



Achieving Excellence - Loving God - Caring for Each Other

Behaviour Policy

1. Principles

The behaviour policy at Crompton House School is a statement of good practice and those aspects that contribute to the development and maintenance of good relationships and a positive ethos. This policy should be read in conjunction with the School Ethos Statement and SMSC Policy. All members of the school are expected to help maintain an atmosphere (and environment) conducive to learning, characterised by courtesy and mutual respect.

2. Discipline in schools – teachers’ powers:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
 - The power also applies to all paid staff (unless the head-teacher says otherwise) with responsibility for pupils, such as teaching assistants.
 - Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
 - Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.
 - Teachers have a power to impose detention outside school hours.
 - Teachers can confiscate pupils’ property.
- (Behaviour and discipline in schools Advice for Head-teachers and school staff. DFE January 2016)*

3. Punishing poor behaviour: What the law allows:

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- (Behaviour and discipline in schools Advice for Head-teachers and school staff. DFE January 2016)*

4. Pupils’ conduct outside the school gates:

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

Subject to the behaviour policy, teachers may discipline pupils for: Misbehaviour when the pupil 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 pupil or member of the public or could adversely affect the reputation of the school.



(Behaviour and discipline in schools Advice for Head-teachers and school staff. DFE January 2016)

5. Rationale

Loving God Achieving Excellence Caring for each other pervades all aspects of the school life. The behaviour policy aims to ensure learning and maintaining the wellbeing of unique individuals' needs to a safe, caring environment. Good relationships and striving for excellence is the cornerstone of school.

6. Aims

- **To support effective learning and teaching.**
- **To contribute to mutual respect and student self-discipline.**
- **To develop a sense of community where all adhere to a code of conduct.**
- **To encourage respect for property and the environment.**

7. Roles and Responsibilities

Students, parents, governors, teaching and support staff were included in the process of constructing this policy, a copy of which is available on the school website. The Learning Code is displayed on posters (Appendix 1) in every room and contained in the student planner alongside the Code of Conduct (Appendix 2). Appropriate behaviour will be reinforced in all aspects of school life with the House Tutor having an important role in setting standards for the day. Teacher support and guidance will be provided to ensure consistency, and links to other policies are indicated at the beginning of the appendices.

8. The School Environment

- Caring for each other in a Christian manner
- Everyone to achieve their best at all times
- Every member of school is responsible for their actions.
- Everybody, students, teachers, ancillary staff are entitled to feel secure and happy in school
- We all feel pride in our school

9. The Learning Code (Classroom rules)

- Listening is really important. Listen to staff, listen to each other and don't interrupt people.
- Sit in your allocated place.
- Put your hand up if you need to contribute.
- Be prepared for your lesson; bring everything you need to all lessons.
- Leave the room ready for the next class.
- Show a positive attitude and effort in all activities based in and outside the classroom.
- All work must be handed in on time.



10. Behaviour and Appearance Guidelines Key Stages 3 and 4

All students are expected to conform to the School Rules on attitude, behaviour and appearance placed in the school planners and is available through the school website. The Guidelines which follow will be consistently applied by all staff. Parents are also expected to uphold the standards and principles within the Guidelines.

11. The Code of Conduct (for corridor behaviour)

The Code is designed to be brief and easy to learn. It includes rules which are enforceable and reasonable. The Code of Conduct can be applied to a variety of situations and is designed to encourage students to develop responsibility for their own behaviour.

- Walk on the left in single file
- Have the correct uniform and equipment for learning
- Coats in cloakrooms or lockers
- Respect each other and the school
- Food only in designated area
- Phones and MP3's not seen or heard
- Courtesy for all
- All litter in the bins provided

12. Rewarding Positive Behaviours

Aims

To ensure consistency in the rewarding of students which are known and understood by all. To support the code of conduct and encourage the use of formal and informal rewards.

Everyone within Crompton House School wishes to maintain an environment where there is mutual support, respect and encouragement. All members of the school share the responsibility for encouraging positive behaviour and rewarding our students for –

- **Excellent work which reaches the student's potential**
- **Consistently applied, or improved, effort**
- **Excellent organisation**
- **Aiding the school community**
- **Achieving targets in assessments, examinations or coursework**
- **Charitable work and work for the wider community**
- **Leadership**

13. Informal rewards

All staff at all times should seek to encourage and praise students through the use of –

- Gestures of approval - humour, encouraging talks, comments in the student planner



- Private or public verbal praise
- Asking another member of staff to pass on your approval
- General praise to the whole group when things are going well, routines/rules are followed.
- Comments on work, letter home from the subject
- Display of student's work, visit to CTL or Subject Leader to show work
- Choice of activity, special responsibility
- Visit to the Headteacher
- Announcements in assembly/ form period
- HoY positive postcards and certificates

14. Formal rewards

The formal rewards that will be allocated to students during the year will be documented in the rewards guidance (appendix 5) which is developed in conjunction with students and staff. The preface of the reward system is that students will receive points allowing students to personally reach milestones with regards to the number of house points credited as well as cumulatively as a house for the overall winner's trophy.

15. Headteacher's Awards

Each member of staff over an academic year will be given an opportunity to recommend a number of students from within their teaching groups, whom can receive the headteacher's award. This award can be for progress or excellence. Students are announced via the weekly bulletin and they meet the Head teacher on Friday morning break to receive their certificate and have their photograph taken with the Head. This is then displayed in school.

16. Reward Assemblies

Reward Assemblies will showcase students who have made positive contributions to their house both in school activities as well as those contributions made in external activities. A joint House assembly will take place at least once per year to highlight key achievements throughout the year. This is a celebration of the successes and achievements in the year and finishes with the awarding of the 'House Cup' to the house with the most overall positive reward points.

17. Certificates of Excellence Presentation Evening

Annually the Head teacher will invite students and their parents to a Presentation Evening to recognise their achievement – such invitations will be based on subject nominations for Excellence and Progress demonstrated during that Year.

18. Support systems for students

The school fully supports the tiered approach to support. The student support staff oversee the use of report cards, academic monitoring, signposting to counselling services, anger management, Education Welfare Officers and the construction of Pastoral Support Plans (PSPs). The Student support team will liaise with outside agencies such as Connexions, OASIS, Health care professionals **HYM**, as well as Multiagency support Hubs (MASH) etc., when this type of support will enhance inclusion of a student. It is hoped PSPs lead to improved student



conduct but they can also lead to LEA support and in extreme cases exclusion. The Pastoral support team also use restorative justice to aid inclusive education (see anti-bullying policy).

19. Support systems for staff

All staff must deal immediately with issues that arise, wherever they occur in the building. The mechanism for referring issues is through the electronic Behaviour Log. This empowers staff to manage misbehaviour within a framework understood by students & Staff (appendix 3) Regular staff training is provided in house, and additional professional development is available from pastoral staff. Staff who need advice on managing specific behaviours will be supported by their Curriculum Team Leader, SENCO and the pastoral team.

20. Consequences of failing to follow the School Rules

We aim to develop a consistent pattern of sanctions which are known, understood and agreed by all, and to support the Code of Conduct.

Students have a right to expect fair and consistently applied sanctions. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction designed to humiliate a student. Due consideration is given to policies on inclusion and equal opportunities. Thus, rebukes and sanctions which are differentiated solely on the grounds of gender, ethnicity or personal circumstance must be avoided.

Electronic Behaviour logs should be completed by a member of staff when a student requires an after school detention or when a CTL/Form Tutor/HOY is asked to become involved in a situation. For curriculum issues the subject teacher is expected to deal with situations according to the guidelines stated in the whole school staged response flow charts (Appendix 3).

Within a lesson the following graduated responses should be applied when a student breaks the Learning Code;

Staff should follow the Behaviour for learning guidance (appendix 4) in conjunction with the staged response (appendix 3)

21. Uniform

The school takes great pride in its uniform and expects all students to conform to its high standards. Students who fail to meet the required standards will be sanctioned based on the uniform flow chart of consequences & sanctions. (Appendix 7)



22. Detention

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.
- Whether suitable travel arrangements can be made by the parent for the pupil but this should not be based primarily on convenience.
- Whole group detentions are not appropriate.

Refer to Appendix 3 for detailed guidance.

All Detentions / C3 issues must be electronically logged on the behaviour log.

Parental complaints about the use of detention should be addressed to the Headteacher under the school's normal complaints procedure.

The time a student spends in detention should be purposeful: aiding his/her academic studies or contributing to the school community. The teacher who arranges the detention has a duty of care to the student and he/she should be adequately supervised – in the case of detaining one student, departments may arrange a rota or communal place to hold the detention.

Sanctions provide an opportunity for students to think carefully and modify their behaviour. Detentions may be at lunchtimes, afterschool, or any other time that is agreed in consultation with the Head teacher.

23. Off school premises behaviour

In light of any non-criminal behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

The sanctions applied will be in line with those followed by in school behaviours and exclusion guidance.

Each case will be monitored on a case-by-case nature, it will take into account the individual circumstances and be in line with previous sanctions for similar incidents.

24. The School Sanction Hierarchy is as follows

- Lunchtime Detention
- Pastoral Detentions
- Red Card Detentions
- *Headteacher Detention



- Internal Isolation (see appendix 13)
- Fixed Term Exclusion
- Permanent Exclusion

Staff will use their professionalism to determine the correct course of action with any given situation. (Appendix 4)

Parents will be informed via a note in the student planner and / or telephone call or text message. The school would recommend telephone communication early to gain support and inform parents of any behavioural issues.

Telephone calls must be made in the case of more severe issues.

*Issues arising from failure to attend a head teacher's detention are highlighted in the flowchart found in appendix 9

25. Representing the school

Students whose behaviour causes a concern with the CTL / HOY / SLT may be subject to removal from representing the school in extra-curricular activities. This in the first instance maybe for 4 weeks. Subsequent concerns will mean a loss of participation for 8 weeks.

Appendix 10: shows the process.

26. Other external visits and activities: Behavioural Concerns

The school reserves the right to withdraw a student from an extra-curricular activity if there are concerns about that student's behaviour. A risk assessment would be carried out to ascertain any concerns that may arise in allowing a student to participate in the activity whose behaviour is likely to cause an issue to the safe running of the activity. At all times the school will take reference from the Equality Act.

27. Fixed Term Exclusion & permanent Exclusion

The Head teacher has the right to issue fixed term exclusions or permanent exclusions to any student where this sanction is deemed to be appropriate either in or out of school.

The details of these procedures are detailed in the exclusion guidance policy and will follow DFE guidance '*Exclusion from Maintained schools. Academies and pupil referral units in England 2012*'.

In the light of any updated guidance from the DFE that supersedes this document the school will follow the updated in its entirety.



28. Appendices

- 1 Learning Code
- 2 Code of Conduct
- 3 Behaviour for learning guidance
- 4 Structured response flow charts
- 5 Rewards Guidance
- 6 Uniform guidelines
- 7 Uniform flow chart of consequences.
- 8 On call
- 9 Sanctions Summary Flow Chart
- 10 Representing the school: Sanctions
- 11 6th Form Dress Code
- 12 Attendance in 6th form
- 13 Isolation & FTE

Document number APS-BP2019/July 2020 adopted by Curriculum Support Committee

Date 2nd July 2019

Signed (Chair).....J Swift.....

Print NameJonathan Swift.....

Date of next review.....July 2020.....



Appendix 1

The Learning Code (Classroom rules)

- Listening is really important. Listen to staff, listen to each other and don't interrupt people.
- Sit in your allocated place.
- Put your hand up if you need to contribute.
- Be prepared for your lesson; bring everything you need to all lessons.
- Leave the room ready for the next class.
- Show a positive attitude and effort in all activities based in and outside the classroom.
- All work must be handed in on time.



Our Values

- Caring for each other in a Christian manner.
- Everyone trying to achieve their best at all times.
- Every member of school is responsible for who they are and what they do and how this impacts on others.
- Everyone, students, teachers, support staff are entitled to feel secure and happy in school.
- We all feel pride in our school.
- We listen carefully and follow the teacher's instructions.
- We treat others with respect.
- We wear our uniform with pride on all occasions.

These values will affect our behaviour in the following areas:

- in the classroom
- movement about school
- travel to and from school
- behaviour to others
- on trips
- dealing with all situations where our actions impact on others.

Movement around school:

- Everyone arrives on time.
- We walk everywhere (**no running, pushing, barging**) on the left hand side of the corridors.
- We follow signs indicating the direction of movement, i.e. no entry signs.
- We stay at school at lunchtime unless written permission has been given.

Learning Code: In the Classroom

- Listening is really important. Listen to staff, listen to each other and don't interrupt people.
- Sit in your allocated place.
- Put your hand up if you need to contribute.
- Be prepared for your lesson; bring everything you need to all lessons.
- Leave the room tidy ready for the next class.
- Show a positive attitude and effort in all activities based in and outside the classroom.



Behaviour to Others

- All pupils have a right to feel safe from verbal, cyber or physical attacks.
- Everyone has the right to be treated fairly irrespective of colour, gender, ability etc.
- Not to tempt others, no valuable items will be brought into school.
- Lockers are available for personal items, see the House Team.
- Smoking is a health risk to everyone and is not tolerated in connection with school activities. This includes e-cigarettes.
- We show respect for other people's property and school property.
- Students should adhere to e-safety and not send offensive, malicious texts/messages or images that cause upset and distress including the sending of salacious or malicious messages about the school or members of the school community.

Other issues

- We all recognise that the chewing of gum is anti-social and is not allowed in school and on school trips.
- Litter spoils the environment of the school and therefore all food will be eaten in the school dining rooms or designated areas.
- Students must not enter or be found in areas that are signposted as out of bounds.
- Pupils who come to school on bicycles must wear a helmet, not ride on school grounds, securely fasten their bike in the designated areas and obtain permission from Mr Dunkley.
- Bringing in mobile phones is discouraged, if they are brought in they **must** be switched off and kept out of sight (in an inside pocket) at all times in and around school. Alarms should also be turned off. Bringing personal electronic devices/music devices is discouraged. Headphones should not be seen in school.
- The use of Smart watches in school is prohibited. If worn they will be confiscated and parents asked to collect.
- The school cannot take responsibility for lost or damaged items; these are brought in at your risk. Mobile phones in school must be handed in for sporting activity and during examinations.

Note: If a student is seen with or using a mobile phone, the mobile phone with its SIM card will be confiscated for 1 week.

Legislation allows the school to do this and it is not illegal for the school to use this sanction.



Behaviour for Learning:

Overview

- Ensure that you are consistent with the application of the rules.
- Ensure you have reminded students about the Learning Code.

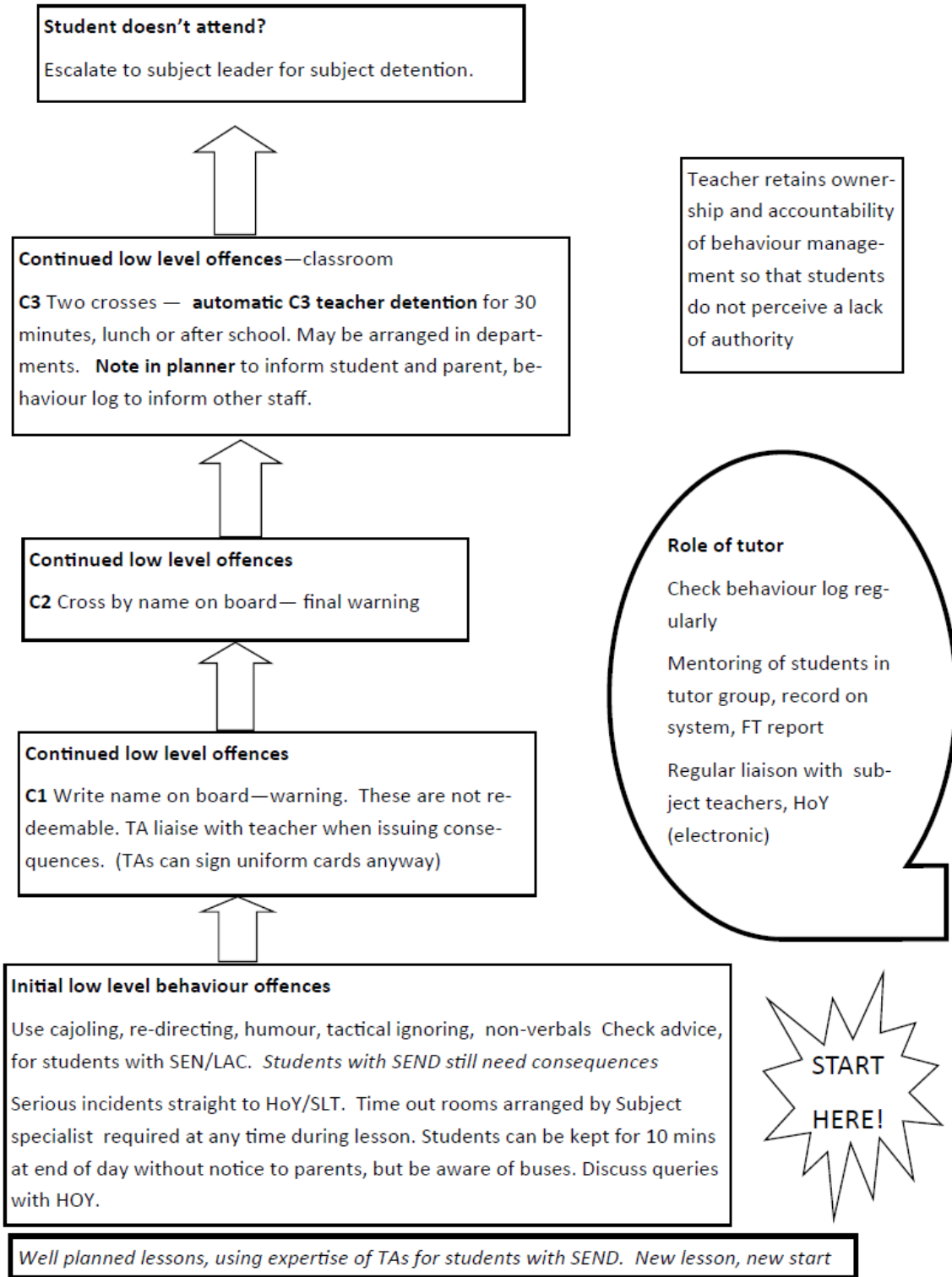
- Display the C1, C2 & C3 cards in a visible place- usually on the white board.
A student who persistently disrupts learning after a C3 has been given will be removed by SLT on call – C4. (Appendix 7)
 - You have been given individual ones; this means that wherever you teach you can apply the code.
 - Staff are reminded that the behaviour for learning code and sanction sequence are inside the staff planner.

- Use the teacher record sheet to remind you which student need to be logged on the behaviour log on MIS / Progresso.
- Ensure you follow the sanctions flow chart.
- Seek support for clarification on all issues.
- Ensure that you are aware of any SEN/D students in class and are aware of the support & differentiation they need. Ensure that you have read any support material given to you by the inclusion/ pastoral team.



Stage 1—subject teacher action

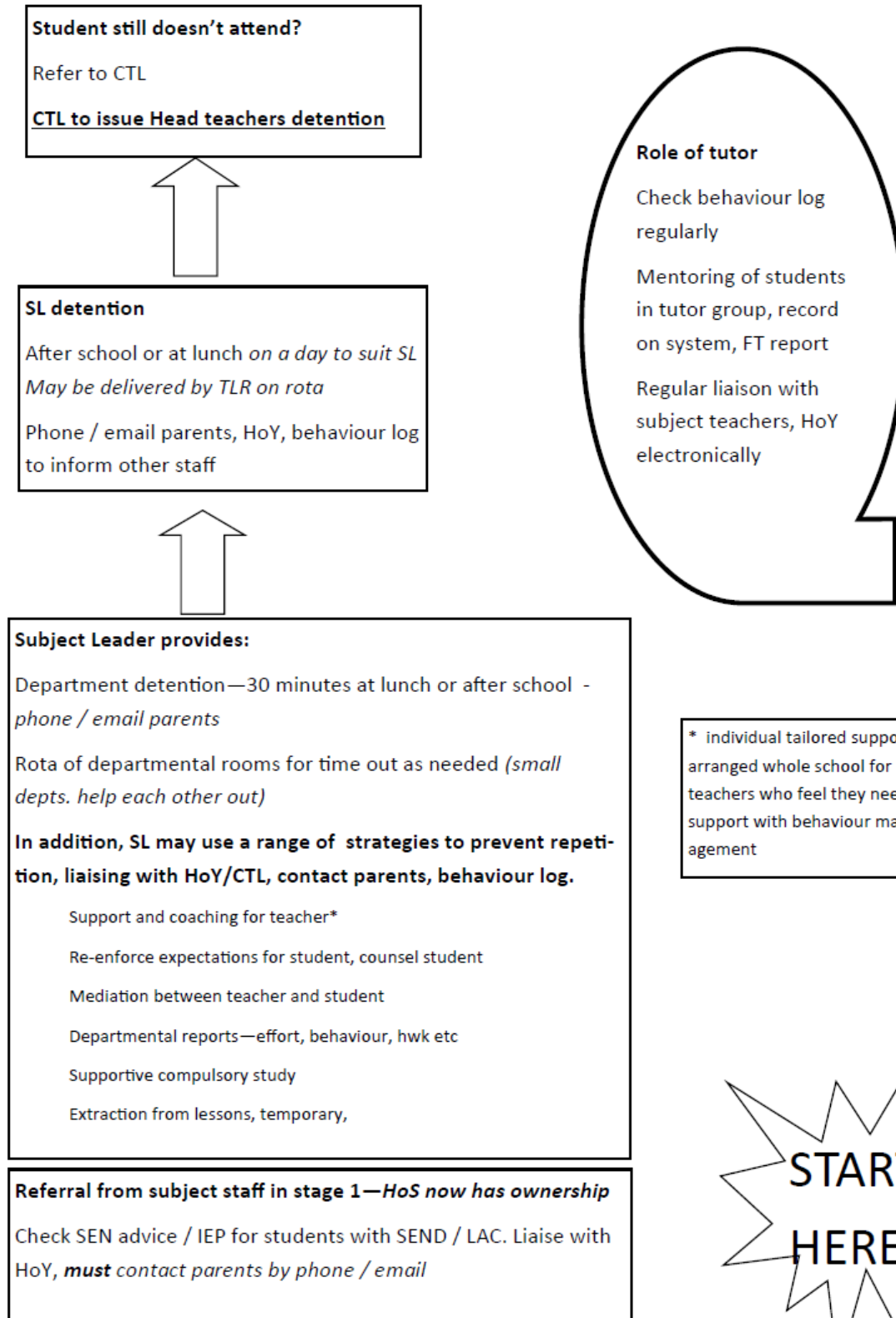
Underpinned by professional judgement, reasonable adjustment





Stage 2— HoS action

Underpinned by professional judgement, reasonable adjustment





Stage 3— HoY action

Holistic cross curricular interventions and social behavioural issues

Underpinned by professional judgement, reasonable adjustment

Pastoral detention at lunch or Head teachers detention may be used

1 hour after school

Parents contacted, behaviour log to in-

Role of tutor

Check behaviour log regularly

Mentoring of students in tutor group, record on system, FT report

Regular liaison with subject teachers, HoY, electronically

HoY uses a range of appropriate responses depending on student and circumstances, contacting parents again, behaviour log to inform other staff. These include:

Head teachers detention 1 hour after school

Re-enforce expectations for student, counsel student

Mediation between teacher and student

Intervention with AHOY/ mentors—role: supportive reintegration

Time in internal isolation—role: punitive work

HoY reports for behaviour, effort, hwk etc

Extraction from lessons, temporary, change group permanently in exceptional cases, liaising with HoS / CTL

Referral from CTL for persistent issues. HoY now has ownership.

Or direct referral for serious incidents, and full uniform cards etc

Check SEN advice / IEP for students with SEN / LAC

**START
HERE!!**



Stage 3A— CTL action

Supportive academic and social interventions within the CT
Underpinned by professional judgement, reasonable adjustment

CTL issues a Head Teachers Detention

1 hour after school

Parents contacted, behaviour log to inform other staff



Role of tutor

Check behaviour log regularly

Mentoring of students in tutor group, record on system, FT report

Regular liaison with subject teachers, HoY, electronically

CTL uses a range of appropriate responses depending on student and circumstances, contacting parents again, behaviour log to inform other staff. These include:

CTL issuing a headteachers detention 1 hour after school

Re-enforce expectations for student, counsel student

Mediation between teacher and student

Intervention with AHOY/ mentors—role: supportive reintegration

Time in internal isolation—role: punitive work

CTL reports for behaviour, effort, hwk etc

Extraction from lessons, temporary, change group permanently in exceptional cases, liaising with HoS / CTL /HOY

Referral from SL in stage 2. CTL now has ownership.

Or direct referral for serious incidents, liase with HOY

Check SEN advice / IEP for students with SEN / LAC

**START
HERE!!**



Stage 4— SLT action

Underpinned by professional judgement, reasonable adjustment

Final sanctions
External fixed term exclusion—final warning
Permanent Exclusion



Range of appropriate responses depending on student and circumstances. Contact with parents again, behaviour log to inform other staff. These include:
Re-enforce expectations for student, counsel student
Mediation between teacher and student
SLT reports for behaviour, effort, hwk etc
HT detention
Internal isolation
Governor panel

Referral from HoY in Stage 3
Direct referral for a very serious incident
Check SEN advice / IEP for SEND / LAC students
Parents contacted again



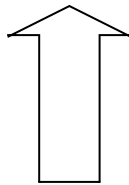
Role of tutor
Check behaviour log regularly
Mentoring of students in tutor group, record on system
Regular liaison with subject teachers, HoY



Sixth Form action—*underpinned by professional judgement, reasonable adjustment*

Stage 4—Refer to Assistant Head of Sixth Form/Head of 6th Form & SLT
Range of appropriate responses, depending on student and circumstances.
Final stage Individual Action Plan, daily monitoring.
This constitutes a final warning.
Meeting with Parents and contract with targets signed

Final sanction:
Possible permanent exclusion



Stage 3—Refer to Academic tutors who will use a range of appropriate responses depending on student and circumstances, contacting parents, behaviour log to inform other staff. These include:

- Reinforce expectations for student
- Letter home
- Stage 1 and 2 Individual Action Plan, leads to daily report, further student review board with parents, mentoring targets and contract.
- Mentoring strategies to help with time management, organisation, and revision timetables etc...
- Meeting mediation between teachers and student.
- Sixth form report – achievement, behaviour attendance.
- Extraction from lessons, in exceptional cases, liaising with Head of Subject.
- Lose of freedoms – to be in school 8.30 – 3.30pm

Role of the Academic Tutor

Check intervention log regularly
Mentoring of students in group, record on system – Share point
Regular liaison with subject teachers, Subject Specialists and CTLS.
Monitoring of **overall achievement** using Student explorer and database.
Guidance and advise



Stage 1 & 2 in correspondence with main School
This must include a phone call home; details of this phone call recorded on Progresso.
All interventions/behavioural logs need to be recorded at each stage on Progresso





Rewards Guidance

Merits

At Crompton House we are very keen to praise and reward our students when they have been engaged in excellent work across all areas of the school life. Progresso merits allows teachers to reward students as recognition when they do well. The parent portal also allows parents to login and track their progress being made and join in with the celebration of their success. There are many opportunities for rewards to be given in school as it is our aim to give praise and encouragement rather than sanctions. Rewards assemblies take place every half term and students are given prizes based on the number of merits being earned. At certain points in the year there will be raffles and special prizes for certain year groups to maintain enthusiasm, focus and engagement for all students. Students are not only collecting merits for their own benefit but also for their house. On the final rewards assembly of the year, the overall house winner is announced and their name engraved in the Crompton House Shield.

Categories

When allocating a merit, staff must choose a suitable category. The categories for awarding merits reflect the school values; *School Work, Homework, School Ethos, Sports, Arts, Subject Awards and Extra-Curricular*. Staff may make an optional comment to specify the reason for allocating the reward. Prefects, Head Teachers Award, House Captains and Form Captains are allocated additional merits in addition to the certificate or badge they receive. Staff should award merits for any good work or participation in any of the categories.

Allocation

Merits should be issued by staff on a daily basis. As a minimum throughout each week, each member of staff should aim to reward an average of one merit for each lesson they teach.



UNIFORM AND APPEARANCE

At Crompton House we **always** expect our pupils to wear full uniform and maintain the highest possible standards of dress. Uniform regulations are listed below, please read them carefully to avoid potential problems. If an item of clothing is not listed, it is not considered to be school uniform.

Girls

Black blazer with school badge
White blouse
Smart sensible plain flat black school shoes
Ankle socks: plain white (with skirt) or black (with trousers) or opaque black tights (40 - 70 denier)

Grey pleated knee length skirt
House tie
Sensible winter coat

Optional extras

Grey trousers (Banner Grey Bootleg only)
Black fleece jacket with school crest
Black 'V' neck pullover (not cardigan)

School scarf

Boys

Black blazer with school badge
White shirt
Black socks
Smart sensible plain flat black school shoes

Grey trousers
School tie
Sensible winter coat

Optional extras

School scarf
Black 'V' neck pullover (not cardigan)
Black fleece jacket with school crest

General – Boys and Girls

Shirts and blouses must be tucked in at all times
Traditional style shoes must be worn - no trainers or boots

Denim jackets, hoodies or jumpers worn as coats are not acceptable

Religious headwear, if worn, should be a single plain colour, either black or grey.

All items of clothing must be clearly labelled with the owner's name

Hair

Hair should be one natural colour and without styling substances such as gel and wax. Extreme hairstyles are not acceptable. Hair should be no shorter than 4 on top and 2 on the sides.

Make-up

Make-up, acrylic nails and nail varnish must not be worn in school.

Tattoos

Students are not permitted to have visible tattoos or henna tattoos

Jewellery

The wearing of jewellery is not permitted. This includes earrings or other piercings. A wrist-watch may be worn.



Uniform Sanctions

Rectification Time

Incorrect Uniform:
Always sign the uniform Card
Form Tutors must log on VLE pro-
forma

Skirt: 1 week: check ordering, schools own supply to be offered in exchange.
Trousers: 1 week:
Blazer: 1 week, if cannot be rectified by school stock
Shoes: 1 week,
Socks: 1 day
Tights: 1 day
False Nails: 2 days
Dyed Hair: 5 days:
Treat as extreme hair style on day one*

Incorrect style:
e.g. wrong trousers, too short a skirt wrong socks
Inform the Hub (email preferred)
Parents called, letter sent/ email.
Rectification time frame given.
Card attached to uniform card to say what's happened.

Incorrect Wearing:
Sign the card;
4th Signature: take card off the student
Send student to hub for orange card.
Email hub or take card to hub to let them know.
½hr DT (Monday Lunch)

Failure to rectify see below

Subsequent infringement =

Persistent defiance of uniform guidelines either by deliberate infringements, defiance of school deadlines or defiance of uniform card reminders (Orange Card)
=
Isolation.
3 Isolations= FTE
***Extreme Hair= Isolation 1 day plus loss of lunch until hair is rectified (ie Appropriate length.**
All information is logged on Progresso



On Call – C4

- Persistent disruption to learning, C3 is reached and student continues to cause serious disruption to learning within the classroom.
- Staff to email oncall@cromptonhouse.org/ phone Wendy Buckley on 202
- Wendy to call #1 via walkie talkie frequency #1 Call by Staff surname.
- All SLT to carry with them, exception lesson time. Turn off in assembly. Must have them for their allocated period. A copy of the email to be forwarded to HOY & CTL
- SLT to attend lesson, de-escalate. If concerns SLT call for help via walkie-talkie. WB contacts #2 or if extreme KN. KN has it on at all times
- SLT take student to isolation room. 1 period removal.
- SLT judgment as to sanction based on significant incident. Liaise with DD for serious on calls.
- Student to complete incident sheet in isolation.
- WB to log as a behaviour event on Progresso (reports will be able to be generated) parental letter generated and sent home? (Letter / parent email/ Parent Portal)? CTL detention & HT detention issued.
- WB to email out incident report to member of staff
- Staff member completes the staff incident form and emails to WB
- WB emails completed incident form CTL and HOY.
- Follow up by CTL & HoY regarding matter and implement strategies to reduce likelihood of reoccurrence.
- Key question HOY/CTL to ask subject teacher:
Is the student SEN?
What guidance does the support plan / EHC plan offer, and has this been followed?
- Monitor by HOY/CTL for ongoing concerns.



Sanctions Flow Chart

Appendix 9

At Crompton House School, we expect students to be respectful and have a positive attitude towards learning.

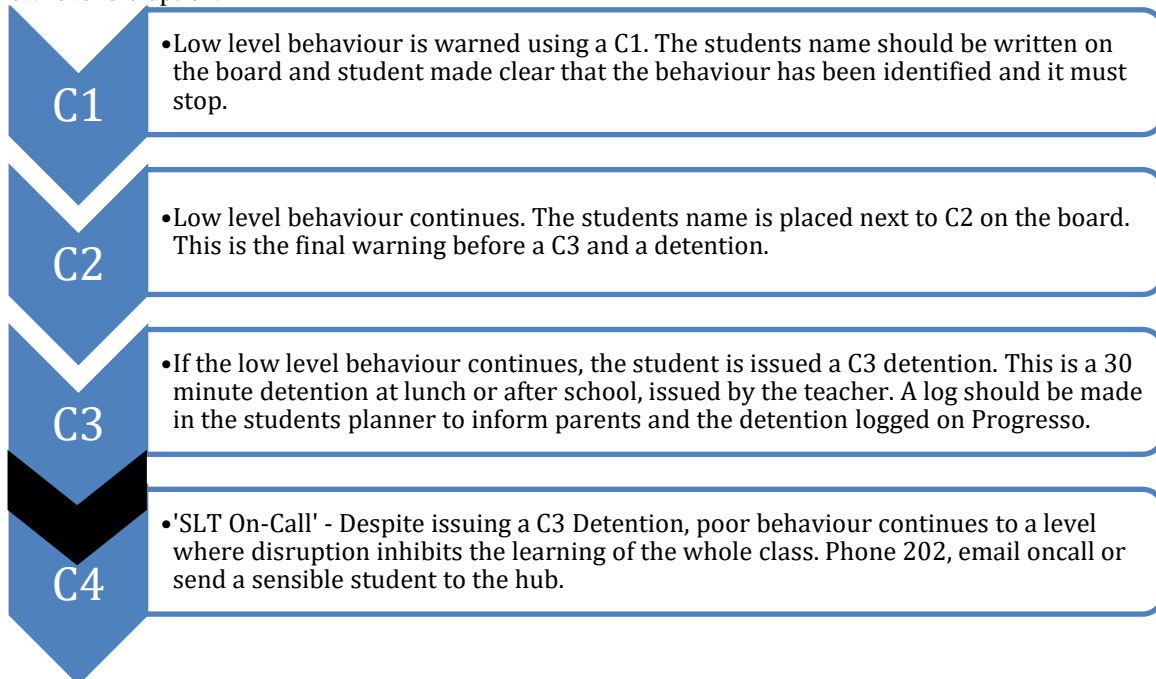
Well planned lessons and the effective use of expertise from TAs for students with SEND will ensure purposeful and effective learning.

If a student's behaviour is unacceptable in lesson, staff will use the following flowchart to sanction behaviour but this should be underpinned by professional judgement and reasonable adjustment.

Stage 1: Teacher Action

Use cajoling, re-directing, humour, tactical ignoring and non-verbals. Check advice for students with SEN/LAC. *Students with SEND still need consequences with reasonable adjustment made.*

For low level disruption:



Stage 2: C3 & Subject Detention

- If a student misses a C3 detention, the teacher should inform the Subject Leader or Key Stage Leader.
- The student will then be placed in Subject Detention at lunch or after school for 30 minutes (with the teacher or as a department detention)
- Subject leaders should inform the CTL if this subject level detention is missed and students should be issued a Headteachers Detention for the following night. Issuing a Headteachers detention will trigger a text message to parents however the CTL, HOS or teacher must phone parents to inform them and discuss concerns.

Stage 3: Headteacher Detention

- The Headteacher's Detention runs Tuesday to Friday at 3:30 – 4:30pm. Students will be placed in Headteacher's Detention for missing subject detention and serious infringements of the school rules. The Headteacher's detention is run in the library. Students are expected to complete core English and Maths work in silence or work as directed. Students who miss Headteacher's Detention will be placed in Isolation.



Red Card Detention - Guidance

Students will be issued a with red card detention for non-negotiable breaches of the behaviour policy, leading to a 40 minute detention after school, supervised by SLT and CTL.

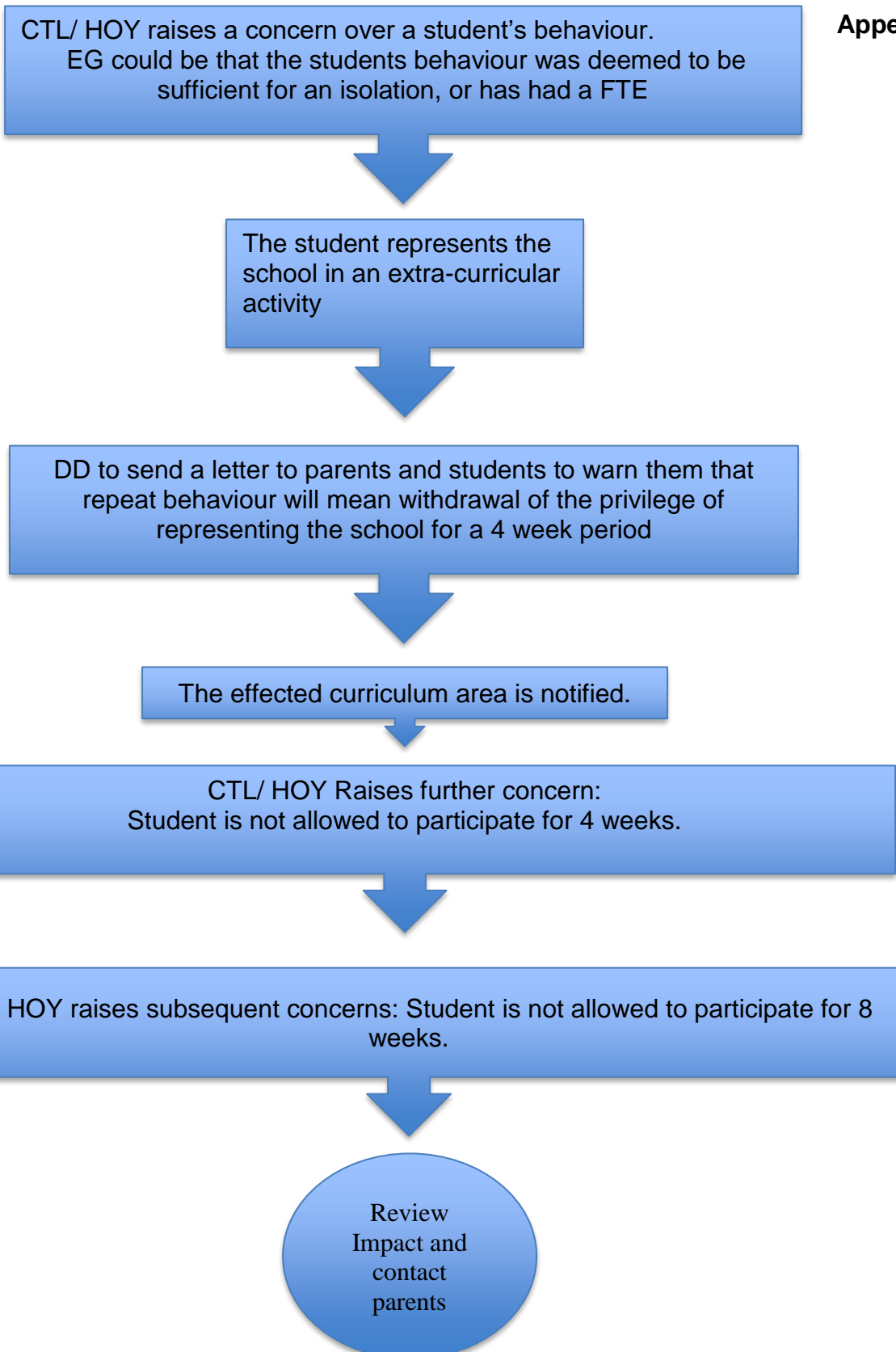
Non-negotiable breaches of the behaviour policy include the wearing of trainers without permission, rolled up skirts and unacceptable behaviour outside of lesson.

For consistency of application, some examples of these red card behaviours are listed below:

- wearing trainers without permission (uniform card is still signed in addition to detention)
- rolled skirt (uniform card is still signed in addition to detention)
- Swearing at another student.
- Excessively boisterous behaviour on the corridor or around school.
- Eating in an unauthorised area
- Dropping litter
- Ignoring instructions from a member of staff.

In the event of any behaviour outlined above, a red card detention slip should be issued immediately to the student. You should indicate the reason for the detention and provide them with the top section of the perforated slip, advising the student that the detention will take place the following day. The bottom section of the slip should be handed directly to the hub (on the day of issue) or entered directly onto Progresso as a negative behaviour event, red card detention. Should a student already have a detention on the intended date, the detention will be issued on the next available date and hub staff will need to advise the student of this change.

If a student displays dangerous behaviour or poor behaviour not outlined above, please contact their HoY, CTL or a member of SLT immediately.





SIXTH FORM DRESS CODE POLICY

STAGE 1

Student fail to meet the standards of dress code required.
Spoken to by staff and asked to return to them the following day in correct uniform if an easy fix otherwise to check after 3 days.
Emailed Julie to place name in Uniform book
Recorded on Progresso – under negative uniform.



STAGE 2

Second failure to meet the standards of dress code requirements
Spoken to by staff and asked to return to them the following day in correct uniform if an easy fix otherwise to check after 3 days.
Recorded on Progresso – negative uniform.
Emailed Julie for the uniform book.
Letter sent home to parents with warning that next time will be sent home.



STAGE 3

Third time student fails to meet the standards of dress code requirements
Recorded on Progresso – negative uniform.
Emailed Julie for the uniform book.
Phone call home



STAGE 4

Sent home to change by Head of Sixth Form/Deputy Head of sixth form.
On Uniform report



STAGE 5

Continuous infringement of Sixth Form dress code requirements
Referred to KN
Parental meeting



Attendance in Sixth Form

DAILY ATTENDANCE

- Daily – JAT/JBR check lesson by lesson attendance.
- All parents need to have rung in by 10am in the morning to report sickness and students need to bring in evidence for appointment prior to the appointment.
- JAT/JBR follow up this information daily if they do not have it.

WEEKLY ATTENDANCE

- When a student hits 85% or below this is flagged up with the Academic tutor to discuss during mentoring and arrange catch up strategies for their subjects.
 - Phone call home if unsure on reason for high level of absence – AT
 - Student is placed on attendance report.



- Continues to be an issue
- Parents are informed and come in for a meeting with LHO and AT – targets are drawn up and contract signed and placed on attendance report
 - Targets agreed and freedoms are withdrawn



- If this still persists then another meeting is arranged with LHO and KN.
 - Final warning under review until next meeting.
 - No freedoms, attendance report. Monitored daily.

LATES

- Lates' are monitored weekly by academic tutors through a weekly attendance report.
 - If late more than 3x a week they are issued a compulsory study.
 - AT speak to student and find strategies to help with lateness.



- If continues then AT to refer to LHO and meeting with parents.
 - Placed on attendance report with targets.



Isolation Summary

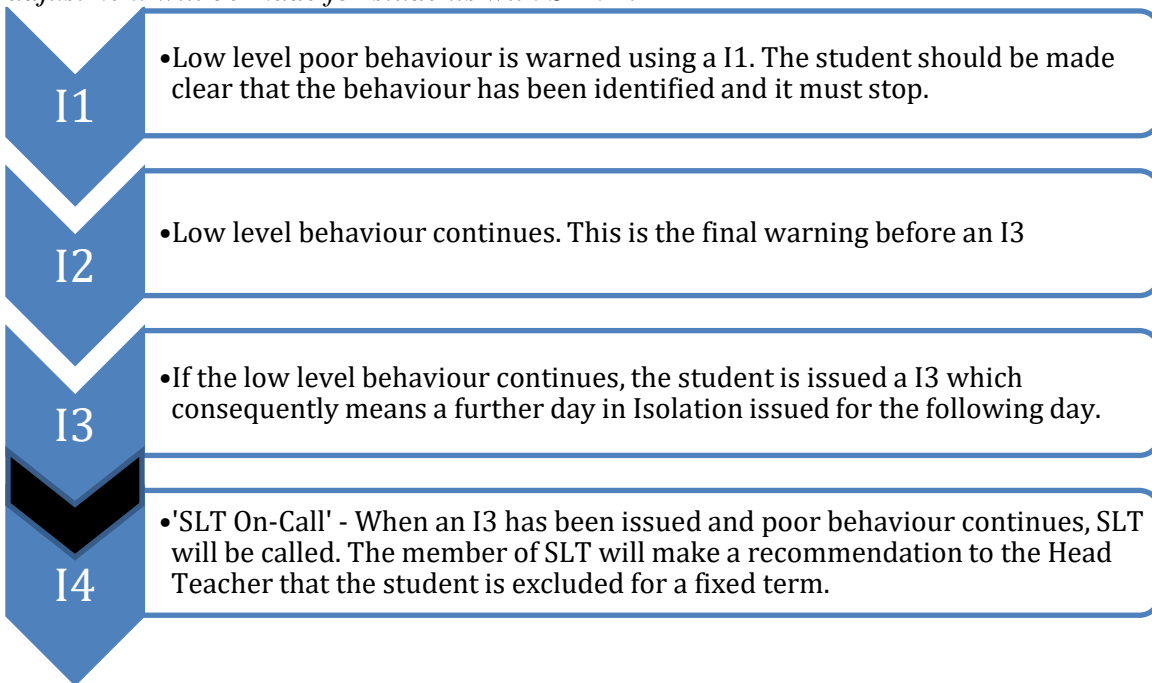
Isolation & Fixed Term Exclusion

Isolation Day:

| Time | Activity |
|---------------|---|
| 8:30 | Isolation starts |
| 8:30 - 10:45 | Work in silence |
| 10:45 - 11:00 | Break from work in Isolation (remain in isolation) |
| 11:00 - 12:00 | Work in silence |
| 12:00 - 12:25 | Students eat lunch in the isolation room |
| 12:25 - 16:00 | Work in silence |
| 16:00 | Isolation finishes *30 minutes later than main school |

Students should bring a packed lunch to Isolation. If students do not bring a packed lunch, they will be provided with a school sandwich meal deal (sandwich, fruit and drink).

When in Isolation, including ‘on-call’, the following sanction system will be used. *Reasonable adjustment will be made for students with SEND.*



If a student leaves isolation without permission, a further day in isolation will be issued.

Fixed Term Exclusion

- Any serious incidents must be reported straight to a member of SLT.
- Students removed from Isolation will be taken to the Headteacher.
- The Head Teacher will make all final decisions on Fixed Term Exclusions. See Exclusions Policy