



# STEP Academy Trust

## Behaviour Policy

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### About this Document:

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## **Introduction**

STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust.

Behaviour in STEP Academies is driven by the STEP Way and the intent to ensure consistent excellence in conduct, instruction and outcomes. The policy acknowledges each Academy's legal duties under the Equality Act 2010, including in respect of safeguarding and in respect of children with special educational needs. This policy is to be read alongside other relevant policies, including the Attendance Policy, Child Protection & Safeguarding Policy.

It is the expectation that all STEP Academies develop all pupils' personal and academic conduct to ensure the highest levels of self-control, self-discipline and self-reliance at all times both inside and outside of school. This will be encouraged through rewards for excellent conduct and sanctions for conduct that falls below the high expectations of the Trust (these rewards and sanctions will be documented for each individual Academy in an Appendix)

Behaviour approaches within STEP Academies are motivated by the needs of the pupils within individual Academies and the context of those Academies and are, therefore, discrete, singular and distinct but are always delivered with consistency and fairness. Nonetheless, any approach is expected to enable pupils to engage with all sections of society and community academically, intellectually and socially and to ensure that the STEP Standard is achieved and that academicians are on track to attain this standard by the end of KS2. Behaviour that undermines this is unacceptable.

- All staff will receive training in the delivery of the behaviour policy;
- All pupils will receive appropriate support to achieve the highest expectations of behaviour;
- Parents and carers and agencies will receive appropriate communication and liaison regarding pupils' behaviour to ensure the highest standards are attained and maintained.

Each Academy has an individual flow-chart that details the resultant outcomes for inappropriate behaviour. See Appendices for individual Academy flow-charts and expectations.

When establishing the facts in relation to a behaviour incident, the Academy will apply the civil standard of proof; i.e. 'on the balance of probabilities' (it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.

## **1. Roles and Responsibilities**

Academy staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times.

### Headteacher

- It is the responsibility of the Headteacher to implement the Academy's behaviour policy consistently throughout the Academy and to support the staff to meet this objective;
- The Headteacher has the power to impose a variety of sanctions for unacceptable behaviour including fixed term and permanent exclusions.

### Academy staff

Each member of staff has a responsibility to:

- Care for pupils in their class and teaching groups;
- Ensure that there is a fair and consistent approach towards dealing with discipline;
- Implement Academy rules on uniform and behaviour;
- Ensure equality of opportunities for all;
- Report progress, achievements and concerns to parents;
- Meet parents to ensure the best possible education and welfare;
- Challenge pupils to achieve higher standards academically and to develop greater involvement in extra-curricular activities within the Academy and the wider community.

### Pupils

All pupils should:

- Behave properly at all times;
- Treat other people with respect;
- Speak politely to other people;
- Have self-confidence and high self-esteem;
- Aim for 100% attendance and punctuality;
- Take care of all Academy equipment and buildings.

### Parents

Our staff will ensure parents are regularly informed of academic progress and any behavioural issues causing concern for each pupil. For the best outcomes a positive partnership between home and school is essential. We expect parents:

- To ensure their child attends regularly and punctually as required by law;
- To ensure their child is sent to the Academy prepared for the school day with all necessary books and equipment and correctly dressed in full school uniform;
- To support the Academy rules, especially uniform rules, and the Behaviour Policy and reinforce sanctions given by the Academy for misbehaviour;
- To keep the Academy informed of anything which they believe might affect their child's progress in school especially absence, illness, change of family situation;
- To take an interest in their child's school work;
- To attend parents' evening to meet their child's teachers;
- Not to take holidays in term time;
- Where possible to provide a quiet place at home to encourage completion of homework;
- To ensure their child gets adequate sleep before a school day.

## **2. Learning to Behave**

The Academy aims to provide a safe, secure, supportive environment where pupils can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the job of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour.

### Staff

In order to encourage and promote good behaviour amongst pupils, staff will:

- Model exemplary behaviour;
- Treat all children and adults with respect;
- Speak politely to each other;
- Build pupil confidence and self-esteem through positive reinforcement;
- Avoid using sarcastic language;
- Recognise pupil effort and achievements on a regular basis and celebrate success;
- Keep parents informed about success, efforts and achievements;
- Challenge unacceptable behaviour;
- Work in partnership with parents through regular contact to help improve behaviour.

### Academy Rules

Academy rules are clearly defined. The rules are concerned with reinforcing general patterns of sensible and considerate behaviour. It is the aim of the Academy to provide a safe environment appropriate for learning.

### Rules for uniform

Within the Trust where Academies adopt a uniform, rules around this are very clear and are explained in detail before and when pupils join the Academy. Uniform is not optional in Academies which have a set uniform and it is expected that parents support this. When there are valid reasons for a pupil not being able to comply for a short period of time, parents are expected to confirm the reasons for this in writing, and to rectify the situation in the shortest period of time possible.

## **3. Rewards**

The successful management of behaviour and rewards is central to the Academy's ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within the Academy and the community. Our approaches to rewards are set out in the Appendix. They encourage and reward pupils who apply themselves and behave in a commendable way to support the ethos of the Academy as role models and to develop their own potential.

## **4. Sanctions when expectations are not met**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006);
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as Teaching Assistants;
- Teachers can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher, including on educational visits;
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school;
- Teachers can confiscate pupils' property;

- The imposition of the sanction must not breach any other legislation (for example, the Special Education Need Code of Conduct or the Equality Act 2010).

### Unacceptable behaviour

Examples of unacceptable pupil behaviour and/or failure to comply with Academy rules (this list is neither exhaustive or defines every possible type of unacceptable behaviour and is not in any particular order of importance / priority):

- Disrupting the learning of others;
- Rude or inappropriate language;
- Acts of aggression or any kind of physical violence;
- Bullying or intimidation (verbal, physical, sexual or electronic);
- Racist, sexist or homophobic comments;
- Vandalism;
- Punctuality to school and to lessons;
- Leaving Academy premises during school hours without permission;
- Sexual misconduct;
- Making false malicious accusations against teachers, members of staff or volunteers;
- Inciting others into inappropriate behaviour;
- Data security breaches;
- Carrying or smoking cigarettes or e-cigarettes.

### Members of staff

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour;
- Tell the child what we find unacceptable and why;
- Explain how they could have behaved differently, modelling what they could have done or said;
- If the poor behaviour is repeated, or if it is judged to be serious, the teacher is likely to escalate the incident to more senior staff in the Academy.

### Support Systems for Pupils

Some pupils may need extra support and help to correct their behaviour beyond the use of the sanctions mentioned above. We employ a number of support strategies in these circumstances which are determined by each Academy. Often the support strategies are deployed alongside the sanctions mentioned above in order to help the pupil improve their behaviour before more serious sanctions are necessary.

### Sanctions

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the Behaviour Policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil, including Special Educational Needs, disability, or religious requirements. Sanctions which the Academy may choose to implement are listed below. (This list is neither exhaustive or defines every possible type of sanction employed): These can include:

- A verbal reprimand;
- Extra work or repeating unsatisfactory work until it meets the required standard;
- The setting of written tasks as sanctions, such as writing lines or an essay;
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days);

- Missing break time;
- Detention including during lunch-time and after school;
- Academy based community service or imposition of a task such as picking up litter, weeding Academy grounds, tidying a classroom, helping clear up the dining hall after meal times or removing graffiti;
- Regular reporting including early morning reporting, scheduled uniform and other behaviour checks or being placed “on report” for behaviour monitoring;
- In more extreme cases Academies may use temporary or permanent exclusion.

### Fixed Term External and Permanent Exclusions

The Headteacher has the power to impose a fixed term or permanent exclusion from the Academy. The Headteacher will make this decision in line with this policy and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the Academy. The Headteacher will have regard to the latest statutory guidance for exclusion issued by the Department for Education - Department for Education’s statutory guidance September 2017

### Permanent Exclusions

In line with DfE guidance, The Headteacher will permanently exclude a pupil:

- In response to a serious breach, or persistent breaches, of the Academy’s behaviour policy by a pupil; and
- Where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others at the Academy.

Examples of serious breaches which are likely to result in permanent exclusion, but are not limited to, the following:

- Persistent and defiant behaviour. This would encompass bullying including homophobic or racist bullying;
- Behaviour which poses a significant risk to the child’s own safety;
- Serious actual or threatened violence against a pupil or member of staff;
- Sexual misconduct;
- Arson;
- Supply of an illegal drug, or severe misuse of an illegal drug, which can include legal highs or medication that has not been authorised by the Academy;
- Bringing into the Academy any kind of offensive weapon for example: knife, hammer, crowbar (and not limited to those listed in the Offensive Weapons Act 2006);
- Engaging in any radicalisation or taking part in any terrorist related activity.

### Fixed Term Exclusions

Fixed term exclusions are also imposed for serious misdemeanours but are not of the severity to warrant a permanent exclusion. Fixed term exclusions are not viewed lightly by the Academy and should not be viewed lightly by pupils or parents. A pupil accumulating numerous fixed term exclusions runs the risk of being permanently excluded from the Academy in due course. Examples of behaviour which are likely to result in exclusion include, but are not limited to, the following:

- Threatening behaviour;
- Bullying;
- Repeated disruption to the learning process (disrespect to other pupils);
- Behaviour deemed to undermine the good order of the Academy;
- Vandalism;

- Violence;
- Deliberate disobedience;
- Data security breaches.

### Malicious allegations

Malicious allegations against staff are very serious, and we reserve the right to impose any sanction up to and including a permanent exclusion. When a pupil is found to have made a malicious allegation (i.e. one that is indecent or grossly offensive, a threat or false and known or believed to be false by the pupil) a sanction will be imposed.

In addition, where the pupil remains in the Academy, he or she is likely to be required to undertake some supportive and educational work. In some circumstances it may be appropriate for the child to take part in a process of restorative justice or mediation with the member of staff in order for all parties to be able to move forward. We would expect parents to support this.

### Pupils' conduct outside the Academy gates – teachers' powers

Pupils at STEP Academy Trust have a responsibility to act in an appropriate manner outside of school hours particularly on the journey to and from the Academy. Standards of behaviour outside of the Academy should be just as high as those expected inside of the Academy and we are legally entitled to discipline pupils for inappropriate behaviour occurring outside the Academy premises.

Subject to the Behaviour Policy, teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any Academy-organised or Academy-related activity; or
- Travelling to or from the Academy; or
- Wearing Academy uniform; or
- In some other way identifiable as a pupil at the Academy; or
- Misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the Academy; or
  - poses a threat to another pupil or member of the public; or
  - could adversely affect the reputation of the Academy/Trust.

Any inappropriate behaviour which occurs during Academy-organised or Academy-related activities, whilst travelling to or from the Academy, whilst wearing Academy uniform or whilst in some other way identifiable as a pupil of STEP Academy Trust is likely to incur the sanctions listed above.

Additionally, any inappropriate behaviour at any other time which could have repercussions for the orderly running of the Academy, which poses a threat to another pupil or member of the public or which could adversely affect the reputation of the Academy, may result in sanctions being taken against the pupil including permanent exclusion.

## **5. Searching and confiscation of inappropriate items**

The Academy has an obligation to manage the health and safety of staff, pupils and visitors to ensure that Academy discipline is maintained. This policy is consistent with DfE advice contained in "Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies" <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

In almost all cases, the member of staff conducting the search will be the same sex as the pupil being searched; and the search will be conducted in the presence of another member of staff acting as a witness. If possible, the other member of staff will also be the same sex as the pupil.

In rare cases, however, where there are reasonable grounds to believe that there is a risk of serious harm to the pupil or another person if the search is not conducted immediately and there is not sufficient time to summon another member of staff, the search may be carried out by a member of staff who is the opposite sex as the pupil and without a witness present.

All members of staff conducting a search of a pupil will have due regard to the pupil's expectations of privacy during the search. The pupil will not be required to remove any clothing other than outer clothing, namely clothing that is not worn next to the skin or immediately over clothing that is being worn as underwear. Outer clothing also includes hats, footwear, gloves and scarves.

The school will notify the pupil's parents when a "prohibited item" or a "banned" item has been found.

### Searching without consent

Academy staff authorised by the Headteacher, or the Headteacher, can search without consent, if they have reasonable grounds for suspecting the pupil may be in possession of a "prohibited item" including:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

A pupil refusing to co-operate with a search will be subject to disciplinary measures by the Academy.

### Banned Items

The Academy reserves the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive. Headteachers and authorised staff can search for items banned by the Academy as identified in the local Academy rules as an item which may be searched for. Force cannot be used to search for items banned under the Academy rules.

### Searching with consent

Academy staff can search pupils with their consent for any item.

The Academy is not required to have formal written consent from the pupil for this sort of search. It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the Academy's Behaviour Policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.



## Confiscation

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography, acid or a toxin must always be reported to and handed over to the police and in most cases reported to Social Services, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies'.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## Mobile telephones and electronic devices

When used at a time or in a way which is restricted, the mobile telephone/device will be considered a "prohibited item" banned by the Academy, and potentially subject to the normal rules on seizure, retention or destruction.

A pupil's mobile telephone/device may also be confiscated by the Academy as a disciplinary sanction. In such cases, the mobile telephone/device will be retained until it can be collected by the pupil and/or parent after a period of time agreed by the academy. This may be up to the end of the current term.

Any use of a mobile telephone/device must comply with the STEP Online Safety and Social Media Policy. Any unauthorised use of a mobile telephone will be considered to be in breach of this.

## Breaches of the Law

The Academy will report any behaviour which may amount to a criminal offence to the police (and in most cases to Social Services) and support any subsequent police investigation or prosecution by providing all relevant information.

If the Academy is concerned of potential links to radicalisation, criminal exploitation or gangs they will liaise with the appropriate agency or agencies.

## **6. Power to use reasonable force to control or restrain a pupil and Isolation**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This power can also apply to people who are temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on an Academy organised visit. In the Academy, force is used for two main purposes to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for "prohibited items"; for example, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used by members of staff:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts an Academy event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

The Academy will never use force as sanction for inappropriate behaviour or use force beyond that which is reasonable and proportionate to the situation. Reasonable adjustments will be made where necessary for pupils with SEND.

The Academy will, following incidents in which force is required, report the incident to the parent or parents of a pupil. However, the Academy does not require parental consent to use force with a pupil.

The Academy will keep a log of serious incidents involving the use of reasonable force which will be reviewed with the Academy's Designated Safeguarding Lead on an annual basis.

Any complaint relating to the use of force against a pupil will be investigated thoroughly and quickly. When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

#### Corporal Punishment

Corporal punishment (the use of physical violence or force to inflict pain as a punishment) is illegal in all circumstances and will never be used at any of the Academies in STEP Academy Trust.

## Behaviour Policy Appendix September 2019

### The Golden Rules

The school's golden rules are on display around the school and in the classrooms. The rules are regularly referred to in assemblies and throughout the school day. They support the pupils' understanding of the *PUPAC* values:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

### House System

Pupils and staff belong to one of four houses (Beech, Hazel, Oak and Ash) with children in the same family belonging to the same house. Pupils are able to take part in activities, challenges and games in their houses as well as to earn individual and house rewards. The purpose of the house system is to promote community, develop pupils' sense of belonging, confidence and independence in the school. It is also to promote positive behaviour expectations and reward pupils who follow the Golden Rules.

- Individual house points are collated at the end of the week by the house captains and vice captains. The house with the highest weekly total wins the cup for that week and the scores are added to the running total.

### Colour Behaviour System

- All pupils begin each day on the green circle and they can move their names either way across the colour chart throughout the day.
- In the morning, if a child feels that they are not ready to learn (for whatever reason) they may move their card to the 'sad' face. It is then the teacher's duty to discuss the reasons behind this move and ensure that the pupil is ready to engage in learning activities.
- A pupil can be rewarded for continuously demonstrating one of the *PUPAC* values in any aspect of school life or by repeatedly demonstrating one of the School's golden rules.
- Similarly clear sanctions will be given to a pupil for inappropriate choices made in relation to their work, attitude or behaviour.
- All members of staff have the responsibility to encourage a pupil to reflect on their inappropriate choices made in order for them to improve their progress on the colour behaviour chart at the earliest opportunity.
- A pupil may also be 'fast tracked' to the **purple, pink or red** stages depending on the incorrect choices made in relation to their behaviour.
- All classrooms should have the coloured stages clearly on display.

### Special Educational Needs and Disability (SEND) and vulnerable individuals

We fully appreciate that some children will find it more difficult to respond to the rewards and sanctions in this policy. These individuals require a carefully planned response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans
- Small group work or 1:1 support to develop self-esteem and social skills
- Lunch time nurture group sessions
- Additional literacy or mathematics support where an identified barrier to learning impacts on the pupil's behaviour  
Alternative curriculum provision or a reduced timetable
- Referral to outside agencies such as: Education Support, Behaviour and Attendance Service (ESBAS), South Downs outreach service, the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the Virtual School for Children in Care or Dragonflies Bereavement Service.

**Positive choices for work, attitude or behaviour:**

Example of behaviour	Colour	Reward steps
A good demonstration of a PUPAC value or a golden rule	Bronze	<ol style="list-style-type: none"> <li>1 house point</li> <li>Praise from the staff member</li> </ol>
Repeated demonstration of a PUPAC value or golden rule	Silver	<ol style="list-style-type: none"> <li>1 house point</li> <li>Visit to phase leader for praise at mutually convenient time</li> </ol>
High quality demonstration of a PUPAC value or a golden rule, e.g. an exceptional piece of class work	Gold	<ol style="list-style-type: none"> <li>2 house points</li> <li>Visit to member of SLT</li> </ol>
Going above and beyond any previous demonstration of a PUPAC value or a golden rule	Platinum	<ol style="list-style-type: none"> <li>3 house points</li> <li>Visit to see Headteacher</li> <li>Phone call home from Headteacher</li> <li>Name written in <i>Hawkes Farm Celebration Book</i></li> <li>Photo on the <i>Celebration Wall</i></li> </ol>

**Inappropriate choices for work, attitude or behaviour:**

Example of behaviour	Colour	Sanction steps
<p>Lack of cooperation or poor attitude</p> <p>Ignoring instructions</p> <p>Interrupting or interfering</p> <p>Shouting out</p> <p>Ignoring health and safety rules</p> <p>Breaking any golden rule</p>	Blue	<ol style="list-style-type: none"> <li>Name of pupil moved to blue stage</li> <li>Verbal warning from staff member and a reminder given about consequences of further poor choices</li> <li>Link to PUPAC and golden rules</li> </ol> <p><b><u>Break or lunchtime</u></b></p> <ol style="list-style-type: none"> <li>The staff member on duty should use a 'time out' to correct behaviour.</li> <li>The staff member on duty should inform the class teacher at the end of break or lunch time.</li> <li>Link to PUPAC and golden rules</li> </ol>

<p>Repeated 'unsatisfactory behaviour' from blue stage</p> <p>Dangerous or rowdy physical play</p> <p>Harassment or discriminatory behaviour of any type towards other children or adults</p> <p>Neglect causing damage to other pupil's or school property</p> <p>Unsatisfactory attitude towards staff</p> <p>Insubordination</p>	<p>Purple</p>	<ol style="list-style-type: none"> <li>1. Name of pupil moved to purple stage</li> <li>2. Lunchtime detention with SLT (this time is used to reflect on the choices that were made and how they could be avoided in future)</li> <li>3. SLT member logs the incident on CPOMs.</li> <li>4. The SLT member will send a letter home to parents/carers to inform them that their child has been in detention.</li> <li>5. Link to PUPAC and golden rules</li> </ol> <p><b><u>Break or lunchtime</u></b></p> <ol style="list-style-type: none"> <li>1. Staff member will inform the class teacher or a member of SLT who will then follow the above process.</li> </ol>
<p>Any repeated behaviour from purple stage or other similar behaviours</p>	<p>Pink</p>	<ol style="list-style-type: none"> <li>1. Name of pupil moved to pink stage</li> <li>2. SLT member logs incident on CPOMs</li> <li>3. Pupils attend lunch time detention with SLT, further sanctions may be put into place as appropriate</li> <li>4. SLT member and class teacher meet parents to discuss ways forward to improve conduct</li> </ol> <p><b><u>Break or lunchtime</u></b></p> <ol style="list-style-type: none"> <li>1. Staff member will inform a member of SLT who will then follow the above process</li> </ol>
<p>Repeated behaviour from purple or pink stage</p> <p>Bullying through deliberate and hurtful behaviour, repeated over a period of time.</p> <p>Theft</p> <p>Violent behaviour</p> <p>Absenteeism without permission</p> <p>Racist remarks or behaviour</p> <p>Wilfully damaging, breaking or destroying another person's or school property</p>	<p>Red</p>	<ol style="list-style-type: none"> <li>1. Name of pupil moved to red stage</li> <li>2. Pupil sent immediately to Headteacher or Deputy Headteacher in the Headteacher's absence</li> <li>3. Sanctions agreed (which could include fixed or permanent exclusion)</li> <li>4. Headteacher and class teacher meet with parents and pupil</li> </ol>

\*parents will automatically be notified if a pupil receives three detentions in a six week rolling period at which point the Deputy Headteacher will contact the parents and organise a meeting with the parents and pupil.

\*parents will automatically be notified if a pupil receives four detentions in a six week rolling period at which point the Headteacher will contact the parents and organise a meeting with the parents and pupil.

**Reviewed: September 2019**

**Next Review: September 2020**

