tutor.

### **6.3 Student Planner & Equipment**

Students are required to bring the following equipment to School each day:

- lesson appropriate exercise and text books,
- full stationery equipment in a pencil case (see student planner and parent/carer handbook)
- student planner.

Tutors will carry out weekly checks to ensure students are fully equipped, if a child does not possess the relevant equipment they will receive an N1 notification which tutors monitor weekly to offer support. Persistent equipment issues could however result in the setting of a pastoral detention (S4).

### **6.4 Mobile phones and electronic items**

The School recommends that students do not bring mobile phones to School. Should students bring their mobile phone to School, it is under the following strict conditions:

- Mobile phones must be switched off and out of sight kept in student bags during the School day whilst on School premises; this also applies to break and lunch time
- Mobiles are only used by students once they have left the School site, to support communication with parent.
- The School accepts no responsibility for replacing lost, stolen or damaged mobile phones; either in School or whilst students travel to and from School
- Sixth form students are permitted to use mobile telephones in School but only in the designated areas of the sixth form common room and sixth form café area.

Students who do not adhere to these rules will have their phone confiscated and forwarded to their Year Leader; students will be issued a S2 banned item, level 1 detention by the confiscating member of staff.

Mobile phones will be returned at the end of the School day from the Year office, following student attendance at their level 1 detention. Persistent failure to comply with the mobile phone policy may result in phones being held for a longer period of time and/or an increased sanction.

Earphones must not be worn or visible around the School site & will be confiscated should this rule be breached. Visible headphones and wires will lead to confiscation by staff. Students may only be given permission to use headphones by their teacher in some lessons i.e. Music lessons or MFL listening lessons where listening activities are set in IT rooms.

Videeing of students or staff is a serious breach of the School's behaviour & child protection and safeguarding policies. Any student found to have carried out such actions will be issued a high level sanction.

All mobile phones and computer devices e.g. watches and similar devices must be handed in to the examinations officer at the start of public and internal examinations. Should a student be found in possession of a mobile telephone in an examination (public or internal) it will result in them being disqualified from the examination and possibly from other examinations relating to the same examination board.

### **6.5 Smoking**

Smoking of cigarettes, E cigarettes or vaping devices by students is not permitted on or off the School site.

Any student caught smoking on or off site in School uniform will be reported immediately to their Year Leader and the incident must be logged on SIMS behaviour by the reporting member of staff. Following an investigation, a student may be sanctioned using either internal or external exclusion (Appendix 4).

Staff are required to confiscate cigarettes and lighters and dispose of these items. Parents/carers will be informed and asked to attend a meeting with their child's Year Leader.

Students will be referred for support to help them stop smoking.

### **6.6 Graffiti and Damage to School Property**

We expect all students to respect School buildings and property.

Students who damage School buildings or property will be issued with an appropriate sanction proportionate to the incident by their Year Leader. Students will be required to remove and clean the graffiti or rectify the damage and engage in a community service activity as part of their sanction.

Parents/carers will be invoiced by the finance department for the full cost of property replacement/repair and labour costs. Staff reporting will log the incident on SIMS behaviour management.

It is an offence under the law to set off a fire alarm falsely or interfere with fire safety equipment such as fire extinguishers, as to do so can cause serious injury or death to people using the building. Any student setting off the fire alarm when there is no fire or other emergency or interfering with or damaging fire safety equipment will be subject to disciplinary penalties, may be vulnerable to permanent exclusion and may be subject to criminal prosecution with a fine of up to £10,000.

In serious cases, the EPHS Schools' Safety Officer will be informed and asked to take further action.

### **6.7 Litter**

**Students are required to use the bins and recycling facilities provided around the School site.**

Staff are required to challenge students who drop litter. Students who drop litter will be issued with a level 1 detention with their tutor and may also be asked to engage in a community service activity (litter picking) supervised by their Year Leader or reporting member of staff.

## **6.8 Chewing Gum**

Students are not permitted to bring chewing gum to School. If a student is caught chewing gum in School, they will be issued with an Action and the chewing gum will be confiscated and disposed of by the reporting member of staff.

## **6.9 Corridors, movement between lessons and use of toilets**

Students are required to move quietly, safely and sensibly as they move along corridors and around the site including observing. There is an expectation that students will walk on the left in the corridors and on the stairs for the purpose of health and safety. Students who fail to comply with these expectations may be issued with an S3 'disrespecting the School community' detention by supervising staff.

Students should not use the toilets and water fountains during lesson times unless staff have authorised this. In such a situation, a note must be issued by a member of staff providing a student with permission to use these facilities.

## **6.10 Ball sports**

Students can use the two designated ball sport areas – the MUGA and back field at lunchtime. Students are not permitted to play football on the main School site. Footballs will be confiscated if used on the main site and a level 1 detention issued.

Small soft tennis balls may be used for pat ball in safe areas of the main playground away from windows and doors.

## **6.11 Truancy and out of lessons without a note.**

The health and safety of our students is of paramount importance. It is the duty of all staff to challenge any student moving around the School site during lesson time. Students without a note permitting them to be out of lessons must be escorted back to their lesson by the intercepting member of staff. In cases of internal truancy, call-out must be used.

Truancy is a serious health and safety concern and is considered by the School to be any deliberate action leading to non-attendance to School or lessons (Appendix 4). Year Leaders will schedule a meeting with parents/carers of any student who has truanted a lesson and an SLT, level 3 detention(s) will be issued by subject teachers where work has been missed.

Repeated incidents of truancy will require parents/carers to meet with the attached member of the Senior Leadership Team and the Schools Safety Officer.

## **6.12 End of the School Day – Student Expectations**

At the end of the School day, unless a student is attending a supervised club or activity, they are required to go home immediately and change out of their School uniform. Students are not permitted to play in the MUGA, School fields or park area after School in School uniform.

# **7. Exclusion**

This section outlines the School's procedures in relation to exclusion, internal exclusion, managed moves and permanent exclusion.

The School follows national and local authority guidance in relation to its procedure for exclusion: Guidance is based on 'Improving behaviour and attendance: guidance on exclusion from Schools and Student Referral Units.' (Sept 2007)/Education Act 2002/2011, Statutory Instruments (September 2008) and Exclusion from maintained Schools, Academies and pupil referral units in England' guide (September 2012) (08/2016 – Exclusions Guidance - Ealing Grid for Learning)

## **7.1 Types of exclusions used by the School**

The School uses three types of exclusion and internal exclusion in its on-site inclusion room facility.

The three types of exclusion are:

- Permanent exclusion – subject to appeal, the student will not return to the School.

- Fixed term exclusion - this is a temporary exclusion of between 1 and 45 School days in length. No student may be excluded for more than a total of 45 School days in any one academic year. Alternative provision is made on the sixth day of exclusion.
- Lunchtime exclusion - this is a form of fixed-term exclusion where the student is excluded from the School premises for one or more lunchtimes
- Internal exclusion - this is an exclusion period in School, under supervision.

## 7.2 Permanent Exclusion

A decision to permanently exclude a student will only be taken:

- In response to a serious breach or breaches of the School's Behaviour Policy **and**
- If allowing the student to remain in the School would seriously harm the education or welfare of a student or others in the School.

Permanent exclusion will usually only be used as a final step when a wide range of other strategies have been tried and failed. It is an acknowledgement by the School that it has exhausted all appropriate strategies for dealing with the child.

There may be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying a knife or weapon.

The School follows Local Authority guidance regarding procedure for students who have been permanently excluded (see Ealing Schools Exclusion Procedures available on the Ealing Grid for Learning 2017)

The School is aware of the high national exclusion rates of specific student groups: those with SEN, eligible for free School meals and students from specific ethnic groups. The School will endeavour to put in place early intervention for all students at risk of exclusion and permanent exclusion. The Headteacher will take into account each child's specific needs when making a decision to exclude a student. Other than in exceptional circumstances the School will avoid permanently excluding a student with an EHCP.

## 7.3 Managed Moves

As an alternative to permanent exclusion and if appropriate for the student's and School's needs, the Headteacher may consider a managed move to another high School. The School follows the Local Authority protocol for managed moves. (08/2013)

## 7.4 Fixed Term Exclusion

The law allows the Headteacher to exclude a student for up to 45 days in a School year. The majority of exclusions used by the School are for short time periods of between 1 to 3 days.

### Days 1 to 5:

During the initial period of up to five School days, the parents/carers of the excluded student must ensure that he or she is not present in a public place during normal School hours without reasonable justification. The School will provide students with work to complete at home.

The School must ensure that work is set for the student to complete during the first five School days of exclusion and that it is marked, unless during that time the student will be attending alternative provision (arranged on a voluntary basis by the School).

### Day 6

For the subsequent days after day 5, alternative provision will be made for the student (off site) to complete the remaining period of their exclusion. The student will be set work and will be supervised by a member of staff.

### 7.5 Exclusion reintegration meeting

Following a fixed term exclusion, parents/carers/carers and the excluded student are required to attend a reintegration meeting with their Year Leader and attached member of the Senior Leadership Team.

At the meeting the following will be discussed:

- Student support requirements
- Monitoring requirements
- Review of SEN
- Development or review of student support plans (PSPs).

### 7.6 Lunchtime exclusion

Students whose behaviour is disruptive at lunchtime may be excluded from the School premises for the duration of the lunchtime period; this is a fixed term exclusion and is counted as one half of a School day's exclusion period.

### 7.7 Internal Exclusion

Internal exclusion may be used as an alternative to fixed term exclusion. Students will be set work whilst supervised by staff in the School's inclusion unit. The student will complete work set by subject staff and will engage in mentoring activities with their Pastoral Support Worker at the end of the normal School day.

The School views internal exclusion as having the same importance and weighting (see table below) as fixed term exclusion. Internal exclusion days are used as alternatives to fixed term exclusion.

### High Level Incidents that may trigger an Internal Exclusion or Fixed Term Exclusion

Examples of incidents that may trigger an internal or fixed term exclusion are contained in Appendix 4.

### 7.8 Fixed Term Exclusion.

Any incident warranting a fixed term exclusion will be reviewed by senior staff and the Deputy Headteacher. Pastoral recommendations will then be forwarded to the Headteacher for final consideration. A list of incidents that may lead to Fixed Term Exclusions can be found in the table below with further detail in Appendix 4.

Incident	Recommended Exclusion Period
<ul style="list-style-type: none"><li>● Fight or assault on another student</li><li>● Verbal abuse or threatening another student</li><li>● Bullying following warnings set out in the School's anti bullying policy</li><li>● Racist abuse</li><li>● Sexual misconduct*</li><li>● Drug or alcohol related incident – lower level</li><li>● Damage or abuse of School property</li><li>● Theft of School property</li><li>● Persistent disruptive or defiant behaviour</li><li>● Persistent smoking infringements on School site</li><li>● Rude and abusive behaviour towards staff</li><li>● Failure to attend a Level 4 – Headteacher detention</li><li>● Deliberate defiance</li><li>● Disrupting School investigations.</li></ul>	<p style="text-align: center;"><b>1 – 5 days.</b></p> <p>However in extreme circumstances the School can use fixed term exclusion for a period up to 45 days and in serious cases may consider permanent exclusion.</p>

\* **Sexual misconduct** broadly refers to both consensual and unwelcome (sexual harassment) student behaviour of a sexual nature. Examples may include inappropriate sexual language directed towards another student, sexual advances, inappropriate touching or exposure, electronic sexual communication and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual misconduct including electronic communication of a sexual nature that impacts on a student's welfare at School will be reported to the School's Safety Officer for follow up action.

### 7.9 Exclusion Logging and Reports

All exclusions will be logged on the School's SIMS exclusion module. Exclusion reports will be shared with the governing body and the LA on a termly basis.

### **7.10 Cumulative Exclusion and Formal Warnings – Students at Risk of Permanent Exclusion.**

A first exclusion after a cumulative total of 15 days' fixed term exclusion (fixed term or internal exclusion days combined), may prompt a formal warning from the Headteacher that they are at risk of permanent exclusion. If a student receives another exclusion (internal or fixed term) after this warning, it may result in the student being permanently excluded from School.

A serious 'one off' incident can lead to a student progressing to a formal warning stage or consideration of permanent exclusion from the School (Appendix 6).

### **7.11 Recognition of behaviour improvement – students at risk of permanent exclusion.**

The School will recognise and reward students who show sustained improvement with their behaviour.

If a student successfully improves their behaviour during an academic year, following a recommendation from their Year Leader/SLT attached, they may be moved down an exclusion stage. Parents/carers/carers will be informed by letter, celebrating their achievement and a stage amendment will be logged on SIMS behaviour management.

### **7.12 Direction off-site for the improvement of behaviour**

Where appropriate the School may direct a student off-site to improve the student's behaviour following the procedures outlined in 29a Education Act 2002, particularly when an individual is at risk of permanent exclusion. The student will remain on roll at Elthorne Park High School during the prescribed period that the student is attending the off-site provision. Parental consent is not required in order for the School to direct a student off-site under this provision.

### **7.13 Other guidance relating to permanent exclusions and support for students at risk of permanent exclusion:**

- Permanent exclusion may be considered for either a 'one off' serious high level behaviour incident (see above) or for a 'final straw' incident following a period of continuous or persistent disruptive behaviour
- A managed move to another School or alternative provision may be considered by the Headteacher as part of the student support process, but will not be used as an alternative to permanent exclusion.

## **8. Student Support**

This section outlines referral and support procedures for students with behaviour and related Social Emotional and Mental Health concerns. (SEMH)

Behavioural difficulties do not necessarily mean that a child or young person has a possible mental health problem or a special educational need (SEN). Consistent disruptive or withdrawn behaviours can, however, be an indication of an underlying problem.

Where there are concerns about behaviour, students will be raised at the School's fortnightly student forum meetings. An assessment of the child's needs will be made to determine whether there are any causal factors such as undiagnosed learning and access difficulties, difficulties with speech and language or emotional and mental health concerns.

Student forum meetings are chaired by the Assistant Headteacher, Inclusion supported by the SENCo, Year Leader, Pastoral Support Worker and other invited professionals. The group will consider appropriate assessment, support and external agency involvement for your child and family.

Students with identified SEMH concerns will be placed on the School's SEN register. (Mental Health and Behaviour in Schools (DfE March 2015)

### **8.1 Support for students with behaviour and SEMH concerns**

The School will work closely with parents/carers to support students who experience difficulties with their behaviour. When incidents of poor behaviour arise, the School will consider and take into account each child's individual needs.

## **8.2 How are behaviour needs identified?**

Students' behaviour and SEMH concerns can be communicated in the following ways:

- Direct staff referral, following repeated behaviour concerns or barriers to learning
- Referral or report from parents/carers
- Referral or report from the child's previous School or external agencies
- A trigger incident such as a child protection referral or exclusion
- Feedback in relation to a student's failure to respond to allocated support.

Referrals will be discussed at the School's student forum meetings to allocate appropriate support.

## **8.3 How will your child be supported?**

The School will consider the most appropriate support to address each student's needs.

The School currently offers the following forms of behaviour support for students and parents/carers:

### **Internal support**

- Student screening: i.e. Lucid (learning strengths and weaknesses) Boxall profile assessment for students with behaviour and social and emotional difficulties
- Teaching Assistant support
- Personalised curricula
- Pastoral Support Worker or Tutor mentoring
- Behaviour contracts
- IEPs and PSPs – student support plans
- Focused behaviour and SEMH mentoring groups
- Monitoring report
- Mentoring groups and one to one mentoring programmes
- Counselling.

### **External support**

- Educational psychologist consultation meeting.
- Communication with appropriate support agencies such as the SAFE team, Schools Support Officer intervention –Young Offenders Team, Child and Adolescence Mental Health Services, Parenting Programmes, external mentoring provision, Social Services, Alcohol and Drugs project (EASY).

## **8.4 Allocation of support and review of progress**

Student support will be allocated and reviewed at one of the following meetings:

- Student Forum meetings (fortnightly) – where behaviour concerns are based around social and emotional needs
- SENplan meetings (half termly) – where the source of the behaviour concern is based around a learning or physical need
- AHT Inclusion and SENCo panel runs each term. The panel will review and amend their programme of support. Input to a child's needs will be provided by the School's SENCo, Inclusion Co-ordinator and external professionals such as Educational Psychology and the Behaviour Inclusion Service.

## **8.5 Support Plans**

Students with identified behaviour & SEMH needs will be assessed and may be added to the School's Special Educational Needs register by the School's SENCo.

A support plan will be developed, outlining strategies to support the child's needs. A Pastoral Support Plan (PSP) for students with learning or multiple needs will be developed. Support plans will be shared with parents/carers, students and staff at the School.

The child's Year Leader and the School's SENCO will contact parents/carers to set up periodic reviews of support plans.

## **8.6 Behaviour Incidents involving students with Special Educational Needs.**

As part of serious incident investigations and sanction recommendations, the School will take into account and consider the special educational needs of each student.

## **9. Anti-bullying policy**

### **9.1 Bullying**

Bullying or harassment in any form will not be tolerated at Elthorne Park High School. The emotional distress caused by bullying can prejudice School achievement, lead to truancy and in extreme cases suicide.

We ask that all incidents of bullying are reported immediately to a member of staff. All incidents of bullying will be logged on the SIMS behaviour management by the referring member of staff. Reported incidents will be investigated by the students' Pastoral Support Worker and Year Leader. Feedback will be provided to parents/carers by your child's Year Leader.

Bullying incidents will be sanctioned in line with the School's Behaviour and Anti-Bullying Policies. Victims of bullying will have the opportunity to engage in restorative meetings led by the Year Leader or a member of the pastoral team.

### **9.2 Anti-Bullying Policy**

EPHS has a discrete Anti-Bullying Policy. The policy outlines procedures for dealing with:

- Racist Incidents
- Homophobic incidents
- Sexual harassment
- Other forms of bullying

The School's anti-bullying policy can be accessed on the School's website.

The School records and investigates all reported racist incidents. Parents/carers (victim and perpetrator) will be informed of all reported racist and bullying incidents.

The School monitors bullying and racist incidents. A termly report is produced for the Governing Body and Local Authority to monitor the pattern and frequency of bullying and racist incidents.

## **10. Use of reasonable force; searching screening and confiscation; dealing with allegations of abuse against staff.**

### **10.1 Use of reasonable force**

Staff at the School have a legal power to use 'reasonable force.' The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. 'Reasonable' means using no more force than is necessary. Force is usually used to control or restrain a student.

Control means either passive physical contact such as standing between two students or active physical contact such as leading a student out of a classroom by the arm. Restraint means to hold back a student physically or to bring a student under control, for example in extreme situations when two students are fighting and need to be separated.

Reasonable force may be used by staff to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

Staff at the School may use reasonable force in circumstance such as:

- Guiding a student to safety
- Breaking up a fight or to prevent a student from attacking a member of staff
- Removing a disruptive student from the classroom where they have refused to follow an instruction to do so or in situations where they pose a risk to other students
- Preventing a student from behaving in a way that disrupts a School event, trip or visit
- Preventing a student from leaving the classroom where allowing the student to leave, would risk their safety or lead to behaviour that disrupts the behaviour of others
- Restraining a student at risk of harming themselves or others through physical outbursts.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. There is a legal duty for staff to make reasonable adjustments for disabled students and students with SEN.

Staff can't use force as a punishment. It is unlawful to use force as a punishment.

There are certain restraint techniques that should not be used by staff; these are outlined in the DfE's non-statutory guidance on 'use of reasonable force.' (DfE Use of reasonable force 60-2011)

Staff must record all incidents that involve the use of 'reasonable force,' logging the incident in writing and passing this to the Deputy Headteacher (pastoral) and the Headteacher.

Following an incident where reasonable force has been used, parents/carers/carers will be informed by the student's Year Leader.

If a student or parent complains about the use of 'reasonable force' the incident will be investigated by the School. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true. (DfE guidance – Dealing with allegations of abuse against teachers and other staff - 2011)

### **10.2 Screening, Searching and Confiscation**

The School's position:

School staff can search a student for any item banned under the School rules, if the student agrees.

The Headteacher and authorised staff have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under his power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited items found as a result of a search or which they consider harmful or detrimental to School discipline.

### **10.3 Screening**

As a preventative measure, if requested, the School may require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students. Any member of the School staff can screen students. When screening takes place, parents/carers/carers will be notified.

If a student refuses to be screened, the School may refuse to have the student on the premises. In such circumstances the police will be notified. In such cases the School has not excluded the student and the student's absence would be treated as unauthorised.

### **10.4 Searching**

#### **Searching with consent**

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his/her pockets/bag and if the student refuses, the teacher can apply an appropriate sanction as set out on the School's Behaviour Policy.

#### **Search without consent**

The School can carry out searches for prohibited items such as knives or weapons, illegal drugs and stolen items, if they 'reasonably suspect' a student to be in possession of a prohibited item. Reasonable force may be used by the member of staff conducting the search.

Searches can be carried out by the Head teacher or staff authorised by the Head teacher. Staff carrying out the search will be the same sex as the student being searched; there will also be another member of staff present as a witness of the same sex – if at all possible.

The power of search without consent enables a personal search involving the removal of outer clothing and the searching of pockets.

Staff are permitted to search lockers and desks without student consent. It is a condition of having a locker (September 2016) that student consent has been provided for staff to search their locker when required to do so.

The School is not required to inform parents/carers/carers before a search takes place.

### **10.5 The power to seize and confiscate items**

Schools' general power to discipline (Section 91 – Education Act 2006) enables a member of staff to confiscate, retain or dispose of a students' property as a disciplinary penalty, where reasonable to do so.

Members of staff will be asked to confiscate any prohibited items brought to School by a student e.g. knives and weapons, drugs and alcohol, laser pens and banned electronic items.

Where a confiscated item is thought to be an illegal item it will be passed on to the police e.g. weapons, knives, drugs & alcohol, fireworks, stolen items or items that are evidence of an offence. Parents/carers/carers will be informed by the student's Year Leader when an illegal item is confiscated.

Confiscated items (legal items – but prohibited by the School) will be retained by the student's Year Leader. Confiscated items will be returned to the student's parents/carers/carers following a meeting with their Year leader.

### **10.6 Dealing with allegations of abuse against teachers and other staff**

*Statutory guidance from the Department for Education.*

**The School's position:** If an allegation is made against a teacher and other staff, the quick resolution of that allegation will be a priority to the benefit of all concerned.

In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the School and the individual notified of the reasons.

Allegations that have been found to be malicious will be removed from personnel records and any that are unsubstantiated, unfounded or malicious, will not be referred to in references.

Where students are found to have made malicious allegations, the School will consider whether to apply an appropriate sanction, which may be a fixed term or permanent exclusion. There may also be a referral to the police if there are grounds for believing a criminal offence may have been committed.

The School will follow the LA policy procedures and guidelines (Allegations of Abuse. 2011 LA Ealing policy) when investigating allegations of abuse.

## **11. Behaviour Points**

### **11.1 Monitoring of Student Behaviour and Rewards**

*This policy needs to be read in conjunction with the School's Rewards Policy.*

Student behaviour and rewards are recorded using the School's SIMS behaviour management system. (School rewards policy for rewards system)

#### **Notifications**

Notifications are used to monitor and track where students might be struggling with aspects of personal organisation or may have issues accessing appropriate equipment.

Tutors and year leaders monitor these and where there are multiple notifications recorded:

- Discuss the pattern identified with the student
- Make contact with parents to discuss
- Allocate S4 pastoral detentions

- Make referrals to preventative mentoring groups or one to one programmes.

### **Behaviour points**

Behaviour points are recorded and used to:

- Provide a numerical overview of student behaviour and a trigger for action and support
- Initiate early communication with parents/carers around developing behaviour concerns

Behaviour points are generated when a student receives a detention. Behaviour points are awarded in proportion to a detention level i.e. level 1 detention – 1 behaviour point, level 2 detention – 2 behaviour points. Points are added for all detentions issued from level 1 to 5 inclusive.

Cumulative behaviour point totals recorded on a rolling ten-week basis, thresholds are used to trigger support. Point thresholds trigger communication with parents/carers, partnership meetings, report monitoring and discussion of the student's support needs at student forum meetings.

Behaviour points are reported to parents/carers on the School's termly reports and can also be viewed by the parental portal.

The School also logs student interventions (behaviour and SEMH support interventions) provided on SIMS. This information is used to evaluate the impact of intervention when student cases are reviewed at student forum and SEN plan meetings and to share with parents/carers/carers when pastoral support plans are developed.

Tutor and students are provided with weekly reports of their totals (behaviour, notifications, attendance and punctuality and credits) during tutor time.

In this weekly report an additional 'rolling tally' summarising points over the last 10 weeks is added to show a student's improvement trend. This is used by the tutor when mentoring a student at each threshold level.

### **11.2 Behaviour Monitoring**

The School monitors several aspects of student behaviour:

- Detentions and behaviour points
- On-call
- Internal exclusion
- Exclusions (Fixed term and permanent)
- Bullying incidents – including racist and homophobic incidents
- Behaviour in lessons and across the School site – lesson observation and learning walks
- Student behaviour grades – termly reporting
- Behaviour in the local community
- Stakeholder surveys and HRBS report

Termly and annual reports are shared with the governors and compared with LA and national performance.

The School's pastoral, PSHCE and SMSC programmes are adapted accordingly to support the needs of students. Analysis also triggers individual and group specific support in line with Behaviour Policy procedures.

## Appendix 1

### Behaviour for Learning Top tips for “actions” to re-engage learners as part of the action – action – sanction process Ms. Aimee Quinn

- Request the child to explain their understanding of the task/expectation and then ascertain if they have the information/skills required to undertake it without adult support
- If differentiation is required, consider using modelled or visual prompts and setting an intermittent target
- Where a child needs a verbal cue, make it a private conversation
- Use physical cues such as thumbs up and exaggerated facial expressions to show the child you are monitoring even when not working with them
- Set a target, review after a specified period of minutes – writing a check list on their desk in whiteboard pen can be a quick way of doing this ask for verbal clarification that the student understands the expectation and commits to making the change
- Move the student so they work in a more focussed way. Explain the purpose of the move and, if it is temporary, what needs to happen before the student moves back
- Build in opportunities for responsibility. Physical activities such as assisting you can be helpful for students who need movement breaks and utilising a child’s hyper vigilance to record how many times a keyword is used
- Use specific praise and discuss with a child what rewards have the most incentive for them e.g. some like public praise, some prefer a private or non-verbal acknowledgement
- Take the child with you on your tour of the classroom asking them to model something they can do
- Verbally acknowledge improvements and aim to spot the student ‘being good’ within the same lesson
- Conduct a restorative conversation where the focus is on closing any incident so the next lesson can begin afresh.

#### Actions we avoid:

- Shouting at a child or other public correction of behaviour
- Long periods waiting on the corridor
- Straight to L1
- Ending lessons without restorative conversations having taken place

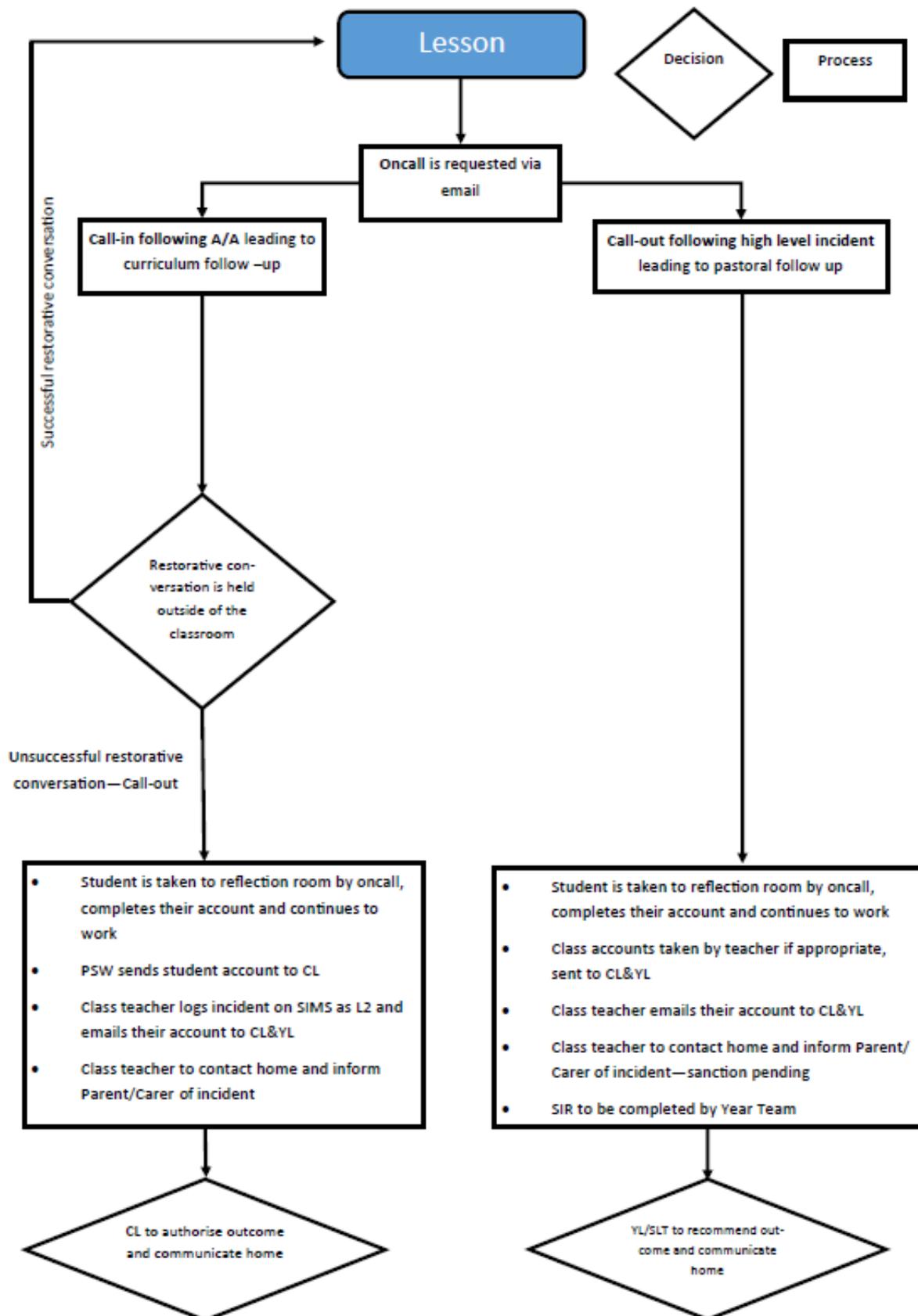
Below are some possible techniques that teachers can use to reinforce positive learning behaviours.

Teacher Techniques	Example
<b>Choice</b>	Gives students some control over a situation which is less likely to initiate point-blank refusal.  Examples include:  <i>‘I want you to get on with your work or (consequences), it’s your choice.’</i> <i>‘Are you choosing not to follow our rules on _____?’</i>
<b>Take-up time</b>	Allows students not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Take-up time follows an instruction with a pause to allow students time to comply. Examples include:  <i>‘Could you open your book and start work now, Jane. I’m going to see Bill who needs some help but I’ll come back in a minute if you need any.’</i>

<p><b>Partial agreement</b></p>	<p>Deflects confrontation with students by acknowledging concerns, feelings and actions.</p> <p>Examples include:</p> <p><i>'Yes, you may have been talking about your work but I would like you to ....'</i></p> <p><i>'Yes it may not seem fair but....'</i></p>
<p><b>When-then direction</b></p>	<p>Avoids the negative by expressing the situation positively.</p> <p>Examples include:</p> <p>It is better to say, <i>'When you have finished your work, then you can go out'</i> than <i>'No, you cannot go out because you have not finished your work.'</i></p>
<p><b>Privately understood signals</b></p>	<p>This draws the class together and builds in sharing times. An individual student may recognise a gesture from the teacher as a reminder to concentrate on work. It is sometimes more effective than trying to get your voice heard over a large class.</p> <p>Examples include:</p> <p>Clapping your hands gently twice. Standing next to a 'learning zone' poster in the room.</p>
<p><b>Tactical ignoring</b></p>	<p>May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the students and not the behaviour. Ignore the 'target' student but praise the nearby student. If target students change their behaviour, praise them.</p> <p>Examples include:</p> <p>The teacher may say to a nearby student: <i>'Well done. You have remembered to put your hand up to answer a question.'</i></p>
<p><b>Redirect behaviour</b></p>	<p>Reminds the students what they should be doing and avoids getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task.</p> <p>Examples include:</p> <p><i>'Okay Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books.'</i></p>
<p><b>Consequences and sanctions</b></p>	<p>Needs to be in line with School policy and be implemented clearly and consistently.</p> <p>Examples include:</p> <p><i>'Remember the School rule, Phil. If you are late for lessons without a pink slip you make up that time at lunchtime. It's there on the poster to remind us all.'</i></p>

<p><b>Deferred consequences</b></p>	<p>Deals later with a student who is misbehaving and therefore removed the 'audience', that is the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a student in a one-to-one situation is more likely to have a positive outcome.</p> <p>Examples include:</p> <p><i>'I'd like to sort this out, Amy, but we can't do it now. I will talk with you at 10.30.'</i></p>

### The Elthorne Way—Oncall Procedure



## Appendix 3

### Detention processes and levels

	Duration and timing	SIMS codings	Points weighting	Set for:
Level 1:	30 minutes – same day - after School	S1  S2 S3  S4 S4a S5 S6 S7 DA2 DA3	1  1 1  1 1 1 1 1 1 1 1	ACTION-ACTION-SANCTION lack of engagement in lessons Banned item – e.g. mobile phone Disrespecting the School community (e.g. littering) Pastoral Detention (lunchtime) Persistent lack of PE kit Health and safety concern Inappropriate communication Lateness to lesson Failure to attend lunchtime sanction Repeated pastoral issues. Such as: lack of planner, equipment, uniform or late to lessons.
Level 2 (agreed by MLs following discussion with teacher, students and parents)	40 minutes – same day - after School	ML1 ML2 ML3 ML4  DA1	2 2 2 2  Escalates to next level	Verbal aggression Bullying Vandalism Persistent disruption or defiance  Failure to attend L1 sanction after School
Multiple L1 detentions set in a single day result in the child sitting a 40 minute detention and accruing all the points set.				
Level 3 (agreed by SLT following discussion with teacher, ML, students and parents)	60 minutes – following Thursday (this may be adjusted due to the pandemic) – after School (S1)	SLT1 SLT2 SLT3 SLT4 SLT5 SLT6  DA1	3 3 3 3 3 3  Escalates to next level	Physical aggression Illicit substances Weapon Discriminatory behaviour Compromising health and safety Truancy  Failure to attend L2 detention
Level 4 (agreed by SLT following SIR)	90 minutes – following Monday – after School (HT's office)	SLT1 SLT2 SLT3 SLT4 SLT5 SLT6  DA1	4 4 4 4 4 4  Escalates to next level	Physical aggression Illicit substances Weapon Discriminatory behaviour Compromising health and safety Truancy  Failure to attend L3 detention

**All teaching staff support the centralised detention system by carrying out a detention/study club duty as part of the directed time allocation. Staff are allocated 12 hours of detention duty per annum. This is done pro-rata for part time staff.**

### Detention guidance

After School detention	<p>A same day <b>L1</b> after School detention issued to a student for:</p> <ul style="list-style-type: none"> <li>● Repeated disruption to learning through the <b>ACTION – ACTION – SANCTION</b> process</li> <li>● Use of a banned item</li> <li>● Other anti-social behaviour, defiance, truancy etc. as determined by the YL or CL in consultation with the attached AHT.</li> </ul> <p><b>Time/Location:</b> 3:05pm in an assigned IT room</p> <p><b>L2</b> detentions are issued where:</p> <ul style="list-style-type: none"> <li>● there have been multiple lesson disruptions in a day</li> <li>● there have been multiple late logs during the day</li> <li>● there was failure to attend a L1 detention</li> <li>● or a higher level incident investigated by the YL.</li> </ul>
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L3+ sanctions	<p>Are issued for non-attendance of lesser detentions and/or as sanctions for higher level incidents. These are jointly decided by the child's YL and attached AHT. They take place on Friday afternoons and are led by SLT.</p>
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<b>Detention clashes</b>	Higher level sanctions take precedence
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### Issuing a Detention

Recording the detention on SIMs registers	<p>Late detentions – triggering a L1 lunchtime detention</p> <ul style="list-style-type: none"> <li>● If a student is late to a.m. tutor registration, the tutor must add the 'L' late code to their register; this automatically triggers a lunchtime detention.</li> </ul> <p>All other detentions</p> <ul style="list-style-type: none"> <li>● The teacher records a detention using their SIMs attendance register by clicking on the student's name and then – behaviour - then selecting the type and status on the drop-down menus</li> <li>● A comment outlining what happened that resulted in the detention should also be added. This will be communicated with parents in the email notification.</li> </ul>
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### Informing parents

Informing parents	<ul style="list-style-type: none"> <li>● The detentions administrator will message parents informing them of scheduled same day after School detentions. This will include the text entered on SIMS by the teacher as to the reason for the detention</li> <li>● Parents will automatically be notified of lateness to School and their lunchtime detention by a message sent by the attendance officer.</li> </ul>
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### Detention procedures

<p>Detention procedure</p> <p>Tutor preparation</p> <p>During the detention...</p> <p>Detention activities</p>	<p>The following procedures need to be applied by staff teams running lunchtime and after School detentions.</p> <ul style="list-style-type: none"> <li>● Duty team members must promptly arrive at the detention room on allocated duty days ready to receive students</li> <li>● Students are escorted to the detention room (assigned IT room) by their period 5 teacher.</li> <li>● Students will be allocated a seat by a member of the detention team. A member of the duty team takes a register.</li> <li>● Detentions must be completed in silence and students are not to communicate with each other</li> <li>● During the detention students <b>a restorative conversation may take place with a teacher</b> or one of several of the following activities is to be completed: <ul style="list-style-type: none"> <li>➢ Engage in reading a book.</li> <li>➢ Complete home learning activities.</li> <li>➢ Complete a directed activity.</li> </ul> </li> </ul>
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Any non-compliance in the detention

The SLT lead will respond and make a decision if the student needs to repeat the detention or be asked to leave and repeat the sanction the following day.

## Appendix 4

CONSEQUENCE STAGE	BEHAVIOUR	ACTION OR SANCTION
<u>A1</u>	<ul style="list-style-type: none"> <li>● Failure to listen or respond to teacher's request for attention</li> <li>● Failure to engage in set task (when no barrier to engagement)</li> <li>● Disrupting the learning of others</li> <li>● Off task/talking/out of seat</li> <li>● Chewing gum, eating or drinking in classrooms</li> </ul>	<b>ACTION 1 ISSUED</b>
<u>A2</u>	<ul style="list-style-type: none"> <li>● Additional A1 offence – student failing to amend behaviour following teacher action and take up time</li> </ul>	<b>ACTION 2 ISSUED</b>
<u>N1</u>	<ul style="list-style-type: none"> <li>● Uniform /lanyard appearance (no uniform slip)</li> <li>● Lack of equipment (no equipment slip)</li> <li>● No student planner</li> </ul>	<b>NOTIFICATION LOGGED</b>
<u>L1</u>	<ul style="list-style-type: none"> <li>● Failure to respond to Action Action request – sanction issued L1</li> <li>● Repeat of N1 notification logs</li> <li>● Lateness to lessons &gt;5 &lt;15 minutes without note</li> <li>● Rudeness to a member of staff</li> <li>● Refusal to follow instructions</li> <li>● Inappropriate language, swearing in conversation</li> <li>● Littering</li> <li>● Mobile phone or headphones visible (items confiscated)</li> <li>● IT misuse in lesson – low level</li> <li>● Failure to attend home compulsory learning club</li> </ul>	<b>30 MINUTE SAME DAY DETENTION</b>
<u>L2</u>	<ul style="list-style-type: none"> <li>● Repetition of any L1 offence</li> <li>● 2 or more L1 offences in one day.</li> <li>● Repeated rudeness to a member of staff</li> <li>● Repeated disruption to learning on a lesson</li> </ul>	<b>40 MINUTE SAME DAY DETENTION</b>
<u>L3</u>	<ul style="list-style-type: none"> <li>● Repetition of any L2 offence</li> <li>● Failure to attend L2 detention</li> <li>● Bullying Incident (mid-level)</li> <li>● Walking away from a member of staff (returning)</li> <li>● Truancy from a lesson &gt;15 mins</li> <li>● Other detention level incidents deemed higher than L1/2</li> </ul>	<b>60 MINUTE DETENTION</b>
<u>L4</u>	<ul style="list-style-type: none"> <li>● Repetition of any L3 offence</li> <li>● Failure to attend L3 detention</li> <li>● Bullying Incident (mid/high level)</li> <li>● Other detention level incidents deemed higher than L3</li> </ul>	<b>90 MINUTE DETENTION</b>
<u>E1</u>  <u>OR</u>  <u>E2</u>	<ul style="list-style-type: none"> <li>● Failure to attend L4 detention</li> <li>● Persistent disruption to learning (2 or more callouts) in one day</li> <li>● Repeated disruption to learning in a subject area following subject report and parental meeting</li> <li>● Deliberate defiance e.g. failure to comply with requests by staff to leave a classroom</li> <li>● Dishonesty / lying to a member of staff</li> <li>● Swearing across a room or at another student</li> </ul>	<b>INTERNAL EXCLUSION</b>  <b>OR</b>  <b>FIXED TERM EXCLUSION</b>

	<ul style="list-style-type: none"> <li>● Walking away from a member of staff</li> <li>● Bullying incident (high level)</li> <li>● Inappropriate use of IT to threaten, harm or place another child at risk</li> <li>● Possession of an illegal substance on School site</li> <li>● Serious and false accusation made against a member of staff.</li> <li>● Disrupting School investigations</li> <li>● Gross disobedience</li> <li>● Swearing at or about a member of staff</li> <li>● Smoking or possession of cigarettes, lighters or alcohol</li> <li>● Fighting/assault</li> <li>● Persistent serious bullying</li> <li>● Racist or homophobic abuse</li> <li>● Inappropriate use of a mobile phone / computer including recording staff and inappropriate content sharing.</li> <li>● Theft, graffiti or vandalism</li> <li>● Poor behaviour during L3 or L4 detention.</li> </ul>	
<b><u>P1</u></b>	<ul style="list-style-type: none"> <li>● Persistent behaviour concerns</li> <li>● Possession of offensive weapon</li> <li>● Serious theft or vandalism</li> <li>● Supply of an illegal drugs on School site</li> <li>● Violence towards a member of staff</li> <li>● Serious assault</li> <li>● Serious and false accusation made against a member of staff</li> <li>● Other high level incidents that seriously affect the health and safety and well-being of members of the School community – Headteacher’s discretion.</li> </ul>	<b>PERMANENT EXCLUSION</b>

**Appendix 5 – behaviour point and report thresholds**  
**Behaviour Points and Threshold Actions**

Behaviour Points	Staff lead	Action required:
20 points	Tutor Stage 1	<ul style="list-style-type: none"> <li>● <b>Parent informed of behaviour concern(s)</b> the tutor writes a note in the student planner outlining key areas of concern</li> <li>● <b>Targets for improvement set with the student</b> intervention note added to SIMS intervention. The student records the targets in the notes section of their student planner</li> <li>● <b>Review of student progress made towards set targets</b> after a fortnight. Communication (student planner/call home/email) Progress update note added to SIMS intervention.</li> </ul> <p><i>These three actions are replicated by staff at each tier of support in this table.</i></p>
40 points	Tutor Stage 2	<ul style="list-style-type: none"> <li>● Stage 1 actions repeated by tutor.</li> </ul> <p><b>In addition:</b>  <b>The concern is formalised by....</b></p> <ul style="list-style-type: none"> <li>● The student is placed on tutor report for a two week monitoring period</li> <li>● Tutor communicates with parents/carers at the end of monitoring period to feedback on progress. <i>A parental meeting with the tutor may be scheduled at this point</i></li> <li>● SIMS intervention updated.</li> </ul>
60 points	Year Leader & Assistant Year Leader Stage 3	<ul style="list-style-type: none"> <li>● Stage 1 actions repeated by Year leader and Assistant Year Leader</li> </ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>● Student placed on Year Leader report - two week monitoring period</li> <li>● Year Leader or Assistant Year Leader meet with parents/carers at end of monitoring period to feedback on progress</li> <li>● SIMS intervention log updated by YL/AY.</li> <li>● Student raised at student forum by Year Leader to assess support requirements</li> <li>● Parent/student to be placed on a behaviour contract for trips/visits</li> </ul>
80 points	Senior Leadership Team Attached to Year group Stage 4	<ul style="list-style-type: none"> <li>● Stage 1 actions repeated by Year leader and Assistant Year Leader</li> </ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>● Student placed on SLT report - two week monitoring period.</li> <li>● SLT member meet with parents/carers at end of monitoring period to feedback on progress</li> <li>● Student raised at student forum by Year Leader to assess support requirements</li> <li>● SIMS intervention log updated by SLT attached member</li> <li>● Parent/student will be informed that they are no longer able to attend School visits without a personalised safety plan meeting.</li> </ul>
100 points	Headteacher	<ul style="list-style-type: none"> <li>● Parents/carers and students will meet with the Headteacher to discuss the School's concerns</li> <li>● This formal meeting is minuted and next stage actions shared with parents/carers and logged on SIMS intervention</li> <li>● Student placed on Head teacher report - two week monitoring period.</li> </ul>

## Appendix 6

### 7.11 Support stages for students at risk of permanent exclusion from School.

Stage	Internal exclusion/ fixed term exclusion days total.	Support/Action
Stage 1	<b>0 - 5 days</b>	<p>Year Leader meets with parents/carers and student.</p> <p>Appropriate student support established at student forum meeting. Student support is reviewed after all subsequent exclusions/internal exclusions.</p> <p>Student is placed on tutor monitoring report.</p> <p>Pastoral Support Plan (PSP) is established after three fixed term exclusions or internal exclusions in an academic year.</p> <p>Review of student's Special Educational Needs by the School's SENCo or Assistant Headteacher, Inclusion.</p>
Stage 2	<b>6 – 10 days</b>	<p>Year Leader meets with parents/carers supported by the School's SENCo or INCo (as appropriate).</p> <p>Pastoral Support Plan is reviewed following all subsequent internal exclusions/fixed term exclusions and appropriate support put in place at student forum meetings.</p> <p>Consideration of a referral is made to the LA behaviour team or other appropriate external support mechanisms.</p> <p>Student placed on Year Leader monitoring report.</p> <p>Consideration of managed move offer discussed with parents/carers - early discussion.</p>
Stage 3	<b>11 – 15 days</b>	<p>Senior Leadership Team attached to the Year group meets with parents/carers supported by the student's Year Leader.</p> <p>Review of support and Pastoral Support Plan and Special Educational Needs by SENCo or Assistant Headteachers as per previous stages.</p> <p>Student is placed on Assistant Headteacher (AHT) monitoring report.</p> <p>Consideration of managed move offer discussed with parents/carers - early discussion.</p>
Stage 4	<b>First exclusion after 15 days</b>	<p>Deputy Head teacher (DHT) and Headteacher meet with parents/carers</p> <p>Student is placed on DHT monitoring report.</p> <p>Review of support and Pastoral Support Plan as per previous stages.</p> <p>Formal warning may be issued by the Headteacher, stating that the student is at risk of permanent exclusion.</p> <p>Consideration of managed move offer discussed with parents/carers - early discussion.</p>
Stage 5	<b>Second exclusion after 15 days</b>	<p>Permanent exclusion may be considered/issued by the Headteacher</p>

## Sixth Form Behaviour Policy

- Expectations in relation to behaviour and conduct are higher in the Sixth Form due to the fact that they are older and more mature students, that they are School leaders and role-models for lower School students and that they have chosen to attend our Sixth Form. The full School Behaviour for Learning policy is applicable to all aspects of Sixth Form with the exception of the following adjustments.
- Therefore, in terms of permanent exclusion Sixth form students are subject to different criteria. The School has a three strikes/stage warning system. Each stage is triggered by a serious incident that would trigger an exclusion, in line with guidance in the whole School Behaviour Policy.

Stage	Communications	Actions
<b>Stage 1</b> Excludable incident	Stage 1 letter sent to parents/carers/carers, outlining consequences & next two stages. Meeting with parents to discuss issues and outline report targets	Student raised at student forum meeting. Student is placed on report to Head of Sixth Form for two weeks. Tutors and Head of sixth form attend the re-integration meeting.
<b>Stage 2</b> 2 <sup>nd</sup> excludable incident	Stage 2 letter contains a formal warning.	Student raised at student forum meeting. Student is placed on report to Assistant HT in charge of Sixth Form. Assistant HT and Head of Sixth Form attend the re-integration meeting.
<b>Stage 3</b> 3 <sup>rd</sup> excludable incident	Stage 3 letter stating that the student meets the School's criteria for permanent exclusion	Meeting with parents/carers/carers, Head teacher, Head of Sixth Form and SLT attached. Permanent exclusion of the student

As per whole School policy one high level incident may also result in permanent exclusion from School, as set out in whole School policy.

Excludable offences, in line with the lower School policy, may include:

- Fight or assault on another student
- Verbal abuse or threatening another student
- Bullying following warnings set out in the School's Anti-Bullying Policy
- Racist abuse
- Sexual misconduct\*
- Drug or alcohol related incident – lower level
- Damage or abuse of School property
- Theft of School property
- Persistent disruptive or defiant behaviour
- Persistent smoking infringements on School site
- Rude and abusive behaviour towards staff
- Failure to attend a Level 4 – Headteacher detention
- Serious misconduct in examinations.

Lower level misdemeanours will be sanctioned with additional study on Friday afternoon – see appendix A.

Students with repeated lower level misdemeanours will be escalated to 1<sup>st</sup> excludable incident level.

### **Sixth Form Course Review Procedures**

- Student reviews will take place each term following the harvesting of progress check data.
- Any student who regularly fails to meet the following criteria may be asked to leave the Sixth Form:
  - School attendance below to 90%
  - Lesson attendance below 90%
  - Working below expected levels for classwork and/or homework despite timely intervention from teachers and pastoral team.

### **Following each term's Progress Check:**

- Students who have a rating of 4 for "attitude to learning" or "above and beyond" in any subject will receive a letter home to parents/carers alerting them to the seriousness of the situation
- Students with two or more 4 ratings for "attitude to learning" or "above and beyond" will be required to attend a meeting with their parents/carers, relevant subject teachers and Head of Sixth Form, following which they will be on Report for 2 weeks on the subjects in which they have been identified as underachieving. If there is insufficient improvement after 2 weeks, they will be issued with a warning
- Tutors will have contact with home for students whose School attendance is below 90%. If there is insufficient improvement after three weeks, they will be issued with a warning. If concerns arise from a number of staff between data harvesting points about a student's effort, in class or outside class, and/or with regard to his/her meeting deadlines, the parents/carers of the student will be informed and the students will be put on report for two weeks in those subjects. If there is insufficient improvement after three weeks, they will be issued with a warning
- If there is no improvement in attendance and attitude to learning, students will progress to 2<sup>nd</sup> excludable offence sanctions
- If there is no improvement after this, they may be asked to leave the course.

## **Appendix A**

### **Sixth Form Additional Study & Detentions**

Sixth Form Detention is run, if necessary, on a Tuesday and Thursday after school. Students can be placed into this for repeated lateness to school or lessons, truancy, repeated lack of homework and any behaviours which are not in keeping with the Sixth Form and wider school behaviour code of conduct.

Detentions are run in the Sixth Form main study room and students are expected to work in silence during their detention. All detentions for Sixth Form are a minimum of 1 hour in length. A restorative conversation with a member of the Sixth Form team will also take place during this time.

Teachers wishing to impose higher level sanction for one indiscretion should add a comment on SIMS when recording the incident.

Students who are underachieving in subjects after a data point will have additional supervised study added to their timetables to support with subject intervention and catch up work completion. This will be arranged around their other subject lessons and in collaboration with the Director of Sixth Form or Year Leader.