



Behaviour Policy

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History of policy changes

Date	Version	Change	Origin of change e.g. change in legislation, request by TU	Changed by

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Behaviour Principles Written Statement

The Behaviour for Learning Policy at Pittville aims to ensure that:

1. Pittville has a happy, positive and respectful school culture, where all students feel valued and cared for.
2. Relationships between staff and students are positive throughout the school and there is an ethos of mutual respect.
3. Positive behaviours, are clearly defined and are proactively taught throughout the school.
4. There is an ethos of 'restorative practice' that seeks, wherever possible, to de-escalate situations and ensure that students correct their behaviour and realise the impact of their behaviour on others and themselves.
5. There is a calm and orderly environment throughout the school, meaning that all students can focus on learning in all lessons.
6. There are clear routines and expectations of students throughout the school, and that these are consistently reinforced by all members of staff.
7. There is equality amongst students and that there are clear consequences that are applied consistently by all members of staff. Sanctions are applied on an individual basis rather than for a whole group/class.
8. Students and staff feel safe at all times within the school community and the wider life of the community around Pittville. Covid-safe behaviours are followed at all times.
9. Bullying and discrimination are dealt with quickly and effectively whenever they may occur.
10. The golden thread of safeguarding informs our work at all levels of the school.
11. Student wellbeing and mental health is always taken into consideration.
12. We understand the factors that may affect a student's behaviour and provide effect support to help improve behaviour of students.
13. Reasonable adjustment is provided for students with special educational needs and disabilities. This will balance individual needs with the needs of the school community as a whole.
14. Meaningful rewards are used to reinforce positive behaviours at all levels of the school.
15. Staff workload and wellbeing is taken into consideration in the design, build and maintenance of the school behaviour management processes.

Underpinning all of this our basic expectations have always been that:

"All students have the right to learn in an environment free from disruption. Teachers will have calm and positive classrooms in which they can teach and in which students can reach their full potential." and that

'On a lesson by lesson basis, students will have a choice, to be either in class working hard and progressing with their learning or to be isolated from their peers for a period of one working day so that the learning of others is not disrupted.'

The Legal Authority – The Legal Power to Discipline

Teachers have the statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This power also applies to all other paid staff of Pittville School who have responsibility for students. Relevant members of staff can discipline students at any time the student is in school, or elsewhere under the charge of a member of staff, including on school visits. In certain circumstances, relevant members of staff may also discipline students for poor behaviour that occurs outside Pittville School. This is the case if the student is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a student of Pittville School.

The school may discipline for behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of Pittville School or

- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of Pittville School.

In addition, our other key objectives below are still at the forefront of everything we do:

- ✓ To provide a knowledge rich curriculum which fulfils the needs of the individual
- ✓ To recognise achievement and engage the students in all aspects of school life
- ✓ To provide an orderly environment, where students and staff are mutually respectful
- ✓ To implement rewards and sanctions fairly and without prejudice
- ✓ To develop positive relationships with all our partners involved in the education of our students
- ✓ To work effectively with parents/carers and the community to ensure the best possible outcomes for our students

During this difficult time there is an even bigger need for a clearly understood and agreed set of expectations with regards to behaviour specifically around the COVID 19 guidance. The management of behaviour and social distancing at Pittville requires that every student and staff member takes personal responsibility and listens to and adheres to the measures implemented to keep themselves and others safe. We want to work in partnership with Parents/Carers to ensure their child attends school, stays safe in accordance with the COVID 19 measures and achieves their full potential.

This policy is in line with DFE Guidance around Behaviour and discipline, specifically states that:

- ✓ Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school.
- ✓ The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants.
- ✓ Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanction.
- ✓ Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- ✓ Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- ✓ Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school bringing the school into disrepute.
- ✓ Teachers have a power to impose detention outside school hours.
- ✓ Teachers can confiscate students' property including mobile phones and headphones.

Equality Statement

Under the Equality Act Pittville School acknowledges their legal duty to make 'reasonable adjustments' to practice and policy for children with SEND/EAL. The Equality Act 2010 is clear that schools must make reasonable adjustments to ensure SEND/EAL children are not placed at a substantial disadvantage. This includes making reasonable adjustments in the application of a behaviour policy, to ensure discipline procedures do not discriminate against students who may have a condition that impacts upon their behaviour. It also means ensuring staff working with SEND/EAL students have appropriate training to adjust their practice. Teachers should seek to identify the underlying cause of behaviour (for example an unmet educational need) and put in place measures to address the cause, to prevent the behaviour from re-occurring. This allows 'triggers' for challenging behaviour to be identified and avoided, prevents challenging behaviour persisting or worsening and ensures that students who are displaying challenging behaviour because of an underlying educational need are not discriminated against.

The Equality Act 2010 is also clear that students and staff must be given equal opportunities and that education must meet the needs of all students. The protected characteristics are: marital status, pregnancy, sexual orientation, sex, gender reassignment, race and nationality, religion or belief, disability and age.

Responsibilities and Expectations:

Responsibilities of Parents and Carers:

Parents and carers are vital stakeholders in the Pittville School Behaviour Policy. Parents and carers are expected to take responsibility for the behaviour of their child, both on site and when travelling to and from Pittville School. Parents and carers are expected to work in close partnership with the school to help maintain high standards of behaviour. All parents and carers must sign the Home School Agreement and uphold the expectations within the agreement. **In addition all parents and carers must agree and follow the expectations within the Covid-Safe addendum to the Home School Agreement. This is a requirement before students can return to Pittville.**

Consistent Behaviour – Responsibilities and Expectations of Students at Pittville School

At Pittville, positive behaviours, driven by restorative practice, are clearly defined and are proactively taught throughout the school. It is the responsibility of every member of staff at Pittville to consistently reinforce the behaviour expectations of all students.

As part of this, students are expected to take responsibility for their own behaviour. This includes abiding by the school rules, outlined in the 'As Pittville Students' document. Students are also expected to follow the Covid-safe behaviours at all times. Students are expected to wear the correct uniform and adhere to the Pittville School Uniform Policy, including the Covid-safe addendum.

Students also have the responsibility to ensure that incidents of disruption, violence, unsafe behaviour related to Covid19, bullying and any form of harassment are reported. They have a responsibility to contribute to the democratic processes of the school through using their student council to voice concerns surrounding the behaviour policy and its application. They have the responsibility to resolve incidences and speak using non-discriminatory language.

As Pittville students:	
We are Ready to Learn	We demonstrate we are Ready to Learn by: Arriving on time to school every day. Arriving on time to every lesson. Being fully equipped for every lesson, including with the correct PE kit. Ensuring our mobile phones or smart watches are switched off and in our bag. Wearing the full Pittville school uniform every day. Following instructions immediately from any member of staff.
We Think of Others	We show we are Concerned for Society and are able to be Collaborative by: Never disturbing the learning of others. Always telling a member of staff immediately if we think someone is at risk, including ourselves. Reducing or recycling waste, and never leaving litter. Being calm and respectful when moving around the school. Being a considerate member of the community both in and out of school. Showing respect for the school environment and the belongings of others.

	<p>Only eating in designated areas of the school. Being kind to others at all times. Holding the door open for others. Sitting down and being thoughtful of others in the school Canteen and Food Quad Greeting each other and members of staff and the public with a smile. Always stopping and acknowledging when a member of staff is talking to us. Never using social media in a way that is harmful or hurtful to ourselves or others. Reporting social media misuse to an adult immediately. Always giving our name if asked to do so by a member of staff.</p>
We Work Hard	<p>We create the conditions for effective learning by: Working in silence when told to do. Paying full attention to instructions. Acting on feedback from my teachers. Ensuring we do our homework, meet all deadlines and do retrieval practice independently. We show our Resilience and Perseverance by: Pushing ourselves beyond our comfort zone in our learning. Actively participating in every lesson and completing all classwork and homework to a high standard. Always trying, even when we find things hard.</p>
We Are Curious and Open Minded	<p>We develop our Confidence and the Confidence of others. We show that we are Open Minded, and able to Take Risks by: Speaking out against bullying and never bullying others, even as a bystander. Recognising that mistakes are opportunities to improve. Listening to the ideas and opinions of others respectfully. Being respectful of everyone and never discriminating against others. We develop our ability to be Enquiring, Creative and Enterprising by: Participating in whole school events, clubs and school leadership opportunities Asking questions, reading and researching. Actively participating in tutor time activities.</p>

As Pittville students we also follow Covid-Safe Behaviours:

<p>We are Ready to Learn</p>	<p>We demonstrate we are Ready to Learn by: Following social distancing rules when lining up to enter a lesson Sitting in my agreed seat within the seating plan and not moving from it without permission Arriving in our allocated rooms at the allocated times every day that we are in school Arriving on time to every session after a break Being fully equipped for every lesson, understanding that we now cannot share most school equipment Wearing the Covid-safe Pittville School uniform every day.</p>
<p>We Think of Others We socially distance We wash our hands We follow the Covid-Safety behaviours</p>	<p>We show we are Concerned for Society and are able to be Collaborative by: Washing or sanitising my hands upon arrival on the school site and at every break time Following the Government Stay at Home instructions if we have symptoms of coronavirus or if a member of our household does Immediately informing a member of staff if I develop coronavirus symptoms whilst on the school site and following the strict instructions of what to do if that occurs Always telling a member of staff immediately if we think someone is at risk of unsafe Covid-behaviours, including ourselves Being quiet on corridors so that instructions about social distancing and safe behaviour can be clearly heard. Following the designated one way system around the school site at ALL TIMES. Social distancing in the dining areas and social spaces Following the Catch It, Bin It, Kill it protocol if I sneeze Walking or cycling to school if I can Following social distancing rules if on public transport to or from school. Making sure my uniform is washed regularly, understanding that the coronavirus can be transmitted on fabrics Never making physical contact with another member of the school community unnecessarily Going straight home after I leave school and following the government instructions about social distancing and limiting contact with others.</p>
<p>We Work Hard</p>	<p>We create the conditions for effective learning by: Completing all allocated homework set by my teachers, and respond to instructions and feedback that is provided. We show our Resilience and Perseverance by: Proactively contacting adults if additional help is required. Organising my time at home to complete the homework that is set.</p>
<p>We Are Curious and Open Minded</p>	<p>We develop our Confidence and the Confidence of others, show that we are Open Minded and able to Take Risks In Our Learning by: Being supportive of my peers in their learning and responding to new situations. We develop our ability to be Enquiring, Creative and Enterprising by: Actively staying up to date with the Government's instructions</p>

Covid-Safe Addendum to the Home School Agreement

By signing this agreement, we will be making a commitment to work together to keep our community and our families safe from Covid 19. By us all following a few key expectations of each other, we can support each other keep Pittville School a safe place to learn and make good progress.

As parents/carers I/we agree to make sure that the following protocols in relation to the health of my child and hygiene requirements are upheld:

- I/we will check my child's health every morning before they leave for school and will not send them to school if they are displaying any symptoms of the coronavirus, no matter how mild
- I/we will not send my child to school if any member of my household has displayed symptoms of the coronavirus in the last 10 days, unless that member of the household has had a negative result from a coronavirus test via the NHS/Public Health England
- I/we will share details about a positive or negative coronavirus test result within my household with the school at the earliest possible opportunity to ensure effective track and tracing within the school community
- I/we will ensure that our emergency contact details are up to date on the school system.
- I/we will ensure that I/we make reasonable steps to ensure we can be contacted at all times whilst my child is on the school site to ensure that they can be collected or sent home immediately if showing symptoms of the coronavirus.
- I/we will ensure that all items of my child's school uniform are washed routinely to avoid the spread of the coronavirus on fabric.
- I/we will notify the school attendance team if my child is unable to attend school on a scheduled day
- I/we will ensure that my child carries tissues with them at all times, in order to follow the Catch It, Bin It, Kill It protocol
- I/we will ensure that my child understands the importance of good hand hygiene and understands how to wash or sanitise their hands in line with Public Health England guidelines.

As parents/carers I/we agree to make sure that the following protocols in relation to travel to and from school are upheld:

- I/we will not park near the school site unsafely causing danger to other children, pedestrians or motorists. I/we will respect the private property of residents and businesses in close proximity to the school site
- I/we will follow the recommendations on transport to and from school and will ensure my child walks or cycles to school wherever possible.
- I will ensure that my child understands that it is their responsibility to follow instructions about social distancing on public transport
- I/we will ensure that my child goes straight home after leaving the Pittville School site and limits contact with individuals outside my household, in line with the expectations set out by the Government. I/we understand that a failure to do so puts others at risk and brings the reputation of Pittville School into disrepute, and may result in a sanction in line with the Pittville School Behaviour Policy.

As parents/carers I/we agree to make sure that the following protocols in relation to Parent/Carer presence on and around the school site are upheld:

- I/we conduct all meetings with school staff remotely if possible. If I/we do need to see a member of staff, this is only possible by a prior pre-arranged appointment. (as per a doctor/dentist surgery). **I/we understand if I/we do not have an appointment we will be refused entry to the school site.**
- I/we will not enter Pittville School if we are displaying any symptoms of coronavirus

- I /we only enter the Pittville School site with prior agreement of the school. Where an on site meeting is necessary, only one parent or carer will attend unless with prior agreement of the school
- I/we will adhere to the allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)
- I/we will not gather at the school gates and if I am collecting my child I will ensure I am socially distanced from other members of the Pittville School Community.

As parents/carers I/we agree to make sure that the following protocols in relation to my child's behaviour on the school site are upheld:

- I/we will ensure my child understands the Covid-Safe Behaviour Code of Conduct and will follow it at all times on the school site.
- **I/we understand that a failure to follow the Covid-Safe Behaviour Code of Conduct may result in a fixed term exclusion for my child and/or adaptations made to my child's timetable to ensure the safety of all Pittville School stakeholders.**
- I/we will make my child aware of the Covid-Safe Behaviour Code of Conduct and the importance of following these behaviours at all times.
- I/we will support the school's decision in relation to sanctions related to a failure to follow the Covid-Safe Behaviour Code of Conduct

As parents/carers I/we agree to make sure that the following protocols in relation to my child's home learning are upheld:

- I/we will support my child to maintain a regular routine to complete home learning
- I/we will ensure that my child is checking emails from staff and completing the allocated home learning
- I/we will contact subject teachers or form tutors if my child requires additional support
- I/we will alert the school if my child has problems accessing the home learning.

As staff at Pittville School, we agree to:

- Ensure that all health and safety compliance checks and risk assessments have been undertaken, are kept up to date and that risk assessment measures are upheld by all staff
- Organise classrooms and other learning environments such as workshops and science labs, maintaining space between seats and desks
- Use the timetable and selection of classrooms or other learning environment to reduce movement around the school or building
- Stagger drop-off and collection times
- Provide a balanced online curriculum
- Regular cleaning of the school in line with national protocols
- Provide a safe, disciplined and happy environment in which all students can learn effectively
- Provide a structured and safe place for students to speak with each other, away from the corridors
- Be available to listen to, discuss and act to resolve concerns expressed by parents /carers and students
- Consistently respond to students who are not following Covid-Safe Behaviour Protocols to ensure that the safety of the school community is maintained
- Maintain our social distancing responsibilities at all times
- Follow Covid-Safe hygiene protocols.

As a student of Pittville School, I will:

- Follow the Pittville School Covid-Safe Behaviour Code of Conduct alongside the As Pittville Students Code of Conduct.

Behaviour that wilfully undermines the safety measures that the school has put in place or risks the safety of students or staff will not be tolerated. If incidents occur then they will be treated as high level behavioural incidents and sanctioned accordingly.

Examples might include:

- Deliberately ignoring the social distancing measures put in place by the school
- Spitting at another student/member of staff
- Deliberately coughing at a student/member of staff
- Behaviour or language that is intended to cause alarm or distress to students/staff about the current situation.

Any COVID 19 measures or behaviours that are not adhered to will result in further sanctions as they are putting the lives of students and staff at risk. As a result, a fixed term exclusion may be put in place and/or the students place at Pittville School may be removed and they will be requested to learn online from home.

Consistent Systems and Routines – Responsibilities and Expectations of Classroom Teachers at Pittville School

Consistent systems and routines help to support positive relationships between staff and students and are vital to ensure there is a calm and orderly environment throughout the school so that all students can focus on learning in all lessons. These consistent systems and routines are also an important part of creating an environment in which students feel safe at all times within the school community and the wider life of the community around Pittville. Some amendments to these responsibilities and expectations are required so that both staff and students remain safe within the school environment.

At all times, in our implementation of these systems and routines, we must ensure that reasonable adjustment is provided for students with special educational needs and disabilities. This will balance individual needs with the needs of the school community as a whole.

It is the responsibility of every teacher at Pittville to consistently meet the following expectations for lessons that take place on the school site:

Time of day	Expectations of staff at Pittville
Start of lessons	<ol style="list-style-type: none"> 1. Lesson planned in line with the Pittville Teaching and Learning Policy 2. Seating plan in place which is strictly adhered to 3. Arrive in time to the lesson, with resources, ready to teach 4. Maintain the quiet corridor expectation so that instructions about social distancing can be clearly heard by everyone. 5. Greet students at the door with a smile whilst maintaining social distancing 6. Students line up outside a classroom quietly, are greeted by a member of staff, are invited in and asked to stand behind their chairs. When invited by the member of staff the pupils should sit and ensure all equipment is ready for learning/the lesson 8. Register taken within 5 minutes and the SIMS protocols used for any suspected truancy. <p>Five to Start =</p> <ol style="list-style-type: none"> 1. Enter room politely, quietly and stand behind desks 2. Ready to learn – in full school uniform, listen to instructions 3. Place Planner, equipment and exercise book on desk 4. Place bags under the desk/designated area 5. Sit when instructed to do so and be ready to learn..
During lessons	<ol style="list-style-type: none"> 1. Lesson delivered in line with the Pittville Teaching and Learning Policy 2. Apply the behaviour policy to ensure consistency of student experience across the school 3. Use positive and pre-emptive corrections in line with the school Behaviour Policy 4. Latecomers are welcomed and recorded on SIMS. Action is taken in line with the school Behaviour Policy. Students are not sent away from a lesson in order to get notes with reasons for their lateness. 5. Use of praise and positive reinforcement (ratio of 5:1) in line with the school reward policy and display on the board where possible

	6. Find opportunities to check Planners for Homework whilst maintaining social distancing, having set homework in line with the frequency in the Homework Policy. 7. Use the method of warnings where necessary. Where a student is not following Covid-Safe behaviour expectations, contact SLT/pastoral immediately. 8. Students should rarely be asked to wait outside the room alone and never for over two minutes. 9. The Pittville Safeguarding Policy is followed at all times. 10. Maintain social distancing wherever possible. 11. Ensure good hand hygiene and the Catch It Bin It Kill It protocol is followed.
End of lessons	1. Staff ensure the 5 to Finish protocol is followed by all students 2. Be at the door to dismiss students calmly – standing in a position that allows social distancing 3. Ensure the corridor is calm and students leave your classroom quietly 4. Ensure students follow social distancing rules on the corridor as they leave 5. Maintain the quiet corridor expectation as students leave 6. Ensure any behaviour for learning matters are followed up in line with the Behaviour Policy and recorded on SIMS 7. Room is left tidy and desk cleared for the next teacher and to support cleaning routines. Five to Finish = 1. Tidy room and put all equipment away 2. Planner check 3. Pack your bag 4. Stand behind desks in silence for dismissal 5. Leave the room politely and in silence
Break and/or lunch duties (and before and after school)	1. Use every opportunity to establish positive relationships 2. Active duties, circulating and engaging with students. Encouraging excellent habits of recycling and disposal of rubbish 3. Ensure social distancing protocols are followed by all students at all times 4. Immediately report a student who is not following social distancing protocols to a member of the Senior Leadership Team. 5. Reinforce all aspects of the school behaviour policy. 6. Ensure any behaviour for learning matters are followed up in line with the Behaviour Policy and recorded on SIMS

Consistent Systems and Routines – Responsibilities and Expectations of Tutors at Pittville School

Of central importance in Pittville School Behaviour Policy is the pivotal role that tutoring plays in encouraging positive relationships within the school community and ensuring students are fully supported with both pastorally and academically. Quality tutoring, and a positive relationship with at least one member of staff in the school, is a key entitlement for all students in every year group of the school. Tutors are led by their Head of House (HoH). Due consideration for staff workload and wellbeing should be taken in the leadership of the tutor teams.

Aspect of tutoring	Tutor expectations
Organisation of tutor time and assembly	1. Arrive on time every day 2. Greet students at the door with a smile. 3. Consistently follow the 5 to start 5 to finish protocol 4. Ensure all students are engaged in the year group pastoral programme throughout every tutor time 5. Manage behaviour during tutor time in line with the Pittville Behaviour Policy 6. Seating plans in place, based upon student data and knowledge of students 7. Sign planners on a weekly basis 8. Ensure students arrive in an orderly fashion for assembly and monitor behaviour throughout assembly.

	<p>9. Remain in the assembly hall throughout unless in pre-arranged with HoH or SLT.</p> <p>10. Monitor and mentor students on ALT report cards to ensure consistency of student experience across the school.</p>
Building relationships with students	<ol style="list-style-type: none"> 1. Be the first point of contact for students when they have concerns 2. Be the first point of contact for subject teachers when they have concerns about a student 3. Recognise positive behaviours in tutees (either within class, on a one to one basis, or through contact with home) 4. Support positive relationships between students within the tutor group/wider year group, supporting restorative practice / conflict resolution meetings where appropriate 5. Proactively welcome new students to the tutor group and ensure new students to the school are allocated a buddy to support. Monitor these students closely.
Uniform and equipment	<ol style="list-style-type: none"> 1. Conduct a daily uniform and equipment check during morning roll call and as students enter the classroom. Verbally praise students in the correct uniform and equipment 2. If students are not meeting uniform, appearance and equipment expectations, please inform the senior staff allocated to your year team. If required confiscate non-uniform items and hand to reception (contact SLT/pastoral if the student has refused to hand in a non-uniform item and log on SIMS). 3. Conduct a daily equipment check. 4. Contact home when students have repeat occurrence of uniform/equipment issues in line with the Behaviour Policy
Attendance and punctuality	<ol style="list-style-type: none"> 1. Take the register within 5 minutes of tutor time. 2. Check the detention lists on a daily basis and inform any students if their name is on the detention list. 3. Contact parents or carers for students with attendance between the set parameters. Log phone calls as required.
Parental engagement	<ol style="list-style-type: none"> 1. Be the first point of contact for parents or carers. 2. Attend the year group's parents evenings 3. Phone home to make contact with parents who fail to attend parents evenings. 4. Write tutor reports once per year 5. Contact home for any student who is placed onto an ATL report card 6. Respond within 24 hours to any contact from parents or carers, following the parental engagement protocol 7. Meet with identified parents or carers. 8. Make introductory contact with the family of new students within the first week of the student's arrival within the tutor group.
Behaviour for Learning Policy	<ol style="list-style-type: none"> 1. Attend behavioural meetings upon request 2. Monitor daily SIMS log and discuss incidents with students and ensure they will follow sanctions 3. Support restorative meetings with students or staff where appropriate 4. Monitor a student on an ATL report – reviewed regularly. 5. To immediately alert the HoH/SLT if there are concerns about a conflict between students which may escalate during the school day.
Academic progress and extra-curricular engagement	<ol style="list-style-type: none"> 1. Carry out academic mentoring for tutees 2. Check homework is being recorded during weekly Planner checks. Where a lack of homework is identified from a particular subject (on a tutor group basis), contact the relevant subject teacher and Curriculum Leader 3. Support students with organisation and independent learning techniques through the pastoral programme and academic mentoring programme 4. Monitor extra-curricular participation of tutees within agreed parameters. Support students to join clubs if they are not participating 5. Ensure all students have access to revision materials. 6. Support the Pittville Reward System by collating house points

Safeguarding	<ol style="list-style-type: none"> 1. Be aware of any ongoing CP issues (as informed by the Safeguarding Team) 2. Check data to ensure LAC students are identified and work with Inclusion to ensure consistent support for these students and their carers 3. Be aware of the outcomes of a PEP meeting and attend where possible and appropriate 4. Report any Child Protection concerns in person, in line with the Pittville Safeguarding and Child Protection Policy 5. Report any Child Protection and safeguarding concerns on CPOMs 6. Liaise with families and communicate concerns following liaison with the Safeguarding Team 7. Record any intervention/communication on CPOMs
Year Group Specific	<p>Year 7: Ensure students settle into their new school</p> <p>Year 8: Support students with Options Choices</p> <p>Year 9: Support students to develop long-term retrieval practice techniques from the start of their GCSEs. Support with Prefect application process. Further support with Year 9 option choices</p> <p>Year 10: Support the Work Experience programme.</p> <p>Year 11: Provide references upon request; support students with post-16 choices; ensure all students have and are following an effective revision timetable.</p>
Meetings and directed time	<ol style="list-style-type: none"> 1. Attend House Team Meetings during directed time. 2. Complete tasks allocated by the HoH during House Meeting.

Other Key roles and Responsibilities in Pittville School

<i>Role</i>	<i>Responsibilities</i>
<p>Responsibilities and Expectations of Curriculum Leaders at Pittville School.</p> <p>Curriculum Leaders, have a core responsibility to ensure that the Behaviour Policy is implemented consistently and to a high standard in every classroom and that there is a calm and orderly environment throughout the school, meaning that all students can focus on learning in all lessons. At all times, CLs are expected to explicitly</p>	<ul style="list-style-type: none"> • Check the safety and well being of all students • Quality assure staff within the faculty are following COVID 19 measures and applying them consistently. • Adhere to and consistently apply the COVID 19 measures • Be visible and promote positive corridor conduct. • Support the faculty to deal with any behavioural issues • Monitor behaviour incidents that take place within the faculty and follow up as appropriate • Communicate specific behaviour concerns to Pastoral Leaders and other key staff to develop coordinated support strategies • Communicate behaviour concerns and staff training needs via SLT link • Harness parental support by contacting parents when issues arise via email or telephone • Promote positive behaviour through the rewards system • Leading, training and monitoring classroom teachers and ensuring the expectations of classroom teachers are consistently being met by each teacher in the faculty • Managing behaviour within the faculty, including proactively identifying patterns in behaviour and taking action to respond to these patterns. This will include the analysis of pupils sent to INTEX, homework records, detentions, etc. in order to identify the need for any support. Where needed for any reason, intervention at faculty level should be implemented • Proactively engaging with parents and supporting with reintegration meetings for incidents within the faculty

<p>develop and reinforce the 'As Pittville Students...' behaviour expectations of students.</p>	<ul style="list-style-type: none"> • Celebrating the positive achievements and behaviours of students within the faculty by implementing the Rewards Policy • Monitoring students on report within the faculty • Ensuring excellent attendance and punctuality to lessons within the faculty • Ensuring excellent behaviour at transitions between lessons, on the corridors around the faculty • Ensuring students attend lunchtime and after school detentions within the faculty • Participating in the following duty rotas: break, lunch time and after school detention. • Support the delivery of the Behaviour Policy • Supporting reasonable adjustment for students with special educational needs or disabilities within the faculty • Ensure that planning and resource preparation within lessons removes any potential barriers for learning • Monitoring the quality of cover work and behaviour in cover lessons • Following up on behaviour concerns from cover lessons. • Covid-Safe Addendums to the responsibilities of Curriculum Leaders: • Ensure that home learning is adequately differentiated to support engagement by all students at home • Ensure that members of the faculty contact the families of students who are not engaging with home learning unless the student has been flagged from the pastoral team • Ensure that patterns in the non-completion of home learning are identified and proactively responded to.
<p>Responsibilities and Expectations of Head of House (HoH) at Pittville School</p> <p>HoHs are responsible for ensuring high standards of behaviour, the social and emotional well-being and student progress and achievement within their year group. At all times, HoHs are expected to explicitly develop and reinforce the 'As Pittville Students...' behaviour expectations of students.</p>	<ul style="list-style-type: none"> • Check the safety and well being of all students • Quality assure staff within the pastoral team are following COVID 19 measures and applying them consistently. • Adhere to and consistently apply the COVID 19 measures • Set high standards and expectations • Implement behaviour support strategies for individual students and develop proactive strategies that promote positive behaviour • Facilitate restorative conversations • Organise and chair meetings with parents. • Provide appropriate documentation to support the Head Teacher in making decisions on exclusion • Monitor incidents of all natures including bullying, racist and homophobic incidents to allow them to be dealt with swiftly and appropriately. • Counsel, support and mentor vulnerable students during the COVID 19 pandemic • Set targets with students to support their behaviour and learning • Communicate with home following key incidents • Support staff with behaviour incidents. • Refer students with persistent behaviour concerns to SLT • Refer students not adhering to COVID 19 measures to SLT • Leading, training and monitoring the team of tutors and ensuring the expectations of tutors are consistently being met in each tutor group • Ensuring a rigorous tutor programme is in place and consistently being delivered across tutor groups • Managing behaviour within the house group, including proactively identifying patterns in behaviour and taking action to respond to these patterns

	<ul style="list-style-type: none"> • Investigate behaviour incidents. Investigating and resolving incidents and preparing relevant reports and documentation as necessary • Leading on internal exclusions within the house group, including the reintegration meetings • Proactively engaging with parents or carers and supporting with Fixed Term Exclusion reintegration meetings • Celebrating the positive achievements and behaviours of students by implementing the Rewards and Recognition Policy • Delivering high quality, academically rigorous assemblies that promote SMSC, SRE and British Values • Leading on relevant sections of the ATL IBP and PSP process and monitoring students on report • Taking a leadership role within the Team Around the School meetings and ensuring actions from the meetings are coordinated and followed up • Ensuring excellent attendance and punctuality within the house group • Ensuring students attend after school detentions • Participating in the following duty rotas: break and lunch time, after school detention and INTEX • Support the delivery of the Behaviour Policy • Ensuring that the recommendations in IBPs and PSPs are implemented consistently within faculties • Supporting reasonable adjustment for students with special educational needs or disabilities within their year group.
<p>Responsibilities and Expectations of the Senior Leadership Team (SLT) Pittville School</p> <p>The implementation and daily management of the Behaviour Policy is the responsibility of the Senior Leadership Team. It is the responsibility of the SLT to ensure that a consistent approach to behaviour management is taken by all staff at Pittville School. This includes through the line management of curriculum areas, via the Curriculum Leader.</p>	<ul style="list-style-type: none"> • Check the safety and well being of all students • Quality assure staff within the school are following COVID 19 measures and applying them consistently. • Adhere to and consistently apply the COVID 19 measures • Support all staff and students through this difficult pandemic • Counsel, support and mentor vulnerable students/staff during the COVID 19 pandemic • Support middle leaders in ensuring positive behaviour is consistent • Support staff with serious incidents • Carry out reintegration meetings following fixed term exclusion. • Ensure staff are provided with continuing professional development to support positive behaviour • Support detention system and Internal Exclusion. • Dealing with serious incidents when the HoH is not available or feels the matter is serious enough to be referred to a senior member of staff for action. • Supporting the HoH with the investigation of Category 4 and 5 incidents. This should then be passed for a recommendation for exclusion to be made to the Headteacher. • Monitoring the quality of tutoring within the year/house group. • Proactively engaging with parents and supporting with Fixed Term Exclusion reintegration meetings. • Celebrating the positive achievements and behaviours of students by implementing the Rewards Policy. • Delivering high quality, academically rigorous assemblies that promote SMSC, SRE and British Values. • Monitoring reasonable adjustments for students with special educational needs or disabilities within their year group.

	<ul style="list-style-type: none"> • Covid-Safe Addendums to the responsibilities of the Senior Leadership Team, led by the Headteacher: • Ensure all staff are fully briefed on Covid-Safe behaviour protocols and the changes to the home school agreement. • Ensure that staff or student concerns about Covid-Safe behaviour protocols are dealt with swiftly. • Ensure solutions are in place to support staff work load related to Covid-Safe expectations. • Rigorously monitoring risk assessments and reviewing protocols where necessary. • Ensuring an Internal Exclusion rota is in place to support Covid-Safe behaviour protocols throughout the school. • All members of SLT are expected to participate in the following duty rotas: break time, lunch time, after school detention, Internal Exclusion. All members of SLT are expected to lead a screening or a search process if required.
(Governors)	<ul style="list-style-type: none"> • Visit the school and lessons to see the quality of Teaching and Learning and behaviours of the students within the school. • Attend governors meeting to further develop the school • Monitor rewards and behaviour trends • Attend meetings for students who are issued final warnings/permanent exclusion due to their behaviour

Categorisation of Incidents and Actions

To ensure that there is equality amongst students and that there are clear consequences which are applied consistently by all members of staff, incidents and the consequence actions are grouped into five different categories. In all instances sanctions are applied on an individual basis rather than for a whole group/class.

Reasonable adjustment must be provided for students with special educational needs and disabilities. This will balance individual needs with the needs of the school community as a whole.

At the heart of the Pittville School ethos are the following two approaches:

1. **'Over-correction' or 'positive practice'** in which students are given the opportunity to rectify their behaviour or repeat the correct version their behaviour when they have acted inappropriately. Where appropriate, 'over-correction' and 'positive practice' should be reinforced by the use of positive language. The principle of 'over-correction'/'positive practice' principle is of particular relevance to Category 1 (C1) incidents.
2. **'Restorative practice'** where students are encouraged to understand the impact of their actions and take steps to put it right. At the heart of this, staff should use strategies to resolve incidents after they have occurred and work with students to problem solve to find strategies to prevent relationship-damaging incidents from occurring again.

The Pittville System of warnings

At Pittville School a consistent method of warnings is used if there is disruption in lessons. This system is as follows:

STEP 1: Verbal reminder of expectations

STEP 2: "Written warning": Name recorded on board (see Category 1 in Behaviour Policy for follow up)

STEP 3: "Second written warning" Removed from the lesson and sent to Student Reception for Internal Exclusion (see Category 2 in Behaviour Policy for follow up) The teacher will need to do a phone call to parents and explain.

Covid-Safe Addendum:

In instances where a student fails to follow the Covid-Safe code of conduct, in a way that places the health and safety of the school community at risk, the system of warnings does not apply. Staff should contact a member of the Senior Leadership Team (or pastoral) for support and the student will immediately be removed from the lesson and remain out of circulation until a sanction is decided. In instances where the student's behaviour is beyond the control of the school and constitutes an ongoing risk to the health and safety of the school community, a student's parents or carers will be contacted and the child will be sent home. This will constitute a Category 4 incident and be counted as a Fixed Term Exclusion.

Categorising Incidents – for follow up and logging on SIMS

Please refer to the detailed guidance related to each incident (below) to ensure that each incident is followed up consistently.

Key for ownership of incident follow up (in brackets): ST = subject teacher W = Member of staff witnessing incident HoH = Head of House CL = Curriculum Leader

<p>Category 1: – This is low level disruption. This is managed by the member of staff who witnesses the incident. Outcome: STUDENT RECTIFIES BEHAVIOUR WHERE POSSIBLE (this may involve 'Over-Correction'/'Positive Practice' where the student repeats the correct behaviour when they have acted inappropriately) - AND RESOLVES WITH TEACHER. IF NO RESOLUTION = SHORT TEACHER DETENTION (15 minutes) at break or lunch should be sufficient.</p>	<p>Category 2: – This is a medium level of disruption. <i>When in lesson</i>, this is managed by teacher & subject leader/curriculum leader which may lead to referral to HoH for further follow up. <i>When out of lesson</i>, this is managed by the member of staff who witnesses the incident and referred to the HoH for further follow up. Outcome: PASTORAL DETENTION, SUBJECT TEACHER DETENTION (after school) May lead to a ATL or subject report.</p>
<p>Arguing with another student: in lesson (ST) Arguing with another student: out of lesson (W) Calling out/talking in lessons (ST) Chewing gum (W) Computer misuse (minor infringement of Acceptable Use of IT Policy) (ST) Eating in corridors (W) Eating in lesson (ST) Failure to bring equipment or kit (ST) Failure to complete classwork (ST) Infringement of uniform policy (single incident) (W) Late to lesson (without a note or reason from a member of staff) (ST & HoH) Littering (W) Mobile phone seen on site (W) No homework submitted – initial incident. (ST) Pushing into the queue in the canteen or bus queue (W) Refusal to sit where asked to by member of staff (W) Rudeness to another person – in lessons (W) Rudeness to another person – out of lessons (W) Running in corridors (W) – Covid – refer to SLT/HoH Shouting in corridors (W) - Covid – refer to SLT/HoH Swearing or inappropriate language (W) Throwing water (W)</p>	<p>Arguing with another student: out of lesson (W) Arguing with another student: in lesson (ST) Computer misuse (moderate infringement of Acceptable Use of IT Policy) (ST) Disrespecting canteen environment (W) Disrespecting the school environment – in lesson (ST) Disrespecting the school environment – out of lesson (W) Failure to complete homework consistently. (ST) Failure to follow instructions/defiance – in lesson (ST) Grouping around an incident/argument (W then HoH) Late to lesson (repeat occurrence) (ST) Outside of lessons failure to follow instructions (repeated twice by same member of staff or once by another member of staff) (W) Failure to resolve with a teacher when requested (ST/W) Inappropriate / offensive language (ST/W) Discriminatory language (ST/W) Infringement of uniform policy – shoes/no blazer/no jumper/no bag (ST/W) Infringement of uniform policy – repeat occurrence (x3 in half term) (HoH) Misuse of social media with a moderate impact upon the order of the school (W then HoH and/or tutor)</p>

	<p>Low level persistent disruption in class , after a warning (ST)</p> <p>Persistent failure to bring equipment/kit (ST)</p> <p>Poor behaviour in the bus queue/on bus (W then HoH)</p> <p>Poor behaviour in the local community(W then HoH)</p> <p>Talking in a test/exam (ST)</p> <p>Talking in assembly (tutor)</p> <p>Theft (minor) (W then HoH)</p> <p>Truancy from lesson (first occurrence) (ST then HoH)</p> <p>Walking away from a member of a staff (W)</p> <p>Water fight/throwing water – repeated (W then HoH)</p>
<p>Category 3 – This is a serious level of disruption. This is led by the HoH and may be referred to the SLT.</p> <p>Outcome: INTEX (internal exclusion) or pastoral detention</p> <p><i>May lead to HoH report. Persistent disruption at a Category 3 level may lead to a PSP.</i></p>	<p>Category 4 – This is very serious level of disruption. This is led by SLT alongside the HoH.</p> <p>Outcome: INTEX/FIXED TERM EXCLUSION or potential Permanent Exclusion.</p> <p><i>May lead to HoH (first instance) or SLT (repeat behaviour) report.</i></p> <p><i>Persistent disruption at Category 4 may lead to a PSP.</i></p>
<p>Bringing Pittville's reputation into disrepute (W and HoH)</p> <p>Computer misuse (serious infringement of Acceptable Use of IT Policy) (ST, CL and HoH)</p> <p>Cyber bullying (HoH)</p> <p>Dangerous behaviour with an impact upon health and safety within the school or local community (HOH)</p> <p>Failure to follow the instructions of senior staff (HOH)</p> <p>Failure to hand in mobile phone if requested (HOH)</p> <p>Failure to inform staff of the existence of drugs / alcohol on the school site (HOH)</p> <p>Graffiti/ Minor damage to property (HOH)</p> <p>Homophobic /biphobic/transgender or sexist incident (HOH)</p> <p>Inappropriate physical contact with a member of staff (eg. Pushing past a member of staff) (HOH)</p> <p>Inappropriate sexualised language (HOH)</p> <p>Involvement in a physical fight – not initial instigator of the fight (HOH)</p> <p>Misuse of social media, seriously affecting the order of the school (HOH)</p> <p>Poor behaviour in INTEX (HOH/SLT)</p> <p>Racist incident (HOH)</p> <p>Repeat truancy from lessons (HOH + CL if specific subject)</p> <p>Refusal to be searched. (HOH and SLT)</p> <p>Possession of a prohibited item (group A) (HOH)</p> <p>Serious incident outside school (HOH)</p> <p>Smoking on site or off site in school uniform including e-cigarettes (HOH)</p> <p>Serious theft (HOH)</p> <p>Truancy off site (HOH)</p> <p>Verbal abuse to another person – including serious arguing affecting the good order of the school. (HOH)</p> <p>Verbal bullying (HOH)</p>	<p>Being in possession of drugs/alcohol</p> <p>Failure to inform staff of the existence of an offensive weapon on the school site.</p> <p>Incidents of fighting inside or outside the school.</p> <p>Intoxication with drugs or alcohol on the school site</p> <p>Physical bullying</p> <p>Persistent C3 incidents</p> <p>Assault of another person</p> <p>Serious damage to property or building</p> <p>Serious distribution of illegal images</p> <p>Serious ongoing bullying</p> <p>Smoking on the premises</p> <p>Truancy from INTEX</p>

Category 5 – This is an **exceptionally serious** level of disruption. This is led by SLT alongside the HOH, before referral to the Headteacher for a final recommendation.

Outcome: MANAGED MOVE, ALTERNATIVE PROVISION, PERMANENT EXCLUSION.

Including most examples included in category 4, with the addition of:

Being in possession of an offensive weapon.

Indecent or sexual assault

Persistent serious behaviour which has not been resolved by PSP.

Serious assault on another person

Serious threatening behaviour to staff or other students

The following are temporary Covid-Safe addendums to the categorization of incidents:

Code as C2 - Covid

C2: Failure to follow social distancing rules when lining up to enter a lesson

C2: Failure to follow social distancing requirements around the school site

C2: Speaking on the school corridors.

Code as C3 - Covid

C3: Failure to sitting in agreed seat within the seating plan and/or moving from it without permission

C3: Truancy from lesson/session

C3: Failure to follow hand hygiene expectations

C3: Ongoing or deliberate failure to follow social distancing requirements around the school site

C3: Failure to follow social distancing requirements on the bus or in bus queue

C3: Failure to follow social distancing requirements outside school, when identified as a member of the school community

C3: Failure to follow the instructions of a member of staff inside or outside a lesson related to the Covid-Safe Code of Conduct.

Code as C4 - Covid

C4: Attending school with symptoms of Covid-19 (cough, difficulty breathing or high temperature), without a negative test, and refusing to follow instructions of school medical protocol

C4: Attending school when a household member has had symptoms of Covid-19 (cough, difficulty breathing or high temperature) within the past 14 days, without a negative test, and refusing to follow instructions of school medical protocol

C4: Dangerous behaviour affecting the health and safety of other members of the school community – eg. coughing deliberately without covering your mouth.

Code as C5 - Covid

C5: Serious deliberate endangerment of other members of the school community through a serious and deliberate failure to follow the Covid-Safe code of conduct.

PLEASE SEE APPENDIX 1 FOR CATEGORISATION OF INCIDENTS, PROCESS AND OUTCOME.

Detentions

Under the statutory power to discipline, it is lawful for teachers and other Pittville School staff to give detentions to any student under the age of 18. When these detentions take place within the normal school day, these can be given without notice, unless the pupil has permission to be absent from school. After the end of the normal school day, 60 minutes is the maximum acceptable duration for a detention. For a detention of up to 20 minutes after the end of the normal school day, no parental

notice is required. For detentions between 20 minutes and 60 minutes, a member of staff must attempt to contact the parent or carer so they can put in place plans for the student to travel home safely;

Staff must act reasonably when setting detentions, including:

1. For **lunch time detentions**, teachers must leave a reasonable amount of time for the student to eat, drink, use the toilet and be on time for their next lesson.
2. For **break time detentions**, teachers must leave a reasonable amount of time for the student to drink, use the toilet and be on time for their next lesson.
3. Staff must not set **after school detentions** when they are aware that this may put a child at risk.
4. Staff must take into account known caring responsibilities of a student.
5. Whether the parents ought to be informed of the detention.
6. Whether suitable travel arrangements can be made by a parent for a pupil. It should be noted, that inconvenience for parents is not a reason for a detention not to be set or attended.

The school will exercise its power reasonably and staff should never knowingly put a child at risk by placing them in a detention. The setting of detentions must not breach any other statutory duty (eg. Safeguarding, Prevent or the Equality Duty).

Parental consent is not required for a detention and it is the expectation that parents and carers will support the decision of the school to place a student in detention. Disagreement by parents or carers with the sanction is not an acceptable reason for non-attendance at a detention.

Detentions can be set by any member of staff and can be run at break, lunch, after school or on INSET days.

Staff should record the reason for the detention on SIMS/EDULINK along with the length of the detention (this will not always be necessary for short break or lunch detentions of less than 10 minutes).

School detentions currently run after school for up to one hour. Parents should note that detention emails / letters are not issued to seek parents'/carers' permission for the detention but rather to inform them of the specific details of the detention. By choosing to send a child to Pittville School all parents/carers agree to support the school's Behaviour Policy including the use of after school detentions. Any concerns raised by a parent over a detention should be addressed to the member of staff who issued the detention. However, detentions should only be revoked if the member of staff feels they made an error in issuing the detention. Detentions should never be revoked in order to appease parents. The guiding principle should always be was the decision to issue the detention fair and proportionate? If so the detention should stand even if parents disagree with the decision and are unsupportive of it. Parents should be aware that there is no longer any legal requirement to give 24 hours' notice of detentions. However, most after school detentions will be issued by email with at least 24 hours' notice unless there is a specific reason to hold a same day detention. Same day detentions of up to one hour will be run where it is deemed appropriate by a senior member of staff (a member of SLT or Head of House) Parents will be informed by phone or email message of same day detentions.

For further information regarding school detentions and whole school behaviour and discipline, you are very welcome to read and consult the following Department for Education document published in 2016.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

MISSED DETENTIONS AND REARRANGING DETENTIONS

School detentions are held every night of the week, from 3.10pm until 4.10pm. Students are expected to either copy out the school rules in their detention, or complete work set by the teacher who has set the detention. They are not allowed to leave detention until this work has been

successfully completed. If they fail to attend a detention, the detention will be doubled (i.e. if they miss a 30 minute detention they will do a 1 hour detention the next day). Should they fail to attend or complete the subsequent detention they will be placed in INTEX until 4.10pm on their next day in school. If they miss a detention due to being absent from school they will obviously not be issued with any consequences but they will be expected to complete the detention on their first day back in school.

We realise that after school detentions can cause issues with transport but these are not seen as a reason to miss a detention. If your son/daughter has transport problems which make it difficult for them to attend a detention we will be happy to change the after school detention to a break and lunch detention but we will only do this once in an academic year. Should your child get a second detention they will be expected to do it after school and we would ask you to make alternative travel arrangements.

Truancy Protocol

1. Register taken within first 5 minutes of the lesson.
2. Class teacher checks the register to ensure any students absent in the lesson have not been marked in earlier in the day.
3. If a student is absent but present in previous lessons, the teacher emails Pastoral to alert them.
4. The Pastoral Team checks the teacher's register to find which student(s) is (are) absent from the lesson.
5. The Pastoral Team checks the name against the list of vulnerable students provided by the DSL. If the student is on the list of vulnerable students, the DSL or named member of the Safeguarding team is contacted immediately.
6. The Pastoral Team then check: INTEX, toilets, lessons, medical room, any trips or organized activity and any emails or notes which might indicate where the student is located.
7. If the Pastoral Team locate the student they update the register and email the teacher.
8. If the Pastoral Team cannot locate the student they contact SLT to look for the student around the school site. SLT will also check with Reception and Premises to see if any student is known to have left the school site.
9. If SLT locates the student, they return the student to the lesson and inform the teacher the student has been truanting and requires a full teacher detention. (Category 2)
10. If the student cannot be found and/or there is reason to indicate that the student has left the premises the Pastoral Team will contact home to speak to parents/carers and will maintain contact with home until the student is confirmed as safe. The Pastoral Team will outline the sanction and organise a meeting with the student's family and the relevant HoH/SLT. (Category 3)
11. If it is confirmed that a student has truanted, the teacher is informed.

Consequences:

1. Truancy from a lesson results in a full subject teacher detention. (Category 2)
2. Repeat truancy results in a day in INTEX plus a parent meeting (Category 3)
3. Truancy off site results in an Internal Exclusion and a meeting with parents. (Category 3) Or 5x60min after school detentions to catch up on learning time missed.

On Call

On Call is the system used by Pittville School to respond to a serious incident or serious disruption in the classroom. It should be used in the following circumstances:

1. When a student has failed to follow the Covid-Safe Code of Conduct in a lesson or on the way to or from a lesson. When a student refuses to leave the lesson and report to Student Reception
2. In a Category 3 incident in a lesson. When a student refuses to leave the lesson and report to Student Reception
3. In a Category 4 or 5 incident. When a student refuses to leave the lesson and report to Student Reception

4. If there is the suspicion that a student is in possession of a prohibited item and a search needs to be conducted
5. If there is the suspicion that a student has consumed alcohol or a drug
6. If there is a child protection or safeguarding concern, where immediate action needs to be taken
7. If there is a medical emergency for which additional support is required
8. When a student is missing from a lesson (in line with the Truancy Protocol)
9. When additional support or the guidance of a member of the Senior Leadership Team is required

Contacting On Call

On Call can be contacted in the following ways:

1. Using SIMS to alert Reception. Where possible, the member of staff should provide detail of the reason that On Call is required, to enable efficient management of On Call.
2. Phoning Reception to radio for On Call or going to Reception in person.
3. Sending a student with a note to Reception
4. Asking a member of staff to contact On Call on your behalf.

A member of staff should never leave a class unattended to contact On Call.

Removing students from lesson – Category 3 and 4 incidents and a failure to follow the Covid-Safe Code of Conduct

When a student is removed from a lesson by On Call, it is the responsibility of the classroom teacher to log this incident on SIMS, set a detention and contact parents, following the procedures for Category 3 incidents outlined in this policy. If the incident is a Category 4 or 5 incident, the HoH/SLT will support with follow up.

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The role of On Call is critical to the successful implementation of the Behaviour for Learning Policy. The responsibilities of members of staff allocated to On Call include:

1. Having a radio turned on, to accept messages.
2. Visiting Cover lessons where possible within the timetabled period and providing appropriate support if required and ensuring that cover work is in place and of high quality.
3. Follow up on any concerns about cover work left for students.
4. Informing a member of the Senior Leadership Team immediately if a search has been requested or if there is concern that a student is intoxicated with drugs or alcohol.
5. Conducting corridor patrols and ensuring all students are in lessons.
6. Responding to On Call requests from members of staff.
7. Supporting the implementation of the Truancy Protocol.

Prohibited Items and Confiscation

The following items are prohibited on the school site that may be searched or screened for. Pittville School has the power to confiscate these items, along with any others considered by the school to be harmful or detrimental to school discipline, however they are found.

Group A Prohibited Items

Item	Return timescale (if returned)	Return process
Mobile phones or smart watches. (must be off and out of sight).	End of school day	Collected from student reception and/or main reception
Jewellery that is an infringement of the uniform policy (when worn on school site)	End of school day	Collected from student reception and/or main reception
Hoodies	End of school day	Collected from student reception and/or main reception
Aerosols	End of school day	Collected from student reception and/or main reception
Chewing gum	Not returned	
The following Group A prohibited items will be returned if they are not required as part of a police investigation.		
Any article that a member of staff reasonably suspects has been used/will be used to commit an offence.	After meeting with the Headteacher/SLT/HoH	Returned to parent or carer
Razor blades/sharp scissors	After meeting with the Headteacher/SLT/HoH	Returned to parent or carer
Medication	After meeting or phone call with a member of the SLT / HoH	Returned to parent or carer
Alcohol .	Not returned – disposed of by the school	
Tobacco/cigarette papers/E-cigarettes/lighters	Not returned – disposed of by the school	
Fireworks	Not returned – disposed of by the school	
Substances that may be harmful or detrimental to good order and discipline, including 'legal highs'.	Not returned – disposed of by the school	
Body piercing equipment/paraphernalia	Not returned – disposed of by the school	
Any article that a member of staff reasonably suspects has been/will be used to cause personal injury (including to the student), damage to property or compromise health and safety.	After meeting with the Headteacher/SLT/HoH	Returned to parent or carer
Any item banned by the school, including mid-year which has been identified in the rules as an item which may be searched for.	After meeting with the Headteacher/SLT/HoH	Returned to parent or carer

It is the responsibility of all members of staff to ensure that valuable items (including mobile phones, smart watches and jewellery) are handed to Reception to be kept in the school safe. Any confiscated item that may cause damage to property or a person must be kept securely.

Searching an electronic device

If a search or screening finds an electronic device that is prohibited by the school rules, or that there is a reasonable suspicion has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the school has the power to examine any data or files on the device where there is a good reason to do so. The school also has the power to delete data or files if there is a good reason to do so, unless the device is going to be passed to the police. Good reason for an examination of an electronic device or the deletion of data or files is if a member of staff should reasonably suspect the data or file on the device has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

There is no requirement to have parental consent for an examination of an electronic device or the deletion of data or files.

If there are reasonable grounds to suspect that the device contains evidence relating to an offence, the device must be given to the police as soon as it is reasonably practicable; material should not be deleted from a device prior to giving it to the police.

Group B Prohibited Items

(These will not be returned to parents, carers or the student; the school will contact the police for advice about these items. These items will be disposed of if following this consultation the school believes there is good reason to do so):

- Illegal drugs or controlled drugs (where staff are unsure of the legal status of a substance and believe it to be a controlled drug, they should treat it as such)
- Knives or weapons, including replica weapons/'BB guns'
- Drug paraphernalia
- Stolen items (unless of low value)
- Pornographic material/images (these may be disposed of by the school without consultation with the police unless there are reasonable grounds to suspect that its possession constitutes a specific offence (ie. it is extreme or child pornography))
- Illegal items

Mobile Communication Devices (Phones/Tablets)

Students are allowed to bring mobile phones/personal tablets into school. If they choose to do so it is on the understanding that they agree with the following limitations on its use, namely:

Mobile phones must be switched off and out of sight from the moment they pass through the school gates in the morning to the moment they leave the school gates at the end of the school day.

Mobile phones must be switched off at all times during the school day whilst students are on the school premises including in lessons and at break and lunchtimes. It is not acceptable for phones merely to be put on silent or pager mode.

The only exception to the above is where a member of staff instructs a student to use their mobile phone in a lesson to support their learning.

- The phone must be kept out of sight at all times.
- No student may take a mobile phone into a room or other area where examinations are being held.
- The security of phones will remain the student's responsibility in all lessons including PE/gym lessons.
- The Headteacher, in the presence of another member of the senior leadership team (all of whom have undertaken L3 safeguarding training), have the right to view files on confiscated equipment if there is/thought to be a serious breach of our behaviour policy. Staff will view files/images that are a serious breach of our behaviour policy, for example, online bullying, sexting, racist comments, criminal activity.

If a phone/tablet is seen in school at any time it will be confiscated and parents/carers will be asked to collect it from the school's reception. Please refer to the Mobile Phone policy

- If a student refuses to hand their phone/device over they will be sent to referral for a period of one working day. If they continue to refuse to hand over their phone when placed in referral they will be excluded for one day and will be required to complete a day in isolation before returning to lessons
- Refusal to go to isolation will result in a one day fixed term exclusion with the day in isolation completed upon their re-admittance to the school

Personal headphones are also banned in school. They should be placed in bags during the school day and may not be used. Amendments may be made as required. This will be at the discretion of the headteacher.

Lines in the Sand

There are some boundaries which as a school we will not tolerate any students crossing. If they do, it is highly likely that they will be permanently excluded from Pittville School. An indicative but non-exhaustive list would include,

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug (or New Psychoactive Substance)
- Carrying an offensive weapon*
- Arson
- Persistent and repeated disruption of learning
- Persistent and repeated bullying (which could include racist or homophobic bullying)
- Possession and or use of an illegal drug (or NPS) on school premises/activity

The School may also consider police involvement for some of these offences.

* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him." These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School.

Screening and Searching

The school also has the power to search students without their consent for a prohibited item. Pupils have the right to expect a reasonable level of personal privacy; this right may be interfered with by the school but the school must always carry out screening and searching in such a way that is justified and proportionate.

In all instances, searching and screening must be under the direction a member of the Senior Leadership Team who must oversee the process. The only exception to this is on a school trip when one of these members of staff is not present; in all such circumstances reasonable efforts must be made to contact one of these members of staff before a search or screening is conducted.

Parental consent is not required for either screening or searching.

Where it is judged appropriate, the School Police Officer may be contacted for support with a Search or Screening.

<https://www.gov.uk/government/publications/controlled-drugs-list--2/list-of-most-commonly-encountered-drugs-currently-controlled-under-the-misuse-of-drugs-legislation>

If a student refuses to be screened or searched, the school has the power to refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this includes making reasonable rules as a condition of admittance. If a student fails to comply, and the school does not let the student in, Pittville School has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend. Refusal to be

searched is also a Category 3 incident, for which a student will receive an Internal exclusion as a sanction.

Screening:

This involves the school randomly selecting a group of students to check that they are not in possession of any prohibited items. Pittville School maintains the power to screen students with their consent, for any item. This may be done at any point during normal school hours, during an after school activity or on a school trip. This may require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they are not suspected of having a weapon. Lockers, as school property, can also be subject to screening and may be screened without the student present.

If the student refuses to be screened, the school will follow this up as a Category 3 incident.

Searching:

Pittville School has the power to search students with their consent, for any item. Parental consent is not required for a search to take place. Parents will not be contacted before any type of search. A search without consent can only take place when a member of staff has reasonable grounds for suspecting that a student is in possession of a prohibited item. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to suspect that the student is concealing a prohibited item.

The search process – before the search:

1. Contact a member of the Senior Leadership Team to request a search. One of this team must be present before a search can be undertaken.
2. Ensure the student is in close supervision at all times before one of these colleagues arrives. Where possible, the student should be moved to an Office. Searches must only be carried out on the school site, unless on a school trip or other such off-site activity in which a member of staff has lawful control or charge of the student.
3. Where appropriate, CCTV should be checked to see if there is additional grounds for a search (a member of SLT or a HOH).
4. The searcher must be the same sex as the pupil. The only exception to this is exceptional circumstances in which a member of staff of the same sex is not available, and there is reason to believe that a failure to conduct a search could affect the safety of the student or other persons.
5. A witness should be present at all times when a search is conducted and should be present before the start of the search.

The search process- during the search

6. The search extent can include: clothes, possessions, desks and lockers. The person conducting the search may not require the student to remove any clothing other than outer clothing (clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear; this includes hats; shoes; boots; gloves and scarves).
7. The student does not have to be present for the search of lockers or other spaces.
8. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, illegal drugs, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other prohibited items. (See detail below on the reasonable use of the force and other forms of restraint)

The search process - after the search

9. Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
10. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.
11. The member of staff can retain anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
12. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.
13. There is no legal requirement for a record to be kept of a search. However, it is good practice for a note of a search to be made on SIMS of the search which includes:
 - a. Name of the staff member conducting the search and the witness.
 - b. Grounds for the search.
 - c. Location of the search.
 - d. Extent of the search.
 - e. Whether consent was given.
 - f. Whether force was used (see detail below on the reasonable use of the force and other forms of restraint).
 - g. Items found and the outcome.
14. Parents should always be informed retrospectively of a search, unless there is reasonable concern that this may affect a police investigation.

The use of reasonable force and other forms of restraint (see policy on physical intervention)

Every effort must be made to avoid a situation escalating, by using the school's systems and procedures. The school guidance is that staff should not engage in actions which may lead to a physical confrontation between a member of staff and a student, for example standing too close to a student which may feel intimidating to them, or blocking a doorway. However, there will be times when staff do need to intervene in order to prevent an incident, as outlined below.

If it is the judgement of Pittville School staff not to physically intervene, it is always our professional responsibility to respond to an incident in some effective way, such as moving other students away from the area and ensuring the area is safe. Staff must always seek immediate help. This should include contacting SLT/pastoral, and should also always include being responsible for ensuring that a member of the Senior Leadership Team has been contacted.

School staff do have the right to use physical force to control and restrain students. However, this is a power that must be used with due caution and consideration. The use of physical force must be proportional and reasonable – if it is not, then the use of force could be considered illegal. This power should only be used to achieve an outcome in the best interests of a student or students, where their behaviour is of immediate concern and the safety of staff and students is at risk.

Should physical intervention be necessary, it must be proportionate to the incident in progress. This could be on the school premises or off the premises during an authorised school activity, and would be likely to be in the following situations:

- where a criminal offence is being committed
- in self-defence where risk of injury is imminent
- where students may injure themselves or others, or damage property
- where the good order and discipline of the school are being compromised.

Where students refuse to leave a lesson, we use the "Call In" approach where a senior member of staff will sit with/next to the pupil in a lesson to avoid further disruption and then at a more appropriate time (the end of the lesson) the member of staff will escort the pupil from the room

While all members of staff may use physical force to restrain a student, this is a right which must be exercised with caution and professional judgment, and in accordance with Trade Union advice and within Local Authority Guidance.

Written statements should be provided after the incident from staff involved and from any students who may provide relevant witness statements. Parents will also be informed if any form of physical intervention is carried out.

Students who are found to have made malicious allegations against a member of staff

Pittville School will not tolerate any malicious allegations made against a member of staff, Governor or visitor. We take allegations of this sort very seriously as they can be upsetting, hurtful and potential damage reputations irreconcilably. Malicious allegations can take a number of forms including verbal allegations, written allegations and as a result of the misuse of social media. We also take seriously any 'group behaviour' in this regard and the encouragement or knowledge of other students, even if they have not been the direct or initial instigator.

The school will judge the consequences for students making malicious allegations in the context of the following categories of incident:

- C2 Misuse of social media with a moderate impact upon the order of the school
- C3 Bringing Pittville's reputation into disrepute
- C3 Misuse of social media, seriously affecting the order of the school
- C3 Verbal abuse to another person
- C3 Verbal bullying
- C4 Serious distribution of illegal images
- C4 Serious ongoing bullying
- C5 Serious threatening behaviour to staff or other students.

Behaviour Flow Diagram—Levels of intervention

Poor attitude to learning. (ALT)
Effort challenge with tutor - no improvement, escalates to Head of House, SLT. Mentor to work with identified pupils)

10 behaviour points in one term - report card to tutor, or pastoral staff. 20 points = 1 day in referral
30 points = 2 days in referral

3 x referrals in one week = 1 day FTE
6 x referrals in one term 3 day intervention programme (3DIP) and governor behaviour panel.

3 x FTE in one term = 3 DIP and a Governor behaviour panel

RFE meeting with Head Teacher and Head of House. Upon return to school, signs behaviour code of conduct and completes a 2 week report card to Head Teacher (or SLT). Recommendations and strategies issued to staff.

IBP triggered by the following:

1. 20 points in 2 consecutive terms.
2. 3 DIP (6 x referral or 3 FTE in one term)
3. Serious rule breach

IBP runs for 8 weeks (review at 4 weeks), if no improvement, it runs for a another 8 week cycle.

IBP—MYPLAN written at this stage and referral to Team Around the School, referral to councilor and/or trailblazers. Refer to a mentor.

If still no improvement or serious deterioration during this support period = PSP

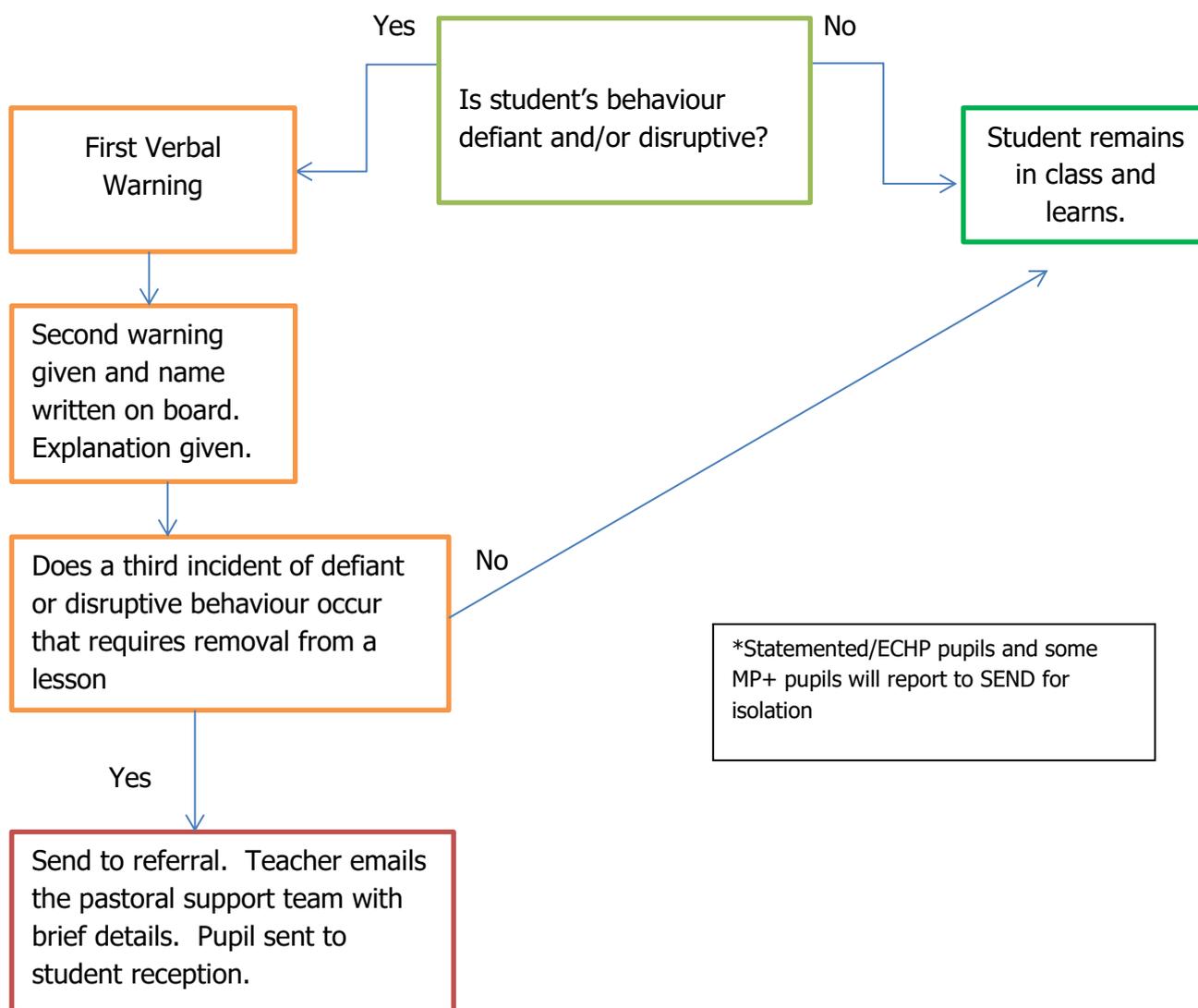
PSP runs for 12 weeks (2 terms). MY ASSESSMENT written at this stage. EP report and / or ATS intervention/assessment required, SALT. If not already in place appoint a mentor.

Referral sought to Speech and Language Assessment Team

PSP failed, will result in either a managed move or alternative provision sought.

Failed managed move or break down of AP = Permanent Exclusion.

BEHAVIOUR MANAGEMENT FLOWCHART



What happens next?

Please remember to email pastoralstaff@pittville.gloucs.sch.uk

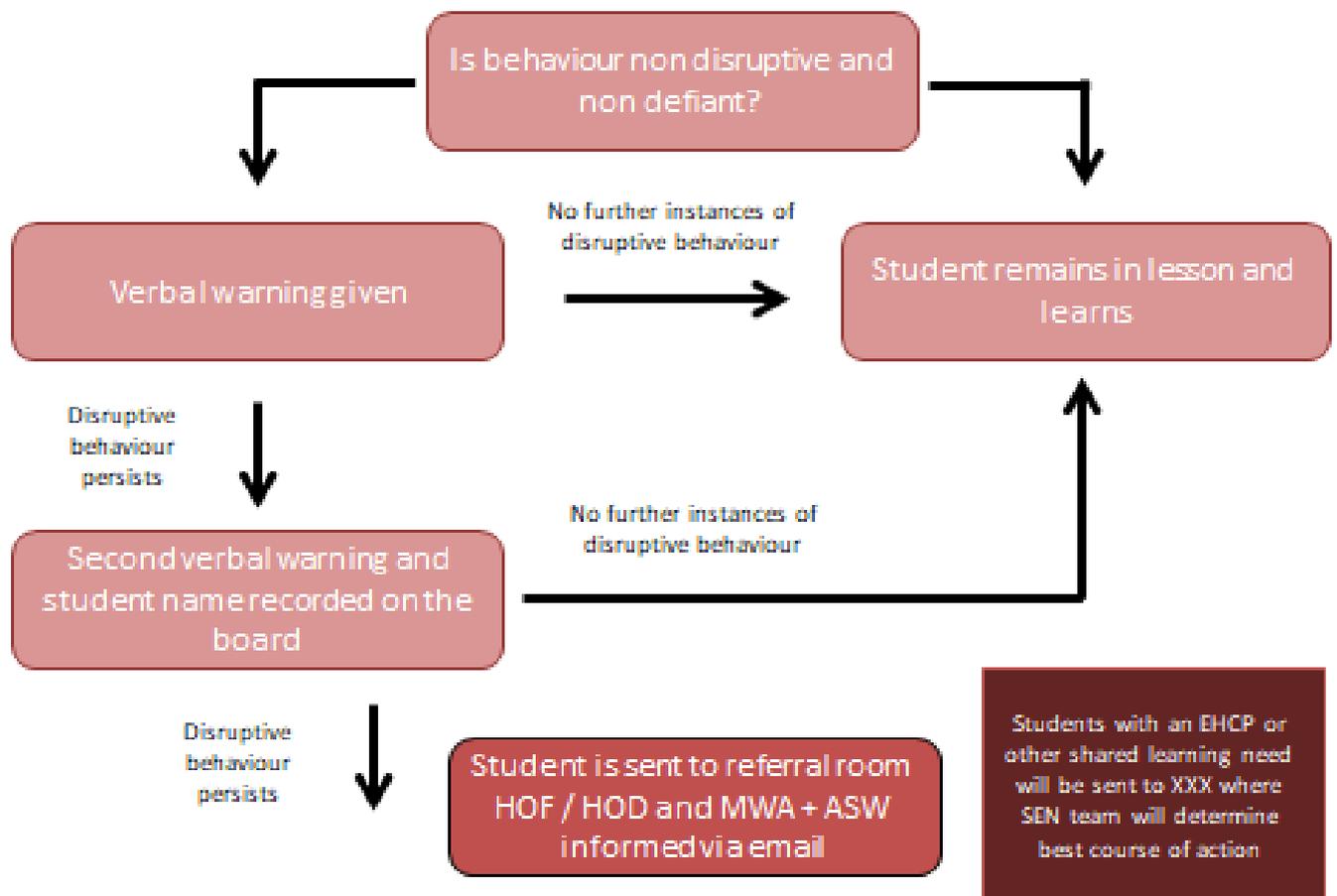
There are a number of things that will happen once a pupil has been sent to the Referral Room.

The following is a simplified version of the behaviour process.

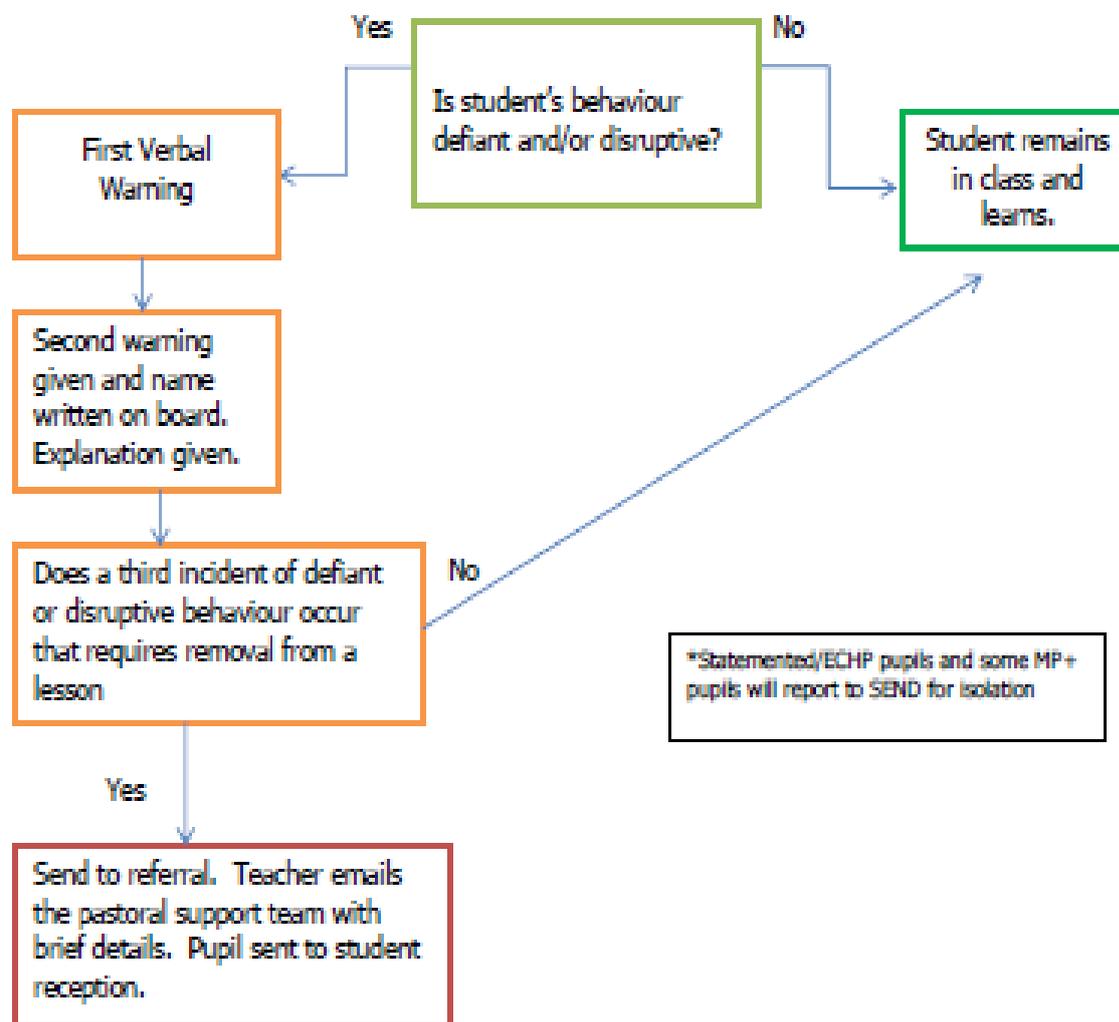
The student signs in at Student Reception and is sent through to referral:

- The student completes a reflection sheet.
- Once the reflection sheet is completed the student is then given additional work to complete.

At the end of the day the student is expected to engage in a restorative conversation with the teacher. Please see the Behaviour for Learning Manual for information



BEHAVIOUR MANAGEMENT FLOWCHART



What happens next?

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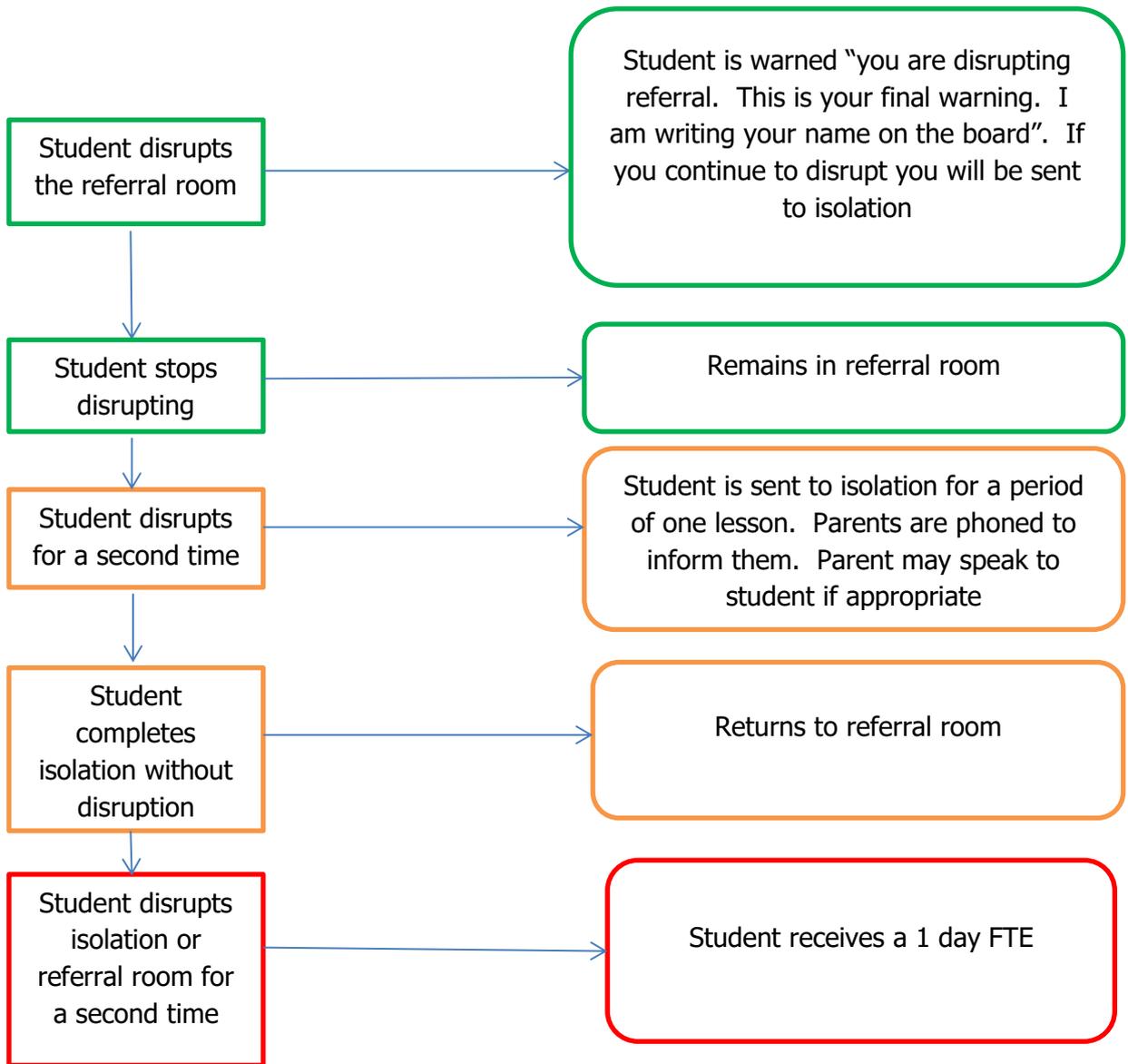
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Referral Flowchart



Appendix

Restorative Conversation

The restorative conversation is an opportunity to rebuild the relationship with the pupil that has been sent to isolation. The conversation is not to be used as another telling off/administration of punishment - that has been done by sending the pupil to isolation.

The conversation should:

- • Help the pupil reflect on their behaviour.
- • Move the pupil on from that behaviour.

Reflecting on what has been done:

- Why do you think you were sent to isolation?
- How were you behaving when you were sent to isolation?
- Why were you behaving that way? (See difficulties)
- How can we/you make things better when you are back in lesson?
- How can we support you when you are back in lesson?

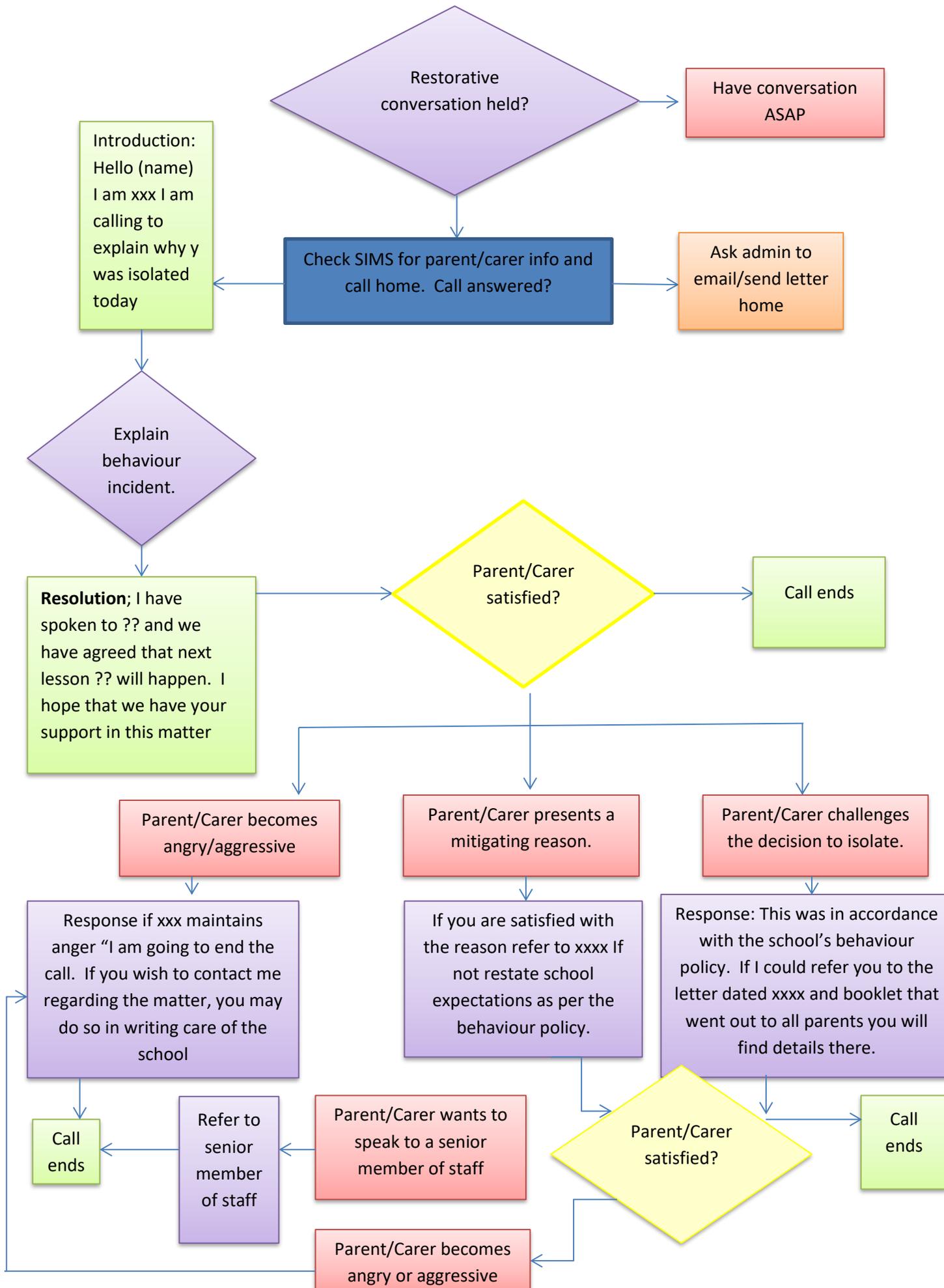
Moving on from the behaviour incident:

- Reinforce the school's expectations for behaviour in the lesson.
- How could you improve next lesson?
- Reinforce positive aspirations.
- Provide support for positive behaviours.
- Agree on a strategy to improve the pupil's behaviour in your lessons over the long term.
- Agree on a change that may benefit the pupil (level of difficulty of work, place in the seating plan etc.).

Difficulties you may face:

- Prepare for a difficult or challenging answer. A safeguarding issue may be a mitigating factor in the behaviour and you may need to raise this with the DSL or other member of the safeguarding team where appropriate. There may be another revelation that you may have to deal with.
- Prepare to apologise. You may have missed something or sent the wrong pupil out.
- An apology can be a vital tool for building a strong relationship in the classroom.

PHONE CALL HOME FLOWCHART



Internal Exclusion

Internal Exclusion (INTEX) is a serious sanction that is the consequence for Category 3 incidents, failure to attend detentions or persistent Category 2 incidents. In Internal Exclusion, students are removed from their normal lessons as a consequence of their behaviour; they are not allowed to leave the Internal Exclusion room for break and lunch time but are provided with refreshment and toilet breaks. Students must report to Internal Exclusion within 5 minutes of being sent and remain after the end of the school day until 3.40pm, to take part in a restorative conversation if required. Students in Internal Exclusion must adhere to the following expectations:

1. Work silently on allocated academic work.
2. Complete a reflection task related to the incident.
3. Remain in the allocated seat throughout the day.
4. Remain within the INTEX room and not leave unless under supervision.

Students who leave Internal Exclusion without permission will be required to either carry out additional time in Internal Exclusion or be subject to a Fixed Term Exclusion.

Students must only be prevented from leaving the Internal Exclusion room of their own free will in exceptional circumstances when the power to use reasonable force is invoked to:

- prevent the student from committing an offence, injuring themselves or others, or damaging property or
- to maintain good order in the school or
- conduct a search for a Category B prohibited item.

INTERNAL EXCLUSION (INTEX) PROTOCOL

Please remember to e-mail studentsupport@pittville.gloucs.sch.uk, slt@pittville.gloucs.sch.uk

There are a number of things that will happen once a pupil has been sent to the INTEX. The following is a simplified version of the behaviour process:

1. The student signs in at Student Reception and is sent through to INTEX
 - The student completes a reflection sheet
 - Once the reflective sheet is completed the student is then given additional work to complete which relates to the lesson the student has been withdrawn from.
 - At the end of the day the student is expected to engage in a restorative conversation with the teacher
 - The student remains in referral for the period of one school day and on the day of the referral until 3.40 pm or until the restorative conversation has taken place.
 - If the student does not fulfil any of the above expectations they will be given a Fixed Term Exclusion (FTE).
2. Parents will be contacted by the pastoral admin team to inform them their child has been sent to INTEX, once it has been confirmed:
 - The teacher will have a restorative conversation with the student
 - The teacher will then contact home to explain/discuss the incident

If a student disrupts the referral room they will be issued with one warning and will then be removed and isolated for the rest of the lesson. They will then return to the INTEX the next lesson.

When placed in isolation students are expected to work in absolute silence and complete all the work set. At this point a student will be at risk of exclusion from school.

Any further disruption will result in an exclusion from school. Upon returning to school the student will be expected to successfully complete their day in INTEX.

Action	By Whom
Following a Category 3 incident, the incident is logged on SIMS with as much detail as possible. This should take place as soon as possible.	Member of staff who witnessed the incident.
Statements are taken from all relevant students.	HOH/pastoral coordinates – supported by SLT, tutor, ST and CL as appropriate.
Decision is taken about whether the student should be placed in Internal Exclusion and for how long.	HOH / SLT
INTEX is recorded on spreadsheet held Z Drive . SIMS should have logged the reason for the Internal Exclusion, written in the third person and with names of other students removed so that this text can be directly lifted into the Internal Exclusion letter.	Student Reception.
Phone call home to parents informing them of the Internal Exclusion and the reason for the Internal Exclusion.	HOH – out of lesson incident CL – in lesson incident ST – in lesson incident
Letter sent home to parents.	Student Reception.
INTEX logged on SIMS	Student Reception.
Restorative conversation held	Student and W/ST

Reintegration meetings after a Fixed Term Exclusion

The purpose of reintegration meetings is to hold a formal meeting with parents/carers and the student in order to set targets for their reintegration and agree appropriate support. In the event of a Fixed Term Exclusion, this meeting may be the start of the pre PSP or PSP process or a PSP review. This meeting, depending on the seriousness of the exclusion can be with a tutor, HOH, Assistant Head or Deputy Head or Head Teacher. This is a formal requirement as part of our exclusion process and a statement to this effect is included on all correspondence for fixed term exclusions. Targets using restorative and language will reinforce our expectations for positive learning behaviour. The reason for the exclusion is discussed and strategies and targets for improvement are agreed.

Reports

Reports should be used for short periods of time and relate to specific areas of concern (e.g. homework, truancy, behaviour, effort, etc.) Targets could either be areas identified through academic monitoring, as a result of analysis of behaviour reports or Pastoral Support Plan (PSP) targets. The student must be aware of why they are on report and the targets set. Reports should normally be issued by tutors, Curriculum Leaders, HOHs or SLT, including the Head Teacher and checked on a daily basis. In some instances, these will also be checked at break and lunchtimes. The report must outline the consequences if a student does not successfully meet the targets within the report (both on a daily basis and in the longer term). The student is responsible for handing the report to subject teachers at the start of each lesson. They must not leave a lesson to collect a report that they have left with a teacher of a previous lesson. Parents/carers must be informed that a student is on report. Parents/carers need to sign the report daily and must be contacted at the beginning and end of the report process. It is important that follow-up action is taken in the event that a student does not successfully meet the targets on their report.

Governors' Disciplinary Panels:

The Governing Body will hold disciplinary panels at its discretion when there are concerns about the impact of a student's behaviour upon:

1. The wellbeing of others within the school community
2. The good order of the school community
3. The education of others within the school community

Parents or carers will be invited to the Governors' Disciplinary Panels, along with the student and representatives of the school staff. In instances where a parent or carer is unable to attend the Governors Disciplinary Panel at the time and date arranged, the panel will meet with the student in the absence of the parent or carer. Written feedback will be provided after the Disciplinary Panel and a copy kept on the student's file.

Pastoral Support Plans

The purpose of the PSP programme is to support those students who are at risk of exclusion or whose behaviour has a serious negative impact upon the learning or safety of other students within Pittville School. It is a programme of intervention and support for individual students who may:

- Have had several internal exclusions and/ or a high number of negative behaviour incidents logged
- Have had fixed term exclusions
- Be at risk of failure at school through a lack of engagement or rapidly deteriorating behaviour
- Have had high levels of truancy (off site or on site)
- Be at risk of permanent exclusion

PSP Tiers

The PSP is a tiered programme. Students can enter the PSP process at a relevant higher point than Pre-PSP (IBP – individual behaviour plan) if the presenting behaviour is of sufficient concern or a managed move has already been attempted. Where appropriate, a student who has been on a PSP earlier in the school career, may re-join the PSP programme at a higher or lower level than the previous level of the presenting behaviours.

Stage and Staff Lead	Duration	Process
Prep-PSP (IBP – individual behaviour plan) HOH lead	6 weeks (1 term)	<ul style="list-style-type: none"> • Information gathering stage • Monitoring- HOH report • Parental meeting and parental letter • If appropriate, SEN support reviewed • Discussed at TAS meeting • 'Test' period for escalation to PSP stage 1 • Review at 6 weeks with parents. • If successful, confirm with a praise letter. Continue to monitor via TAS/behaviour policy processes. • If unsuccessful, letter home to confirm next stage of PSP
PSP stage 1 HOH lead	6 weeks	<ul style="list-style-type: none"> • Internal/external support put in place commissioned via TAS meeting. • If appropriate, SEN support reviewed and commissioning of EP report • Student targets set. • Weekly phone call or parental meeting led by HOH • Review at 6 weeks with parents.

		<ul style="list-style-type: none"> • If successful, confirm with a praise letter. Continue to monitor via TAS/behaviour policy processes. • If unsuccessful, letter home to confirm next stage of PSP
PSP stage 2 HOH lead with SLT	6 weeks	<ul style="list-style-type: none"> • Internal + external support put in place commissioned via TAS meeting. • PSP effectiveness reviewed • If appropriate, EHCP application submitted. • If appropriate, for an EHCP student – Emergency Annual Review Arranged . • Student targets set. • Weekly phone call or parental call meeting led by HOH • Review at 6 weeks with parents. • If successful, confirm with a praise letter. Continue to monitor via TAS/behaviour policy processes + tutor report. • If unsuccessful consider: Alternative Provision and/or a managed move. • If unsuccessful, consider referral to Permanent Exclusion

Team Around the School (TAS) Meetings

One of the key principles of the Behaviour for Learning Policy at Pittville School is that we should seek to understand the factors that may affect a student’s behaviour and provide effect support to help improve behaviour of students. This support is coordinated through the Team Around the School Meetings. These are fortnightly meetings of key professionals in the school.

The principle of the meeting will be based upon the graduated approach of Assess-Plan-Do-Review:

- The **‘Assess’** section should be completed by the HOH or relevant member of pastoral staff before the meeting. It can include the use of round robins, SIMS data (behaviour, progress, reports, FTE records, Intex records), teacher feedback, parent and student feedback. Student Voice/My Journey.
- The **‘Plan’** section takes place within the meeting.
- The **‘Do’** section are the actions that should be completed outside the meeting.
- The **‘Review’** section takes place within subsequent TAS meetings.

Alternative Provision / short term interventions

Alternative provision or short term interventions involve education elsewhere, normally for the purpose of improving a student’s behaviour. The headteacher has the power to direct a student to be educated elsewhere for the purpose of improving their behaviour.

Pittville School is responsible for ensuring that the student’s full-time education continues whilst off-site. Any such arrangements do not amount to an exclusion from school.

In all instances, parental or carer involvement and approval will be sought for this provision.

However, alternative provision or a short term intervention can be arranged without parental or carer approval. In this instance, parents or carers must be notified of the arrangements. Schools have the power to direct students to alternative provision; if the parents or carers will not sign the referral form, this process should be discussed with the Local Authority and Chair of Governors.

Pittville School Exclusion Policy

Pittville School's Exclusion Policy is based upon the DfE's statutory guidance 'Exclusion from maintained schools, academies and student referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion' September 2017.

The power to exclude:

Good behaviour is essential to ensure that all students can benefit from the opportunities provided by education at Pittville and that all students feel safe within school. As a result, fixed term exclusions or permanent exclusions will be used as a sanction when warranted within the Behaviour for Learning Policy. The overview of sanctions in the Behaviour for Learning Policy indicates the types of incident that can lead to exclusion.

It should be noted that:

- a student who repeatedly disobeys their teachers' academic instructions can be subject to exclusion.
- the behaviour of a student outside school can be grounds for an exclusion.

Only the headteacher of the school can exclude a student, and this must be on disciplinary grounds. When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

The decision on whether to exclude is for the Headteacher to take. However, where practical, the Headteacher should give the student an opportunity to present their case before taking the decision to exclude and to write a statement. In reaching the decision to exclude, the Headteacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred, such as bereavement, mental health issues or being a victim of bullying.

In instances where the Headteacher is away from the school, reasonable efforts should be made to contact the Headteacher. Where this is not possible, the decision can be authorised by the deputising Deputy Headteacher, in agreement with at least one other member of the senior leadership team. The Headteacher must take account of the legal duty of care when sending a student home following an exclusion.

The Head teacher may withdraw an exclusion that has not been reviewed by the governing body.

Equality Statement:

The decision to exclude a student must be lawful, reasonable and fair and the statutory duty not to discriminate against a student on the basis of protected characteristics must be upheld. The school must comply with its legal obligation to fulfil the Public Sector Equality Duty, which is outlined further in the Pittville Equality Policy. The school should give particular consideration to the fair treatment of students from groups that are vulnerable to exclusion.

Fixed Term Exclusions:

A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed term exclusion may also be for parts of the school day; in such instances the legal duty to notify parents and record the exclusion applies in all cases.

A fixed term exclusion cannot be extended or converted into a permanent exclusion. In exceptional circumstances, where new evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

In instances in which a fixed term exclusion has been given as a sanction, a reintegration meeting will take place with parents or caregivers. This will include a discussion of the incident(s) leading to the exclusion, the expectations of the student for the return to school and the support the school will provide. A copy of a written note of this meeting must be kept on the student file.

Permanent Exclusions:

Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the Behaviour for Learning Policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Preventing Exclusions:

Where the school has concerns about a student's behaviour, we will seek to identify any causal factors and intervene at an appropriate point in order to reduce the need for a subsequent exclusion. The coordination of this approach will be overseen by the Team Around the School forum and the tiered Pastoral Support Plan. At an appropriate point, this should include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have. Where appropriate, the use of a multi-agency assessment should be considered for a student who demonstrates persistent disruptive behaviour.

Students with Special Educational Needs:

The head teacher and governing body must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice. The Headteacher will, as far as possible, avoid permanently excluding students with an EHC plan. The school will engage proactively with parents in supporting the behaviour of students with additional needs. Where there are concerns about the behaviour, or risk of exclusion, of a student with an EHC Plan or additional needs, the school will work in partnership with other agencies to consider what additional support or alternative placement may be required. This will include an assessment of the suitability of provision for a student's SEN. Where an EHC Plan is in place, an early annual review of interim/emergency review may be requested. This work will be coordinated by the Team Around the School forum.

Looked after children:

The Headteacher will, as far as possible, avoid permanently excluding a looked after child. The school will cooperate proactively with foster carers or children's home workers, the local authority that looks after the child and the local authority's virtual school head. Where there are concerns about the behaviour, or risk of exclusion, of a looked after child, the school should work in partnership with other agencies to consider what additional support or alternative placement may be required. This work will be coordinated by the Team Around the School forum.

In the case of a looked after child, the school and the local authority should work together to arrange alternative provision from the first day following an exclusion rather than waiting for the sixth day.

- the start date for any provision of full-time education that has been arranged for the student during the exclusion;
- the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- the address at which the provision will take place; and

- any information required by the student to identify the person they should report to on the first day.

Alternative Provision and Managed Moves

Pittville School has the power to direct a student off-site for education to improve their behaviour. A managed move may also take place, if with the consent of all parties involved. The threat of exclusion must not be used to influence parents to remove their child from the school roll.

It is the responsibility of the governing body, delegated to the school's leadership team, to arrange education from the sixth day of a fixed-term exclusion. This can also be triggered by consecutive fixed term exclusions totaling more than five days.

If alternative provision is being arranged, parents must be informed of the following, where it can reasonably be found out within the timescale:

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

The information above must be provided in writing but can be communicated via any effective method in the first instance (this may include email or text message, giving the notice directly to the parents, or sending the information home with the excluded student). It should be noted that a notice is not made invalid solely because it has not been given by the required time.

Informing parents about an exclusion:

Whenever the decision is made to exclude a student the headteacher will, without delay, notify parents or carers of the period of the exclusion and the reason(s) for it. This will ideally be done, in the first instance, by telephone or in person to allow the parents or carers to ask any necessary questions about the situation. The initial notification should inform parents of the arrangements that have been made to enable the student to continue their education prior to the start of any alternative provision or the student's return to school.

- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body and how the student may be involved in this;
- how any representations should be made;
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend;
- relevant sources of free and impartial information in line with the DfE's statutory guidance on school exclusions.

Without delay, parents must be provided with the following information in writing:

The headteacher must also inform the parent of the days on which the parents must ensure that the student is not present in a public place at any time during school hours. This must be without delay and, at the latest, by the end of the afternoon session.

- any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the student);

- any exclusion which would result in the student being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any exclusion which would result in the student missing a public examination.

Notification can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way. The headteacher must ensure that all communication is written clearly so that it is easily understood by parents. Where English is not the first language of the parents, due consideration should be given to translation of communication and a translator for representations to the governing body.

If a student is excluded for a further fixed-period following their original exclusion, or is subsequently permanently excluded, the head teacher must inform parents without delay and issue a new exclusion notice to parents.

The education of students prior to the sixth day of an exclusion:

Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of an exclusion, the school should take reasonable steps to set and assess work for the student. Work that is provided should be accessible and achievable by the student outside school. In the case of a looked after child, the school and the local authority should work together to arrange alternative provision from the first day following the exclusion.

Parental Responsibility during an exclusion:

Parents must ensure that an excluded student is not be present in a public place during any time in school hours will be in the first five days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier). If a parent fails to comply with this duty without reasonable justification may be given a fixed penalty notice or be prosecuted.

Informing the governing body and local authority about an exclusion:

The head teacher must, without delay, notify the governing body and the local authority of: For a permanent exclusion, if the student lives outside the local authority area in which the school is located, the head teacher must also notify the student's 'home authority' of the exclusion and the reason(s) for it without delay.

The head teacher must also notify the local authority and governing body once per term of any other exclusions not already notified. Notifications must include the reason(s) for the exclusion and the duration of any fixed-period exclusion.

The duty of the governing body to consider an exclusion:

The governing body has a duty to consider parents' representations about an exclusion, as outlined in Annex A of the DfE's statutory guidance *A summary of the governing board's duties to review the head teacher's exclusion decision*).

This will be delegated to a designated sub-committee consisting of at least three governors.

- the exclusion is permanent;
- it is a fixed-period exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term; or
- it would result in a student missing a public examination.
- parents (and, where requested, a representative or friend);
- the head teacher; and
- a representative of the local authority.

The governing body must consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if:

The requirements are different for fixed-period exclusions where a student would be excluded for more than five but less than 15 school days in the term. In this case, if the parents make representations, the governing body must consider within 50 school days of receiving the notice of exclusion whether the excluded student should be reinstated. In the absence of any representations from the parents, the governing body is not required to meet and cannot direct the reinstatement of the student.

Where an exclusion would result in a student missing a public examination the governing body must, so far as is reasonably practicable, consider the exclusion before the date of the examination. If it is not practicable for a sufficient number of governors to consider the decision before the examination, the chair of governors, may consider the exclusion alone and decide whether or not to reinstate the student. There is no legal obligation to enable the student to take the public examination, however, the governing body should consider whether it would be appropriate to exercise its discretion to allow an excluded student onto the premises for the sole purpose of taking the examination.

The following parties will be invited to a meeting of the governing body and allowed to make representations:

- parents (and, where requested, a representative or friend);
- the head teacher; and
- a representative of the local authority.

The governing body must make reasonable endeavours to arrange the meeting for a date and time that is convenient to all parties, but in compliance with the relevant statutory time limits set out above. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

In the case of a fixed-period exclusion which does not bring the student's total number of days of exclusion to more than five in a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

Where the governing body is legally required to consider the reinstatement of an excluded student they should:

- not discuss the exclusion with any party outside the meeting;
- ask for any written evidence in advance of the meeting (including witness statements and other relevant information held by the school such as those relating to a student's SEN);
- where possible, circulate any written evidence and information, including a list of those who will be present, to all parties at least five school days in advance of the meeting;
- allow parents and the student to be accompanied by a friend or representative.
(where a student under 18 is to be invited as a witness, the governing board should first seek parental consent and invite the parents to accompany their child to the meeting);
- comply with their duty to make reasonable adjustments for people who use the school and consider what reasonable adjustments should be made to support the attendance and contribution of parties at the meeting; and
- identify the steps they will take to enable and encourage the excluded student to attend the meeting and speak on their own behalf (such as providing accessible information or allowing them to bring a friend), taking into account the student's age and understanding; or how the excluded student may feed in their views by other means if attending the exclusion meeting is not possible.

When considering whether to reinstate an excluded student, the governing body must consider the interests and circumstances of the excluded student, including the circumstances in which the student was excluded, and have regard to the interests of other students and people working at the school.

The governing body must also consider any representations made by or on behalf of:

- parents;
- the head teacher; and
- the local authority.

The governing body should clearly identify the steps it will take to ensure all parties (including the excluded student) will be supported to participate in its consideration and have their views properly heard.

When establishing the facts in relation to an exclusion the governing body must apply the civil standard of proof; i.e. 'on the balance of probabilities' (it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.

In the light of its consideration, the governing body can either:

- decline to reinstate the student; or
- direct reinstatement of the student immediately or on a particular date.

Where reinstatement would make no practical difference because for example, the student has already returned to school following the expiry of a fixed-period exclusion or the parents make clear they do not want their child reinstated, the governing body must still consider whether the student should be officially reinstated.

If the governing body decides against reinstatement of a student who has been permanently excluded the parents can request an independent review.

Clear minutes of the meeting must be taken as a record of the evidence that was considered by the governing body. These minutes should be made available to all parties on request. The governing body should ask all parties to withdraw before making a decision. Where present, a clerk may stay to help the governing body by reference to their notes of the meeting and with the wording of the decision letter.

In reaching a decision on whether or not a student should be reinstated, the governing body should consider whether the decision to exclude the student was lawful, reasonable and procedurally fair, taking account of the head teacher's legal duties and any evidence that was presented to the governing body in relation to the decision to exclude.

The governing body must notify parents, the head teacher and the local authority of its decision, and the reasons for it, in writing and without delay. Where the student resides in a different local authority area from the one in which the school is located, the governing body must also inform the student's 'home authority'. This notification should set out the reasons for its decision in sufficient detail to enable all parties to understand why the decision was made.

In the case of a permanent exclusion where the governing body decides not to reinstate the student, the governing body's notification must also include the information below.

- The fact that it is permanent.
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel and the following information:
 - a) the date by which an application for a review must be made (i.e. 15 school days from the date on which notice in writing of the governing board's decision is given to parents);
 - b) where and to whom an application for a review (and any written evidence) should be submitted;
 - c) that any application should set out the grounds on which it is being made and that, where appropriate, this should include a reference to how the student's SEN are considered to be relevant to the exclusion;
 - d) that, regardless of whether the excluded student has recognised SEN, parents have a right to require the local authority/academy trust to appoint an SEN expert to advise the review panel;

e) details of the role of the SEN expert; and
f) that parents may, at their own expense, appoint someone to make written and/or oral representations to the panel.

- That, in addition to the right to apply for an independent review panel, if parents believe that there has been unlawful discrimination in relation to the exclusion then they may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination.
- That a claim of discrimination under the Equality Act 2010 made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place (e.g. the day on which the student was excluded).

Where the governing board declines to reinstate the student, it should draw the attention of parents to relevant sources of free and impartial information that will allow them to make an informed decision on whether and, if so, how to seek a review of the decision. This information should be included in the letter notifying parents of a decision to uphold an exclusion, which should also include the information outlined in the DfE statutory guidance.

The governing body may provide this information by delivering it directly to parents, delivering it to their last known address, or posting it first class to that address. Notice is deemed to have been given on the same day if it is delivered or on the second working day after posting if it is sent by first class mail.

The governing body should note the outcome of its consideration on the student's file and SIMS, along with copies of relevant papers for future reference. In cases where the governing body considers parents' representations but does not have the power to direct a student's reinstatement, it should consider whether it would be appropriate to place a note of its findings on the student's file and SIMS.

Claims of discrimination to the First-tier Tribunal (Special Educational Needs and Disability), in relation to disability, or County Court, for all other forms of discrimination, can be made up to six months after the discrimination is alleged to have occurred. Therefore where practicable the school should retain records and evidence relating to an exclusion for at least six months in case such a claim is made.

The removal of a permanently excluded student's name from the school register:

The governing body must ensure that a student's name is removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the governing body's decision to not reinstate the student and no application has been made for an independent review panel; or
- the parents have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review panel has been made within 15 school days, the school must wait until the review has been determined, or abandoned, and until the governing body has completed any reconsideration that the panel has recommended or directed it to carry out, before removing a student's name from the register.

Where a student's name is to be deleted from the school admissions register because of a permanent exclusion the school must make a return to the local authority. This return must be made as soon as the grounds for deletion is met and no later than the deletion of the student's name.

Marking attendance registers following exclusion:

Whilst an excluded student's name remains on a school's admissions register, the student should be marked using the appropriate attendance code. Where alternative provision has been made and the student attends it, an appropriate attendance code, such as Code D (if the alternative provision is at a PRU or independent school where the student is dual registered) or Code B (if the provision is an approved educational activity that does not involve the student being registered at any other school), should be used. Where students are not attending alternative provision, they should be marked absent using Code E.

The governing body's duty to reconsider reinstatement following a review:

Where the panel directs or recommends that the governing body reconsider whether a student should be reinstated, the governing body must reconvene to do so within ten school days of being given notice of the panel's decision. Notice is deemed to have been given on the day of delivery if it is delivered directly or on the second working day after posting if it is sent by first class mail.

Full reconsideration must be given to whether the student should be reinstated, whether the panel has directed or merely recommended it to do so. The reconsideration provides an opportunity for the governing body to look afresh at the question of reinstating the student, in light of the findings of the independent review panel. The governing body must be able to demonstrate how they have addressed the concerns raised by the independent review panel.

There is no requirement to seek further representations from other parties or to invite them to the reconsideration meeting. The governing body is not prevented from taking into account other matters that it considers relevant. It should, however, take care to ensure that any additional information does not make the decision unlawful. This could be the case, for example, where new evidence is presented or information is considered that is irrelevant to the decision at hand.

The governing body should base its reconsideration on the presumption that a student will return to the school if reinstated, regardless of any stated intentions by the parents or student. The governing body should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by the governing board. These minutes should be made available to all parties on request. The governing body should ask any parties in attendance to withdraw before making a decision. Where present, a clerk may stay to help the governing board by reference to their notes of the meeting and with the wording of the decision letter.

In the case of either a recommended or directed reconsideration, the governing body must notify the following people of their reconsidered decision, and the reasons for it, in writing and without delay:

- the parents;
- the head teacher;
- the local authority; and, where relevant, the 'home authority'.

The governing body's notification should demonstrate how they have addressed the concerns raised by the independent review panel; this should be communicated in standard English for all parties to understand.

The governing body should note the outcome of its consideration on the student's file and SIMS, along with copies of any papers for future reference. The governing body must comply with any direction of the panel to place a note on the student's educational record (the student file and SIMS). Any decision of a governing body to offer reinstatement which is subsequently turned down by the parents should also be recorded on the student's file and SIMS.

The clerk must also note, where a student is not reinstated following a direction to reconsider, the exclusion does not count towards the rule that an admission authority may refuse to admit a child who has been excluded twice; or in the case of a community or voluntary controlled school, the

governing board may appeal against the decision of the local authority as the admission authority to admit the child.

The decision to exclude when there is police involvement and/or parallel criminal proceedings:

The head teacher need not postpone taking a decision on an exclusion solely because a police investigation is underway and/or any criminal proceedings may be brought. In such circumstances, the head teacher will take a decision on the evidence available to them at the time.

Where the evidence is limited by a police investigation or criminal proceedings, the head teacher should consider any additional steps they may need to take to ensure that the decision to exclude is fair. However, the final decision on whether to exclude is for the head teacher to make.

Where the governing board is required to consider a reinstatement in these circumstances, it cannot postpone its meeting and must decide whether or not to reinstate the student on the evidence available.

Rewards @ Pittville

At Pittville we believe that it is vital to recognise and celebrate the successes of our students.

This rewards policy has been written following discussion with students and staff and having taken their views into consideration.

It's aim is to not only acknowledge the day to day effort, progress and achievements of our students but also their accumulative accomplishments and ensure that these are recognised appropriately.

All staff throughout the school are expected to engage in rewarding and celebrating our students on a regular basis. Our ethos is to focus on all that is good in our school. We have many things to be proud of and it is vital that our students know we are proud of them. Our 'Proud of Pittville' campaign will be an integral part of this.

'The positives should outweigh the negatives.'

Rewards and Recognition for Positive Behaviour

The use of rewards and recognition for students' positive behaviour should be integral to the day to day practice of all staff at Pittville School. The aim of these 'pro-active' behaviour approaches is to improve behaviour by reinforcing positive behaviours and to 'nudge' students from the use of social normative messages to prevent negative behaviours occurring.

In all aspects of the use of rewards and recognition, reasonable adjustment should be made for students with special educational needs or a disability.

It is a key expectation that throughout the school, rewards and recognition are used to a greater extent than the use of sanctions or consequences. At Pittville, rewards and recognition in the classroom setting can take many forms and all teachers should:

1. Consistently, greeting pupils at the classroom door to positively and personally connect with each student, deliver 'pre-corrective' statements to remind students of class expectations, and deliver behaviour-specific praise.
2. The routine use of behaviour-specific praise and social normative messages, focusing upon a '5:1 ratio' of positive-to-negative interactions. The 5:1 ratio theory is that for every criticism or complaint that a member of staff issues, five specific compliments, approval statements and positive comments or non-verbal gestures should be offered to a class.
4. Use the House Point system, by recording praise stamps in planners

5. Proactively make contact with parents to recognise positive behaviour, or improvement in behaviour. Teachers should develop personal approaches to this, and be mindful of their workload when doing so. Positive contact with parents should be specific about the positive behaviours shown and can be via:

- a. Notes in planners, written during the lesson
- b. Phone calls home
- c. Post cards home
- d. Letters or emails home

6. Recognise positive behaviour, or improvement in behaviour, when completing daily report cards for students who are on report.

7. Emailing students and families in recognition of excellent effort or excellent standards of work.

House Points

The main vehicle for rewards at Pittville is the collection of 'house points' by students. Achievement, effort and progress is recognised not only in the collection of house points individually but also collectively in terms of the house cup at the end of each academic year. Each individual should recognise that they are contributing to their tutor group and in turn their house. House points will also be rewarded for House competitions and it is an expectation that each faculty will run a whole school competition throughout the school year. Rewards have a 'whole school' impact. Tutors will record house point totals on a fortnightly basis and grade cards sent home to students will have a 'running' house points total.

House Ties

During their time in the school cumulative totals will be kept for students points and students will become eligible to be rewarded with either a bronze, silver or gold house tie. These will be awarded in a celebratory event, to which parents are invited. This is based on ATL points – see below in Termly Rewards.

Additional rewards—postcards, commendations, HOH tea

In addition to house points students will be eligible, through nomination, for HOH commendations and Headteacher commendations—these will consist of a certificate and a letter of congratulations. It is school policy that each department should purchase/produce postcards which can be sent home to students. Time will be allocated in both faculty and staff meetings for staff to make nominations and write postcards. Each term tutors will nominate a student to attend the HOH tea.

House Assemblies

House assemblies are to have a focus of positivity and celebration. At each house assembly one tutor will, on a rota basis, present a 'tutor nomination' to somebody in their tutor group. This will consist of a citation, certificate and a letter from their HOH. Tutee of the term will continue to be awarded on a full termly basis to each tutor group.

Termly Rewards

Students will be rewarded for having an excellent attitude to learning (All A and B grades) on a termly basis based on their year group:

- Years 7 & 8—reward film
- Years 9 & 10—early lunch pass for one week of the term
- Year 11 — money off prom

ATL (Attitude to Learning)

Students will receive house points for positive ATL scores when data is inputted by staff.

Each A = 5 points

Each B = 4 points

Each C = -10 points

Each D = -20 points

The Prefect system:

This system recognises the cumulative positive behaviours of students in Year 10 and 11.

Attendance

Attendance will be rewarded through the following means:

- Attendance raffle for 100% attendance every two weeks
- 100% attendance certificates at the end of each full term in house assemblies
- 100% attendance at the end of the year receive a HOH commendation and 100% attendance badge.
- Special award and governors' commendation for students with 100% attendance over five years
- 100% attendance club to be established with appropriate awards for students and competition between houses.

How are house points awarded?

House points can be awarded both in an out of lessons with a house stamp. Staff will give out house points when they feel appropriate i.e for excellent work, effort, contribution to school life etc.

Where do students collect house points?

In planners ,or in the absence of planners, next year students will be given stapled booklets (as the Year 11 students use for their prom) and will collect stamps in these. Pages will be removed and kept by tutors once full.

Who is responsible?

- All staff are responsible for the distribution of house points.
- Teaching staff are responsible for placing nominations in the Headteacher / HOH nomination boxes in order that students receive Headteacher / HOH commendations.
- Tutors are responsible for counting and recording house points on a central marksheet on SIMS.
- Pastoral admin is responsible for retrieving the house points data and providing to house captains
- House captains are responsible for collecting the printed house point sheets and displaying them
- House captains are responsible for emptying the Head teacher / HOH nomination boxes and providing a list of the nominations to the relevant staff.

Tutors are responsible for nominations for their own tutor awards to be presented in house assemblies on a fortnightly basis.

HOF's and SLT are responsible for allocating meeting time for nominations and postcard writing.

HOH are responsible for co-ordinating rewards within house assemblies.

DK, as rewards lead is responsible for overseeing the smooth running of the above.

Notice boards

At least one large notice board near the hall / canteen is to be used to display the house point running totals (per student and per house).

Another board will display photos of students and notices of other rewards around school.

House boards will display a HOH commendation 'honours list'.

*All notice boards to be maintained by house captains

Excellent effort in lessons
Excellent contribution in lessons
Excellent homework
Random acts of kindness
Positive contribution to school life

Teachers to distribute house points accordingly in students planners/log books
OR
Teacher to send a departmental postcard home / nominate for HOH or Head teacher commendation/ make a positive phone call home

Tutors to count house points and record on SIMS marksheet / ATL house points to be added at data points

Pastoral admin to collate data and pass to house captains who display on rewards board
House captains to pass on nomination to HOH / Head teacher for commendation letters to go home

In year rewards:
100 house points = bronze award 250 house points = silver award 500 house points = gold award

Bronze award = Bronze house certificate sent home
Silver award = Silver house certificate and HOH commendation letter sent home
Gold award = Gold house certificate and Headteacher commendation letter sent home
(monetary reward i.e voucher could be attached here)

Cumulative awards: from Year 7-11
600 house points = bronze house tie 800 house points = silver house tie
1000 house points = gold house tie

Attitude to learning—ATL

ATL grades collected at data entry points
Students receive 10 house points for every A and 5 for every B

Data collated by pastoral admin

Students with all A's and B's in:
Year 7&8 = go to reward film every half term
Years 9 &10—get an early lunch pass every half term
Year 11—receive money off the prom

House Assemblies

Tutors to nominate a tutee on a rota basis and write an appropriate citation as to why the student has received the nomination

HOH to introduce tutor in assembly (one per week)

Tutor to read out citation.
HOH to give a HOH commendation to the student / prize.
Students name to be displayed on the house board 'HOH Commendation Honours Board'.

Attendance

Attendance raffle each week & 100% attendance certificates given out each term

100% attendance certificates given out at the end of year with a reward (voucher)

100% attendance at the end of 5 years at school—students receive a governors commendation and reward.

HOH Awards

Tutors to nominate 1 student each half term for HOH tea

Tutors to nominate 1 student each full term for 'tutee of the term'.

Tutors to nominate 1 student each year for 'tutee of the year'. This student could have been nominated previously. This student will receive a reward.

Linked Policies:

- Exclusion Policy
- Child Protection and Safeguarding
- Behaviour and Discipline in School - Advice for Headteachers and School Staff - DFE January 2016
- Exclusion from maintained schools, Academies and pupil referral units in England
- Alternative Provision Statutory guidance for local authorities
- SEND Policy
- ICT Acceptable Use
- Home School Agreement
- PSCHE
- Anti-Bullying
- Attendance
- SEND Information Report
- Able Gifted and Talented
- Accessibility Plan
- Administration of Medicines
- Attendance & Punctuality
- Code of Conduct
- Complaints
- Confidentiality
- Curriculum
- Equality & Diversity
- Exams
- Exams Access Arrangements
- Exclusion
- Grievance
- Grouping
- Health & Safety
- Homework
- Keeping Children Safe in Education
- Marking
- Mobile Phone
- Monitoring Evaluation & Review
- Numeracy
- Offsite Visits
- Pupil Premium
- SRE
- Staff Development
- Teaching & Learning
- Transgender

APPENDIX 1

Category 1 Incidents

Category 1 – This is **low level** disruption.

This is managed by the member of staff who witnesses the incident.

Outcome: STUDENT RECTIFIES BEHAVIOUR WHERE POSSIBLE (this may involve 'Over-Correction'/'Positive Practice' where the student repeats the correct behaviour when they have acted inappropriately) - AND RESOLVES WITH TEACHER.

IF NO RESOLUTION = SHORT TEACHER DETENTION (15 minutes) at break or lunch should be sufficient.

Category 1 incidents	Action	By whom	Communication and logging follow through
Arguing with another student: in lesson	Use the system of warnings – note if the student is removed from the lesson this becomes either Category 2 or 3 as appropriate. HOH or member of SLT informed before end of lesson so that action can be taken to stop escalation.	Subject teacher	Logged on SIMS Phone call home if student was removed from the lesson. HOH or member of SLT informed before end of lesson so that action can be taken to stop escalation.
Arguing with another student: out of lesson	Over-correction/Positive Practice – if continued after initial request short break or lunch detention and logged on SIMS. If continued arguing -- > Becomes a Category 2 incident HOH or member of SLT informed as soon as possible so that action can be taken to stop escalation.	Member of staff witnessing incident	Logged on SIMS. HOH or member of SLT informed as soon as possible so that action can be taken to stop escalation.
Calling out/talking in lessons	Use the system of warnings – note if the student is removed this becomes either Category 2 or 3 as appropriate.	Subject teacher	Logged on SIMS Phone call home if student is removed.
Chewing gum	Over-correction/Positive Practice – removal of gum + gum confiscated. If continued chewing: Short lunchtime	Member of staff witnessing incident	Logged on SIMS

	detention logged on SIMS		
Computer misuse (minor infringement of Acceptable Use of IT Policy)	Use the system of warnings (if needed short teacher detention). Note if the student is removed this becomes either Category 2 or 3 as appropriate.	Subject teacher	Logged on SIMS Phone call home if student is removed from the lesson If safeguarding concern, log on CPOMs
Eating in corridors	Over-correction/Positive Practice If continued eating: Short lunchtime detention and logged on SIMS	Member of staff witnessing incident	Logged on SIMS
Eating in lesson	Use the system of warnings (short teacher detention if needed). Note if the student is removed this becomes Category 2.	Subject teacher	Logged on SIMS Phone call home if student is removed from the lesson
Failure to bring equipment or kit	Short teacher detention	Subject teacher	Logged on SIMS
Failure to complete classwork	Use the system of warnings (short teacher detention if needed). Note if the student is removed this becomes Category 2.	Subject teacher	Logged on SIMS Phone call home if student is removed from the lesson
Infringement of uniform policy (single incident)	Over-correction/Positive Practice: Students given opportunity to correct uniform before coming through the gate. If uniform infringement occurs once through the school gate: Confiscation of item. (Jewellery and accessories kept until the end of the half term. Outdoor clothing and hoodies kept until the end of the day). Make up/eyelashes/nail varnish removed. Fake nails chopped down. *If student refuses instruction to hand in	Member of staff seeing infringement	Logged on SIMS + detention list Daily logging by admin of uniform of uniform issues. For fake nails, tutor contacts home to ask for removal for next day.

	non-uniform item/remove make up/eyelashes/nails treat as Category 2 'failure to follow instructions'		
Late to lesson (without a note or reason from a member of staff)	Over-correction and it is explained to a student this will result in an after school or lunchtime detention if this is repeated. Student responsibility to catch up on work missed.	Subject teacher mark student late to lesson.	Logged on SIMS
Littering	Over- correction/Positive Practice – student picks up litter dropped If fails to pick up litter: Short lunchtime detention or after school detention, logged on SIMS	Member of staff witnessing incident	Logged on SIMS + detention list
Mobile phone seen on site	Confiscation of mobile phone, placed in school safe, logged on SIMS.	Member of staff witnessing incident	Logged on SIMS
No homework submitted – initial incident.	Student given opportunity to hand in homework the next day. If not handed in, short teacher detention next day and or after school detention, logged on SIMS	Subject teacher	Logged on SIMS if not handed in next day
Pushing into the queue in the canteen or bus queue	Over- correction/Positive Practice If not resolved at the time: Short lunchtime detention or after school, logged on SIMS	Member of staff witnessing incident	Logged on SIMS + detention list
Refusal to sit where asked to by member of staff	Use of the system of warnings (short teacher detention if needed). Note if the student is removed this becomes Category 2.	Subject teacher	Logged on SIMS Phone call home if student is removed from the lesson
Rudeness to another person – in lessons	Use of the system of warnings (short teacher detention if needed). Note if the student is removed	Subject teacher	Logged on SIMS Phone call home if student is removed from the lesson

	this becomes Category 2.		
Rudeness to another person – out of lessons	Over-correction/Positive Practice If not resolved at the time: Short lunchtime detention or after school, logged on SIMS	Member of staff witnessing incident	Logged on SIMS + detention list
Running in corridors	Over-correction/Positive Practice If not resolved at the time: Short lunchtime detention or after school, logged on SIMS	Member of staff witnessing incident	Logged on SIMS + detention list
Shouting in corridors	Over-correction/Positive Practice If not resolved at the time: Short lunchtime detention or after school, logged on SIMS	Member of staff witnessing incident	Logged on SIMS + detention list
Swearing or inappropriate language	Over-correction/Positive Practice and demerit logged on SIMS If not resolved at the time: Short lunchtime detention or after school, logged on SIMS	Member of staff witnessing incident	Logged on SIMS + detention list
Throwing water	Over-correction/Positive Practice Confiscation of water bottle (the bottle will be recycled) If not resolved at the time: Short lunchtime detention or after school, logged on SIMS If continues see Category 2	Member of staff witnessing incident	Logged on SIMS + detention list

Category 2 Incidents

Category 2 – This is a **medium** level of disruption.

When in lesson, this is managed by teacher & subject leader/curriculum leader which may lead to referring to HOH for further follow up.

When out of lesson, this is managed by the member of staff who witnesses the incident and referred to the HOH for further follow up.

Outcome: PASTORAL DETENTION, SUBJECT TEACHER DETENTION (after school)

Category 2 incidents	Action	By whom	Communication and logging follow through
Arguing with another student (after initial warning): out of lesson	Afterschool detention. If appropriate, treat as Category 3 'verbal abuse'. HOH or member of SLT informed as soon as possible so that action can be taken to stop escalation.	Member of staff witnessing incident	Logged on SIMS + detention list HOH or member of SLT informed as soon as possible so that action can be taken to stop escalation.
Computer misuse (moderate infringement of Acceptable Use of IT Policy)	Use of the system of warnings. Full subject teacher detention	Subject teacher	Logged on SIMS If safeguarding concern, log on CPOMs
Disrespecting canteen environment	Over-correction/Positive Practice + Afterschool detention.	Member of staff witnessing incident	Logged on SIMS + detention list
Disrespecting the school environment – in lesson	Over-correction/Positive Practice + Afterschool detention.	Subject teacher	Logged on SIMS
Disrespecting the school environment – out of lesson	Over-correction/Positive Practice + Afterschool detention.	Member of staff witnessing incident	Logged on SIMS + detention list
Failure to complete homework consistently.	Afterschool detention.	Subject teacher	Logged on SIMS
Failure to follow instructions/defiance – in lesson	Use of the system of warnings.	Subject teacher	Logged on SIMS
Late to lesson (repeat occurrence)	After school detention. HOH audit punctuality to lessons.	Subject teacher	Logged on SIMS
Outside of lessons failure to follow instructions (repeated twice by same member of staff or once by another member of staff)	Over-correction/Positive Practice. Afterschool detention.	Member of staff witnessing incident	Logged on SIMS
Failure to resolve with a teacher when requested	Afterschool detention.	Subject teacher or member of staff witnessing initial incident	Logged on SIMS
Inappropriate / offensive language	Afterschool detention.	Subject teacher or member of staff witnessing incident	Logged on SIMS
Discriminatory language	Afterschool detention.	Subject teacher or member of staff witnessing incident	Logged on SIMS.

Infringement of uniform policy – repeated (3 plus times)	Student sent to HOH to discuss situation. Phone call home by HOH Sent home to rectify the situation. Afterschool detention. Student to report to HoH for regular checking	Subject teacher or member of staff witnessing incident	Logged on SIMS
Misuse of social media with a moderate impact upon the order of the school	E-evidence collected and stored securely on CPOMS Afterschool detention.	Refer to the HOH	Logged on SIMS
Persistent failure to bring equipment/kit	Afterschool detention.	Subject teacher	Logged on SIMS
Poor behaviour in the bus queue/on bus	Afterschool detention.	Refer to HOH	Logged on SIMS Phone call/email home
Poor behaviour in the local community	Afterschool detention.	Refer to HOH	Logged on SIMS Phone call/email home
Talking in a test/exam	Afterschool detention.	Subject teacher	Logged on SIMS Phone call home
Theft (minor)	Afterschool detention. The student may be searched in line with the searching protocol	Refer to HOH	Logged on SIMS Phone call home
Truancy from lesson (first occurrence)	See Truancy Protocol for initial actions. Afterschool detention.	Subject teacher	Logged on SIMS Phone call home
Walking away from a member of a staff	Afterschool detention.	Member of staff witnessing incident	Logged on SIMS
Water fight/throwing water – repeated	Afterschool detention. Confiscation of water bottle	Refer to HOH	Logged on SIMS
Talking in assembly	Afterschool detention.	Refer to tutor / HoH	Logged on SIMS
Grouping around an incident/argument	Afterschool detention.	Refer to HOH	Logged on SIMS

Category 3 Incidents

Category 3 – This is a **serious** level of disruption. This is led by the HoH and may be referred to the SLT. **Outcome:** INTEX (internal exclusion) or pastoral detention. *May lead to HoH report. Persistent disruption at a Category 3 level may lead to a PSP.*

Category 3 incidents	Action	By whom	Communication and logging follow through
Bringing Pittville's reputation into disrepute	Statements taken INTEX + Parental meeting	Member of staff witnessing incident, referred to HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Computer misuse (serious infringement of Acceptable Use of IT Policy)	Any available E-evidence collected and stored securely on CPOMS	Subject Teacher --> CL --> HOH	Logged on SIMS Phone call home before INTEX Parental meeting

	Statements taken INTEX + Parental meeting		
Cyber bullying	E-evidence collected and stored securely Statements taken INTEX + Parental meeting Reinforcement of Anti- Bullying Policy	HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Dangerous behaviour with an impact upon health and safety within the school or local community.	SLT/pastoral contacted if in lesson and student removed from lesson Statements taken CCTV checked INTEX + Parental meeting CPOMS log Referral to school police officer where appropriate	HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Failure to hand in mobile phone if requested	SLT/pastoral contacted if in lesson. Phone confiscated and after school detention. If still fails to hand over INTEX + Parental meeting (where phone will be returned)	HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Failure to inform staff of the existence of drugs / alcohol on the school site	Statements taken INTEX + Parental meeting	HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Graffiti/ Minor damage to property	SLT/pastoral contacted if in lesson and student removed from lesson Statements taken Photographic evidence collected CCTV checked INTEX + Parental meeting	HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Homophobic /biphobic/transgender or sexist incident	SLT/pastoral contacted if in lesson and student removed from lesson Statements taken INTEX + Parental meeting CPOMS log Referral to school police officer where appropriate	HOH	Logged on SIMS Phone call home before INTEX Parental meeting

Inappropriate physical contact with a member of staff (eg. Pushing past a member of staff)	SLT/pastoral contacted if in lesson and student removed from lesson Statements taken CCTV checked INTEX + Parental meeting	HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Inappropriate sexualised language	SLT/pastoral contacted if in lesson and student removed from lesson Statements taken INTEX + Parental meeting CPOMS log Referral to school police officer where appropriate	HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Involvement in a physical fight – not initial instigator of the fight	SLT/pastoral contacted if in lesson and student removed from lesson Statements taken CCTV checked INTEX + Parental meeting CPOMS log	HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Misuse of social media, seriously affecting the order of the school	Statements taken INTEX + Parental meeting CPOMS log Referral to school police officer where appropriate	HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Poor behaviour in INTEX	Step 1: INTEX repeated Step 2: If repeat poor behaviour in INTEX = FTE	HOH/SLT	Logged on SIMS Phone call home before repeat INTEX Parental meeting
Repeat truancy from lessons	See truancy protocol for immediate actions. INTEX Parental meeting On Report to HOH	HOH + CL if from a specific subject	Logged on SIMS Phone call home at time of truancy INTEX Parental meeting
Racist incident	SLT/pastoral contacted if in lesson and student removed from lesson Statements taken INTEX + Parental meeting CPOMS log	HOH	Logged on SIMS Phone call home before INTEX Parental meeting

	Referral to school police officer where appropriate		
Possession of a prohibited item (group A)	Confiscation of prohibited item The student may be searched in line with the searching protocol Statements taken CCTV checked INTEX + Parental meeting CPOMS log Referral to school police officer where appropriate Prohibited item returned to parent at parental meeting	HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Serious incident outside school	Statements taken INTEX + Parental meeting CPOMS log Referral to school police officer where appropriate	HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Smoking or with smokers on the school premises. (Smoking off site in school uniform including e-cigarettes = after school detention)	Statements taken The student may be searched in line with the searching protocol Loss of break and lunch for 5 days	HOH	Logged on SIMS
Serious theft	Liaison with school police officer SLT/pastoral contacted if in lesson time The student may be searched following the searching protocol CCTV checked Statements taken INTEX + Parental meeting CPOMS log	HOH	Logged on SIMS Phone call home before INTEX Parental meeting

Truancy off site	See truancy protocol for immediate actions. INTEX or 5x60min ASD Parental meeting	HOH	Logged on SIMS Phone call home at time of truancy INTEX Parental meeting
Verbal abuse to another person – including serious arguing affecting the good order of the school.	SLT/pastoral contacted if in lesson and student removed from lesson Statements taken INTEX + Parental meeting	HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Verbal bullying	SLT/pastoral contacted if in lesson and student removed from lesson Statements taken INTEX + Parental meeting Reinforcement of Anti-Bullying Policy	HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Dangerous behaviour with an impact upon health and safety within the school or local community.	SLT/pastoral contacted if in lesson and student removed from lesson Statements taken CCTV checked INTEX + Parental meeting CPOMS log Referral to school police officer where appropriate	HOH	Logged on SIMS Phone call home before INTEX Parental meeting
Refusal to be searched	Statements taken CCTV checked Decision taken by Headteacher about whether student can remain on site. INTEX + Parental meeting CPOMS log Referral to school police officer where appropriate	Coordinated by SLT member conducting search	Logged on SIMS Phone call home before INTEX Parental meeting

Category 4 Incidents

Category 4 – This is **very serious** level of disruption. This is led by SLT alongside the HoH. **Outcome:** INTEX/FIXED TERM EXCLUSION or potential Permanent Exclusion. *May lead to HoH (first instance) or SLT (repeat behaviour) report. Persistent disruption at Category 4 may lead to a PSP.*

Category 4 incidents	Action	By whom	Communication and logging follow through
Being in possession of drugs/alcohol	<p>In lesson time: SLT/pastoral contacted who liaise with Head Teacher</p> <p>Out of lesson time: SLT contacted to coordinate.</p> <p>The student will be checked by a qualified school first aider and further medical attention sought as a priority if necessary. Parents informed. Liaison with school police officer if appropriate</p> <p>The student may be searched following the searching protocol CCTV checked Statements taken Fixed term exclusion/PEX Reintegration meeting CPOMS log Referral to school police officer.</p>	<p>SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.</p>	<p>Parental contact initially – recorded on SIMS Statements taken Written record of search – recorded on SIMS Written record of contact with school police officer– recorded on SIMS Written record of medical check and follow up – recorded on SIMS log Parental letter Parent reintegration meeting FTE paperwork complete If PEX see category 5 protocol.</p>
Failure to inform staff of the existence of an offensive weapon on the school site.	<p>In lesson time: SLT/pastoral contacted who liaise with Head Teacher</p> <p>Out of lesson time: SLT contacted to coordinate. Parents informed. Liaison with school police officer if appropriate</p> <p>The student may be searched following</p>	<p>SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.</p>	<p>Parental contact initially – recorded on SIMS Statements taken Written record of search – recorded on SIMS Written record of contact with school police officer – recorded on SIMS Logged on SIMS Parental letter</p>

	<p>the searching protocol CCTV checked Statements taken Fixed term exclusion Reintegration meeting CPOMS log Referral to school police officer HOH or SLT report on return to school/PSP</p>		<p>Parent reintegration meeting FTE paperwork complete</p>
<p>Incidents of fighting inside or outside the school.</p>	<p>In lesson time, SLT/pastoral contacted. Student removed from lesson to member of SLT/pastoral. Out of lesson, SLT contacted to coordinate. Medical check if necessary. Statements taken CCTV checked Fixed term exclusion Reintegration meeting CPOMS log Referral to school police officer HOH or SLT report on return to school/PSP</p>	<p>SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.</p>	<p>Statements taken Logged on SIMS FTE paperwork complete Parental letter Parent reintegration meeting</p>
<p>Intoxication with drugs or alcohol on the school site</p>	<p>In lesson time: SLT/pastoral contacted who liaise with a member of SLT Out of lesson time: SLT contacted to coordinate. The student will be checked by a qualified school first aider and further medical attention sought as a priority if necessary. Parents informed.</p>	<p>SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.</p>	<p>Parental contact initially – recorded on SIMS Statements taken Written record of search – recorded on SIMS Written record of contact with school police officer– recorded on SIMS Written record of medical check and follow up – recorded on SIMS Parental letter</p>

	<p>Liaison with school police officer if appropriate</p> <p>The student may be searched following the searching protocol</p> <p>CCTV checked</p> <p>Statements taken</p> <p>Fixed term exclusion</p> <p>Reintegration meeting</p> <p>CPOMS log</p> <p>Referral to school police officer HOH or SLT report on return to school/PSP</p>		<p>Parent reintegration meeting</p> <p>FTE paperwork complete</p>
Physical bullying	<p>In lesson time, SLT/pastoral contacted. Student removed from lesson to member of SLT or pasotal</p> <p>Out of lesson, SLT contacted.</p> <p>Medical check if necessary.</p> <p>Statements taken</p> <p>CCTV checked</p> <p>Fixed term exclusion</p> <p>Reintegration meeting</p> <p>CPOMS log</p> <p>Referral to school police officer if appropriate</p> <p>HOH or SLT report on return to school/PSP</p> <p>Reinforcement of Anti-Bullying Policy</p>	<p>SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.</p>	<p>Statements taken</p> <p>Logged on SIMS</p> <p>FTE paperwork complete</p> <p>Parental letter</p> <p>Parent reintegration meeting</p>
Assault of another person	<p>In lesson time, SLT/pastoral contacted. Student removed from lesson to member of SLT / pastoral</p> <p>Out of lesson, SLT contacted.</p> <p>Medical check if necessary.</p>	<p>SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.</p>	<p>Parental contact initially – recorded on SIMS</p> <p>Statements taken</p> <p>Written record of contact with school police officer – recorded on SIMS</p> <p>Written record of any necessary medical check and</p>

	<p>School police officer contacted Statements taken CCTV checked Fixed term exclusion Reintegration meeting CPOMS log Referral to school police officer if appropriate HOH or SLT report on return to school/PSP</p>		<p>follow up – recorded on SIMS Statements taken Logged on SIMS FTE paperwork complete Parental letter Parent reintegration meeting</p>
<p>Serious damage to property or building</p>	<p>In lesson time, SLT/pastoral contacted. Student removed from lesson to member of SLT or pastoral Out of lesson, SLT contacted. School police officer contacted Statements taken CCTV checked Photographic evidence of damage collected Fixed term exclusion Reintegration meeting Referral to school police officer if appropriate HOH or SLT report on return to school.</p>	<p>SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.</p>	<p>Parental contact initially – recorded on SIMS Statements taken Written record of contact with school police officer – recorded on SIMS Written record of any necessary medical check and follow up – recorded on SIMS Statements taken Logged on SIMS FTE paperwork complete Parental letter Parent reintegration meeting</p>
<p>Serious distribution of illegal images</p>	<p>In lesson time, SLT/pastoral contacted. Student removed from lesson to member of SLT or pastoral Out of lesson, SLT contacted E-evidence secured in line with protocol. School police officer contacted. Statements taken CCTV checked</p>	<p>SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.</p>	<p>Parental contact initially – recorded on SIMS Statements taken Written record of contact with school police officer – recorded on SIMS Statements taken Logged on SIMS FTE paperwork complete Parental letter Parent reintegration meeting</p>

	Photographic evidence of damage collected Fixed term exclusion Reintegration meeting CPOMS log Referral to school police officer HOH or SLT report on return to school.		
Serious ongoing bullying (potential PEX)	Statements taken CCTV checked if appropriate E-evidence secured in line with protocol Fixed term exclusion Reintegration meeting CPOMS log Referral to school police officer if appropriate HOH or SLT report on return to school Reinforcement of Anti-Bullying Policy	SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.	Statements taken Logged on SIMS FTE paperwork complete Parental letter Parent reintegration meeting
Truancy from INTEX	Parents informed. Fixed Term Exclusion	SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.	SIMS log Parental letter Parent reintegration meeting FTE paperwork complete

Category 5 Incidents

Category 5 – This is an **exceptionally serious** level of disruption. This is led by SLT alongside the HOH, before referral to the Headteacher for a final recommendation.

Outcome: MANAGED MOVE, ALTERNATIVE PROVISION, PERMANENT EXCLUSION.

Category 5 incidents	Action	By whom	Communication and logging follow through
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<p>Being in possession of an offensive weapon</p>	<p>In lesson time: SLT/pastoral contacted who liaise with the Headteacher Out of lesson time: SLT contacted to coordinate. Parents informed. Liaison with school police officer The student may be searched following the searching protocol CCTV checked Statements taken Permanent exclusion/Managed Move/Alternative Provision</p>	<p>SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.</p>	<p>Parental contact initially – recorded on SIMS Statements taken Written record of search – recorded on SIMS Written record of contact with school police officer– recorded on SIMS Parental letter Parent meeting Exclusion paperwork complete CPOMS check before PEX/AP/MM decision</p>
<p>Indecent or sexual assault</p>	<p>In lesson time: SLT/pastoral contacted who liaise with the Headteacher. Out of lesson time: SLT contacted to coordinate. Parents informed. Liaison with school police officer The student may be searched following the searching protocol CCTV checked Statements taken Permanent exclusion/Managed Move/AP. CPOMS log</p>	<p>SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.</p>	<p>Parental contact initially – recorded on SIMS Statements taken Written record of contact with school police officer– recorded on SIMS SIMS log Parental letter Parent meeting Exclusion paperwork complete CPOMS check before PEX/AP/MM decision</p>
<p>Persistent serious behaviour which has not been resolved by PSP</p>	<p>Statements taken if not already collected. Emergency Review of PSP</p>	<p>SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.</p>	<p>SIMS log Exclusion paperwork complete Parental letter Parent meeting CPOMS check before PEX/AP/MM decision</p>

<p>Serious assault on another person</p>	<p>In lesson time, SLT/pastoral contacted. Student removed from lesson to member of SLT or pastoral. Out of lesson, SLT contacted. Medical check if necessary. School police officer contacted Statements taken CCTV checked Permanent exclusion/Managed Move/AP CPOMS log</p>	<p>SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.</p>	<p>Parental contact initially – recorded on SIMS Statements taken Written record of contact with school police officer – recorded on SIMS Written record of any necessary medical check and follow up – recorded on SIMS Statements taken Exclusion paperwork complete Logged on SIMS Parent meeting CPOMS check before PEX/AP/MM decision</p>
<p>Serious threatening behaviour to staff or other students</p>	<p>In lesson time: SLT/pastoral contacted who liaise with the Headteacher. Out of lesson time: SLT contacted to coordinate. Parents informed. Liaison with school police officer The student may be searched following the searching protocol CCTV checked Statements taken E-evidence secured in line with protocol Permanent exclusion/Managed Move/AP. CPOMS log</p>	<p>SLT alongside the HOH agreement is required before referral to the Headteacher for sign off.</p>	<p>Parental contact initially – recorded on SIMS Statements taken Written record of any required search – recorded on SIMS Written record of contact with school police officer– recorded on SIMS SIMS log Parental letter Parent meeting Exclusion paperwork complete CPOMS check before PEX/AP/MM decision</p>

