



## Behaviour & Rewards Policy

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This policy should be read in conjunction with the Behaviour Policy Addendum for COVID19 whilst additional requirements are in place in schools to support the safety and wellbeing of all.

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## 1. Introduction

The Archer Academy is an outstanding secondary school at the heart of our community, providing students from all backgrounds with the inspirational education they need to live successful and fulfilling adult lives. Our Behaviour & Rewards policy aims to ensure that all students can reach their potential in a safe, secure and calm environment. This policy encompasses our rules, rewards and sanctions as well as the communication and management framework we use to ensure that students know they are being treated fairly and consistently.

Rules are kept to a minimum and in place for good reasons. Rules are made known to the school community and communicated clearly with the students, parents, staff and governors through the student handbook, staff handbook, website and classroom displays. Assemblies, PSHE/citizenship and registration time are also used to inform students, and to discuss accepted standards of behaviour with first attention to best conduct being promoted through engaging teaching and learning. All staff accept a collective responsibility for the consistent management of good behaviour and parents are asked to work in partnership with the school to achieve this.

The behaviour policy is central to our ethos and is designed to meet the needs of all our students.

Our simple school rule is: **Work Hard and Be Nice**

## 2. Principles

The Archer Way and Outcomes constitutes our school vision:

***The Archer Academy is a school where students lead by example and they, their families and staff uphold the highest expectations of each other. As a caring community we work together in a consistent and calm environment ensuring exceptional wellbeing and achievement for all.***

Our school believes that if everyone in our community works hard and is nice they will all learn together to build an exciting future.

- Realising Potential
- Inspiring Creativity
- Engaging with our community

Our core values are:

Achievement, Respect for Others, Curiosity, Hard Work, Enjoyment, Responsibility.

Articulate, Analytical, Creative, Collaborative, Reflective and Resilient

Our Behaviour Policy is based on these core values. We have defined a code of conduct to promote positive behaviour for those who work hard and be nice as follows:

We believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate success, hard work and effort. We also have clear expectations regarding behaviour and intervention for poor behaviour. Our system is based on a fair set of rules that are applied by staff consistently and is based on giving our students chances, choices and support or intervention.

We may work together with other relevant services to prepare a planned intervention to help students manage their behaviour more effectively. We recognise that groups identified by Ofsted as "at risk" in the education system, including looked after children, children with SEN, children with health needs and young carers may, at some point, need us to take account of their individual needs and circumstances when applying our behaviour policy.

All students have a copy of The Archer Way and key points about rewards and intervention in their online Student Handbook

### **Legislation and Guidance**

Our Behaviour Policy follows Department for Education (DfE) guidance, recognises the requirements of the Equality Act 2010 and Disability Discrimination Act, as well as issues covered in the Human Rights Act and Race Relations Act. It is integrated with the school's SEND Policy and is delivered using our standard teaching and learning and pastoral systems.

### **3. Roles, responsibilities and definitions**

The governing body will establish, in consultation with the Head Teacher, staff and parents, the policy of promotion of good behaviour and keep it under review. The governing body will monitor the Behaviour Policy through the Pastoral & Wellbeing Committee and work with the Senior Assistant Head Teacher, Pastoral & Wellbeing, to look at data and identify trends.

- The Head Teacher will be responsible for ensuring that all staff, students and parents are fully aware of, and understand, the behaviour policy, procedures and expectations.
- All staff, led by the Head Teacher and Senior Leadership Team (SLT), will be responsible for the implementation and day to day management of the policy.
- The Senior Assistant Head Teacher, Pastoral & Wellbeing, working with Heads of Schools and pastoral team, will be responsible for the day to day running of the rewards and intervention system and provide half termly reviews of the system for SLT and the Pastoral & Wellbeing Committee.
- Staff, including teachers, support staff and volunteers will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.
- Parents/carers will take responsibility for the behaviour of their child, both inside and outside the school. They will be expected to work in partnership with the school.
- Students will be expected to take responsibility for their own behaviour and to meet the standards and expectations laid out in the behaviour policy and procedures.
- Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## **Governing body**

The Archer Academy governors expect the school's Behaviour Policy to:

- Ensure that all students realise their potential in a safe, secure and calm environment.
- Encompass our rules, rewards and sanctions and the communication and management framework we use to ensure that students know they are being treated fairly and consistently.
- Meet the needs of all students.
- Foster inclusion.
- Reflect our core values.
- Encompass rewards and intervention by celebrating success and effort, rewarding achievement of all kinds and setting clear expectations regarding behaviour and intervention for poor behaviour. Rewards and intervention should be based on a fair set of rules that are applied by staff consistently and are based on giving students opportunities, choices and intervention.
- Include measures for supporting positive behaviour when students are at risk of exclusion.
- State clearly where and when this policy is applicable.
- State arrangements for deciding whether the police should be involved in any given incident and follow the guidance of the Home Office Circular 98178 on "Interrogation and Taking Statements".

The governing body will monitor the Behaviour Policy and through the Pastoral & Wellbeing Committee, working with the AHT Pastoral & Wellbeing to review data and identify any trends and issues.

## **Behaviour for Learning**

As a school we see behaviour as a central aspect which enables a student to realise their potential. Our Behaviour for Learning approach is fundamentally linked to a view that behaviour in classrooms and whole school settings does not occur in isolation - it is the product of a variety of influences and not simply the product of a student's unwillingness to behave or learn as required by the member of staff.

In summary, the three sets of relationships which contribute to a culture/ethos of 'learning behaviour' which we seek to achieve are:

**Relationship with self:** a student who does not feel confident as a learner and who has 'internalised' a view that s/he is unable to succeed as a learner will be less likely to engage in the challenge of learning and (in consequence) may be more inclined to present 'unwanted behaviours'.

**Relationship with others:** all 'behaviour' needs to be understood as 'behaviour in context'. Behaviour by students is triggered as much by their interactions with others (students, teachers or other adults in schools/settings) as it is by factors internal to the child.

**Relationship with the curriculum:** student behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each student will be more likely to create a positive behavioural environment.

How should this feel for our students?

We promote a culture of taking responsibility for self, moving on from the mistakes we make, accepting the consequences for our actions and embedding intrinsic motivation and the desire to do well. We use these questions with our students to support them in making good choices.

### **Ready to learn?**

What does this involve?

*When you do this, you show respect for learning.*

### **Putting it right?**

Everyone makes mistakes. The important thing is to learn from them.

What happens when you do the wrong thing?

*It is best to put it right quickly.*

### **Getting it right?**

If you are doing well and succeeding, you will be noticed and encouraged.

What does this look like?

*The best reward is a sense of doing well and being happy; successfully learning to aim for great qualifications and skills in order to enjoy your time at school.*

Behaviour for Learning is a whole school approach to deliver policy in practice that covers all aspects of school life.

- BfL in the classroom
- BfL around school
- BfL towards the individual

All rewards and sanctions are given through a central school system. This ensures staff understand and consistently use behaviour management strategies agreed by the school community.

The Archer Academy Behaviour for Learning has its foundations in positive reinforcement of good work and behaviour.

- The Archer Academy has a positive praise system and verbal praise should be continual

- Wherever possible the two praise comments to one negative comment rule should be followed focused on effort
- Students will remember what they think is important and staff need to be concise in their feedback. 20 seconds can be enough.

### **Definition of school jurisdiction**

This policy applies on school premises and during school hours, on visits and trips, school events and other occasions related to the school, also on any occasions when the students are the responsibility of the staff. The policy applies when students are off site on study leave or work experience.

When students are travelling to and from school in uniform they are considered to be representing the school and therefore the school rules apply. The school reserves the right to take an interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week and term, where such misconduct prejudices the good order and welfare of the school and its students. The school can impose sanctions on students who have used the internet or a mobile phone to harass another student or member of staff outside school. In addition to this policy, further details are given in school policies on Anti Bullying, E-Safety, Equal Opportunities and Diversity and acceptable user guidance for mobile phones in school.

### **4. Staff Guidance**

Staff members follow the key points listed below:

- Rewards and sanctions must be just, appropriate and clearly explained. They must be documented and retained in the student file and logged on SIMS.
- Staff will take account of the needs and circumstances of individual students with particular identified difficulties, such as a disability, when implementing this policy. *(Please refer to the guidance for reasonable adjustments when applying the behaviour code for SEN students)*
- Parents will be informed, as appropriate, of rewards and intervention via the student handbook, postcard, text message, letter, email or by telephone.
- Form Tutors and the Head of Year will be informed when a student receives a reward or consequence and this will be logged on SIMS.
- All standards of behaviour expected at school should also be expected of students outside of school, whether in or out of uniform.
- Students will be given the opportunity to learn from their mistakes and make a fresh start.

### **5. Guidance for Parents/Carers**

Parents/carers and teachers have responsibility, with students, for fostering responsible behaviour. The most important thing a parent/carer can do to support the school is to send their child to school each day on time, equipped and ready to learn. Parents are asked to respect the school Behaviour Policy and the authority of school staff. The Home School

Agreement is signed annually by parents, students and staff and the school aims to work with parents should difficulties arise. If parents refuse to sign up and/or support the school's behaviour policy, this can be used by the school to support applications to the court for parenting orders.

Early identification of potential difficulties is considered vital in changing behaviour patterns and parents are encouraged to support the school and play a lead role in the implementation of new strategies to assist a student to make the progress of which they are capable. Form Tutors are the first point of contact for parents and are the foundation of our pastoral system. Parents should treat school staff with the same respect they would expect to receive from them. Parents can be barred from the school premises if their behaviour is unreasonable, and they can be prosecuted if they break the ban.

If a student is having a particular difficulty meeting the school's expectations about behaviour, the school, often in partnership with external agencies, will consider whether parental influence could help bring about improvements. If so, provided parents/carers are willing to work with the school, and other external agencies, and want or need support in order to help improve their child's behaviour, the school's governing body, or external agencies, may offer a written voluntary agreement designed to engender a productive relationship with parents/carers and provide individualised support.

The school will also inform parents about improvements in behaviour.

## **6. Rewards**

Rewards are seen by the Archer Academy as a positive way in which to encourage good behaviour, motivation and academic progress.

Students may be rewarded for a number of reasons intrinsically linked to the Archer Way and Outcomes:

Archer Way:

Achievement, Respect for Others, Curiosity, Hard Work, Enjoyment, Responsibility

- excellent work of a high academic standard
- academic progress
- tremendous effort
- exemplary conduct
- setting the standard to others/being a role model
- active involvement in activities or projects outside of the school day within the wider community
- Archer Outcomes:

Articulate, Analytical, Creative, Collaborative, Reflective and Resilient

- extra-curricular activities
- high standards of behaviour
- high levels of attendance or punctuality
- excellent attendance
- community spirit

- leadership within the school community and/or wider community
- support or generosity towards others

Student rewards for each academic year are listed in the Student Handbook, including the type of reward and the behaviour that earns it. This might include:

- verbal praise
- merits
- postcards home
- Head of Year commendations
- Honour roll
- attendance awards – Golden Tickets for 100% attendance
- work on display
- star of the week
- article in school newsletter
- house points
- letters/email home/telephone call from subject teachers, Form Tutors
- letters/email home/telephone call from Head of Year
- letters/email home from Head Teacher
- lunch with the Head Teacher
- nomination for annual prize giving/awards ceremony
- nomination for external, national award schemes

All student rewards will be recorded in their pastoral file, the student handbook and logged on SIMS.

## **7. Preventing and tackling misbehaviour**

The school strives to help students understand and adhere to its high standards of behaviour through consistently and clearly applying and reinforcing its rules and core values. We have the legal power to apply a wide range of sanctions to students who break the school rules, fail to follow instructions or behave in a way that is unacceptable.

Sanctions can include:

- behaviour code
- withdrawing the student from a lesson or peer group
- withdrawing participation in a school trip or event
- taking away break or lunchtime privileges
- community spirit tasks
- detention (including Saturday detentions)
- confiscation of property
- exclusion from school - either for a fixed period or permanently
- intervention programme

## 8. The Behaviour Code

The principle of the Behaviour Code is that students are given a fair set of rules and are given the chance to behave positively. If students choose not to behave they will be given a warning. They are then given the choice to regulate their own behaviour but failing to do so will result in sanctions.

All behaviours that result in sanctions will be listed in students' pastoral files and logged on SIMS. Any sanction that involves an after-school detention over 30 minutes or exclusion is notified to parents by email. Staff who issues detentions will also call parents to inform them of the sanction.

### Detentions

A restorative approach to detention leads each party to a point where students can take responsibility for their own behaviour and the consequence. Students will complete missing class, homework or reflection tasks. Students should aim for a fresh start to each lesson whenever possible by engaging with the necessary steps: restorative meeting, phone call home, behaviour code with relevant details.

Detentions are held on Mondays, Wednesdays and Fridays for 30 minutes. On Fridays we also run 60 minute detentions. Detentions can be issued and completed on the same day. We do not run whole school detentions on Tuesdays and Thursdays so as not to clash with enrichment. If detentions are given on Tuesdays or Thursdays students will sit these the following day. 8am detentions can also be arranged in advance with the Heads of Year.

All detentions are led by senior staff and Heads of Year. Parents are informed by telephone, text message, letter or email by the member of staff who has issued the detention. Detentions can be for 30-60 minutes Monday to Friday. Saturday detentions are 120 minutes.

30 minute detentions are given for the following reasons: (*This is not an exhaustive list of examples*)

- Lack of homework
- Late to school
- Incorrect uniform
- Disrespectful behaviour
- Poor behaviour in lessons (after a 3<sup>rd</sup> opportunity to improve behaviour)
- Poor behaviour in social time or failure to follow our COVID19 rules and regulations including social distancing, remaining in zoned areas and use of one-way system

8am detentions can be issued by the Form Tutor or Head of Year for repeated punctuality or behavioural concerns. The Head of Year will inform you by telephone or email to confirm this and discuss it with you.

60 minute detentions can be given for the following reasons:

- Being removed from a lesson as behaviour is disruptive to others – Lost learning time (LLTs)

- Failure to attend a 30 minute detention
- Name calling/inappropriate behaviour towards others
- Failing a report card
- Multiple detentions – Head of Year detention

Lost Learning time detentions and Head of Year detentions are set after school for 60minutes. Parents are informed by telephone and or email by the class teacher or pastoral staff. The school will also email/text parents to inform them of the detention. Additionally, parents can also be contacted by the Form tutor/Head of Year to discuss the detention.

Saturday detentions are awarded and supervised by a member of SLT. These last two hours and students must attend in full school uniform. Parents are informed by telephone, text message, letter or email from the Head of Year. These detentions are awarded for:

- bringing a smart phone to school/breaking mobile phone rules
- repeated failure to attend after school detention
- truancy
- bringing the reputation of the school into disrepute
- bringing a banned item to school
- exceptional identified issues at the discretion of the Head Teacher

## **9. On-call**

Students may be removed from a classroom by a member of staff who is on-call. This applies when a teacher judges it is no longer possible to teach a lesson with a particular individual student in the class. This may be either because of a single disruptive or confrontational act or for persistent, sustained disruption of the lesson.

A senior member of staff/member of the wider pastoral team will be called, through use of the behaviour rota, and will speak to both the student and the teacher to ascertain if it is appropriate for the student to be allowed to resume the lesson. If this is not possible the student will be removed from the classroom and the class teacher will then follow up the incident by logging it on SIMS as a Lost Learning time and speaking again to the student involved. The Head of Department/Head of Year will be involved where appropriate. A student who has been removed from a lesson will have to work independently to complete the lesson tasks with supervision from a senior member of staff. They may need to complete restorative practice questions to enable them to resolve the issue they have created.

Any consequence will be arranged, and parents informed of what has happened. This takes place as soon after the incident as possible to maximise the impact of the follow up. Any student who is removed from lessons will receive an appropriate consequence depending on the severity of the incident.

## 10. Internal Exclusion

Students may be withdrawn from lessons for longer periods, to work under supervision with a member of the pastoral team. Work should be provided, and students will not be allowed free time at break or lunchtime. Parents will always be informed of internal exclusions at the earliest opportunity by the Head of Year or a member of SLT. Parents will be required to attend the school to discuss the incident and ways forward with the Form tutor and or Head of Year. At this stage a back to school meeting will normally take place before the student resumes their usual timetable. Additional support may be put into place such as mentoring, intervention and a behaviour report to monitor behaviour. The minutes of the meeting will be logged and kept on the student file.

Examples of behaviour which may lead to internal exclusion are:

- indirect rudeness towards a member of staff
- bullying, including through the use of social media and new technologies including peer on peer abuse
- misuse of language, including racist, sexist or homophobic words
- truancy
- vandalism or damage to school property
- dangerous and reckless behaviour including fighting/play fighting
- persistent defiance of school rules
- putting others at risk of COVID19 by not remaining in allocated year group zones

The context of the incident leading to the internal exclusion will be reflected in the length of time a student spends away from the classroom.

A series of internal exclusions may result in fixed term exclusion. Students and parents will always be informed when this is the case and will be expected to meet with Senior staff as part of the student's reintegration to school which will include an Internal Exclusion.

## ARCHER ACADEMY GUIDANCE FOR DEALING WITH SERIOUS INCIDENTS OF MISCONDUCT IN LESSONS

**Step one:** Student is withdrawn from a lesson.

**Step 2A:** Staff agree that the appropriate consequence for the behaviour is a Lost Learning Time for that lesson. The student is withdrawn for the rest of that lesson (or period) and picked up for break or lunch. Student completes the remainder of their lessons as normal. Class teacher calls home.

**Step 2B:** Staff identify that the nature of the incident is more serious than a Lost Learning Time. The student is asked to write a statement.

**Step 3:** Behaviour duty staff collect statements ready for HOY/HOS to review at break/lunch.

**Step 4A:** Pastoral team and SLT review statements and agree that the student can return to their lesson with follow up from the HOY (detention or report). HOY

**Step 4B:** Pastoral team and SLT review statements and agree that the student must sit an internal exclusion for the remainder of the day.

**Step 5:** student to be given a 'record of internal exclusion' sheet and works in the Support room for the remainder of the day.

**Step 6:** HOY to review whether the student can return to lessons the following day or whether further sanctions are necessary.  
HOY to inform HOS.

**Step 7:** HOY calls parents informs of incident and consequence. A reintegration meeting is set for the morning that the student will return to lessons as normal.

**Step 8:** HOY fills out paperwork accordingly:

- *Withdrawal from lessons for that day*
- *Internal exclusion*
- *External exclusion*

Paperwork is sent to ADMIN, HOS, SAHT, Form Tutor, attendance officer and Pastoral Support Worker.

*In the case that a child has failed their internal exclusion according to their record of exclusion paperwork, a senior member of staff will meet with the family and a further 1 day internal exclusion will be sat. This will be escalated to a fixed term exclusion if the student is unable to meet expectations for a second time*

#### **ARCHER ACADEMY GUIDANCE FOR DEALING WITH REPORTS OF SERIOUS MISCONDUCT RESULTING IN INTERNAL OR EXTERNAL EXCLUSIONS**

**Step one:** Staff member made aware of serious incident. Information passed to HOY.

**Step two:** HOY alerts HOS/SAHT that a serious incident has occurred. HOY asks oncall /pastoral support worker to assist in collating statements. Statements collected on incident forms, signed and dated. Staff check statements for clarity and ensure that they are of a good quality.

**Step three:** HOY reviews statements in consultation with HOS/SAHT to decide on next steps.

**Step 4:** Parent invited to a meeting with HOY/HOS, informed of incident and consequences (where applicable). Paperwork to be filled out accordingly by HOY and passed to SWA to generate letter home,  
**(only the Headteacher can authorise external exclusions).**

**Step 5A:** For an internal exclusion, HOY must email teachers/behaviour support worker and log on the spreadsheet the day **before** the exclusion to ensure staff and work to be in place.

**Step 5B:** HOY to oversee the collection of work and ensure that it is emailed home that day or by 9.00am the day of the fixed term exclusion.

**Step 6:** HOY to ensure information is shared with teachers.

**Step 7:** HOY to book reintegration meeting with HOS, parent and student to review incident, secure support for the child coming back to school, go through work completed and set targets for a (minimum) 1 week report.

**Step 9:** HOY to ensure restorative meetings carried out.

**Step 10:** HOY to ensure statement, record of exclusion paperwork and meeting notes are filed.

*In the case that a child has failed their internal exclusion according to their record of exclusion paperwork, a senior member of staff will meet with the family and a further 1 day internal exclusion will be sat. This will be escalated to a fixed term exclusion if the student is unable to meet expectations for a second time.*

**Key questions to consider:**

- Were any other students involved/affected by the incident? Do they require parental contact?
- What support is in place to protect students from being involved any further incidents?
  - How are we monitoring this student moving forwards?
- Do we need to secure additional steps to ensure that the student doesn't repeat this behaviour?  
When are we planning to review this student's progress with them and their family?

The Head of Year will keep details of incidents in the student's file and ensure that SIMS records are up to date.

## **11. Support and prevention**

This policy encourages students to take responsibility for their own conduct and helps them to recognise the consequences of inappropriate behaviour. It incorporates staff training on promoting positive and consistent behaviour standards within the school. The following elements may be used to help students who have difficulty meeting expectations or resolving situations.

## **12. The pastoral system**

Every student has a nominated Form Tutor - a teacher who works to enable that student to make the best use of their time at school and truly realise their potential. Form Tutors work hard to secure a safe and successful environment in which the students in their care can flourish. Form Tutors are responsible for overseeing the pastoral care, academic progress and development of the students in their tutor group.

Form Tutors want each student to realise their potential and will take opportunities to support and reinforce good behaviour and discuss problem behaviour as part of the work they do with their tutor groups. Form Tutors carry out development work each morning in pastoral time, including assemblies and within Lifelong Learning opportunities to encourage students to take increased responsibility for themselves.

Form Tutors work closely with the Head of Year to ensure that any issues which need to be communicated to staff are logged on SIMS, discussed in staff briefing and recorded in student files. Form Tutors also work closely with parents.

Our House system reinforces and supports the pastoral care provided for our students. Fundamentally each House will provide a sense of inclusion, support and belonging to all students within the school. The House system provides a range of leadership opportunities for students.

The rewards and sanction system notifies Form Tutors about the behaviour of students in their tutor group and they will use this information as part of their work in guiding, supporting and encouraging their students, and communicating with parents as necessary.

### **Encouraging good behaviour**

Staff will always try to build positive relationships with students and encourage students to choose the right behaviour. Teachers use a number of classroom management strategies and reward success. Staff training, supporting documentation and colleague interaction all focus on emphasising the positive and ensuring students have a fair and consistent experience, and understand expectations.

Classroom management strategies include:

- verbal praise
- recording a student's name on the recognition board
- giving a student a clear rule reminder about their behaviour
- giving students 3 opportunities to improve their behaviour before a detention is given in the classroom for incidences of repeated low-level disruption
- moving a student to a different part of the classroom or isolated desk
- issuing a behaviour code
- giving the student reflection time with the member of staff who is oncall

- referral to the Head of Department, Form Tutor or Head of Year

Staff collaborate closely, and involve senior staff as needed for advice and help on appropriate ways of implementing a strategy.

### **Report cards**

When a student has difficulty managing their behaviour a report card may be used to help them to improve. A student may choose to use a report card voluntarily, as a way of getting feedback, or it may be made compulsory, where staff want to use it to help a student identify problem behaviour and focus for improvement. Report cards have a set and agreed time frame between staff, students and parents. Report cards are set for between 1 to 2 weeks, in most instances.

A meeting with the student, parent and relevant member of staff takes place to agree the report. At the end of the report process a meeting is made with student, parents and the relevant member of staff to reflect and review progress and achievements made by the student whilst on report. Next steps will be agreed at this meeting.

Staff record achievement against the targets at the end of each session throughout the day. Report cards are used to monitor progress, identify patterns and improve behaviour, attendance, punctuality or homework. Students meet with the staff member leading their report at designated points during the day, this is the student's responsibility.

- the reason or focus will always be stated on the card
- they can be issued by a Form Tutor, Head of Year, Head of Department or SLT
- students will always be involved in the target setting dialogue
- parents will always be informed
- all staff will always be informed
- they will not be used as a long term strategy, unless requested by parents

There are three levels of Report Card:

- Issued and monitored by the Form Tutor (2 week max)
- Issued and monitored by the Head of Year or Head of Department (2 week max)
- Issued and monitored by a member of SLT (1 week max)

If a student does not make progress whilst on a Form Tutor report card they will move to a HoY report card.

A Form Tutor report card will be issued following every internal or external exclusion to support a student in improving their behaviour following a serious incident or pattern of persistent behaviour.

### **Behaviour Agreements, Individual Action Plans, Pastoral Support Plans, support from external agencies**

A Behaviour Agreement and Individual Action Plan (IAP) are school based interventions to help individual students manage their behaviour by working closely with the relevant staff and their family in close partnership. It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion. Students who are

considered "vulnerable" will be identified at the earliest opportunity. An "at risk" profile is developed from Year 7 to monitor this, by the Head of Year, and a Pastoral Support Plan (PSP) will be put in place where appropriate which involves parents meeting with staff regularly throughout the term.

Behaviour Agreements, IAPs and PSPs identify precise and realistic targets for the student to work towards.

If students repeatedly receive Internal Exclusions they will be placed on an Individual Action Plan for 6 weeks. The plan will be supportive and will include:

- Review of academic progress
- Review of behaviour across subjects
- Offer of mentoring, counselling
- Resolutions with key staff and students
- School based interventions
- Referrals to external agencies
- Round robins from teaching staff
- Weekly meetings and regular contact with parents

Whilst on an Individual Action Plan, students will be expected to complete school-based interventions in social time to support improvements in their academic progress and behaviour. After 6 weeks the action plan is reviewed. If progress has been made students have be signed off, in some cases they may be extended for 2 weeks. If failed the IAP will form the basis to a Pastoral Support Plan which will run for a minimum of 12 weeks.

The Head of Year will oversee the PSP process. The following will always apply:

- students will be encouraged to set their own targets
- PSPs will break down the programme into fortnightly tasks and identify rewards and sanctions
- PSPs are reviewed every two weeks as a minimum
- parents will be involved, and may be asked to sign a contract
- if the contract is broken, parents and staff will be fully informed of the consequences of such action

PSPs will be practical and agreed with parents/carers. We may seek expert input from external agencies, including:

- Behavioural Support Team
- School Nurse
- Education Welfare Officer
- School Counsellor
- Educational Psychologist
- The Police - Crime Reduction Officer
- Police Community Support Officer
- Youth Offending Team

Working with parents/carers we may also seek input or advice from:

- Family doctor
- Child and family clinic
- Social Services
- CAMHS

PSPs will be individual. For particularly challenging students the following may be considered and implemented where necessary:

- a different curriculum. This may involve a reduced timetable, extended work placements, being educated off site or a combination of all three.
- individual mentoring, by a member of staff, where the teacher and student would meet on a weekly basis.

School based interventions.

These run for 6 weeks and include programmes, such as:

- Anger management
- Managing anxiety
- Positive relationships
- Understanding difference
- Revision skills

### **13. Vulnerable Groups: Special Educational Needs, Pupil Premium and Looked After Children**

Particular efforts will be made to avoid excluding students who are being supported at Pupil Premium (PP), Children Looked After (CLA) and Monitoring or Provision or who are Statemented/EHCP, under the Special Educational Needs Code of Practice. We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled students by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed period exclusions.

When students with SEN need a PSP, it does not replace the Special Educational Needs assessment process. Rather than set up a PSP for students with a Pupil Passport we ensure that Pupil Passports for these students reflect appropriate strategies to meet their educational needs.

We recognise that some students who need a PSP do not have particular SEN.

#### **Reasonable adjustments to the Behaviour Policy for SEN as follows:**

**Rule Reminder** – be clear about behaviour that has triggered RR, using student's name, be discrete (e.g., crouching down, speaking directly to student, not across classroom) and ensure voice and body language are neutral.

Consider leaving reminder about behaviour on whiteboard but be positive about behaviour you want to see, not negative.

**Verbal Warning** – make sure student is clear about consequences of continuing behaviour – again, be clear about behaviour you are targeting.

Before concern referral – insist on learning break. Student to go to Sanctuary.

If a **Concern referral** issued – try to meet with student before next lesson or advise LP of circumstances.

**Conduct Concern** – consult with LP before phone call home to determine appropriate consequence – where/when/with who/what will they be doing?

If student is at risk of Lost Learning Time, call **oncall** or Learning Practitioner insist on **time out** in Sanctuary.

## 12 The Police

It will be for the Head Teacher, AHT Pastoral & Wellbeing or Designated Safeguarding Lead (DSL) to decide whether the police should be involved in any given incident. The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Efforts will be made to contact parents immediately if a decision is taken to contact the police. The possession of illegal substances on the school premises will always lead to the involvement of the police.

The school will follow the guidance of the Home Office Circular 98178 on "Interrogation and Taking Statements". Thus, it will be normal practice for police interviews to take place at school only in the presence of parents/carers. If parents/carers cannot be contacted the interview will take place with the Head teacher or member of the Senior Leadership Team.

Staff should not obstruct the police in the course of their duty. The police have the right to enter the site without the permission of the Head Teacher, but should only exercise this right in exceptional circumstances.

When to call the police:

- once the prima facie case has been established, school led interviews and investigations should stop and the police should be called
- accurate records of interviews, evidence and admissions should be kept as a member of staff could be called as a witness
- offences where the police may be called include: theft, harassment (including bullying and use of internet-based communication to cause harm), assault, damage, drugs and offensive weapons.

### Related documents

- Home School Agreement
- Attendance Policy
- Anti-Bullying Policy

- Equal Opportunities and Diversity Policy
- Drugs, alcohol and tobacco Policy
- Mobile Phones Acceptable User Policy
- ICT Acceptable User Policy
- E-Safety Policy
- Exclusions Policy
- Mobile Phones Acceptable User Policy
- SEND Policy
- Covid19 Behaviour Policy Addendum
- Covid19 Safeguarding Policy Addendum

## 13 Appendices

### 1 Mission statement

Our school believes in everyone in our community learning together to build an exciting future. Because:

- we are all lifelong learners
- we value the importance of our community
- we all have unique abilities and talents
- what we can achieve together is far more than we could accomplish alone

An Archer student values: **The Archer Way**

Achievement

*We should all be able to achieve more than we ever hoped and experience the delight of success.*

Respect for others

*We should treat everyone with kindness and both listen to and value different opinions, beliefs and cultures.*

Curiosity

*Being inquisitive, analytical and having a strong desire to know and learn more.*

Hard work

*Personal motivation and determination are an essential factor in achieving success.*

Enjoyment

*We should all experience the fun and excitement of learning.*

Responsibility

*Being globally aware and making a positive contribution to the life of the school and wider community.*

## **The Archer Outcomes**

Through their learning journey an Archer student will grow up to become:

### Articulate

*Able to express their ideas confidently, fluently and coherently using words, numbers and new technologies.*

### Analytical

*Able to investigate and apply reason and logic to construct opinions and evidence.*

### Creative

*Able to be original, expressive and imaginative*

### Collaborative

*Able to work with people from different backgrounds in joint effort and pursuit.*

### Reflective

*Able to be contemplative and thoughtful about their own and others' ideas and performance.*

### Resilient

*Able to recover readily from adversity and face challenges robustly.*

## **Specific rules related to identified behaviours, intervention system**

### **Our central school rule:**

#### **Work Hard and Be Nice**

Our School rule Work Hard and Be Nice and the consequences for breaking this rule are summarised in the student handbook and discussed and reinforced in tutor groups, in Lifelong Learning opportunities and in assemblies. This handbook provides more information about some of the rules we regularly reinforce. When rules are broken, students receive sanctions in line with our behaviour and rewards policy

#### **Uniform and Appearance**

Uniform must be worn at all times on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school. Detentions can be issued for incorrect uniform. Where the correct footwear is not worn, students will be required to wear black plimsolls on loan from the school for that day. Students wearing inappropriate clothing will be referred to their Head of Year and may be sent home to change unless they have a letter explaining the exceptional circumstances.

Hair must be appropriate for a smart, professional learning environment and must not be extreme in style, length or colour. It should not be cut shorter than a number 3 and must not be shaved/patterned. This also applies to shaved eyebrows. Hair must be within a natural colour spectrum. Only plain, functional and safe hair accessories are allowed. Hair extensions are not permitted.

Jewellery which is not permitted in our guidelines will be confiscated, put in a named envelope, and passed on to the Head of Year. It will be returned at a mutually agreed time unless there are exceptional circumstances.

Students wearing make-up or nail varnish will be asked to remove it or directed to their Head of Year where stocks of make-up remover and nail varnish remover are held. False nails, gels and French polish are not permitted.

Chewing gum and fizzy drinks including energy drinks are not permitted on the school campus at any time.

### **Mobile Phones**

Only basic mobile phones are permitted at school. Mobile phones which have a camera or smart phone functions are not permitted at school. Basic mobile phones must be switched off during the school day and stored in student locker. Please see separate Mobile Phones Acceptable User Guide.

### **Inappropriate language**

Any student heard swearing or using offensive, racist or discriminative language will be reprimanded by the teacher at the time. Verbal abuse towards other people is not acceptable and will be dealt with via our behaviour code.

### **Damage to property**

The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be punished. Damage should be dealt with by the Head of Year, or Head of Department, in charge of that teaching area. Students will be billed for any subsequent costs incurred for replacement or repair. Any student caught vandalising property within the school will be billed for any subsequent cost of repair and be dealt with according to our consequence system.

### **Out of bounds areas**

Students are expected to be in designated areas at all times, including and before and after school. Clear guidelines of the exact areas which are forbidden are displayed around the school. The following are out of bounds:

1. All laboratories and specialist areas
2. The cycle storage, except for leaving & collection of cycles
3. The vicinity of motor vehicles
5. All roof spaces, windows and fire escapes
6. Any area where building work is taking place
7. Off-site recreational spaces, unless accompanied by a member of staff

### **COVID19 UPDATE: This also includes areas outside of allocated year group bubble**

- **toilets**
- **changing rooms**
- **playground areas**
- **classrooms**

## **Truancy**

Parents are requested to contact the school via the absence line on the morning of the first day of any absence. Students caught avoiding lessons, truanting, or repeatedly refusing to give reasons for absence will be dealt with in line with the behaviour code.

## **Misuse of computer equipment**

Expectations surrounding the use of all ICT equipment are clear and outlined in our ICT Acceptable User policy. Students caught misusing ICT equipment will be dealt with severely in line with the behaviour code. Serious misuse may result in internal exclusion or a fixed term exclusion. Additionally, please see E-Safety and Remote Learning Policy.

## **Offensive conduct to other students including peer on peer abuse**

Any bullying or harassment, including physical, verbal, racial, cultural, gender, disability or relating to sexual orientation will not be tolerated and is always a serious offence. Unacceptable behaviours are detailed in the school anti bullying policy.

If a student is harassed physically, verbally or sexually within the school they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence to both parties involved.

## **Offensive conduct to members of staff**

Abusive language/rudeness or defiance towards a member of staff is very unusual and considered extremely serious with the imposition of relevant intervention up to and including permanent exclusion from school. Threatening or aggressive behaviour, damaging conduct or repeated misconduct of this sort would be considered aggravating factors.

Violent conduct towards staff, harassment of a member of staff, their property or family of any sorts, including beyond the school day or term would be considered a very serious offence and would most likely result in permanent exclusion from school.

Offensive conduct to staff will be dealt with by a member of the SLT in line with our behaviour code which covers for permanent exclusion for certain single one off serious incidents.

## **Deliberate classroom disruption**

Classroom disruption is unacceptable as it disturbs and distracts the learning of others in the classroom. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with our behaviour code.

## **Theft**

All cases involving theft will be investigated by a member of SLT. An internal exclusion is the minimum sanction for theft; however, external exclusion may be used depending on the nature of the incident. Each case will be taken on its own merits and the school may look to permanently exclude for theft. The Police may also be informed. To avoid difficulties, no article may be bought or sold, nor should any collection of money take place in school without permission of a senior member of staff.

## **Smoking**

Smoking is not allowed on the school site or in school uniform off site. Students who are caught smoking (including e-cigarettes), or part of a group in which people are smoking will receive a fixed term exclusion.

## **Alcohol and drug related offences**

All instances suspected to involve alcohol, drugs or substance abuse will be dealt with as described in the Drugs, Alcohol and Tobacco Education Policy. When a substance is not illegal but thought to be a danger to the individual, or others, confiscation will be followed by some form of sanction. In cases where illegal substances are involved the Police will be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences.

Any involvement in the supply of illegal substances is extremely serious and is likely to lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to supply, are also both illegal and of utmost seriousness and may lead to permanent exclusion.

## **Possession or use of an offensive weapon**

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, and any items capable of firing a projectile, fireworks and any noxious substances such as are inappropriate within the confines of the school. The weapon will be confiscated and parents will be invited to collect it, or the weapon will be disposed of. The student will be given some form of sanction. This will depend on the degree to which the item was used to cause alarm or harm to others; bringing dangerous weapons onto school premises, such as knives and blades, is likely to lead to permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intention of using them in an offensive way. Possession by students, or use on school premises, is very serious and will lead to a sanction.

## **Possession of other offensive items**

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Exclusion will apply in aggravated cases where the conduct was repeated.

## **Obstruction of justice**

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal important information will themselves face a consequence. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

## **Improper Conduct**

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve police action, and sanctions up to and including exclusion from school. However, even where contact between students is consenting,

sanctions may be set where behaviour goes beyond what the school views as normal behaviour on the school premises or at off site school activities.

### **Intervention System**

All instances of misbehaviour must be logged in SIMS through the use of behaviour codes. behaviour codes to be monitored by the Form Tutor and Head of Year on a day to day basis, liaison with student and parents where appropriate.

All behaviour concerns/issues are to be shared with the Form Tutor, Head of Department and Head of Year. Tutors will review conduct codes every day ahead of or in registration and students will need to complete a meeting after school in order to explain their behaviour if it has caused concern.

The report card process will be started and swiftly put in place regarding concerns about the accumulation of behaviour codes or detentions. Parents will be asked to attend a meeting with the Head of Year.

We should at all times avoid escalating through the system too rapidly and manage the interventions at the lowest point possible. We should strive to move students out of our behaviour system as soon as possible and retain a positive relationship. It is the behaviour (not the student) we disapprove of – students who struggle with behaviour need our help the most. Parents should always be made aware of any ongoing concerns regarding the behaviour of their child.

### **Behaviour for Learning in the classroom**

The most common forms of misbehaviour are incessant chatter, calling out, inattention and other forms of nuisance that interrupt learning.

Our consequence system is sequential and should never be jumped. Please see below for examples of serious misbehaviour that may lead to an immediate lost learning time concern behaviour code, removal from a lesson or withdrawal for longer period of time.

When a student misbehaves for the first time in a lesson s/he is given a rule reminder and then a verbal warning. If a student persists in their misbehaviour their name is discreetly recorded by the member of staff. The teacher may take this opportunity to move the place of the student in the classroom. On the fourth occurrence of misbehaviour the student is informed that they will be issued with a behaviour code; this is called lesson/community conduct concern. The teacher should log the behaviour code in SIMS when the necessary action has been completed, with the reason and any further action taken included. The Form Tutor and parents will be informed via SIMS/the student handbook at this point to support restorative practice and enable the student to improve their behaviour. The behaviour code in isolation should not be seen as a punishment, a follow up should take place led by the member of staff and supported by the Form Tutor. Heads of Department and Year will need to be involved and a Monday, Wednesday or Friday after school detention will have to be completed if the student is unable to engage in restorative practice.

If, following lesson/community conduct concern, a student's behaviour does not improve the behaviour rota should be used and the student removed from the lesson. The senior or middle leader on behaviour rota will seek to resolve the situation, following the behaviour policy. A lost learning time concern behaviour code for removal from a lesson will be logged onto SIMS. A student being removed from a lesson is incredibly serious. A student will be withdrawn for the rest of the lesson if they have had a lost learning time concern behaviour

code. The teacher should log the behaviour code in SIMS when the necessary action has been completed, with the reason and any further action taken included. The HOY and parents will need to be informed at this point to support restorative practice with the member of staff and enable the student to improve their behaviour. The student will be withdrawn from break/lunch and a one hour detention completed.

Staff should seek to remain in control of the situation and every effort should be made to use professional skills to prevent the situation escalating rapidly. Staff who are unsure about the handling of such situations should talk it through with their Head of Department, Head of Year or a senior member of staff. A willingness to do so is seen as strength – not a weakness.

Staff should record each consequence discreetly and challenge any behaviour as privately as possible. This gives the student space to think and prevents them from challenging the member of staff in a rude or defiant manner.

### The Behaviour Code:

Steps	What happens
One: RR Rule Reminder	Rule reminder is provided using either non-verbal or verbal communication
Two: VW Verbal Warning	Verbal warning including the student name being recorded discreetly by staff. The teacher may take this opportunity to move the student's place in the class.
Three: CR Lesson/community referral behaviour code	The member of staff should inform the student clearly that they have a 'lesson/community referral' behaviour code. This should be logged in SIMS, giving the reasons and follow up action including a meeting which needs to be added to the code. At this point oncall can be called to support in re focusing the student.
Four LC Lesson/community conduct concern behaviour code	The member of staff should inform the student clearly that they have a 'lesson/community concern' behaviour code. This should be logged in SIMS, giving the reasons and follow up action including contact with home via the phone. A 30 minute Monday, Wednesday or Friday detention will be set.
Five: LLT Lost learning time concern behaviour code Community conduct concern behaviour code	Behaviour duty is called using the oncall email. The issuing of these behaviour codes should be a relatively rare occurrence. This should be logged in SIMS, giving the reasons and follow up action including contact with home by phone or parent meeting.

Specific instances of not meeting school rules should also be logged in SIMS and are accompanied by a 30 minute detention in line with policy applied at the member of staff's discretion such as:

- Lack of equipment/handbook/kit/house identification

- Homework
- QMS concerns
- Uniform/jewellery infringements
- Punctuality to school or lessons

Behaviour codes are available in SIMS to do this.

This list is not designed to be exhaustive; however, it indicates unacceptable behaviours and the intervention that could be expected.

### Rewards system

The Archer Outcomes	Rewards – All rewards go towards house points	
<p><b>Excellence in relation to any area of the school values and skills:</b></p> <p><b>Articulate</b> Able to express their ideas confidently, fluently and coherently using words, numbers and new technologies.</p> <p><b>Analytical</b> Able to investigate and apply reason and logic to construct opinions and evidence.</p> <p><b>Creative</b> Able to be original, expressive and imaginative.</p> <p><b>Collaborative</b> Able to work with all people to achieve shared goals.</p> <p><b>Reflective</b> Able to be contemplative and thoughtful about their own and others' ideas and performance.</p> <p><b>Resilient</b> Able to recover readily from adversity and face challenges robustly.</p>	<ul style="list-style-type: none"> <li>• verbal praise</li> <li>• merits</li> <li>• postcards home</li> <li>• Head of Year commendations</li> <li>• Honour roll</li> <li>• attendance awards – Golden Tickets for 100% attendance</li> <li>• work on display</li> <li>• star of the week</li> <li>• article in school newsletter</li> <li>• house points</li> <li>• citations in assemblies</li> <li>• letters/email home/telephone call from teachers and support staff</li> <li>• letters/email home/telephone call from Head of Year</li> <li>• letters/email home from Head teacher</li> <li>• lunch with the Head teacher</li> <li>• nomination for annual prize giving/awards ceremony</li> <li>• nomination for external, national award schemes</li> </ul>	<p>50 House points Bronze Certificate</p> <p>100 House points Silver Certificate</p> <p>150 House Points Gold Certificate</p> <p>250 Codes House Points Platinum Certificate</p> <p>350 House Points Diamond Certificate and House badge</p>
<p>Sustained excellence in any of the above areas is celebrated with multiple merits being awarded in</p>	<p>A congratulatory postcard could also be sent home to parents in recognition of achievement.</p>	

recognition for their “Outstanding nature”.	These Merits are also totalled within the certification system.
Head teacher staff and student recommendation for outstanding effort, attainment or community spirit	
Termly Head teacher commendation and lunch with the Head teacher for sustained excellence in any of the above areas.	
Outstanding academic progress and effort across the curriculum is celebrated formally each term. Including termly Archer Way Awards.	Archer Academy pins to be worn on the school jumper are awarded at the end of term celebration assembly
Outstanding work over the course of a year  Awards nominated/sponsored by members of the community	Archer Academy celebration assembly, each term and annual prize giving  To be annually developed with Head of Year and Governing Body to reflect aims of the school.

Merits are linked through SIMS in the same style as Behaviour Codes. A merit should be registered with the appropriate Archer Outcome key word. Merits contribute to a student’s ranking on the honour roll and are also added up as House Points with recognition for them being achieved across a House group as well as for an individual.

At the end of each term each House will award the student with the most Merits as a champion. A winning House will be nominated each term based on the accumulation of Merits.

There will be a celebration assembly at the end of each term.

There will be an annual prize giving during each academic year.

Form tutors are expected to recognise best conduct with a postcard or positive phone call home each week.

## **Intervention Structure**

### **Form Tutor**

Form Tutors will review behaviour every day and meet with students that have incurred a code or detention after registration. The Form Tutor will provide their student the opportunity to reflect on their choices and provide support to enable them to improve their behaviour. Strategies will be discussed and if necessary a report will be provided with a clear time frame and student led targets agreed with the tutor. If a student is unable to engage the Head of Year will provide further support and the Form Tutor will contact parents as well as keeping the member of staff informed.

## **Subject Teacher**

A subject teacher detention may be issued as a break time, lunchtime or after school detention as a result of an incident of poor behaviour. For homework or inadequate work, see the academic intervention structure. These detentions should be for a maximum of 10 minutes at break and 15 minutes at lunch or after school.

This detention should be logged on SIMS. Subject teachers are encouraged to contact parents through the handbook or by phone.

## **Head of Department (HoD)**

If a subject teacher has issued multiple sanctions, to the same student this demonstrates persistent poor behaviour. The issue should be referred to the HoD. The HoD should issue an after school detention and contact parents by telephone. This detention should be for a maximum of 30 minutes.

The HoD may look to place a student onto departmental report following this detention. The report will be monitored by the HoD, the Form Tutor and Head of Year will be informed. A parent meeting will normally take place before a student is placed onto HoD report. If the report is successful parents will be informed once the report period has been concluded.

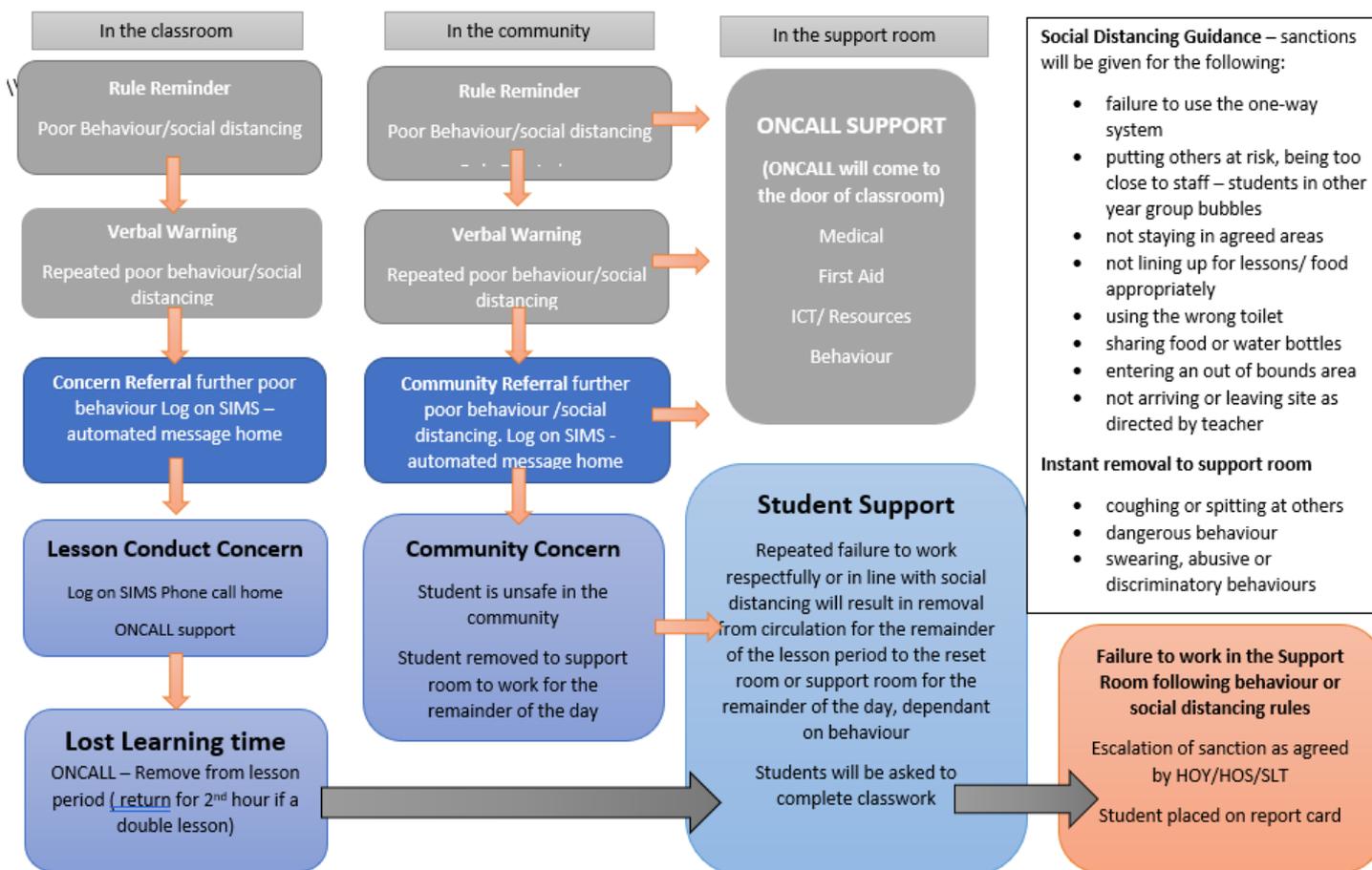
HODs may issue a detention for a one off serious issue which takes place in a lesson within their department. Parents should be contacted through the handbook or by telephone, text message, email or letter.

## **Head of Year (HOY)**

HoY may issue a pastoral detention at break, lunch or after school, as a result of a serious issue or persistent issue with a member of their year group. This may result from behaviour, attendance or punctuality. Students may be withdrawn from break or lunch in order to resolve the issue caused by their behaviour. After school detentions should be set on a Monday, Wednesday or Friday for a maximum of 30 minutes. Parents should be contacted through the handbook or by telephone, text message, email or letter.

## **Senior Leadership Team (SLT) detention**

SLT will issue either a one hour detention or a two hour Saturday detention depending on the level of concern a student's behaviour has caused. If a student incurs multiple behaviour codes during the course of a week they will be required to complete a one hour detention on a Friday in order to reflect in detail and action plan how they will improve the following week. Saturday detentions are issued if a student breaks the Home School Partnership by bringing in a banned item to school, truants a lesson/s or has persistently defied school rules. The significantly longer detentions are intended to provide a third step in the detention structure for students to reflect on their behaviour for learning by receiving personalised support that enables them to avoid an internal or fixed term exclusion.



The School Rule: **WORK HARD, BE NICE**

Be the type of person you would like to meet

