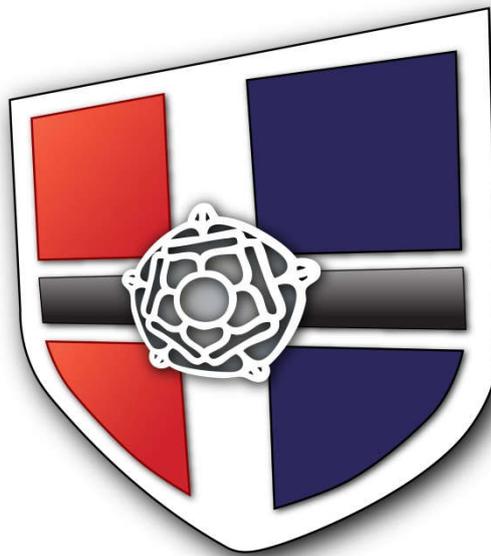


Sponne School



Behaviour Policy

	Sponne School Behaviour Policy	Issue Date: Revision Page	2018/19 Jan 2019 Page 1 of 23
---	---	--	-------------------------------------

Aims and principles for the behaviour policy

1. Achieving outstanding behaviour

Sponne School works to achieve twin aims in educating our students – to promote learning and achievement and to prepare students for life so that they emerge as confident and capable young people. To achieve this we will ensure that:

- The drive and motivation of the school is seen from the minute you walk into school
- Everyone finds our school welcoming and friendly
- Our school community is highly focused on learning
- There is thoughtful behaviour towards each other and a sense of calm purpose
- Our systems for managing behaviour are applied with a high degree of consistency and are fair and inclusive
- Parents are involved in the success of the school and their support and contributions are a natural part of the processes with outreach work to ensure that we keep in contact with all of our parents
- We understand the needs of our community and work hard to win the respect and confidence of the community
- Leadership provides the commitment, drive and determination that motivates all members of the school community
- School uses the rich source of data collected to monitor and measure its success in meeting the targets set
- Everyone is expected to work hard, behave and co-operate in line with the ethos of the school and there is a resilience in the systems that support students who find this difficult.

Roles and Responsibilities

The governing body, with the head teacher, have a legal responsibility to ensure that policies to promote good behaviour are pursued, reviewed and communicated to students, parents and staff.

The school's behaviour policy applies to students' behaviour in school or in the charge of the school e.g. in the immediate vicinity of the school, on the journey to and from school or when clearly identifiable as a member of the school. Students may be outside school on school business including for example school trips and educational visits, college courses, sporting activities and work experience placements. In such circumstances, breaches of the behaviour policy will be dealt with as if they had taken place in school.

2. Sustaining outstanding behaviour

- Having high expectations of staff and students
- Providing rich opportunities for learning
- Listening to our students and involve them in decision making through the **School Council; Student Charter and Code of Conduct.**
- Addressing any disadvantage that is a barrier to achievement and identify underlying causes
- A commitment to equal opportunities
- Highly inclusive and reflective practice ready to meet the many behavioural challenges
- Actively encourage and develop a reward system that is meaningful and motivational.

	Sponne School Behaviour Policy	Issue Date: Revision Page	2018/19 Jan 2019 Page 2 of 23
---	---	--	-------------------------------------

- Having a sanction system that does not tolerate poor behaviour and underpins the school's values.
- Continually seeking ways to improve through careful planning and positive leadership
- Recognising and valuing the achievement of all students through regular analysis of data
- Setting challenging targets for improvement in behaviour to keep all students engaged in their learning

Communicating the behaviour policy to the school community

The Behaviour Policy and Code of Conduct are communicated through tutorials, assemblies, information within the student planners and notices in classrooms. The behaviour policy is available to view on the Sponne website. (www.sponne.org.uk)

The Student Charter (appendix 1)

The Charter has been drawn up in collaboration with the student body and states student commitment to achieving outstanding behaviour.

The Code of Conduct (appendix 2)

The Code of Conduct is displayed in all classrooms and defines the standard of behaviour we expect. These rules are clearly and simply stated and students are encouraged to reflect upon the responsibilities and choices they have as members of the school community. The Code of Conduct has been reviewed by students, including the School Council.

The rules are positive and constructive. Students have a good understanding of the boundaries of acceptable behaviour and also the hierarchy of sanctions that will be applied.

We recognise that certain students will need to be taught the expected behaviour for being successful in the classroom. There is positive reinforcement of good behaviour (**Sparks Reward System: Appendix 3**) and students are presented with the opportunity to consider their choices and determine to improve. There is a hierarchy of sanctions (**Consequences and Sanctions: Appendix 4**) available that are reasonable and proportionate to the difficulties displayed.

Partnership with Parents

We continue to promote partnership with parents. A high percentage of our parents attend Parents' Evening and we have an active Parent Friends Association and Parents' Forum. Parents have access to Go 4 Schools to track their child's progress. Information regarding student attainment is regularly sent home to parents and further information regarding this can be found in the **Assessment and Reporting Policy**. Our **Home-School Agreement** can be viewed on the webpage. Parents are able to access their child's events record through Go 4 Schools and offer support and guidance to help their child to get the best for themselves. The school values its partnership with parents and expects parents to support the school in maintaining its high standards of behaviour. Parent Forum will be involved in monitoring and helping in developments to ensure outstanding student behaviour.

	Sponne School Behaviour Policy	Issue Date: Revision Page	2018/19 Jan 2019 Page 3 of 23
---	---	--	-------------------------------------

Anti-bullying and Harassment

We care for our students and the behaviour policy promotes respect and tolerance towards others and their beliefs, cultures and ethnic backgrounds. Disruptive, aggressive or intimidating behaviour or racist attitudes or sexist language or behaviour will not be tolerated in word or deed and will always be taken seriously as set out in this policy. This includes concerns raised by cyber-bullying.

The behaviour policy extends to when students are using technologies including mobile phones/tablets and social media. (Ref: E-Safety Policy within the Safeguarding Policy)

The harassment of staff

The harassment, abuse or intimidation of staff, both on and off the premises, including via the use of technologies such as mobile phones and the internet, is considered a serious breach of the school's behaviour policy.

Staff aim to be good role models for students. All teaching staff and non-teaching staff, including lunchtime supervisors, should be alert to signs of bullying and act promptly in line with our agreed **Anti-Bullying Policy**. All staff receive appropriate training for this and for dealing with issues of child protection and e-Safety (Ref: E-Safety Policy within the Safeguarding Policy).

Attendance

Students who do not attend school and do not have authorisation for their absence, are putting themselves at risk. School's **Attendance Policy** clearly outlines our approach to promoting good attendance and how this supports the **Behaviour Policy**.

Detaining students

Under the Education and Inspections Act 2006 (section 92), parents cannot over-rule the school's decision to issue a detention for a student under the age of 18. 24 hours' notice of after school detentions must be given to parents for safety reasons, allowing parents the opportunity to make alternative travel arrangements where necessary. Parents may ask the school to consider an alternative date for their child to complete the punishment if the original date will cause the family a particular problem.

On the day detentions can be set provided verbal permission has been granted by the parent/guardian and alternative transport arrangements have been made if the student uses the bus service or other similar collection method.

Accountability

All members of staff have the responsibility to promote good behaviour and a positive school ethos of mutual trust and regard and to use the Reward and Sanction systems in line with whole school policy.

Each Faculty has a member of staff appointed to take responsibility to be the Behaviour Champion and their role is:

- To take a lead on ensuring faculty staff engage with aspects related to behaviour and learning during faculty meetings.
- To ensure the opportunities for good practice related to behaviour management is provided for faculty staff.
- To engage with data through Go 4 Schools relating to sanctions and rewards and to advise the FLL through the generation of regular reports based on class groupings.
- To work with faculty staff in developing a coherent approach to issuing sanctions and rewards in line with the whole school policy.

PLLs and members of the year teams have the responsibility to monitor behaviour trends and individual student progress.



Sponne School Behaviour Policy

Issue Date:
Revision
Page

2018/19
Jan 2019
Page 4 of 23

FLLs have the overall responsibility of promoting outstanding behaviour in all lessons and identifying concerns, along with the Behaviour champion, and ensuring targets are set for improvement.

SLT have the responsibility of ensuring that all staff are accountable and working in line with whole school policies and to identify opportunities to develop good practice.

Behaviour, including the incidence of exclusion will be monitored and evaluated to identify:

- Patterns of behaviour
- Intervention groups

And the extent to which students:

- Behave well in lessons and around the school
- Are courteous
- Are trustworthy
- Show respect for property

We will promote personal development and relationships and, through the Pastoral system, consider the extent to which students:

- Form constructive relationships with one another
- Form constructive relationships with teachers and other adults
- Work in an atmosphere free from oppressive behaviour such as bullying, sexism and racism
- Reflect on what they do and understand the impact of their actions on others
- Respect other people's differences, particularly their feelings, values and beliefs
- Show initiative
- Are willing to take responsibility

Permanent exclusion

Permanent exclusion is only used as a last resort when all other strategies have been tried (except for one-off very serious incidents as described in the DfE statutory legislation, June 2012, Exclusion from maintained schools, academies and pupil referral units in England e.g. serious actual or threatened violence against another student or member of staff; sexual abuse or assault; supplying an illegal drug; carrying an offensive weapon).

Reviewed by:	Emma Harris – January 2019
Agreed by:	Students & Personnel Committee January 2019
Next review:	January 2020



Sponne School Behaviour Policy

Issue Date:
Revision
Page

2018/19
Jan 2019
Page 5 of 23

Up-date and additions December 2011

- C3 Phone sanction procedure
- 6th form arrangements
- Uniform
- H3 procedure
- Behaviour Tree
- Monitoring arrangements

Up-date and additions August 2012

- Vivo reward system
- Faculty behaviour champions and areas of accountability

Up-date and additions September 2014

- C1 cumulative sanctions and C2 Behaviour only sanctions including the use of restorative meetings
- C3 Behaviour for Learning Targets set with clear achievement deadline. These targets will be logged on Go4Schools in home and school notes
- Vivo reward system value adjustments
- Glossary of abbreviations

Update and additions September 2016

- Behaviour Sanctions Grid
- Report Flow Chart
- Copy of Report

Update and additions September 2017

- Replacement of Appendix 4 with new consequence ladder
- Addition of reintegration session after readmission meeting following fixed term exclusions
- Extension of Behaviour Contract process

Update and additions January 2018

- Addition of day in H3 after failure to attend SLT detention
- Update of Vivos to Sparks

Glossary of abbreviations

BIP	Behaviour Improvement Plan
BLIT	Behaviour for Learning Improvement Targets
CAF	Common Assessment Framework
C1-7	Consequences
FLL	Faculty Learning Leader
H3	Internal exclusion room
PLL	Progress Learning Leader
PSP	Pastoral Support Plan
SLT	Senior Leadership Team
S1,2,5,10,25	Sparks Reward Points

	Sponne School Behaviour Policy	Issue Date: Revision Page	2018/19 Jan 2019 Page 6 of 23
---	---	--	-------------------------------------

Appendix 1

STUDENT CHARTER

We are proud to come to Sponne School.

1. We want our school to be a great place to attend, where students are keen to be involved in the full range of learning opportunities available by being fully prepared to learn.
2. We want to set high standards of behaviour for ourselves that is thoughtful and mature and helps us to develop into responsible citizens
3. Everyone in our school community should have the right to feel safe regardless of their background, colour, sexual orientation or ability and to know where to go if they want someone to talk to.
4. We will speak out if we see injustice or actions that go against this charter and channel these concerns through the Student Council so that a resolution can be found.
5. We will contribute to our own success in school by setting ourselves high standards in organisation, attendance and punctuality.
6. We want to have opportunities for praise and to gain credits for meeting challenging but achievable goals and demonstrating personal improvement and expect these rewards to be applied fairly and consistently by teachers.
7. We will make good behaviour choices and if we don't we will know why we get a sanction (Consequences) and what to do to improve. This will be helped by us accepting the teacher's authority in creating a positive learning environment.
8. We will treat other members of the school community with respect because we know how we want to be treated ourselves.
9. We will respect our environment and will not tolerate vandalism and will actively look for ways to recycle and reuse whenever possible.
10. The Code of Conduct will be displayed in the classroom with this Charter, outlining basic rules.

	Sponne School Behaviour Policy	Issue Date: Revision Page	2018/19 Jan 2019 Page 7 of 23
---	---	--	-------------------------------------

Appendix 2

CODE OF CONDUCT

All students have the right to feel safe and secure at school, and to be protected from harm.

We have high expectations of the entire community at Sponne. Common sense should prevail at all times. Mutual co-operation, respect for property, respect for our environment and above all, each other, are essential to our happiness.

We are valued and should value others. This means that each of us will:

- Be courteous
 - in speech and conduct
 - show respect for others
 - be well-behaved
- Be considerate
 - be attentive
 - be patient
 - care for people and their property
- Be punctual
- Be prepared
 - in the correct school uniform
 - have all the correct equipment
 - be ready to work
 - complete independent learning and coursework to deadlines
- Behaviour for Learning
 - start work promptly
 - follow instructions
 - produce high quality work
- Be tidy
 - in your appearance
 - take pride in your work
 - care for your surroundings
- Be safety-conscious
 - move around the school calmly
 - observe all safety practices
 - use all equipment carefully

Remember at all times that we are representatives and ambassadors of Sponne School.



Appendix 3

Consequences and Sanctions



	Sponne School Behaviour Policy	Issue Date: Revision Page	2018/19 Jan 2019 Page 9 of 23
---	---	--	-------------------------------------

Appendix 4

Rewards – Sponne Sparks

Sparks is a new internal reward system that allows us to continue to reward our students. They are logged and tracked on Go4Schools with students being able to see how many they have either through the App or through their online log in. With each Spark being worth one pence, students can use their rewards to purchase a number of different items. School Council are fundamental in deciding what items students can buy and these are then included on the system. With this being a school run system, there is also considerable flexibility with this and as such, the items purchased can be changed or themed on a regular basis.

Aim

We aim to use Sparks to recognise and encourage students' efforts and achievements and recognise progress and achievement in areas of curriculum learning, citizenship, becoming an independent learner, following school rules and procedures and extra-curricular activities.

Our reward system will:

- Be applied with consistency
- Recognise ongoing good performance
- Recognise students who are improving, who are generally good and those who are outstanding at some point.

There is an expectation that students will follow the **Code of Conduct**. In support of a positive learning ethos all members of staff play a role and will aim to use praise three times more often than they criticise and build positive relationships with their students.

Students will be given Sparks for:

An excellent piece of work
 Commended assessment work
 Regular good contribution in class
 Commended for sustained improvement in effort
 Good attendance and punctuality
 Being a good friend in need or a good citizen
 For being a good team member or a member of a group



Reports

- Go 4 Schools will be the system giving access to real-time reward statistics and behaviour leagues and tracks staff usage ensuring rewarding transparency and fairness
- All teachers can access information and plan reward opportunities
- Faculty BEHAVIOUR CHAMPIONS will engage with Sparks data and work within their faculty to develop a coherent approach and develop good practice models.

In promoting a positive ethos we will actively seek opportunities to award Sparks in and around the school community and this aspect will be supported by the involvement of the Parents Forum and the School Council.

Celebration Assemblies.

Celebration assemblies will be held three times a year by the Progress Learning Leader.

	Sponne School Behaviour Policy	Issue Date: Revision Page	2018/19 Jan 2019 Page 10 of 23
---	---	--	--------------------------------------

Appendix 5

Progress Learning Leaders TRAFFIC LIGHT Report System

Reports issued will cover a one week cycle.

Green Report (more than 7 negative points lost in a week)

Issued by **Form Tutor** to monitor identified minor concerns/ difficulties **following loss off 7 negative sanctions in a week.**

Initial punctuality / Attendance concerns
Independent learning or class work concerns– often following concerns raised by parents/subject teachers
Initiated by student following tutor/student discussions

These reports can be for:

Self-monitoring
Form tutor/student monitoring
PLL / parent up-date
First step behaviour management

Practical arrangements:

Student/Form Tutor fills in targets and timescales
A letter goes home confirming arrangements
Student completes details and may ask for teacher initials to confirm
Form Tutor monitors progress
Completed report goes to PLL at the end of the week.

Outcomes could be

Praise if there has been progress (Reward system) and student has gained less than 12 points on their report, and 7 negative points on Go4Schools.
Continue report for a further cycle if they have failed report or move to AMBER report for continuing or escalating concerns
Parents to be informed

Amber Report

Issued by Progress Learning Leader in response to increasing concerns or loss of more than 14 negative points, or following a day in H3

These reports can be for: Monitoring improvements in work behaviour
Behaviour management strategy

The student hands the report to the subject teachers at the beginning of the lesson
Report monitored by Form Tutor and PLL and signed by parents

Outcomes:

Improvement / praise / move to GREEN report and student has gained less than 12 points on their report, and 7 negative points on Go4Schools
Continue on AMBER for another cycle or onto Red if there are still concerns, and student has failed report.
Move to **H3** if there has been failure to respond to the demands/expectations
Parents to be informed



Sponne School Behaviour Policy

Issue Date:
Revision
Page

2018/19
Jan 2019
Page 11 of 23

Red Report

Issued by PLL for serious or escalating issues, exclusion, failure of Amber Report, or loss of 21 or more negative points in a week.

Targets set at readmission meeting

The student hands the report to the subject teachers at the beginning of the lesson

Report monitored by Form Tutor and PLL daily and signed by parents

Outcomes:

Improvements/praise / move to AMBER and student has gained less than 12 points on their report, and 7 negative points on Go4Schools

Continue on RED for a further cycle if there are still concerns or student has failed report

Meeting with parents/PLL/SEN/Inclusion

Move to **H3** if there has been failure to respond to the expectations and consideration for intervention or alternative arrangements.

Pupils on RED report may have accompanying strategies to support them (e.g. Time out / anger management strategies). Following discussions individual programmes of support may be advised. More information can be found in the ***Inclusion Policy***.

Working Together

Good communication is vital to support the Behaviour Policy aims and to ensure that it is implemented consistently.

- All members of staff are expected to use the Reward and Sanction Systems effectively to support students and encourage commitment and outstanding behaviour.
- PLLs manage the tutor teams and have the overview of their year group's progress.
- FLL support subject teachers to manage behaviour issues and to strive for good and outstanding behaviour.

PLL will monitor the report daily to check the behaviour of the students giving concern and to move them up the sanction system under "persistent disruptive behaviour" at C6/C7 level.



Behaviour Consequence Ladder



	Sponne School Behaviour Policy	Issue Date: Revision Page	2018/19 Jan 2019 Page 14 of 23
---	---	--	--------------------------------------

Appendix 6

SIXTH FORM REWARDS YEARS 12/13

Sponne Sparks are logged for KS5 in line with the rest of the school. Staff can decide to log Sparks for any of the following reasons:

- An excellent piece of work
- Commended assessed work
- Regular good contributions in class
- Commended for sustained improvement in effort
- Good attendance and punctuality
- Being a good friend in need or a good citizen
- For being equipped and well organised over a period of time
- For sustained commitment to a team or group

Each week tutors log on to Go 4 Schools in tutor time and discuss their tutor group's Sparks.

Once a term, prizes are handed out to the top performing girl and boy in both years 12 and year 13. This takes place three times a year: Christmas/Easter and Summer Term in achievement assemblies.

The aim is to create a competitive spirit Years 12 and 13 and in turn raise their levels of achievement.

Sixth Form Sanctions/Support Procedures

Sixth Form sanctions follow the same system as KS3/4. Students who accrue sanctions will be spoken to firstly by the form tutor and if issues persist then there is PLL intervention. PLL will be in the form of any of the following:

- Contact home
- Attendance report
- Pastoral detention
- Student interview with PLL and targets set

After each review, the PLL carries out a detailed data analysis and any student falling below their target in two or more subjects will be interviewed by the PLL and referred to a **silent study room** during his/her study periods until the targets have been met. Intervention at subject/faculty level will also take place in addition to this, with students working in faculty areas where necessary. This system has seen a marked increase in results across both year groups.



Appendix 7

Guidance for staff and students

CONSEQUENCES

C1 and C2

C1 is a Formal warning.

It is given when a student fails to keep to the **Code of Conduct**

Code of conduct	Teacher response
Be prepared and equipped for the lesson: Hand in independent learning to deadline Move around the school calmly observing all safety practices	Student to restate expected behaviour Student to write in planner Phone call / letter home if student is stating inability to provide equipment needed
Be considerate and courteous Enter the classroom in an orderly manner	Line students up Be in the class to receive students Use seating plans
Behaviour for learning Settle promptly and demonstrate a readiness to listen to teacher instruction. Complete work to a good standard.	Develop a starting routine Use praise 3:1 and recognise students who are demonstrating expected behaviour Ask for questions from students who feel unable to get going Use students as peer prompts Keep the pace of lessons lively and give markers for quantity and quality Reward good effort as well as good standard
Respect for others and your environment	Establish a good teaching environment and reward students who show respect for others and the environment <i>NB For ALL comments/actions of a racist nature, bullying or verbal abuse generally please follow the established procedures in the anti-bullying policy</i>

C1 can repeat in line with the Consequences and Sanctions.

Behaviour for Learning repetitions will result in a C2

The student can be asked to go outside the classroom to consider their actions.

- Only leave outside for 2-3 minutes.
- Ask the student to tell you what is expected of them.
- State what will happen if they do not do as requested (C3 sanctions)
- Tell them that you will notice improved behaviour.
- Do not spend time going over unwanted behaviour.
- Restorative meeting at Break or Lunchtime.

C3

A C3 sanction (RED FLAG/Faculty Parking) will be given for students failing to show expected behaviour despite having been given opportunities to improve.

Faculty Parking arrangements – all teaching staff should be aware of these arrangements within their faculties, including cover teachers and this action should be used before an SLT call out is considered.

It is also given for behaviour that is more serious in nature and **prior to an SLT callout if the behaviour continues:**

Disrupting the learning of others
Failing to follow teacher instructions and accept their authority
Failing to talk to others with respect
Behaviour affecting the safety of others
Failure to respect the classroom environment
Inappropriate use of mobile phone/audio equipment

When a student has been faculty parked, they should be given a student reflection sheet, and this should be used to discuss with students their behaviour, and set targets before they return to lesson.

Targets must be restated prior to the student entering the next lesson.

The subject teacher shall make an appointment with the student to:

- Discuss what is expected of the student in order for behaviour to be satisfactory in class.
- A change of seating may be recommended.
- There could be clarification of any learning difficulties the student may have.
- The time could also be used to complete any work missed due to disruption.
- The student should make an apology for disrupting/being rude and show good commitment to improving behaviour for next lesson.
- There may be issues that should be passed on to the PLL.

Next lesson: If there are further concerns in the next lesson the teacher will inform the FLL who will be involved at **C4 stage**. There should be support for the teacher from the FLL until there is a satisfactory resolution for the teacher.

The PLL weekly sanction review will highlight concerns regarding a student from more than one subject. If a student loses more than seven negative points in a week, they will be put onto report. More serious concerns and persistent disruptive behaviour may result a more serious sanction being given (C5 SLT detention; C6 - H3 fixed term 'exclusion' for persistent disruptive behaviour.

Mobile phones:

1st log will result in a letter home. This will clearly state the procedure for further incidents. 2nd log in one term will result in an SLT detention (C5) and students will be aware that any further incidents will result in a phone call home to parents to say that the mobile phone must be left at home or left in student reception throughout the school day. This action will be initiated by the PLL/SLT link.

The detention will be prompted by Student Services monitoring of data.

Persistent refusal by students to follow this school rule could lead to a C7 sanction.

	Sponne School Behaviour Policy	Issue Date: Revision Page	2018/19 Jan 2019 Page 17 of 23
---	---	--	--------------------------------------

A mobile phone may only be used in a lesson where express permission has been granted by the subject teacher for its use being linked to the classwork.

C4

There should be discussion between the FLL and class teacher about the students at this level. It is important that the FLL supports the subject teacher and that behaviour issues are dealt with consistently. If a student is giving concern in more than one subject area the PLL will take a lead in the intervention.

FLL actions from:

- Interview with student and teacher to follow up on the situation
- A letter home to parents expressing the concerns and stating expected improvements. Parents should be contacted to discuss the difficulties
- Faculty report, with achievable targets set for improvement monitored by FLL

If above sanctions have failed then the FLL will give a C5 and the student will be discussed with the SLT link.

PLLs will consider the following actions:

- A Pastoral Support Plan
- Inclusion Interventions
- An Early Help Intervention
- Referral to an external support agency.
- Discussion at the Working Together Multi-Agency meetings.

C5

SLT CALL OUT

The on call system should be used for emergencies and where other strategies at C1-C4 have failed. FLLs should be proactive in their support of subject teachers where difficulties have been identified and it is expected that, with the support of parent involvement, use of Student Reflection Sheets, Restorative Meetings and Faculty Parking most teachers will feel confident that they have strategies to help them to manage challenging behaviour.

If a student becomes aggressive, unruly, continuously challenges the authority of the teacher then a member of the SLT should be called. This should be logged by the classroom teacher as a C5a SLT Call out and link in the member of SLT that attended. It is then the role of the SLT member to log the sanction that has been given to the student. If a student makes homophobic, racist or sexualised comments then SLT should be called, and a pastoral hate crime logged on Go4Schools.

SLT DETENTION

FLL/PLL/SLT **only** logs a C5 for a student, following a review of the actions already recorded. The student will attend a **SLT after school detention**.

Student services action the detention letter to parents and prompt the FLL/PLL/SLT to provide work. The letter outlines actions taken by school and the choices made by the student that have led to this sanction.

Administrative process to support sanction:

1. Student reminder on day of detention.
2. Detention list to SLT on duty.
3. Failure to attend is followed up by Behaviour Management at **C6**.
4. If the student refuses to comply with this sanction on another occasion it will be dealt with at **C7**.

C6

H3 Procedure

H3 has been set up as a place where a small number of students can be supervised in isolation from the rest of the school as an intermediate step between the other disciplinary sanctions and prior to fixed term or permanent exclusion.

A move to H3 must be a considered action and be used within clear boundaries in order to reinforce with the students the serious nature of this arrangement. It is not an arrangement that can be used as an extension of the sanctions available to deal with a classroom discipline difficulty and so is defined as a planned action. If behaviour escalates in the classroom it should be dealt with by calling for SLT.

The person initiating this action must make contact with parents via telephone.

The chart below indicates the routes to H3

			Further action
SLT	Emergency SLT action, as a holding situation prior to a student being sent home. Failure to attend SLT detention	Work organised by H3 Managed by Behaviour team	Meeting with parents before re-admission. Full day in isolation for the first offence of not attending. Exclusion for non-attendance following this. SLT member to telephone home to inform of punishment.
	As an internal exclusion as an alternative to exclusion	Work organised by H3	Parents contacted by the SLT member and informed of the reasons for the internal exclusion
PLL	As a planned action from tutor time or social time: <ul style="list-style-type: none"> • Failure to respond to "Traffic Light" reports/Behaviour Contract • Multiple C3/4s 	Work organised by H3	Parents to be contacted to give a clear message that persistent failure to meet the expected behaviour will result in a C7 sanction.
FLL	As a planned action from this subject only Failure to respond to all other Faculty strategies: Faculty report/ internal faculty withdrawal/ letter home. On exit targets are set for reintroduction to lessons	Work/Targets supplied by subject teacher and managed by Behaviour team	Parents informed by H3 if targets are not met & a Behaviour Improvement Programme (BIP) will commence

	Sponne School Behaviour Policy	Issue Date: Revision Page	2018/19 Jan 2019 Page 19 of 23
---	---	--	--------------------------------------

Support on offer from Inclusion Support

Learning support is given to students struggling to access the curriculum.

1-1 personal support – drop in and appointments when needed

1-1 Programmes can be set up to work on: working on building self-esteem and self-awareness, protective behaviours, motivation, empathy, social skills and education programmes following racist, homophobic or sexualised behaviour/ hate crimes.

Group sessions including: Understanding Anger; Team Esteem; Promoting Positive Behaviour; Staying Safe; Drawing and Talking.

C7

The ultimate sanction available to the Head Teacher is exclusion – including permanent exclusion. The decision to exclude is never taken lightly and it is important that school follows the correct procedure. This section of the behaviour policy therefore draws upon the guidance 'Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units' published by the DCSF and the statutory guidance from the DFE, June 2012 Exclusion from maintained schools, academies and pupil referral units in England.

A **Fixed Term Exclusion** is a response made only by the Head Teacher.

Within the consequences system there is sufficient resilience to ensure that students have opportunities to resolve issues without them escalating. They are encouraged to make good choices and supported if they are struggling to develop these skills. Students need to learn that there are consequences to poor behaviour and take responsibility for the choices they make.

At this level concerns will always be dealt with by SLT; call out or referred to. The standard for consistent application of sanctions will be monitored through the SLT log and confirmation of level of response will be in consultation with the Head Teacher or another member of the SLT.

The following types of behaviour are **serious** and will lead to fixed term exclusion. This is not a prescriptive list and other behaviours may be seen as being equally serious.

- Behaviour that persistently disrupts the learning and progress of others (standard: daily event reports to PLLs prompting SLT link response)
- Dangerous or wilful behaviour that results in, or has the potential to result in, injury to others or damage to school property or the property of other members of the school community (standard: SLT log)
- Racism (standard: Equalities Policy)
- Foul and abusive language; always if directed at a teacher and also if directed towards a student with aggressive intent (standard: SLT log)
- Continued refusal to follow instructions and undermining the teacher's authority (standard: SLT log)
- Assault or fighting (standard: SLT log)
- Threatening behaviour and / or intimidation (standard: police involvement)
- Physical aggression to a member of staff (standard: SLT log)
- Peer on Peer abuse (standard: police involvement – see Safeguarding Policy)
- Bringing knives or other offensive weapons onto the premises (standard: police involvement/SLT log)



Sponne School Behaviour Policy

Issue Date:
Revision
Page

2018/19
Jan 2019
Page 20 of 23

- Possession or use of illegal or dangerous substance onto the school premises, including drugs, alcohol or solvents (standard: police involvement)
- Smoking on or in the vicinity of the school site (standard: one warning letter)
- Bringing cigarettes, lighters, matches onto the school site. (standard: one warning letter)
- Theft (standard: police involvement)
- Bullying (persistent or severe) (standard: information gathered and PLL involvement)
- Breaking a behaviour contract (standard: information gathered and PLL involvement)
- Interfering with fire alarms, fire equipment (standard: police involvement)
- Behaviour out of school that affects the reputation of the school (standard: SLT log).

Re-admission meetings

At the end of all exclusions parents are invited to attend a re-admission meeting with their child. These are important meetings; the school has found that working together with parents is the most effective means of ensuring that a child gets back on track. These meetings will be conducted by a member of the leadership team and the PLL. The student will be expected to make a commitment to improve their behaviour and achievable targets will be set and monitored through the Red Report, PSP or Behaviour Contract.

Permission may be sought for an Early Help Assessment to be completed in order to address the issues that present as barriers to success and to engage appropriate support for the student and family.

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrate's Court when deciding to impose a parenting order.

Reintegration

Following the re-admission meeting, the student will then spend their first lesson in the House preparing them for their return to their subjects. This will consist of a review of the exclusion and consider ways in which a repeat offence could be avoided and create combined strategies that the student could use. This is a preventative strategy to avoid further exclusions.

Behaviour Contracts

Where a student is continually failing their report, and accumulating a high number of sanctions, a Behaviour contract will be implemented. During the Behaviour Contract meeting, with the PLL and Inclusion Manager, the student will be given clear targets to achieve over a period of four weeks. Failure to achieve these targets will result in a meeting with the SLT link or SLT responsible for Behaviour with a second behaviour contract put into place. Failure to meet the targets on the second contract will result in a fixed-term exclusion.

Pastoral Support Programmes

If a student is considered to be at risk of permanent exclusion a pastoral support programme (PSP) will be organised at the re-integration meeting or at a separate "At risk of permanent exclusion meeting". This will be considered alongside the Early Help Assessment .

Support on offer from Inclusion Support

Learning support is given to students struggling to access the curriculum.

1-1 personal support – drop in and appointments when needed

1-1 My Time Booklet: working on building self-esteem and self-awareness

Group sessions including: Understanding Anger; Girls Group; Boys Group; Team Esteem; Promoting Positive Behaviour; Staying Safe

	Sponne School Behaviour Policy	Issue Date: Revision Page	2018/19 Jan 2019 Page 21 of 23
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Education during exclusions

Work is not provided for one-day exclusions as students should have independent learning and/or coursework to do. For longer exclusions students will be provided with work through the **Frog VLE, EdPlace or via email** by the subject teacher to cover curriculum expectations. If exclusion is longer than 5 days arrangements will be made for the student to receive appropriate education between the Cluster Secondary Head Teachers. Where a **Looked after Child** is excluded provision should be in place from the first day of exclusion.

Public examinations during an exclusion period

The school will make arrangements for excluded students, including permanently excluded students, to sit any public examination that fall within the exclusion period. However, the examination may be supervised in isolation or held at another examination centre for example at another local school.

Where a child should be during exclusions

Parents have a duty to ensure that when their child is excluded that he/she is not present in a public place during school hours during the first five days of an exclusion, unless there is reasonable justification for this. It will be for parents to show reasonable justification. If parents do allow their child in a public place then they may receive a penalty notice from the LA. They must also ensure that their child does not come to the school during the period of exclusion, especially to meet friends, at the end of the school day. This information is clearly stated in the letter to parents so that they are informed of their legal duty.

Length of exclusions

The length of the exclusion is decided by the Headteacher and may take into account: the nature of the incident, any provocation that might have led up to the incident, a student's previous behaviour record.

Lunchtime Exclusions

The Headteacher may decide that an appropriate punishment is lunchtime exclusion. By law each lunchtime exclusion is equivalent to half day fixed term exclusion. Lunchtime exclusions do not count towards the school's duty to provide full time education from day six of fixed term exclusion. Parents will have to make arrangements for their child to be collected from school at the beginning of lunch, supervised and then returned to school at the end of lunchtime.

Up to 5 days

Most exclusions at Sponne School last for less than 5 days and so are covered by the arrangements outlined above.

6 to 45 days

Longer exclusions in excess of five days are used for serious incidents. For example where there has been violence resulting in a serious injury, a recorded pattern of persistent disruption to lessons and refusal to comply with instructions or persistent bullying. If a student has been excluded for more than 5 days in a single term, arrangements will be made to provide the equivalent full time education except for students of non-compulsory school age. It is for the Headteacher to determine the appropriate setting for this to take place.

Regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 days in one school year. This applies to the child and not the institution. This means if a student has been excluded and moves school, then the record of exclusion goes with them.



Sponne School Behaviour Policy

Issue Date:
Revision
Page

2018/19
Jan 2019
Page 22 of 23

Permanent Exclusion

A permanent exclusion means that the student no longer attends the school unless the decision is overturned by governors. A permanent exclusion will only be considered for students with a record of persistent poor behaviour despite having their needs identified and supported with intervention strategies. A single “one-off” incident may be considered serious enough to warrant a permanent exclusion, for example, if a student hit a teacher, sold drugs on the school site or set a fire in school. This will also occur when the total number of fixed period exclusions exceeds 45 days in any one school year. The process that is followed is:

- Written notification will be provided promptly following the decision to exclude.
- Where an excluded pupil is of compulsory school age the head teacher must also notify parents without delay, and by the end of the afternoon session.
- Application for appeal must be submitted by the parent within 15 school days of notice being given by the governing body of their decision to uphold a permanent exclusion

The Discipline Committee

The Governing Body delegates its functions in respect of exclusions to a committee of governors, the **Discipline Committee**. The Discipline Committee reviews all permanent exclusions and fixed term exclusions of more than 15 school days in one term (or which brings the student’s total number of days of exclusion to more than 15 in one term) and, should parents request it, will meet to consider a fixed period of exclusion of more than 5, but not more than 15 school days in any one term.