

### **3. Behaviour Management Policy**

This Policy applies to all teaching staff.

Related policies and documents: Learning & Teaching; Anti-bullying and the school's response to bullying, including cyber-bullying; Single Equality; Physical Intervention policy; Special Educational Needs and Disabilities; Use of the Internet; Uniform; Home School Agreement.

The senior leadership team (SLT) oversees the application and monitoring of this policy.

**Relevant Middle Leaders will have an overview of behaviour incidents and patterns of behaviour in their areas of responsibility, together with resolutions; they will report regularly to their SLT line-manager.**

*Note that this policy has been constructed in line with guidance from the Department for Education with direct reference to the documents entitled 'Behaviour and Discipline in Schools' and 'Ensuring Good Behaviour in Schools'.*

*Please also note that for the purposes of this policy, 'parents' refers to any adults with legal responsibility for children in their care, i.e. biological parents, legal guardians and carers.*

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## **1. Rationale**

Students have a right to learn and teachers to teach and, without good behaviour, neither is possible. The school has a responsibility both to manage students' behaviour and to encourage students to manage their own behaviour in such a way that learning and teaching can be effective in school, on school visits and on their way to and from school. Whilst it is possible to produce a list of school rules, students' good behaviour is secured in the longer term through modelling very high expectations, respectful relationships and clear boundaries. The management of students' behaviour in schools is a complex and challenging area for schools' and school leadership and the aim is to ensure that effective learning and teaching can take place in a well-ordered environment. To this end, the school's expectations of student behaviour, of the quality of teaching, of the interactions between students and staff which facilitate positive behaviour for learning and of the supportive involvement of parents and outside agencies in promoting good behaviour are high.

It is our belief that excellent student behaviour is promoted through an engaging and challenging curriculum, and from excellent teaching; to this end, the principles of Behaviour for Learning are promoted in our Learning and Teaching Policy (Policy number 33).

We also believe in a restorative approach and want to provide students the platform and opportunity to reflect on unacceptable behaviour in a bid to show improvements in future behaviour.

This policy will also apply at other times when misbehaviour could have repercussions for the orderly running of the school or poses a threat to another student or member of the public, or might bring the school into disrepute.

## **2. Purpose**

Our aim is to encourage students to adopt values, attitudes and standards which will produce a positive learning environment and a happy and ordered school atmosphere, and to:

- encourage students to manage their own behaviour
- encourage students to reflect on unacceptable behaviour
- praise and support positive behaviour
- use preventative measures wherever possible

- involve parents in the management of their children's behaviour
- provide staff, students and parents with common standards and guidelines for behaviour management
- provide staff with the necessary support in dealing with incidents of challenging behaviour
- identify the set procedures in managing students (in liaison with their parents) who, for whatever reason, choose to disregard the BHCS Behaviour Management Policy.

### **3. Principles**

We believe that in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. We therefore seek to create a caring learning environment in the school by:

- ensuring consistency of response to both acceptable and unacceptable behaviour, in the knowledge that the rigorous and consistent application of the Behaviour Management policy will result in overall student well-being and school improvement
- promoting good behaviour and discipline, both within school and beyond the school gate
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all
- promoting/facilitating/initiating early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents / guardians /carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures
- having due regard to the school's legal duties under the Equalities Act 2010, in respect of students with Special Educational Needs.

We also believe that good behaviour in school must be built on a foundation of solid values – kindness, respect and living without harm.

Finally, we believe that students must have an opportunity to reflect on their behaviour to ensure that students understand the impact of their own unacceptable behaviour on both themselves and others. Students must also have opportunity to reflect on how they can avoid unacceptable behaviour, and show improved behaviour in future. We believe all staff play a crucial role in facilitating this process by not only giving students time to reflect, but also by holding conversations to help guide students to successful reflection. It is with this belief in

mind, that the school does not use the traditional word ‘detention’ and instead students will be set periods of ‘reflection’ as a result of unacceptable behaviour.

#### **4. Roles and responsibilities**

To ensure the principles of this policy are met,

- students will be expected to take responsibility for their own behaviour and understand how this should reflect the principles of the school policy
- students will be expected to reflect on their own behaviour
- all staff will be responsible for ensuring that the policy and procedures are followed consistently
- all staff will be responsible for ensuring that students have the opportunity to reflect on their behaviour, and facilitate opportunities for students to discuss unacceptable behaviour (and it’s impact on themselves and others)
  - incidents of unacceptable behaviour may result in a period of reflection being set. All periods of reflections must be recorded in SIMS with details that accurately reflect the nature and seriousness of the incident (for example, any bad language must be recorded fully including the exact words used)
- parents will be expected to take responsibility for the behaviour of their child both inside and outside the school
- parents will be encouraged and expected to work in partnership with the school to maintain high standards of behaviour
- parents will be expected to ensure that their child attends any sanctions that have been imposed. This may include re-arranging, cancelling or postponing after school appointments to ensure the child is able to serve the sanction in a timely manner.
- parents will have the opportunity to raise with the school any issues arising from the operation of the policy by communicating in the first instance with the students’ teacher/tutor and if necessary with relevant middle leaders/senior staff
- the Governing Body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour in the school and will keep it under review
- the Governing Body will ensure that it is: communicated to students and parents/ guardians/carers, is non-discriminatory and that the expectations are clear
- Governors will support the school in maintaining high standards of behaviour.

#### **5. General expectations.**

Students should:

- comply with all student-related policies
- show consideration for the feelings, interests and property of others
- be courteous and well mannered
- be kind to all other members of the school community and visitors to the school
- comply quickly with instructions given by staff without argument
- expect sanctions for non-compliance, i.e. failure to follow reasonable instructions from staff (i.e. instructions related to the application of the behaviour management and other relevant policies)
- show respect for staff, other adults and fellow students and behave in a way which brings credit to themselves, their families and the school
- switch off mobile phones & other electronic devices including headphones and leave them out of sight when in school
- keep the school clean and tidy
- conduct themselves to a high standard on journeys to and from school
- expect rewards and recognition, via additional stamps and house cup points for meeting expectations and going above and beyond those basic expectations

Students will/must not:

- smoke on the school site nor to and from school or at any time whilst wearing school uniform
- Use mobile phones whilst in school
- Photograph or record students or staff in school
- be in possession of banned or prohibited items in school (see a fuller list of these items in Section 10, p. 8, of this policy), such as controlled drugs, non-prescription drugs such as ‘legal highs’, weapons, fireworks, alcohol, cigarettes or stolen goods, inappropriate materials (such as pornography)
- bring gum onto the school site or chew gum on the school site
- bring valuable possessions to school
- leave the school premises at any time without a written request from his/her parents and and/or permission from a senior member of staff (all students leaving must sign in and out at Student Welfare)
- drop litter or damage the fabric of the school or the school premises
- bring into school nor consume ‘energy’ drinks such as Relentless, Monster (i.e. drinks high in caffeine or other similar stimulant chemicals) or any carbonated drinks, including coke and other similar products (carbonated water)

- eat during lessons, unless for authorised medical reasons  
drink anything other than still water from a clear plastic bottle during lessons (at the teacher's discretion); any consumption in Science and ICT lessons is not normally permitted
- refuse to follow instructions of any staff member
- return to lessons until they have complied with instructions and/or relinquished items that have been confiscated in accordance to the behaviour (e.g. mobile phones) or uniform policy (e.g. jewellery)
- attempt to avoid the sanctions that have been imposed as a result of unacceptable behaviour.

Staff should:

- Utilise a range of positive behaviour management strategies
- Regularly communicate and model high expectations and the core values of the school – kindness, respect and living without harm.
- Support students and guide students to making positive choices about behaviour
- Endeavour to provide consistency by using sanctions according to the severity of the behaviour and by using the school's escalation system (warning, 15min/break reflection, 30min/lunch reflection, after-school reflection)
- Maintain consistent expectations at all times
- Attempt to build positive and productive working relationships with students
- Understand the needs of students and try to look for causes of unacceptable behaviour
- Adopt both a preventative and restorative approach to behaviour management
- Provide opportunity for students to discuss their behaviour and guide students towards understanding of positive and improved behaviour
- Ensure students are supported appropriately in a way that leads to positive and improved behaviour.
- Adhere to support strategies laid out in SSP (Student Support Plans) and/or PSPs (Pastoral Support Plans).
- Adhere to support strategies recommended by external agencies such as CAMHS, Children's Services, etc.

**6. Behaviour in and around the school**

- In movement around the school, students should move in an orderly and quiet fashion. They should line up sensibly outside rooms and enter and leave all classrooms in a calm manner, as directed by staff.

- Students should observe the one-way systems in operation around the school and should keep to the left in corridors.
- All bells are action bells and students should move when informed by the teacher/tutor.
- Students must be on time for school and for lessons and have the necessary equipment and books with them.
- Students should only use the official entrances to the school grounds.

## **7. Rewards**

A school ethos of encouragement is central to the promotion of good behaviour. Rewards have a motivational role in helping students to realise that good behaviour is valued. Our view is success is its own reward but we also recognise that students respond positively to a system whereby they can earn points for meeting standards of good behaviour. To that end, all students can earn Merit Stamps from their subject teachers for their conduct and performance in lessons and from their tutors for attendance and punctuality; these Merit Stamps are collected in the Student Planner.

### Academic – Faculty Stamps

Meeting expectations – The 5 Golden Rules

1. Uniform
2. Behaviour
3. On Time
4. Equipment
5. On Task

### Attendance – Merit Stamps

Students receive a merit stamp if they have been punctual to both morning and lunchtime Tutor period.

### House Cup Points

Students will be awarded House Cup points by their teachers for going above and beyond in terms of effort and engagement, for producing excellent work, maintaining excellent standings of behaviour and attendance, etc (further details regarding award of House Cup points can be found on the school's VLE).

Accumulation of House Cup points will lead to students being given opportunities to attend reward activities such as the Pop-Up Cinema and/or the Thorpe Park rewards trip.

## **8. Use of mobile phones & other electronic devices**

At Brighton Hill, students are normally permitted to bring mobile phones and other electronic devices to school for use if necessary before and after school. This concession is purely, therefore, a health and safety consideration; students and families should be aware that use of mobile phones and other electronic devices during the school day is not permitted unless explicitly permitted by a member of staff.

If mobile phones and other electronic devices are brought into school, these items remain solely the responsibility of the student; they must be kept out of sight and switched off whilst on school site throughout the school day including break and lunchtime (including at PowerLeague).

Telephone communication between parents and students must only take place through school staff; this is so that the authority of the school is not undermined, so that learning is not interrupted and so that the safety of students is not compromised. In addition, parents are specifically requested not to send (or respond to) text messages from students during the school day. The school reserves the right to confiscate the mobile phone if it is clear that communication of this nature has taken place during the school day.

If a student is using a mobile phone on the school site before school or after school, the student will be told to put the phone away, unless the student is contravening any other school rule – e.g. photographing another student without consent. If a member of staff sees or hears a student's mobile phone or other electronic device between 8.25am and 3pm (or 4pm if students are in periods of reflection or structured/scheduled revision sessions), the device will be confiscated by the member of staff concerned and kept safely until a parent or nominated adult has collected the phone. All such devices will be placed in an envelope marked with the following details: student's name, tutor group, date, name of staff who has confiscated the item, brief description of the item; the device will then be taken by a member of staff to the Student Welfare Office where it will be kept securely in the school's safe (see Section 10 – Confiscation – for further details) and details of the confiscation logged onto SIMS by a member of staff in the Student Welfare Office. In the event of confiscation, a member of staff (usually the Student Welfare Officer or reception staff) will, where possible, attempt to contact the parent to inform him/her of the confiscation and to explain how the device can be recovered at the end of a school day by the parent or by a nominated responsible adult by arrangement with the parent; ultimately, the student involved has the responsibility of explaining the confiscation to his/her parents.

Confiscated items (inc. mobile phones) will not be returned to students under any circumstances, e.g. due to an impending weekend or school holiday. Retrieval of the confiscated item within the working hours of the school staff is the responsibility of the parent.



Repeated use of an electronic device will be reported to relevant senior staff and a suitable sanction will be issued. A sanction could involve a permanent ban on a student bringing the device into school, or other appropriate sanction, up to and including exclusion.

If a student fails to relinquish his/her mobile phone (or any other similar device or banned item) upon request of a member of staff then he/she will not be permitted to return to lessons until the item in question has been relinquished and placed in to the school safe as detailed above.

If the mobile phone contravention involves other related misdemeanours, such as rude, argumentative or obstructive behaviour, then additional appropriate sanctions may be applied.

## **9. Sanctions**

Teachers have statutory authority to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school (see Section 12 below). At the Headteacher's discretion, the authority to administer sanctions in line with this policy applies to all paid staff with responsibility for students, such as teaching assistants.

Sanctions are needed to respond to inappropriate behaviour; a sanction serves as a punishment, a deterrent and an opportunity to reflect. Reasonable penalties can include: confiscation, retention or disposal of a student's property (see Section 9); periods of reflection, either during the school day (during break and/or lunch times) or after school; internal isolation in the Personal Reflection Room. Headteachers can also decide to exclude a student for a fixed period or to permanently exclude them.

The school uses periods of reflection as a form of sanction; whilst home/school communication is important, parental consent is not required with regard to the serving of periods of reflection, and parents are responsible for their children's journey home following an After-School Reflection.

Teachers also have a specific legal power to impose detention outside school hours, e.g. Saturday morning detentions.

In line with this policy, school staff will base their judgements regarding the appropriateness of a sanction on their professional experience and discretion and in the best interests of the school and its student body.

Staff will also use the behaviour chart detailed in Appendix 1 to support decisions regarding sanctions for unacceptable behaviour.

Normally, parents will be notified via the student's planner and/or with a phone call or an email regarding the setting of an After-School Reflection (outside normal school hours) at

least the day before the Reflection is due to be served. Whilst we want to operate this and all policies with the support of parents (under the Education Act of 2011) a school wishing to detain students outside of normal school hours as a means of sanctioning unacceptable behaviour is not obliged to give 24 hours' notice to parents, only to inform parents on the day.

Sanctions that may be used and the form of communication:

<b>Sanction</b>	<b>Communication</b>
Break/15min Reflection	Student Planner
Lunch/30min Reflection	Student Planner
After School Reflection (60mins)	Student Planner, email or phone
Personal Reflection Room	Email, phone or meeting
Reciprocal Isolation	Email, phone or meeting
Fixed Term Exclusion	Phone or meeting, plus written letter
Permanent Exclusion	Phone or meeting, plus written letter

As sanctions are recorded in the student planner, it is essential that all students carry their planners in school every day. It is the parent's responsibility to ensure that all students have a planner; this includes purchasing a replacement planner if their child's planner has been lost or de-faced.

Periods of Reflection

Students can be set periods of reflection during the school day (at break or lunch time) or an After-School Reflection. Students must attend these sanctions or further sanctions will be applied (i.e. Personal Reflection). The school will not re-arrange any After School Reflection unless there is a clash with an emergency medical appointment or hospital appointment. In both instances, parents may be asked to provide medical evidence to support the re-scheduling of any Reflection period that has been set. The easiest way for students to avoid having to sit periods of Reflection is to behave appropriately.

Personal Reflection Room

Unacceptable behaviour may result in a student needing to be isolated in the Personal Reflection Room. If students are unable to meet the expectations of the Personal Reflection Room, they are likely to be excluded for a fixed term or spend time in isolation at another local school. The student will then be expected to appropriately complete their time in the Personal Reflection Room at BHCS on their return. Students will be released from the Personal Reflection Room at 3.30pm. The only exception will be when students are in the Personal Reflection Room due to missing an After-School Reflection – if this is the case, students will be held until 4pm. All missed After School Reflections will result in at least one day spent in the Personal Reflection Room.

Students will be required to bring water and a packed lunch to the Personal Reflection Room as they will be isolated for the entire school day – this includes break and lunch time. Toilet breaks will be permitted at regular intervals throughout the day.

Relevant staff will endeavour to meet with students during their time in the Personal Reflection Room to provide opportunity to discuss the incident that led to the sanction, focussing on re-enforcing expectations, outlining the future consequences of repeated behaviour and discussing how future behaviour can be improved. This meeting follows the rationale of restorative behaviour management.

Students will only return to lessons once they have successfully completed their time in the Personal Reflection Room – this includes behaving appropriately (in accordance to the rules of the Personal Reflection Room) and completing all work set to a satisfactory standard. Failure to meet these expectations will result in additional time spent in the Personal Reflection Room.

#### Fixed Term Exclusion

Students may face fixed term exclusions for more serious behaviour incidents or for failure to meet the expectations of the Personal Reflection Room. All parents must attend a reintegration meeting following a period of fixed term exclusion before the child can return to lessons.

#### Permanent Exclusion

A student is likely to be permanently excluded if they are found to be carrying a weapon or drugs on school site. Students are also likely to be permanently excluded if they physically assault or display excessive levels of violent and aggressive behaviour to a member of staff. Finally, students who display persistent and ongoing unacceptable behaviour and disregard to the school's behaviour policy may be permanently excluded if appropriate levels of improvement are not evident, despite rigorous support from the school as documented in SSP (Student Support Plans) and PSP (Pastoral Support Plans).

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

### **Screening:**

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Any member of staff may screen students.
- If a student refuses to be screened, the school may refuse to have the student on the premises and/or in lessons. If the student continues to fail to comply and the school does not allow the student on the premises, the school has not excluded the student and the student's absence will be treated as unauthorised.

### **Searching with the student's consent:**

- School staff can search students with their consent for any item which is banned by the school rules and/or prohibited by law (see list in Section 10). Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets, or look in the student's bag, or through outer clothing when removed, or locker (in the student's presence at the moment, pending changes to home/school agreement) and for the student to consent.
- There is no legal requirement to make or keep a record of a search.
- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

### **Searching without the student's consent:**

- The Headteacher (and staff authorised by him) has a statutory power to search a student or his/her possessions, without the student's consent, where there is a suspicion that the student has certain prohibited items\*\*. When searching without consent, there should be two members of staff (of the same gender as the student being searched where possible) present at all times.
- Searches can be carried out where staff have reasonable suspicion that items have been used to cause an offence, harm to a student or damage to property.
- If the student refuses to be searched or have his/her belongings searched for suspected prohibited items, the school can ask the parents and/or the police to carry out the search.
- There is no legal requirement to make or keep a record of a search.
- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

### **Other issues pertaining to searches**

- Electronic devices including mobile phones can be searched and their data/files searched/erased if there is good reason to do so.
- If the student refuses to be searched or have his/her belongings searched, this refusal will be treated as ‘refusing to follow an instruction’ and incur the appropriate sanction.
- If a student refuses to attend school because they will not allow himself or herself to be searched, it will be recorded as an unauthorised absence, not an exclusion.
- We will inform parents if banned or prohibited items are found as a result of a search.

### **Confiscation:**

- The member of staff who has conducted a search for a prohibited or banned item, or an item which they consider harmful or detrimental to school discipline, can use his/her discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search, as long as it is reasonable in the circumstances. Where any item is thought to be a weapon, controlled drugs or a stolen item, it must be passed to the police, unless there is good reason not to do so, as a result of a ‘with consent’ or ‘without consent’ search. The Headteacher will decide when and if to return other confiscated items, in line with the Education Act 2011.
- Students found in possession of prohibited items may face exclusion from the school. Furthermore, any student found in possession of an offensive weapon and/or illegal drugs should expect permanent exclusion as a result.
- Students who do not relinquish banned or prohibited items (inc. mobile phones) will not be allowed to return to normal lessons until the item in question has been confiscated. Students will remain in school during this time and will be isolated with an appropriate member of staff/in an appropriately supervised area. Students who do not come to school during this period are not excluded and their absence will be marked as unauthorised.

\*Banned items at BHCS: cigarettes/tobacco products, including e-cigarettes or other simulated cigarette/nicotine related products; chewing gum; carbonated drinks and energy drinks high in caffeine content, e.g. Monster, Relentless; fireworks/firecrackers; matches/lighters; water pistols or any toy that resembles a weapon; chemical substances other than controlled drugs, e.g. ‘legal highs’; pornographic material; also any other items or materials that are prohibited for children under the age of 16 if the student in question is under the age of 16 that do not appear in the ‘Prohibited items’ list.

**\*\*Prohibited items:** weapons, knives, alcohol, illegal/controlled drugs, stolen items.

## **11. Use of restrictive physical intervention**

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school. In such cases, we would always act within the principle of reasonable force; 'reasonable' means using no more force than is necessary.

The Children Services department acknowledges that there may be times when restrictive physical intervention is an appropriate response to the risks present in a given situation. The intervention must be reasonable and proportionate in relation to the situation. The force used needs to be in proportion to the risks present and the minimum needed to achieve the desired result. All school staff may use physical control or restraint when a student is: (a) committing an offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student); (b) is causing personal injury to, or damage to the property of, any person (including the student himself/herself); (c) prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Further details of the use of physical intervention can be found in Policy 37 (Physical Intervention Policy) on the school's website.

## **12. Malicious allegations/accusations by students against school staff**

Allegations of abuse of students by school staff are taken seriously and we will deal with any allegation quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Students who are found to have made false allegations will/are likely to be sanctioned.

## **13. Discipline beyond the school gate**

- Where instances of non-criminal unacceptable behaviour by students are reported to have occurred whilst the students are either on the way to/from school/a school activity, they will be dealt with in line with the Behaviour Management policy. The responsibility for administering the appropriate sanction may be delegated by the Senior Leadership Team to a relevant middle leader.
- Where instances of bullying occur, either verbal or using social media, students can be sanctioned in the same way as if it occurred within school. BHCS will support parents with evidence, where available, should they wish to pursue prosecution when bullying and intimidation fails to cease after intervention strategies.

- Where instances of anti-social behaviour have taken place outside school which are clearly associated with and/or threaten the good order/reputation of the school, the Headteacher may take action, up to and including excluding the student.

#### **14. Training**

The Governing Body will ensure that the Senior Leadership Team will provide appropriate high quality training on all aspects of behaviour management to support the implementation of the policy.

#### **15. Involvement of outside agencies**

- The school works inclusively with external agencies. The Student Support Team seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.
- If a student is continuously disruptive and fails to respond positively to the support structure offered within school (outlined in the School's 'Student Support & Guidance Directory') and, in the relevant Middle Leaders' professional judgement, the students' parents are not able/willing to provide the necessary support, the relevant external agency will be contacted and the matter discussed. Relevant Middle Leaders will then discuss the student and the support available from the external agency with the Assistant Headteacher who will decide how to proceed.

#### **16. Review**

The Headteacher will undertake an annual systematic monitoring and review of the behaviour management policy and procedures in order to evaluate it and ensure that the operation is effective, fair and consistent. The Head teacher will keep the Governing Body informed. The Governing Body will regularly review this policy and associated procedures to ensure its continuing effectiveness and impact.

Last Ratified: September 2018

Next Review: September 2020

**Appendix 1**

<b>BHCS: Sanction Process Chart</b> <small>The final decision on all sanctions is at the Headteacher's/SLT discretion.</small>		<b>Sanction</b>	<b>Communication to parent</b>	<b>Repeat offence sanction</b>	<b>Communication to parent</b>
<b>1</b>	<b>Negative behaviour</b>	Escalation Process/confiscation of banned items	Teacher communicates via planner	Escalation Process continued. Possible After School Reflection or Personal Reflection Room for multiple repeat offenses	Planner followed by phone call/meeting to discuss if necessary. HoV/HoY may attend meeting. SSP considered.
	Chewing gum/leaving/drinking in class Disruption/disruptive behaviour Inadequate work Incorrect/misusing equipment Late to lesson / tutor time Planner not signed/no planner (by tutor) Silly behaviour, insolence and/or defiance Inappropriate language Throwing Equipment Dishonesty				
<b>3</b>	Possession/Use of banned items - i.e. mobile phones, headphones, energy drink, wearing incorrect uniform, jewellery, make-up, etc.* Damage to property** Refusal to follow instruction*** Missed/escalation detentions (15/30/break/lunch)	Escalation Process/confiscation of banned items	Teacher communicates via planner	Escalation Process continued. Possible After School Reflection or Personal Reflection Room for multiple repeat offenses	Planner followed by phone call/meeting to discuss if necessary. HoV/HoY may attend meeting. SSP considered.
		After School Reflection	Email from Personal Reflection Room manager confirming incident details, time and date, and teacher setting. Teachers must contact parents who request more information	After School Reflection/Personal Reflection Room	Email from Personal Reflection Room manager confirming incident details, time and date, and teacher setting. Teachers must contact parents who request more information
<b>5</b>	Missed Whole School Reflection Smoking/Vaping/Paraphernalia Racist or homophobic incident Fighting / Physical aggression (including filming such actions) Truancy from school Theft	After School Reflection	Email from Personal Reflection Room manager confirming incident details, time and date, and teacher setting. Teachers must contact parents who request more information	After School Reflection/Personal Reflection Room	Email from Personal Reflection Room manager confirming incident details, time and date, and teacher setting. Teachers must contact parents who request more information
		Personal Reflection Room	HoV/SLT LM make contact re: IR Room	Personal Reflection Room (extended period)/Fixed Term Exclusion/Reciprocal School Arrangement	HoV/SLT LM to meet with parents. PSP considered.
<b>10</b>	Failure to meet the expectations of the IR Room	Personal Reflection Room	HoV/SLT LM make contact re: IR Room	Personal Reflection Room (extended period)/Fixed Term Exclusion/Reciprocal School Arrangement	HoV/SLT LM to meet with parents. PSP considered.
		Fixed Term Exclusion (FTE) or Fixed Term Inclusion (FTI) at reciprocal school	HoV/SLT LM make contact re: IR Room	Reciprocal School Arrangement/Extended FTE/Pex	HoV/SLT to meet parents. Pex/AP considered
<b>15</b>	Verbally assaulting a member of staff/prejudicial remarks (including malicious accusations) or threatening/intimidating behaviour towards staff Persistent Failure to adhere to school rules Alcohol (possession and/or consumption) Actions that bring the school into disrepute Physical assault on/violent behaviour towards a member of staff Carrying drugs in school Carrying a weapon in school	Fixed Term Exclusion (FTE) or Fixed Term Inclusion (FTI) at reciprocal school	HoV/SLT LM make contact re: IR Room	Reciprocal School Arrangement/Extended FTE/Pex	HoV/SLT to meet parents. Pex/AP considered
		Permanent Exclusion (Pex)	SLT LM/HT discusses with parents/relevant LA	n/a	n/a
<b>20</b>	Carrying a weapon in school	Permanent Exclusion (Pex)	SLT LM/HT discusses with parents/relevant LA	n/a	n/a
* Students will not be returned to lessons until instruction has been followed (the item has been removed and/or confiscated)					
** Students will be charged for any criminal damage to school or other student properties					
*** Student removed from lessons until instruction has been followed (with member of staff who was involved in the refusal)					