

Cognita Schools Ltd

Behaviour Policy

Including Rewards & Sanctions

Meoncross School
including EYFS



Reviewed February 2017

SCHOOL AIMS

- Academic Excellence
- Achievement in a wide range of activities
- Care and respect for the individual within a safe environment
- Creating opportunities for challenge and leadership
- Good discipline and a sense of order
- Service to others – in school and in the community

1.0 Introduction

1.1 We are required to ensure the safety and well-being of all our children and staff, and take great pride in the behaviour and conduct of all our pupils.

1.2 In keeping with the Independent School Standards Regulations 2010 (as amended 2013), our policy outlines our code of conduct as well as the use of sanctions and rewards to ensure our high standards are maintained.

1.3 Every school must have a behaviour policy. Our governance arrangements, from Cognita, set the general principles which form our approach towards behaviour and discipline in our schools. This is in keeping with the spirit of the Education and Inspections Act 2006, with Cognita's governors acting on behalf of the proprietor.

1.4 Our policy and principles have been developed in wide consultation with staff, pupils and parents to ensure that we adopt a consistent approach to behaviour management.

1.5 The Headteacher is responsible for developing the behaviour policy within the framework set by the governors, and in keeping with best practice in schools outlined by DfE.

1.6 This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any disciplinary penalties for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, ensure that pupils complete assigned work and regulates conduct.

1.7 Our behaviour policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an anti-bullying policy document, which is available on our website and from the school office.

1.8 Our school policy takes into account the need to safeguard and promote the welfare of pupils, as outlined in our safeguarding policy, and in accordance with section 157 Education Act 2002, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for pupils with special educational needs.

1.9 If any behaviour is considered by the Headteacher to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, serious or significant harm, then our safeguarding/child protection policy and procedures will be rigorously followed.

1.10 We publish our policy for parents, pupils and staff. It can be found on our website and accessed from the school office. We review this at least annually. This policy is referred to in our parent contracts accordingly.

2.0 Our Approach

2.1 Our school policy presents a fair, consistent and transparent approach towards behaviour management which combines appropriate discipline with support and encouragement

delivered within our caring school environment. We also believe that this is what parents want from our school.

2.2 We work together with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.

2.3 To this end, we expect our parents and pupils to respect the rules of the school and the expectations laid out in our behaviour policy. We expect both staff and parents to model positive behaviour at all times so that our pupils can benefit fully from their experiences in school.

2.4 It is important that our staff follow the behaviour policy at all times to ensure that we implement our policy consistently and effectively. We understand that this ensures that our pupils feel they have been treated fairly compared to others.

2.5 Meoncross School does not permit the use of corporal punishment during any activity whether on or off the school premises under any circumstances.

2.6 Should any child display emotional, behavioural and social difficulties, it is our role to remedy, or at least positively manage, such difficulties to ensure that children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

3.0 Statement of Behaviour Principles

3.1 Our school's aims are as follows: Meoncross

School is committed to:-

- Academic Excellence
- Achievement in a wide range of activities
- Care and respect for the individual
- Creating opportunities for challenge and leadership
- Good discipline and a sense of order
- Service to others – in school and in the community

3.2 The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.

3.3 The following principles underpin our approach towards behaviour and discipline:-

- school staff and pupils should all show respect for one another;
- good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence;
- appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues

arising amongst vulnerable groups of pupils, such as those with special educational needs;

- pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported;
- all pupils should be listened and responded to;
- all pupils are entitled to learn in a safe and secure environment;
- pupils should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school;
- all school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- all members of the school community should understand and accept the principles on which the behaviour policy is grounded.

4.0 Our Procedures

4.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.

4.2 Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Headteacher says otherwise.

4.3 To be socially acceptable, we believe that children should be able to:-

- treat other children and adults with respect;
- speak politely to other people; and
- have self-confidence and high self-esteem.

4.3 To encourage this, the staff will:-

- treat all children and adults with respect;
- speak politely to other people;
- praise children's efforts and achievements as often as they can;
- explain to children what they should have done or said when they get it wrong; □ tell parents about their child's efforts and achievements; and
- avoid using critical or sarcastic language.

4.4 We will not accept the following behaviour from children or adults:-

- use of unkind or rude language;
- hitting, kicking, biting or other such physical responses; or
- racist or sexist remarks, or other discriminatory comments.

4.5 If such behaviour occurs:-

- we will tell the child that it is wrong and explain what they should have done or said, or not said;
- if the behaviour is repeated, the child will be reprimanded once more as above;
- if the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected;
- we will try to find out why the child is behaving in this way and then treat the situation accordingly.

4.6 The role of the teacher:

- Any incidents of anti-social behaviour will be discussed by the teacher with the class, eg during circle or form time.
- Every teacher enforces the classroom code consistently and treats each pupil fairly.
- The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil.
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter.
- Never make racist, sexist or other abusive or humiliating remarks.
- Never resort to physical violence.
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum is used and a critical incident is recorded.

Whole School - Our Classroom Expectations

The teacher will control the start of the lesson by ensuring that they are in the class prior to the lesson or arrive on the first bell.

1. Pupils are expected to enter the classroom in an orderly fashion, under guidance of the teacher.
2. Pupils abide by the Meoncross School uniform rules (including no chewing gum) when entering the classroom, guided by teacher.
3. Pupils are expected to enter the classroom and then stand behind their chairs, until the teacher asks all pupils to be seated.
4. If another adult enters the classroom during the lesson, all pupils are expected to stand promptly.
5. Pupils must listen quietly when others (this includes pupils, as well as teachers) are talking.
6. Exemplary behaviour expected at all times, there will be zero tolerance for all low level disruption. In every lesson, pupils must show respect and support for the opinions of others.

5.0 Rewards & Sanctions

Pupils who choose to take responsibility, and show they are able to follow the Code of Conduct of the school, must have their efforts recognised and rewarded. We believe that his positive

reinforcement of good behaviour is more effective than negative punishments in promoting a cooperative and purposeful atmosphere.

Care should be taken to ensure that it is not always the same 'good' pupils receiving praise; particular attention should be paid to those who have been associated with poor behaviour in the past, to recognise and reward effort and improvement, where possible.

Praise begins with frequent use of encouraging language and gestures in lessons and around the school – for example, quietly thanking a child for obvious efforts, whether it be to stay on task or tuck in a shirt, will be more effective than constantly criticising them for the times they forget.

Pupils should be thanked for their efforts, and praised publicly, whether in lessons or in form time, or in assemblies and newsletters. This might be for assistance they have given on Open Mornings, or their care of visiting pupils, or their good behaviour on a trip.

Equally, without singling pupils out, our disapproval should also be made clear in cases of negative attitudes or behaviour; it is important to focus on the behaviour itself, to express our disappointment and surprise that Meoncross pupils should have let themselves down. Where possible, staff should discuss the behaviour and try to suggest ways in which the situation could have been avoided, or can be put right.

Key Stage 1 and Nursery

The Reward and Sanction system has several functions. It is desirable, through praise and encouragement, to promote good behaviour and polite manners. Pupils are expected to develop a sense of responsibility, and to be accountable for their own actions and behaviour. To further this, adults are the role models within the school day.

EYFS – Mrs Jackie Rushforth is the Behaviour Co-Ordinator.

Lower School – Key Stage 1 (YR - Y2)

Stars

Children collect stars for work and behaviour on their personal star card which contains 20 spaces for stars.

10 stars = 1 MX point / 20 Stars = a certificate and an additional MX Point

Star of the Week

- Awarded for a variety of achievements, both academic and behaviour.
- This will be presented in the weekly Infant assembly.

Book of Happiness

- Teachers and children can nominate someone to be placed into the book.
- Children can be nominated for any reason.
- Names are read out in the Infant assembly.

Behaviour Display

- All children's names to start on the display in a positive position and children are adjusted accordingly.

Class Rewards

- Marble Jar – teachers to place a marble in the jar when the class, as a whole, has done something well.
- The class will be rewarded when the jar has been filled from one of their chosen activities.

Lower School – Key Stage 2 (Y3 - Y6)

Y3 and Y4 Behaviour Display (Good Behaviour)

- All children's names to start on the chart in a positive position and children are adjusted accordingly.
- MX points can be awarded for consistent good behaviour (weekly).

Y3 – Y6 Class Rewards

- Teachers to place a marble in the jar when the class, as a whole, has done something well.
- The class will be rewarded when the jar has been filled from one of their chosen activities.
- This would usually happen over the course of a half term.

MX Points (Academic)

- MX points to be recorded in books as an 'm'.
- Verbal MX points can be awarded and recorded by pupils individually.

Y3 & Y4

*50 - Bronze Certificate
75 - Silver Certificate
100 - Gold Certificate*

Y5 & Y6 - Linked to the Discipline Points System

- The Discipline Points system *will be linked to the Reward System (MX Points)*.
- At the start of term, *all pupils will start on 100 MX points* which they can add to by receiving MX points for *Academic and Positive Behaviour*.
- However, if they *receive any Discipline Points*, these will be deducted from their MX Points total.
- Pupils that *fail to achieve the set MX Points total for the term* will not be entitled to receive the year or house prizes, should their year or house win.

Y5 & Y6

150 - Bronze Certificate

175 - Silver Certificate

200 - Gold Certificate

Lower School (R – Y6)

Golden stars

- Golden Stars are the equivalent of X5 MX points. These can be awarded for outstanding work or behaviour.

Achievement and Endeavour

- 1 child awarded in each category per term.

Commendation Book

- Children entered into Mrs Ebery's book for Special Commendation.

Upper School (Y7 - Y11)

Pupils can be awarded MX Points for the following:

1. *Academic (MX 'Academic Achievement' Point)*
2. *Behaviour (MX 'Best Behaviour' Point)*

1 MX point = 1 coloured house token will contribute towards the pupil's house, year and individual totals at the end of each term/year.

There are 3 levels of MX points, depending on pupil achievement

One house coloured token for good academic work / behaviour / passport progress.

Three house coloured tokens for very good academic work / behaviour / passport progress.

MX Golden Star (five MX points) token for outstanding academic work / behaviour / passport progress.

Linked to the Discipline Points System

- The Discipline Points system *will be linked to the Reward System (MX Points).*
- At the start of term, *all pupils will start on 100 MX points* which they can add to by receiving rewards MX points for *Academic, Positive Behaviour and their Passport activity.*
- However, *any Discipline Points*, will be deducted from their MX Points total.

- Pupils that *fail to achieve 85 MX Points total for the term* will not be entitled to receive the year or house prizes, should their year or house win.

MX 'ACADEMIC ACHIEVEMENT' POINTS

- MX 'Academic Achievement' points are issued during lessons by class teachers for class work / homework.
- The class teacher, *within the lesson*, issues the pupil with the correct number of coloured token(s) for their achievement.
- Ensuring the pupil receives the correct coloured tokens, for their house.

Dreadnought – Green / Victory – Blue / Warrior – Red / Invincible - Yellow

MX 'BEST BEHAVIOUR' POINTS

- MX 'Best Behaviour' points can be issued for positive behaviour by any Meoncross School member of staff (*see guidelines for some examples*) or Year 11 Upper School Prefect (maximum X1 MX 'Best Behaviour' Point per pupil).
- *In Year 10 (ONLY), all MX 'Best Behaviour Points' become MX 'Prefect Points'*, allowing pupils to achieve the amount needed to apply for one of the *Year 11 Upper School Prefect positions*, (see additional information).
- Throughout each term, during tutor presentation time, form tutors award the coloured house tokens for any behaviour points earned over this period.

END OF TERM REWARDS (KS1 - KS4)

HOUSE TOTALS

- The house totals are combined throughout the school (KS1 - KS4).
- Depending where each House finishes within the MX points competition, they will be awarded points for that position (1st = 10pts, 2nd = 7pts, 3rd = 5pts and 4th = 3pts).
- *These final House points can then be added to any other house competitions* that have been completed during that term (Sporting House matches / Spelling / Maths Challenge / Chess / Mastermind / Curriculum Collapse / MX's Got Talent etc).
- The winning House for *Autumn and Spring* are rewarded with a *non-uniform day* during the first week of the following term.
- The winning House for the *Summer Term (whole year)* is rewarded with a *Celebratory House Banquet*.

YEAR GROUPS TOTALS (KS 1 - KS4)

- *A final MX point's total for each year group must be calculated*, producing a winning year group for Years R-6 and another for Years 7 – 11 (x2 winning year groups per term).
- The winning year groups choose their reward (from a list of options - voting system) and *Head of Houses must organise the reward for the final week of term*.

- *Lower School Year Group reward to be attended by class teachers (and any others, where ratios require).*
- *Upper School Form teachers and Head of Houses are expected to attend the year group reward.*

INDIVIDUAL TOTALS

- *Any pupils that have achieved +175 MX Points for the term will be highlighted and asked to select a voucher (£10.00).*
- *Head of Houses is expected to purchase these vouchers, so they can be presented in the final assembly of term.*
- *Those who have failed to reach the minimum (+85 MX Points), due to the Discipline Points they have been issued, will be identified and if their Year or House wins, they will not be included. Head of Houses to inform Pastoral Manager who will inform parents.*

SANCTIONS - Discipline Points System

Lower School (YR - Y6)

YR - Y4 will follow the sanction system for behaviour *IN LESSONS* and during *UNSTRUCTURED TIME* but will not include the issuing of Discipline Points.

Y5 - Y6 will follow the same sanction system but their behaviour will also be monitored with the issuing of Discipline Points *IN LESSONS* and during *UNSTRUCTURED TIME*.

Upper School (Y7 - Y11)

Y7 - Y11

Pupils can be issued with Discipline Points in the following areas:

Pastoral Points

IN LESSONS / UNSTRUCTURED TIME

Academic Points

SUBJECT EQUIPMENT / HOMEWORK

- Staff must complete a Discipline Point slip every time they issue a sanction (beyond a verbal warning), passing this onto the Pastoral Team
- All Discipline Points issued to pupils *will be recorded and tracked* in a single term.
- Concerns that are *flagged by the Pastoral Team can be discussed with the form teacher, pupil and parents*; helping to resolve this concern at an early stage and to help create a positive environment for pupils.
- The Pastoral team will then be able to intervene and *work with pupils and form teachers before pupils reach the first level (Level 1 = X10 Discipline Points)*.

Linked to the Discipline Points System

The Discipline Points system will be linked to the Reward System (MX Points).

At the start of term, all pupils will start on 100 MX points and they can add to this by receiving rewards MX points for Academic, Positive Behaviour and their Passport activity.

However, if they received *any Discipline Points, these will be deducted from their MX Points total.*

Pupils that fail to achieve 85 MX Points total for the term will not be entitled to receive the year or house prizes (should their year or house win).

Area 1 – IN LESSONS

1st Infringement receives NO POINTS and is a verbal warning only. Pupils are given to opportunity to improve their behaviour.

All other sanctions require staff to complete a Discipline Points slip and hand it into the Pastoral Team.

On the very rare occurrence of an *Isolated Serious Incident or a 4th Infringement* within a lesson and the pupil must be removed.

The member of *staff will send an email to the SLT (Mrs George/Mrs Watts /Mrs Ebery) or Pastoral Team (Mrs Watts/Mr Russell/Mrs Jenkins), using the specific email addresses.*

Number of Points	Sanction (within a lesson)
No Points	1 st Infringement, (within lesson) <i>Official Verbal Warning</i>
X1 Discipline Point (Complete Slip)	Pupil has chewing gum (anywhere on the school site) <i>Chewing gum to be removed (mainly an Upper School problem)</i>
X2 Discipline Points (Complete Slip)	2 nd Infringement (within lesson) <i>Written Warning (Name on the Board)</i>
X3 Discipline Points (Complete Slip)	3 rd Infringement (within lesson) <i>Age Appropriate Time out (YR – Y2) – <u>revert back to the start</u></i> <i>Lunch Time Reflection - 10 Minutes (Y3)</i> <i>Lunch Time Detention – 30 Minutes (Y4 – Y11)</i>
X6 Discipline Points (Complete Slip)	Isolated Serious Incident or 4 th Infringement (within lesson) <i>SLT to remove pupil from lesson immediately</i> <i>+ Pupil Report (1 WEEK), After School Detention – Y4 - Y11 (1 hour) / Miss break times – Y3 (1 DAY) and Parents informed</i>

Area 2 – UNSTRUCTURED TIME (not in lessons)

Unstructured time includes: Break times, in the lunch hall, moving between lessons, assemblies, school functions and school trips (including a residential).

Behaviour within an unstructured environment has been organised in the *levels of severity*, with teachers using their *professional judgement*.

Offences in this area are defined as any silly dangerous, unpleasant, or disrespectful behaviour towards another pupil(s).

LEVEL	Reason	Sanction (as appropriate)
1	<p>1st Infringement (Level 1 Behaviour)</p>	<p>Official Verbal Warning NO POINTS</p>
2	<p>2nd Infringement (during same break time) or <i>Level 2 Behaviour</i> <i>Teacher to use Professional Judgement & Complete Slip</i></p>	<p><u>YR – Y2</u> <i>Age Appropriate Time out</i></p>
		<p><u>Y3</u> <i>Time out – stood next to staff member on duty + Lunch Time Reflection (10 minutes)</i></p>
		<p><u>Y4 – Y6</u> <i>Time out – stood next to staff member on duty + Lunch Time Detention (30 minutes) + X2 Discipline Points (Y5 + Y6 only)</i></p>
<p><u>Y7 – Y11</u> <i>Pupil to sit out for the remainder of that break time (staff member on duty to select location) + Lunch Time Detention (30 minutes) + X2 Discipline Points</i></p>		
3	<p>3rd Infringement (during same break time) or <i>Serious Incident</i> <i>Teacher to use Professional Judgement & Complete Slip</i></p>	<p><i>Referred immediately to Lower School Pastoral Lead or Deputy Head</i> <i>Investigation to take place</i> <i>Pupil Report (1 WEEK), After School Detention – Y4 - Y11 (1 hour) / Miss break times – Y3 (1 DAY) and Parents informed</i> <i>and/or sanction to be issued from the Serious Incidents Policy</i> <i>+ X6 Discipline Points (Y5 - Y11)</i> <i>Parents informed</i></p>

Area 3 – SUBJECT EQUIPMENT AND HOMEWORK (Y7 – Y11 only)

- Subject Equipment and Homework includes: *Pupils are expected to have the required equipment and kit for their lesson. E.g. text and exercise books, any equipment for lessons and full PE kit.*
- If X6 Discipline Points are accumulated just in this area, then the pupil is issued with an Challenge Card.

Infringement	Number of Points	Sanction
Any Subject Equipment / PE Kit Infringement	X1 Discipline Point (Complete Slip)	<i>Official Verbal Warning</i>
Any Subject Equipment / PE Kit Infringement (in all lessons, within one term)	X6 Discipline Points accumulated (SEN pupils – X8 Discipline Points accumulated)	<i>Pupil issued with an Challenge Card (1 WEEK)</i> <i>Parents informed by Pastoral Manager</i>
Failure to complete 1 week	A further X2 Discipline Points	<i>Parental meeting with Deputy Head (Academic) (Plus any accumulated totalled sanction)</i>

Cumulative Discipline Points (Y5 – Y11 only / within 1 Term)

- *Pupils will accumulate discipline points throughout the term, allowing for these specific areas of concern to be highlighted.*
- *All Discipline Points will be monitored, allowing the Pastoral team to tackle any areas of concern, intervening and working with pupils before they reach the first level (Level 1 = X6 Discipline Points).*

LEVEL	Number of Points	Sanction
1	X10 Discipline Points	<i>Pupil Report (1 week)</i> <i>After School Detention (1 HOUR)</i> <i>Parents informed</i>
2	X16 Discipline Points	<i>Pupil Report (2 weeks)</i> <i>Miss break times (2 DAYS)</i> <i>Parents informed</i>
3	X22 Discipline Points	<i>Internal Isolation (9 periods)</i> <i>Parental meeting</i>
4	X28 Discipline Points	<i>Internal Isolation (18 periods)</i> <i>Head Teacher's Detention (Saturday Morning)</i> <i>Parental meeting</i>
5	X30 Discipline Points	<i>External Suspension (3 days)</i> <i>Parental Meeting</i>

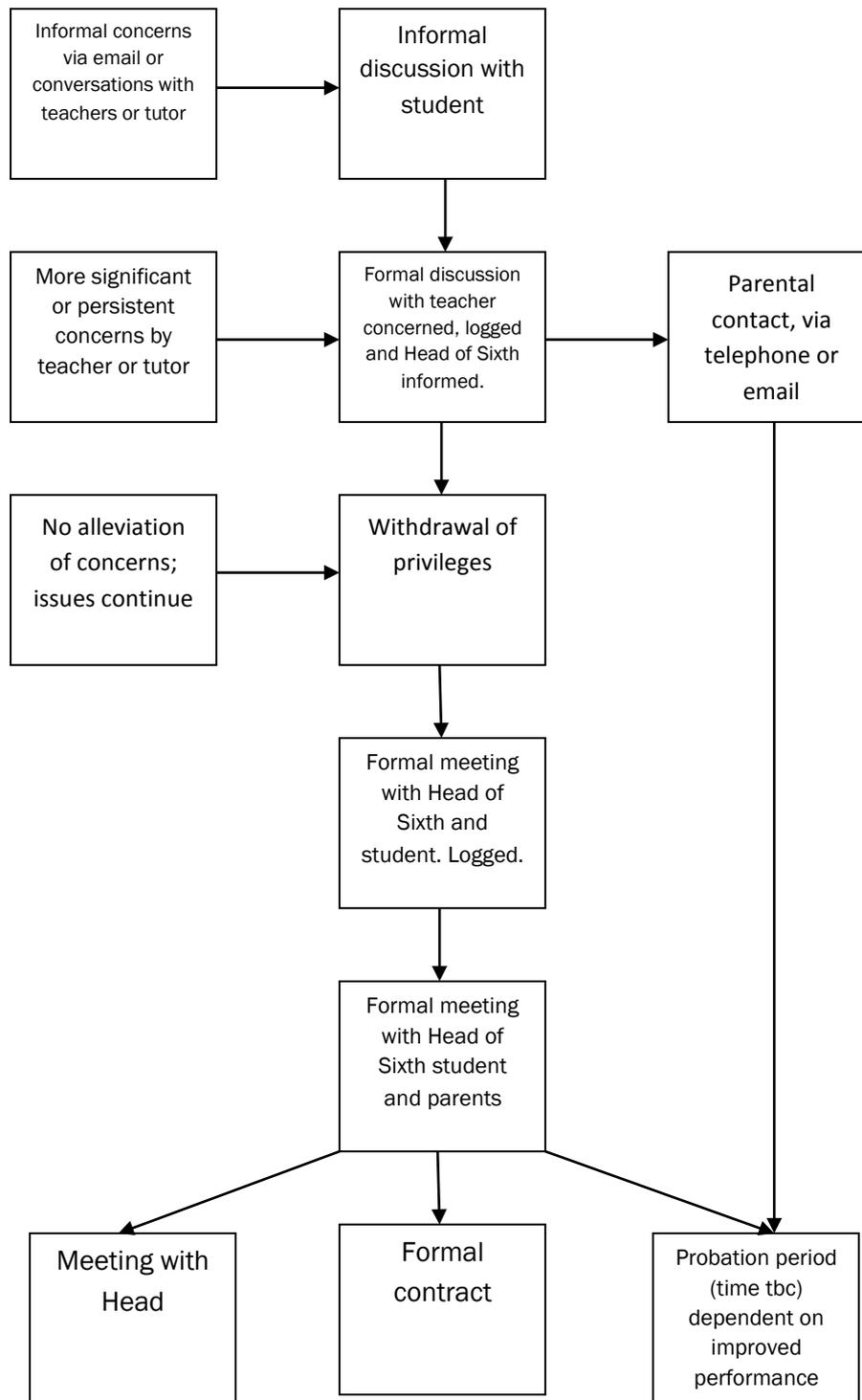
For further guidance on External Suspension, please refer to the Exclusion Policy.

SIXTH FORM BEHAVIOUR AND DISCIPLINE POLICY

In line with our intention to treat our Sixth Form Students as adults, we prefer to avoid a traditional school punishment-based discipline process and, instead, we trust that with close pastoral support and a keen understanding of expectations, our students will behave maturely and professionally.

Where students run into difficulties managing their time effectively, our first resort is simply to discuss this with them during a period of Academic Mentoring and to put a plan and set of targets together to get them back on track. Where difficulties may be more significant, or where a student has demonstrated that they have not behaved as we might expect, we would withdraw some of the privileges of Sixth Form life. This might include being denied permission to leave school during the day, or not being permitted to use the common room for a period of time and having, instead, to study elsewhere – the library or the silent study room – under supervision if we think this may be necessary.

In the highly unlikely situation of further disciplinary action being necessary, we follow a similar model to that used by employers. This process is explained in the diagram below. At every stage, other than the most informal, parents will be made fully aware of any disciplinary issues.



SERIOUS INCIDENTS

In extreme cases, please see the serious incidents on school site table below for the necessary sanctions.

OFFENCE	LEVEL	SANCTION	EXAMPLE
<u>Vandalism of School Property</u>	LEVEL 1	Instant Internal Isolation (2 days), parents contacted and charged for any damage or repairs/replacements.	<u>Single Offence</u> - Vulgar/sexually explicit graffiti written on school property (witnessed by staff, CCTV or pupil confession).
	LEVEL 2	Immediate External Suspension (2 days), parents must collect.	<u>Single Offence</u> - Deliberate physical damage to school property (witnessed by staff, CCTV or pupil confession).
			<u>Repeat offence</u> - Vulgar/sexually explicit graffiti written on school property (witnessed by staff, CCTV or pupil confession) – Pupil has previously been issued with a Vandalism of School Property Level 1
<u>Vandalism of School Property</u>	LEVEL 3	Immediate removal from school, followed by permanent exclusion	<u>Single Offence</u> - Deliberately setting fire to school property (witnessed by staff, CCTV or pupil confession).
			<u>Repeat offence</u> - Vulgar/sexually explicit graffiti written on school property (witnessed by staff, CCTV or pupil confession) – Pupil has previously been issued with a Vandalism of School Property Level 2
			<u>Repeat Offence</u> - Deliberate physical damage to school property (witnessed by staff, CCTV or pupil confession) - Pupil has previously been issued with a Vandalism of School Property Level 2.
<u>Assault/Bullying</u> (Includes – Physical, Verbal, Emotional, Racist, Sexual and Cyber bullying)	LEVEL 1	Instant Internal Isolation (2 days), parents immediately contacted and called in for a meeting.	<u>Single offence</u> - Evidence that bullying has taken place (witnessed by a member of staff, social networking messages provided as evidence or pupil confession).
	LEVEL 2	Immediate External Suspension (2 days), parents must collect.	<u>Repeat Offence</u> - Evidence that bullying has taken place (witnessed by a member of staff, social networking messages provided as evidence or pupil confession)–Pupil has previously been issued with an Assault/Bullying Level 1.
	LEVEL 3	Immediate removal from school, followed by permanent exclusion.	<u>Repeat Offence</u> - Evidence that bullying has taken place (witnessed by a member of staff, social networking messages provided as evidence or pupil confession) - Pupil has been previously been issued with an Assault/Bullying Level 2.

<p><u>Use of Foul / Offensive Language</u></p> <p>(Includes – Racism, Homophobic or any other Discriminatory words)</p>	LEVEL 1	Instant Internal Isolation (2 days), parents contacted and called in for a meeting.	<u>Single Offence</u> - Member of staff to witness use of foul language towards another pupil(s), social networking messages provided as evidence or pupil confession.
	LEVEL 2	Immediate External Suspension (2 days), parents must collect.	<u>Single Offence</u> - Pupil uses aggressive foul language towards a member of staff.
			<u>Repeat Offence</u> - Pupil uses foul/offensive language against another pupil - Pupil has previously been issued with a Use of Foul language Level 1.
LEVEL 3	Immediate removal from school, followed by permanent exclusion.	<p><u>Repeat Offence</u> - Pupil uses aggressive foul language towards a member of staff - Pupil has previously been issued with an Assault/Bullying Level 2.</p> <p><u>Repeat Offence</u> - Pupil uses foul/offensive language against another pupil - Pupil has previously been issued with an Assault/Bullying Level 2.</p>	
<p><u>Misuse of ICT / Electronic Devices</u></p> <p><u>Misuse of ICT / Electronic Devices (Cont)</u></p>	LEVEL 1	Instant Internal Isolation (2 days), parents contact and called in for a meeting.	<p><u>Single Offence</u> - Evidence that a pupil has accessed, viewed or distributed sexually (18+) explicit content.</p> <p><u>Single Offence</u> - Evidence that a pupil has hacked or bypassed the school system, in order to viewed documents or websites that they do not/cannot have access to.</p> <p><u>Single Offence</u> - Evidence that a pupil has misused their mobile phone/lpad when on the school site, a school day trip or residential. Accessing websites that the school server blocks.</p>
	LEVEL 2	Immediate External Suspension (2 days), parents must collect.	<p><u>Repeat Offence</u> - Evidence that a pupil has accessed, viewed or distributed sexually (18+) explicit content - Pupil has previously been issued with Misuse of ICT Level 1.</p> <p><u>Repeat Offence</u> - Evidence that a pupil has hacked or bypassed the school system, in order to viewed documents or websites that they do not/cannot have access to - Pupil has previously been issued with Misuse of ICT Level 1.</p> <p><u>Repeat Offence</u> - Evidence that a pupil has misused their mobile phone/lpad when on the school site, a school day trip or residential. Accessing websites that the school server blocks - Pupil has previously been issued with Misuse of ICT Level 1.</p>

	LEVEL 3	Immediate removal from school, followed by permanent exclusion.	<i>Repeat Offence</i> - Evidence that a pupil has accessed/viewed or distributed sexually (18+) explicit content - <i>Pupil has previously been issued with Misuse of ICT Level 2.</i>
			<p><i>Repeat Offence</i> - Evidence that a pupil has hacked or bypassed the school system, in order to viewed documents or websites that they do not/cannot have access to - <i>Pupil has previously been issued with Misuse of ICT Level 2.</i></p> <p><i>Repeat Offence</i> - Evidence that a pupil has misused their mobile phone/lpad when on the school site, a school day trip or residential. Accessing websites that the school server blocks - <i>Pupil has previously been issued with Misuse of ICT Level 2.</i></p>
<p>Possession of:</p> <ul style="list-style-type: none"> • Alcohol • Drug • Cigarettes • Knives • Guns • Tasers 	LEVEL 1	Instant Internal Isolation (2 days), parents contact and called in for a meeting.	<i>Single Offence</i> - Any pupil bringing an object (that can be described or used as a weapon) onto the school site, without the permission of a teacher. E.g. Knives
	LEVEL 2	Immediate External Suspension (2 days), parents must collect.	<p><i>Single Offence</i> - Any pupil bringing an object (that can be described as a weapon) onto the school site and then using it in a threatened manner towards another pupil.</p> <p><i>Single Offence</i> - Any pupil found in possession of cigarettes (smoking paraphilia) or alcohol on the school site.</p> <p><i>Single Offence</i> - Any pupil seen smoking offsite but still in school uniform.</p> <p><i>Repeat Offence</i> - Any pupil bringing an object (that can be described or used as a weapon) onto the school site, without the permission of a teacher – <i>Pupil has previously been issued with Possession Level 1.</i></p>
	LEVEL 3	Immediate removal from school, followed by permanent exclusion.	<p><i>Single Offence</i> - Any pupil caught smoking or drinking on the school site.</p> <p><i>Single Offence</i> - Any pupil found in possession of a social drug on the school site or during a school related trip or residential.</p> <p><i>Single Offence</i> - Any pupil found in possession of a gun or taser on the school site or during a school related trip or residential</p>
<p>Possession of:</p> <ul style="list-style-type: none"> • Alcohol • Drug • Cigarettes 			

<ul style="list-style-type: none"> • Knives Guns • Tasers • 			<p><i><u>Repeat Offence</u> - Any pupil bringing an object (that can be described as a weapon) onto the school site and then using it in a threatened manner towards another pupil – Pupil has previously been issued with Possession Level 2.</i></p> <p><i><u>Repeat Offence</u> - Any pupil bringing an object (that can be described or used as a weapon) onto the school site and then using it in a threatened manner towards another pupil – Pupil has already previously been issued with Possession Level 2.</i></p> <p><i><u>Repeat Offence</u> - Any pupil found in possession of cigarettes (smoking paraphilia) or alcohol on the school site - Pupil has already previously been issued with Possession Level 2.</i></p>
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Immediate Internal Isolation (2 days)

Work must be set by subject teachers and pupil to remain isolated from his/her class for a set number of lessons – usually under the supervision of Senior management.

Immediate External Suspension (2 days)

Pupil is immediately collected by their parents and taken home. Work must be set by subject teachers for the two days.

8.0 Complaints Procedure

8.1 If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern with the Headteacher. You may find it helpful to refer to our formal complaints procedure for guidance. This procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school.

9.0 Other Associated Policies & Procedures

- Special Educational Needs;
- Safeguarding including Child Protection Procedures
- Allegations of Abuse against Teachers & Other Staff
- Compliments & Complaints Procedure
- Learning outside the Classroom
- Accidents & Incidents Recording & Reporting
- Health & Safety
- Equality & Diversity Data
- Protection
- School Uniform Exclusion
- Supervision
- Social, Moral, Spiritual & Cultural Education