

BEHAVIOUR FOR LEARNING Respect ~ Ambition ~ Responsibility

This document is a 2015 -16 update to the Behaviour for Learning policy appended by key documents that support the implementation of this policy. It has been produced following extensive input from staff, students and others who have contributed professionally to update the information.

Contents

- [Behaviour for Learning Policy](#) document (latest version reviewed by representatives of staff, students, Inclusion Steering Group (including parents) and Strategic Leadership Team)
- [Appendix 1 – Code of Conduct](#) to be displayed on all mentor boards, discussed by mentors with their groups, expectations presented to students by members of SLT in assembly
- [Appendix 2 – Referral Routes](#)
- [Appendix 3 – Authority to Issue Sanctions](#)
- [Appendix 4 – Recording & Reporting Procedures](#) in line with The Equality Act 2010 and including the updated [School Procedure Following Discriminatory Incidents](#) flow chart
- [Appendix 5 – On Call Procedures](#) Flow charts to clarify procedures for different groups of staff in the on-call procedure for teachers, members of the Learning Support Team, On-Call staff, members of the Reception Team and an overview document for Heads of House and all staff
- [Appendix 6 – Rewards & Sanctions Stages](#) document produced by the Extended Leadership Group (ELG). This is in student and staff planners and displayed in all classrooms
- [Appendix 7 – Detentions](#) includes guidance for teachers and Curriculum Team Leaders (CTLs) regarding the setting of detentions and follow up procedures following input from CTLs and support staff regarding organisation of Curriculum Team and SLT detentions
- [Appendix 8 – Range of Sanctions](#) details the range of sanctions available to staff and the circumstances in which they may be and are usually applied. This is not an exhaustive list. This document has been produced as a direct outcome from Behaviour for Learning review working parties with staff (teachers, support staff, Heads of House) and students. The document should be read in conjunction with the Behaviour for Learning Policy, particularly [Section 5](#)
- [Appendix 9 – Managing Persistent Poor Behaviour](#)
- [Appendix 10 – Truancy Protocol](#)
- [Appendix 11 – Protocol for Dealing with Incidents That May Lead to Exclusions](#)
This section includes the [incident form](#) and the [exclusion \(FTE or IE\) request form](#)
- [Appendix 12 – Internal Exclusion](#)
- [Appendix 13 – Behaviour Support Plan](#)
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- [Appendix 16 - RGS Behaviour Levels](#)



BEHAVIOUR FOR LEARNING POLICY

1 PRINCIPLES

'Redland Green School is a happy, caring and stimulating learning environment in which everyone's achievements are valued unconditionally and excellence is celebrated.'

1.1 This policy is based on the following principles:

- Redland Green School is a unique environment, created by its staff students and parents, each of whom has different needs
- Redland Green School has an important role to play in teaching students the skills of respect, co-operation and self discipline
- Happy children make better learners
- Behaviours we find challenging are often a symptom of unmet needs (these could be physical, educational, communication, social or emotional)
- Everyone learning at, working at or visiting our school has the right to be without threat or fear (this includes the virtual as well as real-world community)
- Redland Green School works from the understanding that we all want to learn and we have positive expectations of all our students

1.2 This policy should be read in conjunction with the anti-bullying policy, the RGS Equality Plan and the Positive Handling policy. The Department for Education guidance on behaviour and school discipline has been taken into account in this policy and appendices.

2 ENCOURAGING POSITIVE BEHAVIOUR

- Positive behaviour is everyone's responsibility – the staff team provide good role models
- Staff use positive language when speaking to students and their colleagues
- Expectations for everyone's behaviour are high at all times and student expectations are displayed in corridors and classrooms
- All staff encourage, recognise and reward good behaviour. Teachers will teach good behaviour explicitly and through modelling and highlighting outstanding behaviour.
- Our 'Code of Conduct' is regularly reviewed and has had input from students and staff. It is displayed around the school (see [Appendix 1](#))
- Our reward system is clear and displayed prominently around the school
- The use of rewards is moderated and reviewed regularly by staff to ensure parity
- Termly, staff nominate students whose behaviour is an example to others
- Support Cards are used when individual students need support to focus on specific parts of the Code of Conduct. This is not seen or delivered as a punishment (see [Appendix 9](#))
- All students are actively involved in setting targets for their own behaviour and learning

- When an incident of poor behaviour occurs it may be necessary for students to complete an [Incident form](#). This requires them to reflect on their behaviour and learn to develop more appropriate responses/coping strategies
- Staff are trained in positive behaviour management and the school seeks support from external agencies as necessary
- Staff are provided with guidelines for students with high additional/specific behavioural needs. These guidelines are updated as students develop and progress

3 REWARDS

3.1 Consistent experience of effective teaching promotes good behaviour. Integral to the effective teaching strategies we use at Redland Green School are a range of positive strategies for helping students understand our expectations of them. Rewards for good work, behaviour, attendance and community service are central to these positive strategies. The rewards are applied fairly and consistently by all staff in line with the 5 Stage Reward Structure (see [Appendix 6](#)). Rewards include:

- Verbal praise
- Written praise in the Planner/on marked work
- Positive referral logged in student's record in SIMS and communicated to parent via SIMS Learning Gateway
- Merits
- Faculty Award Certificates
- A phone call home
- A letter or postcard home
- Headteacher Commendation

4 SANCTIONS

4.1 Section 91 of the Education and Inspections Act 2006 sets out the statutory power for teachers and certain other school staff to discipline students. This power extends to regulating students' conduct and disciplining students for their misbehaviour outside school premises (refer to [Appendix 3](#)). Sanctions include (see [Appendices 6, 7, 8](#)):

- One-to-one admonishment
- Community service (carrying out a useful task around the school)
- Removal from the group (in class)
- Withdrawal from a particular lesson or peer group
- Withdrawal of access to the school ICT system (if the student misuses it by, for example, accessing an inappropriate website, or cyber-bullying)
- Withholding participation in a school trip or sports event that is not an essential part of the curriculum
- Withdrawal of break or lunchtime privileges

- A variety of forms of detention (lunchtime and out of school hours)
- Internal exclusion
- A two week respite placement in a partner school
- A fixed term exclusion
- Permanent exclusion

4.2 **THE POWER TO DISCIPLINE: WHAT IT MEANS**

- Redland Green School has a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct
- All teachers and other staff in charge of students have the power to discipline
- The Headteacher may limit/extend the power to apply particular sanctions to certain staff
- Any sanction will not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances. Account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them

4.3 In line with the Education and Inspections Act 2006, Redland Green School uses disciplinary sanctions for three main purposes, namely to:

- Impress on the student that what he or she has done is unacceptable
- Deter the student from repeating that behaviour
- Signal to other students that the behaviour is unacceptable and deter them from doing it

4.4 Redland Green School uses sanctions which:

- Are applied in a calm and controlled manner and are reasonable and proportionate to the circumstances of the incident, avoiding unnecessary escalation to severe sanctions which are reserved for the most serious or persistent misbehaviour
- Are only targeted at the students specifically responsible for the misbehaviour
- Take account of individual needs, age and understanding
- Are, whenever possible, a logical consequence of the student's inappropriate behaviour so that students see the connection between their own behaviour and its impact on themselves and others, helping them take increasing responsibility for their behaviour
- Help the student and others to learn from mistakes and recognise how they can improve their behaviour (ie a learning outcome)
- Put right the harm caused
- Are applied with the students' sense of self in mind so as not to be humiliating or degrading
- Students know will be inevitably and consistently applied

5 INCLUSION

- **Redland Green School believes that staff and students alike are far more likely to behave appropriately and positively if they feel included and valued within the school**
- Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary
- Redland Green School acknowledges that a 'one size fits all' Behaviour for Learning Policy will not be appropriate for all students. Students *might* behave inappropriately if they:
 - 1 Do not have the cognitive, physical or social and emotional competences necessary to understand and follow a school rule
 - 2 Have never been taught the skills they need in order to regulate their emotions or behave appropriately in social situations
 - 3 Are vulnerable and although they have the necessary understanding and competences to follow the school rules they are not choosing to deploy those competences because alternative choices offer them bigger rewards
 - 4 Although the student has the necessary competences, and the right incentives to use them are in place, they are experiencing such stress that they are temporarily unable to make rational choices

As such, planned adaptations to the Behaviour for Learning Policy may be necessary for individual students. When adaptations are necessary they will not be considered a failure either of the policy or the student. Any exceptions will be carefully planned, recorded, communicated (to students, parents and staff) and monitored. Monitoring will ensure the planned adaptations continue to meet the needs of the individual student.

- The use of rewards and sanctions will be monitored by age, ethnicity, gender, special educational needs (SEN) and disability to enable areas for improvement to be identified and strategies put in place to secure this improvement.
- Redland Green School is committed to raising awareness of inclusion issues amongst students and staff
- Further details are available in a range of school documents, including the Disability Equality Scheme (DES), Equality Plan, Equality Act 2010, Inclusion Standard documents and also the DfES document, Behaviour and Discipline in Schools
- Students have been and will continue to be consulted and listened to during the development and review of the Behaviour for Learning Policy

6 INVESTIGATION

- When an incident of poor behaviour occurs it may be necessary for students and staff to complete an [Incident form](#). Statements should be taken as soon as possible following an incident
- Students may be isolated from peers and not returned to lessons during an investigation if this is necessary to ensure safety and/or learning. All investigations will proceed as quickly as possible. ([Refer to Appendix 11](#))

- Where there is uncertainty regarding a serious incident multiple statements may be required to establish the balance of probability. Incident forms are to be presented to the Headteacher

7 WORKING IN PARTNERSHIPS

- The home/school relationship is of paramount importance and is developed as much as possible for all students
- Should a student’s behaviour become a concern, parents will be contacted at an early point
- Staff contact with parents will be conducted professionally and be constructive
- The mentoring and coaching partnerships that are run within the school encourage all staff to discuss and share expertise and ideas about behaviour management
- Students are supported in transition to and from other educational settings to understand and be able to manage the expectations of their behaviour. This includes liaison between staff at those educational settings.
- Redland Green School has developed strong links with other relevant professionals, such as The Behaviour Improvement Team, Educational Psychology Service, Autistic Spectrum Disorder Outreach Team, Ethnic Minority Achievement Service, Support Against Racist Incidents and Child Adolescent Mental Health Services: asking for support is a sign of strength
- All Governors, staff, students and parents are given the opportunity to comment on changes made to this policy before it is finally mandated

8 MONITORING & REVIEWING

- A Behaviour for Learning Policy should be a working document – as Redland Green School grows and changes the policy should grow and change alongside it
- The use of sanctions will be monitored by age, ethnicity, gender, special educational needs (SEN), disability and any other relevant human difference
- We aim to review the policy yearly, involving:
 - Governors
 - Student Research Council
 - Parents
 - All staff
- Heads of House have a responsibility to monitor behavioural concerns and attendance
- Regular INSET time will be set aside to ensure all members of staff have a shared understanding of the Behaviour for Learning Policy

Agreed by Staff	Agreed by Students	Agreed by Governors	Review Schedule	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed
10 JUL 2007	10 JUL 2007	11 JUN 2006 REWRITTEN 16 OCT 2007	ANNUALLY	10 JUL 2007	16 OCT 2007	11 JUN 2009	01 OCT 2009
Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed
24 JUN 2010	17 JUN 2011	06 OCT 2011	25 JUN 2012	18 JUN 2014	26 JAN 2016		

APPENDIX 1 – RGS CODE OF CONDUCT FOR STAFF & STUDENTS

It is based on:

- **Respect for self**
- **Respect for others**
- **Respect for the environment**

This can be achieved by:

1 Respecting one another, the environment and your own and other people's property:

- Students and staff to listen carefully to each other, and to value other people's opinion even when it is different from their own
- Students and staff to think about other people's needs not just their own; remember that everybody is a valued member of the Redland Green community
- Students and staff do not misuse the Internet and other communication technologies (eg email, social-networking, chat rooms, texting)

2 Taking a responsible attitude towards your own and others learning:

- Students to arrive on time to school and to each lesson ready to learn
- Students to settle quickly and try to produce their best work at all times. If you do not understand something - ask!
- Students and staff to keep noise down to a minimum – noise disturbs others and bad language is offensive
- Students and staff should use the ICT resources solely for work during lessons

3 Taking pride in your appearance and your work:

- Students to take a pride in their uniform and PE kit. Look presentable, ready for learning, eg shoes must be black, school shoes, hairstyles must be acceptable; jewellery should be minimal, eg one small stud in each ear (no other facial piercings)
- Students to keep their books in good condition and present their work carefully. Your work should be something that you are proud to show others

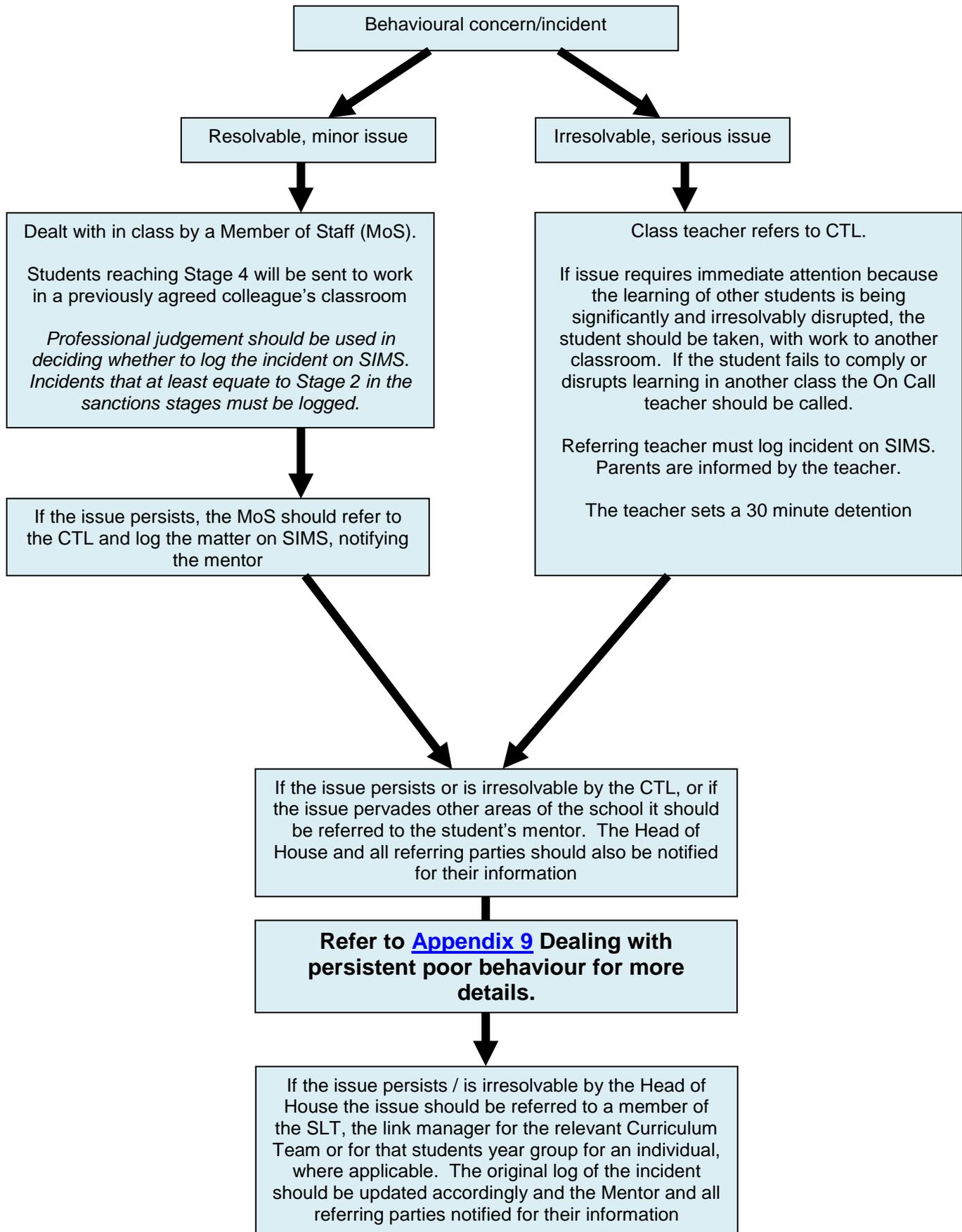
4 Meeting deadlines:

- Students to meet deadlines for work and homelearning. (Use your Planner, it should help you keep up to date and help remind you of what you need for your lessons)
- Staff to hand back work on time

5 Being confident with who you are and in what you can achieve:

- Have a positive attitude towards your learning with a growth mind set
- Believe that you can achieve and that you can do well

APPENDIX 2 – REFERRAL ROUTES



APPENDIX 3 – AUTHORITY TO ISSUE SANCTIONS

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a student's property (see [Appendix 14](#)); and detention.

- All staff can carry out a one-to-one admonishment
- Class teachers and Mentors may remove students from a lesson for only five minutes, they should then return to class. Disruption to learning must be kept to a minimum.
- Heads of House, Curriculum Team Leaders, SLT and classroom teachers may give out of school hours detentions
- Heads of House, Curriculum Team Leaders and SLT may give community service
- SLT and Heads of House may withdraw students from a particular lesson or peer group, or withdrawal of lunch or break time privileges
- SLT and Heads of House may involve external agencies, such as the police, school nurse, drugs intervention agencies
- Only the Headteacher and Deputy Headteachers may sanction internal exclusion
- Only the Headteacher may sanction a fixed term exclusion, permanent exclusion or withholding participation in a school trip or sports event that is not an essential part of the curriculum

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

This includes any bad behaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school

or, misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the school

In all of these circumstances the Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

School staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow the Safeguarding & Child Protection Policy.

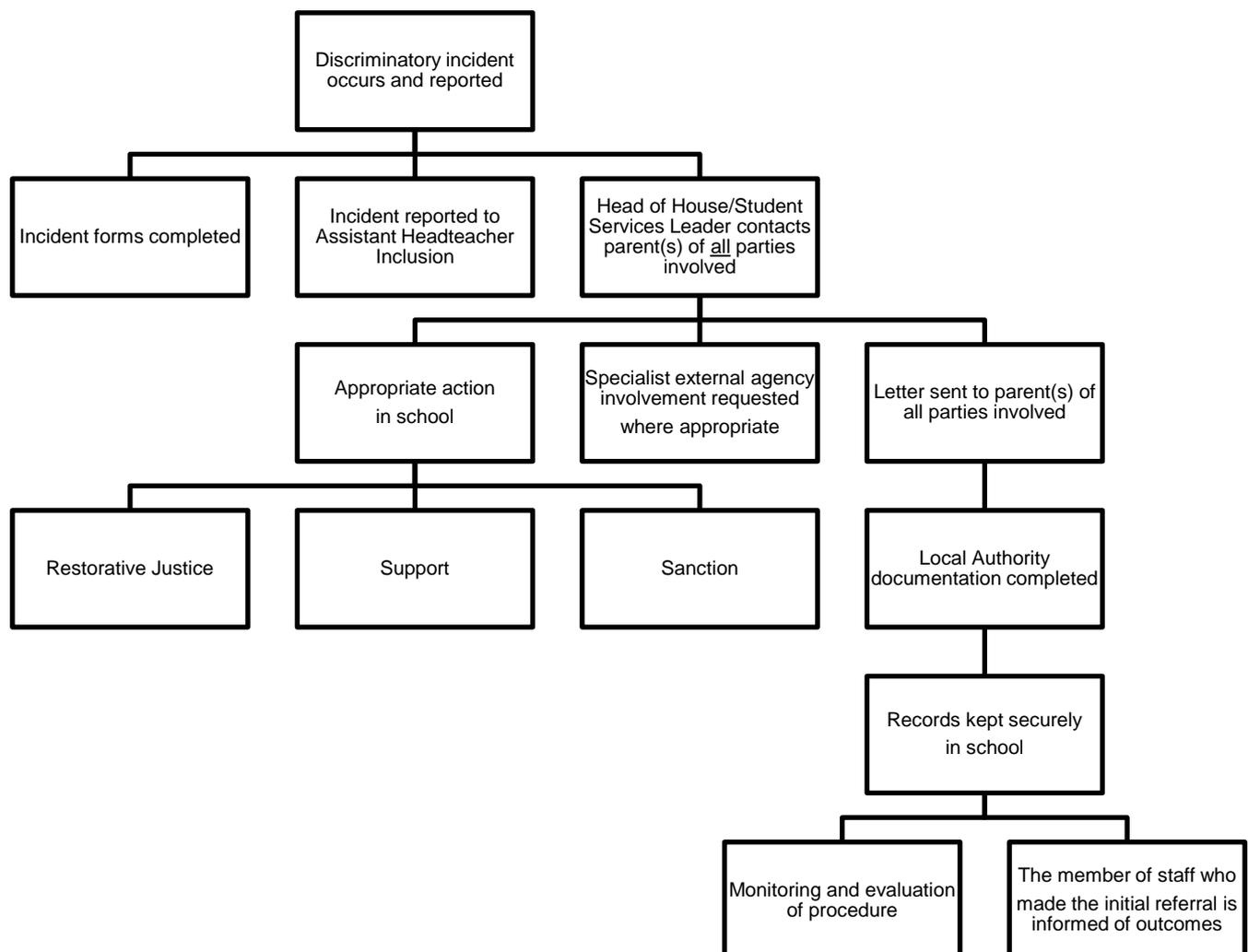
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APPENDIX 4 – RECORDING & REPORTING PROCEDURES

- Incidents that occur in and out of class should all be logged using SIMS*
- Serious incidents, often those that involve many students, necessitate witness statements being taken from both staff and students. These should be recorded using the green [Incident Forms](#). The incident form must be written, signed and dated by the student. The Head of House will collate all incident forms from an incident and complete the details regarding communication, outcomes, in liaison with SLT as required, and support. The form will be stored in the student's record. The Head of House will make arrangement for copies to be made and stored when relevant for other students, including victims.
- Discriminatory incidents, including incidents that are racist/disablist/homophobic, must be reported to WIJ. Incidents will be treated as being discriminatory if this is the perception of any party involved
- If there is an e-safety concern where bullying or threat is involved this should be referred to Head of House and also COT, and logged in SIMS
- If there is an e-safety concern where ICT resources are being misused this should be referred to the CTL and also to COT, and logged in SIMS

**Circumstances may lead to an incident being referred immediately and verbally before this is logged as an action on SIMS. The aim of any referral is to resolve the issue swiftly and re-engage a student in their learning. The referral log on SIMS must be completed as soon as possible but can be done in retrospect by the if this is more appropriate*

SCHOOL PROCEDURE FOLLOWING DISCRIMINATORY INCIDENTS



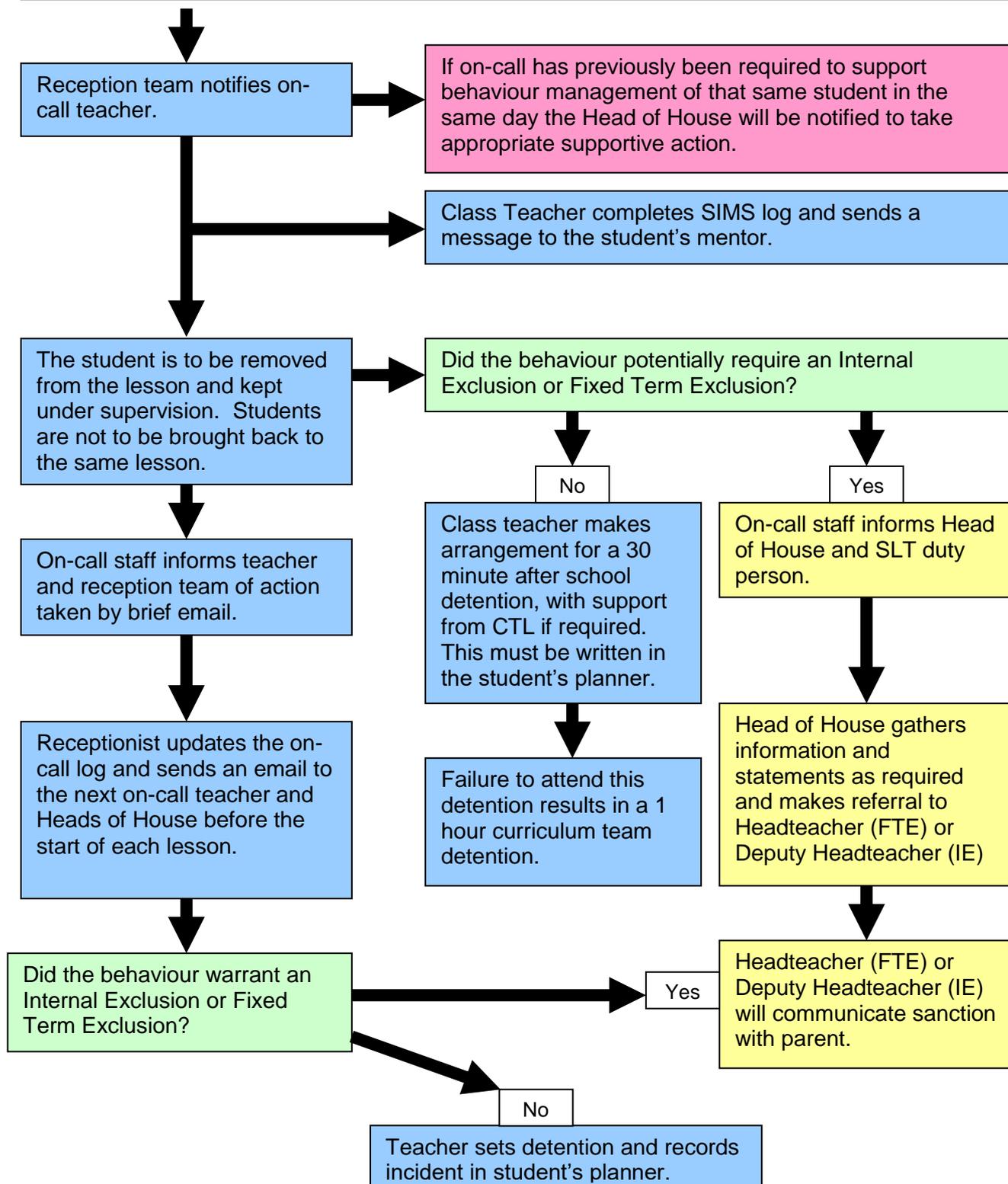
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APPENDIX 5 – ON CALL PROCEDURES

Student reaches Stage 4 they should be sent with work to another class nearby.

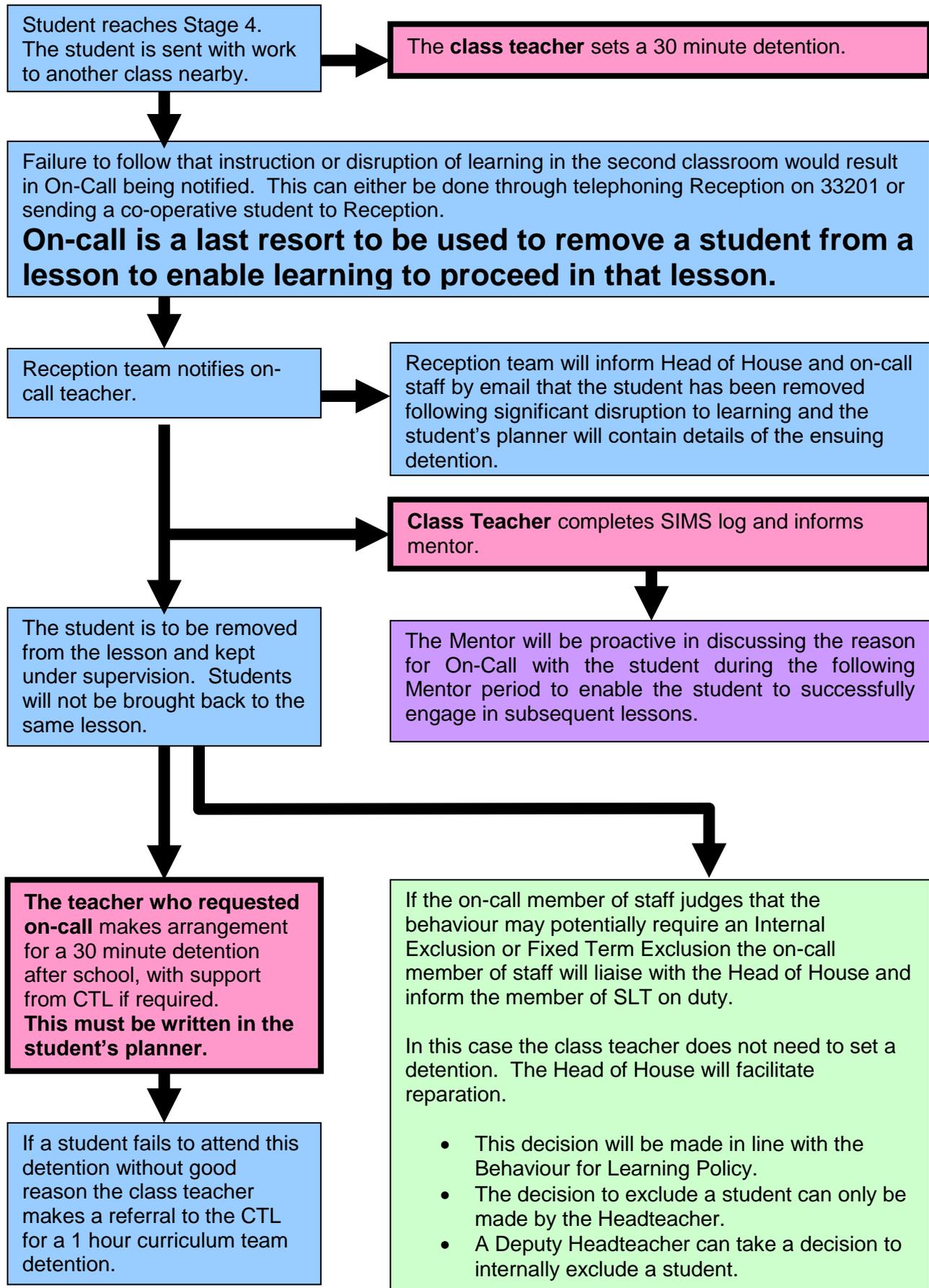
Failure to follow that instruction or disruption of learning in the second classroom would result in On-Call being notified. This can either be done through telephoning Reception on 33201 or sending a co-operative student to Reception in person.

On-call is a last resort to be used to remove a student from a lesson to enable learning to proceed in that lesson.

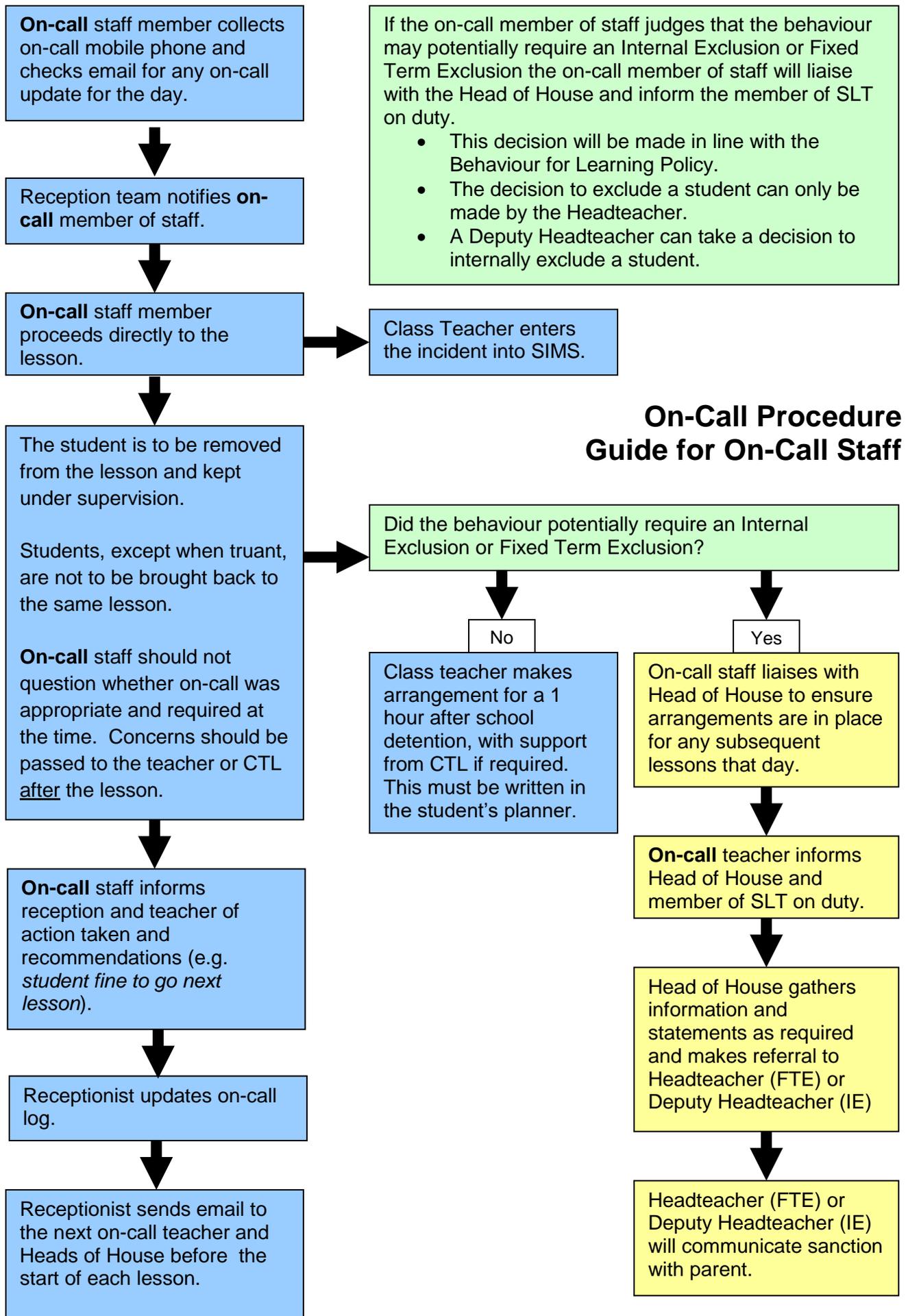


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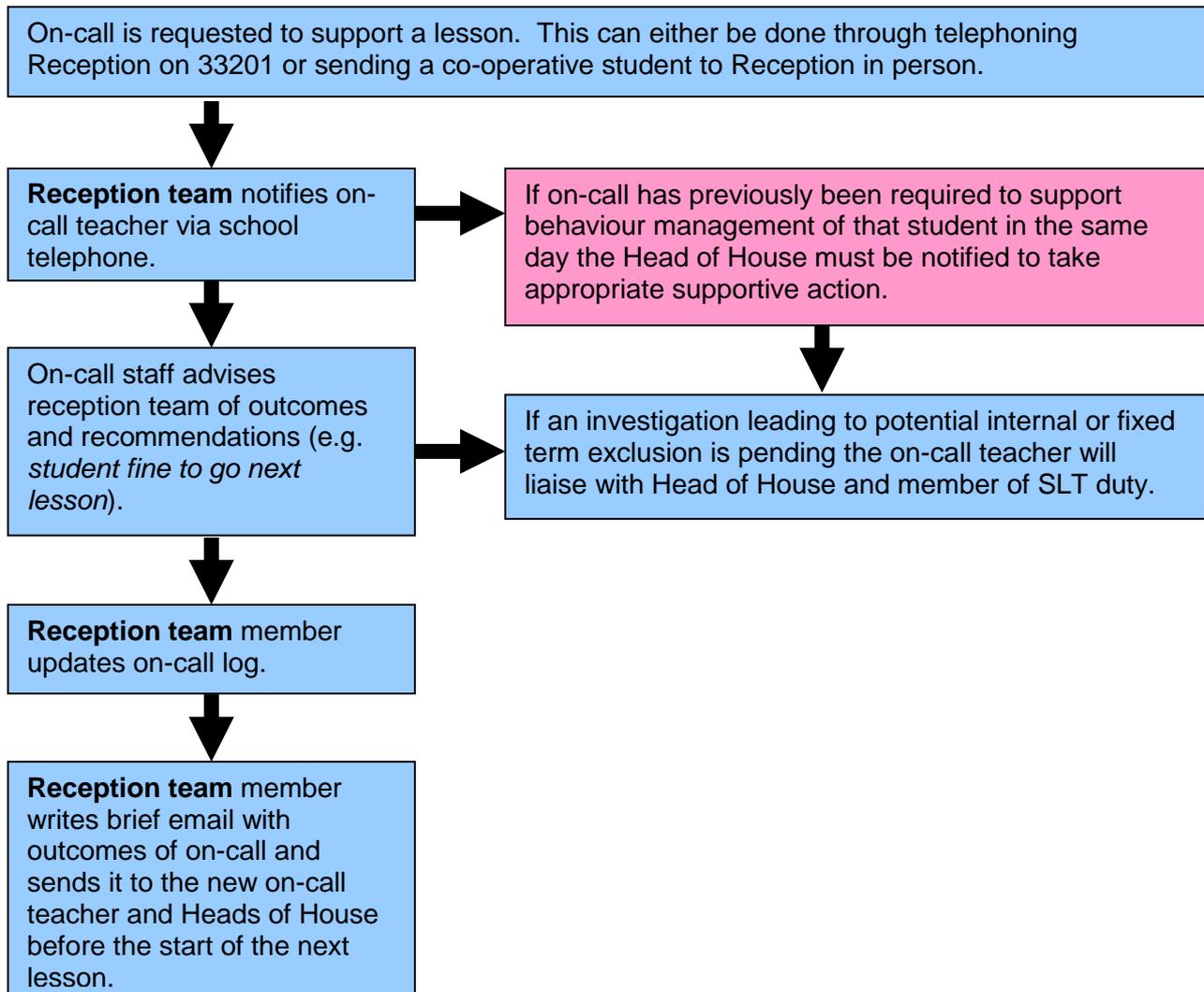
On-Call Procedure – Guide for Teachers and Other Staff



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On-Call Procedure – Guide for Reception Team

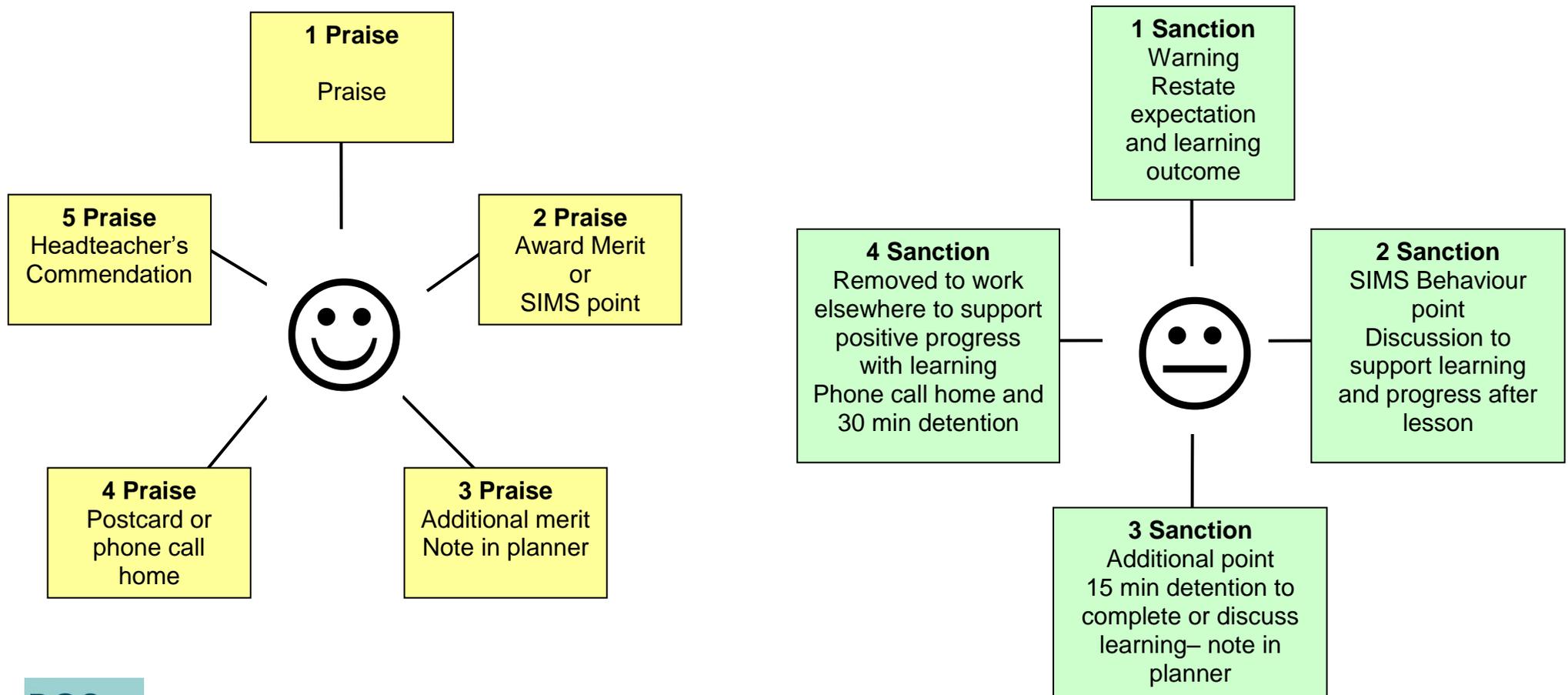


Reception team to contact SLT duty person to deal with the issue if on-call teacher does not respond. SLT to discuss with the scheduled on-call teacher who did not respond.

Reception Team will keep a log of occurrences when the scheduled on-call teacher did not respond. The log will be passed to JUN for further action.

Reception team member will need to consult the SLT duty member's timetable to check they are not teaching. If the duty SLT person has a timetabled class the Reception Team should contact the relevant Head of House or available SLT member to support on-call.

At all times expectations are clear, students model the behaviour for learning expected and are supported by our staff



SUPPORTING POSITIVE LEARNING OUTCOMES

APPENDIX 7 – DETENTIONS

This section should be read in conjunction with [Section 4](#) of the Behaviour for Learning Policy.

A detention may be issued for poor behaviour for learning, for example when homelearning is incomplete or when behaviour is unacceptable. Detentions must be issued by the class teacher following a student being sent to another class and/or the requirement for an On-Call teacher. Detentions are designed to change a student's behaviour patterns.

Recent legal changes now make it permissible to issue detentions during and out of school hours without requiring parental consent. Redland Green School may notify parents by writing a note in the student's planner, text, email, phone or letter.

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

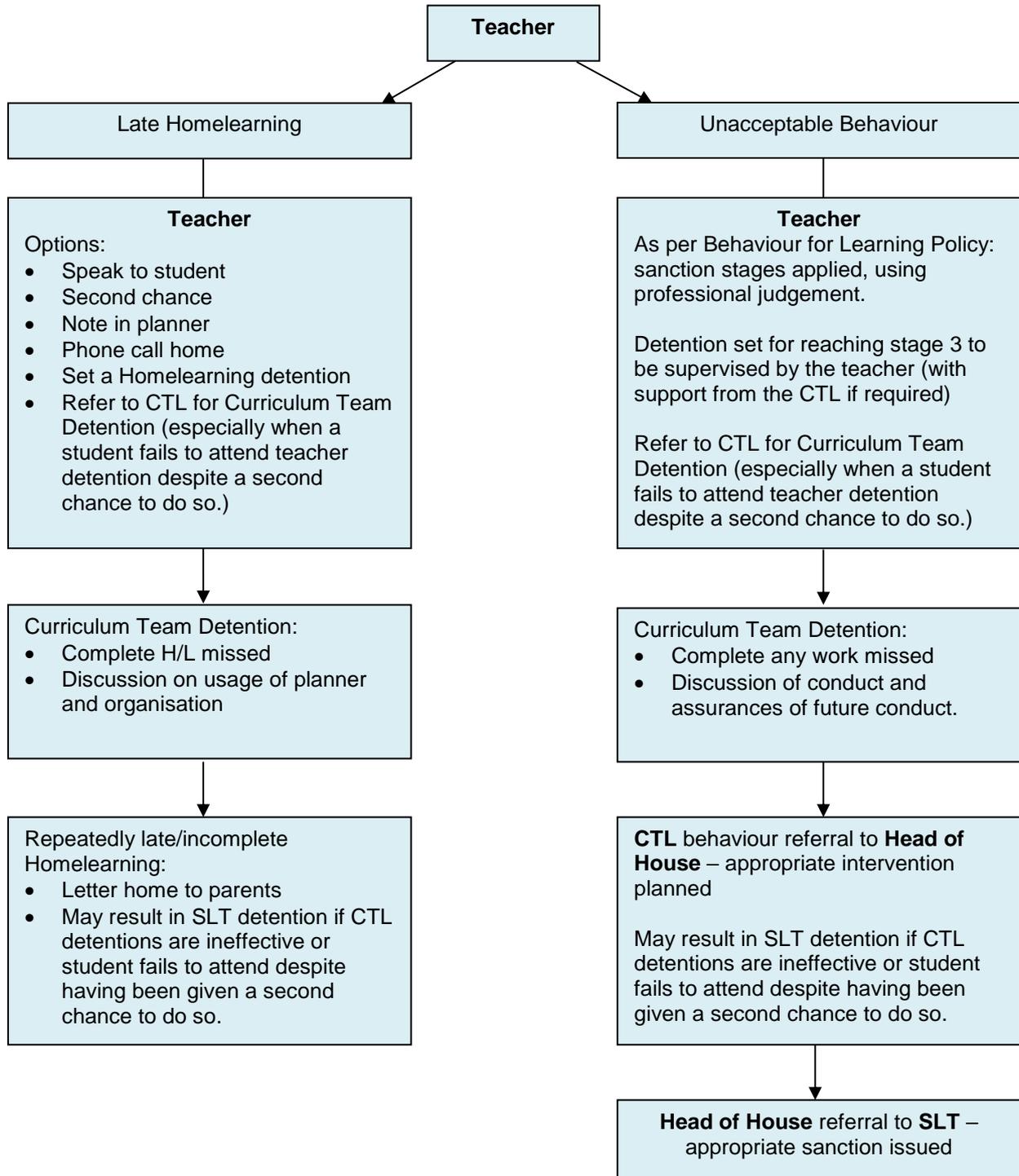
- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent

Account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

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The diagram below shows options that are to be taken in line with the Behaviour for Learning Policy. Subsequent actions are only to be applied if the previous action has been unsuccessful in resolving the issue. Members of the Learning Support Team should seek support from their line manger if required. Support staff should seek support from the relevant Head of House, if required. (Refer to [Appendix 8](#)).



APPENDIX 8 – RANGE OF SANCTIONS

Despite staff warning students of the consequences of their actions, students may continue to disobey the reasonable requests of a member of staff. In these situations, something that could have been dealt with in a minimal way, for example, removing an item which is not school uniform, can escalate to refusing to follow reasonable instructions and therefore the range of sanctions become more serious.

The following range of sanctions exists:

- One-to-one admonishment
- Community service
- Removal from a group
- Withdrawal from a particular lesson or peer group
- Withdrawal of access to the school ICT system (if the student misuses it by, for example, accessing an inappropriate website, or cyber-bullying)
- Withholding participation in a school trip or sports event that is not an essential part of the curriculum
- Withdrawal of break or lunchtime privileges
- A variety of forms of detention (refer to [Appendix 7](#))
- Internal exclusion (refer to [Appendix 12](#))
- A two week respite placement in a partner school
- A fixed term exclusion (refer to [Appendix 11](#))
- Permanent exclusion

The following table illustrates the range of sanctions available for a variety of inappropriate behaviours. The severity of the sanction applied will be in direct proportion to the inappropriateness of the original behaviour. **Sanctions are to be applied in line with the Behaviour for Learning policy, notably [Sections 4 and 5](#).**

It is important to note that planned adaptations to the Behaviour for Learning Policy may be necessary for individual students, including vulnerable students and those with impaired cognition. When adaptations are necessary they will not be considered a failure either of the policy or the student.

Heads of House and the SENCo are able to provide further guidance on this.

Sanctions, particularly those that are most severe, should be linked with opportunities for apology and reparation. Staff should seek the support of Heads of House or Line Managers, as appropriate, to facilitate this.

The table indicates a common course of action and the usual sanction applied. The sanction can be adjusted based on the individual and the circumstances, including repeat offences. **It should be noted that this document is not intended as a definitive list of sanctions to be applied in each circumstance but a basis to work from.** The table is intended to increase clarity on sanctions that are available and are likely to be appropriate. The term *Member of Staff* is used to mean any person employed by the School. Other roles are specified as such (eg *teacher* or *CTL*).

Important Notice

The table below is intended as a framework to guide members of staff as to the next steps following an incident. The table is intended to support clarity and consistency. It is not an exhaustive or definitive list. Sanctions may not be identical to those listed above, dependent on the circumstances and in line with the Behaviour for Learning Policy.

In addition to the “usual” sanctions detailed above the following cases can lead to Fixed Term Exclusion, or (*) are grounds for Permanent Exclusion. The Headteacher will make this judgement. (Refer to [Appendix 11](#)). This is not an exhaustive list of behaviours that can lead to exclusion.

- Swearing at a member of staff*
- Swearing
- Bullying*
- Theft*
- Discriminatory behaviour*
- Abuse of ICT*
- Bringing a weapon to school*
- Serious actual or threatened violence against another pupil or a member of staff*
- Sexual abuse or assault*
- Supplying an illegal drug*

Action	Usual sanction	Staff involved, process and communication
Breaking uniform code	Detention after school	<ul style="list-style-type: none"> • Member of staff instructs student to correct uniform • If immediate correction if not possible mentors can refer the student to the Head of House • Member of staff enters information in SIMS • Head of House co-ordinates detention • Head of House or member of SLT can send a student home to change with note in planner
Not following one-way system	Student told to walk back round	<ul style="list-style-type: none"> • Member of staff tells student to walk back, following the one-way system. NB staff must not block a student's path • A refusal should be treated as failure to follow instructions (see below)
Chewing gum	Chewing gum put in the bin/confiscation (community service for repeat offence)	<ul style="list-style-type: none"> • Member of staff instruct student to put gum in the bin • Member of staff confiscates chewing gum • Member of staff writes in planner and enters information in SIMS • Member of staff to arrange for repeat offenders to carry out community service with Site Team to remove chewing gum from under tables. Mentor and Head of House to be informed
Dropping litter	Admonishment and clearing up immediate area (plus community service for significant repeat offences)	<ul style="list-style-type: none"> • Member of staff instructs students to make amends for dropping litter immediately • Member of staff writes in planner • Member of staff to arrange for repeat offenders to carry out community service with Site Team to improve the appearance of the site. Mentor and Head of House to be informed via SIMS log

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Action	Usual sanction	Staff involved, process and communication
Late to mentor, assembly or lesson	Detention after school	<ul style="list-style-type: none"> Teacher/Mentor logs late arrival using SIMS Lesson Monitor Being late to school leads to a 15 minute detention after school on that day. This is supervised by Heads of House. The detention is indicated to teachers using SIMS registers. Repeated failure to attend results in an SLT detention for one hour after school. A letter is generated for parents Students late to a lesson should be expected to make up the time.
Improper use of the lift	Admonishment/apology and community service for repeat offence	<ul style="list-style-type: none"> Only students with a physical impairment can use the lift. If this is unclear the member of staff should ask the student for a note that explains permission for using the lift Improper use of lift should be written in the student's planner by the member of staff and logged on SIMS following an admonishment from the member of staff Repeat offences to be referred to the Head of House for community service and to write an apology
Using a mobile phone in school for any reason or use of other electronic device, including MP3 players, without permission	<p>Student puts phone away</p> <p>Phone/device confiscated for repeat offences or disruption to learning</p>	<ul style="list-style-type: none"> Warning – student puts phone away A member of staff may confiscate a mobile phone if it is disrupting learning or the maintenance of good order or for repeat offence, in line with school policy. (Refer to Appendix 14 Search and Confiscation - Section 91 of the Education and Inspection Act 2006 enables staff to confiscate student property. It is important that any confiscation is "reasonable"). Phone may be returned to the student at the end of the lesson, day, or left at reception only be collected by parent. Ensure that the parent is informed if a phone is to be retained beyond the end of the school day. Parents should be aware that they will not be able to contact their child by the usual means. Confiscation must be logged on SIMS (misuse of mobile device)
Poor behaviour in the corridor	Student instructed to correct behaviour	<ul style="list-style-type: none"> Member of staff tells students to stop inappropriate behaviour A refusal should be treated as failure to follow instructions (see below) For significant behaviour issues (eg fighting) procedures are detailed below
Swearing or using language considered by the school to be offensive	Apology to member of staff/students (written or verbal)	<ul style="list-style-type: none"> Member of staff writes note in planner Persistent or repeated issues should be logged on SIMS and brought to the attention of the Head of House and mentor
Not being prepared for lessons	Detention at lunchtime or after school	<ul style="list-style-type: none"> Teacher sets and supervises detention Teacher writes SIMS log and note in planner Persistent issues should be logged on SIMS and brought to the attention of the Head of House, mentor and CTL

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Action	Usual sanction	Staff involved, process and communication
(Repeated) non-completion of homelearning	Detention at lunchtime or after school	<ul style="list-style-type: none"> Teacher writes SIMS log and note in planner Teacher sets and supervises detention Persistent issues should be logged on SIMS and brought to the attention of the Head of House, mentor and CTL
Inappropriate use of ICT resources.	Withdrawal of access to the school ICT system	<ul style="list-style-type: none"> Member of staff writes note in planner Member of staff informs IT staff via the call logger
Refusing to follow reasonable instructions from a member of staff.	Detention at lunchtime or after school	<ul style="list-style-type: none"> Teacher sets and supervises detention/support staff liaise with Head of House/LSAs liaise with line manger to arrange. The original member of staff should be involved in the sanction and receive an apology from the student Member of Staff writes SIMS log and note in planner
Vandalism to school or other's property	Varies dependent on extent of damage and intent. Community service	<ul style="list-style-type: none"> Member of staff completes SIMS log, informing the mentor and Head of House, and liaise with CTL/Head of House as required for serious incidents CTL/Head of House inform parents via planner, letter or phone-call Letter may invite parents to contribute towards cost of repair or replacement CTL/Head of House to co-ordinate community service
Persistent disruption to lessons	Detention at lunchtime or after school	<ul style="list-style-type: none"> Teacher writes SIMS log and note in planner Teacher sets and supervises detention Persistent issues should be logged on SIMS and brought to the attention of the Head of House, mentor and CTL
Irresolvable disruption to learning	Removal to another class ("parking") 30 minute detention after school. (Refer to On-call procedure)	<ul style="list-style-type: none"> Teacher sets and supervises detention Teacher writes note in planner Teacher logs on SIMS (Refer to Appendix 5 On-call procedure)
Failure to comply with "parking" or disruption to other lesson	Additional 30 minute detention after school. Refer to On-call procedure	<ul style="list-style-type: none"> Teacher sets and supervises detention Teacher writes note in planner Teacher logs on SIMS (Refer to Appendix 5 On-call procedure)
Internal truancy from a lesson	1 hour detention after school	<ul style="list-style-type: none"> Refer to BfL Appendix 10 Truancy Protocol Member of staff informs reception team Teacher enters information in SIMS and informs Head of House Teacher makes arrangement for note in planner, sets and supervises detention Reception Team inform Head of House (and On-call staff for information) Reception Team enter details in truancy log
External truancy	SLT Detention	<ul style="list-style-type: none"> Member of Staff to inform Head of House and enter information in SIMS Head of House will follow up with communication and appropriate sanction in-line with BfL Appendix 10 Truancy Protocol

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Action	Usual sanction	Staff involved, process and communication
Repeated failure to attend detention or comply with other sanction	Refer to appendix 7 Detentions	<ul style="list-style-type: none"> • If repeated failure to attend teacher detention - Teacher to refer to CTL to arrange curriculum team detention with communication with parent • If repeated failure to attend curriculum team detention - CTL to refer to SLT detention. Letter is generated as part of the system
Using discriminatory language (eg homophobic, racist, sexist, disablist)	Refer to BfL appendix 4 Procedure following discriminatory incidents. Community Service	<ul style="list-style-type: none"> • Member of staff completes incident form and offers student opportunity to do so • Member of staff completes SIMS log and refers to Head of House and WIJ • Head of House/WIJ will liaise with parent, support agencies and co-ordinate sanction, support and reparation. The member of staff will be informed of the outcomes
Bullying (including cyber-bullying)	Refer to Anti-Bullying Policy	<ul style="list-style-type: none"> • Member of staff logs incident and refers to Head of House • Head of House co-ordinates communication with parent, reparation, restorative justice or sanction and support • If cyber-bullying Head of House will inform Assistant Headteacher and IT staff to restrict IT access as appropriate
Theft	Internal Exclusion (refer to BfL Appendix 12)	<ul style="list-style-type: none"> • Member of staff completes incident form and offers student opportunity to do so • Member of staff completes SIMS log and alerts Head of House who will communicate with parents and liaise with Deputy Headteacher regarding exclusion • Teacher/LSA to request support from CTL/Line Manager, if required, for future lessons. If relevant, Catering Team to liaise with Head of House over a canteen ban • Letter to parents will follow as part of the Internal Exclusion process
Fighting in unstructured time or before/after school	Internal Exclusion (refer to BfL Appendix 12)	<ul style="list-style-type: none"> • Member of Staff requests immediate support from Head of House, SLT duty person and nearby colleagues • Member of Staff completes incident form and offers witnesses the opportunity to do so • Member of Staff completes SIMS log and alerts Head of House who will communicate with parents and liaise with Deputy Headteacher regarding exclusion • If relevant, Catering Team to liaise with Head of House over a canteen ban • Letter to parents will follow as part of the Fixed Term / Internal Exclusion process
Non-compliance with on-call	Internal Exclusion (refer to BfL Appendix 12)	<ul style="list-style-type: none"> • On-call staff member informs SLT Duty person immediately • Member of staff completes incident form and, if appropriate, offers student opportunity to do so • Member of staff completes SIMS log and alerts Head of House who will co-ordinate remaining incident forms and communicate with parents • Letter to parents will follow as part of the Internal Exclusion process

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Action	Usual sanction	Staff involved, process and communication
Behaviour which is dangerous to self and others	Internal Exclusion (refer to Appendix 12) or Fixed Term Exclusion (refer to Appendix 11) pending outcome of investigation	<ul style="list-style-type: none"> • Member of staff requests immediate support from Head of House/On-call/CTL/SLT duty person as appropriate • SLT duty person to be informed by reception team • Member of staff completes incident form and offers student and witnesses the opportunity to do so • Member of staff completes SIMS log and alerts Head of House who will communicate with parents • Teacher/LSA to request support from CTL/Line Manager, if required, for future lessons. Student supervisors / catering Team to liaise with Head of House over astro / canteen ban • Letter to parents will follow as part of the exclusion process
Smoking	Internal Exclusion (refer to BfL Appendix 12)	<ul style="list-style-type: none"> • Member of staff completes incident form and offers student opportunity to do so • Member of staff completes SIMS log and alerts Head of House who will communicate with parents and liaise with Deputy Headteacher regarding exclusion • Letter to parents will follow as part of the Internal Exclusion process
Bringing the school into disrepute	Internal Exclusion (refer to Appendix 12) or Fixed Term Exclusion (refer to Appendix 11) pending outcome of investigation	<ul style="list-style-type: none"> • See appendix 11. • Member of staff completes incident form and offers student and witnesses the opportunity to do so • Member of staff completes SIMS log and alerts Head of House who will communicate with parents • Letter to parents will follow as part of the exclusion process
Swearing directly at a member of staff	Fixed Term Exclusion (refer to BfL Appendix 11)	<ul style="list-style-type: none"> • Member of staff completes incident form • Member of staff asks a colleague to ensure the student completes an incident form • Member of staff completes SIMS log and refers to Head of House who will communicate with parents and liaise with Deputy Headteacher regarding exclusion • Teacher/LSA to request support from CTL/Line Manager, if required, for future lessons. Catering Team to liaise with Head of House over a canteen ban • Letter to parents will follow as part of the Internal Exclusion process
Bringing weapon to school or any item that could be used as a weapon (refer to appendix 14)	Fixed Term Exclusion (refer to BfL Appendix 11)	<ul style="list-style-type: none"> • Inform Head of House or SLT duty person immediately • Student is isolated and may be searched • Member of staff completes incident form • Member of staff completes SIMS log • Head of House/SLT will contact parent and liaise with Deputy Headteacher regarding exclusion • Deputy Headteacher may involve police • Letter to parents will follow as part of the Fixed Term Exclusion process

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Action	Usual sanction	Staff involved, process and communication
Fighting in lessons	Internal Exclusion (refer to BfL Appendix 12) or Fixed Term Exclusion (refer to BfL Appendix 11) pending outcome of investigation	<ul style="list-style-type: none"> Member of staff requests immediate support from On-call and nearby colleagues SLT duty person to be informed by reception team Member of staff completes incident form and offers witnesses the opportunity to do so Member of staff completes SIMS log and alerts Head of House who will communicate with parents and liaise with Headteacher/Deputy Headteacher regarding exclusion Member of staff to request support from CTL/Line Manager, if required, for future lessons Letter to parents will follow as part of the Fixed Term or Internal Exclusion process
Physical attack on another student	Internal Exclusion (refer to BfL Appendix 12) or Fixed Term Exclusion (refer to BfL Appendix 11) pending outcome of investigation.	<ul style="list-style-type: none"> Member of staff requests immediate support from On-call (if during lesson time) and nearby colleagues SLT duty person to be informed by reception team Member of staff completes incident form and offers witnesses the opportunity to do so Member of staff completes SIMS log and alerts Head of House who will communicate with parents and liaise with Headteacher/Deputy Headteacher regarding exclusion Member of staff to request support from CTL/Line Manager, if required, for future lessons Letter to parents will follow as part of the Fixed Term or Internal Exclusion process
Bringing drugs or alcohol onto the school premises	Fixed Term or Permanent Exclusion (refer to BfL Appendix 11)	<ul style="list-style-type: none"> Member of staff requests immediate support from On-call (if during lesson time) SLT duty person and Head of House Student is isolated and may be searched Member of staff completes incident form and, if appropriate, offers witnesses the opportunity to do so Member of staff completes SIMS log Head of House who will liaise with Headteacher regarding potential exclusion Headteacher may choose to involve the police Letter to parents will follow as part of the Exclusion process
Physical assault on a member of staff	Fixed Term or Permanent Exclusion (refer to BfL Appendix 11)	<ul style="list-style-type: none"> Member of staff requests immediate support from On-call, Heads of House, SLT duty person and nearby colleagues Member of staff completes incident form and, if appropriate, offers witnesses the opportunity to do so Member of staff completes SIMS log and alerts Head of House who will liaise with Headteacher regarding potential exclusion Headteacher may choose to involve the police Member of staff to request support from CTL/Line Manager, if required, for future lessons Letter and phone call to parents will follow as part of the Exclusion process

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Action	Usual sanction	Staff involved, process and communication
Sexual assault on a student or a member of staff	Fixed Term or Permanent Exclusion (refer to BfL Appendix 11)	<ul style="list-style-type: none">• Teacher requests immediate support from Line Manager SLT duty person and nearby colleagues• Member of staff completes incident form and, if appropriate, offers witnesses the opportunity to do so• Member of staff completes SIMS log and alerts Head of House who will liaise with Headteacher regarding potential exclusion• Headteacher may choose to involve the police• Member of staff to request support from CTL/Line Manager, if required, for future lessons• Letter and phone call to parents will follow as part of the Exclusion process

NB This is not an exhaustive list

APPENDIX 9 – MANAGING PERSISTENT POOR BEHAVIOUR

Students' behaviour is monitored by mentors and Heads of House. Students are supported to improve behaviour.

Roles and responsibilities

Mentors:

- Monitor behaviour of students in their Mentor Group
- Discuss all logged behaviour incidents with students
- Support students to comply with sanctions
- Support students to find strategies to manage their behaviour
- Inform Head of House of on-going concerns
- Manage Support Cards

Heads of House:

- Maintain an overview of behaviour issues and interventions - discussed and recorded on a weekly basis
- Monitor and support improvement of individual students' behaviour
- Manage Support Cards, to be used as a routine reminder for students to meet targets specifically set to improve their learning that engages students in a dialogue with teachers and parents about these expectations.
- Communicate information with all relevant staff

The structure outlined below involves four phases using the Green, Orange and Red report card system; a clear and transparent monitoring process to support the behaviour policy.

Green Report: Trigger point: 3 behaviour points in any 5 day period

Student on mentor report for a period of one or two weeks. Mentor makes a professional judgement as to the length of the report period. Mentor contacts home, preferably a telephone call. Student is marked on Sims as being on report, an auto generated letter will be sent to parents confirming that action. The student will ensure each lesson is completed by their teacher on the report card and is responsible for keeping the report safe to be presented to their parents that evening and then returned to the mentor the following day. If the student fails to return a report for any reason the reporting period may be extended. After the defined period if the student has met behaviour expectations they will be taken off report, parents should be contacted preferably by telephone of this positive conclusion. If the student has not fully met expectations the Green report period can be extended by one week if the Mentor feels that will result in a positive conclusion. Alternatively the student will be moved to an Orange report.

Orange Report: Student on an Orange Report for a period of two weeks. Head of House has a meeting with the student and parents (for certain situations/students that may be a phone call) where expectations are reiterated and a more in depth conversation can take place with regard to any underlying causes for the behaviour patterns being exhibited. The day to day management of the report card remains the same as for the Green Report card except that in this case the student reports to the Head of House. After the defined period if the student has not fully met expectations the Orange report period will end the student will be moved to Red report.

Red Report: Student continues to exhibit negative behaviour

Student will be monitored by a member of SLT for a set period; usually this will again be for two weeks. SLT member has a meeting with the student and parents and the Head of House where expectations are again reiterated and again there is an opportunity for an in depth conversation regarding any underlying causes for the behaviour patterns being exhibited. The day to day management of the report card remains the same as for the Green Report card except that in this case the student reports to a member of SLT; this would normally be the designated link for that year group.

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Beyond Red Report:

Student remains under SLT supervision. Student is discussed at Executive Level and a Serious Behaviour Review takes place (SBR). Further parental meetings will take place as part of the SCR process. Other interventions enacted following SBR.

Behaviour Support Meeting, leading to a Behaviour Support Plan (refer to appendix 13).

Serious behaviour review. This will take place with a member of SLT, the Head of House and the SENCo to review areas of strength and concern and to identify next steps. Parents will then be invited in to the school to discuss the behaviour with the student and a member of SLT. This is undertaken on the understanding that no improvement in behaviour will lead to the school seeking an alternate placement for the student either temporarily or permanently

Further Guidance:

For behaviour events that mean a significant sanction is in place e.g.IE, the student will automatically be placed on an Orange Report as part of the re-integration. A reintegration meeting will be held at the end of the IE with a member of SLT with an overview of the student's year group.

The student will always work back down through the levels. Students who are successful at demonstrating consistently improved behaviour on red or Orange report may benefit from ongoing regular conversations based around a green report with their mentor.

A behaviour point is not a subjective construct any behaviour point feeds into the system e.g. late, uniform, equipment, interrupting the learning of others.

APPENDIX 10 – TRUANCY PROTOCOL

- Truancy is defined in our attendance policy as students “choosing to be unsupervised when they should be supervised”
- Internal truancy is most easily identified from complete, accurate records of electronic registration.
It an expectation of all staff that an electronic register be taken at the earliest opportunity each lesson
- Students leaving lessons with permission should do so with a note from their teacher – there are pages in the student planner to facilitate this
- Any member of staff identifying a student as out of lessons without reason should send/escort the student to his/her lesson and log the incident on SIMS
- On-Call staff should only be called to deal with truancy where the location of the truanting student is known and/or if their behaviour is disrupting the learning of others or if the student is vulnerable
- To ensure that internal truancy (where the student remains on site) is addressed consistently, staff should follow this protocol

First or single instance of truancy:

Expected actions of member of staff	Expectations of others
<ul style="list-style-type: none"> • Behaviour incident logged (as “Internal Truancy”) on student’s SIMS record • Email sent to Reception, SL/CTL, Mentor and HofH (all for information only) • Sanction issued of faculty/subject detention for time and work ‘owed’ • Parents informed by telephone 	<ul style="list-style-type: none"> • Reception staff to keep a record of any truancy reported to them, in case of repeated truancy and/or to enable student to be returned swiftly to lesson if/when they are found. A Truancy log is available and accessible to Reception staff and Heads of House

Repeated truancy (within a subject area)

Expected actions of member of staff	Expectations of others
<ul style="list-style-type: none"> • Each instance logged on SIMS • Email sent to Reception, SL/CTL, Mentor and HofH 	<ul style="list-style-type: none"> • CTL/SL – Issue sanction issued of faculty/subject detention for time and work ‘owed’ and an SLT detention • Mentor instigates a green support card with targets to improve attendance • HofH – Issue will be discussed through weekly monitoring of SIMS behaviour records • Reception staff to keep a record of any truancy

Repeated truancy (across several subject areas)

Expected actions of members of staff	Expectations of others
<ul style="list-style-type: none"> • Each instance logged on SIMS • Email sent to Reception, SL/CTL, Mentor and HofH 	<ul style="list-style-type: none"> • HofH – weekly monitoring of SIMS behaviour records • HofH – Sanction issued – This may include IE, Saturday or INSET detention • Mentor/HofH instigates a green/orange support card with targets to improve attendance • HofH/Mentor – meet with parents and student

APPENDIX 11 – PROTOCOL FOR DEALING WITH INCIDENTS THAT MAY LEAD TO EXCLUSIONS

Only the Headteacher can decide to exclude a student.

There will be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug; or
- Carrying an offensive weapon* (Schools have a power to screen and search pupils for weapons)

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

*A weapon includes any item that could be used as a weapon, including a penknife, sharpened object or lighter. This list is not exhaustive or definitive.

Ensure the safety of all students and staff

- Immediately send another student to the school office for the on-call person or Head of House
- Remove the student from the place in which they could do any more harm. This may in extreme situations mean asking the parents to come and take the child home while the incident is investigated. Before the student goes home, ensure a statement is taken from the student and signed and dated by them. If this is not possible, the student must be given the chance to write a statement at the earliest opportunity. If the incident may lead to a criminal prosecution, it must be referred to SLT; where there is a potential safeguarding issue, it must be referred to a DCPO
- If several students are involved, separate them to write statements if possible. Possible places include C4.02, with Heads of House; the LRC (if staffed); SLT Offices (not unattended); or with a senior member of staff in a class
- **Support any victims, including staff, and record what help was offered**

Investigate the incident fully

- Decide who will be the **lead person, normally Head of House**, to collate the witness statements and write the initial report. This person should be able to present the background; any mitigating circumstances; and any support given so far. Ideally this should be a Head of House although they may discuss the appropriate sanctions with a member of SLT
- Everyone present must write an incident report, stating exactly where they were when the incident occurred, for example, every student and adult in the classroom. This is the case even if it is "I was there but I did not see anything". All reports must be signed and dated
- The student likely to be excluded must write a report and be interviewed and be allowed to say what happened. Another member of staff, or parent, may need to be present while the report is written. The student must sign and date the report
- Head of House should decide whether the student should return to lessons while the incident is being investigated
- Students who cannot write easily may dictate their report, which should be written down verbatim. The student and the scribe must sign and date the report
- If you cannot read the report, or there are things missing, you can annotate the report, for example by writing words more clearly or putting in names of students instead of "he said, she said". If amendments are made this must be read back to the student who must sign the report
- When interviewing students be very careful to identify who was where and when; draw a plan if necessary. The evidence must be very clear about what happened and who did what
- Any member(s) of staff involved in investigating the incident should also write a brief report about what happened and the reactions of student involved. The emotional responses of both students and staff involved are relevant and should be recorded. The report must be signed and dated by the member(s) of staff eg I was scared, student was clearly very upset
- Member of staff involved in the incident must be informed of outcome as soon as possible

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- Teaching staff should be informed as early as possible that a student is not in lessons due to an investigation. Head of House to send email to relevant staff if student to be out of circulation whilst the incident is being investigated. Heads of House to enter 'Q' in register for rest of day to indicate the student is out of circulation

Lead Person should **look at the student's file and any school records**. Have they previously been excluded? Or warned about exclusion?

Any allegations against staff are very serious and therefore the staff involved should not be involved in the investigation, and should write their own statement of what occurred. A member of the SLT must be notified immediately.

The exclusion letter must be written from the headteacher. The letter will be processed as a matter of urgency so staff must inform a member of the headteacher and HAL immediately if any further information comes to light which could impact the content/sending out of the letter.

- **The letter must include a short statement of what the student has done** and how this breaks our behaviour code. Ideally this should be from the student's statement, supported by evidence from the teacher and other witnesses. It should be explicit, not 'swore' but the actual words used.
- It should be written in student-friendly language
- Once written, the letter will be emailed to the member(s) of staff involved in the incident; SLT; Head of House and Mentor

In an emergency, a student can be sent home for health and safety reasons pending a decision about punishment following a full investigation of the incident. However, the child must be collected from school. Only the Headteacher can make this decision.

The student should be collected by the parent as soon as possible and the parent and student must be fully informed about the reason for the exclusion and the length of exclusion; they should be handed a copy of the exclusion letter at the same time.

Work must be sent home for students; if this can be arranged before they leave this is helpful, if not Heads of House will arrange it. This is a legal requirement.

Students and parents must be informed of the date of the re-entry meeting which should take place before the student returns to school (it can be 24 hours before, but ideally the morning on which they return). On return, the expectations of behaviour must be made clear and the support which will be given to the student explained.

Green Incident forms should be filed by date in the student's file. Details of the incident must be noted in SIMS behaviour module, relevant for all students who were deemed to be responsible. The headteacher's administrative support staff keep records of Exclusions which are also entered into SIMS.

Request for Exclusion (Internal or Fixed Term)

To be completed by Heads of House and e-mailed to Key Stage Deputy Head (IE) or HAL (FTE) as soon as possible

Name of student: _____ Mentor/Year Group: _____

Incident Details:

Headline: _____

Time/Date: _____ Location: _____

Proposed exclusion type: Internal / Fixed Term

Number of proposed days for exclusion and date(s): _____

Return to school date: _____

Authorised by _____ (NB only the head teacher can authorise a fixed term exclusion)

Short text for letter (can be bullet points; use statements):

Support in place for student (include details of members of staff that provide additional support for the student):

Previous incidents which may impact on sanction:

Other students involved and their sanctions (if applicable):

Two witness statements are required (one from staff member)

Witness statements attached _____ (Enter 'Y' when completed)

Headteacher / Deputy Headteacher to complete this section:

Confirmed by _____ (Headteacher/ Deputy Headteacher)

Date Letter sent: _____

Phone call home made by _____ Date/Time _____

Confirm re-entry meeting with HofH and parent: _____

APPENDIX 12 – INTERNAL EXCLUSION

Internal Exclusion is a disciplinary process that is used as a sanction for significant poor behaviour, in line with the Redland Green School [Behaviour for Learning Policy](#).

Students will be placed in Internal Exclusion by prior arrangement only. Internal Exclusion is not a “holding facility” nor is it a time-out room. Internal Exclusion is not to be used in place of on-call.

Internal Exclusion is not to be used in place of a personalised timetable for a student with additional needs. Internal exclusion is always a disciplinary process and must be treated as such.

Effective Internal Exclusion will limit the number of Fixed Term Exclusions

Internal Exclusion will take place in 2F2.5. Up to 4 students can be in Internal Exclusion at the same time.

Students in Internal Exclusion will arrive at school with a parent and report to reception to be met by the Head of House at 9 a.m. The formal start to the day will be supported by a member of SLT. Internal exclusion finishes at 3:30pm.

Internal Exclusion will run on two days each week – Tuesday and Wednesday. Heads of House will inform relevant CTLs to make any necessary arrangements for any lessons in the immediate future.

Internal Exclusion will be staffed by Heads of House on a rota basis. Ideally Internal Exclusion should, where possible, be booked so that a Head of House does not supervise a student from their own house. Expectations for staff will be displayed in the Internal Exclusion room to support staff in maintaining expectations.

Expectations for students will be on display at every desk.

The Head of House who is supervising Internal Exclusion will not be available for any other purpose. Supervising Heads of House will be able to complete communication via e-mail, administrative and planning tasks and will have access to ICT to facilitate this.

In the event of an evacuation the students in Internal Exclusion should proceed to the all-weather pitch. They should be placed under the temporary supervision of a member of staff away from the rest of the students. The supervising Head of House will inform the mentors of their presence.

Internal Exclusion will be monitored by the Assistant Headteacher (Inclusion). The effectiveness of the sanction and deterrent will be assessed. Internal Exclusion use will be analysed by sex, ethnicity, year group, FSM, CiC and SEN status.

Heads of House, teachers and CTLs may co-ordinate reparation between a student and a member of staff.

Teaching staff will be informed by Head of House of any Internal Exclusion. Teachers must set work for students in Internal Exclusion. This should not involve use of ICT.

In the event that all set work has been completed a bank of work for all subjects will be available for Internal Exclusion. This should allow setting of work from text books or other resources appropriate to the year and level that the student is working at. It is the responsibility of Heads of House in liaison with CTLs/SLs to maintain and update the bank of work.

Mentors and Reception staff will be informed of a student’s Internal Exclusion so that the registers will be marked in advance.

Resources will be available in each booth including paper (lined, plain and graph), pen, pencil, calculator and ruler. The student is responsible for the equipment. The Head of House will check at the end of the Internal Exclusion.

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Laptops can be used by students where absolutely necessary to complete GCSE coursework. The screen should be positioned so it is easily visible to the supervising member of staff so activity can be monitored. Laptop use is by prior arrangement only.

Internal Exclusion Referral and Procedure

Head of House investigates incident collecting [incident forms](#) and then completing the [exclusion form](#) to make a referral for Internal Exclusion to Deputy Head Teacher



Internal Exclusion agreed by Deputy Head Teacher.



The Head of House will:

- Inform parent by telephone
- Inform LDL
- Request work from that student's teachers



LDL will then book the student into the next available Internal Exclusion and sends a letter to parents.

LDL informs the mentor, member(s) of staff involved in the original incident and relevant member(s) of SLT.

LDL communicates date and time of IE entry and re-entry meetings with SLT members and HofH.

The attendance register will be pre-populated to indicate the exclusion to teachers.

The letter will make clear: the reason for the sanction; the expectations for the day and that if the standards are not met the day will be repeated; the timings of the day; the requirement to bring a packed lunch. It will be made clear that failure to comply with the terms of Internal Exclusion or significant behaviour issues between now and the date of the Internal Exclusion is likely to result in a Fixed Term Exclusion



Student is brought to reception by parent at 9 a.m. to be met by Head of House and member of SLT:

- Items of non-school uniform and mobile phones are collected at the start of the day. The parent may choose to take the items or they can be stored in reception until 15:30 for the student to collect
- Arrangements for lunch will be made
- Head of House escorts the student to the Exclusion Room and allocates a booth
- Targets and expectations are explained to the student(s)
- Head of House allocates work according to the students' timetable
- Conduct monitored throughout the day by Heads of House using Internal Exclusion Log
- Student completes IE reflection sheet to be returned to the HofH for record keeping.

Heads of House may have made arrangements for reparation between a student and a member



Re-entry meeting to be held at the end of the IE with the student, Head of House and the relevant member of SLT

- Day Passed - leave at 3.30pm
- Day Failed - parents contacted by Head of House by telephone to be followed with a letter. Student booked into next available Internal Exclusion

Internal Exclusion Rules

1. No contact with any other student is allowed.
2. Students must be polite at all times.
3. Students will work silently at all times without talking. All work must be to a good standard.
4. Students are expected to work independently, only engaging with the member of staff to clarify the task or if they need to use the toilet.
5. Mobile phones, MP3/MP4 players and other similar devices are not allowed in the exclusion room. They should be handed in at the beginning of the day. They will be returned at the end of the day.
6. All equipment is to be treated with respect. The cost of any vandalism will be reported to parents with an expectation that payment is made.

Students will be assessed on their effort, behaviour and manners in line with these rules throughout the day. **Failure to reach a minimum score will result in repeated Internal Exclusion.**

Any student refusing to comply with Internal Exclusion is likely to receive a Fixed Term Exclusion. Students will be expected to successfully complete an Internal Exclusion following that Fixed Term Exclusion.

Internal Exclusion Staff Expectations

The member of staff will

- insist that the students follow the rules of Internal Exclusion
- set the expectations for the day and work for each period at the start of the day
- ensure that each student completes the Internal Exclusion Student Reflection Sheet at the end of every day in External Exclusion
- complete the Internal Exclusion Student Log throughout the day
- complete the Internal Exclusion Student Log on-line form at the end of the day
- refer the student for a second day of Internal Exclusion if the student has not met the expectations as stated on the Internal Exclusion Student Log
- refer the student to the Headteacher if that student fails to comply with the terms of Internal Exclusion.
- arrange for a sandwich lunch to be brought to the Internal Exclusion room for any student eligible for Free School Meals
- instruct students to complete additional tasks from the bank of work if they complete the set tasks

The member of staff will not

- engage in conversation beyond the minimum required to enable students to complete the work set
- allow the student to leave the room at any time except to use the toilet. Toilet visits must take place outside of school lunch and break times

APPENDIX 13 – BEHAVIOUR SUPPORT PLAN

- Behaviour Support Planning (BSP) meetings are held with the Head of House, student, and parent when a student's behaviour is showing cause for concern
- Feedback is requested from all the student's teachers that includes a score for behaviour types
- The student's scores are analysed and presented in the meeting
- The issues are made clear to the student and parent
- Areas of strength (curriculum areas or behaviour types) are identified
- Areas for improvement are identified
- Actions are agreed for the school, student and parent to support improvement
- A contract is drawn up (as below) and distributed to all relevant staff
- A review date is set (typically 4 weeks)
- Staff are asked to provide feedback based on the period since the last BSP meeting
- Scores are analysed. If no significant improvement is made in the overall score and/or specified targeted areas the SLT link person or appropriate Deputy Headteacher will attend the BSP review meeting
- A multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

Behaviour Support Plan

Student		
DOB:	Date Created:	COP Level:
Summary		
→		
→		
→		
School Tasks		
→		
→		
→		
Student Targets		
→		
→		
Parent Support		
→		
→		
Outside Agencies		
Further Action		
Scheduled Review Date		
Agreed By		

Student Signature

Parent Signature

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APPENDIX 14 – SEARCH & CONFISCATION

- This appendix to the Redland Green School Behaviour for Learning policy is updated in line with the Education Act 2011. Full details, including legal powers are found within the DfE document (April 2012) [Screening, Searching and Confiscation](#) – advice for Headteachers, staff and governing bodies
- Section 91 of the Education and Inspection Act 2006 enables staff to confiscate, retain or dispose of student property. Staff doing so are hereby made aware that any confiscation must be reasonable and lawful:
 - Confiscation is carried out by a paid member of staff or any member of staff authorised by the Headteacher
 - Confiscation took place on school premises or elsewhere whilst the student was in the control of the school (eg school trip)
 - Confiscation is proportionate to the consequences it is intended to prevent
- Items confiscated may be returned to the student or held by reception for student or parent to collect, at the discretion of the member of staff. If a mobile phone is to be confiscated beyond the end of the school day the parent must be informed
- From September 2012 no consent is required for searching a student for banned or prohibited items (see below)

Prohibited items	Items banned by the school
<ul style="list-style-type: none"> • Knives • Weapons* • Alcohol • Illegal drugs • Stolen Items • tobacco and cigarette papers • fireworks • pornographic images • any article that the member of staff reasonably suspects has been, or is likely to be used: <ul style="list-style-type: none"> ○ To commit an offence ○ To cause personal injury to, or damage to the property of, any person (including the pupil) • Any other item identified by the school rules. 	<ul style="list-style-type: none"> • Lighters • Matches • Items that are associated with illegal drugs • Substances described as “legal highs” • cigarettes and e-cigarettes • Nuts • Animals • Laser pens and other similar items • Hazardous chemicals • Water bombs • Chewing gum

*A weapon includes any item that could be used as a weapon, including a penknife, sharpened object or lighter. This list is not exhaustive or definitive.

- Redland Green School strongly recommends that all searches are carried out by same sex members of staff with an additional staff member present. The student should be informed that the search will proceed
- The police will be informed when a search is conducted for illegal drugs or weapons. This practice is to be extended if a student refuses to be searched for any item and it is appropriate to do so
- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.
- The Headteacher and any other member of staff authorised by the Headteacher can search without consent where they have reasonable grounds for suspecting that the pupil may have a

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prohibited item. This power is extended to members of the Strategic Leadership Team, Student Services Leader and Heads of House, only

- The following points of law are for reference where there is a risk of serious harm. Staff should consider their safety and that of others before proceeding with a search:
 - Searching by the opposite sex is allowed if that search is urgently required
 - Searching without an additional member of staff is allowed if that search is urgently required
 - Use of reasonable force to search for prohibited items (see above) is allowed by law. Force cannot be used to search for other items. The school does not recommend this course of action unless it is a last resort to prevent immediate harm. If the student can be isolated and a search is required the police should be informed in place of using reasonable force
- Staff have the power to examine and delete files on electronic devices if there is good reason to do so. Redland Green School recommends that files containing evidence of misconduct (eg bullying) are downloaded for records. This power is extended to members of the Strategic Leadership Team, Student Services Leader and Heads of House, only

APPENDIX 15 – USE OF REASONABLE FORCE

This section must be read in conjunction with the Positive Handling Policy

Reasonable force should only be used as a last resort.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students
- Force is usually used either to control or restrain
- 'Reasonable in the circumstances' means using no more force than is needed
- Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit

When can reasonable force be used?

School staff have a legal power (not a duty) to use force lawfully. **Reasonable force should only be used as a last resort.** Staff are encouraged not to use force to control or restrain students and only do so if it is absolutely necessary (see below). School staff must always try to avoid acting in a way that might cause injury. All other available and appropriate options must be exhausted first, including support from the on-call teacher and member of SLT.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.

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.

The following list is not exhaustive but provides some examples of situations where reasonable force could be used:

- Prevent a student from attacking another person, or to stop a fight
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that affects the safety of others
- Restrain a student at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – **it is always unlawful to use force as a punishment.**

Schools have a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). Refer to [Section 5](#) of the Behaviour policy

Actions to be taken by a member of staff following the use of reasonable force

- 1 Ensure that another member of staff is supervising that student's safety and supporting the student in recording a full statement (to include any possible injuries that may have occurred)
- 2 Immediately inform the SLT duty person, who will inform the Headteacher so that an investigation can be co-ordinated

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- 3 SLT duty person will support the member of staff to complete a full statement (including a record of any injury that may have occurred)
- 4 Inform line manager
- 5 Complete Restraint Report (appendix B of Positive Handling Policy) and pass it immediately to the Headteacher.

Communication

Redland Green School will:

- Speak to parents about serious incidents involving the use of force
- Record such serious incidents

Further guidance can be found in the DfE document [Use of Reasonable Force](#) and in the RGS Positive Handling Policy

ALLEGATIONS OF INAPPROPRIATE USE OF FORCE

This should be read in conjunction with DfE statutory guidance.

This document intends to summarise some of the key points and provide information regarding support and sanctions if an accusation is found to be malicious. **This document does not detail the procedure for dealing with allegations.**

Key Points

- Allegations of abuse will be taken seriously
- Allegations must be reported to the Headteacher immediately
- Redland Green School will ensure it deals with allegations quickly in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation
- Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated
- Suspension may be used when an allegation has been reported but will not be an automatic response
- It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations will be investigated as a priority so as to avoid any delay

Supporting Staff Involved

- Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the local authority social care services or the police
- The member of staff will be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer
- The Headteacher will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual
- For those cases where it is clear immediately that the allegation is unfounded or malicious then it is expected that they should be resolved within one week

Malicious Accusations

- Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references

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- Students that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school will therefore consider whether to apply an appropriate sanction, which could include internal, fixed term or permanent exclusion. Parents will be informed

The school should consider making a referral to the police if there are grounds for believing a criminal offence may have been committed.

RGS Behaviour Levels

Why	<ul style="list-style-type: none"> • Enables recognition, reward and celebration of good behaviour • Enables all students to attain an A*, regardless of academic ability • Involves all mentors directly and supports consistency • Students take ownership of their behaviour for learning • Supports staff in clarity of roles and levels of intervention • Communicates overall behaviour with parents • No student slips through the net. • Enables evaluation of whole school and cohort behaviour with valid comparisons over time • Individual student behaviour over time can be tracked and monitored enabling intervention
How	<ul style="list-style-type: none"> • Behaviour levels are set by mentors based on knowledge of the student, behaviour records, progress reports etc using the descriptors as part of scheduled house team meetings. • This is an on-going process. Behaviour levels are allocated 3 times per year, except for students at C, D or E who are reviewed at least 6 times per year. • Levels C, D or E can only be allocated with validation from HofH • Behaviour levels are reported to parents and students by letter or progress reports and grade cards.

Level	Description	Indicators	Strategies/interventions
A*	Student demonstrates exemplary behaviour in all aspects of school life. Student makes positive contributions and supports others.	<ul style="list-style-type: none"> • Student's behaviour makes an outstanding contribution to learning • Student is highly considerate and very supportive • Behaviour around the school is exemplary • Student encourages others to conduct themselves well • Student takes on leadership opportunities 	<ul style="list-style-type: none"> • Mentor monitoring and celebration of successes. • Positive praise by all staff • Recognition of achievement from SLT with rewards
A	Student demonstrates consistently thoughtful behaviour, meeting expectations without needing to be reminded. Student is considerate and supportive of others.	<ul style="list-style-type: none"> • Multiple positive achievements recorded • No serious behaviour incidents in previous term • No detentions for behaviour or punctuality • Consistently high standard of uniform • Always on time and ready to learn 	<ul style="list-style-type: none"> • Mentor monitoring and celebration of successes. • Recognition of achievement from HofH • Positive praise by all staff • Use of school rewards system

Level	Description	Indicators	Strategies/interventions
B	High standard of behaviour for learning across all lessons, including with supply teachers. Behaviour around school is good. Student responds appropriately when reminded of expectations by all members of staff.	<ul style="list-style-type: none"> Some rewards received in the previous term No serious behaviour incidents in previous term Very few detentions in previous term Requires occasional reminders to maintain high standard of behaviour Almost always on time and equipped to learn. 	<ul style="list-style-type: none"> Monitored by mentor who will celebrate achievement and support the student to better manage expectations when required. Communication with parent from class teacher or mentor (planner, email or phone) Positive praise by all staff Use of school rewards system
C	Student causes low level disruption in a limited range of lessons. Regular reminders are required to remain focused on learning. Student responds well to instructions and sanctions. Student is able to manage their behaviour in unstructured times.	<ul style="list-style-type: none"> No serious behaviour incidents in previous term No requirement for on-call in the previous term Student receives some detentions which they attend No referral to head of House for behaviour Sometimes late to lessons and to school Improvement in uniform standards only after mentor intervention 	<ul style="list-style-type: none"> Monitored by mentor who will celebrate achievement and support the student to better manage expectations when required. Improvement report (green) with mentor. Outcomes monitored by mentor and HofH Phone calls home Referral for additional support Positive praise for achievements by all staff Use of school sanction and rewards systems
D	Low level disruption is common. Student significantly disrupted learning more than once in the last term. The student's work is often inadequate. Student sometimes refuses to follow instructions and / or uses inappropriate language. Student is not always compliant with sanctions. The student's behaviour at break and lunchtimes may cause problems for others.	<ul style="list-style-type: none"> Behaviour incidents are not isolated. On-call has been required occasionally in the previous term. Student has been in Internal Exclusion in the last term following serious behaviour incident. Student receives multiple detentions from different areas of the curriculum. Some internal truancy. Student is often late to lessons. Improvement in uniform standards is not sustained. 	<ul style="list-style-type: none"> Improvement report (orange) with HofH. Outcomes monitored by HofH Parent meeting with HofH Additional support actioned (key worker) Positive praise by all staff Use of school sanction and rewards systems HofH liaison with SENCo and external agencies as appropriate HofH communicates a clear strategy to improve behaviour
E	Low level disruption is common across all areas of the curriculum. Student significantly disrupts learning at least weekly. The student's work is often inadequate. Student is defiant and / or verbally abusive. Student does not engage with detentions. Student is not considerate of others.	<ul style="list-style-type: none"> Serious behaviour incidents occur at least weekly requiring the use of on-call. Student has been in Internal Exclusion in the last term on one or more occasions. Fixed term exclusion in the last term. Internal truancy is common Student is regularly late to lessons. Deliberate and continued challenge to uniform standards Student's placement at the school is at risk. 	<ul style="list-style-type: none"> Parent meeting with HofH with SLT Improvement report (red) with SLT SLT Liaison with SENCo and external agencies as appropriate Consideration of Alternative learning provision (HofH with SLT) Additional support (HofH) Positive praise by all staff Use of school sanction and rewards systems Behaviour Support Plan (HofH with support from SLT)