



#equippedforlife

The
Westgate School

Behaviour and Engagement Policy

The Westgate School

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| Approved by: | [Name] | Date: 28/06/22 |
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1. Our School Ethos and Values

The Westgate School is ambitious kind and reflective. We are a community based on respect; this is respect for others whether it be staff, students or visitors as well as self-respect.

This respect allows us to develop the values, behaviours and attitudes that we feel are important for our students to possess if they are to be **#equippedforlife**.

We are proud to be an inclusive comprehensive school committed to meeting the needs of all of our students while maintaining high standards and ensuring the safety of our learning community.

We believe that in order to support effective teaching and learning to take place, there must be a safe and positive learning environment built on the foundations of mutual respect and positive relationships.

This policy is integral to all stake holders at The Westgate School and underpins all that we do to ensure children are safe, secure and achieve their full potential. Staff should consistently and proactively recognise, praise and model positive relationships and challenge unacceptable behaviour enabling our students to actively reflect, accept responsibility and improve their behaviour.

2. Aims

The Westgate School aims to provide a positive, respectful, safe and ordered environment where all students can learn and achieve. We aim to celebrate these values, behaviours and attitudes with our students and encourage them to develop them in lessons, in our wider school setting, in our community and in the wider world.

The Westgate School is very clear about its aims. They are to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To create a system that effectively resolves conflict and prevents it from recurring
- Provide a consistent approach to behaviour and engagement management that is applied equally to all pupils
- Summarise the roles and responsibilities of different people in the school community with regards to effective behaviour management
- Outline our system of rewards and sanctions

3. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4. Expectations and Definitions

The Westgate School has very clear expectations of students. We encourage our students to participate positively in all aspects of school life. Students should have good levels of achievement, effort, attendance and punctuality. Students should conduct themselves in a respectful manner at all times.

The school firmly believes in developing students' values and virtues. The Westgate School values are:

- Kind
- Ambitious
- Reflective

In addition, we encourage our students to understand and implement to aspects of behaviour to assist their time in school and also beyond in the community and later life. The Westgate School separates this into two aspects:

- Behaviour for Learning
- Behaviour for Citizens

Behaviour for Learning – How we ensure uninterrupted Teaching and Learning in the classroom.

L.E.A.R.N

(i) Consequences

Pupils are issued a C1 for not adhering to L.E.A.R.N and a C1 card is placed on his/her desk to act as a reminder to focus. For any subsequent behaviour that does not adhere to L.E.A.R.N, the pupil is issued a C2 and will have to leave the class.

(ii) Patrol

Via email, teachers will alert the designated member of staff on patrol who will escort the pupil from lesson to the reflection room. Duty patrol must ensure pupils have work to take with them.

(iii) Reflection Room

Is a supervised room where pupils continue their work from the lesson in which they received a C2. All details of the C2 will be logged in a central system. At the end of the lesson, pupils go to their next lesson and/or break/lunch.

(iv) Parental communication

Once a pupil arrives in reflection room, the supervisor initiates an automated text message via School Comms or Class Charts to parents informing them that the pupil will be in afterschool same day detention.

(v) Central detention

Pupils issued with a C2 will sit an automatic same-day after school 1-hour detention. This will be supervised by designated staff and not the individual teacher who issued the C2.

(vi) Teacher-Pupil reflection

Teachers who issue a C2 must visit the pupil in detention to have an informal conversation to 'clear the air' before the next lesson. Teachers' attendance is monitored by the Reflection Room Supervisor and reported to the 'Behaviour for Learning' AHT for action.

(vii) Report card

L.E.A.R.N report cards are used at each phase of the system.

(viii) Phases

There are six L.E.A.R.N phases that manage individual pupils' behaviour across their suite of subjects.

De-escalating teaching techniques

- (i) **L: 5,4,3,2,1 action countdown**
Teachers deploy systematic countdown to get the class attention. (Appendix A)
- (ii) **E: Borrow-box, Meet & Greet, MRP, 'start now' activity**
Strategies that teachers systematically deploy to ensure lessons start on time in a focused fashion. Borrow boxes are stationary supplies that pupils can use if they forget their own. (Appendix B)
- (iii) **A: Talking Tokens, no-opt-out, Brain, Board, Book, Buddy, Boss**
Teachers systematically issue talking tokens to pupils for their verbal contribution to lesson. (Appendix C)
- (iv) **R: Engagement levels (Appendices D & K)**
These are systematic instructions that teachers systematically instruct pupils to display in planners to indicate the required manner in which to complete the task set.
- (v) **N: Name sticks and 'cold calling'**
To avoid pupils calling out, teachers systematically use name sticks and other methods of targeted questioning to direct questions and targeted pupils.
- (vi) **C1 card**
This card is placed on a pupil's desk to indicate that they have received a C1 and how to avoid getting a C2.

Talking Tokens

Talking tokens are systematically awarded to pupils for their verbal contribution to the lesson. An unlimited number of tokens can be awarded per pupil. The number of tokens issued by teachers and received by pupils are monitored. Every two weeks, the top 10 pupils per year group are rewarded in assembly. These tokens will be placed in a ballot box, counted and then a draw will take place to allocate rewards.

Star of the month

Each month every subject department will systematically award a star of the month to one pupil in each year group for consistently aiming to produce work of the highest quality. Pupils will be awarded in the fortnightly assembly.

Behaviour for Citizens - How are we ensure a calm and orderly environment across the school through the adherence to clear routines

Attendance

Sometimes absence from school is unavoidable. That is acceptable. However, being absent from school without a valid reason, is not acceptable. We therefore set a target of **98%** attendance for the year for every student. For some, this will be easily achievable whilst for others it will be harder, but effort is required.

We use loyalty cards and reward coupons to praise pupils' good attendance. We deploy six systematic attendance phases when attendance falls below target. (Appendix C)

Uniform

Our Uniform policy can be found on the school website.

Uniform is checked every morning by Gate duty staff and Tutors during the PSHE. Each month pupils can receive reward coupons for wearing uniform correctly every day. Equally, operate three phases to address time when uniform falls below expectations (Appendix D)

Punctuality

Each month pupils receive can receive reward coupons for arriving to school on time every day. Equally, we operate three phases to address time when punctuality falls below expectations. Pupils arriving to registration period after 8.50am will be marked as 'late'. (Appendix E)

Do you know your ABCs?

How students conduct themselves around the school is a very important influence on how they settle to work in lessons. It sets the set the tone for their learning. It also determines how safe other pupils feel.

Our expectations are set out in Appendix P.

Each month pupils can receive reward coupons for demonstrating that they know their ABCs. Equally, we operate a 5 phase programme when conduct falls below expectations

These are visible in classrooms and reinforced through our behaviour and engagement assemblies and workshops.

Centralised detentions

Same day centralised detentions will run for every school day in the academic calendar. These detentions will be supervised by directors of learning and Senior Leadership. Centralised detentions can vary in length based on the phase the individual is on which can be found in the appendices.

Centralised detentions will be issued for:

- Breaches to the uniform policy
- Being late to school for AM registration
- Receiving a C2 within lesson times

Serious unacceptable behaviour:

This is defined as:

- Repeated breaches of the school expectations and classroom expectations
- Physical, verbal or online abuse towards staff or other students
- Any form of bullying
- Any act of sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - sexual comments
 - sexual jokes or taunting
 - physical behaviour like interfering with clothes
 - online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include knives or weapons or anything that may be used to cause harm. These also include alcohol, illegal drugs, cigarettes, vapes, pipes, shisha pens or any other smoking paraphernalia, fireworks, pornographic images or stolen items. This also includes any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Mobile Phones

The Westgate School has a 'no phone policy' in which students should not have mobile phones visible or be heard at any point throughout the school day. This is in place to ensure the safety of all students and staff whilst on the school site. Staff will confiscate any mobile phone if seen and secure this until arrangements can be made

for its return. Alternative arrangements will be made for repeated noncompliance. Students are permitted to use their phone onsite from 3pm as appropriate.

5. Roles and responsibilities

The Governing Body

The governing body is responsible for reviewing and approving the written statement of the Whole School Values (Appendix A)

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher and Senior Leadership Team

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of Whole School Values (appendix A). The headteacher will also approve this policy.

The headteacher and senior leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher and leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Middle Leaders and Staff

Leaders with TLR responsibilities will support teams and staff to deal effectively with poor behaviour and ensure the appropriate mechanisms are used to ensure high standards. Training and support should be offered wherever needed to ensure high standards and to enact our behaviour management procedures effectively (see Appendix C).

Staff are responsible for:

- implementing the behaviour policy consistently
- modelling positive behaviour in line with school values
- providing a personalised approach to the specific behavioural needs of students
- recording behaviour incidents promptly
- challenging all students to meet our school's values and expectations

The senior leadership and leader will support staff in responding to behaviour incidents using the appropriate mechanisms in school.

Parents/Guardians/Carers

In seeking to involve parents, guardians, and carers in promoting good standards of behaviour and commitment to study we will:

- encourage parents, guardians, and carers to partner the school in our efforts to ensure conformity to acceptable standards
- ensure that we create opportunities to celebrate successes and communicate praise with parents, guardians, and carers
- ensure that parents, guardians, and carers are aware of any lack of application to study and or non-conformity on the part of their child
- ensure that there is ample opportunity for parents, guardians, and carers to discuss students' successes and areas for improvement
- respond to requests for information and/or action quickly and as purposefully as the current state of information allows
- respect the role and responsibilities of the parents, guardians, and carers

6. Pupil code of conduct

Student Code of Conduct

Restorative justice underpins and supports staff and students in ensuring that these are followed, reflected upon and then actions or choices changed or improved upon. Staff and students should refer to the Restorative code of conduct guidelines displayed in each classroom (Appendix B)

7. Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise, in all forms
- Achievement points
- School Comms and phone calls home
- Praise postcards
- Celebration events including events with Headteacher
- Certificates and pins
- Special responsibilities and or privileges
- Invitations to rewards trips or workshops
- Student choice rewards, cashing in tokens and talking tokens for both behaviour for learning and behaviour for citizens

We believe that sanctions should always involve a process of reflection and an opportunity for students review their actions.

- Incidents of negative behaviour should be investigated thoroughly before the appropriate sanction is issued

We will use a number of different sanctions to support this policy, including:

- A verbal warning or reprimand
- Restorative justice conversation
- Behaviour points linked to L.E.A.R.N and ABCs
- Removal from lesson (C2)
- Isolation in Removing Barriers room or with members of staff
- Phone calls / school comms or letter home
- Detentions; during the school day and outside of school hours
- Placing students on report (self-improvement, Tutor, Dol, SLT)
- Removal of privileges including withdrawal from attending a school organised trip
- Meetings with parents, guardians and carers and external support agencies where appropriate

Internal Isolation

The Westgate School uses a Removing Barriers room, as a place of reflection and isolation for student who display unacceptable behaviour in and out of classroom, which does not follow our school's values. If persistent, we are also in partnership with other local schools their provision may be used to offer a safe space to reflect and engage in learning elsewhere for a short period of time. This offers a further alternative to external exclusion to support learning and standards.

The routine below should be followed in order to promote consistency:

- Internal exclusion will follow an alternative school day starting at 9:20am and finishing at 3:30pm. Students will be met at reception at 9:20am by a member of the pastoral team where they will hand over their mobile phone and complete their contract.
- Students are supervised in a room by a suitable member of staff at all times.
- Students will have an alternative break and lunch time which will be supervised by a member of staff, there will be no social opportunities throughout the internal exclusion.
- Students will complete live work from the lessons on their timetable. Staff communication in regard to work required will be emailed the day before in most circumstances and will be collected by out student receptionists
- The Director of Learning will meet with the student at the end of the internal exclusion and engage in a reflection meeting identifying next steps and target setting.
- The pastoral team will keep a record of the internal exclusion as well as uploading the relevant documentation onto SIMS.
- The reflection meetings with students will be escalated to a member of the leadership team for students who are repeatedly sanctioned with isolations.

Offsite isolation

This is normally issued before a fixed term exclusion to offer students a further opportunity to reflect and make better choices upon their return to our school. The student will spend a fixed amount of time (usually between 2 – 5 days or in extreme circumstances this may be longer) in the isolation unit of another local school. On their return, the student has a reintegration meeting with parents, guardians or carers and a member of the Senior Leadership Team.

For information regarding fixed term exclusions and permanent exclusions please refer to our exclusions policy.

Off-site behaviour

Sanctions may be applied where a student has brought the school into disrepute through actions in the community whilst wearing school uniform. This includes behaviour during school trips and their online interactions, such as cyber bullying.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is demonstrated to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them from committing an offence, hurting themselves or others, causing disorder or damaging property.

Incidents of physical restraint must always be used as a last resort.

Searching, screening and confiscation

At The Westgate School, we follow the [DfE guidance on 'Searching, screening and confiscation'](#).

Searching

The search of a student may be conducted where staff reasonably suspect that an item has been or may be used to commit an offence, or cause injury or damage to the property of any person.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. Searches should always be carried out with two members of staff present of which one member must be SLT. Random searches will also be done to ensure all our school community remain safe.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the student before conducting a search. If the student is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- Are in possession of a prohibited item
- Do not understand the instruction

- Are unaware of what a search may involve
- Have had a previous distressing experience of being searched

Screening

We may require students to undergo screening by a handheld device (wand). Similar to the process of searching, this will be carried out by two members of staff, of which one must be an SLT member. Should a student refuse to be screened then we may contact the parent, carer or guardian and refuse the student access to the school site.

Confiscation

Staff have a right to confiscate and retain student's property as appropriate.

Designated senior staff have the power to search a student without consent for prohibited items if they have reasonable grounds for suspecting that a student may have a prohibited item. Staff may retain, return, dispose or forward confiscated items to the police.

All members of staff will take particular care when deciding whether to confiscate items of clothing or jewellery. They will have appropriate regard to whether the item in question has religious or cultural significance to the student. All staff members will avoid physical contact or interference with students clothing. Confiscation of any clothing should not leave any student only partly dressed.

Any item belonging to a student should be labelled and stored in a secure place. The school does not accept responsibility for lost or damaged items.

Student support

The school recognises its legal duty under the [Equality Act 2010](#) to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

A range of interventions and tailored support may be offered depending on individual context. This may be bespoke coaching, mentoring, removing barriers programmes, external courses, counselling and so forth.

9. Training

Our staff are provided with training on managing behaviour and supporting engagement as part of their induction process. Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and The Governing Body each year. At each review, the policy will be approved by the headteacher.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Safeguarding policy

APPENDIX A : Whole School Values

The Westgate School's mission and values are integral to how we drive our standards of learning, engagement and behaviour.

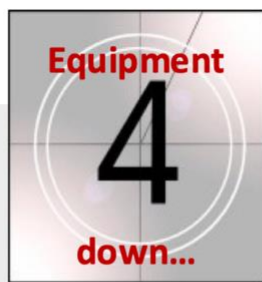
#equippedforlife

We are:



KIND

Appendix B: **L**...



Listen to the teacher
and NOT talk
when he/she is talking



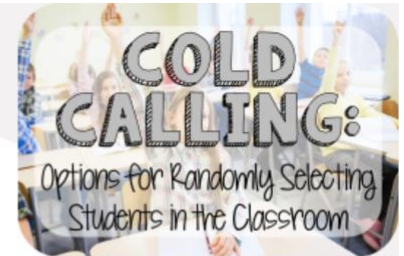
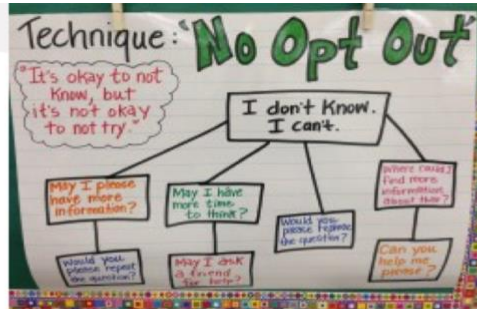
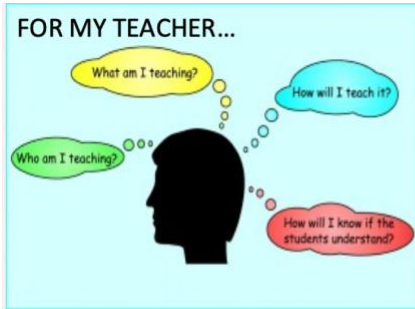
Appendix b: **E**...



The collage includes several elements: a clock face showing 3 minutes, the text 'MEET and GREET' in colorful block letters, a green chalkboard with the text 'Can I borrow your...?' and illustrations of a pencil, a book, and a pencil sharpener, a pair of sneakers and a blue hoodie with a large red 'X' over them, a small black jacket, a large yellow letter 'E', a round analog clock showing 12:00, the text 'Enter the room ON TIME with correct equipment & ready to learn' in yellow, a silhouette of a head with an ear icon and the text 'Retrieval Practice', and a logo that says 'STArt NOW.' in colorful letters.

Enter the room **ON TIME**
with correct equipment
& ready to learn

Appendix B: **a**...



Aim to produce work of the highest quality at all times



Appendix B: **R**...

Silent Study

When this box is on the board:

- The task must be completed **in silence**.
- This means it is **independent work** that does not require discussion with your peers.
- The best way to focus and complete this task will be **working silently**.



Quiet Queries

When this box is on the board:

- You are required to have quiet discussion (using your **whispering voice**) with your partner.
- This discussion **must not** disrupt the learning of other students.
- The discussion must remain **on task** and be relevant.



Talking Together

When this box is on the board:

- You may discuss your ideas and your work with your peers.
- The discussion can be in a **normal voice** but should not become disruptive or distracting.
- The discussion taking place must be **on task**.



Respect the rights
of others by **NOT**
disrupting their learning



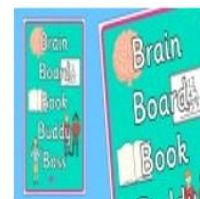
Professional Voice

When answering questions in class or presenting in groups you should use your professional voice. This should be **loud enough for everyone to hear**.





Appendix B: c1 card



C1 → How to avoid a C2... → **C2**

Listen to the teacher
and **NOT** talk
when he/she is talking

Enter the room **ON TIME**
with correct equipment
& ready to learn

Aim to produce work
of the highest quality
at all times

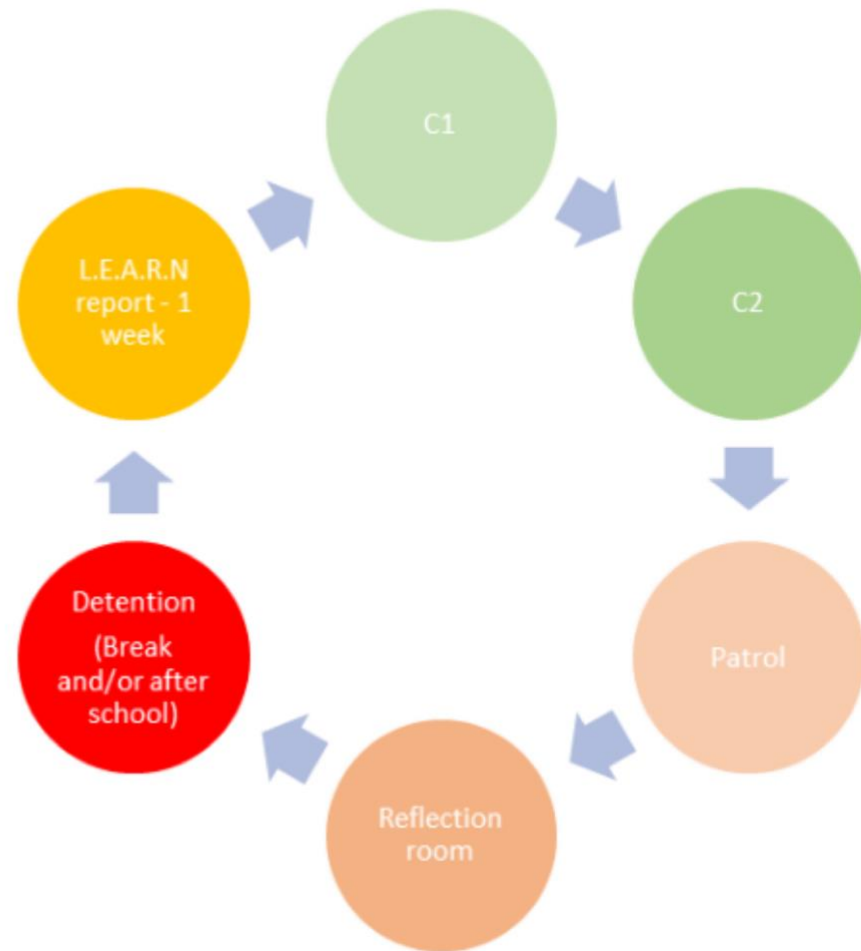
Respect the rights
of others by **NOT**
disrupting their learning

Not call out
raise your hand to get
the attention of the teacher




Listen to the teacher
and **NOT** talk
when he/she is talking

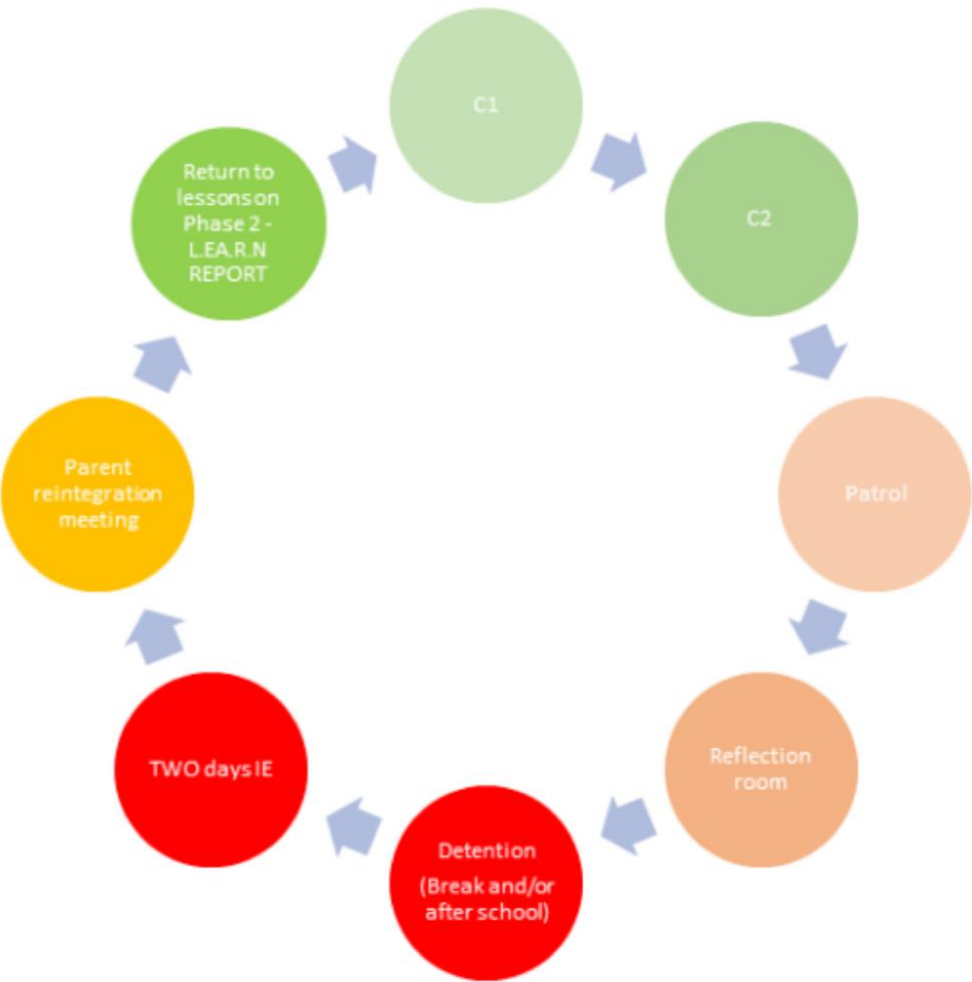
L.E.A.R.N – Phase 1



L.E.A.R.N - PHASE 1 – SANCTION

| For | Sanction | Action | Correction |
|--|--|--|--|
| <p>RECEIVING A C2...</p> <p>Pupil is issued a C2 for not following classroom standards L.E.A.R.N</p>  | <p>Consequence</p> <p>Same day after-school detention. Parents informed via text.</p> | <p>REFLECTION ROOM...</p> <ul style="list-style-type: none"> Pupil is collected from class by PATROL STAFF and taken to the RR Pupil must leave class with WORK from the lesson Pupil spends the rest of the lesson in RR completing the classwork in adherence to SILENT STUDY ENGAGEMENT LEVEL | <p>L.E.A.R.N Report</p> <ul style="list-style-type: none"> Pupil is placed on ONE WEEK L.E.A.R.N report to the Subject Leader Teacher visits student in detention to clear the air issue before the next lesson Teacher calls parents that day to explain the reason for issuing a C2. |

L.E.A.R.N — Phase 2




L.E.A.R.N- PHASE 2– Sanction

| For | Sanction | Action | Correction |
|---|--|---|---|
| <p>ACCUMULATING A TOTAL OF x3 C2s ...</p> <ul style="list-style-type: none"> Pupil has accumulated a total of THREE C2s across the same or a mixture of subjects Receiving a C2 in PHASE 1 DETENTION | <p>Remainder of the day in IE</p> <p>PLUS:</p> <p>NEXT DAY INTERNAL EXCLUSION (I.E)</p> <ul style="list-style-type: none"> Student spends TWO DAYS in I.E Pupil joins lessons via MS TEAMS in adherence to SILENT STUDY ENGAGEMENT LEVEL Pupil does not use the camera facility on their device. | <p>REFLECTION ROOM...</p> <ul style="list-style-type: none"> Reintegration PARENT MEETING is held before returning to lesson by the SUBJECT LEADER of the third C2 that led to Phase 2. Reintegration PARENT MEETING is led by AHT BfL if Phase 2 was instigated by a failed Phase 1 detention | <p>L.E.A.R.N Report</p> <ul style="list-style-type: none"> SUBJECT-BASED T&L STRATEGY deployed to correct issue Pupil is placed on ONE WEEK SUBJECT LEADER L.E.A.R.N REPORT of the third C2 that led to Phase 2. Student is placed on ONE WEEK AHT BfL if phase 2 was instigated by a failed phase 1 detention |

Phase 3
—
L.E.A.R.N



L.E.A.R.N- PHASE 3– Sanction

| For | Sanction | Action | Correction |
|---|---|---|---|
| <p>ACCUMULATING A TOTAL OF x5 C2s ...</p> <ul style="list-style-type: none"> Pupil has accumulated a total of FIVE C2s across the same or a mixture of subjects Receiving a C2 in PHASE 2 DETENTION  | <p>Remainder of the day in IE</p> <p>PLUS:</p> <p>NEXT DAY INTERNAL EXCLUSION (I.E)</p> <ul style="list-style-type: none"> Pupil spends THREE DAYS in I.E Pupil joins lessons via MS TEAMS in adherence to SILENT STUDY ENGAGEMENT LEVEL Pupil does not use the camera facility on their device. | <p>REFLECTION ROOM...</p> <ul style="list-style-type: none"> Reintegration PARENT MEETING is held before reintegration to lesson by the AHT BfL. | <p>ACADEMIC REVIEW</p> <ul style="list-style-type: none"> SUBJECT-BASED T&L STRATEGY deployed to correct issue or reviewed if it is the same subject from phase 2 AHT BfL leads an academic review meeting of teachers who issued C2, to identify what is needed to correct student behaviour AHT BfL shares review meeting outcome with Parents |

Phase 4
—
L.E.A.R.N




L.E.A.R.N - PHASE 4 – Sanction

| For | Sanction | Action | Correction |
|---|--|---|---|
| <p style="color: red;">ACCUMULATING A TOTAL OF x7 C2s ...</p> <ul style="list-style-type: none"> Pupil has accumulated a total of SEVEN C2s across the same or a mixture of subjects Receiving a C2 in PHASE 3 DETENTION | <p>Remainder of the day in IE</p> <p style="color: red;">PLUS:</p> <p style="color: red;">NEXT DAY INTERNAL EXCLUSION (I.E)</p> <ul style="list-style-type: none"> Pupil spends FOUR DAYS in I.E Pupil joins lessons via MS TEAMS in adherence to SILENT STUDY ENGAGEMENT LEVEL Pupil does not use the camera facility on their device. | <p style="color: red;">REFLECTION ROOM...</p> <ul style="list-style-type: none"> Reintegration PARENT MEETING is held before reintegration to lesson by the AHT BfL. AHT BfL holds tri-weekly parent meeting | <p style="color: red;">DEEPER ACADEMIC REVIEW</p> <ul style="list-style-type: none"> AHT BfL revisits previous academic review meeting outcomes and considers further correction approaches: <pre> graph TD C1((C1)) --> C2((C2)) C2 --> Patrol((Patrol)) Patrol --> Reflection((Reflection room)) Reflection --> IE((4 days IE)) IE --> Detention((Detention Break away after school)) Detention --> Meeting((Parent reintegration meeting)) Meeting --> Help((Help to correct behaviour)) Help --> C1 </pre> |

Phase 5
—
L.E.A.R.N



L.E.A.R.N- PHASE 5– Sanction

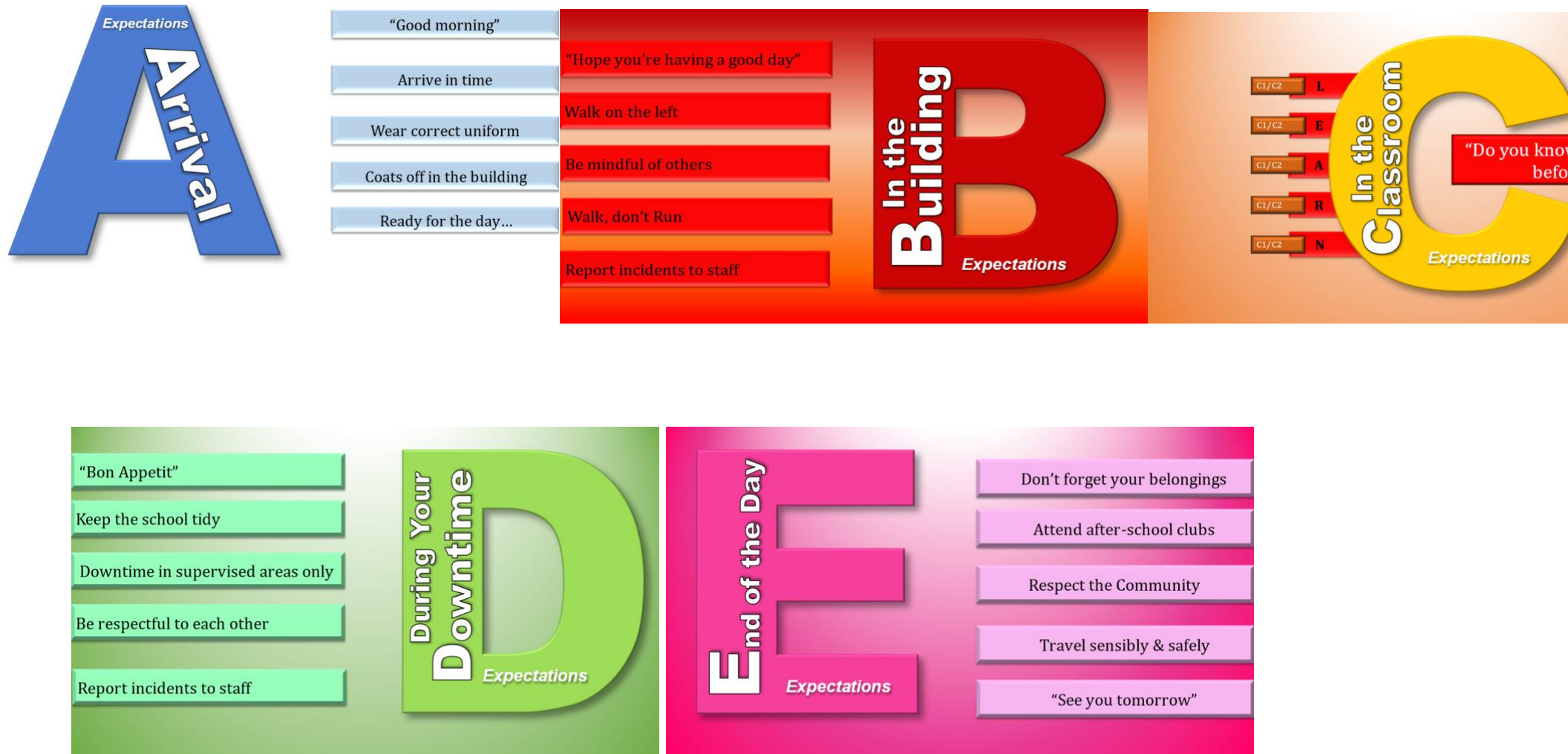
| For | Sanction | Action | Correction |
|---|--|---|---|
| <p>ACCUMULATING A TOTAL OF x10 C2s ...</p> <ul style="list-style-type: none"> Pupil has accumulated a TEN C2s across the same or a mixture of subjects Receiving a C2 in PHASE 4 DETENTION | <p>Remainder of the day in IE</p> <p>PLUS:</p> <p>NEXT DAY INTERNAL EXCLUSION (I.E)</p> <ul style="list-style-type: none"> Pupil spends FIVE DAYS in I.E Pupil joins lessons via MS TEAMS in adherence to SILENT STUDY ENGAGEMENT LEVEL Pupil does not use the camera facility on their device. | <p>REFLECTION ROOM...</p> <ul style="list-style-type: none"> Reintegration PARENT MEETING is held before reintegration to lesson by the AHT BfL. AHT BfL holds fortnightly parent meeting | <p>SPECIALIST SUPPORT</p> <ul style="list-style-type: none"> AHT BfL revisit the impact of the Specialist support  |



L.E.A.R.N - PHASE 6 – Sanction

| For | Sanction | Action | Correction |
|---|--|---|--|
| <p style="color: red;">ACCUMULATING A TOTAL OF x13/> C2s ...</p> <ul style="list-style-type: none"> Pupil has accumulated EIGHT C2 across the same or a mixture of subjects Receiving a C2 in PHASE 4 DETENTION | <p>Remainder of the day in IE</p> <p style="color: red; text-align: center;">PLUS:</p> <p style="color: red; text-align: center;">NEXT DAY INTERNAL EXCLUSION (I.E)</p> <ul style="list-style-type: none"> Pupil spends FIVE DAYS in I.E Pupil joins lessons via MS TEAMS in adherence to SILENT STUDY ENGAGEMENT LEVEL Pupil does not use the camera facility on their device. | <p style="color: red;">REFLECTION ROOM...</p> <ul style="list-style-type: none"> Reintegration PARENT MEETING is held before reintegration to lesson by the AHT BfL. AHT BfL holds fortnightly parent meeting | <p style="color: red;">CONTINUED SPECIALIST SUPPORT...</p> <ul style="list-style-type: none"> AHT BfL reviews the Academic learning support referral actions and considers further correction approaches. |

Appendix D – ABC's



Appendix E – Uniform Phases

| Phase 1 1-4 occasions | Phase 2 5-9 occasions | Phase 3 10-14 occasions |
|---|---|--|
| Response | Response | Response |
| Gate duty staff/Form Tutor refers pupil to Internal Exclusion Room (IER) Teams issues the slips as parental comms Pastoral to call home to find a resolve | Gate duty staff/Form Tutor refers pupil to Internal Exclusion Room (IER) Pastoral calls parents to correct uniform issue | Gate duty staff/Form Tutor refers pupil to Internal Exclusion Room (IER) Pastoral calls parents to correct uniform issue |
| Actions | Actions | Actions |
| Pupils work in IER, including break and lunch, until uniform issue before returning to lessons. Staff manning internal exclusion room will add uniform BP on class charts for each student to track and monitor. | Pupils work in IER, including break and lunch, until uniform issue before returning to lessons. Pupil sits 1-hour after school detention Pupils follow a 1-week Uniform report monitored by the Form Tutor Director of Learning calls parent to update on uniform report | Pupils work in IER, including break and lunch, until uniform issue before returning to lessons. Pupil sits 1 hour after school community service Pupils follow a 2-week Uniform report monitored by the Director of Learning Director of Learning chairs a parent meeting to revisit actions. |

Appendix F – Punctuality Phases

| Phase 1 1-4 lates | Phase 2 5-9 lates | Phase 3 10-14 lates | Phase 4 15-19 lates | Phase 5 20+ lates |
|--|---|--|---|--|
| Response | Response | Response | Response | Response |
| Form Tutor marks the pupil as 'late' in the register Records Late on class charts Class Teacher marks the pupil as 'late' in the register Records Late on class charts | Form Tutor marks the pupil as 'late' in the register Records Late on class charts Class Teacher marks the pupil as 'late' in the register Records Late on class charts | Form Tutor marks the pupil as 'late' in the register Records Late on class charts Class Teacher marks the pupil as 'late' in the register Records Late on class charts | Form Tutor marks the pupil as 'late' in the register Records Late on class charts Class Teacher marks the pupil as 'late' in the register Records Late on class charts | Form Tutor marks the pupil as 'late' in the register Records Late on class charts Class Teacher marks the pupil as 'late' in the register Records Late on class charts |
| Actions | Actions | Actions | Actions | Actions |
| Logged on class charts by tutor 'Late to school AM' Tutor discussion with student to reinforce process <u>Class Teacher</u> C1 issued for lateness Monitor and ring home for persistent lateness | Logged on class charts by tutor 'Late to school AM' Pupil sits a centralised same day 30 minute after-school detention <u>Class Teacher</u> C1 issued for lateness Monitor and ring home for persistent lateness | Logged on class charts by tutor 'Late to school AM' Pupil sits a centralised same day 1-hour after-school detention Director of Learning holds parent meeting to solve punctuality issues & places pupil on 1-week punctuality report <u>Class Teacher</u> C1 issued for lateness Monitor and ring home for persistent lateness | Logged on class charts by tutor 'Late to school AM' Pupil sits a centralised same day 1 hour after-school detention Director of Learning holds parent meeting to review last strategies & places pupil on 2-week punctuality report <u>Class Teacher</u> C1 issued for lateness Monitor and ring home for persistent lateness | Logged on class charts by tutor 'Late to school AM' Pupil sits a centralised same day 1-hour community service Director of Learning holds parent meeting to review last strategies & places pupil on 3-week punctuality report <u>Class Teacher</u> C1 issued for lateness Monitor and ring home for persistent lateness |

Appendix G – Attendance Phases

| Phase 1 <i>1-4 Days Absent</i> | Phase 2 <i>5-9 Days Absent</i> | Phase 3 <i>10-14 Days Absent</i> | Phase 4 <i>15-19 Days Absent</i> | Phase 5 <i>20+ Days Absent</i> |
|--|--|--|--|--|
| <i>Response</i> | <i>Response</i> | <i>Response</i> | <i>Response</i> | <i>Response/Actions:</i> |
| <u>Attendance Officer</u> 1 st day response text message to ascertain reason for absence. 2 nd day response phone call to ascertain reason for absence. 3 rd Day response home visit to ascertain reason for absence. | <u>Attendance Officer</u> 1 st day response text message to ascertain reason for absence. 2 nd day response phone call to ascertain reason for absence. 3 rd Day response home visit to ascertain reason for absence. | <u>Attendance Officer</u> 1 st day response text message to ascertain reason for absence. 2 nd day response phone call to ascertain reason for absence. 3 rd Day response home visit to ascertain reason for absence. | <u>Attendance Officer</u> 1 st day response text message to ascertain reason for absence. 2 nd day response phone call to ascertain reason for absence. 3 rd Day response home visit to ascertain reason for absence. | <u>Attendance Officer</u> 1 st day response text message to ascertain reason for absence. 2 nd day response phone call to ascertain reason for absence. 3 rd Day response home visit to ascertain reason for absence. |
| <i>Actions</i> | <i>Actions</i> | <i>Actions</i> | <i>Actions</i> | <i>Actions</i> |
| | <u>Tutor</u> One-week attendance report to tutor. (Report continues until 5 | <u>Attendance Officer</u> To liaise with all stakeholders informing of phase 3 | <u>Director of Learning</u> Referral student to safeguarding team for PA | <u>Assistant Principal</u> Four-week attendance report to Assistant |

| | | | | |
|--|--|---|---|--|
| | consecutive days of 100% attendance reached) | <p><u>Director of Learning</u></p> <p>Two-week attendance report to Director of Learning. (Report continues until 10 consecutive days of 100% attendance reached)</p> <p><u>Attendance Officer & Director of Learning</u></p> <p>Hold a formal parent meeting for students who reach 12 days absence to address potential escalation of absenteeism</p> | <p><u>Assistant Principal</u></p> <p>Three-week attendance report to Assistant Principal. (Report continues until 15 consecutive days of 100% attendance reached)</p> <p><u>Director of Learning & Assistant Principal</u></p> <p>Hold a formal parent meeting for students who reach 17 days absence to address potential escalation of absenteeism.</p> <p><u>Safeguarding Team</u></p> <p>Student discussed in weekly attendance meeting with safeguarding with close monitoring to take place.</p> | <p>Principal. (Report continues until 20 consecutive days of 100% attendance reached)</p> <p><u>Assistant Principal & Deputy Headteacher</u></p> <p>Fortnightly parent meeting to address potential escalation of absenteeism.</p> <p><u>Safeguarding Team</u></p> <p>Student discussed in weekly attendance meeting with safeguarding with close monitoring to take place. With potential external agency involvement</p> |
|--|--|---|---|--|

