Melrose School Behaviour Policy

Our school provides a caring and supportive learning environment that encourages positive behaviour where all members of the school community feel valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence and community participation.

This policy has arisen out of discussion with the whole staff group, pupils and governors. Throughout its development, we have sought to base the principles to which we wish to aspire on information gained and perceived needs, examining closely the areas of concern and devising systems and strategies that will hopefully promote good behaviour and nurture mutual respect.

Behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual (e.g. gaining attention or coping strategy). As behaviours serve a communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and stop a behaviour by using aversive techniques. Positive procedures are constructive, in that they teach an appropriate alternative means to achieve the same goal and ultimately build self-esteem. Our policy is designed to inform and guide rather than prescribe. A school community is made up of individuals and as such, our aim has to be coherence and consistent rather than uniformed. Throughout our discussions, we have sought to understand behaviours and provide a positive approach, which can be clearly communicated to all – staff, pupils, parents/carers and governors. We aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively.

We will provide structures and strategies to empower the individual to manage their own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem The development of the policy has enabled us to focus on:

• The behaviours in the school which cause concern

• What we do well and the strategies that we have employed that have worked well as reflective experts in this field we learn what we need to do better based on:

• Existing classroom practices

• Existing systems of rewards and sanctions

• Existing support strategies for staff, pupils and parents/carer

• What we need to do in order to enable us to function more successfully

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.

- To encourage adherence to an agreed set of principles of behaviour by pupils.

- To promote good behaviour by forging sound working relationships with everyone involved with the school.

- To promote positive behaviour for learning.

Principles

- To create an environment where there is mutual respect.

- To develop a set of school expectations, which are clear, understood by all and which support the ethos of the school.

- To develop a system of sanctions which are relevant and perceived as fair.

- To develop a system of rewards, which are meaningful and help develop self-esteem and positive communication between home and school.

- To support staff with regard to classroom management and delivery of the curriculum by creating an environment where pupils feel motivated, able to achieve and valued.

- To develop a feeling of community so that good behaviour is not just an expectation within the school space, but in all school activities which occur on or off site.

- To be aware of incidents of bullying or discrimination through comments about race, culture, gender or homophobia, and deal with them effectively

Systems Overview

We work with young individuals who will present difficult and challenging behaviour through the course of any particular day.

It is our responsibility to assist the individual who presents such behaviour, to identify that it is inappropriate, and to better manage this in the future.

Such changes in behaviour will not occur in the short term. However, a structured support system, coupled with consistent application of such a support mechanism will contribute towards positive modification of behaviour.

At Melrose, we currently have a series of systems in place to support:

- Staff in their endeavours to educate our young people, and importantly,
- Students in their attempts to identify and modify their inappropriate behaviours.

The systems currently in place include:
- Bullying
- Damage
- Drugs
- External exclusions
- Inappropriate equipment (mobile phones, personal stereos, lighters, etc.)
- Internal exclusion
- Learning time lost – points track this
- Leaving the school site without permission – KS4 Independent Travel Plan
- Points
- Removal system – R1, R2, R3
- Rewards
- Senior system
- Smoking
- Verbal abuse

In turn, details of each of the above systems is discussed and supplied here for the benefit of all parties. Discussions are presented under three (3) headings:

1. **What is the system designed to challenge?**
2. **What are the rights and responsibilities of all parties concerned?**
3. **How should the system be implemented?**

Further, a flow chart to demonstrate the path of how these actions might be implemented is offered. This gives all staff and students a common ground upon which discussions can follow.

This list may be modified as a result of a perceived need amongst the school community.

Bullying

What is the system designed to challenge?

This system is to be applied when a student is either verbally aggressive or derogatory to another student, or overly physical towards another student.

What are the rights and responsibilities of all parties concerned?

Students have the right to learn in a safe environment, free of intimidation and aggressive behaviours of others. They also have a responsibility to allow others to go about their day without interfering with them.

Staff have a right to educate in a calm environment. They also have a responsibility to challenge situations where individual students are made to feel uncomfortable.

De-escalation strategy

How should the system be implemented?

Any staff member can implement this system. If any stage has been enacted, it should be recorded on the white board in the staff room.

Prior to a warning - you may inform the student they will get an official warning.

Warning – this should be given to the offending student once the situation has been identified. Record warning on points sheet.

If possible some form of Restorative Process (RP) should be initiated if this is possible, in an attempt to avoid the situation escalating to a Red Card.

Yellow Card – failure of an individual to respond appropriately to the warning will result in a yellow card being issued. This will result in no points earned for the day to be awarded, and a phone call home to explain the student's actions. This also needs to be written on the whiteboard in the staffroom and recorded on points sheets.

(Again, if possible some form of Restorative Process (RP) should be initiated, in an attempt to avoid the situation escalating to a Red Card. SLT will be notified if possible for this intervention.)

Red Card – Having been issued with a yellow card, and continuing to defy expectations, the offending student will be awarded a red card. Red car carries with it the potential to be sent home and an automatic exclusion on the next school day.

<u>Damage</u>

What is the system designed to challenge?

One way that students express their emotions at Melrose is through damage. Blatant, directed physical damage needs to be identified and challenged.

What are the rights and responsibilities of all parties concerned?

Staff and students have a right to work and learn in a neat, well presented environment. We also have the right to have our efforts on public display for all to see.

Coupled with these rights, students have a responsibility to respect their own property, and that of others, without interfering with it. Staff have a responsibility to be vigilant and consistent in this area and challenge such undesired behaviour.

How should the system be implemented?

Students will be charged for damage to school equipment at the rate displayed (see attached).

Students should be told that they will be charged for the damage, and it needs to be followed through, recording the damage on the Damage Sheet in the staff room.

The staff member who witnesses the damage needs to ensure the damage is recorded on the Damage Sheet in the staffroom.

Students may be given an opportunity to work off their damage debt, at the discretion of the staff as discussed in briefing i.e. clean minibus, litter pick.

Some incentive for students who are in debt, to work this off may be offered.

It may be necessary to inform parents in more extreme cases of the value of damage caused by their son/daughter.

This contact (by letter or phone) may request some form of contribution towards the repairs, and may make mention of involving the police in criminal damage.

Police may be involved immediately in serious cases of willful criminal damage.

	Damage/Action	**Cost Incurred/Action taken**
Breaking/Destroying/ Taking (and not returning)	Pencil	20p
	Ruler	50p
	Pen	40p
	Rubber	20p
	Set square	25p
	Protractor	25p
	Calculator	£2.00
	Text Book (destroyed)	£3.50
	Exercise Book	£1.00
Throwing	Any of the above objects	25p
Windows	Punching windows	50p
	Breaking large window	£15.00
	Breaking small window	£ 8.00
	Playing with mechanism	£ 3.00
	Damage to blinds	£ 3.00
	Take/damage winders	£ 5.00
	Climbing through	£ 2.00
	Scratching/etching	£10.00 (up to – see breaking above)
Doors	Kicking/punching	50p per incident
In Class and Corridors	Turning over table	£1.00
	Throwing table	£2.00
	Throwing chair	£1.00
	Trashing room	£5-£10 (dependent on damage, if corrected half damage)
	Destroying a display	£2.00
	Spitting on floor	50p
	Breaking Fire Alarm Glass	£1.00
	Ripping posters/work down	50p-£5.00 (dependent on severity, reduced if corrected)
	Destroying large poster	£5.00
	Destroying small poster	£3.00
	Riding bikes	£3.00
General	Entering Staff Room/Science prep room	£2.00
	Entering School Office	£2.00
	Graffiti	£2.00
	Litter	50p
	Taking staff keys	£2.00
	Damaging locks/padlocks	£2.00
	Large bins outside	£2.00 (debrief)
Computer Room	Keyboard – broken not usable	£6.99
	Mouse – broken not usable	£7.99
	Headphones – broken not usable	£8.95
Other	Mini bus damage	Determined on individual basis
	Light fittings and fixtures	
	Non-specific	

These amounts can be altered at the discretion of SLT

Drugs

Definition of a drug - A drug is a substance that affects the way in which the body functions physically, emotionally or mentally. This definition includes illegal substances and also legal substances such as: alcohol & tobacco, volatile substances, over the counter & prescription medicines.

Responses to drug related incidents - A drug incident may be any of the following: - Finding drugs, or related paraphernalia, on school premises - Possession of drugs by an individual on school premises - Use of drugs by an individual on school premises - Supply of drugs on school premises - Individuals disclosing information about their drug use.

If a student is suspected of being involved in any drug related incident whilst on the school site, a member of SLT should be alerted and will take the appropriate course of action to ensure the safety of all members of the school community. Students suspected of being under the influence of any illegal drug on the school site may be sent home immediately, and the Police informed.

Drug related incidents are recorded on an incident log, so that a picture can be built up and we can channel extra support where necessary.

External exclusion

This policy deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims: The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed; The second is to realise the aim of reducing the need to use exclusion as a sanction.

The decision to exclude a pupil may be taken in the following circumstances:
a) In response to a serious breach of the school's Behaviour Policy

b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil himself in the school.

Whether for a fixed term or permanent, exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the principles that underpin the School's Behaviour Policy:

Physical assault against pupil

Physical assault against adult

Verbal abuse/threatening behaviour against pupil

Verbal abuse/threatening behaviour against adult

Bullying

Racist Abuse

Sexual Misconduct

Drug and alcohol related incidents

Damage

Includes damage to school or personal property belonging to any member or visitor of the school community

Theft

Persistent disruptive behaviour

Extremism and radicalisation

Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

DfE regulations allow the Head of School to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent/carer has expressed a wish to make representations.
Following exclusion parents/carers are contacted immediately where possible. A letter will be sent by post (recorded delivery) giving details of the exclusion and the date the exclusion ends.
Parents/carers have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the School's Leadership Team and other staff where appropriate. During this meeting a Pastoral Support Plan will be drawn up, which will include a review date.
During the course of a fixed term exclusion where the pupil is to be at home, parents/carers are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/carers.
Records relating to exclusions will be stored confidentially.

Permanent Exclusion
The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil 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

Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".

Arson

Behaviour which poses a significant risk to the child's own safety

Extremism and radicalisation

Deliberate Criminal Damage

The school may involve the police for any offence detailed above. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

General factors the School considers before making a decision to exclude:

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned as detailed above. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head of School will:

Ensure appropriate investigations have been carried out

Consider all the evidence available to support the allegations taking into account the pupil's SEND, this policy and the School's Equalities Policy

Allow the pupil to give her/his version of events – though this is not always possible if he has to be removed from the site immediately

Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).

Inappropriate Equipment

What is the system designed to challenge?

Phones and personal MP3 players can cause a disruption to normal lessons and potential learning. Damage is caused by the use of lighters around the school.

This system is aimed at limiting disrupt8ion to lessons and damage around the school and ensuring the safety of all parties.

What are the rights and responsibilities of all parties concerned?

All students and staff have a right to work without disruption during lessons from mobiles or MP3 players.

In accordance with this, they also accept the responsibility of using such items with respect to their education and the efforts of the staff employed to educate them. Students may only use these items at break or lunch times. Thereafter they should be placed into the security of the office.

How should the system be implemented?

In the first instance, identify the inappropriate behaviour with the student and explain what is expected. The student will be expected to respond to the initial staff request. Failure to meet these requests from a member of staff will result in a member of Senior management being called.

In the case of mobile phones, these are expected to be handed into the office. If a student has their mobile phone out, they will be asked to put it away, failure to comply will result in the event being logged on an incident form.   If the student has their phone out on more than one occasion, then the following action will be taken:

The procedure for repeat offending is:

   1st Offence – Record Incident

   2nd Offence – Phone Call

   3rd Offence – Exclusion

Internal Exclusion (IE)

What is the system designed to challenge?

The importance of education can never be understated. This system allows this notion to be reinforced through insisting that missed learning opportunities are made up.

What are the rights and responsibilities of all parties concerned?

Students have the right to a quality education. They have a responsibility to take part in all scheduled activities and lessons. They have opportunities for support to meet this expectation.

Staff have a right to have their lessons attended, and all designed activities to be attempted to the best of the learner's ability. Staff also have the responsibility to prepare quality learning experiences for all students and encourage participation in all lessons.

How should the system be implemented?

At Melbury College, it is important that all pupils are supported to remain in education and attend school. However, there will be times the Senior Leadership Team need to enforce an internal exclusion. The internal exclusion is the preferred option over an external exclusion to ensure pupils are safeguarded and the education can continue without disruption.

Once the need to an internal exclusion is identified, the following procedures will apply.

1. SLT inform Executive Head Teacher of the need for an internal exclusion at Cobham Court.

2. Staffing arrangements will be made to ensure adequate cover is in place for the internal exclusion. If possible staff will share cover arrangements over the day. There is a requirement for two members of staff on site at all times.

3. Pupil/ parents will be informed by telephone call of the arrangements for the following day. This will be followed up in writing

4. Internal exclusions are held at Cobham Court between 10-2.30pm. The pupil will be allowed to go to lunch from 12-12.30.

5. If the pupil is FSM, lunch will be delivered to the pupil. If the pupil is not FSM, lunch is the responsibility of the pupil.

6. Pupils are expected to wear school uniform/ dress code and follow the same rules at their school site (no phones/ devices, fizzy drinks, smoking)

7. Teachers will provide work on Doddle, as well as some additional worksheets/ booklets to complete during the day. These can be taken over with the supporting staff members in the morning. There will be a stock of stationery supplies/ materials available for use during the day. Pupils are expected to complete their school work and this will be given back to class teachers the next day for marking.

8. During the day, pupils will be asked to reflect on their behaviour and may be supported by staff and/or their mentor to come up with strategies to support them to manage their behaviour in future. A 5W form needs to be completed, with a letter of apology/ agreement for RJ/ behaviour contract or appropriate reflection.

9. Before returning to school, a post-exclusion meeting with parents must be held.

10. The pupil must complete the internal exclusion, and post-exclusion meeting before returning to school.

11. On their return to school, the behaviour will be monitored for an agreed period of time through a behaviour plan.

Learning Time Lost (LTL)

What is the system designed to challenge?

Students often arrive at class late, leave early, are removed from the room via the Removal System or refuse to complete set tasks.

This system is a way of recording how much (or little) of the available learning time a student is accessing. It also enables staff to share this information with parents/guardians, in an attempt to highlight a possible reason for limited progress.

What are the rights and responsibilities of all parties concerned?

Students have a right to a quality education. They have a responsibility to access this opportunity. Staff have a right to educate. They also have a responsibility to design a quality education, appropriate to individual needs and highlight situations where students are denying themselves the opportunity to be educated.

How should the system be implemented?

Prior to arriving at school, this time is counted as lateness.

An R2 or R3 time is counted at LTL unless communicated otherwise by the staff escorting the student for this time.

During the lunch tutorial, the form tutor team are to total the time lost and the points, on each student's point's sheet and discuss with them if necessary.

If a student arrives late to tutorial or lessons, the amount out of class would be recorded as LTL or their point sheet, over the course of the day. This data will be included on Student Daily Data Proforma found in Staff Shared and is collated at the end of the week by tutors. If a student amasses too much LTL they risk losing the privilege of attending their SDO at the discretion of SLT.

Off Site – Any member of staff who sees a student offsite at inappropriate times has a responsibility to report this to the office (so that appropriate phone calls can be made) and inform the form tutor team as well. This could be done verbally or by writing it on the student's point's sheet.

Absent/Excluded – Form tutor team responsible for recording these on Weekly overview of Learning Time Lost.

Leaving the school site without permission

The legal position is that morning break and lunchtime is part of the legally defined school day so the school has control of what happens in this time. It is therefore not a right of a student to leave the school site without permission during these times. However, the school will respond to parental requests via the **Key Stage 4 Independent Travel Plan** for students in Year 10 and Year 11 to go offsite for lunch on a regular or ad-hoc basis. This form can be obtained from the school and must be returned before students are granted the right to go offsite.   The school reserves the right to grant or refuse this request and if the request is granted to discipline the student if they misbehave whilst off the school site and to withdraw the permission if this is seen as the most appropriate action.

Students with permission to leave the school site are expected to return promptly ready for their lessons. If a student returns late during the school day within any half term, the following consequences apply:

1st Offence – Phone call home

2nd Offence – Parents asked to come in to school for a meeting

3rd Offence – Internal Exclusion at Cobham Court

Points System

What is the system designed to challenge?

This system is a mechanism which allows a student's progress against IEP targets and general performance throughout the day to be mapped and recorded. Students deserving of rewards can receive these, and issues which have been identified can also be followed up.

What are the rights and responsibilities of all parties concerned?

Students have a right to be involved in their own development as identified in their IEP's. They have a responsibility to participate in reviewing their daily progress against these IEP targets.

Staff have a right to record daily progress and assist in moving students towards meeting targets. Staff have a responsibility to encourage self-review.

How should the system be implemented?

Students are provided with a daily points sheet, with their IEP targets on. During First tutorial, the tutor team should identify two (2) major IEP targets with the student (if present – these can be permanent or changed regularly). They also complete the tutorial section appropriately, recording LTL (see LTL system for more information) if appropriate. If a student is late but does arrive, they must lose one of the awarded points immediately. The double points are pre-awarded as an incentive to encourage punctuality. Missing tutorial/assembly requires that all points are lost.

At the completion of each lesson, the teacher responsible should complete the appropriate section of the student Daily Points Sheet. Ideally, this should involve a review of each of the four (4) targets with the student, as well as recording any merits and Learning Time Lost (LTL). Comments may be made at the bottom of the page.

At the second tutorial, the tutor team should review each student's progress for the day, assisting students to tally their progress for the day and discuss any issues.

Learning Time Lost (LTL) should be discussed, reminding students of the LTL system (see LTL system for more information).

The student rating section allows each student to score themselves, from 0-3, against their four (4) IEP targets. A cross against any target prevents a score of '3' for that target. Student non-attendance at tutorial results in zero (0) points.

One of the IEP targets should be identified for focusing on in the afternoon targets, and this should be recorded.

At the end of the day, the tutor team will collate afternoon scores and LTL, on the student daily data sheet and transfer these electronically for recording and tracking purposes.

Throughout the day, comments may be written on the bottom of the students Points Sheet and these may need to be followed up.

If a points sheet is destroyed:

- Give an opportunity for the student to repair the sheet and award the points
- Failure to repair results in zero (0) points for the day.

Points Sheet Completion

Each student **whether educated on or off site,** starts the day with 100 points.

100 can only be awarded if all sessions, as indicated on a points sheet have been completed including the self-evaluation.

Without a completed points sheet, the maximum points to be awarded is 80. A maximum of 4 gold merits can be given to pupils educated off site, following staff recommendation/completed point's sheet.

Points are deducted for not meeting targets, as decided by teaching staff.

'Most points in school' can only be awarded to students who attend Melrose for at least 3 days in a week.

Teachers are responsible for completing their respective session/lesson.

Tutorials/Assemblies

Points are deducted for lateness to or early departure from either a tutorial or assembly, and for not participating in what is offered.

No attendance at a tutorial or assembly requires all points for that session to be deducted.

During the second tutorial, students are required to complete their 'self-evaluation' section. Failure to do this requires that no points are awarded for this session.

Record the students nominated SDO in the space provided as a reminder for them.

Record Learning Time Lost (LTL) prevents a student from gaining a Gold Merit.

Gold Merits are for excellent effort for the duration of a session/lesson, with all work set completed to an excellent standard.

Removal Systems (R1/R2/R3)

What is the system designed to challenge?

When a student displays behaviour other than what is expected (but perhaps not covered by other systems) and that prevents the subject teacher from teaching, the graduated Removal System may be applied.

What are the rights and responsibilities of all parties concerned?

Students have a right to learn about the topics being considered within the classroom. They therefore have a responsibility to learn, and to not disrupt the learning of their peers. Students also have a responsibility to allow the teaching staff to do their job, that is teach those who want to learn.

Teachers have a right to teach students about their subject area. They also have a responsivity to have prepared valuable learning experiences for each student, such that success and learning are achievable.

How should the system be implemented?

Students should not be sent from the room unsupervised.

The LSA from within the class may be asked to take the individual student out. This should be done in consultation between the teacher of the lesson being disrupted and the available LSA.

Regardless of who escorts the student from the room, the following should occur. The teacher will call for an R1, R2 or R3.

R1 – Five (5) minutes respite for the teacher, or the rest of the group from the student concerned. The student should not be wandering corridors not disrupting other lessons. It is the responsibility of the corridor team to try and assess the situation and re-engage the student.

R2 – The pupil is only returned when it is clear he/she is settled enough. This may be used when a student is agitated and needs time to be calm or a continued R1 behaviour.

Again, the staff member with the student may decide that the student is not ready to return to the class, but should communicate this in some way with the teacher, at their earliest convenience.

Staff should be aware that if an R1 and R2 be issued to a student, the expectation is that they will be returned to the room. Students should be welcomed back.

R3 – The student does not return to the lesson. This may result from series of R1s or R2s OR if the teacher decides that the student has been too disruptive to remain in the lesson or that the student will not conform to expectations and continue to disrupt the lesson.

The system is designed as a supportive, intervention allowing the student time to reflect on their behaviour. Teachers, where possible should avoid jumping straight to an R3 but only in extreme circumstances.

Further Information

If the incident needs to be acted upon through other systems (verbal, bullying, etc.) or if the incident needs to be taken into consideration by form tutors, the appropriate Incident Report needs to be completed.

Time lost due to a student being removed from a lesson under the Removal System needs to be recorded as Learning Time Lost on the student point sheet and day book by the teacher who initiated the Removal.

Rewards

What is the system designed to challenge?

Students, who meet the expectations of the school, performing to the best of their ability, should be encouraged and praised for progress in this direction.

This system offers staff a way to recognise good progress and offers students the change to receive such incentives and perform positively.

What are the rights and responsibilities of all parties concerned?

Students have a right to have good work recognised.

Staff have a right to expect quality work from students and have a responsibility to recognise this effort.

How should the system be implemented?

Students can be rewarded for a variety of behaviours. These rewards are outlined in the list attached and are awarded by writing on a student' points sheet prior to debrief or directly into the daily points book.

Merits/Gold work Merits
Attendance – Meeting Target
Attendance – Tutorials/Assemblies
Green Card
Helping Hand
Form Tutor Award
Good Work

The amount of money is tallied by Billie and entered into student accounts by Billie (Monday).

Rewards should not be used as a bribe.

Other ways to encourage positive results and reward good effort around the school may include:

- Positive phone calls
- Letters
- Assemblies
- Pink slips

Weekly Credits

Code	Notes	Value
CR	Weekly Credit (300 points)	£1.50
R-S	Silver Weekly Credit (350 points)	£2.00
CR-G	Gold Weekly Credit (400 points)	£2.50
80	80 points	Extra £0.50 if 5 days above points
1000	For each 1000 points achieved	£1.50
Helping Hand	For any pupil who has helped a member of staff above and beyond what is expected	£0.50
Green Card	For any pupil who helps another in a difficult situation	£1.00
Work Merit	Work merit for good work	£0.25
Gold Work Merit	Work merit for excellent work	£0.50
A	Good attendance in general	£0.50 (Tuck shop)
T&A	Attending 90% of tutorials and assemblies	£0.50 (Tuck shop)
Further certificates that may be awarded include:		
GW Cert	For good work shown in assembly	£1.00
FT	Form Tutor Award – for any pupil who has tried hard in a week	£0.50

Senior System

What is the system designed to challenge?

On occasions, a senior student will be in the wrong place at the wrong time e.g. in someone else's class instead of their own. This system provides such a student with several opportunities to think about the situation they find themselves in and act appropriately to the requests of the staff member.

What are the rights and responsibilities of all parties concerned?

Students have a right to converse with peers and interact with all staff positively. They also have a responsibility to do this at appropriate times and in appropriate places.

Staff have a right to teach their scheduled classes without the disruption caused by unwarranted presence of senior students. Staff have a responsibility to remind senior students of the expected behaviour and to assist them in making informed decisions about their actions.

The system shows respect to the students in providing them with several opportunities to make correct decisions about their behaviour.

How should the system be implemented?

The Senior System should only be used where possible by a member of SLT. SLT should be called upon by a member of support if a situation arises requiring the use of senior system.

After each stage of the system, as identified below, allow the student in question time to reflect on your request and indeed their choice of action.

Warning – This is given to the offending student once the situation has been identified. Stating that if the student concerned does not take immediate action to remove him/her from the situation (room), the senior system will be applied. Students are reminded that if the system is used for the third time, that an automatic exclusion applies on the next school day.

If a staff member decides that corridor staff or SLT may be able to assist prior to using the senior systems, they may be called at this stage.

Senior System – First Time – Should a student fail to respond to the warning, they are informed for the first time, as a senior student, to respond to the request that has been made.

Students are reminded that if you use the Senior System for the third time, that an automatic exclusion applies on the next school day.

Senior System – Second Time – Should a student fail to respond to the first Senior System request, they are informed with a second request.

Students are reminded that if you use the Senior System for the third time, that an automatic exclusion applies on the next school day.

Senior System – Third Time – Should a student fail to respond to the second Senior System request, they will be asked for a third time, as a senior student, to respond to the request that has been made.

Verbal Abuse

What is the system designed to challenge?

Any language or comment that can be considered offensive or upsetting to the recipient (any staff member) can be considered verbal abuse and needs to be acted upon.

What are the rights and responsibilities of all parties concerned?

Students have a right to express their views and opinions. With this comes the responsibility of speaking politely and maturely, even in difficult circumstances.

Staff have a right to work in an environment where we are spoken to in a polite manner. Further, we have a responsibility to speak politely and to support anyone not speaking politely by identifying the inappropriate behaviour and following the systems in this endeavour.

Listening skills are important in dealing with these situations.

How should the system be implemented?

When a student begins speaking in a way that is considered offensive or upsetting, the student needs to be told that what they are saying is offensive and inappropriate and that the behaviour needs to stop.

Should the behaviour continue, the use of the Removal System may be appropriate here to allow student the opportunity to be spoken to by another member of staff and to calm down?

Incidents of an extreme nature should be recorded in the day book to help formulate a picture.

Recording allows all staff to have a quick reference as to who might need some extra support and IEP targets can be reviewed.

Any racial verbal abuse must be recorded in the day book in red pen.

<u>Smoking</u>

What is the system designed to challenge?

No-one can disagree that smoking is a health hazard. This is a message we should all attempt to instill in our students. Even attempting to impart this idea this is difficult to achieve when our students see staff, parents, mates etc. smoking, but for their benefit we must persevere.

When our students smoke between lessons it draws negative attention to them as they are out of supervision and accruing LTL.

What are the rights and responsibilities of all parties concerned?

Students have a right to express themselves in a variety of ways. They therefore have a responsibility to do this in a respectful manner.

Staff have a responsibility to support one another, educate our young people about the dangers of smoking, and indeed assist students in understanding and upholding expectations.

How should the system be implemented?

When a student is blatantly smoking on school site or in front of a staff member (on or off site while on educational activities) the staff should explain to the student what is expected, requesting that the cigarette is put out immediately.

If the cigarette is put out, respond positively to the student. The incident must be recorded on the Smoking Sheet in the day book.

If the student persists in smoking on site or in front of the staff member (on or off site while on educational activities), the staff member should remind them of the expectations and again request that the cigarette is put out. Smoking incidents are recorded on an incident log, so that a picture can be built up and we can channel extra support where necessary.

The procedure for repeat offending is:

1st Offence – Record Incident

2nd Offence – Phone Call

3rd Offence – Exclusion

Should an individual wish for further support in dealing with their habit, it is feasible that the school nurse and or councilor may be called in to speak with individuals. This may even be suggested should the habit continue to draw negative attention to them. This would not be part of the sanction, merely a support measure.