

Behaviour for Learning

The Warwick School



Approved by: [Headteacher]

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This policy is a result of consultation with governors, staff, parents/carers, students and other school partners. It will be reviewed annually and will be published on the school website with hard copies made available upon request. This policy takes into account current statutory powers given to schools through government legislation.

This policy outlines our key aims and responses related to developing behaviour for learning. The policy, as with all school policies, should be viewed in context. In particular, see the schools:

- Teaching and Learning Policy
- Anti-bullying Policy
- Attendance Policy
- Uniform Policy
- Curriculum Policy

Staff are expected to implement the Behaviour for Learning Policy in line with associated policies as part of a collegiate approach to managing behaviour.

1 Statement of Principles

The Governing Body's statement of principles and aims provide guidance for the Headteacher in developing the Behaviour for Learning Policy by stating the principles which governors expect to be followed. These are as follows:

The Warwick School aims to provide:

- an optimal learning environment so that student potential is attained a community ethos which respects and tolerates all
- a common rewards system to provide positive encouragement, praise and recognition of good behaviour and effort
- sanctions which address persistent behavioural problems support for students with learning and/or behavioural and social needs a consistent and fair response to behavioural issues
- rules that clearly define the limits of acceptable and non-acceptable behaviour

The Warwick School aims to both guide and reflect prevailing good practice. As such the policy is a dynamic document, subject to ongoing review in the light of developing practices and initiatives both within and without the school. We set out to create an environment that develops appropriate behaviour for learning and more widely supports the attainment of the aims of the Every Child Matters agenda to ensure that every child can achieve his or her potential in a positive learning environment irrespective of their background or circumstances.

2 Rights and Responsibilities

2.1 Rights

All members of The Warwick Community have the right to the following:

- To be treated with respect
- To be listened to
- To be safe from abuse of any kind including verbal, physical, cyber, emotional abuse
- To be able to work in a supportive environment
- To be able to learn/teach or allowed to do their work to the best of their ability

2.2 Responsibilities

All students of The Warwick Community have the following responsibilities linked to the classroom rules for students shown in the Record Book and recorded in this policy:

- To behave appropriately to allow teachers to teach and learners to learn
- To behave appropriately with regard to our community
- To behave appropriately to promote the values and ethos of the school
- To behave appropriately with regard to other people's property
- To behave appropriately with regard to our school environment
- To follow instructions of all school staff
- To work to the best of their abilities

3 Rules and Expectations

3.1 Classroom Rules for students

Displayed in each classroom and in Record Books

As a member of our school community students agree to:

- be on time
- enter the classroom quietly sit where he/she is told by the teacher
have the correct equipment out ready to start the lesson put
his/her Record Book on the desk at the start of the lesson listen to
and act on all instructions immediately put his/her hand up and not
call out
- respect and not damage any property or equipment use
appropriate and polite language
- keep on task and not disrupt the learning of others leave in an
orderly manner

3.2 Classroom Consequences for students

1. Verbal warning/yellow card issued by supervising teacher. Student is reminded of the classroom rule.
2. Name recorded/red card issued by supervising teacher. Student is reminded of the classroom rule and given a 20 minute detention.
3. Subject detention (20 minutes) to be withdrawn if no further behaviour issues in the lesson.

4. Withdrawn to 'back up' classroom.
5. If student behaves well: the 20 minute subject detention will apply.
6. If the student does not behave well: the receiving teacher will issue a 40 minute detention to be served with the regular classroom teacher.
7. Failure to attend detention will result in re-set detentions with the classroom teacher and the Head of Department and/or Head of Faculty. If a student fails to attend these detentions they will be required to attend a Saturday detentions.

A key expectation is that other strategies as outlined in the Teachers' Toolkit will be applied in order to minimise the need to send a student out of a timetabled lesson.

3.3 Classroom Expectations (Teacher)

1. Staff and students will be on time and fully prepared for lessons.
2. Staff will supervise students' entry and exit to the classroom and ensure that uniform is being worn correctly.
3. Each classroom/tutor room is expected to provide a **positive and stimulating learning environment** enhanced by:
 - praise, reward and celebration **of effort and success**
 - ensuring stimulating classroom and corridor displays which are designed to enhance learning or celebrate student achievement. They should be renewed at least every half term
 - regular **checking** and reporting of damage and graffiti a real determination to **tidy the classroom** after use by pushing in all **chairs** clearing any **litter** turning off **lights** locking **doors** cleaning **white board** following **ICT procedures**
4. All departments will support the community code by **monitoring** the environment both within their teaching environments and around the school as a whole.

3.4 Community Code

The Warwick School is a caring School. This is exemplified by community members who:

1. Move quietly around the school.
2. Use appropriate language to one another.
3. Are polite and courteous to visitors.
4. Keep moving between lessons to avoid congestion.
5. Keep to the right in the corridor and carry bags/equipment safely.
6. Respect the shared environment by placing litter in a bin and clearing up litter when in the canteen, at break and lunchtime.
7. Respect others e.g. joining the back of lines.
8. Respect all members of the community.
9. Represent the school codes both in and out of school.

Students who break the community code will be asked to behave appropriately and may be given a community sanction. Defiance will lead to a community sanction issued by the Heads of Year.

4 Rewards and Support Strategies

4.1 Rewards

Our policy is grounded on a reward based approach where success is celebrated as often as possible. Every member of staff is expected to praise at least twice as frequently as to reprimand in every lesson. At The Warwick School we value all forms of success and we celebrate achievement in a variety of ways including:

- Merits at Key Stage 3: Students may achieve a merit for a good piece of class work or homework; for independent learning; for behaving well; for being a good citizen
- Merit Certificates: Students will receive merit certificates for 20, 40, 60, 80, 100 and 100+ merits

KS3: Merit Awards: Awarded for effort, achievement or sustained improvement. Merits are recorded in the student record book and on charts in the tutor bases.

Merits	20	40	60	80	100	100+
To see	Tutor	Head of Year	Assistant Headteacher	Deputy Headteacher	Headteacher	Headteacher
Award	Cert	Cert	Bronze Cert	Silver Cert	Gold Cert	HT Award

- Accolades at Key Stage 4: Students are awarded with accolades by subject teachers for excellent effort, achievement or significant improvements over a 2 week period. Accolades can be exchanged for vouchers in Year 10 and/or money off the Year 11 Leavers' Ball in Year 11.

KS4: Accolades: Awarded by subject teachers for excellent effort, achievement or improvement, over a 2 week period.

Year group	Accolades	Reward
Year 10	4	£1 voucher
Year 11	4	£1 voucher or £1 towards Leavers' Ball

- Departmental Awards including 'Department Student of the Month'
- Personal Award Certificates: these can be awarded for helpfulness e.g. counselling others, breaking up or stopping a dispute, reporting bullying/extortion, welcoming visitors to the school, helping with parents/carers' evenings/open evenings, taking part in plays/concerts
- Attendance Certificates
- Punctuality Certificates
- Headteacher commendations
- Letters/Post Cards home celebrating success
- Telephone call home celebrating success
- Priority Pass for the lunch queue
- Badges given for posts of responsibility

- Achievement boards
- Verbal praise
- Formal Awards Evenings
- Environmental Awards to recognise care of the premises e.g. organising displays
- Students who have no recorded behaviour incidents at the end of the year are offered an offsite trip/activity
- Issue of CBGs (Caught Being Good): Students who receive the most CBGs each term in their year group will receive an engraved trophy.

4.2 Support strategies

At The Warwick School we recognise that we need to be responsible for our actions. When a student behaves in a way which is judged to be unsafe or disrupts the learning of others they may be dealt with in a variety of ways. The tutor, class teacher, Head of Department, Head of Faculty, Head of Year, Assistant Head of Year, Mentor or SLT member may talk to the student about their behaviour and resulting consequences which can include the following:

- Polite reminders about acceptable behaviour
- CBGs for showing the ability to meet personal challenges with regard to appropriate behaviour
- Verbal warnings of further consequences
- Opportunities to 'buy back' detention time with appropriate behaviour
- Removal to another classroom

Removal of detentions where behaviour is significantly modified in the 'back up' room so that learning and good progress takes place

- Departmental report
- Weekly report by student request to tutor, Head of Year or SLT
- Weekly report by parental request to tutor, Head of Year or SLT
- Daily report to tutor, Head of Year or SLT
- Hourly report to Head of Year e.g. where truancy has been identified
- Exclusion from subject area for a fixed period of time

In class 'time out' activities: At The Warwick School it is not our policy for students to be placed unsupervised outside the classroom during lesson times.

- Access to intervention programmes in the Support Centre such as anger management; self-esteem; resilience support
- Access to external intervention programmes as applicable
- Parental consultation: parents/carers will be invited to a formal meeting where a student's behaviour log identifies a poor pattern of behaviour so that an agreed strategy for improvement can be agreed.
- CAF (Common Assessment Framework) support meeting

Parental contracts: agreements made between school, parent/carers and student

- SLT panels
- Governor panels

5 Sanctions

Schools have a statutory power to issue sanctions. Sanctions will depend upon the nature of the misbehaviour and the extent to which the student has misrepresented the school's stated values and ethos. Sanctions should be proportionate to the misbehaviour shown and give reasonable consideration to individual students' needs and circumstances. Sanctions may include the following:

- One to one admonishment
- Removal from a teaching group for a fixed period of time
- Withdrawal of access to IT facilities where these are misused
- Withdrawal from a school event
- Withdrawal from offsite activities
- Attendance at Student behaviour panels
- Attendance at Governor behaviour panels

Detentions (including Community Service)

When	How long	Supervising staff	Notice given
Break time	10 minutes (maximum)	All staff	One lesson (in Record Book)
Lunch time	20 minutes (maximum)	All staff	One lesson (in Record Book)
After school	10 – 60 minutes (maximum)	Teaching staff/SLT	24 hours (in Record Book and via home contact). This may be less with parental consent.
SLT Detention (Fridays)	60 minutes		Letter sent home
Saturday	3 hours 9.30 – 12.30	Senior Leadership Team	24 hours minimum. Letter sent home

Isolation

When	How long	Supervising staff	Notice given
School day	Varies	Head of Year	Immediate
School day	Up to one lesson	Support Centre	Immediate

Internal Exclusion (including Inset Days)

When	How long	Supervising staff	Notice given
School day 10.15 – 4.30	Up to 2 days (maximum)	Support Centre staff	24 hours. Letter/text/e-mail sent home and/or phone call from HOY

Fixed term exclusion: where a student is excluded for a fixed term we always arrange a reintegration meeting with parents/carers/carers to facilitate a successful return to the school community

Permanent exclusion: where we have exhausted all available interventions and support strategies without significant impact the school may decide to permanently exclude a student. A student can also be permanently excluded for a single triggering incident

Penalty Notice relating to Exclusions

Section 103 of the Education and Inspections Act 2006 places a duty on parents/carers to ensure that their child is not in a public place without justifiable cause during school hours when they are excluded from school. This duty applies to the first five days of each exclusion. Failure to do so will render the parent liable to a Penalty Notice. The amount payable is £50 if paid within 28 days of receipt of the Penalty Notice, rising to £100 if paid after 28 days but within 42 days. If the Penalty Notice is not paid, the recipient will be prosecuted for the offence under Section 103. Alternative education provision will be made from the sixth day of any exclusion and failure to attend such provision without good reason will be treated as unauthorised absent.

Fixed rate sanctions

Our stated fixed sanctions are:

Issue	Sanction	With
Lateness without good reason	20 minute detention	Tutor/subject teacher
Disruptive behaviour in class despite warnings about inappropriate behaviour	20 minute detention	Subject teacher
Failure to complete homework	Occasional: Second chance to submit given Repeated: 10 - 40 minute detention	Subject teacher
Failure to attend detention	Re-set detention	Subject teacher
Failure to attend re-set detention	Re-set detention	HOF/Subject teacher
Failure to attend HOF supported detention	SLT/Saturday detention	SLT
Failure to attend SLT/Saturday detention	Governor Panel/Possible exclusion	HT/Governors
Truancy	1 hour detention	Subject teacher
Repeated truancy	1 hour detention/Parental meeting	HOY
Uniform non compliance	10 – 40 minute detention and/or confiscation	Tutor/Subject teacher/HOY
Items not permitted in school, in lessons or items disrupting the life of the school, items causing offence to others	Confiscation	All staff
Damage to school property	10- 40 minute community service related to damage done	HOF/HOY

6 Monitoring behaviour for learning

At The Warwick School we monitor Behaviour for Learning by logging incidents and staff responses on a central database. Heads of Year review student logs on a weekly basis to identify patterns of behaviour in order to implement appropriate sanctions or support strategies. The Senior Leadership Team monitors the use of sanctions by age, ethnicity, gender, SEN and disability. The aim is to ensure a consistent approach and to support modification of the behaviour concerned or to reward excellence and/or significant progress. The following shows the range of behaviours we currently enter on to student behaviour logs.

Abusive language to staff	Out of seat
Accolades	Persistent bullying
Bring school into disrepute	Persistent defiance
Bullying	Physical aggression to Peer
CBGs	Physical aggression to Staff
Consumption of alcohol	Physical assault causing injury
Consumption of drugs	Physical destruction (equipment)
Defiance	Possession of alcohol
Distracted	Possession of drugs
Disturbing others	Racial incident
Eating/chewing	Refusal to follow seating plan
Equipment missing	Sexual harassment
Extortion	Smoking
Impertinence	Talking out of turn
Insufficient work	Theft
Late to registration for tutor period and/or lessons	Threatening behaviour
Littering	Truancy (partial lesson)
Merits	Truancy (whole lesson)
Mobile phone out in lessons and in transitions	Uniform infringement
MP3 player out in lessons and in transitions	Unnecessary noise
No coursework	Vandalism (including graffiti)
No homework	Verbal abuse to peer
No reading book	Violence
Offensive weapons	Work avoidance

6.1 Managing Behaviour Issues - Behaviour and the Special Needs Register - Code of Practice

When students give cause for concern for persistent behavioural problems, they will be referred to the Head of Year. Support will be offered and, where necessary, appropriate sanctions will be applied. Where no consistent improvement is noted, students will be placed on the school's SEN Register to be **monitored (N)**.

A letter will, at every stage, be sent to the parents/carers and they may, of course, wish to come in and discuss the problems/strategies with the Head of Year, SENCO and/or Deputy Head (Inclusion). A log of events, or strategies used to address classroom concerns, will be kept. The progress of these students will be monitored by the Heads of Year. If the usual classroom actions and sanctions have not resulted in expected improvements in behaviour, a student will be moved on to **School Action (A)** stage. At this stage, a student may start an I.E.P. (Individual Education Plan). Clear targets are set, action to meet these targets is agreed and will be reviewed twice a year. The Head of Year concerned will normally do this. If a student also has a learning difficulty, a member of the SEN Department will write the I.E.P. with input from the Head of Year. It is then distributed to all staff who teach or support the student.

If School Action is not successful in improving the situation, a student will be moved to **School Action Plus (P)**. Outside agency advice is sought, for example from Educational Psychologists and Educational Welfare Officers. Their advice will be acted on and included in any future I.E.Ps. Regular review meetings are held with outside agencies to discuss action to be taken for students who are causing serious concern. They may then be put on a Pastoral Support Plan (P.S.P.) with actions and targets set and reviewed more regularly than the I.E.P. At review meetings and PSP meetings a whole range of strategies will be discussed and an appropriate plan of action will be agreed.

If all of the described actions have proved to be unsuccessful, a full report may be sent to the Area Support Panel and it will consider the need for a statutory assessment (Statement of Special Educational Needs). The Local Authority considers the need for a Statement of Special Educational Needs and, if appropriate, makes a **Statement (S)** and arranges, monitors and reviews provision. This will be used only for students with the most serious and complex needs.

Transition: When students arrive at The Warwick in Year 7 in September, having been on the Primary school's SEN Register, we will deal with them at the stage reached in their previous school. Their position will be reviewed at the time of the first year group review and, where appropriate, changes made to the register. When students join at other times and/or in other year groups, their position on the SEN Register will be reviewed over the course of the first term.

6.2 Guidelines for staff

At The Warwick School we acknowledge the need for a consistent approach to behaviour management. At the same time we acknowledge the need to differentiate our behaviour management approaches just as we do when delivering the curriculum.

Our stated fixed sanctions are:

Issue	Sanction	With
Lateness without good reason	20 minute detention	Tutor/subject teacher
Disruptive behaviour in class despite warnings about inappropriate behaviour	20 minute detention	Subject teacher
Failure to complete homework	Occasional: Second chance to submit given Repeated: 10 - 40 minute detention	Subject teacher
Failure to attend detention	Re-set detention	Subject teacher
Failure to attend re-set detention	Re-set detention	HOF/Subject teacher
Failure to attend HOF supported detention	SLT/Saturday detention	SLT
Failure to attend SLT/Saturday detention	Governor Panel/Possible exclusion	HT/Governors
Truancy	1 hour detention	Subject teacher
Repeated truancy	1 hour detention/Parental meeting	HOY
Uniform non compliance	10 – 40 minute detention and/or confiscation	Tutor/Subject teacher/HOY
Items not permitted in school or lessons, items disrupting the life of the school, items causing offence to others	Confiscation	All staff
Damage to school property	10- 40 minute community service related to damage done	HOF/HOY

Teachers are expected to use their professional judgement when identifying consequences for inappropriate behaviour. Teachers should refer to the Behaviour Management Tool Kit - devised at a whole staff meeting - for guidance and to achieve consist judgements about student behaviour. At The Warwick School we expect all behaviour management strategies to be implemented to achieve good standards of behaviour before resorting to sanctions. In this way we aim to plan for success. These include:

- Being on time to meet and greet students
- Seating students appropriately
- Providing well planned, episodic lessons with a ready starter
- Preparing resources for smooth transitions
- Planning for well-paced lessons
- Putting the Lesson Objective on the board and explaining the lesson plan Planning for differentiation
- Remaining calm in voice

- Remaining calm in body language
- Using nonverbal signifiers e.g. raised eyebrows; fingers to the lips for silence; writing on the board; use of electronic timers via IWB; moving towards misbehaving students?
- Establishing agreed class rules
- Using the language of choice, making choices clear
- Using praise: language of praise should outweigh language of censure e.g. 'I remember how well you settled last lesson and the good work you produced.'
- Deflecting attention of the student to the task e.g. '... so what stage are you at now?'
- Recognition of any efforts made by the student
- Use of humour to 'chivvy' the student
- Resources targeted at the student's interests
- Making expectations and consequences clear
- Allowing student 'take up' time to complete request
- Ignoring inappropriate action by focusing on required action ie 'What I need you to do now is Q4.'
- Re-seating student for a 'second chance'.
- Noting students who behave well either verbally or written names on the board
- Identifying and commenting on acceptable behaviour e.g. 'Well done to all of you who have opened your books' rather than focusing at length on those who have not responded to your instructions

6.3 The structure and application of sanctions

At The Warwick School we work hard to make clear the boundaries of acceptable behaviour to the student and the wider school community. Where a student's behaviour fails to meet the school's expectations, sanctions will be applied. We will use our professional judgement to ensure that the sanctions applied are reasonable and proportionate to the circumstances of the case.

Reprimand

For minor misdemeanours an immediate reprimand is required. This could be accompanied by a number of actions, e.g. follow-up conversation at the end of the lesson, verbal warning, moving the students to another place in the classroom, turning their desk to the wall at the rear of the class, tidying the classroom before they leave.

Break or Lunch-time Detentions

Individual teachers, Subject Areas or the Pastoral Team may issue students with detentions during morning break or lunchtime. Break time detentions should not be longer than 10 minutes and lunch time detentions no longer than 20 minutes. These are given for repeated or more serious misdemeanours or incomplete/missing work. It is vital to be clear with the students about when and where the detention is and what will happen if they do not attend. Teachers should note where there are clashes with other detentions and arrange times accordingly. A record should be kept of detentions and reasons given in the student record book. Details must also be entered by the teacher on the Behaviour for Learning log sheet. This should then be passed to the Pastoral Support Team (BOR) once the detention has been completed. Failure to attend a break or lunch-time detention may, for example, result in an after school detention. The teacher issuing the detention should sign the record book at the time it is given.

After-School Detentions

Individual teachers, Subject Areas or the Pastoral Team may give students afterschool detentions. These may be held between 3.25 and 4.25*. All detentions should be positive with students working on an activity related to the offence e.g. helping the community. Details must be entered by the teacher in the students' Record books and on the Behaviour for Learning log sheet. This should be passed to the Pastoral Support Team (BOR) once the detention has been completed. Where the detention is to be passed to SLT the Report Form should be forwarded to the SLT secretary (SYN).

*During the period of dark nights (i.e. from October to February half term), the length of evening detention is usually limited to 35 minutes unless particular arrangement with the parents/carers/carers have been agreed.

A series of after school detentions may be set and supervised by the Heads of Year. They may be set as a result of the Review process or serious/persistent misdemeanours or a period of extended truancy. Details should always be noted in the record book. If an extended period is given, the details will be communicated to the parents/carers/carers.

Tutors are informed of tutees incidents fortnightly. Patterns of behaviour and action needed should be discussed at every Year Team meeting.

Referral

Subject Areas may arrange for students to be withdrawn from their normal lessons and placed with other classes (See Referral Guidelines).

School Report Forms

Various report forms are used within the school for persistent misbehaviour, poor progress, or following truancy or frequent punctuality problems. These are monitored by the Heads of Department, Heads of Faculty and Heads of Year or by the Senior Leadership Team. Parents/carers are asked to check and sign these reports every day.

- Work/Behaviour Report for general concerns
- Homework Report
- Truancy Report
- Punctuality Report
- Uniform Report
- Returning from Exclusion Report (monitored by the Head of Year or Senior Leadership Team)

Class Reports

These may be issued when a number of staff are reporting problems with a particular Teaching group and are monitored by the Head of Department, Head of Faculty or Heads of Year

Community Service

Following minor acts of vandalism such as graffiti, or participation in anti-social behaviour, students will be given tasks. These may include cleaning, litter-collecting, cleaning desks or room-tidying. Tasks will be arranged through the Head of Year, perhaps in association with the Property Management Team.

Confiscation

Teachers and other school staff have a statutory power to use confiscation as a sanction. At The Warwick School confiscation will be applied in a reasonable and proportionate way as part of the school's Behaviour Policy. A written record of the confiscation should be kept on the relevant school form showing the date confiscated, a description of the item, the teacher confiscating, the student and the tutor group. Items should be given to Student Services who will contact parents/carers/carers to advise of the confiscation and procedure for collection of the item/s.

When deciding whether to confiscate an item, staff may need to consider its religious, cultural or personal significance to the student. If you have concerns of this type, refer the matter to the Head of Year and/or Deputy Head (Pastoral).

Our criteria for confiscation will include:

- An item which poses a health or safety threat, e.g. a laser pen
- An item which poses a threat to good order for learning, e.g. a personal music player or mobile phone
- An item which is against school uniform rules, e.g. excessive jewellery, baseball caps, hoodies
- An item which is counter to the ethos of the school, e.g. material which might cause tension between one ethnic group and another
- An item which is illegal for a child to have, e.g. racist or pornographic material
- Mobile phones – separate guidance regarding the use of mobile phones in school is logged in student record books and as part of the school's uniform policy. Mobiles need to be switched off during lesson times or they will be confiscated. Confiscated phones should be handed in to Student Services with the relevant form. Mobile phones will usually be returned the same day. Where the student is a 'repeat offender' alternative arrangements for return may be made following discussion with the student's parents/carers/carers.
- Personal music players: these are not permitted in school and should be confiscated using the protocol outlined previously.
- Headphones: these are not permitted in school and should be confiscated using the protocol outlined previously.

NB: Separate school protocols apply for the confiscation of weapons and drugs. If you have a suspicion that a student may be in possession of such items, a senior member of staff must be alerted immediately

INSET Day

In response to a particular behaviour issue or where they have been uncooperative or disobedient with regard to sanctions issued during the course of a term, students may be instructed to attend school during an INSET Day. Appropriate work/tasks will be provided. These arrangements must always be made through the Deputy Head (Pastoral). Parents/carers will be notified in advance.

Withdrawal from lessons

This will be used for serious misdemeanours or as the result of a build-up of inappropriate or uncooperative behaviour at the discretion of the Head of Department, Head of Faculty or Head of Year. The student will be isolated or will accompany the Head of Year during the day. Parents/carers will be notified if an extended period is required, or a note will be made in the student's Record book.

7 Exclusions

Internal Exclusion

When it is felt necessary, the withdrawal process outlined above will be formalised as an 'Internal Exclusion'. This will usually follow an interview with the Deputy Headmaster (Pastoral). The parents/carers will be informed by letter and warned that ongoing or further misdemeanours may result in a period of external exclusion. The Headteacher will be notified of the internal exclusion.

Internal exclusions are for a maximum of two days. The day starts at 10.15 and ends at 4.30.

Parents/carers are expected to bring the student to the school at 10.15 to be met by the Support Centre staff member supervising the internal exclusions.

7.1 Fixed Term and Permanent

In extreme circumstances of disciplinary breakdown, the sanction of exclusion will be used on a student. If a student is excluded, the parents/carers will be informed as soon as practicable, initially by telephone and then by letter. The Warwick School's policy on exclusion is designed to be understood very easily both by students and by their parents/carers. Certain types of behaviour in school will always lead to a "fixed-term" exclusion, the length of which can be up to a maximum of 45 school days in any one term and any one school year. We rarely exclude students for anything like this length of time but fixed-term exclusions are employed automatically as a sanction against specific forms of unacceptable student behaviour. The most frequent forms of such behaviour are listed below, although the list is not exhaustive and other forms of unacceptable behaviour will also lead to a fixed-term exclusion if the school deems it necessary.

Examples of student behaviour likely to lead to a Fixed-Term Exclusion:

- refusal to accept the normal discipline of the school
- repeated unwillingness to complete the normal activities of that student's programme(s) of study
- abusive language towards a member of staff physical violence towards another student
- serious harm to the reputation of the school through grossly irresponsible behaviour outside school
- persistent bullying or intimidation of another student (refer to the Anti- Bullying Policy)
- significant involvement by a student with items or substances that should not legally be in his or her possession in school

Process for an exclusion

An incident, which is referred for an exclusion to the Headteacher, must be accompanied by a written account of the reasons for the referral. Dated and signed statements written by the transgressor and any witnesses (staff and students) should be included.

- Exclusion will be used by HT as a last resort in response to serious breaches of school policy or of criminal law and when it is felt that allowing the student to remain in school would impact on the education or welfare of the student or others. the age and ability of the student
- the student's school history
- the student's social circumstances
- the extent to which parental or peer pressure contributed to the offence
- the severity and frequency of the offence and the likelihood of reoccurrence ☐ the attitude of the student
- the safety of other students and the maintenance of educational standards

In determining the duration of any exclusion, the HT will consider the following factors:

The procedures for exclusion are laid down in the DFES regulations/SCC guidelines.

Permanent Exclusion

We will have no hesitation in seeking a permanent exclusion for a student who has proved, over the long term or through an outrageous single act, to be beyond the control of the school. We hope and expect that this sanction will only be used extremely rarely. Examples of a single outrageous act which might lead to Permanent Exclusion include:

- threatening behaviour with, or use of, weapons the distribution
- possession and/or use of drugs large scale theft of property from the school site
- extreme acts of violence against a member of the school community sexual assault against a member of the school community

Any student who is at risk of permanent exclusion must have a Pastoral Support Program (PSP) in place. A multi professional team meeting involving the parents/guardians must be arranged by HOY, to initiate this program. The PSP must be reviewed every two weeks. Additionally, it is recommended that students at risk of permanent exclusion have had the opportunity to complete a CAF (Common Assessment Framework) with their parents/carers.

8 The Use of Detentions

Clause 91 of the Education and Inspections Act 2006 gave a statutory power for teachers and other staff to discipline students. Detentions are one of the sanctions available to schools. At The Warwick School detentions may be used as a sanction on occasions when a student's behaviour falls below the school's required standards. Detentions may be given as detailed above at the following times:

- before school during morning break
during lunch time
- after school, including Saturdays
- on INSET days

Procedures

1. Parents/carers/Carers are notified about detentions via the student's Record book. It is expected that record books are shown to the parents/carers every day.
2. The relevant member of staff must indicate in the student's Record book why the detention has been given and its time, duration and venue. (24 hours' notice must be given for all detentions outside normal school hours/days.) Parents should be contacted and advised by e-mail and/or telephone.
3. Upon completion of the detention, a student must obtain the signature of his/her Tutor and a parent/carer.
4. In the case of Subject area detentions, Tutors should inform the Head of Year if it is obvious that a more general problem is developing.
5. In the event of a parental signature not being obtained, the matter must be referred to the Head of Year by the Tutor.
6. Parents/carers, of course, may contact the Head of Year to discuss matters arising from the above.

Severe Problems

The following, fully documented and severe problems should be referred to the HOD (following an incident in a lesson) or otherwise HOY. HOD/HOY will then consult with a member of SLT (preferably their line manager) and a decision made on the action to be taken.

- Any action whilst in school, en route to or from school or on a trip or activity, which brings the School into disrepute
- Theft or vandalism
- Consumption or possession of alcohol or drugs
- Violence
- Persistent bullying
- Physical assault causing injury
- Threatening behaviour
- Foul/abusive language towards a member of staff
- Offensive weapons
- Extortion
- Racial/sexual harassment

Class Detentions

Staff should **NOT** give 'whole class' detentions. In such cases it is certain that some members of the group will be blameless. It is, therefore, unfair and impossible to justify the punishment to those students or their parents/carers.

School Rules: These rules are the basis for establishing and maintaining sound behaviour and discipline

Teaching/Tutor Areas

To ensure the effective implementation of the Classroom Code, the following simple rules of behaviour have been agreed upon by Staff and Students:

1. On arrival for a lesson, students should enter the classroom as the teacher directs and sit at their desks preparing quietly for work. (When lessons are held in Practical Classrooms, such as Laboratories and Design Technology rooms, students should queue up outside the room in an orderly manner.)
2. It is the students' responsibility to be properly equipped for the lesson. This includes:
 - Having a reading book with them at all times: regular reading and sustained reading will result in raising student levels of literacy and enjoyment of books. Students are expected to have a reading book with them at all times. Failure (second occasion) to have a reading book during Tutor period will result in a 'Be prepared' form being completed.
 - Details will be entered on to the student's behaviour record.
 - Having a record book with them at all times: consistent and accurate use of the student record book to record homework, achievement, targets and notes will improve study skills and organisation. Students are expected to carry their record books with them at all times. If a student forgets their record book they are to collect a diary day slip from their tutor. This slip is to be used for the day and the details copied into the record book that evening. The tutor should check this has been done. Tutors should check that students have their Record Book during Tutor period at the start of each day. If they fail to have their Record Book, then a 'Be Prepared' form should be completed. Details will be entered on to the student's behaviour record.

- Having 'Be Prepared' equipment with them:
 - Bag or Briefcase
 - Equipment for PE
 - Pens
 - Record Book and Reading Book
 - Eraser
 - Pencils
 - Calculator
 - Ruler
 - Exercise books and text books
 - Drawing pencils (crayons)
- 3. Students should stop talking when they are directed to by a teacher and not talk while the teacher or another student is speaking to the class.
- 4. Anyone arriving after the teacher has started the lesson should be acknowledged by that teacher before they sit down. They should, where and when appropriate, explain the reason for their lateness and detentions issued as appropriate.
- 5. Uniform should be worn correctly at all times. The uniform requirements are relaxed at some stages of the summer term as advised by the Headteacher.
- 6. Coats should not be worn in the school buildings, in the classroom, during registration or lessons, and bags should not be left on tables.
- 7. Any student wishing to answer a question or attract the teacher's attention should raise his/her hand and wait to be asked to speak.
- 8. Eating and drinking in school is restricted to the designated areas within the school. These are the Dining Hall, W1 and The Quad area. Eating and drinking is not allowed anywhere in class. Chewing gum is not allowed anywhere in school.
- 9. At the end of a lesson, students should not make any move to pack away or leave until the teacher has given permission. There should be no litter on the desks or floor, and tables and chairs should be left in their correct places.

Around the school site

1. Students must move around the School in a sensible, calm, courteous and appropriate manner. They should keep to the right in the corridors and stairways and keep moving so that an efficient flow of traffic is achieved.
2. Students should not run around the school site (except in the playground or field areas).
3. If there are visitors in School, students should be polite and helpful.
4. Students are expected to respect the rights of others to use the playgrounds.
5. Students should not drop litter.
6. The possession or use of cigarettes, alcohol, and illegal substances is strictly forbidden.
7. Dangerous items such as matches, lighters, knives and aerosols must not be brought onto the school site.
8. The use of mobile phones on the school site during lessons is forbidden. If families feel that it is necessary for students to carry mobile phones, such phones must be kept securely hidden in the blazer pocket designed for a mobile phone and must be switched off. Any breach of this rule will lead to the confiscation of the phone until the end of the school day. Any further breach of the rule will lead to a further confiscation, disciplinary action and the requirement for a parent/carer to collect the phone from school.

9. Eating and drinking are only allowed during morning or lunchtime breaks, in the official eating areas.
10. All accidents must be reported immediately to a member of staff.
11. Students must have signed permission from their parent(s)/carer(s) and an 'exit form' from Student Services in order to leave school during the school day. They must show the signed permission to their teacher before they are allowed to leave the lesson to go to Student Services. Upon returning to the school site, students must report to Student Services to be signed back on to the school site.
12. Students who are late for registration after the tutor period is finished must report to Student Services
13. Only students with written permission from their parent(s)/carer(s) may cycle to School. The wearing of a cycle helmet is strongly recommended.
14. Bicycles should not be ridden in the School grounds. They must be left in the cycle sheds and locked. Students should keep out of the cycle shed unless parking or collecting their bikes.
15. The school uniform should be worn at all times. If a student looks untidy e.g. shirt hanging out, they should be asked in a non –confrontational way to tuck their shirt in. All staff are required to be consistent in this approach, in lessons and around the school. If a student is wearing an unacceptable amount of jewellery then it should be put in the main school office in an envelope with a jewellery form completed. A jewellery letter will then be sent home, asking parent/guardian to collect the items from school. The initial responsibility for good uniform lies with the Tutor who must advise the HOY who may contact home if the student fails to have the correct uniform without good reason. In agreement with parents/carers students may be sent home to comply with the requirements of the school uniform.

Expectations of students' conduct and behaviour outside the school premises

The Warwick School has high expectations of students with regard to their 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. The school will apply appropriate sanctions to regulate offsite behaviour whenever there is a need. Where there is a concern about student behaviour off site in situations other than school arranged activities, The Warwick School will always consider the context for its involvement. It will take account of a number of factors before deciding to apply sanctions.

These factors will include:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected; related to this, whether the student(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of the staff);
- whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school.

Travelling to and from School

It is expected that students will behave themselves in a way which upholds and does not harm the reputation of the school. Students must always be aware of other members of the school community and members of the public. We will respond in school to any complaint received about unreasonable behaviour.

Key expectations:

Smoking:

The importance of a healthy lifestyle and the dangers of smoking are covered in Science and PE lessons. School rules forbid smoking on school premises and on the way to and from school. Cigarettes, lighters and matches are confiscated and only returned to parents. Smoking offences should be logged on a Smoking Form and given to HOY. Interventions are applied as follows:

1. First offence: the student is required by HOY to complete, in their own time, a reading comprehension on the hazards and costs of smoking. Parents are notified.
2. Second offence: parent's notified and medical attention sought or parental rewards for giving up smoking, negotiated by HOY.
3. Third offence: 1 day internal exclusion in The Support Centre for repeated defiance of school rules.
4. Fourth offence: 2 days internal exclusion in The Support Centre for repeated defiance of school rules.

Further offences: Fixed Term Exclusion from the school will be considered.

- Buses: when waiting for a bus, students should queue sensibly. When on a bus, they must behave sensibly and show courtesy towards the driver and members of the public
- The Town Centre: sensible behaviour is expected both inside and outside of town centre shops, as is appropriate courtesy towards other customers and shop owners.
- Cycling/Walking: sensible use of roadways and pavements is expected and ensures safer journeys.
- Language: the use of loud and bad language is unacceptable.

Off Site Activities

When students are engaged in off-site activities, they are expected to abide by the school rules as directed by the member of staff in charge. Such activities will include school trips, work experience or other courses organised as part of the students' school programme and sports events. In all such situations students are expected to act as ambassadors for the school and ensure that through their behaviour, our reputation is enhanced. Where a student's behaviour is found to have fallen below the school's expectations, appropriate sanctions will be applied.

Abuse or intimidation of staff outside school

Members of our school staff have the same rights of protection from threat as any citizen in a public place. The Warwick School will not tolerate incidents of abuse or intimidation of its staff including unacceptable conduct by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school. The school will always take seriously reports of such behaviour and apply appropriate sanctions when the student is next in school.

9 Referrals guidelines

The following process should be followed so that students are clear about the consequences of continued poor behaviour

1. In class behaviour management. Students should be given every chance to comply with staff requests. Students should be given a verbal warning/yellow card of the consequences such as a detention/change of seating plan etc.
2. Where a student, despite the implementation of in class strategies, fails to respond to instructions and is disturbing the learning of others s/he should be sent to the agreed 'back up' teaching room with work identified on the yellow permission slip in the Record Book. A responsible student should be sent to inform staff reception (CAR) of the staff action so that On Call can check the student arrived as directed. The referring teacher needs to have a conversation with the Line Manager on the same day regarding the reasons for the referral to identify how to manage the student's behaviour in future lessons. This may include withdrawal from the lesson and/or a subject detention. HOFs will want to acknowledge where a student has recovered the poor behaviour and behaved well and made good progress in the referral room with the issue of a CBG and/or a reduced detention. Where a student has worked well in the back up classroom no further detentions need be issued. Where a student fails to attend the back-up room On Call will make a referral to the HOF who may apply a 40 minute detention to be served with the subject teacher and also liaise with the HOY to meet with the student and/or parents/carers to decide the way forward. Persistent failure to respond to the discipline of the school may result in an exclusion.
3. Where a student refuses to go on 'back up' the teacher should send a reliable student with a note to Student Services to request support from 'On Call' personnel to remove the student to the Support Centre. It is the responsibility of the teacher to follow up the issue with the student and effect a repair and rebuild meeting and/or relevant sanction before the next lesson with the support of the line manager, Support Centre staff and/or SLT as appropriate.
4. Where a student refuses to go with 'On Call' personnel the student will be referred to the Deputy Head (Pastoral) for consideration of a recommendation to the Headteacher for an exclusion for persistent defiance. It is the responsibility of the teacher to provide work for the student during any exclusion and to ensure the student is enabled to catch up on work missed upon his/her return.

Emergency Call Out (Senior Staff)

Emergency Call Out should be used only if:

1. The assigned teacher is unavailable for 'back up' or if, due to the number of students referred they require assistance
 2. The incident is sufficiently serious that Health and Safety considerations mean that an immediate SLT intervention is required.
- Emergency Call Out will be monitored by SLT in terms of student, teacher and department. This will be done at least every half term and discussed in Line Management meetings.
 - Any student found out of lessons by ECO without a valid reason will be logged as truanting and receive the appropriate sanction.
 - Data entered on Sleuth from Behaviour for Learning forms will be analysed by Heads of Department, Heads of Faculty and Heads of Year. The following table identifies what intervention strategies may be applied.

Incidents of the same type will lead to interventions

No. incidents	Teacher	Action	SEN
5	Tutor	<ul style="list-style-type: none"> • Early warning contact with Parent/Carer. 	<ul style="list-style-type: none"> • HOY discussion with SENCO if student is already on COP.
10	Tutor	<ul style="list-style-type: none"> • Tutor to send letter via pastoral support team, inviting parent/carer into school to see Tutor. • GREEN TARGET report to tutor/chance to improve for 2 weeks. 	<ul style="list-style-type: none"> • Possible COP • Stage A / IEP. • Referral to agencies and HOY to discuss strategies and targets with • SENCO/Deputy Head (Pastoral) and Implement, if appropriate. • Green Report to Tutor.
20	HOY	<ul style="list-style-type: none"> • HOY to send letter to parents/carers/carers to see HOY • 🚩 ORANGE report to HOY/chance to improve for 2 weeks. 	<ul style="list-style-type: none"> • Possible COP Stage P • HOY and SENCO/Deputy Head (Pastoral) to discuss referral to outside agencies and strategies. • Review targets previously set.
25	HOY/Deputy Head (Pastoral)	<ul style="list-style-type: none"> • Letter to parent/carer arranging a meeting to see Deputy Head (Pastoral); invite outside agencies where appropriate. • PSP to be put in place if at risk of permanent exclusion – to be discussed with Deputy Head (Pastoral) • RED report to Deputy Head (Pastoral); chance to improve for 2 weeks. 	<ul style="list-style-type: none"> • HOY to discuss with SENCO and implement strategies/refer where appropriate.
30+	Deputy Head (Pastoral) referral to HT	<ul style="list-style-type: none"> • HT 	<ul style="list-style-type: none"> • HT Panel with Deputy Head (Pastoral), Governor and • SENCO

N.B. Form Tutors must be informed/involved at every stage.

Contact sheets **MUST** be completed for all conversations with Parents/carers/Carers or Outside Agencies. These and student reports must be forwarded to HOY/student file.

Logging improvements

Students must be given the chance to improve

Students on report (5, 10, 20, 25, 30 incidents) should be placed on report to demonstrate improvement. Students who show improvement should be issued with a CBG for each day they meet the required targets so that the behaviour log shows the progress made.

Every student will return to zero incidents at the start of a new school year.