



BEHAVIOUR POLICY

Intent

In order to demonstrate our Golden Rule of "Respect For All" and to promote self-discipline and positive habits in our students, Shirley High School maintains high expectations of students' behaviour. Where students fall short of our high expectations, sanctions will be applied in line with the behaviour policy. This will be done to remind students of their responsibility to establish and sustain a positive learning environment and a school community where all students feel safe and valued. Positive attitudes and behaviour will be acknowledged and rewarded and students will be encouraged to demonstrate our Shirley Values.

Shirley High School students are expected to show consideration and respect to all members of the school and local community at all times. Positive attitudes will be rewarded and any behaviour that disrupts learning will be identified and addressed.

Guiding Principles

To achieve a learning environment that embodies our values and demonstrates Shirley High School as being **Safe, Happy and Successful** place of education. This policy is underpinned by our 6 Shirley Values and our Golden Rule of 'Respect for All.'

Parents/carers have a vital role to play in promoting a positive attitude to school, celebrating achievement at all levels and in all areas of school life. The school will work with parents/carers and the student to address concerns about students' behaviour. This 'partnership' is cemented through the Home School Agreement signed by the parents/carers, a member of SHS staff and the child on the student's admission to the school.

- Every child has the right to learn and this policy is designed to protect that right.
- Everyone in the school community must be protected from disruption or abuse.
- The school will adopt a positive approach by acknowledging and promoting positive behaviour from all of our students.
- Adults are expected to lead by example by modelling good behaviour in all aspects of school life.
- School should nurture a sense of personal duty in students and responsibility for their own actions.
- Expectations of behaviour will be communicated clearly and reinforced consistently.
- The most effective way of dealing with and improving students' behaviour is in partnership with parents/carers.
- The school will prioritise support and intervention for students' behaviour.
- We will seek advice and support from appropriate external agencies.
- We will commit to developing staff awareness of good practice and implementation of strategies to improve behaviour and attitudes.
- Reasonable adjustments will be applied to suit the individual needs and circumstances of students.

School staff will consider whether students' behaviour give cause to suspect that a student is suffering or is likely to suffer significant harm. This may lead to a safeguarding referral in line with our safeguarding policy. The school will:

- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality.
- Encourage understanding and tolerance of different social, religious and cultural backgrounds.
- Encourage all pupils to strive for excellence.



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

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- Promote good behaviour and self-discipline and an appreciation of the consequences of individual actions.
- Promote self-esteem and individual responsibility.
- Promote proper regard for authority and positive relationships based on mutual respect.
- Promote a positive relationship with parents/carers and involve them in the implementation of this policy.
- Work to provide a safe and disciplined learning environment that will enable quality teaching and learning in a positive community where individual success is encouraged and celebrated so that pupils reach their potential.

Implementation

In order to implement this policy consistently, all stakeholders must read, understand and apply the policy and procedures as follows: Roles and Responsibilities

Governors will:

- Establish and review this policy, in conjunction with the Principal, staff, parent/carers and pupils to ensure it promotes good behaviour and discipline.
- Support the school in maintaining high standards of behaviour and in celebrating success.

Principal will:

- Delegate responsibility for the day to day management of the policy and procedures to members of the Senior Leadership Team (SLT).
- Challenge staff who fail to apply the policy in line with the school's competency or discipline procedure, as appropriate.

SLT(s) in charge of Behaviour and/or Teaching and Learning and SENDCO will:

- Ensure that the policy is communicated to all members of the school community and that the expectations are clear.
- Have overall responsibility for the implementation and management of the policy and procedures.
- Ensure that the behaviour policy is applied consistently and fairly for all pupils with SEND through advising staff where required of the reasonable adjustments that would be suitable in respect of a pupil's SEND.
- Refer to and direct staff to Appendix 5 (SEND information from 'Behaviour in Schools - Advice for Headteachers and School Staff') in the application of the behaviour policy for pupils with SEND.

Middle Leaders will:

- Ensure their year groups and departments have clear procedures in line with this policy.
- Monitor the consistency of the implementation of the policy and procedures.
- Have a key role in reviewing the effectiveness of the policy and procedures.
- Deal with escalation of sanctions and issues as appropriate.
- Ensure that staff they line manage are implementing the agreed strategies and reasonable adjustments for students with SEND.

Teaching and non-teaching staff will:

- Ensure that the policy and procedures are followed and consistently and fairly applied.



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- Support colleagues in the implementation of the policy.
- Be aware of and apply the strategies and reasonable adjustments used to support students with SEND.
- Model positive behaviour.

Parents/carers will:

- Work in partnership with the school to support the school's policies and procedures.
- Abide by the Home-School agreement

Pupils will:

- Be aware of the school policy and procedures and adopt a positive approach to the achievement of success.
- Adhere to the rules of the school, behave in a polite and responsible manner and enable high quality teaching and learning to take place without disruption.
- Represent the school in a positive way at all times and understand that they can be disciplined for all poor behaviour, including bullying, which occurs anywhere off the school premises which is witnessed by a member of staff or reported to the school.
- Be disciplined for any misbehaviour when they are: taking part in any school organised or school related activity; travelling to or from school; wearing the school uniform; or in some other way identifiable as a pupil of Shirley High School.
- Be disciplined for misbehaviour that could have repercussions for the orderly running of the school; poses a threat to another pupil or member of the public; or could adversely affect the reputation of the school.
- Show respect for the school premises and environment and be disciplined for any incidents of vandalism. Where a student causes disrepair to school premises or property, their parents will be invoiced and expected to reimburse the school. Outstanding payment for damages may result in removal from trips and exclusion from other rewards and events.

This policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- Drugs Education and Substance Abuse Policy
- E-Safety Policy (Incl. Social Media Policy)
- Attendance and Punctuality Policy
- Personal Development Policy
- Uniform Policy
- Equalities' Policy
- School House Policy
- Exclusion Policy
- Inclusion Policy
- Anti-Bullying Policy

Evaluation and Monitoring

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth. Action resulting from this policy is governed by the following appendices:



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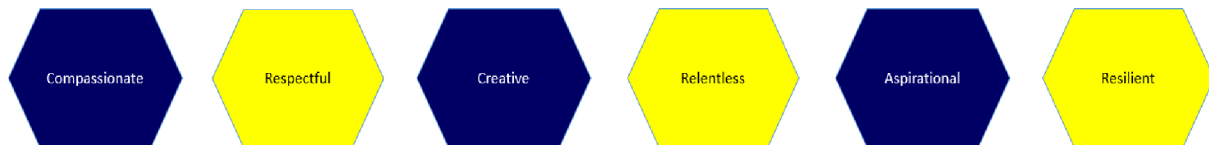
1. School rules for the guidance of pupils, parents/carers and staff.
2. School procedures for the guidance of pupils, parents/carers and staff
3. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)
4. Sanctions and rewards outlines and overviews
5. Use of reasonable force guidance (including appendix 6a - Use of Reasonable Force Report)

Impact

Successful implementation of this policy will see:

- An understanding by all members of our community that the highest standards of behaviour are expected; Demonstration of positive behaviour for learning throughout the school and in the local community by all of our pupils;
- Respect and compliance with the school rules and procedures for behaviour by all members of the community;
- An understanding by all pupils that behaviour that meets our expectations will be rewarded and that behaviour that does not will be sanctioned;
- An understanding by all pupils that where the wrong choice has been made there is a need for reflection and an expectation that the same wrong choice is not repeated;
- SEND needs are considered and reflected in the application of this policy (see Appendix 5).
- Respect and care for the school premises and property.

We want all at SHS to believe in and maintain the values of our school:





Appendix 1 – School Rules for the Guidance of Students, Parents/Carers and Staff

STUDENTS MUST:

1. ATTENDANCE & PUNCTUALITY

- Attend school regularly and on time.
- Be in school by 8.25am and in their form rooms by 8:30am to attend morning registration.
- Arrive at all lessons and registration on time and understand that unauthorised absence will be managed through the school's attendance policy.

2. GENERAL BEHAVIOUR

- Follow staff instructions first time and at all times.
- Behave in a polite and responsible manner, which does not interfere with the learning or health and safety of others.
- Show consideration and respect to all members of the school and local community at all times.
- Not threaten verbally or physically abuse or assault others, including sexually.
- Not engage in any form of bullying or bullying behaviour, including online.
- Only be out of lessons with a note or if accompanied by a member of staff, unless they are a sixth form student.
- Have the correct equipment and not disturb the learning of others.
- Attend detentions at the informed time.
- Behave in a way that is a credit to the school at all times and understand that they can be disciplined for bringing the school into disrepute.
- Respect the school premises and property to facilitate a positive school environment.

3. THE SAFE USE OF SCHOOL PREMISES

- Treat the school buildings and grounds with respect, keeping them free of litter, graffiti and vandalism.
- Remain outside the school buildings at break and lunchtime unless they are: using the Canteen; eating lunch in the dining areas; a Prefect or attending clubs and activities. In the case of severe weather conditions, permission will be given for students to come into the building. Only students with written permission and having signed out at Reception may leave the premises for any reason during school hours.
- Eat food only when permitted, in designated areas and place all litter in bins or recycle bins.
- Move quickly and carefully around the school keeping to the left in corridors and on stairs, adhering to the movement plans in place and showing due concern for others.

4. UNIFORM

- Wear a full school uniform and appear smart and correct – in school and to and from school (Year 7 – 11)
- Scholarship or Elite pupils must wear full and correct uniform on the dates that they are not required to wear the school uniform
- Blazers must be worn at all times in the school buildings, travelling to and from school and when lining up to enter the building.
- Wear clothing in line with the dress code for sixth form students - in school and to and from school (Year 12 & 13)



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- Wear appropriate black, smart, wholly leather or leather equivalent waterproof school shoes – unless taking part in PE/games activities. (trainers, boots or shoes made of cloth /canvas material, suede are not permitted) (Year 7 - 11)
- Wear mid-grey trousers and/or skirts (on or about the knee) that conform to the permitted style (Year 7 - 11)
- Wear coats, scarves and gloves on the school premises, outside, during break and lunchtime only. (Headwear is not permitted to be worn in school at any time unless permission by the Principal is given for medical or religious reasons or in the case of extreme weather) (Year 7 -13)
- Not wear 'hoodies' or have coat/ jacket hoods up on the school premises (Year 7 - 13)
- No shavings in eyelashes, no make-up, long finger nails and/ or coloured nail polish / extreme hairstyles. The Principal's judgement in this matter is final. (Year 7 - 11)

5. PROHIBITED AND BANNED ITEMS:

Understand that:

- School governors have a zero tolerance policy to the possession of knives or any other offensive weapon(s). These items are prohibited and if seen or found as a result of a search will be confiscated and retained. Any student who is in possession of a knife and/or any other object which can be used to threaten, cause injury, damage and/or harm to other students/adults or is used to commit an offence will be permanently excluded. The police may be contacted regarding any incident involving the discovery of an offensive weapon.
- School governors have a zero tolerance policy on illegal drugs and alcohol. These substances and any associated paraphernalia are prohibited and if seen or found as a result of a search will be confiscated and retained. Failure to follow the school policy on drugs and substance abuse will lead to permanent exclusion. The police may be contacted regarding any incident involving the discovery of illegal drugs.
- Students must not be in possession of cigarettes, tobacco, cigarette papers or electronic smoking devices. These items are prohibited and if seen or found as a result of a search will be confiscated and retained or disposed of. The relevant sanction for any breach in this area will be imposed as per the policy.
- Students must not be in possession of stolen items. If stolen items are seen or found as a result of a search they will be confiscated and retained. The relevant sanction for any breach in this area will be imposed as per the policy.
- Students must not be in possession of fireworks. These items are prohibited and if seen or found as a result of a search will be confiscated and retained or disposed of. The relevant sanction for any breach in this area will be imposed as per the policy.
- Students must not be in possession of pornographic images. These items are prohibited and if seen or found as a result of a search will be confiscated and retained or disposed of. If the images are found on a mobile phone or other electronic device, this device will be confiscated. The relevant sanction for any breach in this area will be imposed as per the policy.
- Students must not be in possession of lighters, matches, aerosol cans, laser torches / pens. These items are banned by the school and if seen or found as a result of a search will be confiscated and may be disposed of. The relevant sanction for any breach in this area will be imposed as per the policy.
- Students in Years 7 – 11 are forbidden to be in possession of electronic and communication devices and headsets including mobile phones, or any similar device. These items are banned by the school and if seen or found as a result of a search, they will be confiscated. The first time such an item is confiscated, it will be returned to the student at the end of the school day after they have completed a detention. Any subsequent confiscation of such an item will result in the device being confiscated for three days or until a parent / carer comes to collect the phone, whichever is sooner.



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Any time after that the item will be confiscated for 7 days or until a parent / carer comes to collect the phone, whichever is sooner. The relevant sanction for any breach in this area will be imposed as per the policy.

- Searches can be undertaken by members of staff as directed by the Principal. Searches will be carried out by two members of staff and one member of staff must be of the same gender of the person being searched. The police will be called if any further search is required or if the student fails to consent to a search where the member of staff feels an item that compromises health and safety is being concealed.
- Mobile phone. Year 7 - Year 11 students are not permitted to have mobile phones on site and are required to place mobile phones in the mobile phone pouches provided by the school. Students whose phone is seen/heard will have their phone confiscated, held centrally and returned to the appropriate person only. On the first occasion, the phone will be returned when it is collected by the parent. On the second occasion, after seven days. On the third occasion after twelve weeks. On the fourth occasion, until the end of the academic year. The only exception will be if a student leaves the school or is removed from the school's roll. This includes holidays should the duration of the sanction over run that time.
- Students in Years 7 – 11 are not permitted to wear any jewellery other than a watch and one pair of small stud earrings. These items are banned by the school and if seen students will be asked to remove them immediately. Failure to comply with this request or repeated breaches of this rule will result in the jewellery being confiscated and returned to the student at a specified time. The relevant sanction for any breach in this area will be imposed as per the policy.
- School will not be liable for losses of or damage to or theft of prohibited and / or banned items.
- School staff can confiscate any prohibited item, or any item which they consider harmful or detrimental to school discipline however found.
- External agencies including the police will be informed of any breaches of this policy as required by the school and will attend meetings with parents/carers and students as requested by the school.
- School governors reserve the right for the Principal to ban or confiscate any item that could compromise the wellbeing of any member of the school community.
- Parents/carers will be asked to collect items of those students that repeatedly fail to comply with the rules within the school policy.

PARENTS/CARERS MUST:

- Be aware of and support the above rules for students.
- Take responsibility for their child's/children's behaviour both inside and outside of school and insist upon high standards of uniform, behaviour and discipline.
- Attend annual parents' evenings, information evenings and events aimed at celebrating success.
- Respond in a supportive way to all communications from the school and inform the school as soon as there are any changes to their personal information.
- Communicate in a courteous manner to all members of the school community. Abusive, insulting or threatening behaviour will not be tolerated.
- Download the ClassChart App and ensure that they stay up to date with the behaviour of their child both in and out of school.
- Reimburse the school for deliberate damage done to school property or buildings.

STAFF MUST:

1. APPLICATION OF POLICY

- Apply rewards and sanctions consistently, fairly and with regard for students with SEND (ie use of reasonable adjustments) in line with this policy



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- Uphold the school policy on uniform and insist on high standards of appearance in students.
- Maintain the high expectation of the Shirley Learning Journey.
- Challenge anyone who doesn't apply this policy fully and impartially

2. TEACHING AND LEARNING

- Meet the learning and pastoral needs of students through creating an effective learning environment which is positive and encouraging.
- Monitor and reward students for effort, attainment and positive behaviour.
- Ensure that the concerns of students are listened to and appropriately addressed.
- Liaise with parents/carers regarding concerns and/or successes of students.

3. GENERAL BEHAVIOUR

- Have high expectations of student behaviour in class and around school.
- Be a good role model in relation to behaviour, standards of dress, manner and expectations.
- Be consistent and fair in dealing with students.
- Consistently challenge the behaviour of students who act inappropriately.

4. SEARCHING AND CONFISCATING

- Refer immediately to SLT if you suspect a student has a banned or prohibited item in their possession but refuses to hand it over and **refuses consent** for a search.
- Ensure that when looking for banned or prohibited item(s) that the extent of the search is restricted to students emptying pockets, students' removal of their outer clothing and the searching of lockers and bags.
- Ensure that confiscated banned items are stored safely and securely (ideally in the school safe) and returned to the student or a parent/carer at a specified time.
- Ensure that prohibited items are handed immediately to a member of the SLT.
- Searches related to mobile phones, will result in isolation until a meeting with a parent/carer, should the pupil refuse to be searched or fail to handover the requested item.

5. USE OF REASONABLE FORCE

- Understand that everyone employed by the school, representatives from outside agencies and voluntary helpers are authorised by the Principal to use reasonable force to control or restrain students where they can justify that other means have been attempted and proved ineffective or are impractical.
- Use it as an act of care and not punishment.
- Use it as a last resort when all other reasonable strategies have proved ineffective or impracticable.
- Use it with the minimum of force necessary and such that the degree and duration of force is proportionate to the circumstances.
- Conduct themselves in a manner that maintains the safety and dignity of all concerned.
- Refer to appendix 5 for further guidance, complete the form should they use reasonable force on any occasion and send it to the member of staff responsible for behaviour oversight.



Appendix 2 – School procedures for the guidance of Students, Parents/Carers and Staff

REWARDS (YEARS 7 - 13)

Rewards are an important aspect of the ethos of the school in that the achievements and successes of students, at whatever level, are noted and given due worth. Praise and rewards may be appropriate for an individual student, whole class or year group.

Rewards are given through:

- Praise - frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.
- Recording achievements - Class Charts is the platform used for recording achievement.
- Tangible evidence – including certificates, recommendation for the Book of Excellence, postcards and / or letters home which are used for future reference

Outline of points associated with our Shirley Learning Journey:

- **High Expectations** (attitude meets expectations of the teacher + active participation in the lesson + consistent self-challenge);
- **Learning and Progress** (understand how learning links together + response to marking demonstrates progress + all set tasks are completed by the deadline provided);
- **Input** = 5 criteria (on task and well behaved + excellent presentation of work + engaged in learning and making contributions + demonstrate respect towards peers and teacher + arrive at the lesson ready to learn);
- **Retrieval** = 2 criteria (can retrieve learning from previous topics + complete all retrieval practice activities);
- **Connections** = 3 criteria (make connections between topics and subjects + use subject specific vocabulary across the curriculum + connect learning to potential future careers);
- **Consolidating Progress** = 3 criteria (articulate what has been learnt and how it links to prior learning + demonstrate knowledge in all forms of assessment + prepare for future learning with teacher guidance)

Students can also be rewarded with House Points from teaching staff for achieving the Shirley Values:

- From Middle Leaders (HOYs, DOFs, HODs, HOHS, LPs) = 5 (Awarded at the discretion of the Middle Leader)
- From Senior Leaders = 10 (Awarded at the discretion of the Senior Leader)

House Points will count:

- Individually for the students' Positive Conduct Points records (positive House Points vs negative House Points)
- House points totals

Further rewards for Commitment:

- Verbal praise in the classroom and/or form room from the subject teacher and / or form tutor.
- House point awarded by any member of staff
Bronze Award Certificate for 100 Positive Conduct Points Silver Award Certificate for 200 Positive Conduct Points



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- Gold Award Certificate for 300 Positive Conduct Points and item of SHS stationery
- Platinum Award Certificate for 400 Positive Conduct Points and item of SHS stationery
- Outstanding work / outstanding community act = entry to the Book of Excellence
- Nomination from fellow students for the Jack Petchey Award. Winner has a certificate awarded in assembly by a member of SLT. Winner nominates where the prize money is spent within school.
- Subject specific progress and achievement prizes awarded at Celebration of Success.

Criteria for entry to the Book of Excellence:

Students will be sent to see the Principal for entry to the Book of Excellence by subject staff, or form tutor, or Head of Year or Head of House or Director of Faculty / Head of Department for:

- Production of outstanding work usually as a result of a long term project/coursework/ controlled assessment
- Production of outstanding work while representing the school at an external event e.g. sports event, external performance, public debate.
- An outstanding community act recognised out of school, usually by a member of the public.
- An outstanding community act recognised in school.

The Principal will meet with the student and either view the work or discuss the community act or external event and place the student's name in the school's Book of Excellence. A letter is sent home to confirm this has taken place.

Additional Rewards

- Termly rewards e.g. pizza party, theatre trip, movie afternoon, gift vouchers etc. for students who have attained a special achievement
- All students with 100% Attendance, Punctuality and Behaviour will receive rewards at the HOY reward assembly, be entered into draws for rewards, at the termly Principal's Rewards Assembly, as well as be eligible for the grand Principal's prize.
- House Cup. Awarded annually to the House Captain of the house that has the most house points at the Principal's end of year Rewards Assembly.
- House shield. Awarded annually at Celebration of Success for the student with the highest House points in each house.
- Breakfast with the Principal. Undertaken at the Principal's discretion as required.
- Department awards will take place once per year and will include PA Art Scholarship and colours plus Sporting achievement
- Rewards chart prizes for students to aim for and acquire through getting house points and demonstrating the expectations of the school. Prizes up to and including the 5 items of stationery can be claimed, at the end of the Autumn or Spring terms, providing the student has enough house points and has meant the rewards criteria for the prize of their choosing. All other prizes will be given at the end of the Spring Term for students in Year 11 & 13 or at the end of the Summer Term at the final Principal's Reward Assembly for the remaining year groups.
- Additional Home Study privileges will be available for those students in Year 12 and 13.



SANCTIONS

It is important to recognise that sanctions in themselves will not automatically “fix” behaviour; in order for behaviour to improve, a student must learn to recognise why their actions may have been wrong and build a determination to act with greater consideration in the future via reflection. Alongside parents/carers, all members of staff at Shirley High School have a responsibility towards teaching and modelling outstanding behaviour at all times, as well as being consistent in their application of the policy and their challenge of students who do not follow it.

(All detentions to be set on the day of the behaviour where appropriate. Parents/carers will be informed via Class Charts of any behaviour incidents)

Students can lose House Points as follows both in and out of lessons:

- Detention for breach of school rules/procedures = -2
- Detention for serious breach of school rules/procedures = -3
- Respite & Reflection (removal from circulation for a fixed term) = -4
- Seclusion (internal fixed term suspension) = -5
- Suspension (external fixed term suspension) = -10

Detentions

Detentions are given to students for breaches of school rules and procedures

- Detention for breaches of school rules / procedures will be issued by any member of staff via Class Charts. These detentions are 30 minutes and are overseen by the member of staff either at lunchtime or after school. Details describing the reasons for the detention to be entered in the comments box on Class Charts
- Detentions for serious breaches of school rules / procedures will be issued by any member of staff via Class Charts. These detentions are 60 minutes and are overseen by Middle and Senior leaders in a centralised detention - after school on the same day as the offence. The member of staff must enter full details of the incident leading to the detention in the comments box on Class Charts.
- Where a member of staff believes the incident to be ‘serious breach plus’ they are to enter this on Class Charts so that it can be picked up by the respective member of staff for immediate investigation. A decision will be made by the Head of Year in conjunction with the schools behaviour team as to whether the incident should be sanctioned as a serious breach of school rules / procedures = 60 minute detention; a fixed term in Respite & Reflection; a fixed term in Seclusion (internal suspension), a fixed term, a fixed term external respite placement Suspension (external suspension); or consideration for a Permanent Exclusion.
- Late arrival to school (after 8.30 am) detention issued by form tutor (8.30 - 8.55am) or by a member of the Attendance department (8. 8.41 am onwards) via Class Charts. The Sanction is a 30 minute detention overseen by the Attendance and Welfare Officer or assigned member of staff at lunchtime on the day. If not attended, the detention is ‘upscaled’: reset and increased to a 60 minute after school detention on the same day.
- Homework detention issued by the classroom teacher via Class Charts. Sanction is a 30 min detention overseen by the classroom teacher. **TO BE COMPLETED AFTER ANY SERIOUS BREACH DETENTION.**
- SLT Homework detention issued for 3+ missed detentions in 2 weeks on Class Charts. Sanction is a 60 minute detention on Mondays, Wednesdays and Fridays. This detention is overseen by staff including SLT, Lead Practitioners and Pastoral staff. **. TO BE COMPLETED BEFORE ANY SERIOUS BREACH DETENTION.**



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Bedrock detention - issued for not completing Bedrock. Sanction is a 30 minute detention after school on Friday with the student's Head of Year (HOY). **TO BE COMPLETED BEFORE ANY SERIOUS BREACH DETENTION ON THE FRIDAY**

- HOY poor punctuality detention - issued for getting 3 lates in a week. Sanction is a 60 minute detention after school on Friday with the student's Head of Year **TO BE COMPLETED BEFORE ANY SERIOUS BREACH DETENTION.**

SLT Saturday detentions will be issued for the following:

- truancy to lesson = 2 Hours
- truancy of more than one lesson on the day = 3 hours
- persistent poor punctuality = 2 hours for 4 lates in a week, 3 hours for 5 lates in a week
- persistent poor behaviour = 2 hours for 10+ behaviour points in a week / 3 hours for 15+ behaviour points in a week.
- Breach of Golden Rule determined by SLT = 2 or 3 hours at SLT discretion
- Failure to attend 5 initial detentions throughout the term

(Saturday detentions are overseen by members of SLT in room G04 . Parents/Carers will be notified via Class Charts).

Any student absent on the day of a detention will automatically carry it out on the day he/she returns to the school. In the case of a HOY poor punctuality detention it will be rescheduled for the next scheduled Friday and SLT Saturday detentions at the next scheduled Saturday. Repeated failure to attend a Saturday Detention will result in a minimum of one day in Respite and Reflection (isolation) and meeting with assigned members of the behaviour team and parent/parent.

Failure or refusal to attend a 30 min detention is considered a serious breach of the behaviour policy and will result in a centralised 60 min detention being issued the following day - to be completed after school. If this detention is deliberately missed the student will be given a minimum of a 1 day R&R (for persistent failure to attend a detention) to be served in the Isolation room and the missed detention will be added to their day at 4.00pm. This process will be repeated and extended should there be further persistent failure to attend the detention. Persistent refusal to attend detentions and cooperate with escalation may result in a suspension.

(NB: Students who fail to attend 5 initial detentions throughout a term will be issued with a 3 Hour Saturday detention)

- Students with detentions totalling over 2 hours in a day will sit the detention on the day and set a detention during lunch time the following day or after school the following day.
- Deliberate failure to attend a Saturday detention will result in the student being given a 1 day R&R (for persistent failure to attend a detention) to be served in the isolation room as soon as possible the following week (usually the Monday or next available day(s)) and the original Saturday detention will be reset for the next available Saturday. This process will be repeated and extended should there be further persistent failure/refusal to attend the detention.

(NB Parents / Carers should routinely and regularly check their Class Charts App for updates as there may be no other notice that students have been detained on the same day)



Community Support Detentions:

Students can be detained at break time, lunch time or after school by staff to undertake community support and carry out actions that support the school's Thinking Green agenda or carrying out work on behalf of and to assist the work of the school.

Isolation:

A student will be isolated from a lesson if their behaviour disrupts the lesson to the extent where teaching and learning is compromised. This will be notified by the teacher via the school's On-Call process.

A student may also be placed in the Isolation Room or Seclusion Unit for pastoral reasons which may include unacceptable uniform/appearance (when it not possible for the student to leave the premises briefly to remedy breaches of the school's rules on appearance and/or uniform), ongoing investigations into an incident involving them, or unacceptable behaviour at break or lunchtime requiring removal from circulation.

Respite and Reflection (sanction for a breach of school rules/procedures that is viewed as a 'serious breach plus' but not an offence that would fall into a category for Internal or External suspension)

A student may be placed in the Isolation room or the Seclusion Unit for a period of Respite and Reflection e.g: deliberate failure to attend a ML or SL detention; persistent failure to meet the conditions of their monitoring report; persistent truancy from school and / or lessons, persistent refusal to wear correct uniform or maintain an appearance in line with expectations.

In most cases, the investigation into the incident leading to the decision regarding R&R will be undertaken by the Head of Year and Assistant Head of Year who will then liaise with the schools behaviour team who will have responsibility for determining whether a student should be referred for R&R and the length of time that student is to spend in the Isolation room or Seclusion Unit.

Seclusion (internal fixed term suspension) provides on-site education for students involved in a 'serious breach plus' incident. In the past, this type of breach would have led to an external fixed term suspension, but it is recognised that it is preferable, where possible, to try and keep a student in school so specialist supervised learning can continue.

In most cases, the investigation into the incident leading to the decision regarding Seclusion will be undertaken by the Head of Year and Assistant Head of Year who will then liaise with the assigned school's behaviour team who will have responsibility for determining whether a student should be referred for seclusion and the length of time that student is to spend in the Seclusion Unit. **The Principal will make the final decision.**

Students subject to investigation for 'serious breach plus' incidents, will be referred to the Isolation room to be kept out of circulation until the investigation is complete and a decision made requiring action.

Should the behaviour of a student continue to fail to meet the expectations of the school while within the school's Seclusion room, the following steps will be taken:

HOY and parents informed of the behaviour issues

- Students may be placed with a member of SLT or their HOY.
- Internal suspension may be escalated to an external sanction should the behaviour continue.



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- A reintegration meeting with parents / carers will be arranged for any student who is a repeat offender, prior to the return of a student to mainstream lessons. This reintegration will take place with the Head of Year and the student will not return to mainstream lessons if evidence from the reintegration meeting shows that the student is not ready.

A Suspension (external fixed term suspension)

The above is given in response to serious breaches of the school's rules and procedures, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention, isolation and seclusion are considered inappropriate.

In most cases the investigation into the incident leading to the decision regarding suspension will be initially undertaken by the Head of Year and Pastoral Team Assistant Head of Year who will then liaise with the assigned member of SLT and the Deputy Principal(s) - Pastoral. The Principal will make the final decision.

Students subject to investigation for serious breaches of the school rules, will be referred to the Isolation room to be kept out of circulation until the investigation is complete and a decision made requiring action.

After a suspension a reintegration meeting with parents / carers will be arranged prior to the return of a student to mainstream lessons. This reintegration will take place with the Head of Year and a member of the Senior Leadership Team. The student will not return to mainstream lessons if evidence from the reintegration meeting shows that the student is not ready.

A Behaviour Support Programme (BSP) may be completed:

- If student's behaviour is a serious cause for concern due to eg. failure of monitoring reports, high numbers of behaviour points, repeated poor behaviours, undiagnosed / unassessed SEND needs affecting behaviour,
- at a reintegration meeting following a repeated seclusion or suspension.

It is a supportive monitoring document and it is initiated when the student concerned shows behaviour that consistently does not meet the school's expectations and is now at risk of further seclusions and / or suspensions or permanent exclusion or is at risk of failure through disaffection and / or disengagement

Once completed a copy of the BSP is made available to all teaching staff for the student, to the student and parents/carers. It is reviewed after six weeks and is either terminated, extended or a new BSP drawn up. This will depend on the outcome of the review and the support and strategies needed to effect the required improvement and improve access to learning.

Alternative Education Provision in 'The School House'

Students who may have issues with behaviour, social and emotional needs, learning difficulties or medical needs that have led to a continued detrimental effect on their education in the main school and have placed them either at serious risk of permanent exclusion and /or at serious risk of significantly underachieving in line with their expected targets and require specialist provision beyond what can be reasonably expected of a mainstream school are suitable for referral to The School House. This provision can also be used to engage those students who are persistently absent through the offer of specific courses as part of a phased return to school.



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Students in this provision will follow an adapted curriculum. This provision serves to prevent a student from:

- The negative effects of a permanent exclusion and the negative route that often follows once a student is assigned to a Local Authority (LA) Pupil Referral Unit (PRU). Statistics show that students who are permanently excluded from schools are disproportionately more likely to enter the criminal justice system than go to university or access professional work-based opportunities.
- Becoming a persistent absentee and the route which leads to a student becoming NEET
- Becoming involved in criminality and/or child exploitation and/or exacerbation of mental health issues which can impact the health and safety of themselves or others.

The aim of the provision is to ensure:

- Students are able to successfully return to the main school and consistently demonstrate the improvements made in the areas needed, thereby allowing them to achieve their expected outcomes.
- Students are able to successfully transfer to another mainstream environment and make advantage of the fresh start, thereby allowing them to achieve their expected outcomes.
- Students are successfully placed in specialist provision where their needs can be better met, thereby allowing them to achieve their expected outcomes.

The decision to place a student in The School House will be made by the assigned school's behaviour team

Permanent Exclusion

The above is the decision to permanently exclude a student from the school. It is a serious decision which will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Those that persistently breach the school behaviour policy will be offered a variety of support such as via the following:

- counselling
- mentoring
- referral to external agencies
- referral to the school Alternative provision KS3 and KS4 where applicable.
- application to respite within local authority (where applicable)
- application for referral to the local authorities SIP programme
- Offsite direction to another educational setting.

The school's behaviour policy will continue to be applied as normal while waiting on the outcome of any application or referral.

A permanent exclusion will result from persistent and malicious disruption or non-cooperation or refusal to follow staff instructions or to accept the authority of staff. Serious breaches that will lead to permanent exclusion include but is not an exhaustive list:

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



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All decisions and processes are taken in line with

<https://www.gov.uk/government/publications/school-exclusion>

Respite and Off-Site Directions

The school maintains positive relationships with schools and educational provisions in the local area. Where the leadership of the school finds it appropriate, students will be directed to attend alternative schools/educational establishments for a long or short period of time. This process differs from Managed Moves and directions are issued by the leadership of the school. Where possible, We will try to work with parents and students to find their preferred setting but the decision made by the school regarding the provision is final.

External respite may be used:

- In place of suspension, where we feel a student's safety or wellbeing may be affected by a home suspension.
- As a sixth day provision where students have completed a 5 day suspension from school and need some more time away from school before returning.
- As a phased introduction to a school being considered for a Managed Move or Off-Site Direction.

Arrangements:

- Times will be agreed by the host school and work will be provided for students.
- Head of year or other relevant staff will provide work to the host school for students to complete in supervised conditions.
- Attendance will be reported. Parents and the schools will maintain normal attendance procedures.
- Parents/carers will be given the contact details of a named member of staff to contact.

Off Site Directions and Managed Moves

Off-site directions and Managed Move differ. Directing a pupil off-site for their education with a view to improving their behaviour, is a specific power given to maintained schools under s.29(3) of the Education Act 2002 and is time limited.

A managed move is an agreement made between parent, child and school and leads to the transfer of a pupil to another mainstream school permanently.

This means that you do not have to agree to a managed move. You should consider if a managed move to another school is an appropriate response, or whether there are alternative solutions that could be considered and explored.

Process

1. Once a potential receiving school has been identified (the Headteacher of the receiving school has confirmed they are able to accept the pupil and has agreed to the temporary arrangements, in principle), a meeting should be arranged by the school with the pupil, parent/carer, relevant staff from each school and any other supporting agency involved.

The purpose of this meeting should be to:

- Detail the support to be put in place for the pupil; this can be outlined at the
- meeting but must be followed up with a clear provision map to ensure an



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- understanding of expectations
- Agree practical arrangements, such as start date, tutor group, timetable, travel, and uniform
- Agree dates for regular reviews, with the aspiration that these should take place at least fortnightly to ensure a successful transition
- Describe the steps to be taken should the move be unsuccessful
- The receiving school may also wish to use this meeting to share expectations
- regarding future behaviour, where applicable. The focus of the meeting should be on the positive, fresh start that the move will provide and the support that will be in place to help the pupil achieve this.

2. Where the Off-Site Direction is agreed in principle, an agreement should be drawn up, distributed, and then agreed by all parties. During the period of Off-Site direction, the pupil will remain on the roll of the home school and the school providing the period of Off-site direction will place the pupil on their subsidiary roll.

3. All Off-Site Direction arrangements should be reviewed regularly. Ideally the period of Off-Site Direction will be a complete half-term (of about 6 weeks); with smaller reviews on a fortnightly basis. In exceptional circumstances, this can be extended for a further 6 weeks. Exceptional circumstances might include family bereavement or a major change in family or school circumstances.

Regardless, a final review must take place within 12 weeks of the agreed start date to determine whether the move should become permanent.

During the initial period, nominated members of staff from the home and the receiving school should take joint responsibility for monitoring levels of support and for making the necessary referrals to services, supported by the Locality Hub as appropriate. If reviews during the initial period determine that the move is unsuccessful, then the pupil will return to the home school.

The Role of the School

As implied by the process described above, the home and host school should take responsibility for communication, convening meetings, inviting pupil and parents / carers, representatives from the receiving school and any other professionals with an interest or involvement in the case, including, where appropriate, the Children and Families key worker, Early Help consultant, SEMH specialist, etc.

The home school should outline the reason for the move (briefly, as this will already have been discussed with parents, professionals, and the receiving school before the meeting) and factors that give the home school confidence that the move might work.

Off-Site Direction should be a positive step with an expectation of success and not a last resort to delay a permanent exclusion. Targets should be set for the pupil and commitments made by both schools, parents/carers and any other agencies represented to support the move to be successful.

The home school should clearly outline timescales and make it clear that the move will be operated on a trial basis, indicating what will happen if it is successful or unsuccessful.

All decisions and processes are taken in line with
<https://www.gov.uk/government/publications/school-exclusion>



School Discipline Panel Meetings (Years 7 - 11)

The purpose of the School Discipline Meeting is to signal to the student and their parents/carers that poor behaviour will not be tolerated and that they could be in danger of losing their place in the school if there is no significant improvement. The school will exercise its right to suspend or permanently exclude a student whose behaviour warrants a suspension or permanent exclusion regardless of which disciplinary panel stage that they are at.

They will take place when a student has consistently failed to make the necessary improvements and despite intervention has not modified their behaviour to a level that meets the school's expectations. The structure is as follows:

Stage 1 School Discipline Panel Meeting

A student will be deemed to have reached this stage when there is evidence of failed monitoring reports at all levels, significant deficit in positive conduct points, repeated R&R and / or seclusions and / or suspensions and failed Behaviour Support Plan (BSP) review(s). This action will have been agreed at a LM meeting with the HOY and the assigned schools behaviour team

This meeting will be attended by the student, parent/carers and form tutor and/or head of year. Parents/carers will be informed of the meeting in advance and will be invited to attend. The panel meetings will be formal. The student will be reminded of the Home-School agreement that was signed on entry to the school. The student's behaviour record will be reviewed and the main issues discussed. The student will be given the opportunity to comment on these issues. The parent will be given the opportunity to comment on these issues. The student will either be placed on a BSP or have a current BSP reviewed. Appropriate targets will be set and strategies identified.

The student will go on to target monitoring to the form tutor or to an assigned member of the pastoral team should that be deemed appropriate at the meeting. The student will be informed of the possible consequences should behaviour not improve.

A letter will be sent to parents/carers informing them of the decisions made at this panel meeting and that should behaviour not improve the school will move to a Stage 2 School Discipline Panel Meeting.

Stage 2 School Discipline Panel Meeting

A student will be deemed to have reached this stage when there is evidence of failure of the BSP targets set at the Stage 1 meeting and/or a significant decrease in acceptable behaviour since the Stage 1 meeting. This action will have been agreed at a LM meeting with the HOY and the assigned schools behaviour team. This meeting will be attended by the student, parent/carers and the Head of Year

Parents/carers will be informed of the meeting in advance and should attend. The panel meetings will be formal. The student will be reminded of the Home School agreement that was signed on entry to the school. The student's Stage 1 information, BSP and target monitoring will be reviewed and any issues regarding behaviour raised. The student will be given the opportunity to comment on these issues. The parent/carer will be given the opportunity to comment on these issues. The student will have their BSP reviewed and targets re-evaluated and agreed. The student will be informed of the possible consequences should behaviour not improve.



A decision will be made by the panel regarding the future education of the student. The decisions may include the following:

- Monitoring report with Head of Year or assigned member of the pastoral team
- Compulsory intervention e.g. EP assessment, completion of Early Help Assessment, referral to an external agency deemed appropriate for the student's needs by the school, family therapy.
- Referral to The School House
- Respite at a local school

A letter will be sent to parents/carers informing them of the decisions made at this panel meeting and that should behaviour not improve the school will move to a Stage 3 School Discipline Panel Meeting.

Stage 3 School Discipline Panel Meeting

A student will be deemed to have reached this stage when there is evidence of failure of the BSP targets set at the Stage 2 meeting and/or a significant decrease in acceptable behaviour since the Stage 2 meeting. This action will have been agreed at a LM meeting with the HOY and the assigned schools behaviour team

This meeting will be attended by the student and parent/carers, Head of Year, Link Assistant Principal SENDCo (if deemed necessary).

Parents/carers will be informed of the meeting in advance and should attend. The panel meetings will be formal. The student will be reminded of the Home School agreement that was signed on entry to the school. The student's Stage 2 information, BSP and target monitoring will be reviewed and any issues regarding behaviour raised. The student will be given the opportunity to comment on these issues. The parent/carer will be given the opportunity to comment on these issues. A decision will be made by the panel regarding the future education of the student. The decisions may include the following:

- Monitoring report with link SLT or assigned member of the pastoral team.
- Compulsory intervention e.g. EP assessment, completion of Early Help Assessment, referral to an external agency deemed appropriate for the student's needs by the school, family therapy.
- Referral to the Fair Access Panel for a 12 week intervention placement.
- Referral to the Fair Access panel for a Managed Move to another school

A letter will be sent to parents/carers informing them of the decisions made at this panel meeting and that should behaviour not improve the school will move to a Stage 3 School Discipline Panel Meeting.

Stage 4 School Discipline Panel Meeting

A student will be deemed to have reached this stage when there is evidence of failure of the BSP targets set at the Stage 3 meeting and/ or a significant decrease in acceptable behaviour since the Stage 3 meeting. This action will have been agreed at a LM meeting with the HOY and the assigned schools behaviour team

This meeting will be attended by the student and parent/carers, Head of Year and Deputy Principal Parents/carers will be informed of the meeting in advance and should attend. The panel meetings will be formal. The student will be reminded of the Home School agreement that was signed on entry to the school. The student's Stage 3 information, BSP and target monitoring will be reviewed and any issues regarding behaviour raised. The student will be given the opportunity to comment on these issues. The



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parent/carer will be given the opportunity to comment on these issues. A decision will be made by the panel regarding the future education of the student. The decisions may include the following:

- Monitoring report with Deputy Principal or assigned member of the pastoral team.
- Compulsory intervention e.g. EP assessment, completion of Early Help Assessment, referral to an external agency deemed appropriate for the student's needs by the school, family therapy.
- Referral to the Fair Access Panel for a 12 week intervention placement.
- Referral to the Fair Access panel for a Managed Move to another school

A letter will be sent to parents/carers informing them of the decisions made at this panel meeting and that should behaviour not improve the school will move to a Stage 5 School Discipline Panel Meeting.

Stage 5 School Discipline Panel Meeting

A student will be deemed to have reached this stage when there is evidence of failure of the BSP targets set at the Stage 4 meeting and/ or a significant decrease in acceptable behaviour since the Stage 4 meeting. This action will have been agreed at a LM meeting with the HOY and the assigned schools behaviour team

This meeting will be attended by the student and parent/carers, Head of Year and Principal. Parents/carers will be informed of the meeting in advance and should attend. The panel meetings will be formal. The student will be reminded of the Home School agreement that was signed on entry to the school. The student's Stage 4 information, BSP and target monitoring will be reviewed and any issues regarding behaviour raised. The student will be given the opportunity to comment on these issues. The parent/carer will be given the opportunity to comment on these issues. A decision will be made by the panel regarding the future education of the student. The decisions may include the following:

- Compulsory intervention e.g. EP assessment, completion of Early Help Assessment, referral to an external agency deemed appropriate for the student's needs by the school, family therapy.
- Referral to the Fair Access Panel for a 12 week intervention placement.
- Referral to the Fair Access panel for a Managed Move to another school
- Offsite direction to another school.
- Suspension, permanent exclusion.

Stage 6 School Discipline Panel Meeting

A student will be deemed to have reached this stage when there is evidence of failure of the BSP targets set at the Stage 5 meeting and/ or a significant decrease in acceptable behaviour since the Stage 5 meeting. This action will have been agreed at a LM meeting with the HOY and the assigned schools behaviour team

This meeting will be attended by the student and parent/carers, Head of Year, Deputy Principal and Principal.

Parents/carers will be informed of the meeting in advance and should attend. The panel meetings will be formal. The student will be reminded of the Home School agreement that was signed on entry to the school. The student's Stage 5 information, BSP and target monitoring will be reviewed and any issues regarding behaviour raised. The student will be given the opportunity to comment on these issues. The parent/carer will be given the opportunity to comment on these issues. A decision will be made by the panel regarding the future education of the student. The decisions may include the following:



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- Compulsory intervention e.g. EP assessment, completion of Early Help Assessment, referral to an external agency deemed appropriate for the student’s needs by the school, family therapy.
- Referral to the Fair Access Panel for a 12 week intervention placement.
- Referral to the Fair Access panel for a Managed Move to another school
- Offsite direction to another school.
- Suspension, permanent exclusion.

School Discipline Panel Meetings (Years 12 & 13)

Sixth form students' school discipline panel meetings are managed differently from the students in Years 7 - 11 due to their status as young adults and the focus on their behaviour being both scholarly and professional as they are prepared for the world of university, apprenticeship or work.

They will take place when a student does not consistently meet the high expectations set for behaviour in the sixth form.

The structure is as follows:

STAGE	STAFF MEMBER(S) WITH RESPONSIBILITY	ISSUE REQUIRING ACTION	ACTION
Stage 1	Form Tutor	More than 5 behaviour points in a week	<ul style="list-style-type: none"> ● Form tutor to contact home ● Detentions sat as per School behaviour ● Policy
Stage 2	Form Tutor Head of Sixth Form	More than 10 behaviour points over a half term	<ul style="list-style-type: none"> ● Meeting with Form tutor & the 6th Form Leadership Team ● SMART targets identified and reviewed in 2 weeks by Form tutor ● Compulsory attendance at homework club twice per week until they have achieved 2 weeks with no additional behaviour points.
Stage 3	Head of Sixth Form Assistant Principal - KS5	<ul style="list-style-type: none"> ● More than 20 behaviour points in a half term ● Failure of targets ● Total behaviour points = 40 ● Failure to attend homework club 	<ul style="list-style-type: none"> ● Meeting with the 6th Form Leadership Team and Assistant Principal the assigned schools behaviour team ● SMART targets identified and reviewed in 2 weeks by Head of Sixth Form Compulsory intervention eg HOY monitoring report ● Respite and reflection referral as required for failure to attend compulsory homework cub



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Stage 4	Head of Sixth Form, Assistant Principal - KS5, Deputy Principal - Pastoral	<ul style="list-style-type: none"> • More than 30 behaviour points in a half term • Total behaviour points = 60 • Failure of targets • Failure to attend homework club 	<ul style="list-style-type: none"> • Meeting with the 6th Form Leadership Team, Assistant Principal, • SMART targets identified to be reviewed in 2 weeks by Head of Sixth Form • Compulsory intervention eg SLT monitoring report • Respite and reflection referral as required for failure to attend compulsory homework club • Consideration of future at SHS Sixth Form
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If all stages are exhausted and the expected improvement is not made the student may be recommended to the Principal regarding their future position within the school.



Appendix 3 - Behaviour expectations and students with Special Educational Needs and/or Disability (SEND)

Responding to the behaviour of students with Special Educational Needs and/or Disability (SEND)

‘Behaviour in Schools - Advice for Headteachers and School Staff’:

1. A school’s culture should consistently promote high standards of behaviour and provide the necessary support to ensure all students can achieve and thrive both in and out of the classroom. Schools should consider how a whole-school approach meets the needs of all students in the school, including students with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all students. Schools with good behaviour cultures will create calm environments which will benefit students with SEND, enabling them to learn.
2. Some behaviours are more likely to be associated with particular types of SEND, such as a student with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a student’s SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.
3. Schools need to manage student behaviour effectively, whether or not the student has underlying needs. When a student is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.
4. The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a student has SEND that at times affects their behaviour. In particular:
 - schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the school’s policies or practices;
 - under the Children and Families Act 2014, relevant settings have a duty to use their ‘best endeavours’ to meet the needs of those with SEND;
 - and if a student has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.
5. As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):
 - short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long;
 - adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher;
 - adjusting uniform requirements for a student with sensory issues or who has severe eczema; ● training for staff in understanding conditions such as autism.
 - Sensory aids such as ear defenders

Any preventative measure should take into account the specific circumstances and requirements of the student concerned.



Appendix 4 – Behaviour for Learning Expectations, Sanctions & Rewards outline

Shirley High 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.

CALM

- **C** - Considerate: Be mindful of others' space and learning. Walk quietly and respectfully around the building
- **A** - Alert: Stay aware of your surroundings. Watch where you are going, follow the school rules on health and safety, use appropriate entries and exit, keep to your left.
- **L** - Low voice: Use whisper levels to avoid disrupting nearby classrooms and learning
- **M** - Move with purpose: Walk not run, go directly to where you need to be and ensure that you arrive on time to all lessons.

In Lesson Procedure

Behaviour across the school will be managed in the following way.

1. Warning
2. A 30 minute detention is issued.
3. A 60 minute detention following an On-Call department isolation or central isolation.

However, if a student's behaviour is of serious concern, staff can use their professional judgements and contact On Call immediately, without following the above procedures

General Guidelines:

- **Use of the toilet during lessons** - In order to maximise learning time and safeguard the site, pupils are expected to use the toilets before school, during break or lunch times, or after school. During lessons, pupils are only permitted to leave for the toilet in emergencies. In these cases, a member of staff will escort them. Access to the toilets during lessons requires a medical pass, which must be supported by appropriate medical evidence.
- **Medical concerns** - If a student requires medical attention. On-call must be requested. Students must not be sent to seek medical attention unsupervised.
- **Use of the toilet during lessons by students with toilet passes** - In the case of students with toilet passes On Call should also be requested to escort them to the toilet, however should there be a delay then you may allow them to go to the medical room toilet unescorted
- **Students being sent out of a lesson** - students must not be sent to stand unsupervised outside a classroom unless agreed by the teacher and that they stay visible to the teacher with the door open.
- If necessary and isolation following your departmental procedure is not appropriate (e.g. distraught student) please request On Call.
- **Time Out Cards** - If a student shows a Time Out card please allow them to leave immediately. They must go to the designated area assigned to their time out card. Timeout cards will be removed if students are deemed to be using them inappropriately.



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Management of Mobile Phones

The school has made the decision to provide a safe and secure process of managing mobile phones. We appreciate the impact that technology has on our society, however we feel that learning is impacted negatively should pupils be able to easily access their mobile devices, whilst on school site.

Mobile phone expectation:

- Pupils will have their own pouch.
- Pouches will be unlocked at the start of the school day.
- Tutors will check that phones and smartwatches have been placed in the pouch and locked during registration.
- Pupils will unlock their pouch at one of the stations on their exit from school.
- Those that don't have their pouch will be expected to hand their phone in.

Should a student fail to follow the above expectations the school will conclude that they are willingly and actively breaking the policy regarding the management of phones in the school. The outcomes of using a mobile phone are below:

1. 1st time - Parent / Carer to collect the phone at any time after confiscation.
2. 2nd time - Phone confiscated for 7 days.
3. 3rd time - Phone confiscated for 12 weeks.
4. 4th time - Phone confiscated until the end of the academic year.

The following further identifies scenarios and the actions that will be taken by the school

- Locked pouch in Registration - Phone confiscated until the end of the day and 30 minute detention set
- Broken pouch (non manufacturing fault) - pouch removed and phone confiscated until the end of the school day. The phone must then be handed in everyday until a new pouch is purchased at a cost of £10. (pouches will be available from the school)
- until the pupils pays for a new pouch (£9) - These are available through the school
- No pouch (for whatever reason) - 30 minute detention will be set for not having the correct equipment as identified by the school

Should a pupil refuse to hand over a mobile phone that is being managed outside of the school's expectations, they will be placed in isolation until a meeting with their parent has been completed.

Once pupils retrieve their phones they must leave the site. Pupils that return to site and use their mobile phone will have it confiscated in line with the school policy.

Confiscation

- Pupils failing to follow the correct procedure will have their phones confiscated until the end of the school day.
- They will collect their phone from a central location after all school commitments have been completed
- Pupils that have had their phone confiscated due to a breach of the phone policy will have their phone confiscated and stored in a central location. Parents/Carers will be contacted by the school (Pastoral Team / SLT) stating the length of time the item will be confiscated and when parents can



collect the offending item.

This policy outlines general guidance however the Principal has the right to exercise discretion on a case by case basis.

Detention Overview

	Breach of school rules	Serious breach of school rules
Length	30 minutes	1 hour (maximum totality of two hours worth of detentions on one day)
Reason	<ul style="list-style-type: none"> ● Lateness to lesson / Form Time ● Unpreparedness – no pencil case/ reading book/ or equipment needed for a particular lesson. ● Chewing gum / Litter ● Low level disruptive behaviour ● Repeated failure to cooperate over any of the above green level offences ● Caught in possession of a mobile phone (phone to be confiscated) ● Defiance / refusal to follow instructions ● Failure to hand in homework ● Mobile Phone Infringements ● Failure to hand in adequate homework ● Incorrect uniform including; wearing jewellery / coloured nail polish / excessive makeup / false eyelashes / inappropriate hair colour 	<ul style="list-style-type: none"> ● Repeated failure to cooperate over any of the amber offences. ● Isolation using departmental procedures (HoD, J01 or other member of staff) ● On call for refusal to be isolated or breach of Health and Safety ● Swearing / verbal abuse ● Refusal to hand over a banned / prohibited item ● Prejudice related incident ● Anti-social behaviour (including theft, vandalism, graffiti, smoking or vaping, or found in the company of others smoking or vaping) ● Violent or aggressive behaviour ● Bullying ● Breach of health and safety / dangerous behaviour
Location	To be decided by teacher setting the detention	Main Hall or J Block
Day	Normally on the day of the incident or at the next available time	Normally on the day of the incident.
Parent Notification	Via the schools Class charts platform	Via the schools Class charts platform
Restorative Conversation	Member of staff who set the detention to ensure that a restorative conversation is had with the student before the next lesson. Comment to be added to Class Charts confirming restorative conversation	Member of staff who set the detention to ensure that a restorative conversation is had with the student before the next lesson. Comment to be added to Class Charts confirming restorative conversation. DOF/HOD/HOY is aware of the restorative process and will only speak to the student and mediate a restorative conversation with the teacher before the next lesson, if needed.



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Poor Punctuality, Bedrock and SLT Homework Detentions Overview

	Poor Punctuality	Failure to complete Bedrock	Failure to complete Homework 3+ times in two weeks
Length	60 minutes (3 lates in a week)	30 minutes	60 minutes
Day	Friday		Monday for six weeks or half a term whichever is longer.
Parent Notification	Parents / Carers will be aware via Class Charts.		
Reflection	Bedrock and Homework detentions = student to complete the work required as their reflection and understand through doing this to not be in this position again. Punctuality detention = student to complete Time Management reflection sheet		
Students are to take responsibility for attending the detention on the day it is set.			
Recording	<ul style="list-style-type: none"> Once the detention has been completed, at whatever stage, it can be marked as 'Attended' in Class Charts. R&Rs will be processed and recorded on the school's ClassChart platform. 		

Cumulative Breaches Detention Overview

	Persistent Poor Punctuality	Persistent Poor Behaviour	SLT
Length	2 hours (4 lates in a week) 3 hours (5 lates in a week)		2 or 3 hours - SLT decision
Location	Isolation Room		
Day	Saturday		
Parent Notification	Parents / Carers will be aware via Class Charts		
Supervised by	SLT		
Students are to take responsibility for attending the detention on the day it is set.			

DETENTIONS OUTLINE

Offence	Who	Type of Detention
Breach of school rules (-2 House Points)	Any member of staff	30 minute detention at lunch or after school on any day.



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Serious breach of school rules (-3 House Points)	Any member of staff can issue - HoY to maintain an overview and monitor the alerts for patterns etc.	60 minute detention on the day (max of 2 hours worth of detentions can be sat on the day) Staffed by: SLT on rotation Mon/Tues/Thurs/Fri (SLT 3.00 - 5.00pm) MLs on rotation Weds (3.00 - 5.00pm). HOYs on Fri for an hour.
Late to school (after 8.30am)	Normally Form Tutor / or any member of staff - (8.30 - 8.40.am) AWA (8.40am onwards)	On the day 30 minute lunchtime detention with Attendance of SLT or middle leader.
Breach of uniform expectations	Any member of staff	On the day 30 minutes after school with SLT or middle leader.
3 lates to school	Head of Year / Assistant Head of Year	60 minute HOY Friday detention
Truancy of 1 lesson	Head of Year / Assistant Head of Year	2 hour SLT Saturday detention
Truancy of more than 1 lesson	Head of Year / Assistant Head of Year	3 hour SLT Saturday detention
10-14 behaviour points in a week	Automatic via Class Charts	2 hour SLT Saturday detention
15+ behaviour points in a week	Automatic Class Charts	3 hour SLT Saturday detention
4 lates to school	Automatic Class Charts	2 hour SLT Saturday detention
5 lates to school	Automatic class Charts	3 hour SLT Saturday detention
SLT detention (any offence(s) deemed as meriting an SLT Saturday detention)	SLT	2 or 3 hour SLT Saturday detention
3 x failed Homework submission detentions within two weeks	SLT	60 minutes SLT homework support
Bedrock detentions	HOY	30 minute detention after school on a Friday with HOY or SLT. Students that accrue -6 Bedrock points will be directed to the school compulsory Homework Support club.

Rewards Outline

Rewards are an important aspect of the ethos of the school in that the achievements and successes of students, at whatever level, are noted and given due worth. Are rewards are



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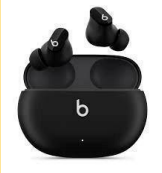


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underpinned by the values and expectations of our school. Praise and rewards may be appropriate for an individual student, whole class or year group.

SHIRLEY HIGH SCHOOL REWARDS CHART

Students can cash in their house points (other criteria also needed) for either the 2 queue jumps + free food or the 5 items of stationery any time throughout the year. For all the other rewards, they will either be given at the end of year Summer Term Principal's assembly or, in the case of the Year 11 or Year 13 Prom outfits, at the end of the Spring Term Principal's assembly.

<p>APPLE IPAD*</p> 	<p>800 House Points + 100% attendance + 100% punctuality + 100% behaviour</p>
<p>BEATS EAR BUDS</p> 	<p>600 House Points + 100% attendance + 100% punctuality + 100% behaviour</p>
<p>£25 GIFT CARD</p> 	<p>300 House Points + 100% attendance + 100% punctuality + 100% behaviour</p>
<p>YEARBOOK / HOODIE (YEAR 11 ONLY)*</p>	<p>300 House Points + 96% attendance + 97% punctuality + 10 or less behaviour points</p>
<p>£10 GIFT CARD</p>	<p>200 House Points</p>
	<p>+ 96% attendance + 97% punctuality + 10 or less behaviour points</p>

Work hard, collect house points, achieve your ABC and claim your reward!

*Ipad first three students to claim per year

*Yearbook/Hoodie must be claimed before Spring Term 2






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Shirley Reward Shop

<p>5 x items of SHS Stationary</p> 	<p>300 House Points + 85% attendance + 90% punctuality +85% behaviour</p>
<p>2 X QUEUE JUMPS</p> 	<p>150 House Points + 85% attendance + 90% punctuality +85% behaviour</p>
<p>EARLY LUNCH PASS WITH A PLUS ONE</p> 	<p>150 House Points + 85% attendance + 90% punctuality +85% behaviour</p>
<p>Work hard, collect house points, achieve your ABC and claim your reward!</p>	



Appendix 5 – Use of reasonable force guidance

1. Shirley High does not advocate the use of reasonable force but recognises that there are rare circumstances where its use may be necessary to control or restrain a student who:

- Is either committing or about to commit a criminal offence.
- Is likely to injure themselves or others.
- Is causing damage to property (including the student's own property).
- Is engaging in any behaviour prejudicial to maintaining good order and discipline at the school, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

NB - Many situations which fall into this category, for example a student who decides to leave a lesson or school without permission or a student who refuses to obey an order to leave the classroom or who is disrupting a lesson, are best dealt with through other school procedures.

Control means either passive physical contact, such as standing between students or blocking a student's path or active physical contact such as leading a student by the arm out of a classroom, shepherding a student away by placing a hand in the centre of their back, pushing or pulling.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances.

It is not reasonable to:

- Hold a student around the neck, by the collar, or in a way that restricts the student's ability to breathe.
- Slap, punch or kick a student.
- Trip up a student.
- Hold or pull a student by the hair.

All members of staff employed by the school, representatives from outside agencies and voluntary helpers are authorised by the Principal to use reasonable force to control or restrain students; on the school premises, on an educational visit or on a school trip; where they can justify that it is:

- As an act of care and not punishment
- As a last resort when all other reasonable strategies have proved ineffective or impracticable
- With the minimum force necessary and such that the degree and duration of force is
- Proportionate to the circumstances.
- Conducted in a manner that maintains the safety and dignity of all concerned.

The use of reasonable force should be as a last resort. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. Staff should be able to justify that means other than force have been attempted and proved ineffective or would have been impracticable. In order to prevent or defuse a difficult situation, staff may find it useful to:

- Summon the assistance of another authorised member of staff.
- Continue speaking and listening to the student.
- Divert, distract, cajole or humour.
- Employ appropriate levels of eye contact during any dialogue.



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- Reason with the student and offer him appropriate choices.
- In the case of use of restraint - as soon as it is safe, gradually relax any hold or restraint to allow the student to regain self-control. The student should be informed about what will happen next and be offered reassurance and encouragement to remain calm. In this way the student will be more likely to see the use of reasonable force as an act of care.

Positive physical contact involving staff and students can contribute to the development of a safe, supportive and inclusive school culture. There may be circumstances in which contact with students is likely, unavoidable or necessary. Examples occur when members of staff are working with students with special educational needs who may require physical prompts or help, students requiring first aid, students receiving coaching in sport, as part of a curriculum activity or with students in distress. Staff will need to make professional judgments about the nature and extent of their physical contact with students, to ensure innocent and well intentioned actions are not misconstrued. Staff will need to have particular regard for cultural sensitivities, to the developing awareness of adolescent students and in particular, to children who have previously experienced physical or sexual abuse.

Members of staff must record any serious incident involving the use of reasonable force using the 'Use of Reasonable Force' Report (appendix 4a) and give a copy to the assigned schools behaviour team as soon as possible. This is to ensure that parents / carers can be informed without delay and incidents can be monitored. All complaints following a dispute about the use of force used by an adult should be referred to the assigned schools behaviour team.

Section 550A of the Education Act of 1996 does not cover all situations in which it might be permissible to use a degree of force. For example, everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so.



Appendix 5a - Restrictive Physical Intervention

This form can be completed electronically or manually but in all cases it should be forwarded to the assigned schools behaviour team without delay and as soon as possible after the incident. It can be located in the Shared Drive in the Safeguarding@SHS folder:

https://docs.google.com/document/d/1SJC1FjeGJVge0YhpXwWX_R8fuhAa-RyJd6rMtRpFSf4/edit?usp=sharing

Name of student	
TG	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Names of all students involved (directly or as witnesses), including whether any them are: vulnerable, SEND, or have medical issues.	
Description of incident (please include the following): <ul style="list-style-type: none"> ● How did the incident begin ● How did the incident develop ● Reason for using force ● Any attempts made to de escalate ● Any warnings given that force might be used ● How did the incident end ● Was the incident resolved ● What action was taken and by whom 	
Description of type of reasonable force used and for how long	
Any injury suffered by staff or students and any first aid and/or medical attention required.	
Details of the member of staff this incident was referred to. Head of Year / SLT?	
Name and role of staff member completing this report	
Signed:	Date: