



THE ARCHBISHOP'S SCHOOL  
CANTERBURY

# Behaviour for Learning Policy 2020-2021

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Authorised by: [Mr D Elliott]  
[Governing Body Ratified]

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# 1 Introduction

## Enter to Learn: Go Forth to Serve

### Our Vision

'Together with God, we enable all to flourish and fulfil their potential. Within our inclusive and aspirational learning community, we nurture creativity and inspire minds to be ready for the next step.

Following the example of Jesus, we forgive, act wisely and treat all with dignity and respect, preparing our hearts and minds to be generous and compassionate pilgrims in the world.'

### How is this policy a reflection of our vision?

The Behaviour for Learning Policy has been developed to meet the School's needs for a comprehensive, consistent, robust and caring approach to managing student behaviour. It provides us with a framework and guidance for how we develop as individuals and work together as a school community.

The policy seeks to reflect our positive aspirational vision for a Christian community by taking a positive and aspirational approach to developing good behaviour. It is our intention to follow the 3 Rs and be:

#### ~ Ready ~ Respectful ~ Responsible ~

**Ready:** being prepared, practically, mentally and spiritually, to learn, taking inspiration and revelling in our opportunities, creating an environment in which ourselves and others can flourish and fulfil potential

**Respectful:** developing self-awareness and self-respect to become the best that we can be, actively demonstrating respect and compassion for others

**Responsible:** being responsible for ourselves and our behaviour, even when things are difficult, challenging ourselves to do better, striving to create a happy, confident and successful Christian community within our School.

### 1.1 Key concepts

The Behaviour for Learning Policy incorporates the following key concepts:

- **Positive approach through the 3 Rs:** As outlined above, the focus of the policy is positive and reward-driven with resort to poor behaviour management procedures as the exception to the norm
- **Consistency:** a clear, consistent approach is provided through:
  - a clearly written set of School Rules, supported by Dress and Mobile Phone Codes of Conduct
  - defined Behaviour Levels and associated actions
  - defined reward structure
- **The Student Support Centre:** The Student Support Centre is centrally located in the school and is an area for Student Support Managers to purposefully engage and support students with behavioural, social and emotional challenges. The restructuring of the staff and the introduction of Student Support Managers provides behaviour management support for students when they are removed from the classroom. The Student Support Managers will use positive interventions and support strategies that have an impact on students' wellbeing, including our approach to managing students' behaviour.

- **Saturday Detention:** a higher level of detention creating a further step in the behaviour management process between after-school (SLT) detention and exclusion. This focussed intervention creates a platform for student engagement with their own poor behaviour outside the normal School Day while creating a “last chance” before exclusion measures are considered.
- **Achievement for Learning Rewards:** the reward structure has been updated to include more levels and a more inspirational bronze/silver/gold model. Staff will be encouraged to take positive and creative approach to implementation so reinforcement of good behaviour becomes the driving factor in behaviour management.

## 1.2 Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools should publish their Behaviour Policy online

## 1.3 Links with Other Policies

This Behaviour Policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Anti-Bullying Policy
- SEND Policy

## **2 The School Rules**

### **Conduct**

1. Courtesy and good manners to all members of the school community are expected at all times.
2. Collective Worship is an important part of school life. All students are expected to attend. Students should prepare to enter Collective Worship in an appropriate manner and behave respectfully throughout.

### **Bullying, Violence and Peer on Peer Abuse**

3. Students must not swear or become verbally or physically abusive, become violent or engage in fighting.
4. Bullying in any form (including physical, verbal or cyber) will not be tolerated.

### **Racist Incidents and Discriminatory Behaviour (Hatred)**

5. Discriminatory behaviour in any form (including on grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender, sexual orientation) will not be tolerated.

### **Attendance**

6. 100% attendance is expected of every student. Punctuality is essential, both in arriving in school and for lessons.
7. Students must not leave the premises or a classroom without permission. Any student out of lessons requires a note from the Subject Teacher. If a student truants from school they will make up the total amount of school hours missed during break, lunch and after school.
8. All students stay in school for lunch, except Sixth Form students who are allowed to have their lunch off site.

### **Uniform**

9. School uniform and the Student Dress Code must be strictly adhered to and worn at all times to and from school, as well as in school. Protective clothing for Food Technology, Design Technology and some Art and Science lessons is compulsory. PE kit is essential for practical lessons.

### **Classroom expectations**

10. All students must follow classroom expectations: Line up quietly outside the classroom, enter and leave the classroom quietly, be prepared for work, listen, be polite to others, and respect the rights of others to work/learn.
11. Each student must have the required basic equipment (books, pencils, pens, etc) for school every day. This includes homework.
12. No eating or drinking is allowed in classrooms.

## Mobile Phones

13. Mobile phones are only allowed into school if they remain switched off and put away during class times and are used in line with the Mobile Phone Code.

## Items not permitted in school

14. The following items should not be brought into school: electronic devices, valuable articles, aerosol sprays, chewing gum, cigarettes/e-cigarettes, matches/lighters/explosive or dangerous materials, illegal substances/alcohol, weapons, large sums of money (above the requirements for a normal school day), energy drinks

## Smoking

15. The Archbishop's School is a non-smoking site and therefore smoking is forbidden.

## Vandalism

16. Respect for the building and property is expected at all times. The parents/carers of students causing loss of or damage to The Archbishop's School's property (including lost books, damage to buildings) will be expected to pay for the replacement of the lost property or the repair of damage done.

## Selling confectionery, tobacco products or other items

17. The selling of items on the school site is prohibited. If this rule is contravened, items will be confiscated and disposed of.

## Behaviour outside school

18. The school may take action (under the
19. Education Act 2011) for breaches of the rules occurring outside school including:
  - Cyberbullying
  - Intimidation
  - Racial incidents
  - Physical Violence
  - Bullying
  - Anti-social Behaviour
  - Bringing the school into disrepute whilst wearing school uniform

### 2.1 Student Dress Code

- **Shirts** must be worn tucked in, top buttons must be fastened, **blazers** and **ties** with no slack above the knot must be worn. During the summer months short sleeved school shirts may be worn. During lessons students will be permitted to remove blazers.
- **School trousers** must be worn at the waist with a belt to ensure no underwear is exposed.
- **Jewellery** other than one pair of small plain stud earrings of no more than 5mm in diameter is not permitted in school. This includes neck chains, rings piercings, large and/or multiple earrings. Wrist watches are permitted.
- **Hair colour and style** must be appropriate for school. If in doubt refer to your Student Support Manager. Extreme hair styles and colours (including patterns or lines) are not allowed in school.
- **Coats and outdoor clothing** may not be worn inside school. Denim jackets and hooded tops should not be worn anywhere on school premises. Such items will be confiscated and returned at the end of the week.

- **Make-up** may only be worn if it is discrete, anyone seen wearing too much will be asked to remove it immediately. Face and hand painting is strictly forbidden unless this is for religious purposes. Nail varnish, acrylics, gels or false nails are not allowed. False eyelashes are not allowed.
- **Headscarves** must be black or navy without decoration and worn for religious purposes only.
- **Shoes** must be black. Canvas shoes, trainers, or Converse are not allowed. Branded trainers brands are not allowed. Any student wearing the incorrect footwear to school will be given school plimsolls to change into. Otherwise parents can take the correct footwear into school so the student can change into it.
- The Archbishop's School Canterbury branded **sweatshirts** must only be worn as part of the school's PE kit.
- **Skirts** must be worn below the knee. Rolling up school uniform skirt into a mini-skirt is not allowed.

Students whose uniform or appearance is not in line with the school dress code may be required to work in the Student Support Centre (internal exclusion area) until the matter is resolved. This ensures we are consistent and fair to all students and families.

Decisions about infringements of the Student Dress Code are made entirely by the School and the Headteacher's decision is final.

## 2.2 Student Mobile Phone Code

- Mobile phones may be brought into school so that students can contact parents on their way to and from school, but they must be switched off before the start of Tutor Time in the mornings and must only be switched on and used at Break and Lunch times only.
- Parents/carers needing to contact students during the school day must telephone the school in the usual way and not try to contact the students directly. Please contact the Student Support Team and a message will be given to students in cases of emergencies.
- Any student found using a mobile phone at any time during the school day apart from the designated times, will have that phone confiscated by a member of staff. In the first instance this will be returned at the end of the day. If there is a second offence the phone will be confiscated and will be only returned to the child's parent/carer. The phone will be kept in the school safe in the School Office. A letter will be sent home explaining when it can be collected.
- Students who bring a mobile phone to school must make every effort to reduce the risk of theft during school hours. Students who carry mobile phones are advised to keep them well concealed.
- The school accepts no responsibility for replacing lost, stolen or damaged mobile phones. Any mobile phone that is brought into school will be at the owner's risk. *The school will not investigate the loss of mobile phones.*
- Any students caught using a mobile phone to cheat in exams or assessments will face disciplinary action by the school and the exam board.
- On occasion, a teacher may give permission for identified student(s) to use a mobile phone for curriculum purposes. Examples include: photographing art work, recording drama or music compositions. The teacher will set clear guidelines for such activities and it is the responsibility of the student to ensure that their mobile is turned off immediately at the end of the task. The school's normal sanctions, as outlined above, will apply for any student who abuses the use of their mobile phone in a period when they have been given permission by a teacher for curriculum use only.
- The school will consider any of the following to be unacceptable use of the mobile phone and a serious breach of the school's behaviour policy resulting in sanctions being taken:
  - Photographing or filming staff or other students without their knowledge or permission
  - Photographing or filming in toilets, changing rooms and similar areas

- Bullying, harassing or intimidating staff or students by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites
- Refusing to switch a phone off or handing over the phone at the request of a member of staff
- Using the mobile phone outside school hours to intimidate or upset staff and students will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time
- Using a mobile phone outside school hours in such a way that it undermines the stability of the school and compromises its ability to fulfil the stated aim of providing 'A clear moral and ethical structure'.

Where the phone has been used for an unacceptable purpose, the Headteacher or a designated staff member will have the right to view files stored in confiscated equipment and if necessary seek the cooperation of parents in deleting any files which are in clear breach of these guidelines unless they are being preserved as evidence.

### **3 Good Behaviour**

Where possible, behaviour management will take rewarding good behaviour as its starting point, in line with our Vision and 3 Rs approach.

The Achievement for Learning Rewards Structure is detailed at Appendix 1. Achievement points are recorded for every student on SIMS and this is monitored on a regular basis by Student Support Managers and Directors of Learning. Students' achievements are recognised, rewarded and celebrated not only through actions outlined in the Achievement for Learning tables but also through year assemblies, end of term assemblies, school newsletters and on the school website.

#### **Teaching and learning**

For The Archbishop's School to be proactive in improving behaviour we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practised. There are regular opportunities for learning about how to act in keeping with the School's values and beliefs (this is in addition to expectations of learning behaviour, which will permeate the curriculum). For example, the development of students' social, emotional and behaviour skills will be achieved through: a structured programme across all years in SMSC (Spiritual, Moral, Social and Cultural development) time; during form time and assemblies and via cross-curricular SMSC links. Students with more challenging behaviour have the opportunity to benefit from a period of targeted support within our facilities such as one to one support, the Learning Support Unit, and the SEND curriculum, where bespoke interventions are carried out.

#### **Recognition of good behaviour**

The Archbishop's School recognises that the motivation and happiness of students is critical to achieving high standards of students' behaviour and high levels of student engagement. The focus on recognising good behaviour is central to the school's teaching and learning methods; and to the way rewards are offered for good work and conduct. Achieving exceptional levels of student behaviour hinges on, amongst other things, the school's ability to motivate and engage students. Research shows that behavioural difficulties often stem from low self-esteem. Therefore, the school believes that praising and rewarding its students is a critical factor in achieving the desired levels of motivation and behaviour.

Departments and classes are to continue to use and embed methods of recognising and promoting good behaviour from within their areas, examples could include:



- The explicit word of acknowledgement, thanks or encouragement.
- Positive and praising comments on a student's work.
- The display of work, both in and out of the classroom or school.
- Use of e-mail to inform the students' mentor of positive comments.
- Referral to a more senior member of staff and/or Headteacher for commendation.
- Public word or praise in front of a group, class, year or whole school.
- Public written acknowledgement e.g. a celebratory letter or postcard.
- Public acknowledgement by presentation at an assembly or by some special responsibility.
- Prizes which reflect endeavour, not least by way of services to the community.
- Letters to parent informing them specifically of some action or achievement deserving of praise.
- Affording students opportunity to undertake specific areas of responsibility
- Awarding students Achievement Points as per the agreed approach.

The Archbishop's School believes in publically recognising excellence, high levels of commitment, engagement and endeavour and overcoming adversity. As such the school has embedded three annual awards evenings which publically recognise and celebrate a significant number of students. The awards evenings are held each Autumn Term. The categories for awards are:

- Academic Awards
- Sports' Awards
- The Arts Award

Every term, the school stages a Rewards Assembly where students are publically recognised for their performance as evidenced by the number of Achievement Points they have received, attendance and punctuality and being positive role models. As a student achieves more and more Achievement Awards, they move up through the stages of the Awards Structure- Bronze, Silver and Gold (*see Appendix 1*). The Rewards Assembly which not only recognises the special achievements of students but also celebrates the winners of the House Competitions and overall House Winner.

## **House Awards**

The House system fosters a sense of belonging and healthy competition.

- All achievement points generate house points for the relevant house.
- Student attendance generates house points for the relevant house.
- Inter house competitions also generate house points and contribute to the overall house awards at the end of the year.

## 4 Managing Poor Behaviour

The School will use a range of strategies and sanctions to manage student behaviour that is proportional and reasonable in relation to the student's behaviour. The school operates clear levels of behaviour which is made clear to staff, parents/carers and students:

Level	When to Use	Action
Rule Reminder	<ul style="list-style-type: none"> <li>• Student lapse in concentration</li> <li>• Student shows signs of distraction</li> <li>• Can be used as a blanket reminder for whole class to reinforce expected behaviour</li> </ul>	Verbal reminder
Warning	<ul style="list-style-type: none"> <li>• Low level chatting, calling out, off task</li> <li>• Possession of items not required for the lessons (e.g. mobile phones and ear pods) out</li> <li>• Not following instructions</li> <li>• Out of seat</li> <li>• Swinging on chair</li> <li>• A single incident of low level poor behaviour</li> <li>• Uniform worn incorrectly</li> <li>• Littering</li> <li>• Misbehaviour in canteen</li> </ul>	Verbal reprimand
Level 1	<ul style="list-style-type: none"> <li>• Lack of respect</li> <li>• Continued disruptive behaviour</li> <li>• Lack of equipment</li> <li>• Lack of effort in class</li> <li>• Failure to follow staff instruction first time</li> <li>• Late to lesson</li> </ul> <p><i>(This list is not exhaustive)</i></p>	Teacher detention (5/10/20 mins in school day)
Level 2	<ul style="list-style-type: none"> <li>• Disruptive/inappropriate behaviour</li> <li>• Repeated failure to follow instructions</li> <li>• Use of inappropriate language</li> <li>• Failure to attend C/F/P detention</li> <li>• Repeated failure to follow staff instructions during unstructured time</li> <li>• Refusal to correct uniform issue</li> <li>• Bringing in banned item</li> <li>• Misbehaviour during worship / assembly</li> <li>• Inappropriate behaviour around school</li> <li>• Bullying / Discriminatory behaviour</li> <li>• Truancy from class</li> <li>• Removal to exit room for continued disruptive / inappropriate behaviour</li> <li>• SLT callout due to student not responding to verbal reprimands, being moved in class and Detention being set</li> <li>• Lateness (daily late list)</li> </ul> <p><i>(This list is not exhaustive)</i></p>	Subject Removal / Central Detention
Level 3	<ul style="list-style-type: none"> <li>• Failure to attend Central Detention.</li> <li>• Misbehaviour during fire drill.</li> <li>• Leaving school site without permission.</li> <li>• Two exits or detentions set in one day.</li> <li>• Any behavioural concern to be determined by a member of SLT.</li> <li>• Failure of subject removal.</li> <li>• Repeated negative behaviour 2 Subject removal for same subject per term</li> <li>• 4 subject removals per term</li> <li>• Failing Student Support Manager Report</li> <li>• First-time serious offence such as fights,</li> </ul>	SLT Detention

	<p>offensive behaviour, rudeness to staff</p> <ul style="list-style-type: none"> <li>• <i>Discriminatory</i> language, walking away from staff.</li> </ul> <p><i>(This list is not exhaustive)</i></p>	
Level 4	<ul style="list-style-type: none"> <li>• Persistent uniform issue that is not rectified.</li> <li>• Three exits in one day.</li> <li>• Violence towards staff/ student.</li> <li>• Refusal to hand over banned item.</li> <li>• Use of discriminatory term.</li> <li>• Removal from class or exit room.</li> <li>• Smoking/vaping on school site.</li> <li>• Failure to attend SLT detention</li> <li>• Truancy from lessons.</li> <li>• Leaving school site without permission</li> <li>• Serious disruption, disobedience or defiance</li> <li>• Repeated incidence of level 3 negative behaviour</li> </ul> <p><i>(This list is not exhaustive)</i></p>	Saturday Detention
Level 5	<ul style="list-style-type: none"> <li>• Single incident of extreme misconduct, as determined by Headteacher or SLT member. (Verbal abuse to staff and physical assault, persistent uniform failure)</li> <li>• Failure to improve conduct following previous fixed term exclusions or inclusion</li> <li>• Persistent repetition of disruption in lessons</li> <li>• Persistent defiance of staff instructions</li> <li>• Persistently Ignoring school rules</li> <li>• Repetition of a serious offence outlined in Level 3 or 4</li> <li>• First time offences such as, serious vandalism,</li> <li>• Theft, Threatening behaviour</li> <li>• Physical Bullying (may escalate to level 6-7 depending on severity)</li> </ul> <p><i>(This list is not exhaustive)</i></p>	Internal Exclusion
Level 6	<p>Incidents of:</p> <ul style="list-style-type: none"> <li>• Gross rudeness or swearing at staff</li> <li>• Premeditated theft</li> <li>• Possession or distribution of indecent images</li> <li>• Possession of restricted / age controlled items</li> <li>• Bringing the school into disrepute</li> <li>• Unprovoked assaults</li> <li>• Threatening / malicious behaviour towards staff (to include false allegations against staff)</li> <li>• Continued incidents of negative behaviour outlined in Level 5</li> </ul> <p><i>(This list is not exhaustive)</i></p>	Fixed Term Exclusion (2-3 days)
Level 7	<p>Persistent repetition of serious offences such as:</p> <ul style="list-style-type: none"> <li>• Physical violence</li> <li>• Verbal Abuse of staff</li> <li>• Bringing the school into disrepute</li> <li>• Threatening behaviour</li> <li>• Truancy</li> <li>• Theft</li> <li>• Directed discriminatory language to include sexist, homophobic or racist.</li> </ul>	Fixed Term Exclusion (3-5 days)

	<i>(This list is not exhaustive)</i>	
Level 8	Repetition of occurrences outlined in level 5-7 or first offence of using and being under the influence of drugs in school time or on the journey to or from school	Final Warning
Level 9	<ul style="list-style-type: none"> <li>• Single incident of extreme misconduct, as determined by Headteacher.</li> <li>• Failure to improve conduct following previous Fixed Term Exclusions</li> <li>• Further repetition of offences outlined in Level 5 onwards.</li> <li>• Repeated occurrence of unprovoked assault, serious violent outburst or dangerous behaviour.</li> <li>• Providing drugs for other students</li> <li>• Threatening behaviour involving a weapon</li> </ul> <p><i>(This list is not exhaustive)</i></p>	Permanent Exclusion

**Interventions & Support:** Where students continue to display challenging behaviour or repeated difficulties the school has a duty to provide individualised responses and adjustments, utilising a range of strategies and where appropriate adopting a multi-agency approach. These interventions and potential support are intended to help work with students and their families who have on-going concerns, to enable them to achieve success within the school.

Behaviour Levels	Intervention & support		Staff
1-5	Root cause analysis Positive parental engagement Report & monitoring Rewards Reflective conversations School Wellbeing Lead In school Mentor Talk easy trust In-lesson support	Adapted timetables Timeouts Team around the child meetings Family support Counselling Staff training Behaviour support	Subject teacher Form Tutor HOD Student Support Manager
4-7	Root Cause analysis 2 SEND conversation Positive parental support EHAT SALT Personal Support plans School Wellbeing Lead	Targeted youth support Education Psychologist Outreach work Team around the child CAMHS Turnaround Mash referral	Student Support Manager, SLT Link, SEND & Principal Lead for Behaviour
6-9	Level Best programme Personal support programmes Adult Mentor Adjusted timetables Reduced timetables	Restorative justice Respite Managed moves Alternative provision	SLT, SEND, Principal Lead for Behaviour, Headteacher

**Restorative Practices:** Alongside sanctioning and supportive approaches, The Archbishop's School has integrated restorative practices within their process for dealing with conflict or breakdown in relationships.

Restorative Practices/Justice are approaches to dealing with conflicts (issues) where the involvement of the victim is as important as that of the perpetrator. Where appropriate, the victim and perpetrator meet in a controlled environment giving both parties the opportunity to

explain the consequences to themselves of the issue by way of a restorative conversation facilitated by a member of staff.

## **4.1 Detentions**

In accordance with the Education Act 2011 the school has the legal right to set detentions for students without notice and parental permission is not required. However, for safeguarding reasons the school will notify parents/carers of any detention that is set after school and for longer than 10 minutes. Detentions during school time, such as break and lunch-times, will be given without notice. Parents/carers will be notified of after school detentions by telephone or email. If a student is issued an after school detention, it is the parent/carer's responsibility to ensure the student can get home safely. Parents/carers will be notified if their child is being detained for longer than 20 minutes after school via PS Connect. All detentions are recorded on SIMS.

Detentions must be attended when planned and students or parents/carers cannot dictate when they will be sat. In exceptional circumstances it may be possible to re-arrange the day of the detention. Students failing to attend a detention will face an escalated sanction.

They are varying methods of detaining students at school and those selected will reflect the nature and seriousness of the incidents that occasioned the detentions being given. The different types of detention are:

- a) Staff detention: 5- 20 minutes at break, lunch or at the end of the school day
- b) Central Detention: 30 minutes detention on Mondays, Wednesdays and Thursdays after school in the Hall
- c) SLT Detention: 1 hour detention on Thursdays in the Student Support Centre
- d) Saturday Detention: 3-hour detention on Saturday mornings from 9.00am – 12.00pm

### **Central Detention**

Central detentions are run on a rota on Mondays, Wednesdays and Thursdays in the Hall at the end of the School Day for 30 minutes. These detentions are issued for persistent negative behaviour and reaching Level 3 in class. A Central Detention may also be given to students who failed to attend a class detention. Parents will be notified of Central Detentions via a message from PS Connect. Failure to attend a Central Detention will result in a student being issued with SLT Detention.

### **SLT Detention**

SLT detention take place on Thursdays in the Student Support Centre from 3-4.00pm. These will be supervised by a member of SLT. Students will be allocated tasks to complete during these detentions. Failure to attend a SLT Detention will result in Saturday Detention.

### **Saturday Detention**

The Saturday Detention will be used sparingly and only for serious matters to avoid fixed term exclusions. It will take place 9am-12 noon and will be scheduled when necessary probably once or twice a term.

The procedure that must be followed if staff wish to detain a student on a Saturday is:

- a) The relevant member of SLT have been consulted. They will contact the parents/carers to discuss the incident resulting in the Saturday detention.
- b) A letter from the Headteacher will be sent home / emailed usually, at least one-day before the detention.
- c) Sufficient, appropriate work will be set to cover the three-hour session.
- d) Saturday detention will be scheduled when necessary.

Students arriving at Saturday Detention without full school uniform or who are deemed to be late will be sent home. These students will be interviewed on the following Monday by the relevant SLT member.

## **4.2 Exclusions**

Exclusion from school is used as a sanction for serious breaches of school discipline and attitude to learning. It is used sparingly and only when other alternative sanctions have not succeeded in changing behaviour, or are not appropriate due to the seriousness of the incident.

A pattern of persistent poor behaviour/attitude to learning may lead to exclusion but will only lead to permanent exclusion in exceptional circumstances. The school subscribes to the Kent County Council policy of no permanent exclusion. All possible methods will be explored to avoid a permanent exclusion.

Consideration of preliminary factors will be taken into account as well as an enquiry into the circumstances leading up to the misbehaviour will be carried out prior to an exclusion taking place. This will be in the form of statement collection from the victim/witnesses/staff.

There are three types of exclusion:

### **Internal Exclusion**

A student is placed in the Student Support Centre for a designated period. The Student Support Centre will be used in response to an immediate or short term incident.

Students who display serious or repeated negative behaviours may be removed from their normal classes and required to remain in the Student Support Centre for a specific period of time, normally 1 to 2 days, although this may be extended if required. This is to give the student the opportunity to be supported by experienced staff and the time to reflect on their actions and for respite for the rest of the school community from these negative actions. Students placed in the Student Support Centre will be provided with suitable work by their class teachers. Students who do not display compliant and positive behaviour whilst in the Student Support Centre are at risk of a Fixed Term Exclusion.

### **Fixed Term Exclusion**

A student completes their exclusion at home and it is the parent/carer's responsibility to ensure they have care and complete any school work set, rather than treat it as a leisure break. Students who are externally excluded must not be in a public place, by law, during school hours.

### **Permanent Exclusion**

The School subscribes to Kent County Council's policy of not allowing permanent exclusion by active participation in the Managed Move scheme. We believe it is sometimes in the best interests of a student to have a fresh start at a different school. The Managed Move process seeks to provide early intervention in regard to students with challenging behaviour, and to establish a means to ensure continuity of education without recourse to exclusion. Typically, a Managed Move is most successful following a serious one-off incident. However a student may still be considered when they are presenting persistent behavioural challenges and multiple fixed term exclusions (and the possibility of a permanent exclusion) may have occurred. Where a student is displaying persistent disruptive behaviours the school will ensure that the process is fully transparent and that realistic expectations are set for all parties. Managed Moves take place under the School's Managed Move Procedure which has been developed in line with KCC practice.

### 4.3 Behaviour Points

When dealing with behaviour problems staff will issue behaviour points accordingly as a means of recording and identifying behavioural concerns. Behaviour points will be recorded on SIMS and Student Support Managers will inform parents/carers about increasing behaviour points. Behaviour points will be reviewed by Student Support Managers and actions recorded. When behaviour points are issued a consequence relative to the behaviour can be issued by the member of staff. An accumulation of behaviour points will ultimately initiate a school behavioural intervention.

10 Behaviour Points	Form Tutor Report Form Tutor Detention Discussion/letter-parent/carers about actions to be taken including support and interventions
20 Behaviour Points	Student Support Manager Detention Behavioural Report Discussion/letter-parent/carers about actions to be taken including support and interventions
40 Behaviour Points	SLT Detention SLT Report Discussion/letter-parent/carers about actions to be taken including support and interventions
60 Behaviour Points	Saturday Detention PSP, Behaviour Plan Discussion/letter-parent/carers about actions to be taken including support and interventions
60+ Behaviour Points	Parental Meeting, Managed Moved process

### 4.4 Reports

One response to accumulation of behaviour points will be the issue of a Report in the form of a Report Card. The aim of a report card is to support a student to effect some positive change relating to their behaviour and participation in lessons. A maximum of three targets are set and close monitoring of their behaviour for learning is achieved by teaching staff reporting on each individual lesson. A student may be placed on report for the following reasons:

- A number of behaviour report logs are entered into SIMS.
- A number of lunch and after school detentions.
- A number of concerns from teaching staff for inadequate work or challenging behaviour.
- Following a fixed term exclusion or internal exclusion.
- Parents requesting their child being placed on report.

### 4.5 Complaints about negative behaviour

The Student Support team will investigate complaints or concerns from a student or parent/carer. All those involved in the incident will be interviewed separately and written statements obtained using the student statement form and kept in all student records. Students may be required to remain in the Student Support Centre during this process to aid the investigation. Parents/carers of students involved in incidents will be informed of any consequences for their child and may be asked to come into school and discuss this further. Consequences will be discussed by either the Class Teacher, Subject Leader, Form Tutor or Student Support Manager.

Progress Directors and Student Support Managers will monitor the situation and the relevant staff will be informed. Outcomes of investigations will be shared with relevant staff, the concerned student/s and their parent/carer.

## **5 Managing Escalated Situations**

### **5.1 Searching and Confiscation**

The School complies with the DFE guidance on Searching, screening and confiscation at school – January 2018. School staff have a right to search students for any item banned by the school. This may include items such as tobacco, alcohol or stolen items.

The Headteacher, and staff authorised by the Headteacher have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff will seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Weapons and illegal drugs will be passed immediately to the police.

Where a search of the student is undertaken this will be performed by a member of staff of the same gender as the student and with a member of the SLT. In order for such a search to be undertaken the school must be satisfied that there are reasonable grounds for suspicion.

A student that refuses to co-operate with a search will be treated as any other student who refuses to comply with the Behaviour for Learning policy and a sanction will be imposed.

The Headteacher and the members of the SLT can also search for any item banned by the school rules.

### **5.2 Use of reasonable force**

The School complies with DFE guidance 'Use of reasonable force in schools' July 2013'. There are certain situations where it is regarded as acceptable for a member of staff to use reasonable force against a student. The most common example of this is where a member of staff intervenes in a fight or altercation between students. In this case, the member of staff is fulfilling their duty of care for all students by ensuring that the students involved are kept safe from physical harm. In other instances a student may be putting him/herself at risk as a result of the behaviour demonstrated and this may also justify a degree of reasonable physical intervention by an employed adult at the school.

### **5.3 Allegations against members of staff**

Where there are allegations made against members of staff, these will be investigated swiftly and consistently by the SLT in line with the School Complaints Policy. Where there are issues relating to safeguarding and child protection, these will be dealt with via the appropriate channels including immediate communication with the Local Area Designated Officer (LADO) for Child Protection. The School takes its responsibility for safeguarding and child protection extremely seriously. With this in mind we also regard false and malicious allegations against members of staff by students as an extremely serious breach of the school discipline code and hence serious sanctions will be imposed against students who knowingly make such false allegations.



## APPENDIX 1

### Achievement for Learning Rewards

Achievement for Learning (AoL) Rewards will be given a high profile across the school. Student Support Managers and Progress Directors will regularly monitor the achievement points earned by their year group and arrange for the appropriate action.

Level	Achievement Points		Action
	KS3	KS4	
1 <sup>st</sup> level AoL	15	10	Praise message / call home
2 <sup>nd</sup> level AoL	30	30	Praise letter home Name on Form Noticeboard
3 <sup>rd</sup> level AoL	40	30	Certificate awarded in Assembly Student recognised verbally in team meeting 1 entry to end of Term Raffle
4 <sup>th</sup> level AoL	50	40	Praise letter sent home from Student Support Manager Name on the Year Noticeboard 2 entries to end of Term Raffle
Bronze AoL	75	60	Tutor Award Achievement Star (Bronze) 3 entries to end of Term Raffle
Silver AoL	100	75	Support Manager Award Achievement Star (Silver) 4 entries to end of Term Raffle
Gold AoL	150	100	Progress Director Award Achievement Star (Gold) 5 entries to end of Term Raffle
Outstanding AoL	200	125	Headteacher Achievement award 6 entries to end of Term Raffle

### Student Support Manager Rewards

Student Support Managers will retain part of the reward budget to offer discretionary rewards which may include: form reward parties, individual prizes or rewards trips for deserving students.

## **APPENDIX 2:**

### **Sample Staff and Student Compacts**

**As a member of staff at The Archbishop's School, I will aim to be**

**~ Ready ~ Respectful ~ Responsible ~**

This will include:

- Embracing the Christian ethos of the school.
- Building a positive relationship with the students based on mutual trust, respect and knowing our students' needs.
- Acting as a Role Model, demonstrating positive behaviour for our students.
- Rewarding and praising positive contributions and attitudes.
- Being ready to teach lessons that are well planned and reflect the needs of the learners.
- Including a variety of creative and practical activities that suitably challenge the students and allow them to develop academically.
- Providing opportunities for students to positively contribute.
- Remaining calm and maintaining a sense of humour.
- Following the School's Behaviour for Learning Policy.

**As a Student at The Archbishop's School I will aim to be:**

**~ Ready ~ Respectful ~ Responsible ~**

**In School I am ...**

- Embracing the **Christian ethos** of the school
- Arriving **on time to lessons** with the **correct uniform** **READY** to work
- Arriving to the lesson **READY** to **participate**
- Arriving to the lesson with the **correct equipment** and any required homework
- Building a **positive relationship** with the staff based on **mutual trust** and **RESPECT**
- Showing **RESPECT** to other students, treating them as **I would wish to be treated**
- Showing **RESPECT** to the adults in the room, **listening carefully** and **following instructions**
- Taking **RESPONSIBILITY** for my own learning
- Trying to work to the **best of my ability** and make **every moment count**
- Being **RESPONSIBLE** for my **environment** and showing **RESPECT** towards it
- Aware that and I am **RESPONSIBLE** for my behaviour and I have a **choice**
- Aware that that there will be a **consequence** for **negative behaviours or attitudes**

## APPENDIX 3

### Sixth Form

We have high expectations of the students who attend the Sixth Form, both in terms of academic achievement and in attitude and behaviour whilst in and around the school. It is hoped that all students who have chosen to extend their education with us will conduct themselves appropriately and have a positive work ethic.

However, for students who do not meet expectations there are a number of stages in our sanctions procedure that are designed to support them towards success.

Intervention	Concern	Action
<b>Subject Clinic</b>	<b>Underachievement</b> e.g. <ul style="list-style-type: none"> <li>Underachievement in an assessment need more support to access the work</li> </ul>	<b>Referred to subject clinic:</b> <ul style="list-style-type: none"> <li>after school session</li> <li>during study periods</li> <li>KS5 Underachievement Intervention recorded on SIMS</li> </ul>
<b>First Chance</b> (1 per year per teacher)	<b>Initial concern</b> e.g. <ul style="list-style-type: none"> <li>missed deadline</li> <li>poor effort or attitude in lesson</li> <li>punctuality to lesson</li> <li>absence from lesson and not caught up within 1 week</li> <li>failure to attend compulsory clinic, study period or assessment</li> </ul>	<b>Discussion between subject teacher and student.</b> <ul style="list-style-type: none"> <li>Targets and support agreed First chance</li> <li>Recorded</li> </ul>
<b>Academic Catch-Up (ACU)</b>	<b>Repeated concern</b> e.g. <ul style="list-style-type: none"> <li>missed deadline</li> <li>poor effort or attitude in lesson</li> <li>punctuality to lesson</li> <li>absence from lesson and not caught up within 1 week</li> <li>failure to attend compulsory clinic, study period or assessment</li> <li>failure to meet specific targets agreed at first chance stage incident of poor behaviour or truanting</li> <li>late 3 times to school</li> </ul>	<b>1 hour Academic Catch-Up (ACU)</b> <ul style="list-style-type: none"> <li>Set and supervised by subject teacher</li> <li>After-school</li> <li>Message sent via PS Connect</li> <li>ACUs for lates are sat after school in Sixth Form and recorded on SIMS (Tuesday/Thursday)</li> <li>KS5 Academic Catch-Up recorded on SIMS</li> <li></li> </ul>
<ul style="list-style-type: none"> <li>Every subsequent concern will result in a 1hr ACU to be set and supervised by the subject teacher.</li> <li>Failure to attend an ACU results in an additional 1hr ACU. Both ACUs must be completed.</li> <li>An accumulation of ACUs will result in progression through the stages of the consequence procedure as follows...</li> </ul>		

## Sixth Form courses of action

Stage	Concern	Action
Stage 1	3 x ACU	<ul style="list-style-type: none"> <li>• Phone call home Form Tutor</li> <li>• Issues and targets discussed with parent/carer</li> <li>• Loss of sign-out privileges</li> </ul>
Stage 2	6 x ACU	<ul style="list-style-type: none"> <li>• Letter home by Director of Sixth Form</li> <li>• Concern, targets and support specified in letter</li> <li>• Targets reviewed by after 4 weeks</li> <li>• Loss of sign-out privileges</li> </ul>
Stage 3	9 x ACU <ul style="list-style-type: none"> <li>• Below 90% attendance<sup>1</sup></li> <li>• failure to meet agreed targets</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with Progress Director, student, subject teachers &amp; parent/carer.</li> <li>• Targets and support agreed and reviewed after 2 weeks.</li> <li>• Loss of sign-out privileges</li> <li>• Meeting will be recorded for student file</li> </ul>
Stage 4	<b>Very serious concern:</b> <ul style="list-style-type: none"> <li>• failure to meet agreed targets</li> <li>• very serious misconduct<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with Progress Director, student, subject teacher(s) and parent/carer.</li> <li>• Targets agreed and reviewed after 2 weeks. If student fails targets, Stage 5 meeting is held.</li> <li>• An incident leading to a 3-day exclusion* will place students on Stage 4</li> </ul>
Stage 5	<b>Major concern:</b> <ul style="list-style-type: none"> <li>• failure to meet agreed targets from previous stage</li> <li>• gross misconduct 3</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with SLT Link, Progress Director, student, subject teacher(s) and parent/carer.</li> <li>• Targets and support agreed in and reviewed after 2 weeks.</li> <li>• If student fails targets, referral to Final Warning with Governors.</li> <li>• An incident leading to a 5-day exclusion* will place students on Stage 5</li> </ul>
Final Warning	<b>Major concern:</b> <ul style="list-style-type: none"> <li>• failure to meet agreed targets from previous stage</li> <li>• repeated very serious misconduct or gross misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Final Warning with Headteacher Meeting with Headteacher, Progress Director, student, subject teacher(s) and parent/carer.</li> <li>• Targets and support agreed are reviewed after 2 weeks.</li> <li>• Failure to meet targets results in permanent exclusion.</li> </ul>

<sup>1</sup>**Attendance** is looked at on an individual basis and takes into consideration any extenuating/medical circumstances. Attendance is monitored on a weekly basis and students who fail to meet 96% attendance will have their sign-out privileges revoked. Sign-out privileges are reinstated once attendance improves above 96%.

<sup>2</sup>**Very Serious Misconduct:** a first-time very serious offence such as rudeness or defiance towards staff; offensive behaviour towards peers; refusal to hand over mobile phone; any behaviour in or outside of school, including online, that brings the school into disrepute.

<sup>3</sup>**Gross Misconduct:** a repeated very serious offence (see above); gross rudeness towards staff or peers; fighting; any illegal behaviour, in or outside of school, including theft, use or possession of illegal substances.

\***Exclusions** can be served in the Student Support Centre within school, as an external exclusion, as community service on a Saturday or as supervised study after school. 5 hours is equal to 1 day of exclusion. Permanent exclusion may occur at any time for a single serious incident without recourse to the early stages of the student sanctions procedure. Individual circumstances will be considered at all stages.

NB: All meetings will be recorded and included in student file.