



**PONTEFRACT**

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ACADEMIES TRUST

## **Secondary Phase Behaviour for Learning Policy**

## Overview

- 1.1. The Trustees, School Performance Review Board (SPRB) members and staff of Pontefract Academies Trust (“The Trust”) are committed to providing a learning environment which will support the children and young people in our care.
- 1.2. The Trust has very high standards and expectations of our pupils. The Trust believes that all pupils have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices have been developed to ensure that there is an environment within the Trust that is conducive to learning, so that all pupils of all abilities, backgrounds and needs can achieve academic potential and prepare for life.
- 1.3. The Trust recognises the importance of praise and reward. They ensure that each school has a positive climate for learning where praise, encouragement and positivity are the norm. Whilst there are some common threads running through all our schools’ rewards policies, they have the autonomy to implement their own strategy.
- 1.4. The Trust believes that pupils should be encouraged to adopt behaviour that supports learning and promotes positive relations. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.
- 1.5. This Behaviour for Learning Policy seeks to encourage young people to make positive choices and re-enforces those choices through rewards. The Trust’s rewards system is based around the awarding of e-praise points which in turn lead to certificates and other rewards.
- 1.6. This policy specifically outlines our behaviour for learning expectations, consequences of poor behaviour and describes the steps involved in managing pupil behaviour.
- 1.7. For some pupils with special educational needs and disabilities reasonable adjustments will be made to ensure they reach their potential.

## 2. Links with other policies or legislation

- 2.1. This policy has a significant impact on the ‘daily life’ of The Trust schools, and as such is linked to several policies. Throughout this ‘Behaviour for Learning Policy’ there is reference to the following DfE documents, which should be read in conjunction with this policy:
  - Exclusion from maintained schools, academies and pupil referral units in England 2017.
  - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
  - Preventing and Tackling Bullying. Advice for Heads of Schools, staff and governing bodies.
  - DfE Advice for Schools.
  - Use of Reasonable Force.
  - Behaviour and Discipline in Schools.
  - Screening, Searching and Confiscation.
  - Ensuring Good Behaviour in Schools.
  - DfE Dealing with allegations of abuse against teachers and other staff.

2.2. In addition, there are a number of policies linked to this policy, including:

- SEN Policy
- Teaching and Learning Policies
- Anti-Bullying Policy
- Safeguarding and Child Protection Policies
- Pupil Attendance and Punctuality Policy
- The Misuse of Illegal Substances Policy
- School Rewards Policy

2.3. This policy links with the Equality Act 2010, specifically The Trust's responsibility to make reasonable adjustments for pupils who are considered to have a disability, as defined by the act.

2.4. This policy links to the Department of Education's statutory guidance and related legislation including; Education and Inspections Act 2006.

2.5. The Trust reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

### **3. Pastoral staff**

3.1. Throughout this policy there is reference to key pastoral staff who have responsibility for monitoring, analysing and implementing the Behaviour for Learning systems.

3.2. Student Liaison Officers operate the day to day implementation of this policy and are able to make decisions to ensure a strong learning environment is embedded in the Trust.

### **4. Provisions**

#### **4.1. The Trust's Non-Negotiables**

All pupils at the Trust's schools are asked to meet the following:

- **Follow staff instructions first time and without questions.** Pupils should follow any instruction given by a member of staff in lessons and around the Trust.
- **Be punctual in the morning and to all lessons with a full set of equipment.** Any pupil who arrives late to a school or their lessons and without their equipment may be required to undertake an after school detention.
- **Always have a polite and positive attitude towards staff and peers.** Pupils should display a polite and positive attitude in their lessons and around school.
- **In all lessons have your planner out on the desks, record homework and complete it on time.** This enables staff to easily communicate rewards or concerns with parents. Pupils who do not complete homework on time or do not complete it to the required standard will be required to undertake an after school detention. See the School Homework Policy for further detail.
- **Speak only with the teacher's permission during lessons.** Pupils should follow the teacher's instructions in relation to speaking in class which may vary depending on the focus of the lesson. This ensures pupils stay on task and focus on learning.
- **Endeavour to speak clearly, correctly and in full sentences.** Pupils should speak clearly and correctly at all times, and will be encouraged to do so by staff.

- **Walk calmly and quietly around the building; do not have inappropriate physical contact with other pupils.** Pupils are expected to have regard for the safety of themselves and others whilst moving around school buildings, throughout the day, including break and lunch times. Pupils who fail to do so and disrupt the good order of a school will receive a sanction (for example an after school detention, inclusion etc.) depending on the nature of the incident. Pushing, shoving and play fighting can make the environment unsettled and dangerous.
- **Respect the building – never drop or leave litter.** Pupils are expected to treat the School building and its contents with respect.

#### 4.2. **Behaviour for Learning System**

The Behaviour for Learning System is at the core of the Trust's Behaviour Management Policy and Procedures. The system is detailed in [Appendix 1](#).

The Trust understands the importance of praise, encouragement and reward and how it creates a positive environment where pupils understand that their hard work and accomplishments are recognised and valued. Praise reinforces positive discipline and is a main driver in improving attitudes to learning. Our schools have the freedom to use different strategies and policies when it comes to rewards. An overview and examples are provided [Appendix 2](#).

#### 4.3. **Exclusions and alternatives to exclusions**

[Appendix 5](#) refers to the Trust's policy and practices in agreeing exclusions.

#### 4.4. **Screening, Searching and Confiscation**

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Heads of Schools, staff and governing bodies.' In addition to the practice identified in the DfE guidance, the Trust also bans any item brought into a school with the intention of the item being sold or passed on to other pupils which, in the Head of School's opinion, will cause disruption to the School or be detrimental to school practice. As a result, the School is able to search pupils for these items. [Appendix 6](#) refers to the Trust's policy on confiscating items.

#### 4.5. **CCTV**

The Trust reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the Trust's Data Protection Policy and related legislation.

#### 4.6. **Use of reasonable force**

Please refer to the DfE guidance 'Use of reasonable force. Advice for Heads of School, staff and school governance committees.' All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the Trust. It can also apply to people whom the Head of School has temporarily put in charge of pupils, such as unpaid volunteers, cover staff or parents/carers accompanying pupils on a school organised visit.

#### 4.7. **Discipline beyond the School site**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the Trust premises which pose a threat to a member of the public or a pupil to the police as soon as possible. If a member of the public, school staff, parent/carer or pupil reports criminal behaviour, anti-social behaviour or a serious bullying incident to a school member of staff, the Senior Leadership Team must be informed. In addition, if the Head of School considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the Trust's Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The Trust will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on any Trust site. [Appendix 3](#) shows the Trust's Behaviour Matrix.

Where poor behaviour occurs when a pupil is travelling to and from a school, the Trust reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full consequences system will apply.

Where behaviour takes place outside of school that may interfere with the smooth running of the School, whether the pupil is in uniform or not then this may result in an exclusion.

- Uniform – pupils will be issued a one-hour detention if they remove their tie at the School gate/are not wearing the correct uniform.
- Pupils should not smoke or vape on their journey to and from the School. If they are found smoking whilst wearing school uniform, the consequences system will be used.
- Misbehaviour on the School bus will result in the Trust Behaviour for Learning Policy sanctions being applied (e.g. Detention, inclusion, fixed exclusion, permanent exclusion) and a ban from using any school bus service for either a fixed period of time, or permanently.

#### 4.8. **Police**

The Trust will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the Trust will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A pupil and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

#### 4.9. **Reasonable adjustments**

The Trust will ensure that pupils are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the pupils in their groups, including appropriate strategies and reasonable adjustments to meet their needs, so that the curriculum can be differentiated appropriately.

The reasonable adjustments could include adjustments to the Classroom Consequence System, amending behaviour 'triggers' or extending the timeline before exclusion is considered. All pupils and staff will be supported to understand reasonable adjustments.

### 5. **School Performance Review Board (SPRB)**

5.1. Under DfE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England' 2017, a meeting of the SPRB must be convened by the Clerk" to the panel) when:

- A pupil has received over 15 days' exclusion in one term.
- A pupil has received between 5 and a half and 15 days in one school term and the parent requests it.
- Recommendation of permanent exclusion is made by the Head of School for a one-off incident.

- 5.2. The SPRB Meeting will comprise of three members of the School Performance Review Board who can hear the case impartially. If a member has a connection with the pupil, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.
- 5.3. The SPRB can decline to reinstate or direct the pupil's reinstatement, either immediately or on a particular date.
- 5.4. The meeting must be convened before the 15<sup>th</sup> school day after the date of the receipt of notice to consider the exclusion.
- 5.5. The clerk will circulate the paperwork for the SPRB meeting to all parties invited to attend at least five days in advance of the meeting.
- 5.6. The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.
- 5.7. The Head of School and Assistant Head of School (Pupil Ethos) will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.
- 5.8. Within one school day of the meeting, a letter will be sent detailing the decision of the SPRB. Following a permanent exclusion, the letter will also detail the procedure for Independent Review which will be heard by an Independent Review Panel convened by the Local Authority. The parent/carer has 15 school days after the day on which notice in writing was given of the SPRB's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.
- 5.9. Where the SPRB declines to reinstate, they will draw the attention of parents/carers to relevant sources of free and impartial information on whether and how to seek a review of the decision. This will include statutory guidance and information on the First- Tier Tribunal who deal claims of discrimination.

## **6. Independent Review Panel**

- 6.1. The Local Authority will convene an Independent Review Panel and a parents/carers' right to apply to this Independent Panel will be outlined in the letter sent to them following the SPRB declining to reinstate following a permanent exclusion.
- 6.2. Parents will be informed of their right to request a special educational needs expert at the Independent Review Panel hearing.
- 6.3. The legal time frame for an application to the Independent Review Panel is set out in the DfE guidance.

## **7. Roles and responsibilities**

### **7.1. The Role of the Head of School**

- The role of Head of School is to ensure that this policy is applied fairly and consistently across their school.
- The Head of School will be responsible for reporting to the SPRB on its performance.

### **7.2. The Role of the SPRB**

- School SPRB members will be responsible for monitoring the behaviour of pupils through SPRB committee meetings.
- The SPRB members will form a SPRB meeting to review exclusions.

### **7.3. The Role of Parents and Carers**

- Reference to this policy will be included in the School Prospectus, School Policy Handbook, Home/School Agreement, on the School website and in the pupils' planners.
- The policy is available in full via the Trust's website.

## **8. Monitoring and Evaluation**

8.1. The SPRB will evaluate the impact of this policy by receiving written data from the Head of School in his/her written report each term:

- The number of fixed-term and permanent exclusions.
- The number of internal exclusions and off-site inclusions at other schools.
- Instances of bullying and the action taken.

8.2. As part of the review of this policy, the SPRB will seek feedback from the student voice, staff and parents on the effectiveness of this policy. School SPRB members nominated to monitor this policy will visit the Trust at different times of the day and report on their findings to the relevant SPRB.

8.3. The Trust will approve this policy.

## Appendix 1 – Behaviour for Learning System

### 1) Classroom Consequence System

The Classroom Consequence System is designed to give pupils choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the pupil's own learning or that of others. If unchecked this sort of behaviour disrupts learning and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

The Classroom Consequences System is progressive. For example, if a pupil disrupts their own learning or the learning of others they will receive a **C1 – Verbal Warning**. If the pupil continues to disrupt their own or others learning they will receive a **C2 – Behaviour Point** recorded. If the pupil fails to address their behaviour and continues to disrupt learning they will receive a **C3 – an after school detention** will be given and a note put in the pupil planner. Please see section 2, below 'Detentions'. Should the pupil continue to disrupt the lesson they will be given a **'Red Card'** and will be placed in Inclusion for three lessons. Pupils will then have an after school detention the following day. (Please see Appendix 2 regarding inclusion).

Consequences given to pupils during lessons will be recorded on the Behaviour for Learning boards that are displayed in all classrooms. This is to remind pupils of where they are within the Classroom Consequence System.

Please note all consequences from 'C2' onwards are recorded by the School as Behaviour Points using the following scale; C2 = 1 BP, C3 = 2 BPs, Red Card = 4 BPs and are analysed by the Pastoral Support team. Pupil behaviour records are analysed weekly by the Pastoral Support Team and where there are concerns these are communicated to parents/carers and interventions are put in place. Please see below section 3) 'Reports'.

Note: Staff have the right to issue a pupil with an immediate 'Red Card' at any point during any lesson if they believe the pupil's behaviour is inappropriate and may have an adverse effect on the learning and/or safety of others or themselves.

The Behaviour Matrix (Appendix 3) outlines the sanctions and support that pupils may receive as a consequence of their behaviour. Please refer to this in conjunction with this Behaviour for Learning Policy in its entirety as it is referred to throughout.

### 2) Detention

The School will issue a one hour detention for a breach of the Trust rules. Where possible, parents/carers will be notified in advance through the planner, phone call, email or text. One hour detentions start at 3.05 pm and finish at 4.05 pm. A one-hour detention will be issued for the following reasons:

- C3 during a lesson.
- Four C2s in one week.
- Red card during a lesson.
- Inappropriate behaviour during non-structured times.
- Inappropriate behaviour during travel to and from school.
- Being late to school twice in one term.
- Being late to lessons three times during a one-week period.
- Failing to complete homework on time or to an acceptable standard.

Note: The School will determine what is inappropriate and unacceptable at all times.

The School will issue a two-hour detention where a pupil fails to attend a one-hour detention. The two-hour detention will take place on the next available day. Where possible, parents/carers will be notified in advance through the planner, text, phone call or email. Two hour detentions start at 3.05 pm and finish at 5.05pm. If a pupil fails to attend a two-hour detention they will complete a day in inclusion until 5.05pm on the next available day. Two hour detentions will also be used for severe incidents.

Note: Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a pupil to complete a detention. (Please refer to the DfE’s Behaviour and discipline in schools’ guidance). However, we will try our best, where possible.

### 3) Reports

Behaviour Points accrued by pupils are monitored and analysed by the Assistant Head of School and the Pastoral Support Team on a weekly basis. To support pupils and address any behavioural concerns the Trust uses a report card system. There are three levels of report – Form Tutor (FT) report (green); Pupil Liaison Officer (SLO) report (yellow); Senior Leadership Team SLT report (red). Pupils will be placed onto one of these reports when they are issued with the relevant number of behaviour points (Trigger Points) based on the following thresholds during a term:

- FT Report – 15-19.
- SLO – 21-39.
- SLT Report – 40+.

Pupils are to have their report signed every lesson and at the end of the day by the relevant member of staff. If a pupil receives a C1 – Red Card during their lesson the member of staff must record this on the report and record the incident in Bromcom and Classcharts.

It is also a requirement that the report is signed by a parent/carer each day. Sanctions will be issued to pupils who fail to meet their targets. The sanctions depend on the type of report and the extent to which the targets have not been met. The table below outlines the sanctions for each level of report:

Report	Sanction
<b>Form Tutor Report</b>	One hour detentions at the discretion of the Form Tutor.
<b>SLO Report</b>	One day in inclusion until 4.05pm for failing to show the report to a SLO at the end of the day.
	Two hour detention if the report is lost.
	One hour detention if the report is not signed in any lesson.
	One hour detention if a pupil is issued with a C3 or Red card in any lesson.
	One day in inclusion until 4.05pm if a pupil is issued with two or more C3s in a day.
<b>SLT Report</b>	One day in inclusion until 4.05pm for failing to show the report to a member of SLT at the end of the day.
	Two hour detention if the report is lost.
	One hour detention if the report is not signed in any lesson.
	One hour detention if a pupil is issued with a C3 or red card in any lesson.
	One day in inclusion until 4.05pm if a pupil is issued with two or more C3s in a day.

At the end of each term all pupils will be removed from report. Pupils will be taken off report during a term if their behaviour improves and they are issued with ten or fewer behaviour points over a three-week period.

Where the School feels that a pupil would benefit from being on report at the start of a term a Monitoring Report (purple) will be issued. This report will be in place until one of the above thresholds is triggered. The following sanctions will be issued for pupils who fail to meet their targets:

<b>Monitoring Report</b>	One day in inclusion until 4:05pm for failing to show the report to a SLO at the end of the day.
	Two hour detention if the report is lost.
	An hours detention if the report is not signed in any lesson
	One hour detention if a pupil is issued with a C3 or Red card in any lesson.
	One day in inclusion until 4:05pm if a pupil is issued with two or more C3s in a day.

Pupils will remain on Monitoring Report until the School deems it necessary to remove them.

Pupils who are persistently late to lessons will be placed on a report.

<b>Late to Lessons Report</b>	First late = Detention until 4:05pm
	Second late = Detention until 5:05pm
	Third late = Detention until 5:05pm and parental meeting with SLO

## **Appendix 2 – Rewards and Sanctions**

### **Rewards Overview**

The power of praise, encouragement and reward is acknowledged as a prime motivator in maintaining high standards of behaviour within our schools. Pupils work better when they are affirmed for key aspects of the learning process. Praise, reward and encouragement should feature at all levels of school life. Our praise system shall be applied equitably across the age and ability range. It is clear that all pupils value a transparent and fair system that does not simply reward the disruptive for desisting from disruption.

Pupils thrive on rewards and praise; and staff should aim to praise and reward disproportionately more than issuing warnings or sanctions. Whilst our schools choose to give points, certificates, prizes amongst other things they also know that immediate positive praise is highly important and powerful.

#### **Pupils should be rewarded for:**

- Effort
- Attendance
- Kindness
- Attitudes
- Participation
- Achievement
- Progress
- Going the extra mile

#### **Rewards Events**

Reward assemblies take place in schools at the end of each term (half term) which ensures that good and improved behaviour is celebrated regularly and the positive culture is regularly re-enforced. Alongside this schools have additional celebratory events after school where parents and carers can attend.

#### **Types of Rewards:**

Schools use a range of rewards including

- Behaviour points which add up to awards
- Certificates
- Cash vouchers
- Stars of the College
- Rewards trips
- Postcards home
- Head of school certificates
- Telephone calls home

## **Inclusion Environment**

Inclusion is a room where pupils work separately from their peers. It's a reasonable alternative to fixed term exclusions and ensures pupils are still in school.

Pupils work in booths whilst in the unit and complete work in line with what they would be completing in lesson wherever possible. They work in booths so they can focus on their learning and aren't tempted to distract themselves and others. In the first instance pupils will spend up to three lessons per day in Inclusion which will only ever extend to a full school day if their behaviour is unacceptable. Pupils come out of the room to have their lunch in a separate space.

The Behaviour Support worker runs the Inclusion room and works with pupils so they can gain an understanding of what went wrong and how they could approach the situation next time, helping them to gain an understanding of how they can change their behaviour. SLOs regularly visit pupils from their year groups and also have conversations with them about improving their behaviour.

## **Reasonable adjustments**

- ***A discussion must take place with the SENCo before any child with significant additional needs is placed in exclusion.***
- A Bridge Facility is available which can act as an alternative to Inclusion. This is multi use area that can be used for vulnerable pupils where they can work separately from the rest of the School.
- SLOs may take their pupils on welfare walks during the day if this is necessary
- There are desks outside of booths available for pupils where working in a booth might be difficult due to sensory, physical or cognitive difficulties.

Pupils may be placed in inclusion for the following reasons:

- 'Red Card' from a lesson (please see section 2.1 - Classroom Consequence System).
- A serious incident(s) – classed as 'Red' and/or 'Grey' on the Behaviour Matrix.
- Repeated lates
- Truancy.
- Bullying.

Note: Pupils may be placed into inclusion for any serious breach of school rules. Please see Appendix 4.

Whilst in inclusion pupils must meet the Trust's expectations. Pupils who fail to meet these expectations will be made to repeat their day in inclusion on the next day and will stay until 5.05pm. Should a pupil continue to display unacceptable behaviour whilst in inclusion then a Fixed Term Exclusion will be given.

Any subsequent failures whilst in inclusion or refusals to engage will result in a Fixed Term Exclusion in line with the Trust's Exclusion Procedure (see Appendix 5: Exclusions).

Pupils who are excluded for failing to meet the inclusion expectations will be required to successfully complete a minimum of a full day in inclusion until 5.05pm on their return.

Inclusion data is monitored and analysed by SLT and pastoral teams. The School inclusion ‘Trigger Points’ are followed:

**Ponterfract Academies Trust**

**Inclusion Trigger Points**

**1**

Contact home  
 Inclusion until 4.05pm

**2**

Contact home  
 Inclusion until 4.05pm

**3**

Parental meeting with SLO  
 Inclusion until 5.05pm  
 SLO Report

**4**

Parental meeting with SLO and SLT  
 External inclusion until 5.05pm for one day at TKS

**5**

External inclusion at another school for an extended amount of time/ 1 day fixed term exclusion.

For each subsequent time in inclusion, further fixed term exclusions/ external inclusions.

An accumulation of fixed term exclusions may result in permanent exclusion.

During the meetings due to pupils meeting trigger points, strategies to improve behaviour are discussed and implemented. Consideration if any learning assessments need to take place in order to evaluate if the pupil has any additional learning needs.

### Appendix 3 – Behaviour Matrix

Pontrfract Academies Trust has very high standards and expectations and believes that pupils have the capacity to achieve their full potential. Disruption to learning is defined as any act that has a negative impact on their own or others learning.

Description of behaviour	Appropriate action	By whom?	Parental support
<b>Green</b>			
No behaviour concerns		All Staff	Praise and reward
<b>White</b>			
C1- Disruption to own or others learning	Verbal warning and name is recorded on consequence board	All Staff	No action required
<b>Yellow</b>			
C2- Further disruption to own or others learning- 1 Behaviour point			
Defiance Talking Shouting out Refusal to work or inadequate work Eating in class	Further warning and name moved up C2 on consequences board.	All staff	Discussion with pupil.
H Homework or coursework-forgotten/ substandard.	1 hour detention	All staff	Ensure homework is completed and pupil attends detention.
Equipment	Further warning, name moved up to C2 on consequences board and borrow correct equipment.	All staff	Discussion with pupil and purchase/ provide equipment.
Confiscation of banned items	Item disposed of or confiscated. Pupils can collect confiscated items at 3.05pm. If an item has been confiscated more than once, a parent will need to collect the item from the school.	All staff	Discussion with pupil and ensure banned item is not brought into the school again.
Poor standard of uniform	Uniform rectified/ confiscated. Wearing Uniform Incorrectly – 1hour detention. Pupils are not permitted to attend lessons if they do not meet our uniform expectations.	All staff	Discussion with pupil and ensure pupil follows School Uniform Policy.
Late to school	x1 termly : Verbal warning x2 termly: 1 hour detention. SLO to communicate home to discuss persistent lateness. X3 or more termly: 2 hour detention and meeting with SLO.	All staff PL/ EWO PL/ EWO	Ensure pupil arrives to school on time. Ensure pupil arrives to school on time and discuss with PL. Meet with PL/ EWO and agree action.
Late to lessons (x3 weekly)	1 hour detention.	All staff	Discussion with pupil.
<b>Amber</b>			
C3- Further disruption to own or others learning- 2 Behaviour points.			
Continued disruption in class after being issued a C2.	1 hour detention.	All staff	Discussion with pupil.
In direct foul language/swearing	1 hour detention.	All staff	Discussion with pupil.
Poor behaviour on corridor/ social times/ to and from school.	2 hour detention.	All staff	Discussion with pupil.

Failure to bring correct PE kit	1 hour detention.	Teacher	Discussion with pupil.
<b>Red</b> Serious behaviour issue- 4 behaviour points			
Continued disruption after being issued a C3	Removed from lesson and placed in inclusion for 3 lessons. Extra time may be added if pupils do not meet expectations in inclusion.	SLO/SLG	Discussion with SLO and discuss with pupil expectations and consequences.
Missed 1 hour detention	Placed in 2 hour detention. SLO to communicate home.	SLO//SLG / CL	Discussion with SLO to discuss pupil expectations and consequences.
Smoking	Placed in inclusion for 1 day until 3.05pm. 1 hour detention the following day. SLO to communicate home.	SLO	Discussion with SLO to discuss with pupil expectations and consequences.
Truancy	Placed in inclusion for 1 day until 3.05pm. 1 hour detention the following day. SLO to communicate home.	SLO/EWO	Discussion with SSO/SLO/EWO and discuss with pupil expectations and consequences.

<b>Severe</b> Severe level sanctions can only be determined by SLT. The range of sanctions considered are shown in brackets against behavioural concerns as a guide. . Parents and Carers are informed in all cases.	
Failure to meet expectations in inclusion (2-5)	1) Inclusion room + 1 hour detention + SLT meeting with parent to discuss issue.
Failure to attend 2 hour detention (1-3)	2) Inclusion room + 2 hour detention + SLT meeting with parent to discuss issue.
Persistent red cards (1-5)	3) External inclusion (Offsite) + inclusion room on return. SLT meeting with parent to discuss issue.
Violence or assault (1-5)	4) Fixed term exclusion + SLT meeting with parent to discuss issue.
Drug/ alcohol abuse (4-5)	5) Permanent exclusion and or/ managed move to another school.
Offensive weapons (4-5)	
Abusive/ threatening behaviour (2-5)	
Damage to property or theft (2-5)	
Drug Dealing (5)	
Bullying: emotional, physical, racial, sexual, homophobic, verbal, and cyber (1-5)	
Inappropriate sexualized conduct (1-5)	

**The behaviour concerns listed in the behaviour matrix are not an exhaustive list. Any other behaviours which have a negative impact on learning or damage the reputation of the School or Trust will be sanctioned at a level which the School or Trust deems most appropriate.**

#### **Appendix 4 – Serious Breach of School Rules**

**All decisions to exclude are serious and only taken as a last resort or where the breach of the Trust rules is serious.**

**The following are given as examples and is not an exhaustive list:**

- Failure to comply with a reasonable request from a senior member of staff. E.g. repeated failure to wear school uniform which has been provided (where possible) for a pupil who is wearing incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or pupils.
- Possession of drugs or drug related paraphernalia and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System' see section 2 above.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which called into question the name of the Trust.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of school rules.

## Appendix 5 – Exclusions and alternatives to exclusions

**‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Heads of Schools in using exclusion as a sanction where it is warranted.’**

(DfE Exclusion from maintained schools, academies and pupil referral units in England 2017)

### 1) Fixed Term Exclusions

The School will use Fixed Term Exclusions when pupil behaviour seriously and negatively impacts on the learning and/or safety of pupils. Fixed Term Exclusions will also be used when the good order of the Trust is threatened and/or pupil behaviour could potentially damage the reputation of the Trust.

The Head of School (and the Deputy Head of School, Assistant Head of School at the discretion of the Head of School) may exclude for the following reasons:

- Serious breaches of the Trust rules (for example – see Appendix 4).
- Repeated breaches of the Trust rules.
- Refusal to engage with inclusion.
- Repeated disruption whilst in inclusion.
- Five occasions in inclusion.

The number of days pupils are excluded for will be at the discretion of the Head of School.

Fixed Term Exclusion data is closely monitored by the Deputy Head of School in conjunction with the Assistant Head of School and Pastoral Support Team. It is the responsibility of the Pastoral Assistant Head of School to report to the Senior Leadership Team on exclusions and ensure that the process has the desired positive impact on both standards in The School and on the majority of pupils involved in the process.

The Trust is keen to ensure a balance is met, between the use of Fixed Term exclusions to deal with persistent disruption, and their impact on the individual’s ability to re-engage with their learning. For this reason, it has been decided to use a maximum Fixed Term Exclusion period of five days for any single incident in the process.

No pupil will receive greater than 45 days’ exclusion in any one academic year. Please note that the Head of School also retains the right to permanently exclude a pupil for persistent disruption and defiance even if they have not reached 45 days. In addition, the Head of School retains the right, at any time, to permanently exclude those pupils who persistently cause disruption to the learning of others.

### 2) Offsite Inclusion

In some cases, off site inclusion may be considered as an alternative to fixed term exclusions. Schools in the Trust work with other schools to in their locality so that pupils can spend time off site in other school’s inclusion rooms. This may be used to avoid prolonged fixed terms and ensures that good order is maintained, a consequence is issued but a pupil can remain in supervised care.

### 3) Permanent Exclusion

**'A decision to exclude a pupil permanently should only be taken:**

- **in response to serious or persistent breaches of the School's Behaviour for Learning Policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the School.'**

(DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2017

The Head of School will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- a) Serious actual or threatened physical assault against another pupil or a member of staff.
- b) Sexual abuse or assault.
- c) Supplying an illegal drug.
- d) Possession of an illegal drug with intent to supply.
- e) Carrying an offensive weapon (see definition below).
- f) Making a malicious serious false allegation against a member of staff.
- g) Potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Trust community.

The Head of School may also permanently exclude a pupil for:

- One of the above offences.
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- Repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.
- Any serious incident which the School deems to be of an extremist nature.
- An offence which is not listed but is, in the opinion of the Head of School, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

In addition, the School also considers the following to be serious incidents resulting in the permanent exclusion of a pupil:

- h) Deliberate activation of the fire alarm without good intent.
- i) Repeated or serious misuse of the School computers by hacking or other activities that compromise the integrity of the computer network.
- j) Repeated verbal abuse of staff.
- k) Persistent disruption and defiance that may or may not be directly linked to the Classroom Consequences System.

#### **4) Offensive Weapons - Definition**

The School has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the School.

In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Head of School, senior leaders or the SPRB to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

#### **5) Phased Reintegration Timetable**

As an alternative to exclusion a Head of School may, in exceptional circumstances, make use of a phased reintegration to support a pupil. The phased reintegration will be for an agreed, fixed period of time, for example one half term. In the last week of the agreement it will be reviewed by the School and parents. An example of a Phased Reintegration Agreement between the School, pupil and parent/carer is shown on the following page.

**WAKEFIELD LA - Phased Reintegration Plan**  
**Agreement between School & Parent / Carer & SENART/ REACH**  
**(if applicable)**

**Guidance on the use of a Phased Reintegration Plan**

The Local Authority has a duty to ensure that all children of compulsory school age who are not receiving a suitable full-time education do so unless they are deemed to be medically unfit to do so or it is otherwise considered to be in the best interests of the child's mental or physical health not to. Schools have a duty to provide full-time education to all pupils on their school roll. As a rule, schools are only permitted to provide less than full-time education including placing a pupil on a Phased Reintegration Plan (previously known as part-time timetables) in very exceptional circumstances.

Schools are advised to use the attached proforma for recording the use of a Phased Reintegration Plan. Schools should take account and act upon the following guidance in order to continue to improve standards of educational attainment, safeguard the wellbeing of all children and young people and reduce potential claims against the School in respect of a failure to educate. Ofsted recommend that all schools and academies should inform the LA of all pupils who have part time education arrangements in order that the Local Authority can collect and monitor data about all children of compulsory school age who are not accessing full-time education (ref: Pupils Missing Out on Education. Ofsted November 2013).

Phased Reintegration Plans (\*previously called Partial Timetables) should only be used in the most exceptional circumstances and must meet the criteria below.

In addition, phased reintegration plans should be used for the minimum amount of time, have a clear start and end date and should only be used with parental consent.

Schools need to be satisfied that they can meet all the criteria below before placing the pupil on a phased reintegration plan to ensure safeguarding responsibilities are followed and that pupils still have access to full time education.

- Schools should only be using phased reintegration plan\* as a temporary means of managing the impact of challenging behaviour or responding to and preventing increasing disaffection;
- Schools must be satisfied that a phased reintegration plan is an appropriate intervention given the needs of the pupil. There must be a clear and evidenced rationale for considering a phased reintegration plan as an intervention aimed at supporting the needs of the pupil.
- Schools must **not** pursue a phased reintegration **without parental permission** as this can be construed as an unofficial exclusion which is unlawful as the parent has not requested leave for their child and/or the School could be regarded as preventing the pupil from accessing the curriculum.
- Schools wishing to establish a phased reintegration plan need to consider their position in the context of legal requirements outlined above. In particular, schools should ensure that the decision is taken as part of a planned strategy that covers all the elements below:

Is taken in the best interests of the child and has the approval and written agreement of parents/carers or in the case of a LAC, the social worker/ REACH Team;
Has as its principal purpose the successful reinstatement of the pupil's full time school attendance, reintegration and inclusion;
Is undertaken within the context of a Pastoral Support Plan (PSP), Individual Education Plan (IEP) or Common Assessment Framework (CAF);
Complies with the health and safety needs of the pupil i.e. the School is satisfied that suitable arrangements are in place to meet the pupil's care needs when not at school;
Provides appropriate work for the pupil when not in school which is then marked and relevant feedback provided;
Is time limited, with a clear target of resuming full-time education within a period no longer than a half term, preferably over a period in which the time in school increases steadily and incrementally in order to prevent further disaffection;
Ensures annual reviews/ PEPs are held at the appropriate time for all pupils with an EHCP/PEP and consent should be sought from SENART/Social Worker/REACH before proceeding with the phased reintegration plan;
Where a phased reintegration is identified as a strategy for reintegration, the plan should be reviewed by a member of the senior staff with parents / carer and pupil;
If a pupil has an agreed phased reintegration plan which includes a session which does not involve attendance at any provision then the School should mark this session as authorised absence 'C' (other circumstances);
Schools have a duty of care for all pupils who are on their roll. The School must ensure that when a pupil is not expected to attend, there is a written agreement with parents or alternative education providers about who is carrying out the duty of safeguarding for each session.

***If all of the above criteria are satisfied then the form can be completed and this document and a copy of the timetable should be sent via Cryptshare to [exclusions@wakefield.gov.uk](mailto:exclusions@wakefield.gov.uk) saved as Last Name/First Name/ PhasedR/ 00 00 18***

**Phased Reintegration Plan Agreement Between School, Parent / Carer & SENART/REACH  
(if applicable)**

<b>Pupil Name</b>				
<b>School</b>				
<b>Pupil Status (please tick)</b>				
				<b>Group</b>

The reasons for using a phased reintegration plan are as follows:-

1	
2	
3	

<b>Dates</b>	
<b>Start Date of Phased reintegration</b>	
<b>End Date of Phased reintegration</b>	
<b>Number of weeks =</b>	

**Plan Checklist – Please ensure that all the following are in place & tick**

<b>The phased reintegration satisfies all the following criteria (please ☑)</b>			
	Has been discussed with the pupil and parent / carer		Complies with Health & Safety when pupil not in school
	Has a clear start and end date		Provides appropriate work that is marked
	Is for a limited time of no more than 6 weeks/half a term		Has clear achievable targets
	Is part of a reintegration strategy		Has SENART/REACH approval if pupil has EHC Plan/ PEP
	Is in conjunction with CAF, PSP or IEP		Pupil marked as C in the register when at home

**CONSENT AND AGREEMENT STATEMENT**

**SENIOR MEMBER OF SCHOOL STAFF - I can confirm that all the above criteria has been put in place by the School**

Signed \_\_\_\_\_ Name \_\_\_\_\_

Date Position in School \_\_\_\_\_

**PARENT - I consent to my child being placed on a phased reintegration plan and agree that all the above has been put in place by the School**

Signed \_\_\_\_\_ Name \_\_\_\_\_ Parent / Carer

Date \_\_\_\_\_

Date Phased Reintegration Plan Agreement sent to Local Authority: \_\_\_\_\_

### **Phased Reintegration Plan and exclusions from school**

A pupil on a phased reintegration plan timetable who is excluded from school, should have the number of sessions (AM or PM) counted, not the number of 'full' days where one AM session is counted as 0.5 days, so a pupil attending school mornings only, 5 days a week who receives a 5 day exclusion would actually have this counted on their record as a 2.5 day exclusion.

*All legal advice for phased returns given by Wakefield LA Legal Adviser*

## **Appendix 6 – Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Staff should hand the confiscated item to the relevant member of support staff (SLT, Pastoral Staff, Main Reception etc.) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff's name. Staff must not give the confiscated item to another pupil to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e. drugs, must be brought to the attention of a senior member of staff immediately.

Items confiscated by the School (other than mobile phones) can be collected by parents/carers except where the School has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters, matches.

The School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The Head of School will use their discretion to confiscate, retain and/or destroy any item found as a result.

Electronic equipment, jewellery and other expensive items will be confiscated and held by the Trust for a period of one year. If, at the end of the year, the item has not been reclaimed then the Trust reserves the right to destroy the item.

Where alcohol has been confiscated the Trust will retain or dispose of it. This means that the Trust can dispose of alcohol as they think appropriate (or return it to a parent/carer but under no circumstances should this be returned to the pupil).

Where the School finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Head of School thinks there is a good reason to do so.

Where the School finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs', laser pens, replica weapons, energy drinks. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where staff find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Head of School thinks that there is a good reason to do so.

Where a member of school staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the School can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the Trust carries out its own investigation.

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Where a member of staff finds an item which is banned under the Trust rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the Trust carries out its own investigation.

### **1) Mobile phone use and confiscation**

Our approach to electronic devices including mobile phones, smart phones, MP3 devices and other similar devices is simple – they are not to be seen, heard or used at any point during the Trust day (including lunch and break).

Pupils will be fully focused on their learning and enjoy the varied experiences the School offers. We recognise the use of these devices when a pupil is travelling to and from the School, but if a pupil chooses to bring a device into the School it is their responsibility and at their own risk. Parents/carers and pupils should be aware of the following:

- If a pupil is seen using any device during the School Day, it will be confiscated immediately.
- The first time it is confiscated a pupil will be permitted to collect it at the end of the Trust day from Reception/Student Services.
- In cases of subsequent instances, parents will be informed and be required to pick up the device from Reception at their convenience. Reception is staffed from 7.30am until 6.00pm (5.00pm on a Friday).

Our Student Services desk provides a way for pupils to contact home in an urgent situation, where necessary.

Using a mobile device inside the School is a behaviour issue, and as well as the device being confiscated a Behaviour Point will be given.

## Appendix 7 - Behaviour for Learning Policy during Covid-19 (June 2020)

### 1) Introduction

Subsequent to the Covid-19 pandemic, national lock down, and following Government guidance, we are able to implement face to face sessions with Year 10 starting from Monday 15 June 2020, alongside continuing to offer daily provision for pupils of key workers and pupils identified as vulnerable. We have been given clear guidance on processes and procedures that need to be followed in schools in order to keep staff, pupils, their families and the community safe. This guidance includes following social distancing rules as practically as possible, whilst ensuring strict hygiene measures are in place. This will mean changes in the expectations of pupils so it is important these are made clear, and our Behaviour for Learning (BfL) Policy is adapted in line with those expectations.

The School will operate under its normal BfL Policy, with some adaptations and certain expectations outlined below. **'Any pupil who commits a serious or persistent breach of the new Covid-19 protection rules may be sanctioned by the Head of School using the full range of sanctions available, dependent on the seriousness of the breach, up to and including, in extreme cases, permanent exclusion.'**

These adaptations are in place to ensure the safety of pupils, staff and the community.

### 2) Consequence system

There will be an adjustment to the School's BfL Policy during this period, however, the consequence system will remain in place for each lesson. For pupils given a C1 or C2, normal rules will apply and this will be dealt with by the SLO on site or member of SLT, where appropriate. There will be no detentions if a pupil is given a C3, however, if a pupil accumulates C3 sanctions on a regular basis, or more than one red card, their face to face provision will be withdrawn, potentially indefinitely. If a pupil receives a red card on a particular day, their face to face provision will be withdrawn for that day and they will be sent home. The consequence system will be split into the separate sessions that pupils receive, similar to how it operates from lesson to lesson.

### 3) Hygiene

Pupils will be asked to wash their hands and use sanitiser at regular intervals throughout the day. This is essential in preventing the potential spread of the virus. Pupils will be asked to use sanitiser or wash their hands more often than normal and for 20 seconds each time with warm water and soap. Refusal to comply when asked will result in serious sanctions for pupils and may result in provision being withdrawn.

### 4) Socialising

We are following the Government guidelines on social distancing at all times. Pupils will be taught the importance of social distancing and to remain a safe distance apart from each other (in the classroom and during breaks and lunch). Class sizes are limited to 15 pupils. Each class will form an isolated 'social bubble' during the course of the School Day. Public Health England (PHE) make it clear that if schools apply this strategy with regular hand washing, good hygiene and cleaning measures, then the risk of transmission will be lowered. Desks will be spaced 2 metres apart in each classroom. Brief transitional contact whilst passing each other is considered low risk.

Pupils will only be allowed into a designated toilet one at a time and will be escorted there and reminded to wash their hands. They will be encouraged to use the toilet when they need it rather than wait for breaks and lunch times to avoid queues. As with the hygiene rules, if pupils do not follow the rules the provision could and will be removed. If it is brought to the School's attention that pupils are not following Government advice on social distancing rules outside of school we reserve the right to withdraw the provision.

#### **5) Equipment**

Pupils will not be allowed to bring in items from home unless this is sanctioned or they are advised otherwise. Within their allocated classroom, each pupil will have their own desk, their own equipment and their own exercise books to ensure that they do not need to move or borrow equipment. Any pupil that does not follow the expectations regarding use of equipment or social distancing in the classroom could be sent home or have their provision withdrawn.

#### **6) Pupils with SEND and/or an EHCP**

All pupils who fall into these categories and who are attending provision will have an updated risk assessment carried out to ensure that all measures are being followed to keep everyone safe while supporting these pupils to learn.