

## **Behaviour Policy**

A large, light pink rectangular area containing the school's name in white. The words 'North' and 'Walsham' are in a large, bold, sans-serif font, and 'High School' is in a smaller, italicized serif font. To the right of the text is a vertical bar with a yellow top section and a blue bottom section.

**North  
Walsham**  
*High School*

|                 |                                 |
|-----------------|---------------------------------|
| By:             | Michael Johnson                 |
| Version No:     | 1                               |
| Version Date:   | October 2016                    |
| Documents:      | NWHS Behaviour Policy 2016.docx |
| Date Approved:  | June 2017                       |
| Approved by:    | NWHS Board of Governors         |
| Date of Review: | July 2018                       |

## 1. Amendment History

| Author | Version | Reason | Date |
|--------|---------|--------|------|
|        |         |        |      |
|        |         |        |      |
|        |         |        |      |
|        |         |        |      |
|        |         |        |      |
|        |         |        |      |
|        |         |        |      |
|        |         |        |      |
|        |         |        |      |

## 2. Linked Documents

| Title | File Name | Location |
|-------|-----------|----------|
|       |           |          |

## 3. Introduction

North Walsham High School (NWHS) has at its heart a firm commitment to putting the needs of 'Students First'.

Behaviour Management at NWHS is rooted in the NWHS 10 (*see below*). This is a list of 10 expectations of student behaviour in school, on their journey to and from the school and at any time that they are on school business.

| North Walsham 10 for Students |  |
|-------------------------------|--|
| <b>1</b>                      | I am a resilient learner – I always try my hardest and learn to the best of my ability   |
| <b>2</b>                      | I do as I am asked, the first time I am asked.   |
| <b>3</b>                      | I am always in the right place at the right time doing the right thing.  |
| <b>4</b>                      | I am a reflective learner – when someone is speaking, I always listen and give my full attention.  |
| <b>5</b>                      | I always have the right equipment for my lesson (pen, pencil, ruler, rubber, books, PE/dance kit).                                       |
| <b>6</b>                      | I always look smart and I am ready to learn (correct uniform, no chewing, no swinging on chairs, no mobile phones, headphones or iPods). |
| <b>7</b>                      | I am responsible for my learning and the learning of others – this means I work well independently and with others.                      |
| <b>8</b>                      | I respect others   |
| <b>9</b>                      | I take pride in my work including the presentation of my work and exercise book.   |
| <b>10</b>                     | I keep myself and others safe and well – this means I keep aggression or inappropriate comments to myself                                |

**Outstanding Learning in Every Lesson, Every Day**

Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. Students are asked to:

- Arrive in the School and at lessons punctually and be prepared to learn. Any student who arrives late to the School or lessons may be required to undertake after School detention.
- Bring appropriate equipment such as:
- Planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the School day.
- Wear the NWHS uniform correctly. Noticeable make-up is not allowed. Any make-up must be discreet. The decision as what qualifies as discreet rests with the Head Teacher of the School.
- All students are expected to be polite, courteous, respectful to everyone on the School site and to comply with reasonable requests or instructions made by staff on the first time of asking.
- Students are expected to have regard for their own safety and that of others.
- The School provides a secure and safe environment for students who are expected to remain on site throughout the School day and leave promptly at the end of the day unless engaged in enrichment activities.

The Governing Body believes that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

This Behaviour Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise: this is closely linked to the School's Assessment Policy. The Governing Body recognises that even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with the School rules and re-engage with learning. In some circumstances, the Governing Body and Head Teacher will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the School, or its community: this may result in exclusion.

The Governing Body also believes that students should display positive behaviour off the school site. This includes behaviour on activities arranged by the school such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place, or in some way identifiable as a pupil at the school:

**Outstanding Learning in Every Lesson, Every Day**

- To maintain good order on transport, educational visits or other placements such as work experience or college courses.
- To secure behaviour which does not threaten the health or safety of students, staff or members of the public.
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school.
- To provide protection to individual staff from harmful conduct by students of the school when not on the school site.

It seeks to create a caring and learning environment in school by:

- Promoting good behaviour and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all.
- Encouraging fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.
- Ensure that pupils complete assigned work.

Please note that the NWHS Behaviour Policy makes reference throughout to the following DfE documents:

- 1 Exclusion from maintained schools, Academies and pupil referral units in England 2012;
- 2 The School Discipline(Pupil Exclusions and Reviews) (England) Regulations 2012;
- 3 Preventing and Tackling Bullying. Advice for Head Teachers, staff and governing bodies;
- 4 DfE and ACPO Drug Advice for Schools;
- 5 Use of Reasonable Force;
- 6 Behaviour and Discipline in Schools;
- 7 Screening, Searching and Confiscation;
- 8 Ensuring Good Behaviour in Schools; and
- 9 DfE Dealing with allegations of abuse against teachers and other staff.

All documents should be read in conjunction with this policy. NWHS reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

#### **4. Roles and Responsibilities**

**The Governing Body** will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

**Outstanding Learning in Every Lesson, Every Day**

**The Headteacher** will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

**Staff**, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst the 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 Headteacher, for creating a high quality-learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

**The Governing Body, Headteacher and Staff** will ensure that there is no differential application to the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of the students are listened to and appropriately addressed.

**Parents and carers** will take responsibility for the behaviour of their child, both inside and outside of school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

**Students** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students have a right to be respected, but this carries with it responsibilities to respect others and treat all members of the school community fairly, courteously and to listen to their points of view. In all their dealings with staff, students must always be polite and must not be disobedient or defiant. Students must follow all reasonable instructions from members of staff. Students must not bully, intimidate, harass, harm or assault any other student. Students must not discriminate against other members of the school community on the grounds of race, religion, gender, sexuality or disability.

Students have a right to learn, but this carries with it responsibility to work without disturbing others. Disruptive behaviour prevents students from learning. Students must, therefore, always allow the teacher to teach and others to learn. They must always attend school regularly, remain on the premises during the school day, arrive punctually for school and for lessons and follow the school rules on dress and appearance.

Students have a right to be safe and secure at all times but this carries with it responsibilities to act always in turn, in a safe, responsible and sensible manner towards others. Students have a right to work in a clean and tidy environment but this carries with it the responsibility for all students to care for the school environment, buildings and equipment and other people's property.

Students have opportunities to take on further responsibility as role models e.g. Prefects and Peer Mentors.

## **5. Behaviour Management System**

'Consequences of Behaviour' is designed to give students choices. Its principle role is to support learning by tackling and dealing with low-level disruptive behaviour, i.e. behaviour

## **Outstanding Learning in Every Lesson, Every Day**

that undermines the student's own learning or that of others. If unchecked this sort of behaviour wrecks lessons and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

'Consequences' works in conjunction with the Inclusion Tracker, a progressive system of structured intervention designed to address underlying causes of poor behaviour and disengagement wherever possible. The Inclusion Tracker is a preventative mechanism, which enables leaders within NWHS to target intervention for those students who have been identified as losing too many days of learning or are at risk of being permanently excluded. It sets in motion a systematic programme of intervention for students accruing C5s, C6s and/or C7s - Fixed Term Exclusions. Each of these is equivalent to a set tariff (C3 = 1, C4 = 2, C5 = 3, C6 = 5, C7 Fixed Term Exclusion = 10 ). There are 3 Levels within the Inclusion Tracker and the accumulation of points for a student signifies the movement from one level to the next, which increases the intensity of the monitoring and intervention.

When a student is first issued with a C5, C6 or C7-Fixed Term exclusion they are immediately placed onto the Inclusion Tracker which is kept up to date by the Student Support Leaders and is monitored closely by the Behaviour Team. Any resulting impact of the intervention is also recorded on the Tracker giving a personalised profile of an individual student.

The Inclusion Leader will become involved in the intervention with students who are accruing points by receiving several C5s, C6s, C7s, or a combination of all three. Various strategies will be used depending on who the student is and what their needs are (see Appendix B).

The Assistant Head for Personal Development, Behaviour and Welfare has an overview of the progress of these students with regular feedback from Student Support Leaders and the Behaviour Team at the weekly Inclusion Team meetings. It is also their responsibility to keep the Senior Leadership Team informed of the progress of students on the Inclusion Tracker.

The Governing Body is keen to ensure a fine balance is met, between the use of fixed term exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning.

For this reason, the Governing Body has elected to use a maximum fixed term exclusion period under the Consequences system of 5 days for any single incident in the process, recognising that the Inclusion Tracker runs in conjunction with these. Fixed term exclusions through 'Consequences' will be:

| C7/Fixed Term Exclusion | Number of Days Exclusion |
|-------------------------|--------------------------|
| First                   | 1                        |
| Second                  | 1                        |
| Third                   | 1                        |
| Fourth                  | 2                        |
| Fifth                   | 2                        |
| Sixth                   | 2                        |
| Seventh                 | 3                        |
| Eighth                  | 3                        |
| Ninth                   | 3                        |

**Outstanding Learning in Every Lesson, Every Day**

|              |           |
|--------------|-----------|
| Tenth        | 4         |
| Eleventh     | 4         |
| Twelfth      | 4         |
| Thirteenth   | 5         |
| Fourteenth   | 5         |
| Fifteenth    | 5         |
| <b>Total</b> | <b>45</b> |

After 45 days of exclusion or the accruing a tariff of 225 on the Tracker (whichever comes first) in any one academic year, the Governing Body recognises that the School is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, the Governing Body recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support. At this point the Head Teacher would be likely to look at a permanent exclusion.

The Head Teacher retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

For further information please see:

- Consequences System Documentation
- Inclusion Tracker and examples of intervention strategies at Levels 1, 2 and 3 (these may vary dependent on access to different outside agencies).

## 6. C7 - Fixed Term Exclusion

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.’

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the School rules is serious. The following are examples;

- Failure to comply with a reasonable request from a senior member of staff.
- Failure to wear NWHS uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the ‘Consequence System’ see section 2 above.
- Willful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.

**Outstanding Learning in Every Lesson, Every Day**

- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the Academy
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of School rules.

A C6 – Internal Inclusion will always be considered in the first instance. A C6 comprises of support in the Inclusion room with differing start and finish times to the day. It is accompanied by a 2 hour SLT detention to allow for restorative actions, reflection and time to ensure support strategies are in place.

## **7. Permanent Exclusion**

‘A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school’s behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school’.

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Head Teacher will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These offences might include:

- a. Serious actual or threatened physical assault against another student or a member of staff;
- b. Sexual abuse or assault;
- c. Supplying an illegal drug;
- d. Possession of an illegal drug with intent to supply;
- e. Carrying an offensive weapon;
- f. Making a malicious serious false allegation against a member of staff;
- g. Potentially placing members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the School community.

In cases where the Head Teacher has permanently excluded a student for:

- a. One of the above offences; or
- b. Persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

**Outstanding Learning in Every Lesson, Every Day**

## **8. Bullying (Further details refer to the school Anti- Bullying Policy)**

As a school we believe that no-one has a right to cause distress and unhappiness to others. We are therefore rigorous in dealing with bullying. Any incidents of bullying which do occur are dealt with through defined systems. The school has “Peer Mentors” and “Student Advisors”, who are trained to deal with incidents of bullying. The school does not accept bullying in any form. The Student Support Leaders/Form Tutor is the first point of contact for a distressed student and any cases of unkindness should be recorded on CPOMS (The school safeguarding monitoring system) – in most cases the Inclusion Leader, Director of Learning or Senior Staff will deal with an incident of proven bullying. In certain situations the school Safer Schools Police Officer will be involved. Bullying is always dealt with as an immediate priority.

Repeated acts of unkindness which are proven to be bullying in nature could be referred to the Governing body and could result in Permanent exclusion.

## **9. Offensive Weapons**

The carrying of offensive weapons whilst journeying to and from school, at school or on a school activity, visit or journey is not acceptable under any circumstances. The Headteacher will in most cases exclude the pupil or pupils permanently.

“Offensive weapons are defined in the Prevention of Crime Act 1953 as “any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him”. Sections 139 and 139A of the Criminal Justice Act 1988 refer to “any article, which has a blade or point or is sharply pointed”

Students and their parents/carers should note it is an offence, under section 139A of the Criminal Justice Act 1988 (as inserted by section 4 of the Offensive Weapons Act 1998) to carry an offensive weapon or knife on school premises. This offence could result in arrest under section 24(2) of the Police and Criminal Evidence Act 1984 (as amended by section 1 of the Offensive Weapons Act 1996). It is also an offence to carry an offensive weapon or knife in a public place (such as around a school) unless a person has a good reason or lawful authority for having the article with him”.

## **10. Drugs, Alcohol and Solvents**

The term ‘drugs’ is used in this policy to refer to controlled drugs or mis-used prescribed drugs. The separate Drugs Education Policy also covers alcohol and the misuse of solvents.

The Governing Body is mindful of its duty to ensure that all members of the school community are able to live and work in a healthy and safe environment. To that end the Governing Body believe that controlled drugs or misused prescribed drugs have no place at the school, drugs use is a harmful activity to both an individual and the community and is unacceptable by any member of the school community.

In order to support its stances against drugs, the school will maintain a programme of education and information for students on the dangers of misuse of drugs (see separate Drugs Education Policy)

**Outstanding Learning in Every Lesson, Every Day**

## **11. Alternative/personalised timetable**

Alternative personalised timetable - As an alternative to exclusion the Head Teacher may, in exceptional circumstances, make use of an alternative timetable to support a student's needs. This will always be in Agreement between School SENDCo, Student and Parent/Carer

## **12. Provision of Education for Students Excluded for a Period Exceeding 5 days**

The School recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions would not exceed 5 days fixed term and use will be made of our Internal Inclusion Room wherever possible.

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

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for headteachers, staff and governing bodies'.

In addition to the practice identified in the DfE guidance, NWHS also bans the following items and as a result are able to search students for them:

- Any item brought into the School with the intention of the item being sold or passed on to other students which, in the Head Teacher's opinion will cause disruption to the School or be detrimental to School practice.

### **Confiscation**

- School 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 should hand the confiscated item to the relevant member of support staff as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the School can be collected by parent/carers except where the School has chosen to dispose of the confiscated items, eg cigarettes, alcohol, lighters. i.e: if a student has their mobile phone confiscated then their parent/carer can collect the phone that evening or a subsequent day. A student, however, cannot collect their phone for themselves until the end of the day on the last day of that half-term.
- The School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

**Outstanding Learning in Every Lesson, Every Day**

- The Head Teacher will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the School for a period of one year. If, at the end of the year, the item has not been reclaimed then the School reserves the right to destroy the item.
- Where alcohol has been confiscated the School will retain or dispose of it. This means that the School can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- Where the School finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Head Teacher thinks there is a good reason to do so.
- Where the School finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable –but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Head Teacher thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the School can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the School carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item, which is banned under the School rules they should take into account all relevant circumstances and use their professional judgment to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the School carries out its own

**Outstanding Learning in Every Lesson, Every Day**

investigation.

#### **14. CCTV**

NWHS may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

#### **15. Use of Reasonable Force**

Please refer to the DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies'.

All members of School staff have a legal power to use reasonable force. This power applies to any member of staff at the School. It can also apply to people whom the Head Teacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a School organised visit.

#### **16. Discipline beyond the School gate**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the School premises, which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, School staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to an School member of staff the Head Teacher or Assistant Head Teacher for Personal Development, Welfare and Behaviour, Support must be informed. In the vast majority of cases they will involve the School's Safer School's Officer, who will then follow agreed police and School procedures. (See Police/SSO section). In addition if the Head Teacher/ Assistant Head Teacher for Personal Development, Welfare and Behaviour considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the School's safeguarding policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on School residential and day trips. The School will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the School site. (See consequences/exclusions).

Where unacceptable behaviour occurs when a student is travelling to and from the School, the School reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full Consequences system will apply.

Students are encouraged to wear their School uniform correctly when travelling to and from the School and must not be involved in behaviour that could adversely affect the reputation of the School.

For example:

- Uniform – students will be issued a C3 detention if they remove their tie at the School gate;
- Students are discouraged from smoking on their journey to and from the School. If

**Outstanding Learning in Every Lesson, Every Day**

they are found smoking at or near School premises the consequences system will be used which would usually result in at least a C6 being imposed.

- Misbehaviour on the School bus will result in the School behaviour policy sanctions being applied (C5, fixed exclusion, permanent exclusion) and a ban from using the school bus service for either a fixed period of time, or permanently.

## **17. Behaviour Committee of the Governing Body**

A meeting of the Behaviour Committee will be convened by the Governing Body Behaviour Committee Clerk when:

- A student has received over 15 days' exclusion in one term;
- A student receives 8 C5s in an academic year;
- Recommendation of permanent exclusion is made by the Head Teacher for a one-off incident, or through the Consequences system.

The Behaviour Committee will comprise of 3 members of the Governing Body who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

The Behaviour Committee can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.

The meeting must be convened between the 6th and 15th school day after the date of receipt of notice to consider the exclusion.

The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least 5 days in advance of the meeting.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish. The Head Teacher or a member of the Senior Leadership Team will attend; the Inclusion Leader and the student's Student Support Leader may also be invited to attend the meeting. The Local Authority Exclusions Team Manager will also attend the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority. The parent/carer has 15 school days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

## **18. Independent Appeal Panel**

NHWS will have in place an Independent Appeal Panel and a parent/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Governing Body. NHWS will, at their own expense, arrange for this independent review panel hearing to review the decision of the Governing Body not to reinstate a permanently excluded student.

**Outstanding Learning in Every Lesson, Every Day**

The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.

## **19. Police**

NHWS will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, NHWS will inform the Police of any intelligence, which may support the Police in preventing or tackling criminal activity.

A student and his or her family have the right to contact the Police if they feel that a criminal offence has been committed.

## **20. Safer Schools Partnership Officer**

NHWS will employ a Safer Schools Partnership (Police) Officer (SSPO) to work at the School.

A SSP is a formal agreement between the Academy and police to work together in order to keep young people safe, reduce crime and fear of crime and improve behaviour in the School and its community.

All SSPOs aim to ensure:

- The safety of students, staff and the Academy site and surrounding areas;
- Help for students to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do;
- focused enforcement to demonstrate that those who do offend cannot do so without facing the consequences of their actions;
- Early identification, support and where necessary challenge of students involved in or at risk of offending;
- Improved standards of student behaviour and attendance, and less need for exclusions;
- More positive relations between students and the police and between students and the wider community; and
- Effective approaches to issues beyond the Academy site that negatively impact on student safety and behaviour.

Students will:

- Feel safer, knowing that a police officer is on hand to help resolve conflicts and respond to harmful behaviour;
- Learn more effectively as they grow more confident that they can attend school in safety;
- Find out how to avoid being drawn into crime and anti-social or extremist behaviour and learn more about what the police do in the community;
- Receive support if they have been victims of crime and learn new skills to avoid being victims and be safer on journeys to and from the School; and
- Benefit from a positive role model through contact with the SSPO.

**Outstanding Learning in Every Lesson, Every Day**

NHWS will:

- See improved student behaviour and attendance, and potentially fewer exclusions and better academic achievement;
- Be helped to identify, challenge and support students most at risk of causing harm and offending through benefiting from the professional expertise a police officer can bring;
- Receive support to identify and help students most susceptible to the messages of violent extremism and/or gang culture, if these are particular issues in the area;
- Benefit from the specialist support the police can offer in dealing with screening students for weapons; searching students for certain items; dealing with intruders to the school, including any violent or abusive adults; and dealing with incidents where physical force is needed to control or restrain a student;
- Experience a calmer School environment which is more conducive to learning and achieving and where all members of the School community will feel safer;
- Integrate better within multi-agency teams, helping to support more effective interventions with students and families; and
- Build better relations with the local community.

The police will:

- See reductions in youth crime and anti-social behaviour, through identifying and dealing with issues at an early stage in the Academy;
- See improved public confidence in local policing as a result of the relationships built through SSPOs;
- Achieve improved efficiency and better use of police time in terms of prevention and early intervention;
- Be able to better support and monitor prolific and other priority young offenders through working with the Academy and multi-agency teams;
- Be able to identify and support children and young people who feel threatened by crime and antisocial behaviour;
- Have the opportunity to talk to young people about local crime issues – including if there are problems around gang culture or group offending, weapon carrying or risks from violent extremism;
- Build better relationships with young people and their parents/carers, which will have significant benefits in the wider community.

Parents /carers will:

- Be more confident about their children's safety in a SSP School and on journeys to and from the School;
- Be reassured that any particular tensions in the local community such as racism, gang culture or weapons issues will not be allowed to intrude on the Academy;
- If their child is at risk of involvement in anti-social behaviour or crime, know that the police presence in school will help deal with this in an appropriate way;
- Be reassured that staff have the support of police in ensuring good student behaviour and attendance, and in tackling bullying; and
- Know that their child is being encouraged to trust the police and to take a responsible attitude towards issues around crime.

**Outstanding Learning in Every Lesson, Every Day**

Outside agencies and others will:

- Benefit from the impact that SSPOs can have on helping them reach a number of local and national targets, including measures on public perceptions of safety;
- Benefit from effective exchange of information. Academies and children's services working more closely with the police leads to more effective safeguarding arrangements;
- Receive support for effective multi-agency working, including early intervention and prevention strategies with students and families and (as appropriate) local Prevent and Deter arrangements.

A SSPO is a positive way for the School to demonstrate its commitment to promoting a safe climate of learning and to preventing crime. One of the key aims of the SSP programme is to build more positive relationships between students and police. Giving students a chance to meet police officers in the School, away from some of the influences of the street, can help to foster these relationships. This can then have benefits for the police when encountering them in the wider local community.

The Head Teacher and staff retain their responsibility for School discipline and behaviour; though look to their SSPO for support and advice as necessary. The SSPO remains an operational police officer and will make his or her own decisions on when and how to intervene where the law is threatened.

Further information on the role of Safer Schools Partnerships can be found in the Safer Schools Partnership Guidance document available on the internet:

[https://www.education.gov.uk/publications/eOrderingDownload/Safer\\_Schools\\_Guidance.pdf](https://www.education.gov.uk/publications/eOrderingDownload/Safer_Schools_Guidance.pdf)

## **Behaviour Procedure (for all teachers)**

A large, semi-transparent version of the North Walsham High School logo, centered on a light pink background. The text is white, and the vertical bar on the right is yellow and blue.

**North  
Walsham**  
*High School*

|               |                                  |
|---------------|----------------------------------|
| By:           | Karen King                       |
| Version No:   | 1                                |
| Version Date: | October 2016                     |
| Documents:    | NWHS Behaviour Procedure v1.docx |

**Outstanding Learning in Every Lesson, Every Day**

# The Management of Behaviour

## 1. Consequences of Behaviour in the Classroom

Our Behaviour Procedure is based around Positive Behaviour, Personal Choices and Rewards. The starting point of every behaviour procedure needs to be the way in which Staff and Students engage with one another, ensuring that students are given a chance to make the right choices about their behaviour and that the process is a positive one long before it becomes punitive.

In all classrooms we aim for (behavioral) praise to outweigh consequences. There should be at least an 80/20 ratio. We need to concentrate on positive aspects of behaviour.

**'When students behave inappropriately give them what they don't want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately'.**

**Setting the scene for positive behaviour is key.**

**Positive role model** – be at the door, smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with students allows them to think outside the box.

**Giving Achievements and Praise** – Use our rewards system but apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly.

**Start each day with a clean slate** – making sure that incidents have been dealt with from prior lessons. (Please clean your consequences boards at the end of each lesson). Students should be spoken to about incidents in the consequences detention.

**Be consistent** - use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "Why are you talking?" Rather, "I've asked you not to talk, C1". Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students.

The Consequences system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the consequences system is not used because pace, challenge and positive reinforcement should sustain students and enthuse them.

### Key questions to ask yourself

1. Have I planned my lesson appropriately and shared my learning outcomes with students?
2. Am I praising and rewarding those who achieve & behave?
3. Is the work challenging and exciting enough to engage students in learning?
4. Are the resources appropriate and readily available so that pace is maintained?
5. Have I greeted them at the door and made my high expectations clear at the

**Outstanding Learning in Every Lesson, Every Day**

beginning?

6. Is my seating plan right and have I made my 'reasonable requests' clear?
7. Have I taken control of the class on entry, during the lesson and at dispersal?

## 2. Behaviour Management

NWHS recognises the importance of teaching the behaviour that we expect from students. Our behaviour management is based around the idea of assertive discipline. We expect students to behave appropriately and we model and reinforce the behaviour that we expect at all times. We acknowledge and reward students who do the right thing. Students *control* their own behaviour, it is the role of the school to *manage* it.

All student behaviour has a consequence: either a positive one for correct behaviour or a negative one for incorrect behaviour. We aim to be consistent in our response to students and to implement the policy in a fair manner.

Students will be managed consistently, but not necessarily in a uniform manner. We do not operate a 'tariff' approach to the use of the sanctions outlined below. Where a sanction is applied, appropriate consideration will be made of aggravating and mitigating factors in each circumstance. *We would aim to use the least intrusive sanction possible to achieve justice and correct poor behaviour.*

All students are equal in value. However, students do not have equal starting points and the behaviour policy is designed to be responsive to the disadvantage or needs that individual students may have. The aim is to improve in behaviour over time.

The Behaviour Policy at NWHS exists to regulate student behaviour and to lead to a consistently high standard of behaviour in School. Our aim is to develop students who are self-regulating of their behaviour and self-disciplined young adults.

## 3. Implementation

Behaviour Management at NWHS is rooted in the NWHS 10 (*see below*). This is a list of 10 expectations of student behaviour in school, on their journey to and from the school and at any time that they are on school business.

| North Walsham 10 for Students |  |
|-------------------------------|--|
| 1                             | I am a resilient learner – I always try my hardest and learn to the best of my ability   |
| 2                             | I do as I am asked, the first time I am asked.   |
| 3                             | I am always in the right place at the right time doing the right thing.  |
| 4                             | I am a reflective learner – when someone is speaking, I always listen and give my full attention.  |
| 5                             | I always have the right equipment for my lesson (pen, pencil, ruler, rubber, books, PE/dance kit).                                       |
| 6                             | I always look smart and I am ready to learn (correct uniform, no chewing, no swinging on chairs, no mobile phones, headphones or iPods). |
| 7                             | I am responsible for my learning and the learning of others – this means I work well independently and with                              |

**Outstanding Learning in Every Lesson, Every Day**

|           |   |
|-----------|---|
|           | others.   |
| <b>8</b>  | I respect others  |
| <b>9</b>  | I take pride in my work including the presentation of my work and exercise book.                          |
| <b>10</b> | I keep myself and others safe and well – this means I keep aggression or inappropriate comments to myself |

### Implementation within the Classroom

Within the classroom, teachers recognise both positive and negative behaviours and teach the behaviour that they expect from students. All teachers record these on the whiteboard within the classroom for each lesson under a system of their choosing. For positive behaviours, students receive a P1,2,3,4 or 5. Once a student reaches P3, they receive a positive mark. This is recorded in the school MIS system, which keeps a log of each student's behaviour and achievements. The accumulation of positive marks leads to rewards (*Appendix A*).

For negative behaviours students receive a C1, C2 or C3. Once a student reaches a C3, they receive a negative mark (Consequences) and a sanction from the teacher (*Appendix B*).

Teachers at NWHS give clear warnings to students stating 'C1' to allow students to rectify their behaviour before a sanction is applied. The system is applied in a consistent manner throughout all classrooms at the School.

### Implementation outside the classroom

Students are expected to behave safely, and with courtesy and respect for others at all times, both around the school and on their journey to and from school. These expectations are communicated to students clearly through posters around the school and by staff on duty. There is a high level of supervision at all times during the school day to ensure that students are safe. Behaviour expectations apply equally to students on school visits or residential trips.

Behaviour outside the school whilst not on the journey to or from school or on a school visit may be subject to sanction under the behaviour policy if there is a link between the poor behaviour and maintaining good behaviour at the school.

## 4. Sanctions

When implementing sanctions, NWHS is committed to the principle that certainty of sanction is more important than severity. We aim to implement the least intrusive sanction appropriate to correct poor behaviour and to ensure it is not repeated.

In accordance with the Education Act 2011, the school reserves the right to issue a detention to a student on the same day without notice to the parent. However, we will always attempt to contact a parent especially when the student wishes us to. For 30 minute detentions this may be communicated by Text. Any detention which is over 30 minutes in duration will be communicated by a phone call.

**Outstanding Learning in Every Lesson, Every Day**

**Classroom sanctions:** Within the classroom, the subject teacher is responsible for applying sanctions for negative behaviour. The following sanctions may be used by the teacher once a C3 has been issued:

Negative sanction recorded on School's MIS system -THIS MUST BE GIVEN FOR A C3  
30 minute Detention after school – THIS MUST BE GIVEN FOR A C3  
Phone call home by class teacher  
Parent meeting with class teacher  
Moving a student's seat

**C4 Internal referral to Subject:** when a student reaches C4 within a classroom, they are internally referred to another classroom on an agreed rota (Subject Leader, Buddy system). The teacher referring them records the incident on the schools MIS system and sends the student with another reliable student or a member of staff to the agreed member of staff. The student completes their work and returns to their teacher at the end of the lesson. This requires a follow up, by a letter or phone call home by the subject teacher and a one-hour subject detention on the same day as the sanction is issued (unless there is good reason). The Student Support Leaders will arrange for the detention to take place but the member of staff issuing the detention must ring home to speak with parents/carers regarding the incident and outline expectations.

**C5 Learning Walk Duty Drop in - Call out:** in the event of a refusal to go to the designated internal referral (C4) or for an act of aggressive behaviour in a lesson (C5), a member of the Senior Leadership Team (SLT) will be **called via the green button** (there will be a member of SLT available on rota for the whole school day who will be on a behaviour and learning walkabout) and will remove the student to C5/Internal Inclusion. The student will remain there for the remainder of the lesson or day (dependent on incident) and then receive a two hour SLT detention on the same day (wherever possible). The Student Support Leaders will arrange for the detention to take place but the member of staff requesting the removal from lesson must ring home to speak with parents/carers regarding the incident and outline expectations.

**Outstanding Learning in Every Lesson, Every Day**

## The Support for Behaviour

### The pastoral support to deal with poor behaviour

The second part of our policy deals with what happens when students choose to misbehave and the support we give them to correct their poor behaviour. This work is predominantly done by the Learning Support Team and the Student Support Team.

Once a student has received two or more C3's in a subject over a period of five lessons or receives a C4 or C5 they enter into the Inclusion system.

**Subject Report:** when a student receives two or more negative marks (C3) in a subject over a period of five lessons, the student is placed on subject report to the subject leader to monitor their behaviour and progress.

**Directors of Learning:** Directors of Learning are responsible for the progress and overall behaviour students in their year group. Directors of Learning monitor the recording of positive and negative marks by staff and reward and sanction using this information.

The Inclusion Leader and Student Support Leaders will become involved in direct interventions with students who are accruing points by receiving several C4s, when C5s, C6s (Internal Inclusion) or C7 (Fixed Term exclusions) are recorded or a combination of sanctions have been issued. Various strategies will be used depending on the individual and their needs. This will provide support and assistance to the Directors of Learning and keep a whole school perspective on the behaviour of certain key groups.

'Consequences' works in conjunction with the Inclusion Tracker, a progressive system of structured interventions designed to address underlying causes of poor behaviour and disengagement wherever possible. The Inclusion Tracker is a preventative mechanism, which enables leaders within NWHS to use targeted intervention for those students who have been identified as losing too many days of learning or are at risk of being permanently excluded. It sets in motion a systematic programme of intervention for students accruing C4s, C5s, C6s and/or Fixed Term Exclusions. There are 3 Levels within the Inclusion Tracker and the accumulation of points for a student signifies the movement from one level to the next, which increases the intensity of the monitoring and intervention. A copy of the Inclusion Tracker can be seen at Appendix C

When a student is first issued with a C5, C6 or C7 they are immediately placed onto the Inclusion Tracker which is kept up to date by the Student Support Leaders and is monitored closely by the Inclusion Leader. Any resulting impact of the intervention is also recorded on the Tracker giving a personalised profile of an individual student. If any student has 4 or more C4's in any term, they should also have an inclusion tracker created.

The Assistant Head for Personal Development, Behaviour and Welfare has an overview of the progress of these students with regular feedback from the Inclusion Leader and the Directors of Learning. It is also their responsibility to keep the Senior Leadership Team informed of the progress of students on the Inclusion Tracker.

The range of interventions are contained in Annex D but the sanctions that are available are detailed here:

### Outstanding Learning in Every Lesson, Every Day

## Reports:

**Subject Leader Report** - When a student is awarded two or more C3s in a subject over a period of five lessons. This is monitored in lesson.

**Director of Learning** - When a student is placed on more than one Subject Leader Report, receives 2 C4's in a half term, receives a C5, C6 or demonstrates a pattern of poor punctuality or standards of uniform, the student will be placed on report to the Director of Learning. The student will be expected to see the member of staff whom they are on report to at the end of the day and may serve a detention if they fail to meet the expected standard. Should a student fail on report to their Director of Learning, they will move onto report to their SLT Link.

**SLT Report:** Students who have failed a Director of Learning report, or have moved onto level two of the Inclusion Tracker, have returned from a C7 Fixed Term Exclusion or who are at serious risk of exclusion are placed on report to a member of the SLT. They will be expected to report to this member of staff at the end of each lesson or at the end of the day. They may serve a detention each day if the report is not completed to the required standard. Should the student fail to improve, they will move onto Head Teachers report.

**Headteachers Report** - Students who have failed a SLT report, or have moved onto level three of the Inclusion Tracker or who are at serious risk of permanent exclusion are placed on report to the Head Teacher. They will be expected to report to the Head Teacher at the end of the day. They may serve a detention each day if the report is not completed to the required standard

**Director of Learning detention:** If a student gains three negative marks in a week, they will be placed in a Director of Learning detention within a week. Should a student gain four negative marks in a week or six in a fortnight, a parental meeting will be arranged to discuss the behaviour of the student and seek ways to improve it.

**Lunchtime C5/Internal Inclusion:** Students may be placed in C5 at lunch, poor behaviour at lunchtime or as a consequence for an incident. On rare occasion lunchtime detention may be used to support students and their families when after school detention is not an option.

**Late detention:** Students who demonstrate a pattern of lateness to school or to lessons may be placed in a late detention – See the Attendance and Punctuality Policy.

**Community Service:** In order to repair the damage to the School community that the behaviour of a student has caused, a student may be required to perform community service. This may involve service in the canteen or helping to tidy at the end of the School day.

Directors of Learning are also responsible for making recommendations for more serious sanctions to the Senior Leadership Team.

The aim of all sanctions issued by the Director of Learning is to provide a certain, systematic and immediate response to poor behaviour and to deter students from

## Outstanding Learning in Every Lesson, Every Day

repeating it. The role of Student Support Leaders and the use of data is crucial to ensuring that this process is rigorous and that all behaviour has a consequence.

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

The SLT at NWHS take a proactive and highly visible approach to managing behaviour and maintain high vigilance around the building at all times. Their role is to support staff and students in managing behaviour and ensuring that good order is maintained. In addition, the SLT are responsible for the following sanctions:

**C5 (After school detention 2 hours in IIC):** This is used for students removed from Subject Rota staff or for some incidents of unkindness, verbal or physical. Some incidents that occur at breaks and lunchtime may also include being placed in inclusion at social times.

**Internal Inclusion Class (IIC – given as a C6):** This is a more serious sanction when students are isolated from their lessons for a period of one day or more. Timings of the day are different, with a later start time 9.00 and finish time of 4.50 (this includes a SLT detention for reflection). Students report to the unit at the beginning of the day and complete work from their lessons in silence. They take break and lunch at separate times to the rest of the school. Staff supervising complete the Inclusion Tracker spreadsheet. Failure to successfully complete a period in the IIC may result in additional time, inclusion or in more serious cases an exclusion from the school.

**Staff training:** All staff are trained in implementing the behaviour policy in a consistent and fair manner. There are frequent refresher sessions to ensure that the message remains the same and that standards are maintained.

**Standardised display:** All classrooms display the NWHS 10 and a Consequence and Reward chart to ensure that students are constantly reminded of what is expected.

**Assemblies:** these are used as an opportunity to constantly reinforce high expectations of behaviour to students, to reward excellence and react to any particular issues that may arise

**Outstanding Learning in Every Lesson, Every Day**

## Annex A Rewards

| Rewards   |  |  |                |
|-----------|--|--|----------------|
| Level     | Reward   | Examples of Behaviour  | Reward value   |
| <b>P1</b> | Positive 1<br>Marked on board  | Putting in more than the expected effort<br>Being helpful to students or staff<br>Excellent verbal contribution  | Class Praise   |
| <b>P2</b> | Positive 2<br>Marked on board  | Repeat of any P1 in the same lesson  | Class Praise   |
| <b>P3</b> | Positive 3<br>Recorded on MIS system (SIMs)<br>Marked on board                         | 3 P1s in a lesson<br>Academic achievement<br>Community involvement<br>Outstanding effort<br>Excellent organization<br>Excellent presentation<br>Helping others in class<br>Independence in learning<br>Outstanding group work<br>P3 homework<br>Outstanding learning<br>Going the extra mile | 1 House Point  |
| <b>P4</b> | Positive 4<br>Recorded on MIS system (SIMs)<br>Marked on board<br>Phone call/text home | Effort in one lesson which exceeds a P3<br>P4 Homework   | 2 House Points |
| <b>P5</b> | Positive 5<br>Recorded on MIS system (SIMs)<br>Phone call/text home                    | Consistent and sustained effort over a period of time<br>Sustained attendance at a club<br>P5 Homework<br>Student of the Week/Month/Half term  | 3 House Points |

**Outstanding Learning in Every Lesson, Every Day**

**Annex B Consequences – students should be reminded of expectations on at least one occasion that lesson before the consequence system is put into action**

| Consequences   |    |   |  |                       |
|----------------|----|---|--|-----------------------|
|                | C  | Consequence   | Examples of Behaviour  | Sanction Value        |
| Class Teacher  | C1 | Warning 1<br>Marked on board  | Disturbing learning<br>Not doing as asked when asked<br>Being impolite<br>Inappropriate language<br>Dropping litter<br>Incorrect uniform   | Class teacher warning |
| Class Teacher  | C2 | Warning 2<br>Marked on board  | Repeat of any C1 offence   | Class teacher warning |
| Class Teacher  | C3 | Advised C3<br>Marked on board<br>C3 recorded on MIS System (SIMs)<br>Teacher/Subject 30 minute detention (staff issuing to reflect with student)<br>Phone/text call home<br><br>Optional: Note in planner<br>Confiscation | Persistent C1 & C2 behaviour<br>Lateness to lessons<br>Refusal to follow instructions<br>Disruption of learning<br>Chewing gum<br>Lack of equipment<br>Vandalism<br>Rudeness<br>Offensive language<br>Use of mobile phone<br>2 homework deadlines missed | 1<br>Sanction Point   |
| Subject Leader | C4 | Internal referral to Subject<br>C4 recorded on MIS System (SIMs)<br>1 hour Subject Leader Detention (staff issuing to reflect with student)<br>Phone call/Letter home<br><br>Optional: Parental meeting                   | Persistent disruption<br>Repeated refusal to follow instructions<br>Verbal abuse - student   | 2<br>Sanction Points  |

**Outstanding Learning in Every Lesson, Every Day**

|             |    |  |  |                       |
|-------------|----|--|--|-----------------------|
| SLT on call | C5 | C5 recorded on MIS System (SIMs)<br>Placed in Internal Inclusion<br>2 Hour SLT detention<br>Phone call/letter home<br>Parental meeting with Subject Leader/DOL/SSL | Refusal to go to Subject Leader (Buddy)<br>Aggressive behaviour<br>Unkindness investigated by Inclusion Leader/SLT | 3<br>Sanction Points  |
| SLT         | C6 | C6 recorded on MIS System (SIMs)<br>Placed in Internal Inclusion<br>9.00 – 4.50<br>Phone call/Meeting  | SLT/Head teachers decision   | 5<br>Sanction Points  |
| SLT         | C7 | C7 recorded on MIS System (SIMs)<br>Fixed Term exclusion<br>Phone call/letter home<br>Meeting  | Head teachers decision   | 10<br>Sanction Points |

**Outstanding Learning in Every Lesson, Every Day**

# Annex C – Inclusion Tracker

| Name  | Total Number of Exclusion Days |        |      |      |                  | C6        | 1 | 2                     | 3 | 4      | 5                                       | 6    | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |   |   |   |   |
|---|--------------------------------|--------|------|------|------------------|-----------|---|-----------------------|---|--------|---|------|---|---|---|----|----|----|----|----|----|---|---|---|---|
| Year  | EAL                            | SEND   | PP   | LAC  | Tariff           | INTINC C5 | 3 | INTINC C6             | 5 | FTX C7 | 10                                      | Days | 1 | 1 | 1 | 2  | 2  | 3  | 3  | 4  | 4  | 4 | 5 | 5 | 5 |
|   | C5/C6/ C7                      | Tariff | Days | Date | Key Intervention |           |   | Learning Intervention |   |        | Information/Impact/Further Intervention |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
| STEP 1 interventions must be put in place.  |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
| Step 1  |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
| Once a student goes beyond a 30 point tariff STEP2 interventions must be put in place.            |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
| Step 2  |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
| Once a student goes beyond a 120 point tariff STEP3 interventions must be put in place.           |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
| Step 3  |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
|   |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
| <b>Outstanding Learning in Every Lesson, Every Day</b>  |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |
| Once a student goes beyond a 225 point tariff it is likely that they will be permanently excluded |                                |        |      |      |                  |           |   |                       |   |        |   |      |   |   |   |    |    |    |    |    |    |   |   |   |   |

## Annex D - Inclusion Tracker Intervention List

Examples of intervention used in conjunction with the Inclusion Tracker spreadsheet. These may change depending on the context of the provision from outside agencies. The ones highlighted in yellow are mandatory at that particular level.

| STEP 1  | STEP 2  | STEP 3  |
|---|---|---|
| Meeting with DOL/SSL & DOL Report                         | Meeting with SLT member & SLT Report                    | Meeting with Head Teacher & Head Teacher Report                                 |
| Pre Mini Pastoral Support Meeting SSL                     | Mini Pastoral Support Meeting SSL                       | Pastoral Support Plan (PSP) IL/SLT  |
| Mini Pastoral Support Plan – SSL/DOL Before end of Step 1 | Pastoral Support Plan (PSP) IL/SLT before end of Step 2 | Support For Learning Plan (SFL)   |
| Student Support Leader monitoring                         | Re-admission meeting                                    | Re-admission meeting  |
|   | Inclusion Leader involvement                            | Risk Review   |
|   | Offer of Managed Move                                   | Leadership Mentor   |
|   |   | Meet with Governing Body Representative Panel when they get close to 150 Points |
|   |   | Short Stay School Involvement   |
| Yellow on tracker   | Orange on tracker                                       | Red on tracker  |
| Positive report   | Positive report   | Positive report   |
| Time out card   | Time out card   | Time out card   |
| Homework Club   | Homework Club   | Homework Club   |
| Restorative meetings                                      | Restorative meetings                                    | Restorative meetings  |
| Conflict agreement  | Conflict agreement                                      | Conflict agreement  |
| Course change   | Course change   | Course change   |
| Change of Teaching Group                                  | Change of Teaching Group                                | Change of Teaching Group  |
| Change of Tutor Group                                     | Change of Tutor Group                                   | Change of Tutor Group   |
| Structured seating plans                                  | Structured seating plans                                | Structured seating plans  |
| SEND review   | SEND review   | SEND Intervention   |
| Additional Adult Support                                  | Additional Adult Support                                | Additional Adult Support  |
| Supply of resources                                       | Supply of resources                                     | Supply of resources   |
| Nurture Plan  | Nurture Plan  | Nurture Plan  |
| Mentoring Middle Leaders                                  | Mentoring Leadership                                    | Mentoring Leadership  |
| Catch up sessions for key subjects                        | Catch up sessions for key subjects                      | Catch up sessions for key subjects  |
| Safer Schools Officer                                     | Safer Schools Officer                                   | Safer Schools Officer   |
| Support for Learning Plan                                 | Support for Learning Plan                               | LTA Support   |
| Access to SEND provisions                                 | Access to SEND provisions                               | Access to SEND provisions   |
| Parent Support Advisor                                    | Parent Support Advisor                                  | Family Support Plan   |
| Social Skills group work                                  | Social Skills group work                                | Alternative Timetable   |
| School Nurse  | School Nurse  | School Nurse  |
| Time 4 U  | Increased DOL tracking                                  | Educational Psychologist  |
| GP support  | Referral to specialists                                 | Clinical Psychologist   |
|   | CAMHS referral  | CAMHS referral  |
|   | Early Help  | Norfolk Family Focus  |
|   | Time 4 Change   | EHCP  |

**Outstanding Learning in Every Lesson, Every Day**

**Outstanding Learning in Every Lesson, Every Day**