



## READING SCHOOL

### THE MANAGEMENT OF STUDENT BEHAVIOUR

#### **The Companies Act 2006**

Reading School (The Academy) is the employer. The business of the Academy Trust is managed by the Governors.

#### **The Management of Student Behaviour**

*The school aims to provide a positive ethos, at the heart of which is the development of good relationship among students, staff, parents and the community.*

#### **Behaviour and School Rules**

It is the School's expectation that all students will conduct themselves in a responsible manner in all matters affecting the School so that our purpose in teaching and learning can be achieved to maximum effect.

To this end the number of rules is kept to a minimum; the essence is positive, thoughtful, sensible behaviour. The principle behind the School rules is not prescriptive, but is one of reasonableness and common sense. They exist to ensure the safety and well-being of all students and the smooth running of the School. These expectations cover four principal areas.

1. Respect for others: i.e. proper and due respect for teachers and other members of staff; members of the public and visitors; members of your form and other students in School.
2. Respect for yourself; i.e. respect for your own ability, aiming always to do your best and to display positive attitudes to these aspects of School life which you find difficult as well as in those which you find easy, presenting yourself on time, in correct uniform and looking tidy, both in School and when travelling to or from School.
3. Respect for property; i.e. caring for the School and its property, the equipment and furniture you use and other people's possessions.
4. Respect for the School: i.e. recognising that employers, interviewers and members of the public will judge the School as a whole by the way they see you behave.

#### **Specific School Rules**

School rules are for the benefit of everyone; they are a framework to enable the School to operate smoothly and efficiently, to achieve its purpose in a civilised and positive atmosphere. They are there also to help maintain the reputation of the School. No set of rules can take into account every situation; they are sensible guidelines on reasonable conduct. By their nature rules are there to restrict bad behaviour, they indicate the boundaries of what is acceptable,

they do not of themselves promote good conduct but by curtailing the bad they create an environment in which the good can thrive.

Finally, the breaking of rules leads to some appropriate disciplinary action. There is inevitably a range of severity of offence and disciplinary action, where necessary, reflects this range.

### General

1. Punctual arrival for all School activities is essential. Late arrival for School must be indicated in the late book. Persistent late arrival will lead to disciplinary action. Punctuality detentions are given for persistent offenders and the EWO involved.
2. Correct School uniform must be worn in School, on journeys to and from school and on all official School events unless permission is granted by a member of staff for other dress. All students must wear uniform that accords with the current specifications. Uniform lists are issued to all students when they enter the School; spare copies are available from the School Office. High standards of students' presentation are expected at all times. Jewellery must not be worn nor must it be brought to School. Uniform must be worn at all times in an appropriate and suitable manner. Shirts should be tucked in and ties done up properly. Hair should be no longer than collar length and tidy at all times. No beards or facial hair is permitted.
3. Lunch for students should be taken in the Refectory or quad area. In years 7-11, only those students who have a parental consent to go home for lunch may leave the School site at lunchtime without the permission of a member of staff. On return those students must sign in at the School Office. Sixth Formers may only leave the site following the lunch time break at 1.20pm. At other times they need the permission of their Tutor or the Head of Sixth Form.
4. All students are permitted to bring mobile phones to school, tablets and any form of electronic device is brought into School entirely at the risk of the owner.
5. Mobile telephones must be switched off during lessons, Assemblies and Chapels. They must never be used for video or still photography in school, nor for the display of inappropriate images.

### *Personal Property*

1. The care of all personal property rests with the student unless handed to a member of the teaching staff for safe keeping. For P.E., Swimming and Games, and Drama lessons, all valuables must be handed in to the member of staff before the lesson and reclaimed immediately after the lessons has finished. All personal clothing and property should be marked with the student's name.
2. All text books and equipment issued to students remain the property of the School. They must be looked after carefully, handed in at the end of the School year or course as appropriate. Any loss or damage must be reported and may be charged for.
3. Theft or interference with others' personal property is treated as a serious offence.

### *School Property*

Students are expected to treat school property with care. Any damage, however it is caused, must be reported immediately to a member of staff.

#### a) Tutor Rooms

1. Students must use their own tutor room only unless directed otherwise by a member of staff or in accordance with the timetable.
2. The general state and tidiness of the tutor room is the responsibility of the form.
3. Students may display posters etc on display boards in their tutor room but only with the Form Tutor's permission. Any material displayed for teaching purposes must not be interfered with.
4. No food or drink is to be consumed in form rooms.

#### b) School Grounds

All students have a responsibility for keeping the School site tidy and well maintained. In particular:-

1. Students may not use the School field for games without the permission of a member of staff.
2. Students must not walk on the grassed areas or around flower beds or shrubs.
3. Students must place all litter in the bins provided.
4. Students must enter and leave the School only by the recognised entrances and exits.

### *Behaviour*

1. Students are not allowed to smoke on the School site or when in uniform. Similarly students must not have any smoking materials (which includes vaping pens) in their possession at School.
2. Knives or other dangerous implements must not be brought to School.
3. Possession of alcohol, drugs or other dangerous substances is not permitted.
4. Damage to property must be reported to a member of staff immediately. Students found responsible for wilful damage will be disciplined and charged for replacement or repair.
5. Bullying of any type will be treated very severely. This includes victimisation, both physical and verbal of another student for whatever reason, whether by an individual or by a group.

### *Litter*

Students are expected to show concern and take a responsibility for the School environment. They must not litter either the site or its environs.

### *Buying and Selling of Articles*

The attention of staff is drawn to the School rule which forbids the buying and selling of articles by students on the premises. This rule is intended to anticipate difficulties of debt-collection and to eliminate opportunities for the sale of stolen articles. All staff are asked to be vigilant in this regard and to report offenders to Tutors or Heads of House.

## **Bullying**

The evidence is that most bullying is (or starts as) very innocent in nature and escalates. Cases reported in national newspapers show that it can drive young people to extreme action either to draw attention to the bullying or to escape it.

**WE MUST NOT UNDERESTIMATE ITS EFFECT ON THE PERSON BEING BULLIED.**

### **Bullying takes various forms:**

1. **Physical Abuse** – blatant abuse including pushing, tripping, hitting or intimidation of a student by another or others.
2. **Verbal Abuse** – this can be as simple as name calling on what seems an innocent scale or the use of terminology which has sinister overtones either implicit or explicit, of a physical, sexual or racial nature – gestures, taunts.
3. **Emotional Abuse**- this can involve
  - i) excluding a student from a group or activity. Tutors of new students in a form must be especially aware of this.
  - ii) Interfering with work or belongings of a student, often out of lesson time or between lessons.
  - iii) deliberately involving or implicating a student in the wrong-doing of others.
  - iv) humiliating or ridiculing a student.
4. **Use of Technology**- the use of the internet and mobile phones, particularly texting to intimidate or harass often takes place outside School and is difficult to identify. Any reports of such behaviour will be investigated in accordance with the ICT policy.
5. **Homophobic Abuse** -this can take place involving any of the previous forms of bullying.

All Staff have a responsibility to identify bullying and, where suspected, investigate it and draw it to the attention of the tutor. Where bullying is evident in class either by some personal abusive remark by one student to another or by a remark that could be construed as racist, or by some action that indicates that one student is being “picked on”, this must be addressed firmly and clearly so that students know that such action is totally unacceptable.

### **Recognising the signs of Bullying**

All of us need to be aware of the signs that may indicate that someone is being bullied.

- frequent visits to matron, school nurse or office.
- especially quick or slow entry/exit of classroom.
- break and lunch time “out of circulation”.
- unwilling to go to School or walk to School.
- general anxiety and obvious signs of nervousness
- a pattern of absences from School.

In addition if staff notice that a student is repeatedly receiving “jibes” during periods of non-contact time, waiting outside a classroom, in the tutor room at lunch time or before chapel or

assembly, this must be reported. We need to remember that they may be seen as no more than jokes or high spirits by the perpetrators and those who see it, but may be seen as bullying to the victim, because students will have different levels of sensitivity.

### **Procedure for dealing with Bullying**

Information about bullying comes from parents, sometimes the victims, sometimes senior students or staff. All of us need to be vigilant on this matter. If it is reported to you, or you witness an incident adopt the following procedure:

1. Staff to whom the allegations of bullying is made should:
  - never ignore allegations but do not make premature assumptions.
  - listen carefully to all accounts (because several students saying the same does not necessarily mean they are telling the truth).
  - assure the student that bullying will not be tolerated and inform him of the next steps.
  - never give absolute guarantees of confidentiality other than only giving the information to the minimum number of people to ensure that proper action is taken.
  - refer the matter to the appropriate Tutor, Head of House, Head of KS with a written record of the allegation.
  
2. Further investigation and interviews will be made by designated members (usually Tutor, Head of House and Head of KS as appropriate) who will:
  - ask the student to provide a written account if appropriate.
  - assure the student that any action taken will be with his full agreement.
  - interview any other students involved in the allegation and ask them to provide a written account if appropriate.
  - agree any steps to be taken in relation to:
    - (i) informing parents
    - (ii) sanctions and discipline
    - (iii) appropriate support mentoring
  - inform all students involved of the next steps and inform the Headmaster if appropriate.
  - The incident will be logged in SIMS following investigation.
  - see separate boarding bullying policy for incidents that occur in boarding.

## **REMEMBER RECORD AND INFORM!**

### **Sanctions and Support**

#### **Sanctions**

After full investigation, the following course of action will be taken and sanctions applied where necessary:

- Level 1           with the agreement of the victim, his parents will be informed and all students involved will be spoken to by the tutor/Head of House, Head of Key Stage or Headmaster as appropriate. The incident will be recorded in SIMS. Most bullying ceases after a stern but sensitive word from a member of staff.
- Level 2           if the bullying continues the parents will be informed (if not already) of both victims and perpetrator(s) and interviewed at School by the Head of House and/ or Head of Key Stage. Appropriate measures will be taken – possible internal or fixed term exclusion.
- Level 3           if matters continue to escalate the perpetrator(s) and parents will be interviewed by the Head of KS and Headmaster and if appropriate, School Police Liaison Officer and be placed on a School Contract and/or fixed term exclusion.

**All Bullying incidents must be documented and recorded in SIMS by the relevant Head of House.**

#### **Support**

Support for the victims of bullying needs to be sensitive and appropriate as they often feel scared, vulnerable and quite alone. The following methods of support should be considered and implemented.

- identify a member of staff with whom the victim can talk openly.
- create a “circle of friends” thus breaking down the feeling of isolation.
- link the victim with a trained peer mentor usually a senior student. Peer mentors often understand better than adults the pressures and fears involved.
- it is essential that the parents and School work closely in supporting the victims of bullying.

#### **Dealing with Bullies**

Bullies need help to confront their behaviour. In most low level incidents the students are not aware that their actions constitute bullying and an explanation from an appropriate member of staff is sufficient to solve the problem.

In more serious cases the focus must be to try and get the bully to identify with the victims and understand the stress caused, as a basis for a genuine apology. The Head of Key Stage and Head of House/Tutor will work together to achieve this.

### **If the Bullying takes place off site**

Although the School is not directly responsible for bullying which takes place off-site, appropriate steps will be taken to safeguard our students. The School will:

- inform the School Police Liaison Officer about problems on local streets seeking police presence at trouble spots.
- inform local transport companies about bullying on buses or trains.
- contact the principal teacher of another school whose students are bullying off premises.
- inform students about how to deal with bullying outside the School either individually or collectively, e.g. assembly, tutor period.

### **The Role of a Tutor**

The School is small enough for the Form Tutor to be the key figure in caring for the students. He/she is the hub of the system and in normal circumstances he/she should assume the prime responsibility for dealing with all matters involving students: requests, problems, complaints etc. (In the case of Boarders, the Boarding House Master will fill this role in addition to the tutor).

1. Parents, students and colleagues should regard the Tutor as the first person to contact about any matters involving the students.
2. Tutors should deal with all matters unless sufficiently serious as to demand involvement of Head of House, or Head of KeyStage, or Headmaster from the beginning. The persons listed should be used as a hierarchy for referrals.
3. It is vital that, when a matter of pastoral importance is under discussion, or has been dealt with, information is passed on (to the Tutor, Head of House, Duty Staff, source of information etc.) Tutors and others involved, will have to use discretion with regard to this (e.g. how important must a matter be to be worth passing on?) Within a House it will often be decided according to the method of working established by the Head of House.
4. Matters concerning poor behaviour in class, inadequate or poor quality work etc. can only be dealt with if Tutors are aware of these matters. It is crucial, therefore, that subject teachers report difficulties to Tutors at an early stage so that action can be taken before relatively minor problems reach serious proportions. It is expected that Heads of Department will have been involved in discussions with subject tutors from an early stage. Support strategies will be agreed between an individual subject tutor, her/his Head of Department and Form Tutor.
5. The Tutor's role must be positive. Liaison with parents is essential. All parents should feel that Tutors will welcome their 'phone calls and letters and indeed all parents should feel welcome here. Tutors assuming care of a group of students will find it beneficial to make contact with all parents at an early stage. Y8 Tutors in particular will find such contact valuable. Equally, liaison with other colleagues is essential. It is hoped that a Tutor will teach some, if not all, the students in his/her group. Even if he does not, he/she has the opportunity of daily contact with those who do. If he/she hears little about his/her students – either good or bad – the Tutor should periodically ask colleagues for comments on students. The student who transfers late (who needs special attention in the early stages) and the quiet, middle-of-the-road student, who can easily be left alone when he needs some encouragement or help, are cases of particular need.

6. Communications with parents. There are occasions when Tutors should make contact with parents – when a student has received several detentions or when there is general concern, when a grade card or report reveals serious weaknesses, when a late transfer has been with us for about 4/5 weeks. Sixth Form tutors should therefore contact parents of new entrants after the first Sixth Form grades. Parents will assume that all is well unless we tell them differently. They should be warned of problems early.
7. Tutors must insist that students are present for 8.20 a.m. registration and for Chapel/Assembly. This means punctuality on the Tutor's part and accompanying the group to Chapel or Assembly. Similarly Tutors must take action in cases of persistent lateness and poor records of attendance.
8. Tutors should insist on correct school uniform and high standards of presentation from their Tutees.
9. Tutors are responsible for their Tutor Rooms. Many will teach in them for some periods at least and all will have 8.20 a.m. registration with them, hence the opportunity for a daily minimum check. Tutor periods are short but Tutors should take full advantage of such sessions for positive tutoring (e.g. ensuring that all School-rules are known and understood, the importance of good manners etc., how best to study, how to learn; above all to encourage students to develop their potential in all fields. PSHE sessions will also be of importance in achieving these aims).
10. Tutor periods should be used to provide supervised study periods to support School Strategies.

N.B. Boarders in Y7-Y11 will join School House tutor groups for roll-call and for Tutorial Periods, though individual pastoral responsibility will remain with Boarding House Masters in liaison with the School House tutors.

**ABOVE ALL:**

1. GOOD COMMUNICATION is vital to the success of the tutor system
2. EVERYTHING BEGINS WITH THE TUTOR.

## School Detentions

### General

1. Behaviour Detention will take place on Fridays 3.30 p.m. – 4.30 p.m. in Room 2. Work Detention will take place during lunch time on Tuesdays and Thursdays 1.25 p.m. – 1.55 p.m. in G2. Punctuality detentions take place on a Thursday 1.30-2.00pm in G2
2. Detentions will be supervised by Duty Staff.
3. Detention takes precedence over other activities, and may not be transferred except through the student's tutor.
4. Students who miss a detention **MUST** be reported by their tutor to the Head of House who will, unless there are mitigating circumstances, require him to do an additional detention.
5. Students with Behaviour detentions will be set tasks, by the member of staff giving the detention.
6. Students given Work Detentions will be set appropriate tasks, usually work to be completed or caught up, by the member of staff giving the detention.  
**IMPORTANT – WORK DETENTIONS** are not a substitute for departmental sanctions for incomplete/poor work and should only be given in cases of repeated failure to complete/submit work.

### Member of Staff Giving Detention

1. Ensures that the recipient is aware of the fact and knows the reason.
2. Sets appropriate tasks to be completed during detention.
3. Completes appropriate section of **H** and **B** slips and places them in pigeon hole of recipient's tutor. (**DOES NOT GIVE B SLIP TO STUDENT** and does not enter date of detention).
4. Work detentions have blue (H) record copies; behaviour detentions have pink (H) record copies.
5. After detention has taken place, checks work (where appropriate), enters Result/comment on B slip and passes it to student's tutor.
6. Two detention slips are required for double detentions.

### Tutor

1. Enters day and date of detention on H and B slips.
2. Gives B slip to student and reminds him to have it signed by Parent/Guardian before detention takes place.
3. Places H slip in detention box in the school office not later than the day preceding the detention.
4. Follows up any problem arising from the detention; checks DT slip has been signed by Parent/Guardian, and endorses H and B slips accordingly.
5. When a detention has been satisfactorily completed, files **B** slip for future reference and places H slip in the Heads of Houses' pigeon hole.
6. Takes whatever action is necessary to avoid students building up a backlog of detentions.
7. Informs the Head of House when a student in their tutor group has not been present at detention for reasons other than absence from School and informs student when to see the Head of House. All detentions logged in SIMS.

Receives H slip from tutor on

### **Member of Staff on Duty**

1. Takes detention, checks absentees and endorses H slips accordingly and returns information to admin staff to follow up absentees.
2. Sets cleaning and tidying tasks, where appropriate, to students with behaviour detention, where no other task has been set.

### **Parent/Guardian**

Sign B Slip prior to detention to show awareness of detention.

### **2.1.3 Completion of Registers and Attendance**

All registers are to be completed electronically. All new staff will receive training in this and other aspects of the school SIMS system and a full set of guidance notes for taking the register electronically is available under separate cover. Tutors are asked to ensure that all students are aware of those details below which are relevant to them.

1. If a student is not present in tutor period by 8.30 a.m. the Tutors mark an N in the register. Colleagues are asked to ensure that students who arrive after 8.30 am are marked as late ("L") or, if they have logged off the register system, instruct the student to go to reception to electronically register as late, there. If a student is late after 8.30 and there is a justifiable reason they will be marked as present (/), but a note will be added to the system by way of explanation
2. The School Office will produce an absence list from the registers system after the end of registration. This will form the hard copy attendance "check list" in the event of a fire alarm. Students arriving after the start of period 1 MUST register as late in the school office before going to lessons. The reason for the lateness will be entered as a message on the register.
3. The School Office will produce a daily Attendance Sheet and chase any absences. This is available from the registers system at any time. The school works closely with the EWO and persistent lateness and absence is followed up at this level.
4. A student will be deemed absent without consent if he arrives after the start of Period 3.
5. Registration for Boarders is done in tutor groups.
6. Electronic registration is taken during every lesson.
7. Weekly attendance reports are generated by the Attendance officer and sent to Heads of House/Heads of Year.

## Summary of Sanctions framework:

### ASSESSING THE LEVEL OF SERIOUSNESS

THESE ARE GIVEN FOR ILLUSTRATIVE PURPOSES ONLY.

IF THE STUDENT'S BEHAVIOUR DOES NOT APPEAR IN ANY OF THESE COLUMNS, WE USE THE EXAMPLES TO GAUGE THE APPROPRIATE LEVEL OF SERIOUSNESS.

LOW	MODERATE	HIGH	VERY HIGH	EXTREMELY SERIOUS
<ul style="list-style-type: none"> <li>• Minor breach of school rule;</li> <li>• Occasional use of inappropriate behaviour or language (especially where this is overheard and not directed at staff);</li> <li>• Damaging property (very low value);</li> <li>• Petulant or "sulky" behaviour.</li> <li>• Wearing earphones around school;</li> <li>• Breach of dress code including hair;</li> <li>• Conspicuous use of mobile phone around school.</li> </ul>	<ul style="list-style-type: none"> <li>• Minor bullying;</li> <li>• Pushing or tripping people;</li> <li>• Minor damage to property or course work;</li> <li>• Offensive language or gestures;</li> <li>• Spitting;</li> <li>• Failure to carry out member of staff's instructions;</li> <li>• Persistent breach of dress code including hair;</li> <li>• Use of a mobile phone in a classroom;</li> <li>• Persistent lateness.</li> </ul>	<ul style="list-style-type: none"> <li>• Minor assault on student but no serious injuries;</li> <li>• Abusive language, behaviour or gestures.</li> <li>• Damaging property – moderate value;</li> <li>• Defiance of teachers</li> <li>• Carrying (but not using) offensive weapon without lawful reason</li> <li>• Theft;</li> <li>• Using a mobile phone to send offensive messages;</li> <li>• Bringing the school into disrepute especially through online activity;</li> <li>• Use of a mobile phone camera at any time unless authorised;</li> <li>• Repeated breach of School Contract.</li> </ul>	<ul style="list-style-type: none"> <li>• Brandishing (but not use) of weapon</li> <li>• Assault leading to cut or bruising requiring first aid treatment;</li> <li>• Using school computers to access indecent or offensive material, after clear instructions have been given not to;</li> <li>• Wanton vandalism or destroying or damaging course work;</li> <li>• Deliberate refusal to co-operate in class, to the detriment of other's learning or health and safety;</li> <li>• Threatening behaviour – placing victim in fear</li> <li>• Setting off fire alarm;</li> <li>• Cyber bullying – using threatening behaviour online or via mobile phone.</li> </ul>	<ul style="list-style-type: none"> <li>• Serious assault or wounding (requiring medical treatment)</li> <li>• Serious assault on a member of staff</li> <li>• Possession of any amount of a class A drug, class B or C drugs, alcohol or other intoxicants</li> <li>• Selling drugs or alcohol;</li> <li>• Sabotage of safety equipment – e.g. rendering a fire extinguisher unsafe or unusable; sabotage of IT network;</li> <li>• Higher value property destruction;</li> <li>• Persistent and targeted racist or sexist behaviour;</li> <li>• Distributing racist or offensive materials</li> <li>• Affray or brawling (as part of a group);</li> <li>• Accessing school data illicitly, through on-site or off-site computer activity.</li> </ul>

## MITIGATING AND AGGRAVATING CIRCUMSTANCES

**MITIGATING CIRCUMSTANCES:** WILL TEND TO REDUCE THE SERIOUSNESS OF THE BEHAVIOUR  
**AGGRAVATING CIRCUMSTANCES:** WILL TEND TO INCREASE THE SERIOUSNESS OF THE BEHAVIOUR

MITIGATING CIRCUMSTANCES	AGGRAVATING BEHAVIOUR
<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• One-off or spur of the moment</li> <li>• No previous behavioural problems</li> <li>• Acting out of character</li> <li>• Behaviour largely out of classes</li> <li>• Acting alone</li> <li>• Although acted as part of a group, played a lesser role</li> <li>• Acted only as a result of bullying or other peer pressure</li> </ul>	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• Previous record of similar behaviour</li> <li>• Targeted or premeditated</li> <li>• Recklessness of behaviour</li> <li>• Deliberate but more prolonged, persistent, repeat or reckless behaviour</li> <li>• Racist or sexist language or gestures</li> <li>• Acting as part of a group</li> <li>• Pressuring others to 'offend', or covering up for others</li> <li>• Intimidation of victims or witnesses</li> </ul>
<p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Apologises to victim/s</li> <li>• Where there has been a financial loss, offers to make compensation</li> <li>• Offers to make restitution or take part in restorative justice activity</li> </ul>	<p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• No acknowledgement of wrong doing despite clear evidence</li> <li>• Pupil appears to be indifferent to consequences</li> <li>• Boasting about behaviour</li> </ul>
<p><b>Child</b></p> <ul style="list-style-type: none"> <li>• New pupil in school</li> <li>• Child is from a vulnerable group e.g. Asylum Seeker, or looked after child</li> <li>• Behaviour arising out of special educational needs, medical condition or disability</li> <li>• Age and understanding of the child</li> <li>• No previous support put in place</li> </ul>	<p><b>Circumstances</b></p> <ul style="list-style-type: none"> <li>• Whilst on a school journey</li> <li>• Breaking into school premises</li> <li>• Bringing outsiders on to school site to carry out antisocial or illegal behaviour</li> <li>• Committed on school site whilst already excluded</li> <li>• Under the influence of drugs or alcohol</li> <li>• Use of weapons</li> </ul>
<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• Ongoing family pressures or other stressors or major changes</li> <li>• Death or imprisonment of close family member</li> <li>• Mental health of parents</li> <li>• Domestic violence</li> <li>• Discloses child protection concerns</li> </ul>	<p><b>Victim</b></p> <ul style="list-style-type: none"> <li>• Directed at teaching or support staff</li> <li>• Victim is from a vulnerable group, e.g. Asylum Seeker, looked after child, disabled</li> <li>• Refuses to see point of view of victim</li> </ul>
<p><b>Already punished for the incident</b></p> <ul style="list-style-type: none"> <li>• Arrested by police for incident, and either charged or given final warning</li> </ul>	

## WHAT HAS THE SCHOOL DONE TO CHANGE THE CHILD'S BEHAVIOUR

DFES GUIDANCE REQUIRES SCHOOLS TO SUPPORT CHILDREN AT RISK OF EXCLUSION. UNLESS THE CIRCUMSTANCES ARE VERY SERIOUS, SCHOOLS SHOULD NOT NORMALLY PROCEED TO PERMANENT EXCLUSION UNLESS SUPPORT MEASURES HAVE BEEN PUT IN PLACE

<b>LESS SERIOUS BEHAVIOUR</b>	<b>MORE SERIOUS BEHAVIOUR</b>
<ul style="list-style-type: none"><li>• Check that a Home School Agreement is in place and that the child understands what they have signed up to</li><li>• Discussion with child to ascertain whether anything school can do to help</li><li>• Discussion with parents, e.g. at parent's evening or where more serious behaviour, call special meeting</li><li>• Set up a Pastoral Support Programme</li><li>• If child has SEN, review IEP</li><li>• Referral to Behaviour Support, if persistent</li><li>• Referral to multi-agency team</li><li>• Has internal exclusion been considered?</li></ul>	<ul style="list-style-type: none"><li>• Referral to specialist agency – such as learning mentor, counselling, LINKS, Educational Psychologist</li><li>• For children aged 13 and over, referral to specialist Connexions PA, or other specialist agency (including Youth Offending Team)</li><li>• Where a child has been arrested for the matter, contact YOT and consider respite if the offence represents a risk to pupils</li><li>• Initiate CAF</li></ul>

## GUIDELINES FOR ACTION

THE SANCTION SHOULD NOT REFLECT ONLY THE LEVEL OF BEHAVIOUR BUT DEPEND AS WELL ON ANY AGGRAVATING AND MITIGATION CIRCUMSTANCES, INCLUDING A HISTORY OF SIMILAR BEHAVIOUR, AND THE MEASURES THAT THE SCHOOL HAS USED TO ADDRESS THE CHILD'S BEHAVIOUR

LOW	MODERATE	HIGH	VERY HIGH	EXTREMELY SERIOUS
<ul style="list-style-type: none"> <li>Follow sanctions set out in school detentions policy</li> </ul>	<ul style="list-style-type: none"> <li>No exclusion - detention or loss of privileges</li> <li>Internal exclusion for 1 to 2 days</li> <li>If repeat offence, internal exclusion of 2 to 5 days</li> <li>If not already in place, a School Contract should be set up</li> </ul>	<ul style="list-style-type: none"> <li>Internal exclusion for 2 to 5 days</li> <li>If repeat offence consider internal exclusion 5 to 10 days or external exclusion for 1 to 2 days</li> <li>Consider phased reintegration to lessons</li> <li>If not already in place, School Contract or other support programme must be set up</li> <li>Home-School Parental agreement confirmed and reissued</li> <li>Where victim agrees, a restorative justice conference</li> </ul>	<ul style="list-style-type: none"> <li>Fixed term exclusion 3 to 5 days</li> <li>Consider 1 to 5 days internal exclusion following readmission to enable focused integration</li> <li>If not already in place, School Contract or other support programme must be set up</li> <li>If repeat offence and EP/behaviour support interventions have not resulted in improvement, consider a managed move or, in exceptional circumstances, permanent exclusion</li> <li>Where victim agrees, a restorative justice conference</li> </ul>	<ul style="list-style-type: none"> <li>External exclusion of 5 days followed by 5 to 10 days of internal exclusion to enable focused reintegration</li> <li>Consider managed move following rapid response meeting</li> <li>Consider inviting parent/ student to a formal meeting with senior staff and one governor to explain this is the last chance and refresh School Contract</li> <li>Permanent exclusion</li> <li>Where a serious criminal offence has been committed, contact the police</li> </ul>

**Approved by:** EXPC Committee  
**Date:** January 2016  
**Revised:** In accordance with legislation and/or annually