



# **PONTEFRACT**

---

## ACADEMIES TRUST

### **BEHAVIOUR FOR LEARNING POLICY (SECONDARY PHASE)**

## CONTENTS

1)	Overview	1
2)	Links with other policies or legislation	1
3)	Pastoral staff	2
4)	Provisions	2
5)	School Performance Review Board Meeting	4
6)	Independent Review Panel	5
7)	Roles and Responsibilities	6
8)	Monitoring and Evaluation	6
Appendix 1	Behaviour for Learning System	7
Appendix 2	Rewards and Sanctions	10
Appendix 3	Behaviour Matrix	13
Appendix 4	Serious Breach of School Rules	15
Appendix 5	Exclusions and Alternatives to Exclusions	16
Appendix 6	Confiscation Guidance	22

## **1. 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 students. The Trust believes that all students 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 students 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 students 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 student behaviour.
- 1.7. For some students 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.
  - DfE report on peer on peer abuse.
  - 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:
- The Misuse of Illegal Substances Policy.
  - School Rewards Policy.
  - Anti-Bullying Policy.
  - Teaching and Learning Rubric.
  - SEND Policy.
- 2.3. This policy links with the Equality Act 2010, specifically The Trust's responsibility to make reasonable adjustments for students 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 a 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 students at the Trust's schools are asked to meet the following:

- **Follow staff instructions first time and without questions.** Students 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 student 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.** Students 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. Students 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.
- **Speak only with the teacher's permission during lessons.** Students should follow the teacher's instructions in relation to speaking in class which may vary depending on the focus of the lesson. This ensures students stay on task and focus on learning.
- **Endeavour to speak clearly, correctly and in full sentences.** Students 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 students.** Students 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. Students 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.** Students 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 for Learning approach. 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 students 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 students which, in the Headteacher's opinion, will cause disruption to the School or be detrimental to school practice. As a result, the School is able to search students 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 Information Policy and related legislation.

#### 4.6. Use of reasonable force

Please refer to the DfE guidance 'Use of reasonable force' which is advice for Headteachers, staff and SPRB's. 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 Headteacher has temporarily put in charge of students, such as unpaid volunteers, cover staff or parents/carers accompanying students 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 student to the police as soon as possible. If a member of the public, school staff, parent/carer or student 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 Headteacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the Trust's Safeguarding and Child Protection 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 student 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 student is in uniform or not then this may result in an exclusion.

- Uniform – students will be issued a one-hour detention if they remove their tie at the School gate/are not wearing the correct uniform.
- Students 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 student 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 students are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the students 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 students 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 student referral units in England' 2017, a meeting of the SPRB must be convened by the Clerk" to the panel) when:

- A student has received over 15 days' exclusion in one term.
- A student 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 Headteacher 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 student, 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 student'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 Headteacher and Assistant Headteacher (Student 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.
- 5.9. 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.
- 5.10. 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 Headteacher**

- The role of Headteacher is to ensure that this policy is applied fairly and consistently across their school.
- The Headteacher will be responsible for reporting to SPRB on the implementation of the Behaviour for Learning Policy.

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

- School SPRB members will be responsible for monitoring the behaviour of students through SPRB committee meetings.
- The SPRB members will form a behaviour panel to deal with exclusions.

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

- Reference to this policy will be included on the school website and in students' 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 Headteacher 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.
- Support provided for the victim.
- Number of fair access moves

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.

8.3. The Trust Board will approve this policy.



## Appendix 1 – Behaviour for Learning System

### 1. Classroom Consequence System

- 1.1 The Classroom Consequence System is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student'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.
- 1.2 The Classroom Consequences System is progressive. For example, if a student disrupts their own learning or the learning of others they will receive a **C1 – Verbal Warning**. If the student continues to disrupt their own or others learning they will receive a **C2 – Behaviour Point** recorded. If the student 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 student planner. Please see section 2, below 'Detentions'. Should the student continue to disrupt the lesson they will be given a '**Red Card**' and will be placed in Inclusion for three lessons. Students will then have an after school detention the following day. (Please see **Appendix 2** regarding inclusion).
- 1.3 Consequences given to students during lessons will be recorded on the Behaviour for Learning boards that are displayed in all classrooms. This is to remind students of where they are within the Classroom Consequence System.
- 1.4 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. Student 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'.
- 1.5 Note: Staff have the right to issue a student with an immediate 'Red Card' at any point during any lesson if they believe the student's behaviour is inappropriate and may have an adverse effect on the learning and/or safety of others or themselves.
- 1.6 The Behaviour Matrix (**Appendix 3**) outlines the sanctions and support that students 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

- 2.1 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 3.05pm 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.

- Two equipment points twice in one week.
- 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.*

- 2.2 The School will issue a two-hour detention where a student 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 student 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.
- 2.3 Note: Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a student 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

- 3.1 Behaviour Points accrued by students are monitored and analysed by the Assistant Headteacher and the Pastoral Support Team on a weekly basis. To support students and address any behavioural concerns the Trust uses a report card system. There are three levels of report – Form Tutor (FT) report (green); Student Liaison Officer (SLO) report (yellow); Senior Leadership Team SLT report (red). Students 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+.
- 3.2 Students are to have their report signed every lesson and at the end of the day by the relevant member of staff. If a student 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.
- 3.3 It is also a requirement that the report is signed by a parent/carer each day. Sanctions will be issued to students 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
Form Tutor Report (green)	One hour detentions at the discretion of the Form Tutor.
SLO Report (yellow)	Two hour detention if the report is lost.
	One hour detention if the report is not signed in any lesson.
	An additional one hour detention will be issued if a student is issued with three or more C3s or red cards in a week.
SLT Report (red)	One day in inclusion until 4.05pm if a student is issued with two or more C3s in a day.
	Two hour detention if the report is lost.
	One hour detention if the report is not signed in any lesson.
	An additional one hour detention will be issued if a student is issued with three or more C3s or red cards in a week.

	One day in inclusion until 4.05pm if a student is issued with two or more C3s in a day.
--	---

3.4 At the end of each term all students will be removed from report. Students 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.

3.5 Where the School feels that a student 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 students who fail to meet their targets:

<b>Monitoring Report (purple)</b>	Two hour detention if the report is lost.
	An hour's detention if the report is not signed in any lesson.

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

### 1. Rewards Overview

- 1.1 The power of praise, encouragement and reward is acknowledged as a prime motivator in maintaining high standards of behaviour within our schools. Students 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 students value a transparent and fair system that does not simply reward the disruptive for desisting from disruption.
- 1.2 Students 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.
- 1.3 Students should be rewarded for:
- Effort
  - Attendance
  - Kindness
  - Attitudes
  - Participation
  - Achievement
  - Progress
  - Going the extra mile

### 2. Rewards Events

- 2.1 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.
- 2.2 Types of Rewards:

Schools use a range of rewards such as:

- Certificates
- Cash vouchers
- Rewards trips
- Postcards home
- Headteacher certificates
- Telephone calls home

### 3. Reward Boards

Achievement or E praise points will be displayed on reward boards. They will not be used to cancel any sanctions.

### 4. Inclusion Environment

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

4.2 Students complete work in line with their curriculum. In the first instance students 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. Students come out of the room to have their lunch in a separate space.

4.3 The Inclusion Manager runs the Inclusion room and works with students 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 students from their year groups and also have conversations with them about improving their behaviour.

### 5. Reasonable adjustments

5.1 A discussion must take place with the SENCo before any child with significant additional needs is placed in inclusion.

5.2 A facility is available which can act as an alternative to Inclusion. This is multi use area that can be used for vulnerable students where they can work separately from the rest of the School.

5.3 SLOs may take their students on welfare walks during the day if this is necessary.

5.4 Student 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: Students may be placed into inclusion for any serious breach of school rules. Please see **Appendix 4**.*

5.5 Whilst in inclusion students must meet the Trust's expectations. Students 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 student continue to display unacceptable behaviour whilst in inclusion then a Fixed Term Exclusion will be given.

5.6 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**).

5.7 Students 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.

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

Inclusion Trigger Points				
Number of Red Cards				
1	2	3	4	5
Contact home  Inclusion until 4:05pm	Contact home  Inclusion until 4:05pm	Parental meeting with SLO  Inclusion until 5:05pm  SLO Report	Parental meeting with SLO and SLT  External inclusion at until 5:05pm at another school.	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.  School will explore a range of strategies to avoid a permanent exclusion.

5.9 During the meetings due to students 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 student has any additional learning needs.

### Appendix 3 – Behaviour Matrix

Ponterfract Academies Trust has very high standards and expectations and believes that students 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 to C2 on consequences board.	All staff	Discussion with student.
H Homework or coursework-forgotten/ substandard.	1 hour detention.	All staff	Ensure homework is completed and student attends detention.
2 Equipment points in one week will result in a 1 hour detention.	Further warning, name moved up to C2 on consequences board and borrow correct equipment.	All staff	Discussion with student and purchase/ provide equipment.
Confiscation of banned items (Defined in Appendix 6)	Item disposed of or confiscated. Students 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 student and ensure banned item is not brought into the school again.
Poor standard of uniform	Uniform rectified/ confiscated. Wearing Uniform Incorrectly – 1hour detention. Students are not permitted to attend lessons if they do not meet our uniform expectations.	All staff	Discussion with student and ensure student 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 student arrives to school on time. Ensure student 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 student.
<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 student.
In direct foul language/swearing	1 hour detention.	All staff	Discussion with student.
Poor behaviour on corridor/ social times/ to and from school.	2 hour detention.	All staff	Discussion with student.

Failure to bring correct PE kit	1 hour detention.	Teacher	Discussion with student.
<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 students do not meet expectations in inclusion.	SLO/SLG	Discussion with SLO and discuss with student expectations and consequences.
Missed 1 hour detention	Placed in 2 hour detention. SLO to communicate home.	SLO//SLG / CL	Discussion with SLO to discuss student 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 student 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 student 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 student 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 students.
- 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 students 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 student referral units in England 2017).

### 1) Fixed Term Exclusions

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

The Headteacher (and the Deputy Headteacher, Assistant Headteacher at the discretion of the Headteacher) 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 students are excluded for will be at the discretion of the Headteacher.

Fixed Term Exclusion data is closely monitored by the Deputy Headteacher in conjunction with the Assistant Headteacher and Pastoral Support Team. It is the responsibility of the Pastoral Assistant Headteacher 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 students 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 student will receive greater than 45 days’ exclusion in any one academic year. Please note that the Headteacher also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days. In addition, the Headteacher retains the right, at any time, to permanently exclude those students 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 students 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 student can remain in supervised care.

### 3) Permanent Exclusion

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

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

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

The Headteacher 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 student 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.
- f) Making a malicious serious false allegation against a member of staff.
- g) Potentially placing students, 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 Headteacher may also permanently exclude a student for:

- One of the above offences.
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- 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 Headteacher, 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 student:

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the School computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- 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 Headteacher, 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 Headteacher may, in exceptional circumstances, make use of a phased reintegration to support a student. 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, student 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 students on their school roll. As a rule, schools are only permitted to provide less than full-time education including placing a student 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 students 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 student on a phased reintegration plan to ensure safeguarding responsibilities are followed and that students 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 student. There must be a clear and evidenced rationale for considering a phased reintegration plan as an intervention aimed at supporting the needs of the student.
- 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 student 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 student'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 student i.e. the School is satisfied that suitable arrangements are in place to meet the student's care needs when not at school;
Provides appropriate work for the student 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 students 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 student;
If a student 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 students who are on their roll. The School must ensure that when a student 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 and exclusions from school

A student 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 student 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*

## Phased Reintegration Plan Agreement Between School, Parent / Carer & SENART/REACH if applicable

Pupil Name						DOB	
School						Year Group	
Pupil Status (please tick)	LAC	CP	CiN	EHH	None		

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

1		Dates	
2		Start Date of Phased reintegration	
3		End Date of Phased reintegration	
		Number of weeks =	

**Plan Checklist: Please ensure that ALL the following are in place & tick:**

The phased reintegration satisfies all the following criteria (please ✓)				
1	Has been discussed with the pupil and parent / carer	6	Complies with Health & Safety when pupil not in school	
2	Has a clear start and end date	7	Provides appropriate work that is marked	
3	Is for a limited time of no more than 6 weeks/half a term	8	Has clear achievable targets	
4	Is part of a reintegration strategy	9	Has SENART/REACH approval if pupil has EHC Plan/ PEP	
5	Is in conjunction with CAF, PSP or IEP	10	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 Guidance

1. 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.
2. 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 student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
3. 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.
4. 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.
5. 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 student's property as a disciplinary penalty, where reasonable to do so.
6. The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.
7. 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.
8. 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 student).
9. Where the School finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.
10. 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.
11. 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 Headteacher thinks that there is a good reason to do so.
12. 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 student.



13. Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
14. 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.
15. 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.
16. 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.
17. 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.

#### 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).

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

- If a student is seen using any device during the School Day, it will be confiscated immediately.
- The first time it is confiscated a student 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 8am to 5pm Monday to Friday.

Our Student Services desk provides a way for students 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.

#### Energy Drinks and Chewing Gum

These items will be confiscated and disposed of if students are found to be consuming them any time during the school day.