

**THE EDUCATION VILLAGE ACADEMY TRUST**



# **Behaviour Policy**

# **Haughton Academy**

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### Monitoring and review

This policy is reviewed on an annual basis by the Policy Owner: **P Dickson**.

The scheduled review date for this policy is **January 2024**

## Values and Ethos

Our values and ethos are inclusive and child centred. Our Trust is founded on the principles of inclusivity, diversity and fairness, and they are fundamental to our delivery of exceptional learning experiences.

EVAT stands for:

- **E**xcellence and high standards
  - a can-do culture and no-excuses ethos
- **V**alues driven with a deep sense of purpose
  - putting children and young people first
  - behaving ethically
- **A**mbition and aspiration for all
  - irrespective of background or barriers – being truly inclusive
- **T**eamwork
  - we do more, better and faster, together

We are a village. We collaborate, with our learners, their families and our communities, to provide exceptional education so that all the children and young people we serve achieve the best possible outcomes.

## Our Ethos is to:

- Create a nurturing and friendly atmosphere and provide an environment where everyone feels valued for who they are
- Bring out the best in every child and young person and meet the full range of their individual needs
- Provide different and unique experiences, challenges and activities
- Show tolerance and respect for each other
- Prepare our children and young people for lifelong learning
- Improve the life chances of every child and young person we serve.

**This policy, and its associated procedures and protocols, are based on these key principles.**

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## Haughton Academy Behaviour Policy

### 1.1. Policy Statement:

The Education Village Academy Trust (EVAT) is committed to safeguarding and promoting the welfare of all its staff and pupils. The aim of this policy is to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination including racist incidents and sexual harassment
- Outline how pupils are expected to behave in and outside of lessons
- Summarise the roles and responsibilities of different people in the academy community with regards to behaviour management
- Outline our system of rewards and sanctions.

Through applying the policy consistently, a positive, safe and structured environment will be achieved in which teachers can teach and pupils can learn. Positive relationships, based on mutual respect, are acknowledged as being key to the overall development and academic success of our pupils.

### 1.2. Academy Expectations:

Whilst creating and reviewing this behaviour policy we incorporated all relevant statutory and guidance documents from the Department for Education (DfE). This policy also works alongside all other Academy and EVAT policies. At Haughton, we believe passionately that our role is to create an environment where everyone can become the best versions of themselves; where young people are raised to distinction to go out and become the change we want to see in our community and beyond. The recent introductory paragraphs from the DfE's "Behaviour in Schools Guidance" (September 2022) summarises this shared belief:

*"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.*

*Many schools successfully create environments in which behaviour is good and pupils can learn and feel safe. Some schools need to improve their approach to behaviour and even successful schools need to be continually working to maintain high standards of behaviour."*

Haughton Academy is a good, successful school and we are determined to build on our improvements and successes. This behaviour policy is intended to outline how we will challenge and support each other. To this end, we accept we all have a role to play and we all must accept that with rights comes responsibility. Having a clear rewards system that accentuates the positive and a behaviour system built on restorative acts, means we can educate our pupils to grasp that in life all actions have consequences.

All stakeholders of Haughton Academy expect:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other, this includes our zero-tolerance approach to child on child abuse and sexual harassment
- Parents/carers to encourage their children to show respect and to support the Academy's authority to discipline its pupils;
- Principals to help to create a culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the Academy;
- Governing Bodies and Principals to deal with allegations against teachers and other Academy staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation;
- that every teacher will be good at managing and improving children's behaviour.

### **1.3. Expectations of Parents/Carers:**

Academies are required to have, and to ask parents/carers to sign, a Home Academy Agreement that outlines the responsibilities of the parent and the Academy; including those around behaviour and attendance. Parents/carers are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at the Academy or by making other suitable arrangements.

Parents/carers must ensure that their child attends punctually and regularly. If they do not, the Academy or local authority may ask them to sign a parenting contract or may issue a £60 penalty. The local authority may also prosecute a parent who fails to ensure their child's regular attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents/carers have a clear role in making sure their child is well behaved at the Academy. If they do not, the Academy or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

### **1.4. Powers to Discipline:**

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to consistently discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in the Academy and in certain circumstances outside the Academy.

### **1.5. Rewards:**

At Haughton Academy it is important that success at all levels is celebrated. The praise and reward system is integral to the Academy's Behaviour Policy. The system plays an important part in raising motivation, aspirations and supporting the success of every pupil.

### **1.6. Sanctions:**

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary sanction in response to poor behaviour. Reasonable sanctions can include: referral to the Inclusion Room, confiscation, retention or disposal of a pupil's property and detention.

At Haughton Academy, pupils may be referred to the Inclusion Room or Remove Room by the Deputy Headteacher through consultation with Heads of Year and the Haughton Leadership Team for serious incidents of poor behaviour.

The Principal can also decide to suspend a pupil for a fixed period or to permanently exclude them.

## 1.7. Roles and Responsibilities

Behaviour is the responsibility of all staff. There are however, key members of staff who may be involved with a pupil if their behaviour requires further support.

**Form Tutor:** Pupils will meet with their Form Tutor (FT) each morning. Both positive and negative behaviours will be discussed as part of the weekly tutorial time expectations session.

**Head of Year:** Each year group has a non-teaching Head of Year (HoY) who has overall responsibility for the pastoral welfare and behaviour monitoring of the pupils within their year group.

**Deputy Headteacher:** Has overall responsibility for the pastoral care within the academy.

**Behaviour Intervention Team:** The Behaviour Intervention Team (BIT) are responsible for the pupils on their caseload. They provide extra support for pupils who are struggling to behave within the expectations and boundaries of the academy. The support take place both within the academy and at the Children's Centre.

**Support Team:** The support team work closely with pupils who are struggling to cope with the expectations of the academy due to emotional difficulties and other circumstances.

## 1.8. General Principles:

i) **In the classroom:** the role of the teacher is to deliver well-planned, engaging lessons. The role of the pupils is to learn and to contribute positively to the learning experience of the other pupils in the class. In every classroom, there is a purposeful, working atmosphere. Respect is shown between pupils and also between pupils and staff. Pupils are expected to be **“on time, on task and on side”**. Pupils who consistently show this will be acknowledged through the Academy's reward system.

ii) **Movement around the site:** we expect pupils to move around the site in a purposeful and orderly manner; showing concern for the safety of themselves and others. Pupils are expected to follow the Academy's one-way system. Pupils are expected to be dressed appropriately when indoors i.e. no outdoor coats, hats, scarves, hoodies etc. are to be worn. Mobile phones/iPod etc. should only be used outside of the Academy building.

iii) **Individual Pupils:** High expectations, clear instructions, relentless routines and systems ensure that good behaviour prevails within the Academy. Where behaviour meets and exceeds expectations pupils will be recognised through the Academy's rewards system. Where behaviour does not reach the standard expected our approach is clear and consistent. Consequences are clear and appropriate to the sanction, such as removal from the lesson to the Inclusion Room, detentions and placement within the Academy's Remove Room for a fixed period of time. In the case of persistent poor behaviour or incidents deemed to be serious, fixed-term suspensions are applied. Where behaviour fails to improve (pupils are regularly reaching triggers) other areas may be explored such as alternate education placement (short or long term), managed move or alternative timetabling hours.

Whenever a consequence is applied, advice and guidance for future conduct is given. Where appropriate, additional support systems within the Academy may be triggered.

iv) **Confidentiality:** In addition to responsibilities within the classroom, staff have a very important role in supporting pupils. There will be times when pupils want to discuss issues or seek guidance from adults working within the Academy. Staff will deal with such matters in a sympathetic and professional manner but at no time will they be able to promise total confidentiality. Where staff feel

there may be a safeguarding issue, they must refer the matter immediately to the Safeguarding Officers within the Academy (Mr Dickson, Mrs Gregg and Mrs Wilson).

## **2.0. Creating a Culture of Success:**

### **2.1. Rewards:**

To enhance the reward system and create a culture of success, it is important that each member of staff strives to develop a positive learning atmosphere and environment that actively seeks to reward and celebrate success. This can be achieved through the following:

#### **Informal Rewards:**

- Verbal praise and encouragement
- Contact home
- Displaying work in classrooms/corridors
- Suggesting pupils for additional praise by Subject Leader/Senior Leader/Principal

#### **Formal Rewards:**

- Awards/Celebration Evening
- Praise Points milestones
- Subject Area and individual staff 'well done' letters, contact home
- Positive postcards
- Stickers
- Achievement Certificates
- Attendance Certificates
- Social Media acknowledgment.

### **2.2. The Reward System recognises:**

- Attainment and achievement
- Attendance and punctuality
- Contribution to the Academy community e.g. TEAMHoughton/Academy Council Representative/Appointed Prefects/Peer Mentors/Reading Buddies etc.
- Contributions to the local, national and international communities.

and encourages:

- Development of our Core Values: PROUD (Prepared, Resilience, Open-Minded, United, Determined)
- Personal Development.

The consistent application of the rewards system will develop a positive ethos within the Academy, which in turn encourages pupils to value learning, be proud of and share their achievements.

The Academy's mechanism for rewarding pupils is through the Praise Points System. Praise points are recorded on our Rewards Management System called Class Charts.

The Praise Points are carried forward towards both Tutor Group and Year totals. In doing this it is hoped that pupils will be proud of their own achievements and develop a feeling of community worth as they contribute positively to their Tutor Group and Year achievements.



### **2.3. Class Charts:**

Enables staff, pupils and parents/carers to monitor the number of Praise Points awarded, what for and by which member of staff. It enables:

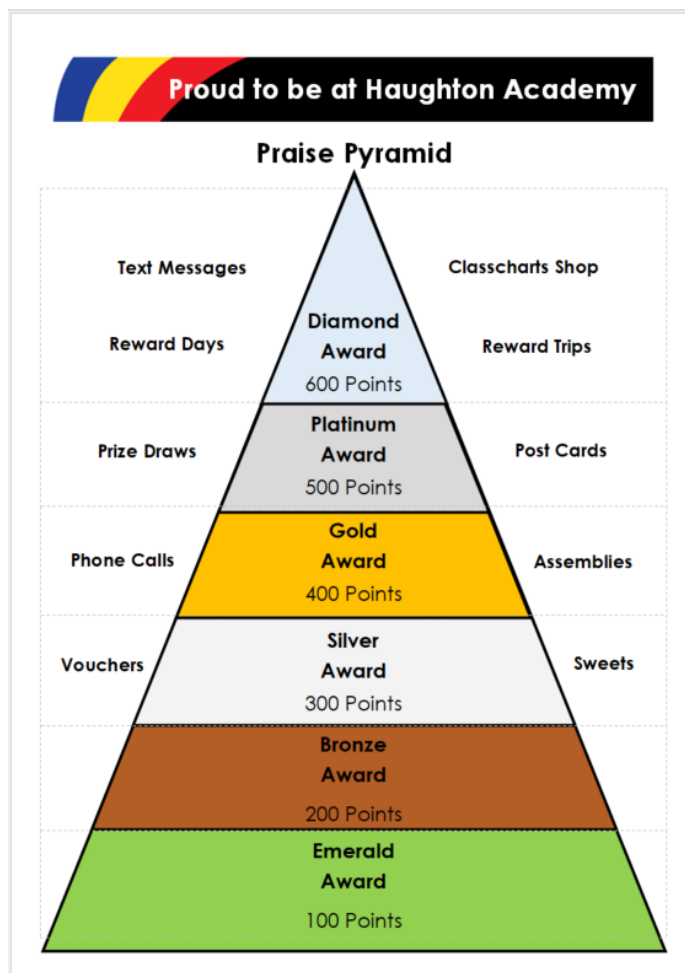
- Staff to track pupils within their teaching classes and Tutor Group
- The Form Tutor to compare pupils within their Tutor Group, Year etc
- Pupils can log on and monitor in the same way as the staff.
- Pupils are able exchange Praise Points for products in the Class Charts 'shop'
- Pupils also receive recognition for their Praise Point totals at identified milestones e.g. from Emerald (100 Praise Points) to Diamond (600 Praise Points)
- Parents/carers to log on the website to monitor how their child/children are doing in relation to rewards e.g. it will show when they received a reward, who awarded it and why.
- Parents/carers will also be able to see what accolades/achievements have been awarded and what rewards have been purchased from the shop in exchange for Praise Points.

### **2.4. Recording and distributing the Praise Point totals:**

- All Praise Points are to be recorded by the staff member on Class Charts
- Form Tutors will share Praise Point totals with individuals/the Tutor Group at least once a fortnight
- Heads of Year will monitor Praise Point totals for their Year Group on a weekly basis. They will take the time to congratulate/acknowledge individual and Tutor Groups where appropriate.

### **2.5. Individual Praise Points:**

Pupils will be acknowledged and identified by staff, for achieving certain milestones.



## 2.6. Group Rewards:

### Reward Trips:

There will be a number of reward trips that will run throughout the academic year. A trip will be organised each term for those pupils who continually show high standards of behaviour, attitude to learning, attendance and punctuality. Trips may include an in-school activity, outing to the cinema, leisure centre, bowling, ice skating etc.

Acknowledgement/alternative trips may also be run in relation to the work of the Behaviour Improvement Team or for pupils who have shown a marked improvement in an aspect of their behaviour or general attitude to the Academy.

### 2.7. Attendance and Punctuality:

As well as being eligible for organised Academy trips, pupils will be rewarded for achieving 100% attendance. This will be in the form of:

- Academy 100% Attendance Certificate and voucher. This will be awarded in assembly at the beginning of the academic year for the previous year. Any pupil achieving consecutive 100% attendance will receive a voucher of a higher value
- Praise Points. These will be awarded at the end of each half term – 5 Praise Points for 100% attendance and 5 Praise Points for 100% punctuality.

## 3.0. Sanctions

Management of behaviour in the classroom is the responsibility of every classroom teacher in the first instance. All staff are expected to be consistent with consequences, as outlined in the 'Consequences of Behaviour' document (Appendix A).

### 3.1. Failure to meet expectations in the Classroom:

If the basic expectations of 'on time, on task, on side' are not able to be carried out due to disruption/poor behaviour, the following consequences apply:

**Step 1: Informal Warning** Pupil's name written on the board

**Step 2: Formal Warning** (Pupil's name on the board and teacher records the incident on Class Charts)

**Step 3: Removal from the Classroom** (Pupil is instructed to leave the classroom and make their own way to the Inclusion Room. Incident is recorded on Class Charts – the relevant staff will be automatically notified by an email alert).

The pupil will remain in the Inclusion Room for the remainder of the lesson and the following lesson in order to ensure that they are ready to be reintegrated back into the learning environment. Any pupil who refuses/takes an excessive amount of time to go to the Inclusion Room will be placed in the Remove Room.

The pupil will be expected to return to the Inclusion Room at the end of the day to complete the time owed for their detention and have a restorative conversation with the member of staff involved.

LESSON	TIME IN INCLUSION	DETENTION
1	1 & 2	30 Minutes same day
2	2, break & 3	30 Minutes same day
3	3, lunch & 4	30 Minutes same day
4	4 & 5	30 Minutes same day
5	5 & 1 (following day)	30 Minutes following day if after 2:30pm

**If the behaviour of the pupil is persistently poor over a series of lessons the following actions should take place:**

1. The member of staff will contact home to speak to the parent/carer (recorded on Class Charts)
2. A meeting between the member of staff, Subject Leader and pupil (Head of Year/Parent/Carer may be included)
3. Parent/Carer meeting
4. Subject report (if behaviour is only evident in that subject area)
5. Form Tutor/Head of Year Report if there are issues across the curriculum
6. Withdrawal from the lesson for a set period of time (usually no longer than 2 weeks). Pupil should either be placed with the Subject Leader or in the Inclusion/Remove Room in order to reflect the seriousness of the behaviour. Parents/carers must be notified.

### **Serious Incident (Recorded on Class Charts – comment required)**

**The following must take place:**

**In lesson:** If the behaviour has escalated quickly or a situation has carried forward from outside of the lesson the following should take place:

1. Pupil sent to Pupil Reception
2. 'Serious Incident Lesson' recorded on Class Charts and staff alerted automatically via email
3. Pupil may be asked to write a statement of account regarding the incident (Member of staff in the Remove Room will read the statement and trigger a next course of action i.e. inform the relevant HoY to investigate further).
4. Contact home to be made by the member of staff, Head of Year or member of SLT depending on the nature of the incident. Contact home will ideally take place on the same day. Outcome of contact home to be recorded in Class Charts as Parent/Carer contact by the Head of Year/SLT/staff member
5. Pupil will be asked to write a statement of account regarding the incident. Member of staff in the Inclusion Room will read the statement and trigger a next course of action e.g. inform the relevant HoY to investigate further, refer to the Remove Room etc.
6. Contact home to be made by the member of staff, Head of Year or member of SLT depending on the nature of the incident. Contact home will ideally take place on the same day. Outcome of contact home to be recorded in Class Charts as Parent/Carer contact by the Head of Year/SLT/staff member.

Although it is difficult to provide an exhaustive list of incidents that are deemed to be a 'serious incidents' in lesson time, the following are examples:

- Refusing to go to the Inclusion Room
- Refusing to leave the classroom
- Swearing at or using inappropriate language (homophobic, racist, personal insult etc.) towards a member of staff or another pupil
- Physical aggression towards a member of staff or another pupil.

**Out of the lesson** (i.e. before/after school, break/lunch, and corridor):

1. Pupil sent/escorted to Pupil Reception
2. 'Serious Incident Lesson' recorded on Class Charts and staff alerted automatically via email
3. Pupil placed in the Remove Room/with HoY/SLT member and if appropriate, asked to write a statement of account regarding the incident. Member of staff will read the statement and trigger a next course of action i.e. inform the relevant HoY to investigate further, stay in/refer to the Remove Room etc.
4. Contact home to be made by the member of staff, Head of Year or member of SLT depending on the nature of the incident. Contact home will ideally take place on the same day. Outcome of contact home to be recorded in Class Charts as Parent/Carer contact by the Head of Year/SLT/staff member.

Although it is difficult to provide an exhaustive list of incidents that are deemed to be 'serious incidents' outside of lesson time, the following are examples:

- Repeatedly refusing to follow instructions
- Swearing at or using inappropriate language (homophobic, racist, personal insult etc.) towards a member of staff
- Deliberate antagonising behaviour towards another pupil (swearing at, using homophobic, racist, personal insults, instigating a fight)
- Physical aggression towards a member of staff or another pupil.

The consequence for a serious incident could range from half a day in the Remove Room, placement at the Children's Centre, a period of time educated 'off site' with EDClass to a suspension. The sanction issued would be dependent on circumstances and 'typical' behaviour of the pupil.

**To support a successful reintegration by the pupil into the next timetabled lesson with the member of staff, the following must be undertaken:**

- Restorative meeting with the member of staff involved at the end of the day (any time between 2:50pm – 3:30pm)
- Parent/Carer meeting if behaviour is persistently poor (Subject Lead may be present)
- Subject Report
- Form Tutor/Head of Year Report (if multiple issues across the curriculum).

### **3.2. Persistently poor behaviour:**

Where a pupil's behaviour continues to be poor and either disrupts the teaching and learning within the classroom or puts the welfare and safety of staff and pupils at risk the following may be put in place:

- Allocation of support from the Behaviour Intervention Team (BIT) with Behaviour Support Plan in place
- Part time timetable
- Alternative Education provision (short term at the Children's Centre)
- Alternation Education provision (long term placement as a suitable placement)
- Multi-agency support triggered (if required)
- Referral to Clifton House (Key Stage 2/3 alternative provision)
- Referral to Rise Carr College (Key Stage 3/4 alternative provision)
- Managed Move to another school.

### **3.3. Behaviour Expectations outside the Classroom**

In the Academy we have implemented two key 'relentless routines' documents, which were updated in September to be used for lessons and for tutorial times / assemblies. These expectations are to be reinforced by all staff to achieve a consistency of approach:

- All pupils must walk in all inside areas. They must follow the one-way system
- Pupils must behave in a quiet and respectful manner to all other pupils, staff and visitors i.e. no pushing, walking in large groups etc.
- Pupils are expected to go straight to their next lesson following the one-way system
- Pupils must not enter the classroom before the member of staff has given permission. The class may be required to line up in single file, quietly outside teaching rooms due to the nature of the subject e.g. Science, DT
- Phones and other devices, including ear-phones, can be used in outside areas **but not in the building itself**

### **3.4. Failure to meet expectations outside the classroom (corridors and around the Academy building)**

As indicated in Section 1.3 above, "Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in and outside the Academy, in certain circumstances."

All staff assertively and consistently enforce Academy expectations in corridors and around the Academy building. Examples: use of phone; iPods; wearing outdoor clothing; chewing gum; incorrect uniform; wearing make-up; running; smoking/vaping; associating with smokers. Staff are expected to implement the '**stop, instruct, action**' procedure. The action should be relative to the incident i.e. verbal warning, instruction given, detention issued. Staff record this intervention on class charts and wherever possible inform the pupil of their possible punishment(detention) and write this in their planner.

Appropriate consequences for poor and/or uncooperative behaviour outside the classroom include:

- **Verbal warning:** behaving in a silly manner, pushing, shouting, etc.
- **Verbal instruction:** being in an area that is 'out of bounds', dropping litter etc.
- **Detention:** inappropriate use of mobile phone, failure to follow instructions, repeat behaviour. Consequence is normally a 30 minutes detention (depending on triggers and whether the pupil has a repeated habit of similar poor behaviours).

Mobile Phone: If a pupil becomes argumentative and uncooperative by refusing to hand over their mobile phone, the pupil will be warned that continuing to do so will result in them being placed in the Remove Room and parents/carers contacted. The pupil will return to the next lesson once the item has been handed over. Continuing to refuse may result in a fixed-term suspension.

### 3.5. Detentions:

As of January 2012, schools and academies are no longer required to give 24 hours' notice of detentions. This ruling from the Secretary of State will be upheld at Haughton Academy. Parents/Carers are informed prior to their child starting their education at Haughton Academy and during regular points throughout the year.

Detentions take place after school for up to an hour. A detention may be issued for a variety of misdemeanours (see appendix C) Some examples include:

- Removal from the classroom
- 3 x Formal Warnings in a week
- Outside of lesson behaviour
- Infringements of the uniform code
- Remove room sanction
- Returning from suspension
- A Leadership Group Detention on a Friday (1 hour) for pupils who during the week, have let themselves down, and where the Pastoral Team have given them this sanction.

### 3.6 Pupil Behaviour Reports

Individual pupil reports may be used to monitor pupil's behaviour on a daily basis. It also provides an opportunity for Parents/Carers to monitor and comment on the child's behaviour. There are three stages to the behaviour reports:

**Stage 1 Report:** Form Tutor Report / Head of Year Report (green report). The report is aimed at supporting pupils who require early intervention and support to amend their behaviour. It can be issued either by pupil/parental/carer request or when a pupil starts to show patterns of actions which are detrimental to their learning or not in line with the Academy expectations. We have also included certain behavioural triggers which will action certain reports (see appendix C)

If inappropriate behaviour is only displayed in one subject area the Head of Year and Subject Leader will meet to discuss appropriate interventions i.e. meeting with Parent/Carers, subject specific report (blue report) etc.

### **Action**

- Head of Year informs Form Tutor that the pupil will be on the Stage 1 report
- Head of Year shares that the pupil is on Stage 1 as part of their weekly email to Form Tutors
- Form Tutor monitors the report daily
- Duration is 1 – 2 weeks, depending on level of improvement
- Pupil must get the report signed on a morning during tutorial/assembly time and after school
- Parents/Carers must sign the report each evening
- Lost/defaced report will result in an extra day on report (repeated failure to adhere to the expectations on report will result in moving up to the next stage)
- After 1 week the Form Tutor will liaise with the Head of Year to decide whether the pupil should:
  - Come off report
  - Continue for a 2<sup>nd</sup> week on report
  - Go on to Stage 2 report if there is no improvement over the 2 weeks
- Parents/Carers will be informed of the decision
- Completed reports should be kept within the HoY pupil incident file. The process should also be logged on class charts.

**Stage 2:** Head of Year / Senior Leader Link Report (Orange report). The report is aimed at supporting pupils who are at risk of unfulfilling their potential due to continued poor behaviour and failing to respond to early intervention strategies.

The Head of Year / Senior Leader Link will issue a Stage 2 behaviour report if the pupil's behaviour has not improved whilst on Stage 1 the pupil has continued to display inappropriate behaviour in class on several occasions or persistently flaunts the Academy rules.

Examples of why a pupil may be placed on Stage 2 report:

- Lack of improvement on Stage 1 behaviour report
- Persistently flaunting uniform rules/lateness to tutor group/assembly/lessons
- Meets the half termly triggers (see appendix C)

### **Action:**

- Head of Year / Senior Leader linked to the Year Group liaise regarding pupil's behaviour and whether there has been an improvement
- Head of Year shares that the pupil is on Stage 2 as part of their weekly email to Form Tutors
- SLT Link monitors the report daily
- Duration is 1 – 2 weeks, depending on level of improvement
- Pupils must get the report signed on a morning during tutorial/assembly time and at the end of the day as agreed
- Parents/Carers must sign the report each evening
- Lost/defaced report will result in an extra day on report (repeated failure to adhere to the expectations on report will result in moving up to the next stage)
- After 1 week the SLT Link will decide whether the pupil should:
  - Come off report
  - Continue for a 2<sup>nd</sup> week on report

- Go on to Stage 3 report if there is no improvement over the 2 weeks
- Parents/Carers will be informed of the decision
- Completed reports should be kept within the HoY pupil incident file. This process must be logged on the pupil's area on class charts.

**Stage 3:** Deputy Headteacher / Principal Report (Red Report). The report is aimed at supporting pupils who display serious and/or persistent behaviour issues which put them at risk of suspension / exclusion.

The Head of Year / SLT Link will discuss with the Deputy Headteacher (Behaviour) if there has been no improvement on Stage 2 behaviour report or if there has been a serious incident of inappropriate behaviour. The pupil will be placed on the SLT link person's Stage 3 behaviour report.

Examples of why a pupil may be placed on a Stage 3 behaviour report:

- Lack of improvement on Stage 2 behaviour report
- Return from a further suspension.
- Reached a trigger on the consequences system (see appendix C)

**Action:**

- Head of Year and Deputy Headteacher (Behaviour) liaise regarding pupil's behaviour and whether there has been an improvement
- Head of Year shares that the pupil is on Stage 3 as part of their weekly email to Form Tutors
- DHT monitors the report daily
- Duration is 1 – 2 weeks, depending on level of improvement
- Pupils must get the report signed on a morning during tutorial/assembly time and after Academy
- Parents/carers must sign the report each evening
- Lost/defaced report will result in an extra day on report (repeated failure to adhere to the expectations on report will result in moving up to the next stage)
- After 1 week the Deputy Headteacher (Behaviour) will decide whether the pupil should:
  - Come off report
  - Continue for a 2<sup>nd</sup> week on report
  - Bring parents/carers in for a meeting.
- Parents/Carers will be informed of the decision
- Completed reports should be kept within the HoY pupil incident file. The process must also be recorded on class charts.

**3.7. The Remove Room**

Pupils will be placed in the Remove Room for a serious incident and also as part of the reintegration process from a fixed term suspension. Pupils can also be placed in the Remove Room due to persistent infringements of the Academy's expectations centred around behaviour and punctuality (see appendix C)

If deemed appropriate or necessary pupils may be placed in the Inclusion Room or at the Children's Centre as an alternative e.g. due to an incident where pupils cannot be placed in the Remove Room together. Pupils will still be expected to complete the 30-minutes after school detention.



### **Expectations within the Remove Room:**

Pupils' are expected to:

- Hand over their mobile phone to the member of staff within the Remove Room
- Sit at the allocated booth, facing the wall (no turning around, swinging on chair, repeatedly asking irrelevant questions talking to other pupils etc.)
- Put their hand up if they require the attention of the member of staff – pupils are **not** to get out of their seat without permission
- Complete the work set either by the member of staff within the Remove Room or that has been set by their subject teachers.

### **Failure to adhere to the expectations of the Remove Room will result in:**

- **First action:** inappropriate behaviour identified and warning issued by member of staff (recorded by the member of staff on the Remove Room log)
- **Second action:** inappropriate behaviour identified, warning issued by member of staff and pupil advised that the next incident will result in a referral to SLT (recorded by the member of staff on the Remove Room log)
- **Third action:** SLT notified. Pupil removed from the Remove Room and suspended. Parents/Carers contacted. Parents/Carers will be expected to come into the Academy with their child for a suspension reintegration meeting.

### **Ensuring the pupil's liberty is not restricted:**

The health and safety/safeguarding of the pupil is always considered when in the Remove Room. Pupils have regular access to a toilet and food if in over the lunchtime period. The door is fobbed to ensure that pupils in the room are not disturbed and that they do not disturb the learning taking place in the Academy. CCTV is present in the room and pupils are informed that it is a working camera. Time in the Remove Room is adjusted accordingly if the pupil has a Special Educational Need/disability.

### **3.8. Suspensions:**

The Principal decides whether to suspend a pupil, for a fixed term, considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole Academy community.

In most cases Parents/Carers have the right to make representations to the Education Standards Committee if appealing the decision of the suspension. In all cases of permanent exclusion where a pupil will not be returning to the Academy (e.g. incident involving drugs) Parents/Carers have the additional right to appeal to an independent appeal panel. This policy accompanies the Academy policy on suspensions which adheres to the DfE guidance on suspensions and permanent exclusions published in September 2022.

### **Suspensions - The Role of Parents/Carers:**

Parents/carers must take responsibility for their child, if suspended, and ensure that they are not in a public place without good reason during Academy hours within the first five Academy days of any suspension. If your child is in a public place during school hours, then you may be prosecuted or receive a penalty notice from the local authority.

Parents/carers must also ensure that their child attends the suitable full-time education provided by the local authority from the sixth day of suspension. If they do not, the Academy or local authority may ask them to sign a parenting contract, may issue a penalty notice or the local authority may prosecute them.

### **Returning to the Academy Following a Suspension:**

Following any suspension (of any duration) it is expected that:

- Parents/Carers will attend a re-integration meeting with the Deputy Headteacher and Principal. The Head of Year may be asked to join the meeting
- The pupil will spend at least 1 day in the Remove Room upon his/her return to the Academy
- A course of action will be agreed at the re-integration meeting i.e. pupil placed on subject report/HoY/SLT report, referral to BIT Team etc. If there is already a behaviour Support Plan in place the plan will be revisited to ensure that it is appropriate
- In cases of swearing at staff and/or physical behaviour displayed towards staff then a restorative session is held upon return from suspension with the staff concerned as well as the Head of Year.

### **3.9. Vulnerable Pupil Panel (VPP):**

The VPP has been set up within the Local Authority to ensure that all children and young people in Darlington are treated as the collective responsibility of all the schools/academies. The VPP meets tri-weekly with representation from each Primary and Secondary School/Academy within the Local Authority. All referrals for Rise Carr College, Home and Hospital, Clifton House, Managed Moves must be referred to the VPP. Referrals will be considered at the VPP pre-meeting panel where there is representations from the Local Authority, admissions, primary and secondary leaders and Rise Carr College. At the VPP meeting Fair Access requests will be considered.

### **3.10 Alternative Provision:**

As part of the part of the Academy's Behaviour Policy it may be appropriate to find alternative education for those pupils who struggle to amend their behaviour despite a variety of support and intervention strategies being deployed. Within Darlington Local Authority there are two identified places of provision for pupils in Key Stage 3 and 4. The provision is seen as a relatively short-term provision in order to support the pupil's return to mainstream provision (up to 12 weeks).

Clifton House caters for pupils in Key Stages 2 & 3 who struggle to cope with the demands of mainstream provision due to their on-going poor behaviour. The provision currently operates on a part time basis (mornings or afternoons) over a 12-week period. Pupils will participate in a timetable which includes lessons around core subjects (English, Maths and Science) and behavioural intervention work (social skills etc.). When pupils are not at Clifton House they are expected to attend Haughton Academy. They will access an appropriate curriculum depending timetabling of their core lessons. It may be deemed appropriate that the pupil has a phased return to Haughton Academy via the Children's Centre. However, this is not seen as a long-term alternative.

Rise Carr College makes provision for both Key Stages 3 & 4 pupils who struggle to cope with the demands of mainstream provision due to their on-going poor behaviour. At Key Stage 3 pupils may be referred for an assessment place at Rise Carr College. The referral must go through the Vulnerable Pupil Panel. The provision is full time for 12 weeks and the pupil's curriculum will be

devised dependent on academic ability. Pupils who have been Permanently Excluded will be placed at Rise Carr College as part of the 6<sup>th</sup> day provision.

Within the site of Rise Carr College, the Home and Hospital Teaching Service (HHTS) provision caters for those pupils who struggle to cope with mainstream provision due to social and emotional difficulties. The provision is adapted according to the needs of the individual; it may be deemed appropriate that the pupil studies at both HHTS and Haughton Academy to achieve their academic and emotional potential. All referrals to Home and Hospital must go through the Vulnerable Pupil Panel and be accompanied by a CAMHS letter of support.

Other alternative provisions within the Local Authority include Darlington College, Coleridge Centre and The Learning Zone. Outside of the authority Gateway College in Bishop Auckland may be considered.

### **3.11. Managed Moves:**

Where internal strategies have had limited success and the Academy and parents/carers believe a "fresh start" in another School/Academy would be a positive outcome to the pupil continuing their education, then a Managed Move via the VPP may be requested. The Deputy Headteacher will oversee all referrals to the VPP. The managed move process runs over a 12-week period. A designated member of staff from each school will communicate/meet every 2 weeks to review how the managed move is progressing. Parents/carers will be kept informed at every review stage.

### **3.12. Monitoring and Evaluation of Class Charts Behaviour Recording:**

A deep analysis of pupil behaviour (along with achievement & attendance) will take place on a weekly basis by the Deputy Headteacher and Head of Year. The Deputy Headteacher will meet with the Head of Year to discuss identified pupils and action appropriate interventions.

The use of Class Charts as a behaviour recording facility will also be scrutinised so as to ensure efficient and streamlined usage. The Deputy Headteacher will regularly inform staff of a scrutiny of an aspect of behaviour recording e.g. monitoring of incidents, comments made etc.

### **Heads of Year Weekly Briefing:**

HoY will meet with all their Form Tutors to discuss identified pupils regarding behaviour, achievement, safeguarding concerns etc. The meetings will be minuted, actioned and shared with the relevant staff.

HoY are expected to have a high profile around the academy when they are not in the Remove Room and Inclusion Room. They are expected to liaise regularly with their Form Tutors, teaching staff and parent/carers. Each HoY has a member of SLT linked to them, providing support on a morning during tutorial time/assembly and identified individuals or groups of pupils.

## **4.0. Ensuring a safe environment: Search and Reasonable force**

In order to ensure that all pupils are safe within Academy it may be necessary on occasion to search pupils and their belongings. It may also be necessary at times to use reasonable force in order to ensure the pupil does not harm themselves or anyone else. This policy is aligned with other Academy / Trust policies and in line with the DfE guidance from September 2022 entitled "Searching, Screening and Advice for Schools".

#### 4.1. Searching Pupils:

In accordance with DfE Guidance ('Searching, screening and confiscation' document July 2022) staff can search pupils with their consent for any item which is banned by the Academy rules.

Principals and staff authorised by the Principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has:

- knives or weapons
- alcohol
- illegal drugs
- tobacco and cigarette papers/e-cigarettes/vaping materials
- fireworks
- stolen items
- pornographic images
- videos/pictures of staff on their mobile phone
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil).

In order to ensure the search is carried out in a fair and respectful way the search will usually be carried out by a member of staff of the same sex of the pupil and with a member of staff present as a witness. However, if it is reasonably believed that there is risk of serious harm, a search may be carried out immediately regardless of whether the member of staff is of the same sex or has a witness present.

The extent of the search covers clothes, possessions (including mobile phones), bags and lockers. The person conducting the search may not require the pupil to remove any clothing other than the outer layer. Outer layer clothing refers to clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Outer clothing does include blazers, hats, scarves, shoes, boots and gloves.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, tobacco and cigarette papers/e-cigarettes/vaping materials, fireworks, stolen items, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to, be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil). Such force can be used to search for items banned under the Academy rules.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search as long as its reasonable circumstances. Where the article is thought to be a weapon it **must** be passed to the police. Any items found as a consequence of a 'without consent' search, articles such as cigarettes/vaping materials and alcohol must be retained and destroyed and not returned to the pupil. Articles/substances such as controlled drugs, legal highs, stolen items must be delivered to the police.

Mobile phones: If it is suspected that a pupil has been filming themselves, another pupil/s or a member of staff or the pupil may have media messages which may cause offence or bring the Academy's reputation into disrepute the pupil can be asked to show the HoY/SLT evidence to the contrary. This will be done in a sensitive way that does not compromise the privacy of the pupil. Where possible the parent will be contacted before the search takes place (time may not make this possible i.e. end of school where if the mobile phones leaves the premises, the evidence may be deleted).

## 4.2. Use of Reasonable Force:

In accordance with DfE guidance 'Use of reasonable force' July 2013 all Academy staff have the legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The term '**reasonable force**' or '**positive handling**' as referred to in this policy covers a broad range of actions that involves a degree of physical contact with pupil/s. Force is used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight. **Control** means either passive or physical contact, such as standing between pupils or blocking a pupil's path or active physical contact such as leading a pupil out of the classroom by the arm. **Restraint** means to hold back physically or to bring the pupil under control.

Staff will always try to avoid acting in a way which may cause injury, but in extreme cases it may not always be possible to avoid injury to the pupil.

## 4.3. Positive Handling:

Restraint is permissible in circumstances when staff feel that they need to intervene physically to keep children safe (or keep staff/visitors safe). ('Positive environments where children can flourish' Ofsted document). All incident of physical restraint will be logged in the Physical Restraints bound log book kept in the Principals office.

Examples of situations where positive handling may be appropriate include:

- Pupil attacks member of staff or another pupil
- Pupils are fighting
- Pupils are engaging in, or on the verge of, committing deliberate damage or vandalism to property
- Pupil is causing, or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- Pupil absconds from the Academy or room (this **only** applies if pupil could be at risk if not kept in the Academy or a room)
- Pupil persistently refuses to leave a classroom
- Pupil behaves such that the lesson is being seriously disrupted.

The following approaches are regarded as reasonable in appropriate circumstances:

- Holding for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. This is best used when the pupil is anxious or confused. Its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the pupil as aggression
- Physically interposing between pupils
- Blocking a pupil's path
- Pushing if restricted to situations where reasonable force is used to resist a pupil's movement, rather than a forceful push that might cause the Pupil to fall over
- Escorting a pupil by the hand or arm.

## 4.4. Holds to be avoided:

The following holds should **not** generally be used:

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict a pupil's ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding a pupil by the hair or ear
- Holding a pupil face down on the ground.

#### **4.5. Team Teach:**

If deemed necessary staff may be trained in Team Teach positive handling techniques and strategies. Staff will be made aware of those who are Team Teach trained.

#### **4.6. Recording a Serious Incident:**

All incidents that result in non-routine interventions will be recorded, by hand, in detail in the Academy serious incident book with numbered pages (held in the Principal's office).

The record will contain the following information:

- The name(s) and the job title(s) of the member(s) of staff who used reasonable force
- The name(s) of the pupil(s) involved
- When and where the incident took place
- Names of staff and pupils who witnessed the incident
- The reason that force was necessary
- Behaviour of the pupil which led up to the incident
- Any attempts to resolve the situation
- The degree of force used
- How it was applied
- How long it was used for
- The pupil's response and the eventual outcome
- Details of any injuries suffered by either staff or pupils
- Details of any damage to property
- Details of any medical treatment required (an accident form will be completed, where medical treatment is needed)
- Details of follow-up, including contact with the parents/carers of the pupil(s) involved
- Details of follow up involvement of other agencies - police, Social Services.

Pupil witnesses may also be asked to provide a written account if appropriate.

#### **4.7. Allegations of Abuse against Staff (please refer to the relevant Trust policy):**

Allegations of abuse must be taken seriously. They will be dealt with quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

The Principal will deal with allegations of abuse against staff. Allegations against the Principal will be dealt with by the Chief Executive of the Trust.

#### **4.8. Malicious Accusations against Staff (please refer to the relevant Trust policy):**

If an allegation of abuse against staff has been found to be malicious, the parents/carers of the pupil who has made the allegation will be contacted. The Principal or designated member of the Senior Leadership Team will deal with malicious accusations against staff.

#### **5.0 Academy uniform**

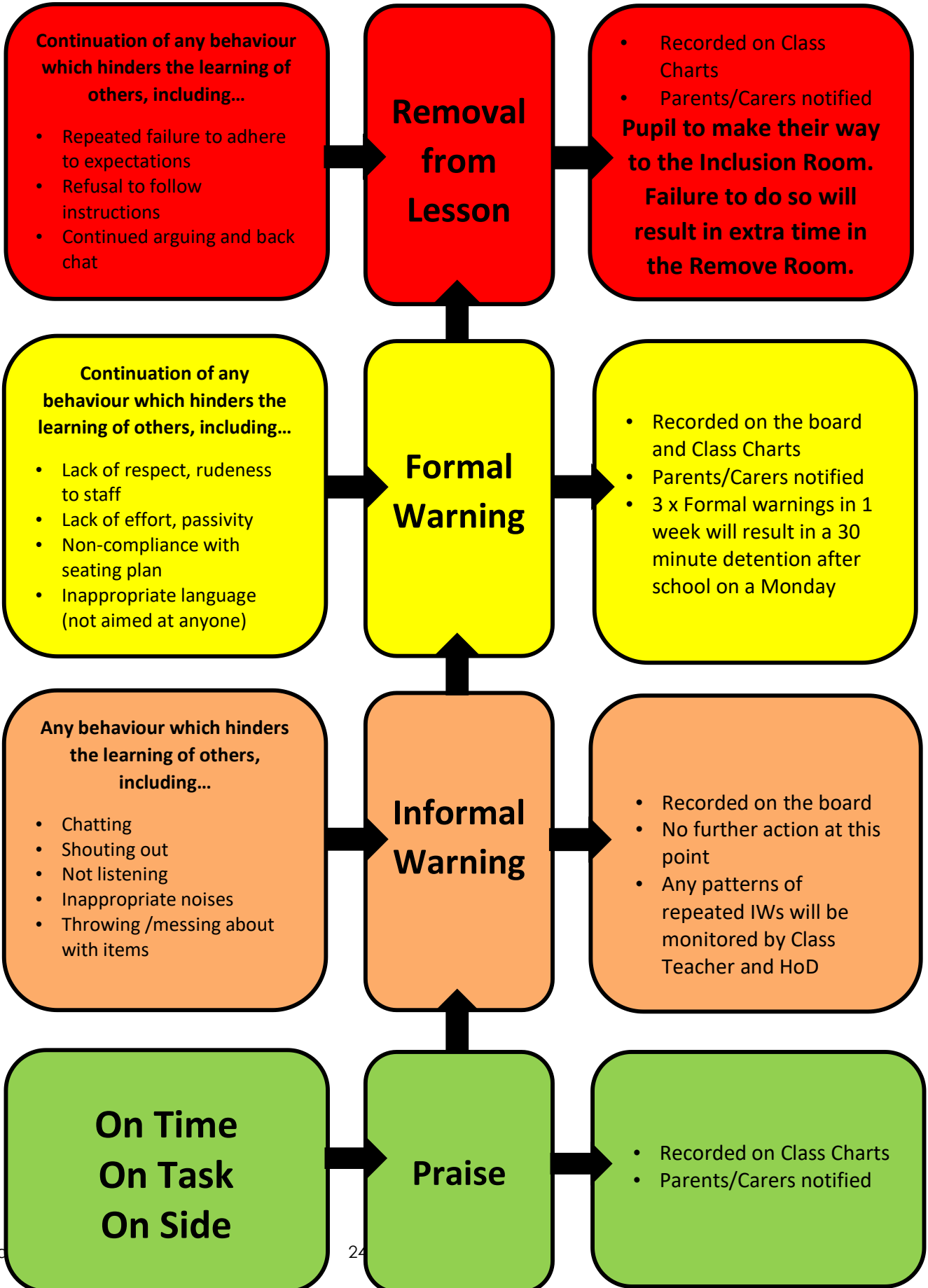
7.1 The academy expects all pupils to wear their full uniform at all times. Please see School Uniform Policy.

#### **7.0. Public Sector Equality Duty - Equality Act 2010 (please refer to the relevant Trust policy):**

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.



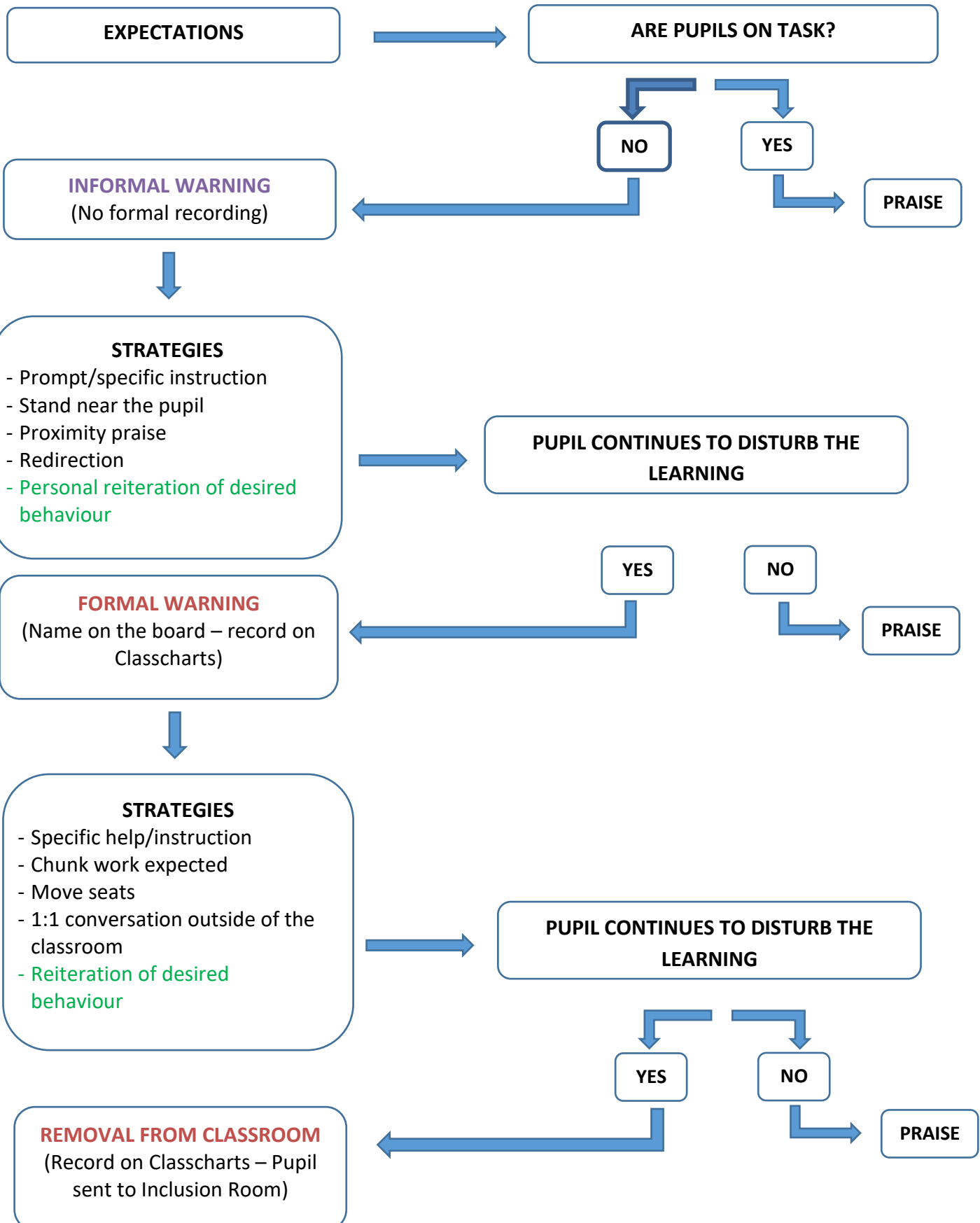
# Haughton Academy Behaviour System





## CONSEQUENCES AND STRATEGIES

Appendix B



**TRIGGER SYSTEM: 2022-2023**

<b>Behaviour</b>	<b>Trigger</b>	<b>Contact</b>	<b>Consequence</b>	<b>Meeting</b>
<b>Late to school</b>	1-5	Class Charts notification FT to speak to pupil	15 minutes after-school detention	N/A
	6-10	Class Charts notification HoY to speak to pupil	30 minutes detention after school	N/A
	11-15	Class Charts notification HoY to speak to parent	45 minutes after school detention	letter home
	16-20	Class Charts notification HoY to speak to parent	Half day in the Remove Room	N/A
	21-25	Class Charts notification to parent/carer	Full Day in the Remove Room	Meeting with parent and HoY
	25+	Class Charts notification to parent/carer	Time at the Children's Centre	Meeting with parent/HoY and DHT
<b>Late to lesson</b>	1 a day	Class Charts notification	Entered on system by classroom teacher	N/A
	2 lates in one day	Class Charts notification FT to speak to pupil	30 minutes detention after school	N/A
	5 lates in one week	Class Charts notification HoY to speak to pupil	One-hour Friday Leadership Group detention	N/A
	10 lates over 2 weeks	Class Charts notification HoY to speak to parent/carer	Half day in the Remove Room (pm) plus 30 minutes after school detention	Letter home
	15 lates over 2 weeks	Class Charts notification to parent/carer. SLT Link to contact home.	Full Day in the Remove Room plus 30 minutes after school detention	N/A
	20+ lates over a half term	Class Charts notification to parent/carer	Pupil to be placed in the Children's Centre	Meeting with parent/ HoY and DHT

<b>Behaviour</b>	<b>Trigger</b>	<b>Contact</b>	<b>Consequence</b>	<b>Meeting</b>
<b>Formal warnings</b>	3+ x FW in 1 week	After-school detention notification	30 minutes after-school detention	N/A
	10 FW in a half term	Class Charts notification FT speak to pupil	30 minutes after-school detention. Stage One Green Report	HOY contact home
	15 FW in a half term	After-school detention notification HoY speak to pupil	45 minutes detention in the Inclusion Room	Letter home

	20 FW in a half term	Class Charts notification	Half a day in the Remove Room plus a 30 minutes after-school detention. Stage Two Amber Report	Meeting with parent and HoY / SLT Link
	25 FW in a half term	Class Charts notification HoY speak to parent/carer	Full day in the Remove Room plus a 45 minutes detention in the Inclusion Room	N/A
	25+ FW in a half term	Class Charts notification HoY update parent/carer	2 days Children's Centre. Stage Three Amber Report	Meeting with parent/HoY and DHT
	30+ FW in a half term	Class Charts notification HoY update parent/carer	5 days Children's Centre	Meeting with parent/HoY and DHT

Behaviour	Trigger	Contact	Consequence	Meeting
<b>Removal from Lesson</b>	1 – 4 Removals from Classroom	Pupil and parent/carer informed by Class Charts	Rest of the lesson in the Inclusion Room, plus a 30 minutes detention (incl Restorative meeting with CT)	Not applicable
	5 Removals per Half Term	Pupil and parent/carer informed by Head of Year	Half a day in the remove room, plus a 30 minutes after-school detention in the Inclusion Room. Stage One Green Report	Not applicable unless parent/carer requests a meeting
	10 Removals per Half Term	Pupil and parent/carer informed by HOY / SLT LINK	Full day in the Remove Room plus a 30 minutes after-school detention. Stage Two Amber Report	Meeting between pupil/parent/carer and HoY (or subject teacher if predominantly their lesson) and SLT Link
	15 Removals per Half Term	Pupil and parent/carer informed by Head of Year / DHT	Two Days in the Remove Room plus two 30 minutes after-school detentions.	Pastoral liaison with home
	20 Removals per Half Term	Parent/carer informed by SLT link	3 days Children's Centre Stage Three Red Report	DHT involvement / meeting with Home and Pupil
	25 Removals	Parent/carer informed by Deputy Headteacher	5 Days Children's Centre	DHT / HOY / Children's

	per Half Term			centre liaises with home.
	30 Removals per Half Term	Parent/carer informed by Deputy Head Teacher	School suspension, plus full day in the remove room (on their return) plus 30 minutes after school detention.	Reintegration meeting between pupil/parent/carer and Principal

Behaviour	Trigger	Contact	Consequence	Meeting
<b>Outside/Corridor Behaviours</b>	1 – 5 outside/corridor behaviours	Pupil and parent/carer informed by Class Charts	30 minutes detention after school	Not applicable
	10 outside/corridor behaviours	Pupil and parent/carer informed by Class Charts and Head of Year	Half a day in the Remove Room (pm), plus a 30 minutes detention after school.	Not applicable
	15 outside/corridor behaviours	Pupil and parent/carer informed by Class Charts and Head of Year	Full day in the Remove Room plus a 30 minutes detention after school.	HoY liaise with home
	20 outside/corridor behaviours	Pupil and parent/carer informed by Head of Year	3 days Children's Centre	Meeting between pupil/parent/carer and HoY
	25+ outside/corridor behaviours	Parent/carer informed by HoY	School suspension plus a day in the Remove Room and 30 minutes after school detention as part of reintegration	DHT involvement

Behaviour	Trigger	Contact	Consequence	Meeting
<b>Serious Incidents</b>	1 Serious Incident	Pupil and parent/carer informed by pupil reception/serious incident on call/Head of Year	Depending on incident. At least half a day in the Remove Room and 30 minutes after school detention	Not applicable unless parent/carer requests a meeting
	3 Serious Incidents per Half Term	Pupil and parent/carer informed by Head of Year	Full day in the Remove Room plus 30 minutes after school detention	Meeting/phone call between pupil/parent/carer and HoY

	5 Serious Incidents per Half Term	Pupil and parent/carer informed by Head of Year or DHT	3 days at the Children's Centre	DHT involvement
	10 + Serious Incidents per Half Term	Pupil and parent/carer informed by Head of Year or DHT	5 days at the Children's Centre. Discussions around alternative provision or a Managed Move.	Meeting with DHT (Mr Dickson) and Principal (Mrs Gill)
	15+ Serious Incidents per Half Term	Pupil informed by HoY or DHT	School Suspension and time in the Remove Room on return. Also, probable VPP referral.	Meeting with DHT

Behaviour	Trigger	Contact	Consequence	Meeting
<b>Child on Child Abuse</b>	Verbal abuse/ Online abuse	Class Charts notification to parent/carer	Sanction will be dependent on the circumstances and severity of the incident. 1st instance: Verbal warning 2nd instance: 30 minutes after school detention 3rd Instance: 45 minutes detention after school 4th Instance: Half a day in the Remove Room (pm), plus a 30 minutes detention 5th instance: Full day in the Remove Room, plus a 30 minutes detention 6th instance: 2 days at the Children's Centre 7+: 1-day suspension	3rd – 5th instance – HoY phone call home
	Physical abuse	Pupil and parent/carer informed by member of staff on-call/pupil reception/Head of Year	Sanction will be dependent on the circumstances and severity of the incident e.g. there is a difference between pushing and shoving between 2 pupils and 1 pupil attacking another. Pushing and shoving: Corridor/outside behaviour (30 minute-detention) Fight: Minimum day in the remove room/inclusion room (pupils will be split up). If this is a 2nd fight a suspension/internal suspension will be considered. Unprovoked 1-sided attach will result in a minimum 1-day suspension	2nd incident (depending on time apart) should involve a pupil/parent/Carer meeting

	Discriminatory Behaviour (protected characteristics)	Pupil and parent/carer informed by member of staff on-call/pupil reception/Head of Year	Sanction will be dependent on the circumstances and severity of the incident. The incident needs to be investigated to establish the intent to cause harm compared to an 'ignorant' statement made. Sanctions will be anything from a verbal warning to a suspension.	
	Homophobic Comments (LGBTQ+ negative comment)	Pupil and parent/carer informed by member of staff on-call/pupil reception/Head of Year	Sanction will be dependent on the circumstances and severity of the incident. 1 <sup>st</sup> incident: verbal warning 2 <sup>nd</sup> Incident: 30 minutes after school detention 3 <sup>rd</sup> incident: LG 60 minutes Friday night after school detention 4 <sup>th</sup> incident: Half a Day in the Remove Room (pm), plus 30 minutes after school detention 5 <sup>th</sup> incident: Full day in the Remove Room, plus 30 minutes after school detention 6 <sup>th</sup> instance: 2 days at the Children's Centre 7+: 1-day suspension	3 <sup>rd</sup> – 5 <sup>th</sup> instance – HoY phone call home
	Sexual Harassment	Pupil and parent/carer informed by member of staff on-call/Head of Year	Sanction will be dependent on the circumstances and severity of the incident. Sexualised jokes: As 1 – 7 above Unwanted comments: As 1 – 7 above Physical behaviour: Minimum 30 minutes detention to suspension Sexual threats/coercion: Online sexual harassment, including up-skirting, sexualised online bullying, unwanted comments and threats/coercion:	