Behaviour & Rewards Policy

Reviewed	RRC
Committee to Review	Welfare and Safeguarding
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Contents

1. Aims

This section sets out our aims, the purpose of having a behaviour, through our approach to behaviour management and rewards we hope to:

- create a positive and productive learning environment through collaborative work with staff, students and parents
- ensure students feel confident and able to participate fully in all aspects of school life
- provide a consistent approach to behaviour management and to teach and model positive behaviour
- outline how students are expected to behave
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- provide a clear hierarchy of rewards and consequences that students, parents and staff can understand
- provide students with the skills and knowledge they require to prepare them for future pathways

The policy is designed to support the school in developing students with the values of Resilience, Confidence, Ambition, Integrity, Compassion and Success.

2. Parameters

This policy applies to all students of b (Taverham High School):
- when at school
- on the way to or on the way from school
- while on any school activity
- when wearing the school uniform away from the school premises
- who are, in any other way, identifiable as students at THS

However, the school will not normally get involved in events which are online and outside the school day. These may need to be addressed in other ways.

3. Roles and responsibilities

In this section we set out the roles and responsibilities of all members of our school community. For each group this is not an exhaustive list but instead a guide to set expectations against.

3.1 The Trustees

The Trustees have the responsibility to ensure that there is no differential application of the policy and procedures on any grounds (including those regarded as protected characteristics such as, ethnic or national origin, culture, religion, sex, gender, sexuality or disability). They will also ensure that the concerns of students are listened to and appropriately addressed.

3.2 The Headteacher

The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures; regularly monitoring of the use of the various sanctions to identify any inconsistency or potential discrimination and the review and evaluation of any support and sanctions to ensure their effectiveness.

3.3 Senior Leadership Team

The Senior Team are responsible for supporting Heads of Year/Behaviour Lead in following up behaviour. Challenging and supporting Heads of Faculty around actions taken to address behaviour in the faculty. Seek to praise all students, including those who have made improvements to behaviour over time. Support staff in restorative conversations with students. Support the Behaviour Lead in parental meetings at the end of Behaviour Lead intervention to explain consequences of below expected improvement. Hold meetings with parents/carers when the student has failed to improve or engage with the Behaviour Lead's interventions.

3.4 Behaviour Lead and Heads of Year

The Behaviour Lead and Heads of Year work more directly with students and their families when behaviour is causing wider issues within the school. As such, the Behaviour Lead and Heads of Year will review behaviour of the year group on a daily basis, seek to praise all students, including those who have made improvements to behaviour over time. Oversee the detention systems and support staff in restorative conversations with students. They will also hold meetings with parents/carers when the behaviour is ongoing to agree the targets for a SSP and share with staff. Keep the SLT informed of any emerging issues or changes required to the Behaviour policy or procedures.

3.5 All staff

All staff (paid and voluntary) are responsible for ensuring that this policy and its procedures are followed and that they are consistently and fairly applied. All staff, both teaching and support staff at THS, have the responsibility to:

- consistently apply the school rules
- implement procedures to confront poor behaviour and bullying in any form
- take appropriate action according to the procedures and consequence system
- promote the strategies which encourage excellent behaviour and challenge poor behaviour and bullying
- model the values we believe in

Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Senior Leadership Team, for creating a supportive, high quality learning environment, teaching positive commitment to learning and implementing the agreed policy and procedures consistently.

3.6 Students

Students should rise to the school's high expectation, follow the school rules, take responsibility for their own behaviour but also to take care of the needs of others. Students are made fully aware of the school expectations, policy and procedures. Students are also encouraged to take responsibility for their social and learning environments making them both safe and enjoyable by reporting all undesirable behaviour. Students are expected to report bullying whenever they see it.

3.7 Parents/Carers

The most effective form of behaviour management occurs when parents, carers and school staff work in partnership. Parents/carers are encouraged and supported to take responsibility for the behaviour of their child. Partnership between parents/carers and the school is promoted to assist in maintaining high standards of desired behaviour. Parent/carer contact is actively encouraged to raise any issues arising from the operation of this policy. We encourage parents/carers to contact us as soon as possible, if they have concerns about behaviour in the school or if they feel that their child is a victim of bullying.

4. Home school agreement

Our aim is to create a learning environment within which every individual can realise their full potential, develop self-respect, respect for others and to prepare themselves for life in a changing world. As outlined above, students, parents/carers and staff must work collaboratively so that we create and sustain a school with a positive and productive learning environment where students make excellent progress and feel safe and happy. As such, our home-school agreement, Appendix 3, sets out the expectation both of the school, the parents/carers and the students.

5. A positive and productive learning environment

The creation of an environment in which the likelihood of positive behaviour is maximised is first and foremost created by adults. It is the behaviour of adults which sets the scene, the expectations and the means by which all students can meet the behaviour requirements of THS. A positive and productive learning environment is essential if students are going to reach their full potential.

Tom Bennett (Creating a Culture: How school leaders can optimise behaviour – 2017) says that: "When behaviour in general improves throughout a school the impact is:
- students achieve more academically and socially
- time is reclaimed for better and more learning
- staff satisfaction improves, retention is higher, recruitment is less problematic"

Sir Alan Steer (Learning Behaviour: Lessons Learned - A review of behaviour standards and practices in our schools -2009) states "The need for consistent good quality teaching, as the basis for raising standards and reducing low level disruption, has been highlighted both by Ofsted and fellow practitioners"

As a school we acknowledge that positive behaviour is a learned skill which needs to be part of the curriculum and must be promoted at all times, by all staff. This can be achieved through all timetabled lessons, assemblies, form tutor time, positive relationships and staff CPD. Our staff are role models to our students and the behaviours we expect from our students must be modelled by all staff at all times.

Our aim is to use praise, encouragement and rewards, rather than consequence, to achieve our goal of a positive working environment. Staff must recognise students who display a positive attitude to learning by the appropriate use of rewards whilst understanding equality of opportunity for students with different needs. These rewards should include:

- Praise and encouragement from staff
- Positive event entry on student's Bromcom record (see rewards system)
- Phone call home to inform parents/carers of a student's achievements
- Letters to parents/carers to celebrate positive attitudes to learning and/or progress
- Special privileges – e.g. Hot Chocolate Friday
- Awards at celebration of achievements events

We also value all members of the school community taking an active role in school life and the community, taking opportunities to work together to enhance the school environment, offer support to others regardless of circumstance, support local and national causes and to celebrate success in and out of school.

5.1 Student Code of Conduct
To support our students in developing this positive and productive learning environment we have developed a Student Code of Conduct, this is based around the acronym TEAM. Students who excel in any of these expectations could receive positive points on Bromcom. Conversely deviation from these basic expectations could be followed by a consequence. The code of conduct is displayed in every classroom and a copy of this can be found in Appendix 1.

6. Barriers to a positive and productive learning environment
As a school we are aware that there will be times when individual student's behaviour does not meet expectations and therefore negatively affects our aim to have a positive and productive learning environment. Where this occurs, it is important that there is consistency in approach from all staff in terms of expectations of behaviour, gaining an understanding of why this behaviour is occurring and ensuring consequences for poor behaviour.

Certain types of behaviour are seen as barriers to learning. When students deviate from the school code of conduct (Appendix X). There are clear consequences in place, to ensure that the impact of those that disrupt the learning of others is minimised as quickly as possible.

6.1 Classroom Behaviour and Consequences
In the classroom all staff are expected to:
- Create and maintain an inspirational and empowering environment that encourages students to be engaged in learning
- Use a range of rewards and consequence to help maintain a positive and productive learning environment
- Be familiar with the support section for individual students on Bromcom and apply recommendations as stated
- Develop a positive relationship with students

Where staff experience behaviour, which is a barrier to learning, there are clear consequences to address this in a fair and consistent manner. By taking responsibility for behaviour we will create a culture where there is "certainty not severity" of consequences and a calm community.

For any low-level disruptive behaviour in the lesson the following sanctions will be applied:
- Stage 1 - Spoken to about expectations and student rectifies behaviour.
- Stage 2 - Negative behaviour event as low-level behaviour has continued but remains in lesson to improve behaviour
- Stage 3 - Negative behaviour event and a 20-minute detention with class teacher as behaviour has continued and student has been removed by COT.

Each stage should be communicated clearly to the student so there is no ambiguity. There is also no way to role back from any stage. Although these stages should be treated as an escalating series, serious incidents may lead the teacher to move straight to a stage 3 sanction.

6.2 Behaviour outside of the Classroom & Consequences.
Student behaviour may not be acceptable beyond the classroom and as such this policy sets out specific consequences for certain behaviours (appendix 2). Whilst the implementation of these consequences must be consistent the school has a duty to take into account the circumstances and the needs of each student when managing behaviour issues. Therefore, leaders can make reasonable adjustments based on individual circumstances.

7. Bullying

The Government defines bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"

Bullying of any kind is unacceptable at THS and all staff understand and take seriously their duty concerning this. If bullying does occur, all students should be able to report incidents and know that these will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to inform a member of staff at the earliest opportunity. The school can only deal with issues that it is aware of.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

8. Prejudice related behaviour

Prejudice related behaviour of any kind is unacceptable at THS and all staff understand and take seriously their duty concerning this. If a prejudice related incident does occur, all students should be able to report incidents and know that these will be dealt with promptly and effectively. This means that anyone who knows of a prejudice related incident happening is expected to inform a member of staff at the earliest opportunity. The school can only deal with issues that it is aware of.

Discrimination can come in the following forms:
- direct discrimination - treating someone with a protected characteristic less favourably than others
- indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage
- harassment - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them
- victimisation - treating someone unfairly because they've complained about discrimination or harassment

Any incidents of prejudiced or discriminatory behaviour will be reported to the pastoral team and be treated as a prejudice related incident. Trustees are updated termly on prejudice related incidents. Any sanctions which need to be applied in relation to prejudice related incident will follow the school's consequence (Appendix 2).

9. Behaviour management
This section identifies a number of common issues that school's deal with. It includes our minimum expectations along with the consequences if these are not met.

9.1 Punctuality and arrival to school each day
All students must arrive to school and all lessons on time.
- If a student arrives late to school without an appropriate reason (for example a medical appointment, supported by a letter or appointment card) they will be issued an afterschool detention for double the time they were late.

- If a student is marked as late to lessons without an appropriate reason (medical appointment, mentoring session) twice or more in a week, they can be given an afterschool detention for double the time they were late.

9.2 Uniform

For students starting in September 2022 all hoodies or any other clothing that is non-school uniform should never be worn on the school premises. These items will be confiscated by staff and will be returned to students or parents and carers if they are asked to come to school to pick them up.

The school keeps a stock of spare uniform and shoes. If students attend school dressed inappropriately, they will be expected to borrow items and change. If this is not possible, we reserve the right to send students home or place them in isolation until the issue has been rectified and our expectations have been met.

9.3 Homework not completed or not submitted on time

Class teachers are responsible for setting and monitoring completion of homework. If homework is not complete or not submitted on time, this should be recorded by the class teacher on Bromcom. A break or lunchtime detention of up to 30 minutes should be served with the class teacher. Repeated failure to complete homework should result in an additional department detention run by the Head of Department at lunch or after school. Pastoral detentions take precedence over homework detentions.

9.4 Stationery and equipment for lessons

We place high importance on personal organisation and getting the 'basics' right. It is vital that students come to school every day with the right equipment 'ready to learn' each lesson. When students arrive to lessons without the correct equipment, there is a disruption to learning for the whole class. All students are expected to bring the right equipment: Pens - Black or blue to write with and Green Pens to mark with, Pencils, Ruler, Rubber, Scientific calculator, Protractor (angle measurer), Pair of Compasses, Books for lessons that day, Bottle of water (optional).

9.5 Additional Equipment

In addition to the equipment above, we expect every student to bring the following: Subject specific equipment e.g. PE kit (details found on the website) and cooking ingredients. Other useful equipment but not specified in the 'basics' would be coloured pencils and highlighters.

9.6 Mobile phones

It is our rule to allow students to have a mobile phone with them in school should they choose to do so. However, they should always be turned off and not used for any purpose.

Mobile devices will be confiscated if a student has one visibly in their possession without a member of staff's prior consent or if there is evidence that the device has been used in school (such as photo taken in the premises).

Mobile devices confiscated will be kept securely in the main office and will only be returned to the parent by the Headteacher (or representative)

We have the authority to search any electronic device to examine any data or files if we think there is good reason to do so. We may also retain the device or dispose of any data as we see fit. If inappropriate material is found on the device it is up to the member of staff to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school rules) or whether the material is of such seriousness that it requires the involvement of the police. In order to

determine what is a "good reason" for examining or erasing the contents of an electronic device we must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If there are repeated incidents, refusal to hand over the phone or one significant event, a senior leader can impose a phone ban so the phone must be handed in when the student arrives at school. If the ban is broken, the consequence can be an exclusion

The Headteacher may, at any time, withdraw a student's permission to have a mobile device in school. It is the school's recommendation that mobile devices are simply not brought to school at all.

9.7 Prohibited Items
There are several items which are not permitted in school. Possession of these items carries a consequence that students can expect if they are in breach of the rules. To encourage honesty, the consequence for bringing any contraband items into school may be lessened if students own up before a search takes place. The items include, chewing gum, energy/fizzy drinks, any smoking or vaping paraphernalia, Mobile Phones, earphone/headphones, hand-held games consoles, Illegal substances, any drugs or pharmaceuticals, weapons or anything that could be perceived as a weapon. This is not an exhaustive list but gives a range of examples.

10. Physical contact and restraint
Physical contact with a student may be appropriate where a student is in distress and needs comforting. Staff will use their professional judgement when they feel a student needs this kind of support. In some circumstances, staff may use reasonable force to restrain a student to prevent them:
- causing disorder
- hurting themselves or others
- damaging property

Incidents of physical restraint must:
- always be used as a last resort
- must be reasonable, proportionate and necessary
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

11. Searching students
The Headteacher and staff appointed by them, have the statutory right to search students without consent where they have reasonable grounds for suspecting a student may have a prohibited item such as the items identified in Section 9.7, as well as, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to a positive learning environment. These items may be returned to students after discussion with senior leaders and parents, if appropriate.

12. Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will assess a student who persistently exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

13. Detention

Under current legislation, teachers have a legal power to put students (aged under 18) in detention. THS reserves the right to place students in detention at break time, at lunch time and after school. Any member of staff can set a detention. If a student is placed in break or lunch time detention, we will allow reasonable time for the student to eat, drink and use the toilet.

Please note, that under current legislation, parental consent is not required for detentions – including afterschool detention. In addition, please note that under the 2011 Education Act, we do NOT need to inform parents and carers that a student has been placed in after-school detention. However, we shall endeavour to always inform parents and carers when an after-school detention has been set, especially when we wish to detain a student on the same day. In addition, we will not issue a detention when:

- the detention is likely to put the student at risk.
- the student has known caring responsibilities which mean that the detention is unreasonable.

Under the legislation, we do not have to consider travel implications; this remains the parents/carers responsibility. However, if keeping a student behind at the end of the day would result in them missing the school bus and alternative arrangements cannot be made, the detention will not be enforced, and an alternative day or consequence will be implemented.

14. Low level disruptive behaviour

The school recognises that all students should have the opportunity to learn in a productive environment. Low level disruptive behaviours, for example: calling out, walking around the room or rocking on chairs can have an impact on a students' ability to learn and create disruption to learning time. The school will take the following actions to reduce low level disruptive behaviour within our classrooms:

- Students will be given a **Stage 1** warning for their first incident. Should the student rectify their behaviour and make a positive choice no further action will be taken.
- If the student continues, they will receive a **Stage 2** warning and a negative will be added to the system (MCAS).
- If there continues to be disruptive low-level behaviour the student will receive a **Stage 3** warning and COT will be called to remove the student from the lesson. This will result in a 20-minute lunch time detention.

Students who repeatedly disrupt lessons and receive 3 COTS in a week or 2 COTS in one day will be placed in the IEU.

If a student is placed in the IEU for 3 consecutive weeks due to persistent low-level disruption, they will receive a fixed term exclusion (FEX) for persistent non cooperation.

15. Exclusions

A very serious event or repeated serious incidents could result in a Fixed Term Exclusion (potentially combined with a day in the IEU on return). There can be a number of reasons for issuing a fixed term exclusion and the duration of the exclusion will take into account a number of factors.

A reintegration meeting is held to ensure that the student understands why they were excluded as well as checking they are ready to return to school in an appropriate manner. This ensures we have supportive measure in place to enable the student to be successful. An appropriate adult (ideally those with parental responsibility) will be required to attend each reintegration meetings for students who receive a fixed term exclusion. Students will not be permitted to return to lessons until the meeting has taken place.

Permanent exclusions are the school's final and ultimate sanction. We try avoid these at all cost but some one-off serious offences or persistent disruptive behaviour may lead us to permanently exclude a student.

16. SARPE Process (Student At Risk of Permanent Exclusion)

The school recognises that if a student is excluded as a consequence of their behaviour (Internal, or External) there is an increased risk of permanent exclusion. The SARPE process is in place to help lower the risk of a student being permanently excluded and monitor their progress. By communicating this information families are fully informed about the risk to education and what is required to deescalate from this situation. There are 3 levels of increasing seriousness.

A risk assessment is carried out that analyses probability and seriousness of elements including harm to peers, staff and self, disruption, damage, criminal offences and absconding alongside identifying needs and planning intervention strategies for implementation and review. This is an attempt to ensure the school is taking reasonable steps to support the student. However, it is ultimately the student's responsibility to regulate their behaviour.

The process is summarised below.

Level	Placed onto this stage because…	Actions at this stage
1. The risk of permanent exclusion is raised but at a low level – as long at the student improves their behaviour	The student has been placed in the Inclusion room on multiple occasions or has received a Fixed Term Exclusion	Agreed supportive measures by the school and home drawn up through a risk assessment.
2. The risk of permanent exclusion is at a medium level. If the student improves their behaviour, they will move back down to Level 1.	Despite supportive measures, the student has continued to be placed in the IEU or has had further Fixed Term Exclusions.	Agreed supportive measures by the school and home drawn up through an updated risk assessment.
3. The risk of permanent exclusion is at a high level unless the student improves their behaviour.	Despite supportive measures, the number of days of internal or external exclusion has now reached 11+	Agreed supportive measures by the school and home which may include looking for a Managed Move to another school.

17. Malicious allegations

Students that are found to have made malicious allegations are likely to have breached our behaviour policy. The school will therefore apply an appropriate sanction, which could include temporary or permanent exclusion as well as referral to the police if there are grounds for believing a criminal offence may have been committed, even if they are not a student.

18. Criminal offences

In cases of serious risk, behaviour infractions and of any criminal activity, THS reserves the right to inform the police without first contacting the parent or carer. This may apply to behaviour incidents in or outside of school time, while travelling to or from school, during a school-organised event or on social media. Our aim is always to avoid involving the police but there will be some occasion where we will have to take this course of action.

19. Rewards

We acknowledge and celebrate success and achievement in all their forms, including academic effort and attainment, sporting success and commitment to learning and operate a comprehensive rewards system through awarding credits, positive acknowledgement certificates for attendance and attitude to learning and postcards and letters home. Parents/carers are able to view their child's positives on MCAS.

Reward for Attitude to Learning
- Students should be awarded credits when they show outstanding attitude to learning
- Students with the highest number of credits are presented with a certificate to recognise their achievements
- Each academic year we award students certificates for outstanding attitude to learning in termly assemblies.

Attendance and Punctuality
- A credit is awarded every week for all students who have achieved 100% attendance

- All students who achieve 100% attendance during a term, or whose attendance improves dramatically, will receive a certificate to celebrate this achievement.

Bronze, Silver and Gold Star Badges

Students accumulate credits over their five years at THS. Star badges and certificates are awarded each time a student reaches a specific number of credits, as set out below. Negative points are recorded when negative behaviour occurs but at THS we do not subtract negative points from positive credits as we believe any credit given should always count. Poor behaviour has consequences and should not have a second consequence of taking away credits earned.

	First Star	**Second Star**	**Third Star**
Bronze	50 Credits	100 Credits	150 Credits
Silver	250 Credits	350 Credits	450 Credits
Gold	600 Credits	750 Credits	900Credits
Platinum	1100 Credits	1300 Credits	1500 Credits

20. Training

Behaviour management will be a key focus of CPD for all staff and will be a key part of the induction process for new staff. Additional training will be targeted for individual members of staff where a need for support with behaviour management is identified.

21. Discretion

No behaviour policy or set of procedures can cover all situations nor all eventualities. The Headteacher reserves the right to use discretion to help THS students be successful and to make better choices and learn the right lessons.

Appendix 1: Student Code of Conduct

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Taverham Students' Code of Conduct
We are a TEAM

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Take Responsibility
And be prepared
For your equipment
For your attitude
For your learning
For your homework
To always do your best
By wearing the correct uniform
By being on time
By taking pride in your work

Everyone Safe
Follow instruction 1st time
Quiet and listening
Moving around the school- think calm on entry & calm on exit
Don't make contact with anyone else
Always use materials properly and safely
Ask permission to leave the room

Always respectful
To yourself
To staff and peers
For your learning and others learning
By using polite and respectful language- think before you speak!
To the community
To the environment
By promoting equality and fairness

Make a difference
To your future
To others
To the school
By being a role model
To your environment

Appendix 2: Consequences and Interventions

This pyramid is meant as a guide to ensure consistency of practice in the school. It is important that the school acts in a fair and reasonable manner and will need to consider each event individually. This is not an exhaustive list and a number of factor will be consider when decide the level of sanction that is required based on the individuals and the details of the scenario

Consequence	Behaviour- Entry on Bromcom at all levels	Intervention
Permanent Exclusion Official disciplinary panel with Governors	Drug related incident Physical assault on a member of staff Persistent bullying Persistent abusive behaviour Persistent disruption and non-compliance Behaviour that has seriously increased the fire or health or safety risk Possession or use of weapon Violent behaviour	
Fixed Term Exclusion (reported to chair of Governors if 15) External Isolation SLT detention (90 minutes – Friday after school) Phone and meet with parents Contribution to the cost of damage Exclusion from events & activities	Assault on a student Verbal abuse of staff Persistent bullying Sexting Smoking Truanting of lessons Persistent disruption and non-compliance Behaviour that has increased the fire or health or safety risk Persistent or serious damage to property Threatening behaviour On-going Prejudiced related behaviour Persistent theft Alcohol related incident Damaging the reputation of the school in the local community 3rd Incident with mobile phone 5 or more lates in a week to school or lessons Repeatedly disrupting lessons and receiving multiple COTs Malicious allegation	Managed move Alternative provision Additional external support SLT report Weekly phone call to parents IEU Attendance support plan
Internal Isolation (IEU) HOKS/HOF detention (60 minutes after school) Community service Phone and meet with parents Contribution to the cost of damage Exclusion from events & activities	Fighting Bullying On-going disruption and non compliance Behaviour that could increase the fire or health or safety risk Ongoing damage to property Threatening behaviour Theft Damaging the reputation of the school in the local community 4 lates in a week to school or lessons Prejudice related incident 3 COTs in a week or 2 COTs in a day	Pastoral support plan Risk reduction plan Targeted student support in school External support Referrals to external agencies Review of curriculum Behaviour Lead report Weekly phone call to parents
Isolation from subject HOY/HOD detention (45 minutes after school) Loss of social time detention (lunch) Community service Phone and meet with parents Contribution to the cost of damage Exclusion from events & activities	Damage to property Persistent incorrect uniform Inappropriate language Disruption and non-compliance Failure to attend lunchtime detention 3 lates to school or lessons in a week	Student support plan ACE/SEND referral Student support programmes in school Restorative meetings Head of Subject/Year report Form tutor report Weekly phone call to parents Parents to collect
Phone call/email home to parents Break detention Departmental time-out Movement in class	Insufficient classwork Lack of equipment Lack of homework Late to lesson– single occasion Incorrect uniform Failure to follow instructions Mobile phone seen or heard	Give student choices to modify behaviour Change seating plan Confiscate phone

Appendix 3: Home School Agreement

Our aim is to create a learning environment within which every individual can realise their full potential, develop self-respect, respect for others and to prepare themselves for life in a changing world. Students, parents and staff must ensure they meet the following expectations so that we create and sustain a school with a positive learning environment where students make excellent progress and feel safe and happy.

The Student
I will:
- Arrive at school for 8:25
- Attend school regularly, arrive on time and in full, correct school uniform
- Bring the equipment I need every day
- Follow the school rules as set out in this policy
- Concentrate and actively participate in lessons, allowing and supporting others to learn.
- Do my best to achieve my full potential
- Involve myself in opportunities provided by the school
- Be polite, kind and helpful to all members of the school and wider community, both face to face and through social media
- Promote fundamental British values

The Parent/Carer
I/We will:
- Ensure my child is in school for 8:25
- Ensure that my/our child attends school regularly, on time and in correct school uniform
- Support my/our child in achieving 100% attendance throughout the school year
- Make the school aware of any concerns or problems that might affect my/our child's learning
- Regularly check and encourage my/our child in homework and other opportunities for learning
- Engage with the school through parents' evenings and discussions about my/our child's progress
- Be actively involved in supporting my/our child's life at school
- Be polite, kind and helpful to all members of the school community, both face to face and through social media

School Staff
We will:
- Support students to achieve high levels of progress, behaviour and attendance
- Care for students' safety and well-being
- Provide a broad, balanced and coherent curriculum
- Engage and challenge students in lessons through appropriately planned activities
- Keep parents/carers informed about students' progress and attitude to learning through a student's Bromcom record
- Offer opportunities for parents/carers to be involved in the life of the school
- Respond to concerns promptly
- Provide students with the skills and knowledge they require to prepare them for future pathways
- Be polite, kind and helpful to all members of the school and wider community
- Promote fundamental British values.