



The
Portsmouth Academy

The Portsmouth Academy Behaviour for Learning Policy

Lead Professional: Vice Principal – Making Excellence a Habit
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Aspire and Achieve



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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010 Use of reasonable force in schools](#)

[Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Lateness to school or to lessons
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform or equipment, including lack of preparation or misuse of devices
- Defiance

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette paraphernalia
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
 - Mobile Phones- Confiscation if seen out in school

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying | Definition |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Homophobic | Homophobic taunts, comments, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The Academy Advisory Board (AAB) is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing this behaviour policy and the AAB for approving it.

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

5.3 Staff

Staff are responsible for:

- Applying all school policies consistently and fairly.
- Providing a safe and inspiring learning environment.
- Role modelling the high standards they expect of students including the habits of excellence.
- Communicating achievements and concerns to students and parents.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Be familiar with, and support, all school policies including attendance, and behaviour for learning.
- Keep the school informed of any circumstances which may adversely affect their child's well-being.
- Respond to communications home and attend parents' evenings and meetings.
- Communicate with staff regards their child's behaviour in a calm and supportive manner.
- Support with home learning through providing a place to study, equipment and materials (financial help is available for families experiencing hardship).
- Download Class Charts app and monitor their child's behaviour.

6. Student code of conduct

As a fully accredited thinking school, our aim is to provide an education that promotes the development of habits; recognising that our students will then be better able to cope with the challenges of learning and social interaction, including being a positive digital citizen.

We are committed to helping our students to 'make excellence a habit.'

Students are expected to ASPIRE and this is reinforced through the learning environment; assemblies; tutor time; the personal development curriculum and all interactions with staff members.

- **Attendance**
- **Safety**
- **Preparation**
- **Involvement**
- **Respect**
- **Excellence is a habit**

7. Rewards and sanctions

7.1 Rewards

Excellent behaviour, and the resilience to keep going in the face of adversity, is instilled through the Pillars of Excellence and awarding 'habit points.'

Good learning and effort is encouraged by the awarding of praise, feedback in books and through digital learning, habit points and praise postcards. See (Appendix 7).

Praise and rewards are also given in recognition for a positive contribution to school life.

Additional rewards might include extra-curricular activities, trips or prizes.

Rewards are issued and recorded onto Class Charts.

7.2 Sanctions

Inappropriate behaviour which contravenes the rules is discouraged through a consistent approach using 'Choice, Chance and Consequence' (Appendix 6).

Detentions may be given during the school day (short period at break or lunchtime) without prior notice to parents/carers. Students may also be kept after school for up to 20 minutes without informing parents (Restoratives). This will be logged on Class Charts. For hour-long detentions, parents/carers will be informed with at least 24 hours' notice via text/Class Charts or telephone.

7.3 Recording rewards and sanctions

Rewards and sanctions are logged in Class Charts in students' behaviour record. Students will have a record of positive and negative habit points. These will be shared live with parents through the Class Charts parental app.

All parents are asked to sign up to the Class Charts and My Ed App which sends an update if a habit point is awarded and also if any behaviour is logged which has incurred a sanction. Secure parents log on will be provided.

7.4 One to One Devices

Students are responsible for the general care of the device that was issued to them by the Academy (loaned, or purchased). Devices that are broken or fail to work properly must be reported to Thinking Technology.

General Practice

- Students are responsible for bringing their device and stylus to school each day. This must be fully charged.
- Pupils picking up any loan laptop must pick on time so they will not be late to their lesson and waste learning time.
- Students should walk safely with their device, closing the lid as they move around the academy. (If in a bag ensure it is securely stored).
- Devices must remain free of any writing, drawing, stickers, or labels that are not the property of The Portsmouth Academy.
- Devices must never be left in an unsupervised area.
- Students must not send any inappropriate messages, spam messages, or offensive messages using their device.
- Students must not attempt to access inappropriate material online.
- Students must not use proxy websites which allow games or films.
- Students should keep their stylus in their pencil case.

- No student should take a stylus or laptop belonging to another. (Or switch another's computer off)
- When working collaboratively, students must not delete or amend anyone else's work.

Students who contravene any of the above points will be subject to the behaviour and sanctions process, this will be monitored by the students' tutor in the first instance.

For further info see: <https://www.theportsmouthacademy.org.uk/wp-content/uploads/2021/07/Student-1-1-Device-Policy.pdf>

7.5 Monitoring behaviour and providing support

Tutors and Heads of Year monitor behaviour and, should a student present with continued poor behaviour or attitude, provide the first waves of intervention in the form of tutor reports; parental meetings and mentoring. A student may be referred to a member of the pastoral team for additional in-depth mentoring including a Personal Support Plan. Following this, senior staff may be involved in meeting with parents and monitoring behaviour.

| Number of Negative Habit Points | Action |
|---------------------------------|------------------------------------------------------------------------------------------------------------------|
| 10 | Tutor Phone call, Report to tutor, Relevant Short intervention |
| 25 | DHOY Phone call and Parental Meeting, DHOY report. Relevant Short intervention |
| 50 | HOY Phone call, HOY Parental meeting, HOY Report and PSP. Relevant Short intervention |
| 75 | (SLT) KS3/4 Assistant Principal Meeting with Parents, Review of PSP and SLT Report. Relevant Short intervention |
| 100 | SLT Vice Principal Parental Meeting and alternative provisions/Interventions. Report Relevant Short intervention |
| 150 | Senior Vice Principal - Parental Meeting- Curriculum change, Report. Relevant Short intervention |
| 200 | Principal – Potential Governor's Discipline Panel to be held |

Significant interventions will be put in place at miles stones of negative behaviour points Including different short interventions to restore, re-educate and develop positive behaviours.

7.6 Exclusion

The Principal may exclude any student on account of inappropriate, unsafe or dangerous behaviour.

Reciprocal and fixed term exclusions are used to set firm and non-negotiable boundaries for unacceptable and serious misbehaviours. Only the Principal will authorise fixed-term exclusion. A member of the Senior Leadership Team can authorise a reciprocal exclusion (placement in an alternative school's isolation room for a fixed period).

Parents/carers will always be informed in writing of any fixed term exclusion, and a meeting arranged for re-integration. Notes of this meeting will be made and kept on the student's file and are available for parents should they wish to have a record.

In the event of a reciprocal exclusion to another school, parents will be informed by telephone giving details of the venue, length of exclusion and confirmation of travel arrangements. Learning tasks are given to the student to complete during the exclusion collected by a member of the pastoral team. Further information on exclusions can be found in the TPA Exclusion Policy.

Internal Exclusions (IE)

Behaviours which will result in instant removal to IE after exhaustion of positive strategies and choice, chance, consequence system:

- **Significant disruption to the learning** and progress of students and failure of choice, chance, consequence
- **Highly disrespectful to staff**
- **Unsafe behaviour** (this includes internal and external truancy and misuse of devices)

Students will remain in internal exclusion until they have successfully passed the number of lessons they have been allocated, students will return to lesson after a restorative with the teacher.

7.7 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, or on the bus on the way to or from school.

7.8 Malicious allegations

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

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Consistently apply the **Choice, Chance and Consequence** behaviour structure.
- Develop a positive relationship with students, which includes:
 - Greeting students in the morning/at the starts of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour through non-verbal cues
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement strategies.

Teachers can call for 'restorative support' where a students' behaviour is seriously affecting the learning of others and attempts to curtail their behaviour have been unsuccessful. See Appendix 6. In some cases

behaviour may be so detrimental to the learning and progress of others that the students needs to be removed see 7.6.

8.2 Physical restraint

In some circumstances, staff who have been trained in Positive Handling may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Student support

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

The school's special educational needs co-ordinator evaluates students who exhibit challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

Team Around a Child (TAC) meetings are held in school to ensure that all teachers are briefed on the needs of children who find meeting the behavioural expectations of the school a challenge and suitable strategies highlighted and discussed.

9. Student transition

To ensure a smooth transition to Year 7, Year 6 students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management also forms part of continuing professional development and all training is logged.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal every two years. At each review, the policy will be approved by the AAB.

Staff and student surveys will be regularly undertaken in order to monitor behaviour standards.

Behaviour of students will be recorded through systems associated with both rewards and sanctions and can be requested by parents/carers at any time.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- One to One Policy

Appendix 1: written statement of behaviour principles

Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All students, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to students at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by students and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: ROLES AND RESPONSIBILITIES

Governors (Academy Advisory Board - AAB) will:

- Ensure that school policies support and challenge every student to achieve their very best and are applied consistently and fairly.
- Evaluate the use of funding received by the school to improve student outcomes.
- Visit the school, and meet regularly, to carry out their functions.
- Provide support and challenge to the school's senior leadership team.
- Meet all of their legal duties in relation to governance.

Tutors, teachers and support staff will:

- Apply all school policies consistently and fairly.
- Provide a safe and inspiring learning environment.
- Role model the high standards they expect of students including the habits of excellence.
- Communicate achievements and concerns to students and parents.

Parents and carers will:

- Be familiar with, and support, all school policies including attendance, and behaviour for learning.
- Keep the school informed of any circumstances, which may adversely affect their child's well-being.
- Respond to communications home and attend parents' evenings and meetings.
- Support with home learning through providing a place to study, equipment and materials (financial help is available for families experiencing hardship).

Students will ASPIRE. (See appendix 5)

- Attendance
- Safety
- Preparation
- Involvement
- Respect
- Excellence is a habit

Appendix 3 Habits and Routines

Students are explicitly taught the expected habits and routines as part of their induction to school.

1. Before and after school

- Students must be respectful to themselves and others on the way to and from school, demonstrating exemplary behaviour as ambassadors for TPA.
- Students must wear the correct uniform at all times
- Students must arrive promptly by 8.40am and report to assembly line up or tutor base.
- Students must refrain from using their mobile phones until they have left the school site

2. Assemblies

- Assembly is a time for reflection and for some individuals may carry a spiritual significance; therefore students should line up beforehand in tutor groups and enter and leave in silence and show personal respect and tolerance for others.
- Students should sit in tutor groups in main school assembly, in alphabetical order, facing the stage and as directed by staff.
- Students should be respectful to those delivering assemblies and contribute where appropriate. This includes applauding the presenter(s) at the end.

3. Break/Lunch

- Students should eat in the Dining Hall or outside if weather permits, in the designated areas. No food or drink (except water) may be consumed in classrooms or corridors.
- Year 7s will line up at the end of break and lunch in tutor groups on the field, in order to be ready for the lesson ahead.

4. Lessons

- Students should arrive on time and follow the classroom entry routine.
- Students should follow instructions and be ready to complete the Thinker's Key or appropriate activity.
- During the register, students should remain silent and respectful.
- During lessons, students should be ready to learn, respectful of themselves and others and demonstrate safe behaviour.
- If a student contravenes the expected behaviour, the teacher will address this through the behaviour tariff.
- Students should complete all home learning and coursework that is set and adhere to the deadline for completion. It is each student's responsibility to check 'Show my Homework' daily for any home learning task. An extension can only be given for specific and genuine reasons and at the discretion of the subject teacher.

5. Uniform / Dress Code

- Students should ensure that they follow the uniform dress code, as outlined on the TPA website <https://www.theportsmouthacademy.org.uk/parental-information/uniform/>, and respect their appearance.
- If a student is dressed inappropriately, they will be offered some uniform to borrow or sent home to change.
- Students must attend formal exams dressed in the correct school uniform or the school retains the right to stop them from sitting the exam.

6. Movement around school.

Students will:

- Keep to the left and in single file, taking extra care on stairs.
- Queue in single file.
- Use the 'Up' and 'Down' stairs
- Enter rooms quickly to avoid congestion in corridors.
- Be quiet around all areas and particularly in reception.
- Go promptly to lessons.
- Only leave lessons with permission/corridor pass.
- Stay in designated areas at break and lunch times.

7. Care of the Environment

- Students will respect the environment, and dispose of litter responsibly including using the recycling facilities.

Appendix 4: Letters to parents about student behaviour for Tutors and Heads of Year – templates

First behaviour letter

Date:

Dear parent/carer,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our student code of conduct, and I would appreciate it if you could discuss their behaviour with them. I attach a copy of their behaviour record as a basis for your discussion.

I will be placing your child on report to me in order to monitor their behaviour.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient. Please look at THE School ASPIRE Behaviour Guide to talk through the behaviour expectations.

A copy of this letter has been placed on your child's file.

Yours sincerely,

Name:

Position:

Second behaviour letter

Dear parent/carer,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our student code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward. Please contact the school to arrange this.

A copy of this letter has been placed on your child's file.

Yours sincerely,

Name:

Position:

Appendix 5 ASPIRE Behaviour Guide

Oncall behaviour to be logged on SIMS, which will automatically record a negative habit point

| | (A) Attend | (S) Safety | (P) Prepared | (I) Involved | (R) Respect | (E) Excellence |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Rules | <p>Attend on time.</p> <p>Arrive to school before 8.40</p> <p>Attend Assembly/Tutor/Line ups/lesson</p> <p>Attend sanctions first time.</p> <p>Attend all lessons.</p> | <p>Move around school safely and sensibly.</p> <p>No behaviour that can cause harm to yourself and others.</p> <p>No eating or littering in classrooms/corridors.</p> <p>No use of mobile phones in school, unless being used as a teaching aid.</p> | <p>Wear correct uniform at all times.</p> <p>Bring the correct equipment to school every day.</p> <p>Homework completed and ready to hand in.</p> | <p>Track the speaker and listen.</p> <p>Engage with activities set.</p> <p>Try your best with all activities.</p> <p>Try your best with homework.</p> <p>Volunteer.</p> <p>Complete your reflection page in planner.</p> | <p>Be polite and show good manners.</p> <p>Respect the learning of others.</p> <p>Take care of the community/environment.</p> <p>No swearing or disrespectful language.</p> | <p>To be your best self.</p> <p>Best behaviour every lesson.</p> <p>Represent the school.</p> <p>100% Attendance</p> |
| Routines | <p>The gate will be closed at 8.40am.</p> <p>Line up, on time, where needed.</p> <p>Go to your lesson promptly, walking on the left.</p> <p>When collected for Sanctions, go!</p> | <p>Walk on left no running; use the correct stairs.</p> <p>Eat in the canteen and outside only.</p> <p>Turn off all mobile devices and put away before entering school.</p> | <p>Check your uniform and equipment before you leave for school.</p> <p>Complete homework.</p> | <p>Answer all questions.</p> <p>Minimum of 10mins silent working in every lesson.</p> | <p>Be respectful of others; follow staff instruction first time.</p> <p>Smile; say 'good morning'.</p> <p>Do not drop litter and no vandalism.</p> <p>Take coats off in the building.</p> <p>Come into lessons quietly and ready to learn.</p> | <p>Strive to demonstrate the Habits of excellence.</p> <p>Complete extension questions.</p> |
| Consequences | <p>Late detention</p> <p>Parents to be contacted</p> <p>HOY detention (40 Mins)</p> <p>SLT detention (1 Hour)</p> <p>IE/AE</p> | <p>Restorative</p> <p>HOY/HOD detention (40 Mins)</p> <p>Parents to be contacted</p> <p>SLT detention (1 Hour)</p> <p>IE/AE</p> <p>Mobile phone confiscation</p> | <p>Sent home at gate for uniform infringement</p> <p>Parents to be contacted</p> <p>Restorative</p> <p>HOY/HOD detention (40 Mins)</p> <p>IE/AE</p> | <p>Restorative</p> <p>Parents to be contacted</p> <p>HOY/HOD detention (40 Mins)</p> <p>SLT detention (1 Hour)</p> <p>IE/AE</p> | <p>Restorative</p> <p>Parents to be contacted</p> <p>HOY/HOD detention (40 Mins)</p> <p>SLT detention (1 Hour)</p> <p>IE/AE</p> | <p>Rewards</p> <p>Habit points</p> <p>Post cards</p> <p>Class Accolades</p> <p>Star Badges</p> <p>Trips</p> <p>Phone calls home</p> |

Choice I have behaved poorly in lesson and the teacher has given me a choice. I now have the choice to correct my behaviour – I will receive no sanction at this point if I take that chance.

I have the **opportunity** to improve my behaviour and can continue with my learning.

I have **chosen** to continue disrupting my learning and the learning of others. I will now be given a further chance to correct my behaviour but I will receive a restorative with my teacher in lesson. **(Restorative with teacher).**

Chance I have chosen not to correct my behaviour. I will now receive a restorative in lesson with my teacher on the same day. During this time, I will reflect on why my behaviour was poor and the damaging effect that this can have on my learning and the learning of others. I now have a **chance** to change my behaviour and focus on my work and follow instructions

I have **chosen** to correct my behaviour and will only receive the restorative with the teacher.

I have **chosen** to continue disrupting my learning and the learning of others. I will now receive a consequence. **(40 minutes CL DT).**

1. **Consequence** Removal. I have **chosen** to continue disrupting my learning and the learning of others. I will receive a **40 minute DT** with the curriculum Leader. If I do not cooperate I will be **removed** by the Patrol team and Placed in IE till 3.30 (5 full lessons).
2. **Instant removal for 1)Significant disruption to the learning and progress of students – choice, chance and consequence to be used initially. 2. Highly disrespectful to staff – immediate removal 3. Unsafe behaviour – immediate removal 4. Truancy- Immediate removal to IE**

Appendix 7: Rewards and Sanctions Pathway

Rewards Celebration Pathway

- 10 Habit Pts (Positive postcard from Tutor)
- 25 Habit Pts (Positive postcard from HOY)
- 50 Habit Pts (Bronze Star HOY)
- 100 Habit Pts (Silver Star HTY)
- 150 Habit Pts (Gold Star GRY)
- 200 Habit Points (Platinum - GRY)

Celebrated through House system and Year assemblies.

Class Accolade- SLT/HOY will be alerted and will come to the class to praise the group. This should be awarded for the whole class, working collectively as a team and showing cooperation.

Positive Postcard- To be sent home to parents to for excellent work and outstanding effort.

Consequence Pathway

Restorative with Teacher

40 minute detention with HOY/CL

60 Minute DT WITH SLT

2 x HOD DT per term = Parental meeting with CL.

40 min HOY DT- 2 x HOY DT per term = Parental meeting with HOY

60min SLT DT - Red lines, failure to attend previous sanctions.
2 x SLT DT per term = parental meeting with HOY initially

IE - Failure to attend SLT/swearing at staff/persistent misconduct

AE - Failure of IE/extremely serious misconduct. Reintegration meetings to be held with parent.

FTE serious incidents. Confirmed by Principal.

REDLINES: Truancy, Vandalism, Pushing through physical barriers and swearing at staff(All receive an hour detention)