



BEHAVIOURAL MANAGEMENT POLICY

2021-2022

Lead	Headteacher
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Prepared	Louisa Morris
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Mission Statement

#TEAMSPH | Together on the Journey

Together, we will make the SPH journey: safely, respectfully and with kindness as part of a united Catholic family.

God will be at the heart of our journey, supporting us to realise the potential of our God given talents.

Our Gospel Values will guide us on our journey, helping us to make brave choices along the way.

Respect for all will be at the spirit of our journey and we will embrace the uniqueness of everyone we greet.

Inspiration and passion for learning will lead us all to have a memorable and successful journey.

BEHAVIOUR POLICY

At St. Philip Howard Catholic Academy we believe that:

- ❖ We develop self-discipline, promote self-esteem and encourage students to accept responsibility for themselves, their community and their environment;
- ❖ We promote an orderly caring Catholic community which respects the rights of all individuals within it;
- ❖ Student attitudes or behaviour which prevents others from learning or the teacher from teaching should be highlighted and addressed;
- ❖ We should focus on the positive nature of young people and use praise more than criticism or blame when working with our students;
- ❖ Students who need help with personal behaviour deserve clear guidelines and a consistent and supportive approach to improvement;
- ❖ The adult members of the school community are important role models and that their behaviour should reflect that which we endeavour to promote in our students.
- ❖ Child protection and safeguarding procedures and policies are paramount in implementing this policy

POSITIVE BEHAVIOUR

It is important that we recognise the success achieved by the majority of our students.

In particular we do this through the issue of behavioural points (credits) through SIMS Lesson Monitor.

During lessons, teachers award behavioural points to students for exceptional work - relative to their ability.

Behavioural points are monitored by Heads of Year and form part of the criteria for the end of term rewards visits. In addition pupils who achieve the 100 credit mark receive a bronze badge, 300 credit mark is a silver badge, 500 credit mark is a gold badge and 700 credit mark is a WOW badge.

We recognise good behaviour in the following ways:

- ❖ Praise from class teachers, tutors and senior staff
- ❖ Telephone contact with parents or carers
- ❖ Rewards afternoons- DVD and Pizza for 100% attendance in a half term (September and May)
- ❖ Post cards from a Head of Department or Head of Year
- ❖ Credit and attendance badges
- ❖ Rewards visits at the end of each term

IMPLEMENTATION

To make this policy effective the following expectations should be met:

The classroom teacher will:

- ❖ follow the guidelines and protocol for lessons at St. Philip Howard Catholic Voluntary Academy, such as consistency across the classroom and the SPH learning journey
- ❖ use the Lesson Monitor system to add both positive and negative points
- ❖ use praise to support and encourage students when appropriate, and reward students in line with this policy;
- ❖ take the main responsibility **for the behaviour and discipline within their lessons (including appropriate action to follow up on incidents with children they have been removed to another room which will include a restorative meeting)**
- ❖ follow the behaviour management structure to avoid escalating classroom issues too quickly; B1, B2 are examples of this.
- ❖ keep the SLT, Pastoral Managers, HOY, HOD or FT informed as appropriate;
- ❖ completion of relevant paperwork – incident report forms etc
- ❖ ensure work is appropriate to the needs of the student;
- ❖ set clear ground rules for behaviour in their lessons and apply them consistently, making reference to consistency across the classroom.
- ❖ keep a record of disciplinary events on SIMS immediately following the incident;
- ❖ should a member of staff have a concern regarding a student's behaviour they should consult the Form Tutor, HOD, HOY, Pastoral Manager, Assistant Heads, Deputy Head and Head teacher.

The Form Tutor will:

- ❖ follow the guidelines and minimum standards for lessons at St. Philip Howard Catholic Voluntary Academy;
- ❖ monitor incident reports from subject staff and alert HOD/HOY/Pastoral Managers to potential problems updating the Intervention files as appropriate;
- ❖ support subject teachers or SLT in ensuring students are aware of expectations and sanctions;
- ❖ reinforce the seriousness, where necessary, of the stage the student has reached;
- ❖ ensure certificates are issued when appropriate;
- ❖ follow up unsatisfactory behaviour in tutor time;
- ❖ use praise to support and encourage students when appropriate, and reward students in line with this policy.
- ❖ Monitor behaviour of identified students on a conduct sheet.

The Head of Department and Teachers-in-charge (in discussion with Line Manager) will:

- ❖ monitor behaviour within their subject area (regular item on departmental agenda, collation of reports, exclusions) to be included in departmental minutes
- ❖ organise departmental detentions, and keep records of them;
- ❖ monitor that minimum standards for lessons are being met within their subject area;
- ❖ be the first line of support for all teaching and supply staff within their subject area;
- ❖ ensure that all members of staff within their subject area are clear on the procedures for dealing with unacceptable student behaviour;
- ❖ use praise to support and encourage students when appropriate, and reward students in line with this policy.

Heads of Year and Pastoral Managers will:

- ❖ track and monitor the behaviour of their year groups across the curriculum, being the first line of support for tutors;
- ❖ ensure records are kept up to date regarding student incidents;
- ❖ organise detentions when required, and keep a record of them;
- ❖ ensure that all tutors are clear on the procedures for dealing with unacceptable classroom behaviour;
- ❖ keep staff informed of action taken;
- ❖ alert SLT to any problems they consider to be serious;
- ❖ monitor that tutors are applying the expected standards for tutor time;
- ❖ monitor tutors' Intervention files
- ❖ prepare cases and attend Governor's Behaviour Panels;
- ❖ be involved in the on call rota and respond to serious class room incidents if required;
- ❖ use praise to support and encourage students when appropriate, and reward students in line with this policy;
- ❖ Be responsible for giving out awards
- ❖ Provide reports on Lesson Monitor of behavioural issues

The Assistant Head teacher in charge of behaviour will:

- ❖ Monitor the behaviour of identified students;
- ❖ Meet the Head of Year's fortnightly to monitor student behaviour;
- ❖ Liaise with outside agencies;
- ❖ Attend Peak 11 Pastoral Panel;
- ❖ Support, guide and counsel students at risk of exclusion;
- ❖ Create and maintain links with parents and carers.
- ❖ Advise HOY and Pastoral Managers about strategies and appropriate agencies to support vulnerable students;

- ❖ Play a major role, where appropriate, in setting up behaviour programmes and a programme of support.

Senior Leadership Team will:

- ❖ support the work of Middle Leaders;
- ❖ be involved in the on call rota and respond to serious class room incidents if required;
- ❖ monitor the consistent application of the behaviour management policy through discussion at staff meetings and by examining SIMS records;
- ❖ ensure full records are kept regarding students at risk of exclusion;
- ❖ evaluate and review the policy on a yearly basis;
- ❖ use praise to support and encourage students when appropriate, and reward students in line with this policy.

The Governor (Mrs Margaret Hyde) will:

- ❖ Monitor the work of the SLT and contribute to the policy, set targets for future action and offer support in achieving them;
- ❖ Chair the Governor's disciplinary panel.

The management of unsatisfactory classroom behaviour

Disciplinary procedures will generally follow the five stages below. However, serious incidents may cause the procedures to start earlier.

	Behaviour	Effort
	<ul style="list-style-type: none"> ☐ Line up outside classroom quietly ☐ Enter/Leave classroom quietly ☐ Follow instructions first time of asking ☐ Ask permission to leave seat ☐ Listen quietly when teacher/another pupil is talking ☐ Be kind/supportive to class members ☐ Put hand up to contribute ☐ Independent work to be completed quietly Ensure your behaviour is always safe 	<ul style="list-style-type: none"> ☐ Complete work to best of your ability ☐ Do not be afraid to make mistakes ☐ Challenge yourself and stretch your learning: Do not settle for 'just enough' ☐ Complete work neatly Have a positive attitude to learning ☐ Participate in class discussions
Warning	B1	E1
Detention (Subject teacher)	B2	E2
Lesson Removal- Neighbourhood out	B3	E3

Parents will be contacted once a pupil reaches B2/E2 either via planner, telephone call, letter or email

	Homework
	<ul style="list-style-type: none"> ☐ Recorded in planner ☐ Completed and handed in on time ☐ Completed with 100% effort ☐ Neatly presented ☐ Titled in book
Warning	H1

Detention (15mins)	H2
HOD Detention	H3

Parents will be contacted once a pupil reaches H2 either via planner, telephone call, letter or email

B3/E3 Protocol	<p>Action:</p> <ul style="list-style-type: none"> ❖ Removal from room – the student is sent to the nominated teacher. A second student will follow immediately with work and will verify their attendance. Should the student refuse to leave the room (or fail to arrive) the On-call teacher will be summoned to the classroom. The On-Call teacher will assess the situation and consider whether the student should return to class or spend time in Emmaus. The period of time in Emmaus will be determined by the On-Call teacher. ❖ The subject teacher should write a summary of the incident on the student's events page on SIMS and email it to the HOD/HOY. ❖ The subject teacher, in consultation with Middle leaders/SLT will impose a sanction. ❖ The student will be seen by the subject teacher to reset boundaries and integrate the student back to class. ❖ The HOY may see the student to underline our expectations regarding student's behaviour and may write to parents to express concern.
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If discipline issues present in the next lesson – move to Stage 2- Departmental Intervention

<p>Department Intervention</p> <p>Problems:</p> <p>Unsatisfactory behaviour continues;</p> <p>Student does not respond to sanctions.</p>	<p>Actions:</p> <p>The Head of Year (HOY) will discuss the pupil with the Head of Department (HOD) considering sanctions already in place, and agree an action plan for the future which could include:</p> <ul style="list-style-type: none"> ❖ letter or phone call home from Head of Department – This 'early alert' must happen ❖ HOD to see student and impose sanction. (Single person departments to seek advice from Line Manager)
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	<ul style="list-style-type: none"> ❖ referral to Form Tutor ❖ depending on the situation - letter or phone call home from Head of Department ❖ inclusion of student in Emmaus for a lesson or more ❖ support with academic work ❖ possible temporary moving groups
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If discipline issues present in the next lesson – move to Stage 4- B4/E4/U4/H4

Serious/ Poor behaviour or conduct- B4/E4/H4/U4/P4/Q4

Any of the following behaviours will result in an After School Detention/Emmaus Centre/Fixed Term Exclusion or potentially Permanent Exclusion. The Pastoral Team and SLT will be make the decision according to each individual situation.

For incidents that result in Fixed Term or potentially Permanent Exclusion, legally, only the Head Teacher can authorise these types of exclusion.

Act of verbal/physical aggression	Act of clear bullying
Defiance (refusal to follow instructions)	Lying to a member of staff
Leaving the classroom without permission	Poor behaviour in the community
Swearing/Threatening a teacher	Truancy
Behaviour that endangers pupil or staff	Theft/Selling
Act of Prejudicial abuse (eg Racial)	Missing an after school detention
Act of vandalism	Poor behaviour in Emmaus Centre
Act of Insolence towards a member of staff	Smoking
Using abusive language towards others	Sexually inappropriate behaviour
Persistent refusal to follow school rules	Recording or sharing incidents on social media
Being in possession or consuming substances	

Parents will be informed by either telephone, email or InTouch message.

<p>Responsibility of Head of Year and Pastoral Managers (Stage 5) Problem:</p> <p>Students who persistently flout the expectations of departments and who have failed to respond to departmental intervention.</p>	<p>Possible actions:</p> <ul style="list-style-type: none"> ❖ A 'snapshot' is completed to evaluate student's behaviour around the school and to assess what support may be needed for the student ❖ HOY may set an additional sanction to reinforce the departmental one, e.g. not representing school teams. ❖ Parents/Carers may be invited in to school for a meeting with Pastoral Managers or HOY ❖ Student may be placed on report ❖ Student is made aware that they are on Stage 3 of the behaviour code and that an immediate improvement is expected ❖ Inclusion on SEN register at wave 1,2 and 3 involvement of support agencies following protocol ❖ Pastoral manager may negotiate a course of action with SLT, subject teacher and Inclusion Manager ❖ Further discussion of pupil at Pastoral Meeting ❖ HOY and Pastoral Manager to consider placing students in the support centre or Emmaus if appropriate. ❖ Discussion with SLT regarding fixed term exclusion from school.
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<p>Responsibility of Assistant Head teacher AHT</p> <p>Problem:</p> <p>Unsatisfactory behaviour continues and student does not respond to the Head of Year.</p>	<p>Possible actions:</p> <ul style="list-style-type: none"> ❖ Pastoral Manager/AHT interviews student ❖ Pastoral Manager/AHT invites parents/carers in ❖ Pastoral Manager/AHT sets out the sanction ❖ Pastoral Manager/AHT monitors student's behaviour
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Assistant Head Teacher will decide when to introduce Stage 6

<p>Responsibility of Deputy Head teacher Stage 6</p> <p>Unsatisfactory behaviour continues and student does not respond to Assistant Head.</p>	<p>Possible actions:</p> <ul style="list-style-type: none"> ❖ Deputy Head interviews student ❖ Parents will be contacted to discuss strategies and way forward. Deputy Head sets out the sanction
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Deputy Head teacher will decide when to introduce Stage 7

<p>Responsibility of Headteacher and Governors, Stage 7</p> <p>Unsatisfactory behaviour continues and student does not respond to Deputy Head teacher</p>	<p>Possible actions:</p> <ul style="list-style-type: none"> ❖ Headteacher interviews student ❖ Parents will be contacted to discuss strategies and way forward. Headteacher sets out the sanction ❖ Student appears before a Governors' Discipline Panel
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GOVERNOR’S DISCIPLINE PANEL

This panel is chaired by the designated Governor (linked to behaviour) with information presented by the Assistant Head teacher and an overview by the Headteacher. The panel meeting also comprises:

- Student and parents/carer
- Head of Year
- Pastoral Manager
- and or Support agencies (if appropriate)

The panel will be presented by the Pastoral Manager or Assistant Head teacher. Prior information is provided to all concerned and an action plan will be implemented and monitored. A review meeting will be arranged as appropriate. County based support can be accessed by *Peak 11* pastoral panel.

BEHAVIOUR SUPPORT

When the (HOY/Pastoral Manager/Assistant Head Teacher) feel additional support or consultation is required this is accessed through County Behaviour Support and monitored by Head of Years.

<p>EMERGENCY PROCEDURE</p> <p>Problem:</p> <p>Emergency incident of totally unacceptable behaviour (swearing at a member of staff, physical violence/abuse of equipment which endangers themselves or others)</p> <p>Racial, sexist, homophobic or religious abuse</p> <p>Please note this list is not exhaustive and that the Head teacher reserves the right to have the final decision.</p>	<p>Action:</p> <ul style="list-style-type: none">❖ Exclusion – Fixed or permanent depending on the gravity of the situation
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STUDENT SUPPORT CENTRE – ‘Aspire’

The SENCO will be responsible for deciding who should access the support centre. This facility is designed for students with SEN and pastoral issues. The SENCO and Pastoral Team will monitor reintegration to mainstream schooling.

Students will access this centre for a variety of reasons. For example:

- Return to school after extended absence
- Focussed support sessions in an identified area
- Extended learning
- Life skills – alternative curriculum activities.

Subject teachers will be requested to provide work for students accessing this centre. Wherever possible the SENCO will give notice if work is required, but due to the nature of the difficulties of the individual students this may not always be possible.

INTERNAL EXCLUSION ‘The Emmaus Centre’

Only the Senior Leadership team, Pastoral Managers and Heads of Year have the responsibility for deciding who will be placed into Emmaus.

The Emmaus Centre is a place of reflection for students not meeting the academies expectations. Being sent to the Emmaus Centre is a serious punishment. Emmaus students will sit in silence and work in isolation. The Supervisor must ensure that they follow the Emmaus protocol (including completion of the report form) so that students are treated in a consistent manner. Emmaus will include breaks and lunch times.

Subject staff have a responsibility for providing appropriate work (which can be completed without assistance) and subject areas will provide work electronically via the VLE (Virtual Learning Environment) or paper based work dependant on the subject area.

If students don't behave in the Emmaus Centre then they must carry out another day in the centre.

BEHAVIOUR AROUND SCHOOL AT BREAK AND LUNCHTIME

If students misbehave during these times the Form Teacher should be notified by the teacher or supervisor who witnesses it. The Form Teacher will discipline the student.

Where a pattern of bad behaviour is noted, the student will be referred to the Head of Year.

GENERAL ADVICE AND GUIDELINES

- ❖ No discipline plan, however good, is a substitute for a poor lesson. A well planned and properly delivered lesson which meets the needs of the student, in itself

encourages good behaviour. It is also the case that some students will fail to respond - despite the best efforts of staff. This is part of the eternal reality of school (and life) and does not remove the teacher's professional duty to seek new or more effective techniques.

- ❖ Students who are frequently excluded fall further and further behind and can find themselves in a never ending spiral of failure and disaffection. We are the adults, the professional practitioner. It is our duty to develop and use a range of strategies to meet the learning needs of all our students.
- ❖ There are a minority of students who need to be helped to overcome their behavioural problems. They establish patterns of unacceptable behaviour and efforts need to be made to have regular sessions with them to provide them with action plans to be monitored by staff who teach them.
- ❖ **It is essential that the student understands that it is his/her behaviour which is unacceptable, not him/her as a person. Condemning the sin not the sinner was the example lived out by Jesus – as a community based on that example we have an absolute duty to live by it. Reconciliation and forgiveness must be an overt part of our process. Where there has been anything more than a very minor problem, the teacher must take the lead in effecting reconciliation. Our school exists for the sole purpose of proclaiming the gospel of Christ through our work and relationships. This is not easy but we cannot disengage from it.**
- ❖ We must try to avoid personal involvement. It is very rare for a student to arrive deliberately seeking confrontation even though this sometimes seems the case.
- ❖ It is important to listen and establish the facts before arriving at a conclusion. If we are not willing to listen, then students will cease to believe in the idea of partnership and will lose respect for our authority. Too often minor problems escalate and become unmanageable because assumptions are made and conclusions drawn without time being taken to establish the full facts or other people's perception of the facts.
- ❖ Discipline must be reasonable. We should be able to give a reason for our actions and this time helps students to eventual self-discipline. This should be done by explaining rules and instructions and not by engaging in arguments with students.
- ❖ The use of humour will often lower tension and diffuse certain situations. Sarcasm is not humour. Children, rightly, take it as a slight and feel diminished. This exacerbates the problem and relationships deteriorate further. Teachers must avoid behaving in ways that hinder the relationship with the individual or group.
- ❖ When whole classes are punished for the misdeeds of some or individuals are 'shown up' there is a great danger that this will lead to resentment and damage relationships. Teachers should avoid punishing the whole class.

- ❖ **The use of corporal punishment is not permitted in any circumstances.** Should any member of staff be provoked to the point of striking a student or physical contact, they must report the incident immediately to the Head teacher. Pushing, pulling or handling students in any way could be viewed as assault and teachers should take care not to put themselves at risk.

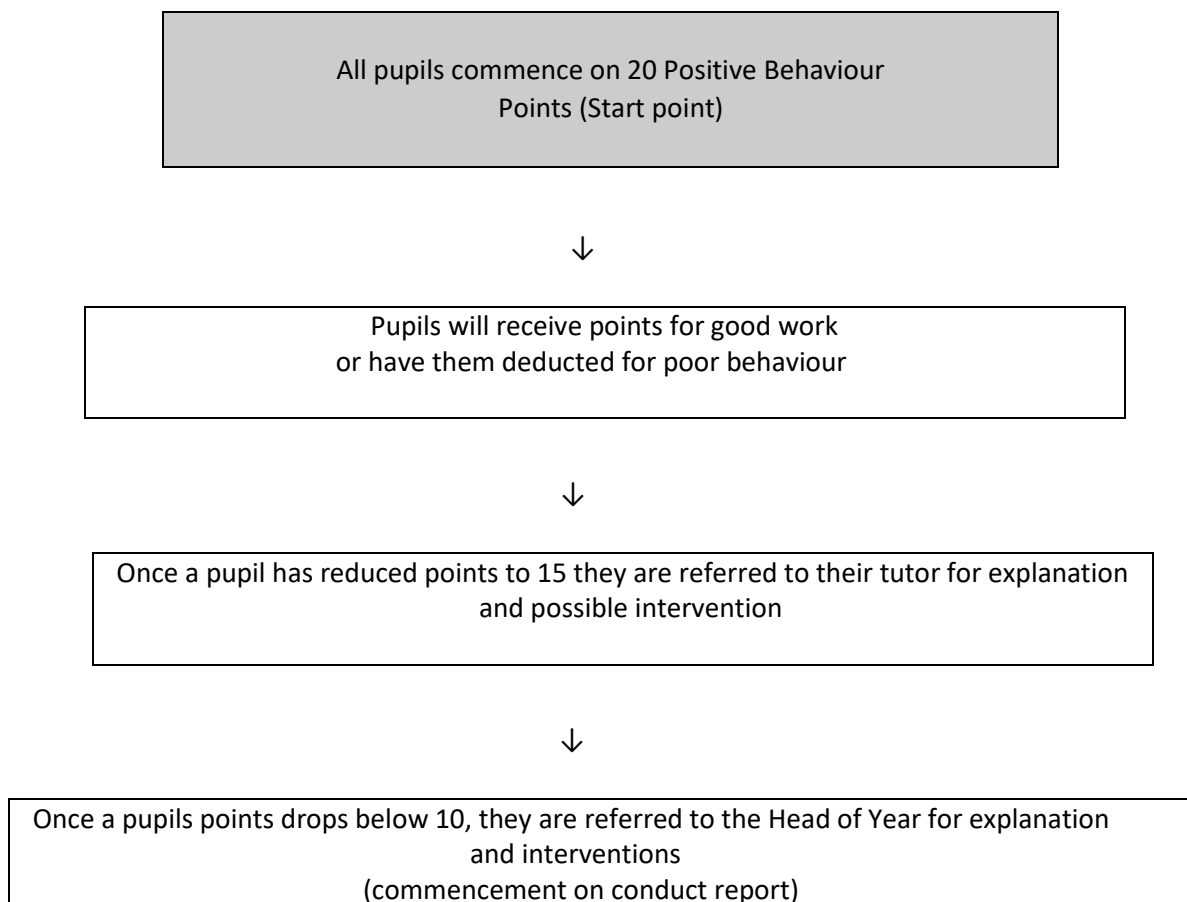
- ❖ There will be rare occasions whereby the only safe action is to restrain a child in which a calm, clear, common-sense approach will be needed. **If a student is threatening to leave the room or premises the most sensible action usually will be to let them go and to inform senior colleagues. The use of physical restraint should be limited to situations where the student is clearly causing or about to cause damage or injury to themselves or others.**

APPENDIX GLOSSARY

Abbreviation	Meaning
Early Help	Referral to the Student and Family Support Worker/Starting Point
SENCO	Special Needs Co-ordinator
SEN	Special Educational Needs
SLT	Senior Leadership Team (Headteacher, Deputy Head Teachers and Associate Assistant Headteachers)
Pastoral Team	Pupil Support Officer, Family Support Officer, Head of Years (HOY), Pastoral Managers, Assistant Headteacher Deputy Headteacher,
Snapshot	When we need to establish how a student is performing in terms of attainment or behaviour subject staff will be approached to give a brief summary. This information is combined to create a picture of the current situation for that student – a snapshot.

<p>Peak 11</p>	<p>Eleven secondary schools in the Peak district (including SPH) work together to share good practice.</p> <p>The Pastoral Panel is one branch of 'Peak 11'. It meets every six weeks to consider and consists of senior staff from each school and other consultants such as Educational Welfare Officers, Educational Psychologists and Behaviour Support Consultants.</p> <p>The agenda comprises representations from different schools who wish to discuss students whose behaviour is causing serious concern, and who are at risk of permanent exclusion.</p> <p>The panel share professional expertise, make recommendations that the school may pursue or discuss a managed move for the student which would mean a move to another school within the 'Peak 11' for a fresh start.</p>
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SCHEME FOR BEHAVIOURAL POINTS



Once a pupil hits minus 20 points they are referred to one of the
Pastoral Managers
For explanation and intervention

GUIDANCE ON CONDUCT SHEETS

- Weeks run from Monday to Friday.
- Electronic reports completed by staff on SIMS
- If absent for one day, a percentage will be calculated from the remaining four day's scores. If absent for more than one day, the week will have to be repeated.
- If daily targets are missed on conduct sheets, a detention will be imposed that night

PROCESS

DECISION: Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period

CONTACT PARENT: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

LUNCHTIME EXCLUSION: Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time cover.

EXCLUSION DURING MORNING SESSION : the exclusion takes effect from the afternoon session, notice must be given to the parent before the start of the afternoon session.

EXCLUSION DURING AFTERNOON SESSION: if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day. If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

WRITTEN NOTICE: The head teacher must give a written notice to the parents informing them of:

- The precise period and the reasons of the exclusion;
- The parent's duties during the first five days;
- The parent's right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation:

- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- If relevant, the school day on which the pupil will be provided with full-time education; and
- If relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupils can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

EDUCATIONAL PROVISION DURING THE EXCLUSION

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion. Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

REINTEGRATION INTERVIEW

The Headteacher/senior member of staff/Pastoral Manager/HOY will arrange and conduct a reintegration interview with a parent/carer and the pupil at the end of the exclusion at a date and time convenient for the parent and school on the school premises.

If the parent fails to attend, the student will be placed in the Emmaus Centre. The school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order. The school **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements.

Guidance should be sought on this matter

SANCTIONS FOR BEHAVIOUR

The Headteacher reserves the right to make a decision on the appropriate sanction imposed to a pupil at all times.

Emmaus Centre

Pupils will be sent to the Emmaus Centre for the following inappropriate behaviour: Uniform infringement with no valid reasons – hairstyle deemed to be inappropriate, trainers with no

valid reason, persistent infringement of other uniform rules, refusal to remove jewellery or make up
 Involved in a fight
 Bad conduct report-score of 10 or below in a day
 2 removals in one day
 4 removals in one week
 Defiance of HOY/SLT
 Failure to turn up for a HOY Detention

Fixed Term Exclusion (FTE)

Pupils will have an appropriate Fixed Term Exclusion for the following:

Aggressor in a fight
 Smoking- seen by a member of staff- Also including those who are ‘standing in the presence of smokers.’
 Swearing at Staff
 6 removals in one half term
 Wilful damage to school property
 Interfering with safety equipment (inc Fire alarm)
 Aggressive/threatening behaviour to staff
 Defiance of school rules

Permanent Exclusion

Bringing banned items into school (weapons, alcohol, drugs etc)
 Persistent Disruptive behaviour
 Persistent refusal to follow school rules

Uniform

If pupils have a valid reason for uniform infringement they must have a written letter in their planner and shown to the HOY or a phone call between HOY and home must take place. The infringement must be rectified as soon as possible.

	Uniform	Actions by school
Warning	U1	Note in planner
1 day in Emmaus	U2	Parents informed by telephone/letter/email
1 day FTE	U3	Parents informed by telephone/letter sent home/email. Re-integration meeting with HOY, parents and pupil to discuss moving forward.

2 day FTE	U4	Parents informed by telephone/ Letter sent home/email. Reintegration meeting with AHT, HOY, parents and pupils to discuss moving forward
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If persistent after U4 then a meeting will be held with the parents and pupil with the Headteacher, Deputy Headteacher and Assistant Headteacher.

Mobile Phones/Other Devices/Headphones/Air Pods

First time	Device confiscated and will be returned at the end of that day. Warning given
Second time	Confiscated- Parents to collect
Third time	Confiscated- Kept for 1 week and Parents to collect at the end

Out of bounds

Within the school site or leaving the site without permission (including lunchtimes) - Emmaus Centre.

If we consider a students behaviour to be unacceptable, the Headteacher reserves the right to exclude internally, externally or permanently.

An escalation of different behaviour examples has been provided. This list is not exhaustive and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.