

# POSITIVE BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES



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## **POSITIVE BEHAVIOUR MANAGEMENT POLICY**

Raphael Independent School is committed to achieving and maintaining the highest standards of behaviour and discipline among its students at all times. We seek to achieve this by encouraging a positive attitude towards students, a recognition of individual strengths and achievements and the development of self-discipline. It is recognised that contact with parents and carers must play an important part in the maintenance of good order because of their role in support of the educational process. The day to day maintenance of discipline remains the responsibility of the Head teacher and staff with full support of the proprietors. A culture and ethos of positive behaviour cannot be created by one person. **All staff have a shared responsibility to manage the behaviour of students and model appropriate behaviour and discipline.**

Raphael Independent School believes the best way to manage behaviour is in a positive manner, and to motivate students through a structured approach to praise and reward systems. This structure needs to be fully understood by students, staff and parents and carers. This is a fundamental principle and must permeate every aspect of school life. Students will be given opportunities to achieve and will be awarded in recognition of those achievements. The development of positive relationships between students and staff is managed through praise and reward.

Sanctions are seen as a necessary aspect in the maintenance of positive behaviour and are used when necessary. Raphael Independent School believes that to be effective, sanctions must be seen as fair, consistently applied throughout year groups, and must be understood and accepted by students, staff and parents and carers.

### **Basic Rights – Treat others as you would like to be treated**

Raphael Independent School believes that all members of its community (adults and students) have the right to be treated with respect and valued as individuals. Basic expectations of students are displayed in all teaching rooms and in other relevant areas. Students are frequently reminded of their responsibilities and behaviour expectations.

The aim of this document is to set out expectations of behaviour, how positive behaviour will be encouraged, set out how inappropriate behaviour will be corrected and promote a consistent and shared approach for the whole School community.

The way that students and staff feel about themselves and the School environment affects the way they behave.

### **KEY POINTS**

- Behaviour in and out of lessons is crucial in creating the best environment for learning
- Students need to behave well in order to maximise their achievement and attainment at the School
- All staff model expected behaviour

- All staff are expected to be able to manage behaviour – have high expectations of all aspects of school life and follow procedures
- A reward and praise system exists to encourage students to behave and have the right attitude
- A structured sanction system exists to correct unacceptable behaviour
- Learning and teaching reflects the interests and needs of students – well planned and resourced lessons ensure engagement and enjoyment in learning

## **ROLES AND RESPONSIBILITIES**

### Student responsibility:

- Adhere to the School code of conduct and home-school agreement
- Make correct behaviour choices – that align and demonstrate the school values
- Treat all members of the School with respect at all times
- Respect the School environment
- Be ready to learn

### Parent responsibility:

- Accept and support actions the School takes to help their son/daughter improve his/her behaviour – support, sanction and rewards
- Adhere to the home-school agreement

### Staff responsibility:

- Use management skills to establish and maintain expectations
- Be consistent in application of the School expectations in classrooms and around the School using the Ladder of Rewards and Consequences
- Record both positive behaviour points (merits) and negative behaviour points on the school behaviour management system - classdojo.
- Provide quality learning experiences that ensure good outcomes for students
- Model behaviour expected and that reflect the school values

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## APPENDIX A

### BEHAVIOUR MANAGEMENT PROCEDURES

We expect students to adhere to the code of conduct and School rules, however they are not adults and arrive at the School with varying abilities to manage their own behaviour and so we should accept that there may be circumstances that lead to erratic behaviour from some students. We expect staff to support students in managing and improving their behaviour where necessary.

Staff should adhere to the Ladder of Rewards and Consequences in Appendix G to ensure a consistent approach which is required to encourage good behaviour in all students.

Students should receive two warnings and if they choose to ignore this then there will be a consequence following the ladder structure.

At any stage a student should have an explanation and be reminded they have a choice about their behaviour.

If a serious incident occurs, it will be investigated. Students will be provided with the opportunity to provide a statement regarding the incident and their involvement.

#### IN THE CLASSROOM

Teachers should refer to The Ladder of Rewards and Consequences and the staff guide booklet.

Behaving well in lessons:

- Students should not talk when other students or when staff are talking;
- Students should listen attentively to teachers and other students;
- To respond to questions students should put their hand up;
- No food should be eaten in lessons. Water is allowed to be drunk in classrooms;
- Use of mobile phones is prohibited in the School and
- Students should respect the environment – do not touch blinds, lights, equipment.

The following strategies should be used:

- Starting and finishing lesson protocol.
- Remain calm, use a change of tone, diffuse situations calmly.
- Use the language of choice

- Allow a cooling off period – outside classroom speak to a student without the audience – ask them first if they understand why they were asked outside to talk with you.
- Praise more than chastising. Make it personal, specific and genuine.
- Use descriptive praise – ‘I liked it when you ....’
- Notice the children who are behaving well and tell them why you are pleased.
- Thank and reward students for positive behaviours.
- Tactical ignoring/secondary behaviours – muttering, deliberate theatrics, engaging in discussions about decisions you have made. If necessary deal with secondary behaviour at a suitable time.
- Use effective instruction – give direction, name, pause, clear request, pause – give time to comply, thank you – implying the instruction will be carried out. Repeat the instruction – a reminder.
- Plan to be positive!

**All consequences need to be followed through by the teacher and must be recorded as highlighted at each stage of the ladder.**

## **AROUND THE SCHOOL**

All staff have a responsibility to manage student behaviour and uphold the School's expectation and where necessary, should support each other throughout the day. Individual staff will have particular days when they are on duty at key times to maintain a calm and purposeful atmosphere during the day.

No member of staff should walk past a student engaged in inappropriate behaviour, wearing incorrect uniform or breaking a School rule without following it up.

Staff should speak calmly but firmly.

Allow time for students to conform and repeat a request if necessary without shouting. If they fail to cooperate remind them that they have chosen for further action to happen. Follow up with appropriate sanction following the Ladder of Rewards and Consequences.

## **SANCTIONS**

Although, as outlined, praise and reward is the school's main philosophy in managing behaviour and raising standards in behaviour, sanctions are a necessary feature in any school. Sanctions must be fair, equate to the 'offence', clearly understood by all in school and consistently applied throughout Raphael Independent School. Sanctions range from verbal warnings by teachers to permanent exclusion, please refer to the Ladder of Rewards and Consequences.

Sanctions:

Verbal warnings

Written warning (removal of merits)

Form teacher detention

Head of Department detention

Whole school detention

Senior staff detention

Internal exclusion

Fixed Term/

Permanent exclusion

## **PRAISE AND REWARD SYSTEMS**

Praising students, rewarding achievement and a structured system of reward, raises self-esteem. It encourages students to attain high standards by raising expectations, recognising achievements and increasing confidence and self-belief.

Praising students is something teachers do all the time in lessons. Verbally acknowledging students' efforts, achievements, attitude and behaviour is an integral part of every successful lesson or interaction between staff and students in all aspects of school life.

For the reward structure please refer to the Ladder of Rewards and Consequences and staff guide book.

### **Possible Rewards:**

**Student of the week** – awarded  
at Friday assembly

**Student of the Term** – REWARD  
TO BE AGREED WITH  
STUDENT LEADERSHIP TEAM

**Classdojo points received (prizes to be  
decided with school council & student  
leadership team**

1000 – Badge of Excellence / Large Prize  
900 – Gold Badge  
800 – Silver Badge / Medium Prize  
700 – Bronze Badge  
600 – Engagement Badge  
500 – Queue Jump Wristband  
400 – Form Tutor Postcard  
300 – Small Prize  
200 – Small Prize  
100 – Small Prize

Suggested prizes???

Large Prize – Water bottle / VIP Mug  
Medium Prize – Equipment set / mini football  
Small Prize – Treat / Equipment



## WHOLE SCHOOL MONITORING SYSTEMS

Key principles of the report system (C3 level):

- It is a support and monitoring mechanism, not a sanction in its own right
- Clear targets are set – these should be smart and the student agrees to them
- Parents should always be informed when a student is put on report, for how long they will be on it and progress made at the end of the timeline
- Comments on reports should be an honest reflection of their conduct and follow-up action on the part of the member of staff made clear, e.g. kept behind, clasdojo/note in student planner for parents
- Rewards and sanctions should be issued by staff as per relevant policies
- Where a student successfully responds to the report system and maintains the change after it has been taken away they should be given credit
- Where a student unsuccessfully responds to the report system then they will go up a stage
- When a student is placed on report the type of report and reason should be recorded on clasdojo
- Report is checked daily by member of staff and parent (followed up by a telephone call if parent has not signed or responded to clasdojo for two days)

| <b>Report</b>                      | <b>Support in place*</b>  | <b>Guideline timeline</b> | <b>Parent contact</b>   | <b>Next Stage</b>                            |
|------------------------------------|---|---------------------------|---|--|
| Department Monitoring              | <ol style="list-style-type: none"> <li>1. Parents informed in writing with reason.</li> <li>2. Seating or group change</li> <li>3. Clear targets/differentiated task/work</li> <li>4. Tutor informed</li> </ol>                                       | 2-4 weeks                 | <ol style="list-style-type: none"> <li>1. Telephone call at start and end.</li> <li>2. Weekly letter or report sent to parents informing them of progress</li> </ol>  | Red report to Tutor                          |
| Tutor Monitoring White             | <ol style="list-style-type: none"> <li>1. Letter home to parents</li> <li>2. Tutor discussion</li> <li>3. AHT informed</li> </ol>   | 2-3 weeks                 | <ol style="list-style-type: none"> <li>1. Telephone call at start and end</li> <li>2. Parents sign report daily</li> </ol>  | Interview with AHT/parent<br>Amber report to |
| Key Stage Leader Red               | <ol style="list-style-type: none"> <li>1. Regular meeting with parents</li> <li>2. Careers interview</li> <li>3. Review timetable</li> <li>4. Use of scoring points</li> <li>5. Mentor</li> <li>6. SEN referral</li> <li>7. Outside agency</li> </ol> | 4 weeks                   | <ol style="list-style-type: none"> <li>1. Meeting with parents initially.</li> <li>2. Regular telephone calls or meetings with letter written in response to meetings confirming progress/action.</li> <li>3. Parents sign and comment on report daily</li> </ol> | Interview with AHT                           |
| Personal Support Plan (PSP)<br>SLT | <ol style="list-style-type: none"> <li>1. Weekly meetings with parents, student and DOL.</li> <li>2. Involvement of outside agencies.</li> <li>3. Reduced timetable or other provision.</li> </ol>  | 8 weeks                   | <ol style="list-style-type: none"> <li>1. Weekly meetings with parents with follow up letters.</li> <li>2. Meeting with Headteacher, PSP Manager, Parents and Student after 4 weeks.</li> <li>3. Parents sign and comment on report daily</li> </ol>              | Meeting with Head                            |

\* The level of support will depend on the student's needs

**MERIT POINTS (Classdojo)**

Merits should be recorded in student planners or classdojo.

## **APPENDIX C**

### **SANCTIONS (Classdojo)**

Staff should record sanction in classdojo.

**HOME – SCHOOL AGREEMENT**

**As a student, I will:**

- Attend regularly and arrive at registration and all lessons on time;
- Wear the correct uniform and bring the correct equipment each day;
- Work hard to achieve targets set with my teachers;
- Help other students by allowing every teacher to teach and every learner to learn;
- Follow the code of conduct and meet the School's expectations;
- Respect and care for others and their property (including School property);
- Give my best effort on all tasks;
- Meet all deadlines for handing in work and complete my homework;
- Find out what opportunities are available to me and participate where possible;
- Pass all letters, notes and reports to parents on the day they are issued;
- Talk with parents and teachers about any concerns in the School.

Signed \_\_\_\_\_

Date \_\_\_\_\_

**As a parent, I will:**

- Take an active interest in all aspects of my child's school life;
- See that my child attends the School regularly, on time and properly equipped;
- Communicate to the School all relevant information which may affect my child's work or behaviour;
- Notify the School if, for any reason, my child cannot attend;
- Encourage my child to follow the School's positive behaviour policy and support associated action taken by the School;
- Support the School's policy on homework, provide suitable facilities at home, and encourage my child to make the required effort;
- Do my best to attend parents' evenings and other meetings at which my presence is required.

Signed \_\_\_\_\_

Date \_\_\_\_\_

**The School will:**

- Provide a safe and stimulating environment for students;
- Ensure that students fulfill their potential as a learner and as a member of the School community;
- Offer a broad and balanced curriculum to students of all abilities;
- Encourage all students to take responsibility for their own actions, feel proud of their achievements and enjoy being a student at the School;
- Keep parents informed about each child's progress and general School matters;
- Insist that all students observe the School's behavior and anti-bullying policies;
- Set and mark regular homework.

Signed \_\_\_\_\_

Date \_\_\_\_\_

## STUDENT ICT USE PROTOCOL

Name: \_\_\_\_\_ Form: \_\_\_\_\_

**As a student, when using the school network and other ICT equipment, I will:**

- only log on using my own username and password
- make sure that I keep my password secret
- not attempt to alter any computer settings, including background images
- not attempt to download, upload or otherwise bring onto the school network any programs or files that may contain hidden programs
- not attempt to find files on the school network that do not concern me
- only use the computers for school work or homework
- report any faults straight away to a teacher or ICT technician
- not take photographs or video of anyone without their permission
- not deliberately seek out inappropriate or offensive material or seek to bypass the school Internet filters
- report to my teacher any inappropriate material that I find accidentally this includes any material of a violent, dangerous, racist or inappropriate sexual nature
- only access games sites specifically directed by my teacher
- never publish personal details about myself or other people
- not use chat rooms, instant message type applications or social networking sites
- refrain from using offensive language in emails
- not use the school email system to send messages that are likely to upset others
- always report any unpleasant emails that I receive to a teacher

Signed \_\_\_\_\_ Date \_\_\_\_\_

**As a parent I will:**

- confirm that my son/daughter has read the attached terms of acceptable use and agrees to abide by them when using the ICT facilities available in school
- understand that school staff may check a student's files and emails as well as monitoring the Internet sites that they visit
- understand that failing to comply with these rules may result in sanctions being applied to their account, possibly restricting access to facilities for a period of time and that this may impact their learning
- understand that the school may take action as a result of digital communication which brings the school, staff or students distress

Signed \_\_\_\_\_ Date \_\_\_\_\_

**As the school we will:**

- provide suitable ICT facilities
- provide technicians to support students with technical issues
- provide a filtering service to reduce the access to offensive or inappropriate material
- block access to social media sites on school equipment
- monitor and investigate inappropriate access/use using specific software (GSuite)

Tutor Signed \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX F

### CODE OF CONDUCT – BEHAVIOUR FOR LEARNING

#### L.E.A.R.N

- Listen** Listen to other students and your teachers. Be willing to participate in the lesson and always do your best.
- Equipment** You need your Student Planner, exercise books, a black pen, a pencil, a sharpener, an eraser and a ruler. For Maths a simple scientific calculator, a protractor and a pair of compasses will be needed for some lessons. Your calculator should also be available for use in Science. For PE you should bring the appropriate kit for the activity undertaken.
- Aim High** Ask questions in a polite manner, put your hand up to ask and answer a question and if you are unsure approach your teacher for help.
- Ready** Arrive at your lesson promptly and be ready to learn. Get your equipment out ready to use.
- Never Give Up** Know what your current level or grade is. Understand how to make progress and improve your work, persevere and reach your goals. Research to find out about possible career options.

### CODE OF CONDUCT - OUTSIDE AT BREAK OR LUNCH TIME

- It is important that everyone feels able to go outside at Break and Lunch time.
- Fresh air, exercise and meeting friends help you to recharge, ready for the lessons ahead.
- If you wish to play football use the designated area in the playground. Be courteous to others who are not playing.
- The smaller playground with benches is a quiet area; do not play ball games in this area
- If you take food outside make sure you place all wrappers in the bins provided
- Make sure that any drinks consumed outside are not in glass containers
- Use the benches and tables provided. In warmer weather sandwiches may be eaten outside but make sure your rubbish goes into the bins provided.
- Treat others as you would like to be treated.
- Always walk around the buildings. Running is not acceptable.

## **CODE OF CONDUCT – CORRIDORS**

Our corridors are often busy places, if we each try to follow the guidelines below they will be a more pleasant place for us all to be.

- Walk on the left hand side at all times, if there is a one way system in operation please obey it.
- Even if the corridor is quite empty do not walk more than two abreast. Walk calmly and quietly, be patient. Check behind you when going through a door; hold it open for the person following you.
- When lining up for a lesson, line up against the wall, (unless there is a display), in single file, wait quietly and check your uniform whilst you wait.
- Listen to staff and prefects on duty and follow their requests
- Never eat or drink whilst walking in the corridors

## **CODE OF CONDUCT - DINING HALL**

We all want the dining room to be a pleasant place to eat our meals. If we follow the guidelines below we can each play our part.

- Enter the Dining Hall when instructed by a member of staff.
- Wait quietly and in single file. Be patient in the queue and polite to other students and staff
- If you have your own food, enter the Dining Hall when instructed to enter by an adult.
- If you spill anything please tell a member of staff so they can help you clean it up.
- When you have finished please clear your tray and cutlery in the designated area. Put rubbish in the bins provided.
- Please leave the Dining Hall in the condition that you would wish to find it.



# APPENDIX G

| LADDER OF REWARD & CONSEQUENCE- 2018 -2019  |   |                                      |
|---|---|--------------------------------------|
| <p>DEPENDENT ON THE NATURE OF AN INCIDENT A STUDENT MAY BE GIVEN AN IMMEDIATE CONSEQUENCE THAT IS HIGHER THAN A C1. ONCE A C1 IS GIVEN NO MERITS CAN BE AWARDED.</p> <p>Skill and professional judgement should be used at all times. Response to serious incidents will be at the discretion of the relevant SLT</p> |   |                                      |
| <p style="text-align: right; color: red; font-size: small;">Accept the 'C' you have been given as failure to do so may move you down the ladder</p>   |   |                                      |
| During lessons and social times   |   |                                      |
| Pupil Action  | Student of the term / Student Leadership participation / D of E/NCS participation   | <b>Tutors &amp; Subject teachers</b> |
| <b>M4</b>   | <b>A TERM OF EXCELLENCE - (M4 achievement recorded on classdojo)</b>  |                                      |
| Pupil Action  | Student of the week / Tutee of the term / House activity participation / Extra-curricular activity  |                                      |
| <b>M3</b>   | <b>CONSISTENT OUTSTANDING CONTRIBUTION- (M3 achievement recorded on Classdojo)</b>  |                                      |
| Pupil Action  | Carrying out student leadership activities e.g. The student is extending their own and others' learning by using Peer education/coaching  |                                      |
| <b>M2</b>   | <b>STUDENT MAKING OUTSTANDING PROGRESS (M2 achievement recorded on Classdojo)</b>   |                                      |
| Pupil Action  | The student is following all instructions, engaging in their learning and challenging themselves appropriately  |                                      |
| <b>M1</b>   | <b>EVERY LESSON STARTS HERE - STUDENT MAKING GOOD PROGRESS (Default award on Classdojo)</b>   |                                      |
| Pupil Action  | Misbehaviour in class e.g. off task, talking over the teacher or another student, not following instructions, disrupting learning.  |                                      |
| <b>C0</b>   | <b>VERBAL WARNING</b>   |                                      |
| <b>C1</b>   | <b>RECORDED WARNING. Choices conversation with student and Record C1 on CLASSDOJO (to remove the student's merit)</b>   |                                      |
| Pupil Action  | Subsequent off-task behaviour, (particularly not completing classwork) and lack of response to C0, or forgotten equipment   |                                      |
| <b>C2</b>   | <b>10 MINUTE meeting AT BREAK/LUNCH. Contact home and record C2 on CLASSDOJO (C2 DT, if meeting not attended)</b>   |                                      |
| Pupil Action  | Low-level misbehaviour, including talking over the teacher, HW not handed in, misbehaviour that compromises Health and Safety - in and out of lessons (low level), mild inappropriate language, persistent lack of correct equipment. Refusal to follow reasonable request (after needs have been met)  |                                      |
| <b>C3</b>   | <b>REFERRAL TO Tutor AND A 30 MINUTE RA meeting. Teacher contacts home and records C3 on CLASSDOJO</b><br>Could lead to being put on report.  | Teacher<br>YL/HOD                    |
| Pupil Action  | Repeated defiance, misuse of resources or equipment or behaviour that significantly disrupts the learning of others.<br>Misbehaviour or repeated defiance that compromises Health and safety - in and out of lessons (mid-level)  |                                      |
| <b>C4</b>   | <b>SENIOR DETENTION (Friday after school)</b>   | YL/<br>HOD<br>SLT                    |
| Pupil Action  | Gross defiance including serious vandalism, violence, fighting, refusal to enter a classroom or truancy from a lesson.<br>Misbehaviour that compromises Health and Safety (High Level, e.g. in practical subjects). Deliberate swearing within earshot of a member of staff.  |                                      |
| <b>C5</b>   | <b>INTERNAL EXCLUSION (Designated Room)</b>   | AHT                                  |
| Pupil Action  | Fighting, bullying, verbal abuse of staff including swearing, homophobic or racist language at or about a member of staff or student, inappropriate sexual behaviour, persistent failure to respond to sanctions put in place. Truancy from a series of lessons. (May be C6 at the discretion of SLT). SLT Report.  |                                      |
| <b>C6</b>   | <b>EXTERNAL EXCLUSION/Fixed or PERMANENT EXCLUSION</b>  | HT                                   |
| Pupil Action  | Persistent failure to attend senior detentions or putting a member of staff at risk, fighting (unprovoked, premeditated or arranged), theft, possession or distribution of prohibited items or illegal substances, persistent bullying, serious assault, putting the health and safety of the school community at risk and any behaviour that is deemed serious enough. Direct, deliberate swearing at a member of staff. |                                      |

### PROTOCOL FOR STARTING AND FINISHING LESSONS

The aim is to achieve consistency of approach across the school which sets clear expectations for students at the start and end of every lesson.

#### Starting the lesson

1. Always aim to be at the door of the room to welcome and supervise the arrival of the class and the movement of other students along the corridor.
2. Establish a routine for entry into the room – students should stand behind chairs.
3. Check uniform at the start of the lesson as the students enter. Check uniform notes for those who have an item of incorrect uniform.
4. Use a seating plan for every lesson. This should take into consideration the learning needs of student's, encourage integration of different groups (gender/SEN) and any issues of behaviour.
5. Take the register in silence - establish a routine e.g. books and planners out, objectives/success criteria copied down or activity on board. A well planned starter will act as an effective lesson start. (Ensure a register –electronic/paper - is sent to the office.)

#### Finishing the lesson

1. Ensure enough time has been allowed for setting homework during the lesson or at the end of the lesson.
2. Establish a routine of departure – e.g. pack away and remain seated until asked to stand behind chairs. Return monitoring reports; ensure that rewards and consequences are recorded on classdojo.
3. Check uniform is being worn properly once again.
4. Dismiss students in a controlled and orderly way – row at a time checking the area is left tidy with chairs pushed under (go up at the end of the day).
5. Follow students into the corridors ensuring students are leaving your area in an orderly way.
6. Bells will ring to signify the end of a lesson and students should not be let out of class before the bell rings.

### WHAT IS INTERNAL EXCLUSION?

Internal exclusion is a disciplinary sanction used for students who behave in a severely inappropriate manner which impacts significantly on the learning environment at Raphael Independent School.

As a school community we pride ourselves on the positive attitude and behaviour of our students and will not tolerate behaviour which compromises the high standards we expect.

Internal exclusion is a serious sanction. It is a warning to students that should this behaviour persist they are at risk of a fixed term exclusion, which will be permanently on their educational record. An internal exclusion is a C5 on the ladder.

Examples of behaviour for which students may be internally excluded are:

- Offensive and abusive language to a member of staff;
- Physical harm caused to another student;
- Repeated disruption of the classroom learning environment; or
- Repeated failure to adhere to school uniform code or behavioural code.

### What happens when a student is internally excluded?

The student will be informed at a meeting with their form tutor and the Head teacher of the reason for their internal exclusion and will be told the date upon which this internal exclusion will take place.

The Head teacher will contact parents and inform them of the reason for the internal exclusion. The standard letter will be sent. The admin team will inform the form tutor and ensure the letter is filed in the student's record. All other teachers will be informed via internal communication.

On the day of the internal exclusion the student should report immediately to the designated senior management leader. The student will then be escorted to the exclusion room where they will remain throughout the day. Work will be provided for the student to complete along with the opportunity to discuss their behaviour with a member of staff at the end of the day.

Any additional support required to reduce the possibility of future exclusions will be addressed. Students will be monitored throughout the day and will have supervised break and lunchtimes.

Throughout the day students will keep a record of the work completed during their internal exclusion. This will be signed by the designated Senior Manager at the end of the day. Failure to successfully complete work set and behave appropriately when in an internal exclusion may result in an additional day of internal exclusion or fixed term exclusion.

The school day will be extended until 16.15 and it will be the parents' responsibility to ensure transport home has been arranged.

## **BASIC EXPECTATIONS**

### **INTERNAL EXCLUSION**

1. Students will arrive at school in full school uniform at 8.45am and report to the designated Senior Management Lead.
2. Students should ensure school bags are given to the Student Services Manager at the start of each day. Students should be reminded that mobile phones are not permitted in school and if the student has a mobile phone, it should be placed in their class basket. This will be stored securely and will be returned at the end of the day.

### **GUIDELINES AND CONTRACT**

Students will wear their uniform correctly at all times.

Students will remain in the exclusion room for the duration of their exclusion. Students will not communicate with other students.

Students will complete work set to the best of their ability.

Students will be polite and cooperative in their interaction with staff. Students will remain in school until 4.15pm.

Students will catch up on any work missed from within the lesson.

Students should be aware that internal exclusion is a serious disciplinary sanction and should future behaviour continue to cause concern, the student is at risk of a fixed term exclusion which can adversely affect their future applications for jobs or college.

