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Governors' Committee: Community



Behaviour Philosophy
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Behaviour for Learning Philosophy

APPENDICES

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Statement of Principles

Statement on Behaviour from the Governors

The aim of this philosophy is to support and promote the key values of the school by making a significant contribution in our students' **'Daring to be the best'**. This behaviour philosophy has evolved over a period of time through discussions with parents, students, governors and staff and represents a consensus from all of the school's key stakeholders. We believe that all members of the school community, students, staff, parents and governors, should:

- support the school's behaviour philosophy
- behave to a high standard so all students feel safe to achieve
- encourage, reward and celebrate the positive contributions and achievements of students
- ensure the school consistently and fairly applies sanctions to ensure that the philosophy is maintained for the good of all members of the school community
- ensure all students irrespective of ability, race, religion or background are treated fairly
- behave in a caring and responsible way and be treated with courtesy and respect

This policy supports our key vision and values.

Our vision is that when our students leave school, they will be fully equipped to take the next step, either into further education or the world of work.

Rokeby will have an outstanding reputation for educating boys to become accomplished ambitious young men of integrity and resilience who will be ready to make a significant contribution to society.

They will be multi-skilled, numerate, literate and most will be multilingual. They will be financially astute, enterprising, creative, adventurous and keen to play a major part in the communities where they live and work.

They will embody our values: Respect, Success, Personal Challenge, Passion for Learning and Harmony.

OUR ROKEBY SCHOOL BEHAVIOUR PHILOSOPHY

We look after each other
We look after our school
We look after our community
We take responsibility for ourselves

At **Rokeby School** our aim is to promote behaviour that supports the learning of both the individual and others which creates an environment where all feel respected, safe and valued. This is promoted through the celebration of achievement and through the involvement of all members of the school community – teaching and support staff, students, parents and governors. Everyone is viewed as a role model and has responsibility for ensuring good behaviour. We are here to support and guide students in developing appropriate behaviour strategies.

Aims of the Rokeby School Behaviour Philosophy

Our main aim is to ensure that every child has the chance to fulfil their potential. To reach their potential we believe every child has the right to:

- be safe: being protected from harm and neglect; both physically and emotionally
- enjoy and achieve: getting the most out of life and developing the skills for adulthood
- make a positive contribution: being involved with the community and society and not engaging in anti-social or offending behaviour

In addition at Rokeby we aim:

- to encourage a calm, purposeful, friendly atmosphere within the school
- to foster positive, caring attitude towards everyone where achievements at all levels are acknowledged and valued
- to encourage students to be increasingly independent in self-discipline and to accept responsibility for their learning
- to make boundaries of acceptable behaviour clear and to ensure safety
- to cultivate appropriate behaviour which promotes learning
- to help students, staff and parents/carers to have a sense of direction & a feeling of common purpose
- to take pride in ourselves, our school and our community

We work within a framework of equality of opportunity and inclusion for all

BEHAVIOUR LEVEL	EXAMPLES	WHO DEALS WITH IT?	INTERVENTION	WHO SHOULD I INFORM?
<p>LEVEL 1 (Low level/first instance of disruption to learning or <u>not following the expectations of the school</u>)</p>	<p>Uniform breach; lack of equipment; off task behaviour; late arrival to class; not following initial instructions; distracting other students; unsafe behaviour in the corridors; play fighting; unwanted physical contact; cussing; disrespectful behaviour in the dining hall</p>	<p>RESPONSIBILITY OF ADULT(S) INVOLVED OR PRESENT AND WHERE APPROPRIATE STUDENT IN POSITION OF RESPONSIBILITY</p> <p>Dealt with in class or setting</p>	<p>* Address the issue with the student</p> <p>* Liaison with FT</p> <p>Other possible actions:</p> <p>* Detention</p> <p>* Letter/Phone call home</p> <p>* Note in the School Planner</p> <p>Persistent concerns contact home - then LEVEL 2</p>	<p>* Enter onto SIMS (inform Form Tutor)</p> <p>* Parents if necessary</p>
<p>LEVEL 2 (Persistent breaches/escalation of Level 1 behaviours and <u>refusal to comply with the expectations of the school</u>)</p>	<p>Issues relating to health and safety (smoking, happy slapping; rushing; behaviour likely to cause injury or upset); bullying; refusing to attend detentions; internal truancy; continued non-compliance /defiance; persistent cussing; affecting theirs and others learning rights</p> <p>Behaviour that takes place in a classroom should be referred to the HOD where appropriate</p> <p>Behaviour that takes place out of the classroom should be referred the Year Coordinator where appropriate.</p>	<p>RESPONSIBILITY OF ADULT(S) INVOLVED, HODs AND YCs</p> <p>Dealt with as soon as possible after incident</p>	<p>* Student placed on Subject report</p> <p>* HOD/YC Detention</p> <p>* Contact with parent/carer (letter, phone call, meetings)</p> <p>* Student placed on yellow report</p> <p>* RISE referral if appropriate</p>	<p>* Enter onto SIMS (inform Form Tutor, HOD or YC)</p> <p>* Parents/Carers</p>
<p>LEVEL 3 (Escalation of Level 2 behaviours and <u>confrontational defiance of the expectations of the school</u>)</p>	<p>Violence; continual non-compliance with report; leaving a classroom without permission; stealing; abusive/threatening language and behaviour; severe repetitive non-compliance with school expectations; deliberately endangering the safety of others; extreme/intended verbal or physical breach of equality</p>	<p>RESPONSIBILITY OF ADULT(S) INVOLVED TO CALL ON-CALL.</p> <p>ON-CALL AND REFERRING ADULT(S) TO LIASE WITH HODs, YCs AND KSCs</p> <p>Dealt with immediately</p>	<p>* Internal Exclusions (monitored on orange report by Form Tutor)</p> <p>* RISE referral</p> <p>* Referral to Agencies or Internal Intervention Programs via RISE</p> <p>* Contact with home</p> <p>* Student Placed on Red report by YC/KSC</p> <p>*Withdrawal of student's privileges (e.g. no access to lunchtime facilities, positions of responsibility taken away, removal from school sport teams)</p>	<p>* Entered onto SIMS (inform Form Tutor, HOD/YC, KSC)</p> <p>* RISE</p> <p>* Parents/Carers</p> <p>* Agencies involved with the family if appropriate.</p> <p>* School -Based Police Officer if appropriate</p>
<p>LEVEL 4 (Escalation of Level 3 behaviour, <u>extreme and open defiance of school expectations</u>)</p>	<p>Extreme violence; carrying / use of weapons; drugs possession and/or use; repetitive abusive/threatening language and behaviour persistent escalation of level 3 behaviour</p>	<p>RESPONSIBILITY OF ADULT(S) INVOLVED TO INFORM ON-CALL or SLT</p> <p>If in classroom call On-Call</p> <p>If outside classroom inform nearest Senior Member of staff</p> <p>Dealt with immediately</p>	<p>* Fixed Term or Permanent Exclusion</p> <p>* Governor's Behaviour Panel</p> <p>* Pastoral Support Plan</p> <p>* Managed Move</p> <p>* Alternative Provision</p> <p>* Student Placed on Red report by YC/KSC</p>	<p>*All staff involved with student and parents/carers</p> <p>* School -Based Police Officer if appropriate</p>

Rokeby expectations: In our school

- Follow instructions from all adults.
- Move around calmly, safely and quietly.
- Be polite, respectful and considerate to all members of our community.
- Put litter in the bin and respect the environment.
- All personal electronic equipment must be turned off and out of sight at all times.
- Always be in full school uniform.

Rokeby expectations: In our lessons

- Follow instructions from all adults.
- Arrive on time.
- Follow our class seating arrangements.
- Put our correct equipment and planners on the desks.
- NEVER stop our learning.

In addition students are reminded that they must NEVER:

- behave in a violent or aggressive manner
- bring knives, fireworks, sharp objects or weapons to school
- bring pornographic images to school
- bring stolen items to school
- bring alcohol, tobacco and cigarette papers, lighters, energy drinks, junk food, shisha pens or any illegal substances to school
- bring any other banned items to school.

Students are also expected to wear full school uniform at all times, as outlined in the school planners, and on the school website.

Screening, searching and confiscation

School staff can search or screen a student for any item (listed above) if the student agrees. These searches can be carried out without consent, where the school has reasonable grounds for suspecting that the student may have a prohibited item.

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Staff, wherever possible will search or screen a student in pairs (second staff member as a witness), whilst making every effort to ensure that one male member of staff is present.

Student behaviour beyond the school gate

Rokeby Students are expected to follow the expectations of the school as outlined above beyond the school gates.

The school will take the appropriate action if the students behaviour outside of school;

- could have repercussions for the orderly running of the school
- poses a threat to another student/s or members of the public
- could adversely affect the reputation of the school

In all of these circumstances the school will also consider whether it is appropriate to notify the police of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

Appendices

1. Procedures for Governors' Behaviour Panel

Aims of Governors' Panel

1. To provide a forum for an open and honest discussion with parents/carers and the student about the implications of inappropriate behaviour.
2. To support parents/carers and staff in emphasising the importance of appropriate behaviour with the student.
3. To critically examine the strategies employed to support the student and promote positive behaviour.
4. To recommend further/additional or alternative strategies as required.
5. To set targets for improvement.
6. To emphasise to both student and parent/carers that continued poor behaviour may result in permanent exclusion and to clearly outline the implications of such a course of action.

Frequency

Governors' Behaviour panels will be scheduled as required.

Procedures

(a) Composition of the Panel

- It is expected that a minimum of two Governors would comprise the panel. It is preferable that one of the Governors is a parent Governor.
- No Governor who sits on the Panel will sit on a Disciplinary Panel considering a fixed term or permanent exclusion related to the same case
- Staff present would include the Key Stage Coordinator (KSC) and the Deputy Head Teacher (DHT) will be responsible for ensuring that all relevant paperwork is prepared and sent out to Governors. The KSC will present the case. At times, it may be appropriate for the Head Teacher or Year Coordinator (YC) to attend
- The DHT will be responsible for ensuring that appropriate translation services are available if required

(b) Organisation of the Panel

- The meeting will be chaired by a named Governor
- The DHT will be responsible for recording the meeting outcomes on the pro-forma and ensuring that these are distributed as appropriate
- The Chair will introduce all parties
- The Key Stage Coordinator will outline the reasons for referral. These will be explicit within the advance documentation
- Parents/carers and/or the student will be invited to respond to the school's presentation
- Governors may then ask questions relating to the school's presentation
- The students and/or parent/carer will be invited to present their views
- The school will be invited to respond to the student/parent/carer presentation
- Governors may then ask questions of the student and parent/carer

- The Chair will ask the school to explicitly present an outline of the strategies and other forms of support employed and comment on their effectiveness
- The DHT will state what is requested of Governors and propose specific targets (with timescale) to be agreed by the meeting
- Pro-forma of targets/timescale and strategies will be distributed by the DHT. Original copy to be signed by the student, parent/carer and Governors
- The Chair thanks all for their attendance and the meeting concludes

(c) **Documentation Required**

- Letter of invitation to the Governors' Behaviour Panel
- Running record of behaviour: both positive and negative with a list of action taken to date
- Attendance record
- Summary of support/strategies (e.g. Pastoral Support Plan (PSP), Mentoring records, student reports, referrals to outside agencies, Education Welfare Service reports)
- Behaviour Panel pro-forma

Timescale summary

Three weeks before meeting:

- Student reaches threshold to trigger Behaviour Panel meeting
- Preparation of necessary documentation

Two weeks before meeting

- Letter to parent/carer requesting attendance

One week before meeting

- Documentation distributed to staff, Governors and parents/carers.

2 – Exclusion Policy

At Rokeby School we have a Behaviour for Learning Philosophy which includes a referral structure and guidelines for sanctions. Year Coordinators and SEND staff provide support and guidance so students and parents/carers have a clear understanding of our expectations in terms of behaviour. This is set out in our home/school agreement which all students and parents/carers sign on admission to the school.

Internal Exclusions

1. Rokeby School has a strict behaviour code and if students fail to adhere to the rules and regulations, then an internal exclusion is enforced.
2. It is necessary to state that an internal exclusion is not a more lenient approach to deviant behaviour; it is classed within our school system as a very serious matter.
3. The Head or Deputy Head Teacher can make the decision to internally exclude a student. An incident form must be provided as evidence and an Internal Exclusion Unit (IEU) admittance yellow slip filled in and signed.
4. Parents are informed by letter and a text alert if numbers are available.
5. It is important that a conflict resolution meeting is organised if the reason for the exclusion involved another member of the school community. This should be arranged by the member of staff dealing with the incident.
6. The Internal Exclusion Unit is staffed by pastoral leaders and other experienced staff.
7. Students in the Internal Exclusion Unit report to school as usual and go to registration; they either go to the Unit or are escorted there by a member of staff. A student can be placed in the Unit throughout the day if appropriate.
8. Students are provided with work for the day. They work in silence and do not integrate or communicate with other students.
9. They are only permitted to leave the room to go to the toilet. The students must spend break time and lunchtime in the room. A packed lunch is provided in the dining hall.
10. Every day during period 3 and period 5, students are escorted around the school premises to carry out community service by litter picking. All equipment is provided for this.
11. The data for IEU are analysed and monitored. Trends are carefully looked at and provision for these students is considered to ensure that their needs are assessed by the SEND department so that support can be provided where appropriate.
12. If the student continues to misbehave and re-offends, then an external exclusion could be enforced.
13. When a student has finished his time in the Internal Exclusion Unit he will be placed on the school's orange report by their Form Tutor.
14. Relevant staff will be notified via an email alert when a student is placed in the unit.

Fixed Term Exclusions

Fixed term exclusions are used rarely and only when all other strategies have been exhausted. Students excluded for more than 10 days must attend alternative provision as outlined in the Newham procedures. It is important that we maintain a flexible approach to behaviour incidents that arise in the school, weigh up each individual case carefully and only exclude when other sanctions would be inappropriate. The Head/Deputy Head Teacher can make the decision to exclude a student.

- In order to maintain high standards of behaviour, we are prepared to exclude students for a fixed term in certain situations
- The aim of excluding students is:
 - a) to make a very clear statement to the student concerned that these types of behaviour are completely unacceptable
 - b) to help students to improve their behaviour on return to school, thus avoiding the possibility of permanent exclusion.
- Exclusion of students is considered a last resort and usually occurs in situations where they have been abusive or violent towards other students or staff, or when the health and safety of the school community is jeopardised
- A student might also be excluded for repeatedly refusing to comply with instructions
- Exclusions can also be made when an incident takes place after school hours or off the premises if the incident relates to, or has repercussions for the school
- When a student is excluded, the seriousness of the situation is explained to him by the SLT member dealing with the incident. The student's parent/carer is contacted by telephone in the first instance with a letter to follow
- Before the end of the exclusion period an interview with the student and his parents/carer is always sought to discuss the matter through and to ensure that:
 - a) the student has reflected on the incident, and his role in it, so that he will modify his behaviour in the future
 - b) the parents/carers are aware of the seriousness of the situation and are supportive of the school in dealing with the matter
- It is important that a conflict resolution meeting is organised if the reason for the exclusion involved another member of the school community
- On return to school, the student's behaviour is monitored by being placed on red report for a period of at least two weeks
- If the exclusion is for 15 days or more or the student has been excluded for fifteen days or more cumulatively in one year then the Governors Disciplinary Committee must meet within 50 school days of the exclusion whether parents/carers request a meeting or not
- Exclusion data are analysed on a termly basis, trends noted and acted upon where appropriate. Governors are updated on our exclusions and YCs and Inclusion staff work with students who have been excluded, or who are at risk of exclusion, to help to modify their behaviour and to become more active in the life of school
- If an external examination occurs within the period of a Fixed Term Exclusion, the school will make provision for the student to sit the examination

Managed Moves

- As an alternative to a permanent exclusion the school reserves the right to work towards a managed move in line with Newham borough policy and guidelines.

Permanent Exclusion see Department of Education statutory guidance and regulations on exclusions February 2015.

3 - Rokeby School electronic equipment guidelines for staff dealing with students

- All personal electronic equipment should be left at home
- The school will *not* accept any responsibility, for lost or stolen phones/MP3 players, or any similar technology which contravenes the school guidelines
- Any such item brought into school is done so at the student's own risk
- If parents/carers wish to contact their child/children they should do so via the school office
- Any phone, MP3 player, or any similar technologies used by students on the school site during the school day (including breaks and lunchtime) will be taken for safe keeping and only being returned at the end of the school day. If a student refuses to hand over the item first time, this could result in a responsible adult having to come into school to collect the item from the KSC.

The following steps are guidelines which may be useful for staff:

- If a student willingly hands over any phone or MP3 player, or any similar technologies, please hand it in to reception in the **yellow** zip wallet and tag provided.
- Should you be unable to take it to reception, or keep it in a safe place, please call reception to collect the device/s. This will not be recorded as an on call incident
- If a student gives their phone straight away upon request, they can collect it from the KSC at the end of the day from a yellow envelope
- If a student refuses to give their phone or MP3 player, or any similar technologies, ask a colleague for assistance. If your head of department is free they can be consulted. Phone reception for on call to assist you, if no other staff are available to assist you. In this case, the phone will need to be placed in the **red** zip wallet provided
- If on call have to retrieve a phone from a student, then it could be kept until a responsible adult comes into school to collect the item from the YC/KSC
- Students who have their phones taken more than five times, will be followed up by the YC/KSC, which will involve a meeting with parents/carers and a contract being signed.

4 - Rewards guidelines power point

5 - Pastoral care for school staff

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Governing Body should instruct the Head Teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

(DFE Behaviour and Discipline in Schools Guidance for Governing Bodies)

Staff should also contact their union.

The Newham grievance/disciplinary procedures will be followed in all cases.

6 - Use of Reasonable Force (Positive Handling) Procedures

Use of Reasonable Force (Positive Handling) at Rokeby School

Positive Handling

The **Education Act 1996 and 2006** forbids corporal punishment, but allows all teachers to use reasonable force in order to prevent a student from:

- Harming himself or others
- Seriously damaging property
- Committing a criminal offence
- Acting in a way that is counter to maintaining good order and discipline at the school
- Injury (or harm to self or others) as actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others by wilful or reckless behaviour and self-poisoning

Procedure

The school recognises that positive handling may be necessary, and in such an event, the following procedure should be followed. Where positive handling may be required the main school office should be alerted immediately. The main school office personnel should notify on call and request at least two members of staff to attend the incident.

Whenever possible positive handling should only occur when witnesses are present. Once a student is positively handled they should be taken to a quiet room so the student can be calmed. Staff accompanying the student must have a mobile phone or another means of communication.

Positive Handling must only be used as a last resort when other strategies have failed. It must serve to defuse or prevent a violent, or potentially violent, situation. It must not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

Staff should have good grounds for believing that immediate action (Positive Handling) is necessary in order to prevent a student from injuring himself or others, or causing serious damage to property.

Where possible staff should take steps in advance to avoid the need for positive handling, e.g. through dialogue and diversion. The student should be warned orally that positive handling will be used unless he desists.

Positive handling must not be used in anger. When it becomes apparent that the student is not responding to verbal instructions and a violent incident is imminent, the member of staff, wherever possible, should call for assistance before engaging in positive handling. When it becomes necessary to positively handle a student, the member of staff must, if possible, continue to talk to the student in a calm manner, offering choices and time for the student to become calm.

Remember:

Only the minimum force necessary, to prevent physical injury or damage, should be applied. Particular care must be taken to avoid inflicting any unnecessary pain or injury. Positive handling must not involve deliberately painful or dangerous procedures. It must:

- Never interfere with breathing, blood supply or genital areas
- Whenever possible avoid holding the head, throat or fingers
- Be discontinued as soon as the situation is deemed safe
- As soon as it is safe, restraint must be gradually relaxed as the student regains self control
- A student must never be asked to restrain another student

Operational/Procedural Points Relating to the Use of Positive Handling

The circumstances and reason for using positive handling must be recorded immediately, or as soon as possible, but ideally no later than the next working day.

The member of staff must inform the DHT in charge of behaviour as soon as possible after the incident.

The student's views should also be recorded as soon as possible, preferably on the same day.

The DHT should discuss the incident with the teacher within 24 hours.

Counselling may be needed for staff who, following the incident, are distressed.

Following the incident the student should be counselled on the reasons why it was necessary to restrain him.

Students will be interviewed about the reasons that led to the incident and the circumstances that followed. The interviewer must be a senior member of staff who was not directly involved in the incident.

Parents/carers will be informed when positive handling has been used and will be given the opportunity to discuss the matter with the school.

**POSITIVE HANDLING
INCIDENT REPORT FORM**

Fill in this form immediately after the occurrence of any incident.
Forward this report to Ms G K Shergill, Deputy Head Teacher

1. BASIC INFORMATION

Name of student: _____ Form: _____

2. EVENTS LEADING TO THIS INCIDENT

Where did the incident occur?

When did the incident occur? Date: _____ Time: _____

How did the incident begin?

3. DESCRIBE THE INCIDENT

What was happening at the time?

Was anyone else involved?

Did anyone else see what happened? (give details)

What behaviour was the student presenting that warranted restraint?

Was there damage to property or an assault on a student or staff during the incident?

What did you do to try to defuse the situation before using restraint?

How was the student restrained?

(Describe – e.g. two people escort, one person wrap,)

For how long? _____ By how many staff? _____

Were they authorised?

4. INJURIES SUSTAINED

Was anyone injured? YES/NO if yes, give details _____

Was the student checked for injuries by a member of staff who was not involved in the incident?

YES/NO If yes, by whom?

5. IMPLICATIONS FOR FUTURE PLANNING

What do you think this behaviour was about?

(e.g. attention, emotional release, task escape mechanism, other)

6. FOLLOW UP ACTION

The incident was reported by:

Parent/carer was informed by?

When were they informed? Time _____ Date: _____

Incident form completed by: _____

Post Held: _____

Date: _____ Copies to: _____ School file: _____



7 - Community payback suggestions

Tidy display work

Water plants

Weeding the eco garden

Remove chewing gum from under tables in the library

Breakfast club support

Clean sinks in the art rooms

Picking litter from corridors

Collecting recycling paper from the boxes

8 - Smoking stages of actions

Smoking Stages of Actions

These are the stages of sanctions for being caught smoking on the school site or in our local community whilst in Rokeby School uniform. Students will move up a stage each time they are caught smoking or smelling of cigarette smoke during the school day.

Stages	Actions	Desired Outcome
One	<ul style="list-style-type: none"> ✓ Stop smoking referral made to DW ✓ Phone call made home ✓ Break time and lunchtime detention referrals made for 3 week phase to MAO/DW ✓ Staff informed not to allow students to leave their lessons unaccompanied 	<ul style="list-style-type: none"> ✓ Students use the support provided to help them not smoke during the school day ✓ Deter students from smoking on school site, or whilst in uniform ✓ Parents support the work of the school ✓ Students understand the health risks linked to smoking ✓ Students understand the Rokeby School rules and the Newham enclosed public space laws on smoking
Two	<ul style="list-style-type: none"> ✓ SLT link afterschool 1 hour detention ✓ Meeting between family and SLT link 	
Three	<ul style="list-style-type: none"> ✓ 1 day IEU ✓ YC monitoring report ✓ Break and lunchtime detention for 6 week phase ✓ Random searches introduced 	
Four	<ul style="list-style-type: none"> ✓ 1 day external exclusion ✓ 1 day IEU on return ✓ Red report to SLT link 	
Five	<ul style="list-style-type: none"> ✓ Attending a Saturday morning stop smoking workshop 	
Six	<ul style="list-style-type: none"> ✓ 2 day external exclusion ✓ 1 day IEU on return ✓ Red report to SLT link 	
Seven	<ul style="list-style-type: none"> ✓ Repeat stage six increasing the days each time that you are caught 	

9 – Sims behaviour detentions process

SIMS behaviour points

Stages	Action
1	Year Coordinator Detention One hour
2	Key Stage Coordinator Detention One hour Parent meeting
3	SLT Link detention One hour One Day IEU
4	Key Stage Deputy Link detention One hour One Day External exclusion

The process...

- GS to run a weekly report each Friday at 4pm
- Students with 3 or more Sims logs or 3 points or more gain a 1 hour detention
- Report sent out to NB, TW, GS
- TW & NB share with YCs
- Reception send text reminders to parents for 1 hour detention
- Reminder notes issued to students period 4 on the day of the detention
- Repair and Rebuild detentions take place

Personal Development, Behaviour and Welfare (PDBW)
PDBW Action Group will meet every half term to review the systems

10 – Stop selling stages of sanctions

Stop selling yourself short

What if...	Then we will...
...you are found in possession of an excessive amount of food or drink.	...speak with your parents/carers about it. ...confiscate the food or drink.
...you are found <i>selling</i> or <i>buying</i> food or drink in our school.	...expect you to complete a Saturday detention from 10-12pm with Ms D Ward.
...you are caught more than once <i>selling</i> or <i>buying</i> food or drink in our school.	...place you in the Internal Exclusion Unit for a day. ...arrange a meeting with your parents/carers.



