



Farringtons School Behaviour Policy

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| Updated : | September 2017 |
| Author : | Pastoral - RF |
| Next Review due: | September 2018 |

1. Introduction

1.1 Behaving appropriately and being aware of acceptable social boundaries are key life skills which prepare our students for life at and beyond Farringtons School.

1.2 Behaviour is managed in a positive way, reflecting one of the School's key aims which is to "promote the holistic development of each person and to provide the best education for every pupil within a supportive Christian environment".

1.3 Farringtons School actively encourages good behaviour through positive encouragement, praise and rewards but where pupil misbehaviour occurs there is a system of sanctions in place to reinforce the high expectations we have of our pupils. This policy seeks to explain our processes to staff, pupils, parents and guardians.

1.3 In writing this policy guidance given from the DfE on Behaviour and Discipline in Schools January 2016 has been taken into consideration.

1.4 Reference to the following policies will also add detail to the content of this policy: Anti-bullying policy, Restraint policy, the Child Protection and Safeguarding policy, the Exclusions Policy, and the Complaints Procedure.

2. Roles and Responsibilities

2.1 The Board of Governors and Senior Management Team (SMT) will establish, in consultation with the students and other staff, a policy for the promotion of desired behaviour and keep it under review. They will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear.

2.2 All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. Staff should also be aware of, and have consideration for, any students with learning support needs or disabilities.

2.3 The Board of Governors, Headmistress and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

2.4 Parents and guardians will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and parents will be actively encouraged to raise with the school any issues

arising from the operation of the policy.

2.5 Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

2.6 Screening, searching and confiscation

2.6.1 The School acknowledges its duties and responsibilities under the applicable education legislation and guidance in respect of screening and searching pupils, and confiscating items.

2.6.2 School staff may search pupils' clothing, bags or lockers without consent for any prohibited item, and for any item, which we believe, could cause injury to any person or damage to property. This process will be governed by internal procedures and will only be undertaken by designated staff. As above, the school may give due regard to police involvement or initiating safeguarding processes as appropriate.

2.6.3 As a general rule, school staff can seize any prohibited item found as a result of a search, and any item however found which they consider harmful or detrimental to school discipline. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

2.7 Malicious accusations against school staff

2.7.1 The School recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns.

2.7.2 However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

2.7.3 The School will also take seriously inappropriate use of technologies including mobile and social networking sites, which are targeted at members of staff.

2.8 Pupils are entitled to:

2.8.1 Educational provision that meets their needs and enables them to enjoy learning

2.8.2 Be taught in classrooms that are conducive to learning and free from disruption

2.8.3 Be free from circumstances in which they are bullied, ignored or subjected to any form of discrimination

2.8.4 Have their voices heard, to be listened to and to know how to share their concerns

2.9 Pupils have a responsibility to:

- 2.9.1 Work to the best of their ability
- 2.9.2 Show, through their behaviour and language, respect for all staff and other pupils
- 2.9.3 Take proper care of books, equipment and the fabric of the building
- 2.9.4 Avoid behaviour which is intimidating, open to misinterpretation, is loud or results in physical contact
- 2.9.5 Accept and support the Behaviour and Discipline policy and the Code of Conduct

2.10 Teachers (or any other members of staff) are entitled to:

- 2.10.1 Be able to enjoy teaching, or to carry out their job, without unacceptable pupil behaviour
- 2.10.2 Clearly defined disciplinary measures and sanctions (see below)
- 2.10.3 Guidelines on what to do in a disciplinary crisis
- 2.10.4 Be free from verbal abuse, threats or physical assault
- 2.10.5 Consultation in the review of the Behaviour and Discipline policy and procedures
- 2.10.6 Work in an environment where the ethos is supportive of teaching and learning

2.11 Teachers (or other members of staff) have a responsibility to:

- 2.11.1 Respect the pupils they teach, encouraging good behaviour and respect for others
- 2.11.2 Keep their pupils safe and prevent all forms of bullying
- 2.11.3 Promote positive behaviour
- 2.11.4 Keep parents informed of a pupil's progress, both educationally and socially
- 2.11.5 Reward good behaviour
- 2.11.6 Work as part of a team to implement the Behaviour and Discipline policy

2.12 Parents are entitled to:

- 2.12.1 Full information on their son or daughters' progress
- 2.12.2 Information on how positive behaviour is promoted and what they can do to help

2.12.3 Know what rewards and sanctions are given

2.12.4 The facility to discuss and resolve any concerns

2.13 Parents have a responsibility to:

2.13.1 Encourage their son or daughter to recognise the importance of good behaviour as an integral part of effective learning

2.13.2 Support the application of the Behaviour and Discipline policy and systems of rewards and sanctions

2.13.3 Respect all members of the school community

2.13.4 Encourage their son or daughter to be properly prepared for school each day

JUNIOR SCHOOL

3. Introduction

3.1 This policy forms the basis of our behaviour management at Farringtons Junior School. This policy should be read in conjunction with the Anti-Bullying policy and Staff Handbook.

All teachers have the right to teach; and

All children have the right to learn in a mutually respectful environment.

3.2 At Farringtons, we believe that most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole School community. Our Behaviour Policy focuses on positive behaviour, which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that when behaviour issues occur, all staff, students and parents have a clear understanding of the procedures and sanctions for dealing with problems.

3.3 Farringtons Junior School aims to teach and promote good behaviour through an inspirational curriculum, excellent teaching and supportive structures. Good learning behaviour is taught explicitly through the use of Christian values, circle time and our Wellbeing units. Good learning behaviour is also taught explicitly through our reward and sanction structures and implicitly through the modelling of good learning behaviour by the adults and children in our school.

3.4 Ethos:

The School's motto, "Posside Sapientiam" is translated in the behaviour policy as the School Pledge. These aim to support children's behaviour in a clear and concise way.

3.5 The School Pledge

1. To listen and learn in our lessons
2. To be kind caring and to make everyone feel safe, happy and valued
3. To remember to work as a team
4. To show respect to everyone in the school community
5. To look after our school and keep it clean and tidy
6. To be welcoming to everyone who visits our school

4. Rewarding Good Behaviour

4.1 Rewards are given to children to celebrate their achievements in becoming good learners and in making Farringtons Junior School a vibrant and effective learning community.

Types of rewards:

- Stickers
- Happy face
- House points
- Informal rewards particular to each teacher e.g. stickers
- Blowing bubbles, Star of the Day etc.
- Merit marks leading to House points, leading to House point certificates.
- Golden time - good behaviour rewarded with extra golden time.
- Postcards of achievement
- End of year awards.

4.2 In each Key Stage different strategies are used to promote good behaviour, each designed to suit a particular age group. In EYFS and KS1 the 'dojo points' system is used, in KS1 merit marks are awarded to the children; in all areas the points are then added to the House system to win the House Cup. The merits are also used to award golden time / dojo time at the end of the week. House points may also be awarded to all children as described below:

4.3 House points

Every child is placed in one of three houses:

Wilson (Blue)

Fisher (Yellow)

Davies (Red)

4.4 House points are awarded (in multiples of 5) for good manners and showing an awareness of the school pledge. These are collated on a weekly basis for announcement in Friday's whole school assembly and in the weekly newsletter. At the end of the year the House with the most points is awarded the House Points Cup.

5. Prevention and intervention

5.1 Whilst we aim always to reward positive behaviour, we acknowledge that there will be times when we have to deal with behaviour which is unacceptable. As a school we use a combination of intervention strategies to prevent unacceptable behaviour (see Appendix 1). The list is not exhaustive and should be used as a guideline only. Staff should always remind children of their rights and responsibilities.

5.2 All sanctions are recorded in the children's IWP to ensure that children receive fair sanctions. Behaviour patterns are identified so that interventions can be put in place quickly to proactively prevent continued incidents of poor behaviour.

5.3 When giving punishments the child should be told verbally why the sanction is being given by referring explicitly to the school pledge.

1. Children who are not following the school pledge receive a verbal warning
2. Continued negative behaviour by a child is sanctioned with a move within the classroom.

3. If this continues the child will lose play time.
4. Incidents such as:
 - Negative behaviour to other pupil, including verbal/gestures;
 - More incidents as above;

Will result in the child being sent to another room

5. Incidents such as:
 - Wilful vandalism of school property; (red card if serious)
 - More incidents as above
 - Physically hurting another individual;

Will result in the child being sent to the pastoral leader

As soon as possible after the incident the child should spend time reflecting on their actions, through support with an adult. They should also highlight the school pledge that they have. Parents will be informed and a record kept in the child's IWP.

6. For a child who:
 - Continues to show unacceptable behaviour immediately after an incident described above.
 - Intentionally or persistently physically attacks another person.
 - Makes repeated racist/sexist/homophobic/anti-faith comments to or about another child or adult.
 - Is proven to be exhibiting bullying behaviour

The child will be sent to the Head teacher

The Head teacher will inform the child's parents.

Allegations of behaviour that may lead to this must be carefully investigated by a member of staff.

5.4 The member of staff issuing any sanction must inform the class teacher.

5.4.1 Detentions take priority over any lunchtime club activities and

5.4.2 Parents are always informed separately of internal exclusions.

5.5 Monitoring

Each teacher compiles a daily tracking record in the form of dojo points or a class sheet. This shows each child's daily total of merit marks/dojo points and the total of house points.

5.6 Continued Challenging Behaviour:

Children should only be sent to the Head teacher when the behaviour is severe, in all other cases the policy should be followed as above. If children are sent to the Head teacher too quickly it loses its power as a sanction and risks inflaming a situation that could have been dealt with at a much lower level.

5.7 Counsellor

In addition, some students experiencing difficulties will be supported by the Counsellor. It is the role of the Counsellor to explore with the student a range of methods to engage them back into effective learning.

The Counsellor will meet regularly with the student on an individual or group basis and will closely monitor the student's progress, working in partnership with class teachers and the inclusion team.

5.8 Special Education Needs

For some of our children the behaviour management systems may not be appropriate in supporting their additional needs. Whilst all teachers should make efforts to adhere to the behaviour policy guidelines, we know that for some children, different standards of behaviour apply.

5.9 Playground Behaviour

The child's class teacher must be informed of negative incidents by the staff on duty.

5.10 Restraint

Staff are reminded to read the Restraint Policy to ensure they understand when to use restraint with pupils.

SENIOR SCHOOL

6. Introduction

6.1 This Behaviour Policy is summarised within each pupil's homework planner and on the Level of Behaviour Code of Conduct posters displayed within all classrooms. The Behaviour Policy is developed and amended in consultation with students through the Student Council and staff through the Senior Leadership Team.

6.2 The Governors and staff believe that in order to enable teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create an inclusive caring, learning environment in the school by:

- promoting good behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and guardians to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve

6.3 Further detail relating to this Behaviour Policy can be found in the Exclusion and Required Removal Policy, Anti-Bullying Policy and Anti-Cyber Bullying Policy

7. Promoting good pupil behaviour

- Staff will praise pupils when they see good behaviour
- Staff will tell students clearly what is expected of them
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (Praise postcards, merits, parents' evening, or informally via a note in the student's homework diary or telephone call / email)
- When students have worked hard to support others, in or out of school, they will be commended - for example in year group assemblies
- Students should follow staff instructions and remember what is asked of them
- Rules are consistently and fairly implemented
- Rules will be regularly reviewed with staff and students
- Responsibilities and expectations will be matched to individuals and their development

8. Rewards

8.1 A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

- Good behaviour should be consistently rewarded
- Staff will praise a student / class immediately upon their good behaviour and say why they are pleased
- Staff will regularly inform each other and the student's parents of praiseworthy actions at tutor and departmental meetings
- Staff may give privileges to students who behave consistently well and to those who have made a special effort to do so
- All staff will use the merits system

9. Unacceptable Behaviour

9.1 Sanctions are needed to respond to undesirable behaviour.

9.2 Students will always be given a chance to consider their behaviour.

9.3 They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation.

9.4 A range of sanctions is clearly defined on the Levels of Behaviour Code of Conduct poster and their use will be characterised by following the SWOT Policy which provides clarity for why the sanction is being applied and what changes in behaviour are required to avoid future sanctions (Appendix 2). This includes the Green Card system for those students in Years 7-11.

9.5 Staff, pupils and parents are aware of the Behaviour Policy Flow Chart (Appendix 3) which provides clarification on which members of staff will administer sanctions.

9.6 Under no circumstances should any member of staff use or threaten to use corporal punishment (*See Corporal Punishment Policy*).

9.7 Head of Department, Head of School and Assistant Head detentions may be used as a sanction in appropriate circumstances. A member of staff using a personal detention as a punishment should consider the following points:

9.7.1 The punishment should be proportionate to the student's misbehaviour

9.7.2 The detention should be reasonable in all circumstances. It would not be reasonable for a student to miss lunch or transport arrangements

9.7.3 Parents should be given at least 24 hours notice in writing and the reason for any after school or Saturday detention, as well as the length and date on which it is to occur. A standard letter is available from the school Secretary (Wendy Cox). Staff may wish to use this and should use a method of delivery, which as far as possible, ensures arrival. It is prudent to allow two days between notification and carrying out the detention. This allows parents to

make representations about the detention if they wish, but does not give them the right to refuse the sanction.

9.8 If it is deemed necessary by a member of staff a class or pupil may be retained for 15 minutes at break, lunchtime and afterschool without prior notification to parents.

9.9 Consideration must be given to the student's circumstances: age, any Special Educational Needs (SEND), any religious considerations, travel problems. With reference to pupils with SEND the Head of Learning Development Senior and Junior should be informed.

9.10 Should a search of pupils property (or boarders room) be required staff should refer to the *Conducting a Search Policy*.

9.11 Staff are reminded of the guidelines of using restraint which are found within the *Restraint Policy*.

10 Off-site Behaviour

10.1 Although the school will not take responsibility for the actions of any Farringtons School students off- site, and the effects of such actions, nevertheless the school reserves the right to take action against such students whose behaviour is judged by the school as being inappropriate and / or where such actions result (or risk resulting) in bringing the school into disrepute. The following are given as examples of such actions which could be deemed as fulfilling the criteria for such judgements which could lead to action being taken, but do not constitute a closed list:

- Behaviour alongside the boundaries of the school site within sight of the School gates which falls below the expected standards of behaviour as listed in our Code of Conduct;
- Behaviour on mini buses (or other modes of transport) used by the school which falls below the expected standards of behaviour as listed in our Code of Conduct;
- Behaviour and / or communication on social media sites which fall below the guidelines;
- Any behaviour that is deemed to bring the schools name or reputation into disrepute where appropriate will be investigated and sanctioned if necessary.

11 Incident Recording

11.1 Cases of extreme behaviour are recorded using the Serious Incident Proforma (SIP) (Appendix 4). These incidents are then recorded on the pupils Individual Welfare Plan (IWP). Incidents of a serious, bullying or discriminatory nature are recorded centrally within the relevant central records folders within the Assistant Head (Pastoral) Office.

12 Boarding

12.1 Boarding Houses within the school follow the schools Behaviour Policy. The School understands that Boarding Houses are a 'home from home' and therefore sanctions which occur 'at home' which are not of a school related matter should be dealt with consistently throughout the three Boarding Houses. As a result the Boarding community have Boarding Rules and operate a three tier Sanctions and Rewards system. Incidents deemed to be those that would occur 'at home' are recorded using the ABC Log, copies of which are kept within the official folder for each Boarding

House. Pupils awarded a Sanction or Reward are updated onto the electronic Daily Diary which is sent twice a day to relevant members of the school teaching staff. Behaviour which is deemed to have broken school rules or guidance provided within the Behaviour Policy is recorded using the Serious Incident Proforma (SIP) and is updated onto the pupils IWP. In all incidents of 'at home' behaviour or other the Assistant Head (Pastoral and Boarding) and the Head are kept informed through the updates to the House Electronic Daily Diary. The Assistant Head (Pastoral and Boarding) can then, if required, investigate further.

APPENDIX 1

Behaviour Consequences

| Level | Examples of Behaviour | Consequences |
|----------|--|--|
| 1 | Calling out Interrupting Ignoring instructions Silly noises Pushing in line Talking in Assembly Running in the corridor | Rule reminder Warning if continues, move to next level |
| 2 | Repeat occurrence of above Not working Being disruptive or cheeky Name calling Disrespectful / threatening gestures Taunting / teasing / winding others up Rough play / Play fighting Missing homework | Warning Apology At playtime walk around with member of staff or stand by the wall Missed playtime with the member of staff Target book (issued at Head of Key Stage's discretion) |
| 3 | Repeat occurrence of above Throwing small objects Deliberately harming someone Deliberate damage to property Swearing Lying | Sent to Head of Key Stage or other classroom, if not available, complete time out sheet Parents informed verbally by class teacher Missed playtime with the member of staff |
| 4 | Repeat occurrence of above Fighting / biting Throwing or possessing dangerous objects Serious verbal abuse to staff / children Inappropriate use, or content, on a digital device / social media Refusal to do as asked and defiance Serious damage to property False accusations | Sent to Head of Pastoral Meeting with parents Internal exclusion |
| 5 | Repeat occurrence of above Extremely dangerous / violent or threatening behaviour Running out of school Stealing Serious physical abuse to staff / children Serious foul / discriminatory language or gestures | Head called via another child Meeting with parents Fixed term exclusion Required removal |

Corporal Punishment is prohibited and must not be administered to any child during any activity whether or not within the school premises. (School Standards and Framework Act 1998).

APPENDIX 2

Levels of Behaviour

| Level 1 Verbal warnings and Green Card offences | Level 2 Lunchtime detention with subject teacher. Green Card / Contact Book note to parents | Level 3 After school HoD / HoY Friday evening detention. | Level 4 HoY Report, single day of internal isolation | Level 5 A.H. Report, Saturday detention. Two days internal isolation | Level 6 Fixed term exclusion for one to three days. | Level 7 Permanent exclusion review. |
|---|---|--|--|--|---|---|
| <p>Inconsiderate behaviour:</p> <ul style="list-style-type: none"> ✓ Chewing gum ✓ Mild bad language ✓ Interrupting staff ✓ Talking over teacher ✓ Eating/drinking outside of designated areas ✓ Being argumentative ✓ Creating litter ✓ Name calling ✓ Spitting (not at others) ✓ Throwing objects ✓ Not totally complying with instructions ✓ Lack of equipment or kit:- includes misuse of equipment ✓ Late for Lessons/ tutor group <p>Off task/minor distractions:</p> <ul style="list-style-type: none"> ✓ Interruption of other students ✓ Slow work rate ✓ Shouting out in class ✓ Swinging on chairs ✓ Uniform or jewellery offences | <p>Repeat of Level 1 offences</p> <p>Disruption to learning:</p> <ul style="list-style-type: none"> ✓ Persistently talking over teacher ✓ Lack of cooperation ✓ Arguing with staff ✓ Rudeness ✓ Attention seeking at the expense of others' learning ✓ Cheating in class ✓ Persistent lack of, or misuse of equipment ✓ Continuous name calling ✓ Persistent uniform issues ✓ Not doing homework ✓ Swearing at other students ✓ Out of bounds | <p>Repeat of Level 2 offences</p> <ul style="list-style-type: none"> ✓ Repeated failure to complete homework ✓ Failing to attend lunchtime detention ✓ Bullying & intimidation ✓ Graffiti ✓ Minor vandalism <p>Removal from lesson:</p> <ul style="list-style-type: none"> ✓ Persistent attention seeking at the expense of others' learning ✓ Persistent refusal to work ✓ Dangerous handling of equipment ✓ Refusal to do as asked by members of staff ✓ Cheating in tests or examinations ✓ Refusing to work ✓ Truanting/ Missing Lessons ✓ Leaving the classroom without permission | <p>Repeat of Level 3 offences</p> <p>Total disobedience, defiance or insolence:</p> <ul style="list-style-type: none"> ✓ Deliberately undermining ✓ Persistently refusing staff instructions. ✓ Failing to attend after school detentions ✓ Blatant disregard for school uniform including piercings ✓ Fighting, aggression towards others including retaliation ✓ Major vandalism ✓ Behaviour likely to endanger others ✓ Videoring or photographing others without consent ✓ Dangerous behaviour on the school bus ✓ Persistent bullying ✓ Persistent truancy ✓ Racist remarks or actions ✓ Petty theft | <p>Repeat of Level 4 offences or persistent repeating Level 3 offences</p> <ul style="list-style-type: none"> ✓ Poor behaviour in internal isolation. ✓ Smoking at school or off site while in school uniform | <p>Failure to meet behaviour targets set during Levels 1-5</p> <ul style="list-style-type: none"> ✓ Physical assault on another student ✓ Verbal threats or extreme offensive language to staff ✓ Serious inappropriate behaviour ✓ Dangerous, sexual or offensive actions ✓ Possession or supply of alcohol or pornographic material | <p>Failure to meet behaviour targets set during Levels 1-6</p> <ul style="list-style-type: none"> ✓ Assaulting a member of staff ✓ Possession of an offensive weapon or item deemed to be offensive ✓ Possession, use or supply of drugs or other illegal substances ✓ Behaviour that endangers other students, staff or visitors ✓ Persistent defiant and disruptive behaviour after failed intervention strategies ✓ Fraudulent activity |
| <p>Notes: Students can move progressively up and down through the levels. If a student's behaviour improves after a green card detention for example they will move back down to Level 1</p> | | | | | | |

SWAT Behaviour Policy

Farringtons School has high expectations of behaviour for all members of the school community. It is recognised that good behaviour supports outstanding teaching and learning within the classroom as well as creating a whole school environment where everyone achieves and enjoys coming to school.

Golden Rule: Students are expected to show consideration and respect to all members of the school and local community at all times.

Teachers will apply the Department and whole School policies as appropriate in lessons but will follow the same procedure.

SWAT:

1. **S**tate the rule that is being broken.
2. **W**arn of the consequences if the rule continues to be broken and what the sanction will be.
3. **A**pply the sanction (s) – Green card signature, detention after lesson, after school detention etc.
4. **T**ransfer the student if there is persistent disruptive behaviour to the detriment of teaching and learning. This can be to the Head of Department or to the member of SLT in charge of the isolation room.

APPENDIX 3

Behaviour Policy Flow Chart

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|--|---|
| Head – Expulsion | <ul style="list-style-type: none"> - Parents invited into school - Pupil will be requested to leave the school. |
| Deputy Head / Assistant Head – External suspension (Final Warning) | <ul style="list-style-type: none"> - Head informed - Parents invited into school - Pastoral Support Plan completed upon return. |
| Assistant Head – Internal suspension | <ul style="list-style-type: none"> - Head informed - Parents invited into school - Academic / Pastoral Support Plan upon return. |
| Academic Head of Key Stage – Friday Detention / Isolation <ul style="list-style-type: none"> - Head of Key Stage informed - Parents invited into school - Academic Support Plan completed. | Pastoral / Behaviour Assistant Head – Saturday Detention / Isolation <ul style="list-style-type: none"> - Head of Key Stage informed - Parents invited into school - Pastoral Support Plan Completed |
| Academic - Head of Department Department Detention (lunch time or Friday Detention) <ul style="list-style-type: none"> - HOD or Subject teacher contacts parents by phone, - Email sent to parents copied to Head of School. - IWP updated | Pastoral / Behaviour - Head of Key Stage Head of Key Stage Detention (lunch time or Friday Detention) <ul style="list-style-type: none"> - Head of Key Stage contacts parents by phone, - Email sent to parents - IWP updated |
| Subject teacher initially follows SWAT Policy Teacher detention (eg – no prep) | Subject teacher initially follows SWAT Policy Teacher Detention (Poor behaviour) |
| Green Card - Used by all staff (Tutor monitored) Head of Key Stage Friday Detention | |
| <ul style="list-style-type: none"> - To be used for: <ol style="list-style-type: none"> 1) Uniform 2) Reading book 3) Equipment 4) Chewing gum 5) Mobile phone/ipod 6) Hair 7) Other (not behaviour) - Four signatures | |

Reasonable adjustments should be taken into consideration with those pupils who appear on the LDD register.

Corporal Punishment is prohibited and must not be administered to any child during any activity whether or not within the school premises. (School Standards and Framework Act 1998)

