

The Minster School

Positive Student Management (Behaviour) Policy

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Succeeding Together

"Whatever you do, work at it with all your heart, as though you were working for the Lord" Colossians 3:23

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1. Introduction

At the heart of The Minster School is the belief that all students have the right to the best possible quality of education through the ethos of ‘succeeding together.’ Our school secures this through high expectations of behaviour implemented by clear recognition and sanctions system, effective routines and a culture underpinned by ‘The Minster Way.’

Our Positive Student Management Policy promotes our values of wisdom, optimism, resilience, kindness, and service to create an inclusive learning environment where students can develop a thirst for knowledge and flourish in their studies.

This policy is based upon the following DFE (Department for Education) documents, and they should be read in conjunction with this policy.

- Exclusions for maintained schools, academies, and pupil referral units in England 2017.
- The school discipline (pupil exclusions and reviews) (England) Regulations 2012
- DFE and ACPO Drug advice for schools
- Use of reasonable force.
- Behaviour and discipline systems in schools
- Screening, searching, and confiscating.
- Ensuring good behaviour in schools.

We call our approach positive student management. We believe that this leads to positive relationships ensuring effective teaching and learning.

2. Structure

We know that students are able to thrive in a well-structured, safe, and supportive environment. For this reason, the policy is underpinned by our five school virtues. These are:

Wisdom: Students respond to clear boundaries learning right from wrong.

Optimism: Students are praised and recognised for doing the right thing.

Resilience: Students will make mistakes and consequences help them to correct their behaviours.

Kindness: Students have their individual needs understood to support their behaviours.

Service: Students are all seen as equals, receiving a consistent approach to student management.

“Whatever you do, work at it with all your heart, as though you were working for the Lord”.

Colossians 3:23

3. Rules

We have a clear set of expectations set out in The Minster Way.

These are:

We will always.....

Be Polite

Present ourselves and our work neatly.

Have the correct equipment.

Follow staff instructions.

Treat the school buildings with respect.

Move calmly around the school.

Respect other people, their views, and feelings.

Put litter in the bins.

“Whatever you do, work at it with all your heart, as though you were working for the Lord”.

4. Our expectations

- Crucially, **students** have responsibility for themselves. The Minster School has high expectations of students and the vast majority respond positively.
- **All members of staff** are expected to respond to poor behaviour and to encourage good behaviour.
- **Teachers** are expected to plan and deliver high quality stimulating lessons which allow all students to make progress.
- **Curriculum Team Leaders** are expected to know what the standard of behaviour is like in their areas, to intervene if they are concerned and to praise as required.
- **Support staff** are expected to reinforce high standards of behaviour across the school.
- **Tutors** are expected to know the behavioural record of their tutees and to intervene, support, and recognise as required.
- The **Year Leaders** are a key part of the school systems. They co-ordinate the response to individual student issues and this includes behavioural matters.
- **Heads of Key Stage** are expected to have an overview of the standards of behaviour in the key stage and to manage strategies which ensure the highest standards.
- **Senior Leaders** are expected to lead by example. They have a knowledge of behavioural trends and patterns implementing and monitoring interventions as required.

5. Student recognition

Works points are given to recognise behaviours expected through The Minster Way. They are also used when students demonstrate in actions the school's virtues – wisdom, optimism, resilience, kindness and service. Recognising students promotes high expectations of all students to be their very best, building strong working relationships, built on trust.

Recognition is fundamental to building a positive ethos. They should be balanced against the use of the consequence system. It is expected that staff issue recognition and consequences in the ratio 7:1 approximately.

“Whatever you do, work at it with all your heart, as though you were working for the Lord” Colossians 3:23

WORKS recognition system celebrating the achievements of our Students.		Certificate	Number of WORKS points
<p>Works points are issued electronically via SIMS. Tutors share student totals on weekly basis. On a half termly basis the issuing of WORKS points is shared with staff to ensure that staff are consistent in the issuing of points. Students are awarded E-certificates as WORKS points accumulate to the values shown in the table right. These are awarded the week of the half termly house celebration assemblies.</p>		Bronze 1	30
		Bronze 2	60
		Silver 1	100
		Silver 2	150
		Gold 1	200
		Gold 2	250
		Platinum 1	300
		Platinum 2	350
		Head’s Award	400
Governor’s Award	450		
Recognition	First Level	Second Level	
WORKS point collected on SIMS.	Email is sent home on the award for a WORKS certificate.	Each WORKS point is entered into the house cup raffle which is drawn during the house celebration assemblies each half term.	
WORKS tutor award Nominated by the tutor each half term linked to a different virtue of our ethos.	WORKS certificate and token for Aspens home bake awarded by the tutor during half termly house celebration assembly.	5 WORKS points issued.	
House competition prizes. Each half term a range of house competitions are run from different curriculum areas.	Individual prize awarded related to competition for winner/s quarantined prior to being awarded.	5 WORKS points issued to prize winner.	
Department recognition. Recognition from departments to celebrate achievement within curriculum areas. This includes Star Student awards.	Teachers nominate students to CTL for their attitude and progress. E-certificate sent home.	5 WORKS points issued.	
SLT postcard Awarded when members of the senior leadership team drop into lessons when on call, teachers nominate a student who has consistently worked hard.	Added to sims by member of SLT on call doing lesson drop ins and E-postcards sent home weekly.	5 WORKS point added onto SIMS when entered.	
Tutor group half termly recognition of the tutor group who has worked together to accumulate the most works points.	Half termly spot prize awarded for the key stage 3 and key stage 4 tutor group with most WORKS points.	Prize awarded in house celebration assembly awarded for tutor group with most WORKS points ay key stage 3 and key stage 4.	
Head Teachers Commendation to celebrate wider service to the school and community.	Postcard sent home.	10 WORKS points added onto SIMS when entered.	
House Points			
House Points are calculated through The number of WORKS points accumulated every half term.	1st place = 40 points 2nd place = 30 points 3rd place = 20 points 4th place = 10 points	The house Cup is awarded to house with most at end of each academic year.	
House competitions and department competitions are allocated house points based on the number of entries. Entries are to be submitted electronically.	1st place = 40 points 2nd place = 30 points 3rd place = 20 points 4th place = 10 points No entries = 0 points		

6. Celebration Evenings

In September there is the Prizegiving Evening, this is a traditional event that celebrates the history of The Minster School. Many of the prizes and bequests to the school that date back many years. Students from all year groups – Year 3 through to year 13 – are invited to receive awards.

In the summer term there are Year Group Award evenings. These evenings recognise the achievements of students in each year group by inviting students and parents into school for a celebration event.

7. Sanctions

When students are not following the expectations, it is important that sanctions are used clearly and effectively to ensure that this behaviour does not continue.

When the consequence system is used students will be given clear warnings and reminders of appropriate behaviour choices. This system is used within lessons to challenge behaviour which disrupts the learning environment.

Consequence	Action	Possible behaviours
Setting expectations	Teachers need to set appropriate expectations for behaviour at the start of lessons. At an early-stage rules and routines are implemented that maintain good order and safety.	
Limit Setting	This is usually the first intervention that is used. Limit setting can apply to an individual or a class and can take the form of non-verbal cues, such as a signal, a facial expression, or a simple direct instruction.	
C1 - Warning	Student is aware they have received a C1 and given a prompt to refocus behaviour.	Not meeting classroom expectations (focus, effort, and progress).
C2 - Final Warning	Student aware they have received a second sanction and reminded to modify behaviour. Recorded on SIMS	Continuing to not meet classroom expectations (focus, effort, and progress).
C3 – 30-minute department Detention	Student aware sanctioned third time sanctioned and reminded to modify behaviour. They are told that they now have an afterschool detention. Recorded as a C3 on Sims and a detention is set in status field.	Escalation of not meeting classroom expectations (focus, effort, and progress). 30-minute department detention issued for the accumulation of three lates to lessons in a subject by the class teacher.
C4 - On Call	Use the On-Call system to access support to you lesson. This may be from a Senior Leader, a member of the pastoral team or another member of staff.	Persistently failing to meet the classroom expectations (focus, effort, and progress).
C3 Other (30-minute Afterschool Detention)	Immediate detention issued. Recorded and detention set on SIMS in status field.	C3 other is issued for- Three lates in a week to a range of lessons across subjects. Chewing gum. Health and Safety. Refusing a reasonable request Willfully uncooperative.
Serious Incident	A serious incident is logged on CPOMS and sanctioned depending on the severity. These are reviewed at the end of each day by the PSA	Swearing at staff, racist and homophobic behaviours, violence towards others etc.

When using the consequence system, we will -

- Focus on the behaviour, not the student:
 - the negative impact of the behaviour shown that the consequence was issued for.
 - Reminder to the student to make the correct choice of behaviour or the system will escalate.
- Allow take-up time.
- Not enter into debate
- Not personalise the issue or behaviour
- Use positive language.
- Notice students being good and use the recognition system as outlined.

Most minor disruptions will cease due to a teacher’s skill and the use of the consequence system. However, there will be occasions when there is continued disruption caused by a student. When this is the case the tiers of intervention will be applied escalating with the number of behaviour points:

10	<ul style="list-style-type: none"> •Tutor contact home •Target meeting with student •Tutor report with specific targets
20	<ul style="list-style-type: none"> •Year leader meeting with student •Review of school privileges, consider further sanction, Year leader Report •Added to the 'support and intervention' database
30	<ul style="list-style-type: none"> •Student behaviour meeting with Key Stage Leader, Year leader and Parents •Consider further sanction Head of key Stage report •Review of 'support and intervention' database.
40	<ul style="list-style-type: none"> •Student behaviour meeting with Assistant Head, Year leader and Parents •Consider further sanction SLT report •Review of 'support and intervention' database
50	<ul style="list-style-type: none"> •Student behaviour meeting with Head Teacher, Parents and Pastoral staff •Individual intervention plan (Pastoral support plan) agreed,including consequences for further logs •Likely fixed term exclusion for persistent disruptive behaviour

Other Behaviours		
Mobile phones	Phones confiscated for collection at the end of the school day.	Should not be visible between 8:30am and the end of the school day. Other than: with permission from a teacher. This is escalated and a fourth incident will lead to a phone ban, arranged by the Year leader in conversation with the student’s parent.

<p>Uniform (Tiers System appendix 1)</p>	<p>Uniform should be worn smartly at all times and uniform books will be used to log uniform infringements by all members of staff. Jewellery (in excess of a single ear stud) will be confiscated and given to the Year leader of year group for collection on Friday of that week after the last lesson. False nails are not to be worn in school; Year leader will contact home to organise removal.</p>	<p>The complete uniform (including blazer) should always be worn, except when eating in the dining area and when outside when blazers can be removed. Outside coats can be worn over blazers when outside and removed when in lessons. Students will be sanctioned using the Tiers system. Students with any exemptions will have a signed and dated note from the year leader for their year group. All other students should be logged.</p>
<p>Lateness to School (Tiers System appendix 1)</p>	<p>Students should be onsite by 8.47am. Late arrival on site will be sanctioned using the tiers system.</p>	<p>Individual class teachers will challenge lateness to their lesson and ensure recorded on register. Students more than 5 minutes late will be considered to be internally truanting and the tiers system applied.</p>
<p>Antisocial behaviour including out of bounds. (Tiers System appendix 1)</p>	<p>Students are expected to move around the school site calmly as outlined in The Minster Way. Antisocial behaviour will be logged and sanctioned using the Tiers system.</p>	<p>Antisocial behaviour includes swearing, running around corridors throwing/dropping litter/food, eating in corridors/toilets, pushing/shoving or play fighting, shouting/screaming, inappropriate behaviour in toilets, refusal to leave an area/follow an instruction when asked or any other behaviour deemed to be ‘antisocial’.</p>
<p>Toilets</p>	<p>Students to use toilets at lunch and breaktime.</p>	<p>Toilet visits for urgent need only during lessons are at the teacher’s discretion.</p>

8. Detentions

The school will use detentions: lunch time, afterschool and SLT.

To encourage students to be their best we use a system which makes clear both the escalation of consequence and to encourage students to recognise and correct any poor behaviour at an early stage.

Missed detentions escalate –

Missing detention → SLT after school → Isolation + detention time

Lunchtime detention

- First level of Tiers System is an unstructured time sanction.
- 10 Minute detentions at the start of lunch held in the main hall.

Afterschool Detention (curriculum)

- 30 minutes run by department areas.

Afterschool Detention (pastoral)

- 30 minutes run by pastoral team.

SLT school detention

- 60-minute detention on Mondays/Thursdays in the hall/break out spaces staffed by SLT.

9. Internal Exclusion

Internal exclusions are used as an intervention by the on-call member of staff or pastoral team. Students are internally excluded either because they have been removed from a single lesson due to a C4 or for a more serious incident.

When the decision to internal exclude a student for a serious incident (not a lesson withdrawal) is made -

Parents should be contacted and given an outline of the reason for internal exclusion. Expectations are shared with parents so these can be reinforced at home with the student.

Request a packed lunch (if at all possible). If requesting lunch from the school canteen, then the food will be brought to internal exclusion room.

Isolation logged as action on SIMS.

Year leader / Behaviour Learning Mentor request work for the internal exclusion period

Internal Exclusion Expectations

During the Internal Exclusion

- Students should hand in mobile phones for the duration of the internal exclusion.
- Students wear the correct uniform smartly (Incorrect uniform removed)
- Students complete the work set in silence.
- All work is completed to the expected standard.
- Instructions from members of staff are followed every time.
- Students sit up properly – no heads on desks.
- Students raise their hand to speak to a member of staff.

Consequences of poor behaviour in Internal Exclusion

1. **Warning** – including the explanation of this series of consequences.
2. **Final Warning**
3. **Contact home** to discuss behaviour and a further period in Internal Exclusion to show that student can behave to the required standard.
4. **Fixed-term exclusion.** A re-admission meeting with parents is arranged. Return to Internal Exclusion on day of return to show that student can behave to the required standard.

10. Suspensions and permanent exclusions

Suspensions are used sparingly at The Minster School and in accordance with this policy and the [government regulations](#). Prior to the use of exclusion, a full range of consequences/support strategies will usually have been applied and parents involved. Where a very serious ‘one-off’ incident occurs or where a student’s behaviour is persistently disruptive, the Head Teacher may decide that permanent exclusion from the school is the most appropriate course of action.

Students can only be suspended or permanently excluded by the Head Teacher or, in his absence from the school, by a Deputy Head Teacher. The school is keen to ensure there is a balance between the use of suspensions to deal with persistent disruption and their impact on an individual’s ability to re-engage with their learning.

For this reason, the Head Teacher will ordinarily only use a maximum suspension period of 5 days for any single incident, unless however, the Head Teacher considers the circumstances and reason for the suspension require the use of a longer suspension. The Head Teacher retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

Reasons for issuing suspensions include:

- Failure to follow a reasonable request from a senior member of staff – this might relate to a health and safety issue or persistent non-cooperation following on from lesser consequences. It could also include not wearing school uniform which has been provided (where possible) for a student who is in incorrect uniform.
- Mobile phone misuse, for example cyber bullying or taking images or a video.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults, or students.
- Willful damage to property.
- Possession of alcohol and/or drug related paraphernalia.
- Discriminatory or racist bullying.
- Bullying.
- Theft.
- Making a false allegation against a member of staff.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other incidents of serious misconduct that undermines good order and discipline.

11. Return to the school after suspension.

If a student needs to be suspended, they will be subjected to a rigorous re-admission meeting which will involve further support, target setting, and may require a brief period of time in internal exclusion to ensure they are in the right frame of mind to have a successful return to school life. A review meeting will be agreed to be held 3-6 weeks after the re-admission to ensure that the student has returned to school successfully.

It may be that the re-admission meeting suggests that a return to school is not considered possible and that a move to another school/academy on a permanent or temporary basis is required.

If a parent or carer will not attend the re-admission their daughter or son will return to the school but may not return to lessons. They may remain in internal exclusion until the meeting has taken place because the parent or carer, the school and the student need to have agreed a return plan which will increase the chances of success. If the parent or carer will not attend, then the meeting will take place with the student to facilitate their return to lessons.

The member of staff leading the re-admission meeting will refer to previous incidents and support already provided. A record of the meeting will be kept.

Suspension	Staff present
1 st Suspension	Year leader
2 nd Suspension	Year leader + Key Stage Leader
3 rd Suspension	One or both of above and a member of the SLT

4 th Suspension	One or both of above and a member of the SLT
5 th Suspension	Will include the involvement of the Head Teacher

The above may vary depending upon the circumstances regarding the suspension.

12. Permanent exclusion

Only the Head Teacher will make the judgement where it is appropriate to permanently exclude a child.

Cases where this decision would be taken include:

- In response to serious or persistent and defiant misbehaviour.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of pupils or others in the school.

In exceptional circumstances, the Head Teacher may decide to exclude a student permanently for a first or one-off offence. These offences might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual misconduct.
- Supplying, being in possession of a useable quantity and / or use of an illegal drug.
- Refusing a reasonable request to search for alcohol, drugs, drug related paraphernalia, offensive weapon and/or any other item which the headteacher considers could be harmful or detrimental to the school discipline.
- Carrying an offensive weapon (see below for definition).
- Making a malicious, serious false allegation against a member of staff.
- Serious misuse of a mobile phone at school, for example repeat incidents of cyber bullying or taking images or a video, and then, without consent, sharing it online.

The Minster School has determined that, in addition to the legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and must not be brought into the school. Further to knives: axes, BB guns, air guns, GATT guns, catapults, sling shots, knuckle dusters and such like will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Head Teacher to be carried with the intention to inflict injury on another individual. This also includes blades removed from pencil sharpeners or craft knives.

Parents should regularly check their children's school bag and coat pockets to ensure that items such as fishing, and utility knives are not brought inadvertently into school. If a student discovers that they have accidentally brought onto the premises an item that could be hazardous, they should hand it to student services or a senior member of staff immediately.

The school also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- Persistent defiance and disruption that may or may not be directly linked to the consequences system.
- Premeditated actual or threatened violence against another student or a member of staff.

13. Alternative Educational Arrangements

As an alternative measure senior staff may, with the Head Teacher's approval and only then, in limited circumstances, make arrangements for a student to be educated away from mainstream classes or off site.

14. Physical restraint

It is sometimes necessary to remove the student from the situation. We try to do this in a neutral way. We follow positive handling policy guidelines if restrictive intervention is needed, and only after use of de-escalation techniques.

15. Discipline beyond the school gates

Students are expected to wear their 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. Where inappropriate behaviour occurs when a student is travelling to and from the school or outside of school hours, 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, including inappropriate use of technology and social media. In addition, if the Head Teacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm, the school's child protection 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.

16. Screening and searching

School leaders may search an electronic device (i.e. mobile phone, tablet, or laptop) if there is good reason to believe there has been an incident of mobile phone misuse on the premises.

The school has banned the following prohibited items and may scan or search pupils for them without their consent:

- Knives and weapons (as previously mentioned, further to knives: axes, BB guns, air guns, GATT guns, catapults, sling shots and knuckle dusters are deemed to be weapons. Other types of weapons include lengths of pipe, bats, other blunt instruments, or items judged by the headteacher to be carried with the intention to inflict injury on another individual. This also includes blades removed from pencil sharpeners or craft knives).
- Any other article that has been or is likely to commit an offence, cause personal injury or damage to property.
- Alcohol.
- Illegal drugs or drug paraphernalia.
- Stolen items.
- Tobacco, lighters, cigarette papers or smoking paraphernalia.
- Electronic cigarettes including any component parts.
- Fireworks.
- Pornographic images.
- Any item brought into the school with the intention of that item being used, sold, or passed on to other pupils, which in the Head Teacher's view will likely cause disruption to the school or be detrimental to school practice.

17. Links with other policies

This policy links to the following policies and procedures:

Child protection policy.

Health and safety policy.

Attendance Policy.

Systems for a positive climate.

Appendix 1- Tier System.

Tiers System (existing systems)			
	Non-Uniform (Incl. Jewellery and false nails)	Beginning of Day Punctuality System	No Mobile Phone System
	Each time logged for incorrect uniform in booklet: lunch time detention following day and...	First Late: Warning	Staff to confiscate the mobile phone (and headphones if being worn). Students are given the opportunity to turn the device off. The phone should be given to Student Services or the on-call member of staff.
			Student Services log the incident, and the tier is monitored by the Year leader/Head of Key Stage.
Tier 1	Lunch time detention following day. Removal of jewellery to Student Services, collection at end of the week. Year leader to contact home to organise removal of nails.	Lunch time detention same day.	Returned to the student at the end of the day.
Tier 2	3rd offence: Lunch time detention following day and C3 other detention and contact home (email) by pastoral team.	3rd Late: Lunch time detention same day and C3 other detention and contact home (email) by pastoral team	3rd incident will lead to a phone ban. (Phone to be handed in to Student Service at the beginning of the school day and collected at the end.
Tier 3	5th offence: Lunch time detention following day and SLT detention, phone call home by Key Stage leader.	5th Late: Lunch time detention same day and SLT detention, phone call home by Key Stage leader.	
Tier 4	7th Offence: Internal exclusion and parent meeting	7th Late: Internal exclusion and parent meeting	
Tier 5	Lunch time detention following day and Parental contact, personalised intervention.	Parent contact, personalised intervention	

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Tiers System (clarification of current systems)		
	Non-smoking System	Serious Incidents including racist, homophobic, and sexist incidents.
	A student seen smoking including e-cigarettes/vapes or in possession of smoking paraphernalia.	Statements taken and student may be removed to internal exclusion room pending investigation if appropriate. Incident recorded on CPOMS and statements uploaded to incident.
	Student seen with a student smoking including e-cigarettes/vapes.	Action discussed with Key Stage leader. Severity/repetitiveness of the incident will decide the tier of sanction.
	Staff inform Student Services, who log the incident and alert Head of key stage. Year leader monitors the logs daily and the appropriate 'tier'.	
Tier 1	NA	NA
Tier 2	NA	NA
Tier 3	SLT Detention and phone call home by Key Stage leader.	SLT Detention and phone call home by Year leader/Key Stage leader.
Tier 4	Internal exclusion and parent meeting.	Internal exclusion and parent meeting.
Tier 5	Parent contact, personalised intervention	Fixed Term Exclusion and re-admission parent meeting as laid out in behaviour policy.

Tiers System (New systems for 2021/2022)

	Internal Truancy System	Anti-Social Behaviour and Out of Bounds
	A student that is over five minutes late on the way to lesson with no note from a teacher.	Staff give verbal warning and inform Student Services of the student’s name and what they have done, ensuring student is aware and will have lunch time detention the following day.
	If a whole group/class are late then this is unlikely to be internal truancy.	Incident reported either via radio or Tiers book and Student Services log the incident.
	Students are marked on the register as late by class teacher. Marked on tier booklet when challenged outside of lesson.	Year leaders check the anti-social behaviour tiers daily. They monitor the tier that the student is on and ensure that action is taken in line with the following:
Tier 1	Lunch time detention the following day.	lunch time detention following day and
Tier 2	3rd occurrence: Lunch time detention same day and C3 other detention and contact home (email) by pastoral team	3rd offence: Lunch time detention following day and C3 other detention and contact home (email) by pastoral team.
Tier 3	5th occurrence: Lunch time detention same day and SLT detention, phone call home by Key Stage leader.	5th offence: Lunch time detention the following day and SLT Detention and phone call home by Key Stage leader
Tier 4	7 th occurrence: Internal exclusion and parent meeting.	7th offence Internal exclusion and parent meeting
Tier 5	Fixed Term Exclusion and re-admission parent meeting as laid out in behaviour policy.	Fixed Term Exclusion and re-admission parent meeting as laid out in behaviour policy.

Appendix 2 – Processes for positive behaviour management systems.

On Call	Internal exclusion
On call is requested by sending a student, to Student Services or through a phone call to Student Services.	Student placed in Internal exclusion for serious incident or lesson removal for on call.
Class is visited by on-call member of staff	Student hands phone in, wears full uniform and meets all expectations as laid out in behaviour policy. Lunch is in internal exclusion room.
Teacher explains the situation to the on-call member of staff outside of the classroom (not in front of the class)	After time in external inclusion a meeting is organised with behaviour mentor to follow on from internal exclusion.
On call staff to take appropriate action which may be: A whole class warning regarding behaviour and Service the teacher. A conversation with a particular student to reframe their behaviour. Students removal to the internal exclusion room or other lessons nearby.	When in Internal Exclusion room sanctions are as follows: verbal warning including the explanation of this series of consequences.
C4 Log completed on SIMS by the class teacher. Detention issued and letter/email to inform parents sent home.	Final verbal warning
Key Stage leader with CTL plan a proactive response from on-call the following lesson of subject.	Further period in Internal Exclusion to show that student can behave to the required standard and contact home to discuss behaviour.
Assistant head pastoral reviews on calls weekly to identify trends and implement further interventions.	Sent home and excluded for the following day. A re-admission meeting with parents is arranged. Return to Internal Exclusion first day back in school to show that can behave to the required standard.