



Campion School

Behaviour Management Policy

Dated: September 2018
Review: September 2019



Campion School Behaviour Management Policy

Policy details

Date of policy: 17 September 2018

Date of next review: September 2019

Policy to be reviewed by governors

Members of staff responsible for overseeing that this policy is implemented and regularly reviewed:

*Jassa Panesar (Headteacher),
Steve Bolsover (Deputy Headteacher)*

Signature (Chair of governors):

Signature (Headteacher):

Date: September 2018

Common principles

- Good order and discipline are essential to the provision of high standards of education.
- All parents and carers have a role to play and have a duty of responsibility for the behaviour of their child.
- Everyone has a responsibility to support the school in maintaining high standards of discipline.
- All members of the school are entitled to work in an environment where they feel safe and secure.
- All members of the school are entitled to a safe, orderly, learning environment to assist them in achieving their full potential.
- Behaviour of pupils outside of school which may have an impact inside school is of concern. The school has the discretion to use this policy to deal with misbehaviour by pupils outside its premises to such an extent as is reasonable.
- All pupils are entitled to inclusion in the education service but a small minority may need access to alternative provision or even permanent exclusion.
- Violent and aggressive behaviour, swearing, sexist, racist or homophobic attitudes and remarks, and all forms of harassment, including bullying is unacceptable and will not be tolerated.
- This policy and these procedures will include a range of rewards and sanctions to promote acceptable standards of behaviour.
- This policy will be non-discriminatory in terms of scope and operation. It will not be applied differentially on the grounds of ethnic or national origin, culture, religion, gender or sexuality. In the case of disability it will be compliant with the Disability Discrimination Act. It will be reviewed regularly to ensure equitable operation as promoted by the schools Equal Opportunities Policy.
- The policy will be supported with appropriate resources to ensure its effectiveness.
- The policy seeks to support what was the “Every Child matters” agenda and ensures that all members of the learning community can achieve its aim of
 1. Being healthy
 2. Being safe
 3. Enjoying and achieving
 4. Making a positive contribution
 5. Achieving economic well-being.

The principles and aims of the Behaviour Management Policy

The Governing Body seeks to create a caring, learning environment in the school by: -

1. Promoting good standards of behaviour and discipline;
2. Promoting self esteem, self discipline, proper regard for authority and positive relationships based on mutual respect;
3. Ensuring fairness of treatment for all (as promoted by school policies);
4. Encouraging consistency of response to both positive and negative behaviour;
5. Promoting early intervention and positive support for those pupils who struggle to manage their behaviour;
6. Providing a safe environment free from disruption, violence, bullying and any form of harassment (this will be encouraged through both proactive and reactive intervention);
7. Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures;
8. Providing a framework, which defines acceptable and unacceptable behaviour, rewards and sanctions.

Roles and responsibilities

The Governing Body will establish the policy, in consultation with the headteacher, staff, pupils and parents, and keep it under review. It will ensure it is communicated to pupils and parents.

The headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support is essential. All staff have responsibility, with the support of the headteacher, for creating a high- quality learning environment, promoting good behaviour and implementing the agreed policy and procedures.

The Governing Body, headteacher and staff will ensure there is no differential application of the policy. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school. Parents must be kept informed of their children's progress and achievements. Similarly, where a student's behaviour is a cause for concern, parents

must be informed at an early stage. It is through working together that we will achieve the highest possible academic and behavioural standards for each student.

Students will be expected to take responsibility for their own actions and to do so regardless of extrinsic rewards. They will also be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

As students move through the school the opportunities for taking on responsibility should increase and we would hope that students do so for the intrinsic rewards of appropriate behaviour.

Code of conduct

There is one over-riding school rule:-

“Students should always be polite and considerate towards others. At all times everyone should avoid behaving in a way which would cause harm, offence, inconvenience or unnecessary work for any other member of the school community.”

Based on this one school rule it is possible to draw up a proper way in which students may be expected to behave.

Appearance and general behaviour

- Students are expected to be clean and tidy in appearance and always wear clothes that meet the agreed school dress code. Clothing must be smart and ‘office professional’ in style e.g. trousers are not extreme in style, including, but not exclusively, ‘skinny’ or ‘flared’ and skirts are of a length that the school deem appropriate for school e.g. at least around knee length.
- Plain studs are permissible for pierced ears, (maximum one stud in each ear in the lobe). Apart from this, jewellery, including bracelets, necklaces, rings and nose-studs should not be worn in school. If jewellery is worn, it will be confiscated and placed in the school safe for secure keeping until the next school holiday. However, the school would wish to be sensitive towards students who choose to wear a specific item for religious reasons. A watch should be worn to ensure good time-keeping.
- Eye make-up, nail varnish and lipstick are not appropriate for school and must not be worn.
- Students’ hair must not be extreme in cut or style including, but not exclusively, tram lines, extremely short cuts and unnatural looking colouration.
- Outdoor clothing such as coats, scarves and gloves should be sombre in colour and should not normally be worn inside the building.
- Hats, including baseball caps, should not be worn on school site or travelling to and from school. An exception may be made during inclement weather; this will be at the discretion of the school. Where this is the case the hat should be of sombre colour.
- Hoods must not be worn on the school site, or travelling to and from school. An exception may be made during inclement weather; this will be at the discretion of the school.

- Training shoes can only be worn during P.E. lessons, at break times or lunchtimes and only when students are involved in sporting activities on the field or hardstanding.
- Students must not use mobile phones or other mobile communication technology on school site (see separate Mobile Phone and Mobile Technology Policy).
- Students must not use devices to make image, video or audio recordings or live transmissions or streaming of members of the school community. Sharing or distributing any image, video or audio recording or live transmission or streaming of this type, is unfair to others and may be considered a serious breach of this behaviour policy. Therefore, the use of devices to record or communicate images, video or audio recordings or live transmissions or streaming may result in disciplinary action.
- Students are not permitted to smoke or have smoking materials with them at school.
- It is a serious offence to encourage others to use drugs. It is a serious offence to voluntarily associate with others who are using drugs. This policy is to be enforced whenever there is supervised activity related to the school.
- Students must comply with all reasonable staff instructions. Where students fail to follow such instructions and the Headteacher considers the instruction reasonable, the incident will be considered as an act of deliberate defiance. Walking away from staff will normally be considered defiance. Defiance to staff will be managed in accordance with school discipline procedures.

Before and after school

- Students are expected to wear their uniform correctly on their way to and from school, just as they do on school site.
- Students are expected to respect the community and other people's property at all times.
- The school may investigate, intervene and use sanctions in response to misbehaviour by pupils outside school which could have a harmful effect on the school or any individual in the school community.
- Students should recognise that during their journeys to and from school they are still part of the Champion School community and therefore their actions are seen by others as a reflection on all members of the school.
- Students are expected not to smoke on the way to and from school.
- Students are expected to show respect towards each other and the community on all forms of public transport, and should behave sensibly.
- Students should accept that the Champion anti-bullying charter very much applies during their journeys to and from school and potentially elsewhere in their lives.
- Students using a bicycle to travel to and from school are expected to ensure that it is kept in a roadworthy condition and that on arrival at school, it is placed in the bicycle racks and secured with a D-lock or similar.
- Students will not ride bicycles on the school site, in order to ensure everyone's safety.
- Care should be taken to ride bicycles sensibly and to always follow the Highway Code.
- The wearing of cycling helmets before and after school is encouraged.
- Any other form of transport must be fit for purpose and lockable also e.g. scooters.

- Students that bring valuables to school do so at their own risk; Champion School will not accept responsibility for loss or damage to equipment that is brought onto school site.

Out of class behaviour

- Students should always walk quietly in corridors, not more than two abreast.
- Students should keep to paths when moving between buildings or around the school site.
- There should be no need to visit the toilets during lesson times except for occasional emergencies.
- During breaktimes students are expected to be either outside, in the refectory or school hall, or if a member of staff is present then students can be in tutor rooms or subject rooms. Large indoor areas of the school will be made available to students at the discretion of the Headteacher e.g. during wet or cold weather.
- Under certain circumstances some students will be permitted to use the library or the Learning Support room or other rooms if extra-curricular activities are prearranged by staff members.
- Hot food must be eaten in either the refectory or school hall.
- Eating or drinking in corridors is not allowed.
- Students are only allowed to leave the school site at lunchtime if they have a valid lunchtime pass.
- Parents can pay for cashless catering either online through Parentpay or by students adding money to their account using the paying in machine near the student entrance. Students are to add credit to their cashless catering accounts before morning registration and during the morning or lunch break. It is not acceptable to be late to registration or lesson due to putting money onto an account.
- Water bottles should be filled before school, at the start of break, during lunch or after school. It is not acceptable to be late to registration or lesson due to filling a water bottle.

In-class behaviour

We insist on the highest standards of behaviour in class. To this end, we expect all students to observe the following rules:

- Ensure that the correct books, equipment and planner are out at the beginning of the lesson.
- Ensure that they are polite both to their peers and their teachers. Students should speak appropriately and follow reasonable staff instructions.
- Ensure that they remain in their place in the classroom unless asked to move by a teacher.
- Accept that the teacher has the right to seat pupils wherever she/he feels is appropriate.
- Refrain from eating or chewing gum in the classroom.
- We encourage the drinking of water from a 'sports' bottle during lessons. Students need to fill these bottles from the water dispensers before school, at break, lunchtime and after school. Students will not normally be released from lessons or registration to fill bottles. Drinks other than water are not allowed as they can be messy when spilt or affect behaviour.

Valuables

- Money and valuables should not be brought into school except in exceptional circumstances.
- During P.E. all valuables must be given to the teacher to be placed in the valuables box.
- Mobile phones and other mobile communications devices are not required for school. If brought to school, they are the individuals' responsibility. If a mobile communication device is brought to school, it must be switched off and placed in the students' school bag before the student enters the school site. Mobile communication devices must remain switched off and out of site in bags until students leave school site. If they are lost or stolen the school will take no responsibility. If a mobile phone is seen or heard during lessons it will be confiscated and passed to the office who will then retain it until it can be collected by a parent / carer.
- Personal possessions that cause a distraction in class will be confiscated and passed to the office for safe-keeping, again until collection by a parent or carer can be arranged. **Religious symbols are not banned by the school. However, any symbol that causes a distraction or poses a health and safety risk to pupils/staff will not be permitted. The carrying of religious symbols must be agreed to, in advance, by the Headteacher.**
- Anyone finding items of lost property should pass them to the general office where they will be stored for a reasonable amount of time to await collection by their owner.
- Cycles / scooters etc. ridden to school are the responsibility of the student and the School will accept no responsibility for loss or damage occurring on or off the school site. We advise that all cycles / scooters etc. are locked with a 'D Lock' to the cycle racks. However under no circumstances will the School break into locks, for example if a key is lost.

Rewards

- We aim to provide a positive and rewarding culture permeating every aspect of school life that enables students to achieve their educational potential.
- We aim to increase students' self esteem through consistent, meaningful and positive rewards.

In Champion School we use the rewards system to create a positive classroom environment for teachers and students through the recognition of achievements. We aim to:

- Teach appropriate behaviours and establish positive relationships.
- Praise students often.
- Recognise students' responsible behaviour with rewards.
- Motivate students by providing high-quality learning opportunities.
- Increase parental contact regarding student success.
- Ensure that all students can achieve recognition of their successes and efforts.

In order to succeed, the rewards system must:

- Be consistently and fairly applied by all teachers to all students.
- Be based on performance
- Be valued by all

All staff will praise enthusiasm, effort and achievement in a variety of ways. These may include:

- Praising students verbally in class and out of class.
- Writing positive comments on written work or in a student's planner.
- Phoning home to share positive comments with parents and carers.
- Sending letters of congratulations home.
- Sharing positive comments to students during assemblies.
- Sending students to House Learning Leaders, Subject Leaders or the Headteacher to show a piece of work.
- Celebrating success at celebration events.
- Using the school's merit system.

At Campion, students are expected to do their best in every aspect of school life.

We aim to manage the behaviour of our students through positive reinforcement. Ultimately, we would like students to manage their own behaviour, take responsibility for their actions and to do so regardless of extrinsic rewards. As students move through the school, the opportunities for taking on responsibility should increase and we hope that students do so for the intrinsic rewards of mature behaviour.

Campion Point System

There are three types of points:

- **Achievement points** for reinforcement of positive behaviours
- **Behaviour points** for punishment of negative behaviours
- **Conduct points** are the balance between positive and negative behaviours and are used to reduce the bias where staff over reward students with poor behaviours

Achievement points can be awarded by staff at any time throughout the year in line with the published tariff.

There are four overarching areas students can gain achievement points:

- 1) Attendance and punctuality
- 2) In class performance
- 3) Sports / extracurricular
- 4) Community

Students in Years 7 to 10 accrue achievement points which trigger scaled badges of recognition. Students move up to the next GEM badge every 80 achievement points. At the start of the academic year students start collecting their next GEM badge from the highest level GEM they earned in the previous year. Once a pupil has achieved a GEM award at a higher level they will be presented with the badge in House assembly.

The current order of GEM badges is: ruby, citrine, emerald, amber, lapis, coral, jet, bronze, silver, gold, diamond and platinum.

Conduct points are calculated by subtracting behaviour points from achievement points. Students with the highest number of conduct points in each year group at the end of each year will be invited to a rewards event. This had traditionally been a trip to the cinema or bowling, but has, and could, take any other form.

In Year 11 and Post-16 there are age appropriate rewards for accumulating achievement points.

At the end of the academic year the total conduct points for each House are calculated and the winning House is awarded the House Cup.

In order to achieve consistency across the school there is a tariff of achievement points which are automatically allocated through SIMS.

It is the form tutors responsibility to keep students up to date with the number of achievement points that they have earned.

Achievement points can be awarded by Teaching Assistants, Technicians, Support Staff, Lunchtime Supervisors, Caretakers and House Learning Leaders, subject teachers and volunteers in the event of the activity being outside of normal classroom work.

Community achievement points are for positive behaviour out of the tutor room, classroom or during extra-curricular activities.

Attendance Rewards

Rewards are also used to reinforce the importance of attendance. Students are rewarded with achievement points, certificates, tiered badges and small prizes. These are allocated throughout the year and are publically acknowledged. The achievement points system is also heavily weighted towards rewarding high levels of attendance.

Collectively, these acknowledgements help to ensure students understand the importance of high attendance.

Dealing with undesired behaviour

In any learning community, we will have students with varying forms of challenging behaviours. It is up to us, as a school and as individual teachers, to do everything we can to provide all students with the learning environment that they need and the consistency of approach to their behaviour that will enable them to move on and achieve success. Even when the learning environment is good, there will be a minority of students who find it difficult to choose to respond appropriately to the learning opportunities on offer. We aim to manage incidents of poor behaviour through planned interventions and strategies. Students should understand that it is their behaviour that triggers the system of consequences.

Teachers should appreciate that relatively minimalist consequences can be effective. Bullying will not be tolerated at Champion. A separate policy details the ways in which we address this issue.

Sanctions should:

- Be immediate and discreet and provide opportunities to make low level responses to student behaviour.
- Seek to change behaviour.
- Include a range of procedures that will come into play when students chose to contravene the school's expectations.
- Be fair, appropriate and commensurate with the cause.
- Be applied consistently but take into account individual circumstances.
- Not be applied to whole groups of students.
- Avoid humiliation of students.

The school has identified examples of unacceptable behaviour which include general disruption of learning, name-calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment including racist, sexist and homophobic abuse in which ever medium it may be delivered.

Champion communicates regularly the standards of acceptable and unacceptable student behaviour to students, parents and carers through the code of conduct, school prospectus, student planner, assemblies, newsletters and letters to parents and carers.

Champion communicates the standards of acceptable and unacceptable behaviour to staff through the staff handbook, staff meetings, House team meetings, appropriate training sessions and access to individual support or coaching from a senior or experienced member of staff.

Champion implements a range of strategies to deal with inappropriate behaviour including, but not exclusively:

- Talking privately with a student
- Verbal reprimand
- Moving students within the classroom / assertive seating plans
- Extra work
- Time out of classroom
- Referral to Subject Leader, House Learning Leader, Assistant Head, Headteacher using the school's referral system
- On target card to appropriate staff
- Internal isolation in the Focus Isolation
- Working students out of the Focus area
- Altering a student's timetable
- Teaching students in the school's Alternative Provision Centres
- Instituting subject, departmental, House Learning Leader, late or uniform-detention as appropriate
- School detention or Headteacher's detention
- Withdrawal of privilege
- Contact with parent/carer
- Meeting with parent/carer

- Referral to external agencies
- Holding Governor disciplinary hearings
- Fixed term or permanent exclusion. (Set procedures must be followed)
- Implementation of behaviour change programme through FOCUS Proactive.
- Organising student mentoring
- Referring students for counselling

Agreed consequences of undesired behaviour

Campion staff have agreed that the following consequences will apply as sanctions against repeated undesired behaviours.

Behaviour detailed below should be directly and immediately dealt with by subject staff and or tutors.

Examples of undesirable behaviour (not exhaustive):

- Lack of books and other equipment required for lessons
- Lateness to lessons
- Inappropriate uniform
- Not on task
- Chewing Gum
- Vandalism of a minor nature
- Casual swearing
- Talking out of turn
- Preventing other students from learning
- Lack of Homework

Examples of Sanctions (not exhaustive):

- Verbal warnings
- Note in Planner to tutor or parent/carer
- Subject specific or pastoral target card.
- Detention (break time, lunchtime or after school)
(Pupils should be allowed time to visit toilets if on a break/lunch detention and should also be allowed reasonable time to eat before the end of lunch.)

Consideration may be given to allowing the completion of coursework or exam revision during written detentions.

Should a student miss a detention, the class teacher should make the subject leader and tutor aware, for full procedure please refer to the detention flowchart accompanying this policy.

More serious behaviour concerns may result in significantly longer detentions being issued by senior staff without following the escalation path described in the detention flowchart.

The law allows teachers to issue detentions to pupils and parental consent is no longer required. However, the school will normally seek to inform parents of detentions longer than 20 minutes.

Here is a table showing examples of graded response for detentions at the school:

Detention	Duration and Timings
Subject Teacher Detention	Maximum 20 minutes on same day as offence, where possible, or as soon as possible over the next few days. If student fails to attend detention it may be passed to Subject Leader Detention.
Late Detention	Maximum 20 minutes on same lunch break as they came late. If student fails to attend detention it may be passed to School Detention.
Subject Leader Detention	Maximum 30 minutes after school. Parents should be notified of detention if over 20 minutes. Subject Leaders usually have one after school session per week where they hold these detentions. If a student fails to attend detention it may be passed to School Detention.
School Detention	Maximum 40 minutes after school. Parents should be notified of detention if over 20 minutes. These are usually held on Tuesdays and are supervised by pastoral support staff.
Headteacher Detention	Maximum 2 hours after school. Parents should be notified of detention if over 20 minutes. These are held on Thursdays and supervised by either the HT or DHT.

Minor incidents of behaviour that fall short of expectations are recorded as **P1a** and carry behaviour points. Typically, a P1a carries 1 behaviour point. If a pupil starts to accrue behaviour points then the following table indicates the usual graded response:

Level	Trigger	Response
P1a	Incident submitted onto SIMS by relevant staff member.	Staff member recording the Incident issues suitable punishment – warning, detention, guidance etc. Tutor will talk to pupil about reason for Incident and offer guidance on how to avoid repeating the misdemeanour.
Tutor Target Card	3 Incident submitted within a fortnight or several incidents submitted over a longer period of time which raise a concern with the tutor.	Tutor will consider putting pupil on tutor target card. If target card is issued it is recorded on SIMS. Parents should be informed that their child has been put on Tutor Target card.
Meet with Subject Leader	2 or more incidents submitted within a week from same subject.	Subject Leader of the staff member recording the incident issues suitable punishment – warning, detention, guidance etc.
Subject Leader Target Card	Number of incidents show that behaviour is not improving in the subject following the Subject Leader	Subject Leader will consider putting the pupil on Subject Leader Target card. Parents should be informed that their child has been put on Subject Leader Target card.

	intervention.	
Meet with HLL	Tutor Target card and/or Subject Leader Target card are not improving behaviour.	HLL will issue suitable punishment – warning, detention, guidance, counselling etc.
HLL Target Card	Number of incidents show that behaviour is not improving following HLL intervention.	HLL will issue HLL Target card or refer to Focus unit for Focus Target card. Parents should be informed that their child has been put on Subject Leader Target card. Parents may be asked to come into school for a discussion with HLL.
Meet with Deputy Headteacher	DHT is informed that pupil has reached 30 behaviour points.	DHT will talk with pupil about their behaviour and offer guidance. Parents should be made aware that their child has met with DHT with regard to behaviour.
Parental Meeting Parents called into school for formal meeting with HLL or DHT	Number of incidents show that behaviour is not improving following DHT intervention. Usually this will be once the pupil is approaching, or has reached, 50 behaviour points.	Formal meeting with either HLL or DHT and parents to discuss issues around the behaviour of their child in school and further strategies to help improve outcomes and reduce poor behaviour.
Parental Meeting with Head Parents called into school for formal meeting with headteacher	Number of incidents show that behaviour is not improving following parental meeting.	Formal meeting with HT and parents to discuss issues around the behaviour of their child in school and further strategies to help improve outcomes and reduce poor behaviour.
Governors' Disciplinary Panel Parents called into school for formal meeting with a panel of Governors.	Number of incidents show that behaviour is not improving following parental meeting.	This is a meeting at which the governors will review the pupil's behaviour and the school's action. Parents/carers are given the opportunity to put their side of the case. Governors will decide whether the school's actions have been appropriate and may decide to give a warning that further misbehaviour could lead to permanent exclusion.
Permanent Exclusion Hearing Parents called into school for formal meeting with a panel of Governors.	Number of incidents show that behaviour is not improving following parental meeting.	This is a meeting which must take place following a decision by the Head to permanently exclude a pupil, at which the governors will decide whether to uphold the exclusion or to reinstate the pupil. Parents/carers are given the opportunity to put their side of the case. If the governors uphold the permanent exclusion, the parents have a right to ask for a review of the governors' decision by an Independent Review Panel. Their child cannot be removed

		from the roll of the school until the end of the period of time allowed for parents to request an independent review.
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Major incidents of behaviour that fall very short of expectations are recorded as **P1b** and carry behaviour points. Typically, a P1a carries 5 behaviour points. If a pupil earns a **P1b** and/or starts to accrue **P1b** then the following table indicates the usual graded response:

Level	Trigger	Response
P1b	P1b form submitted to senior staff, which is then logged by HLL on SIMS	Senior staff will decide the seriousness of the incident. In most circumstances the appropriate punishment for a breach of discipline may to be supervised within the school Focus unit for a period of time, usually between 1 and 2 days, but can be longer if the offence is at the higher end of the range. Pupils will continue receiving their education within the Focus unit.
Fixed term exclusion with Reintegration Meeting with Head or Senior Member of Staff	One serious incident or repeated P1b incidents	In most circumstances the appropriate punishment for a serious breach of discipline may to be a fixed term exclusion from school. Parents/Carers will need to come to school to meet the head or a senior member of staff for a Reintegration Meeting. The child may be required to spend time, as part of their reintegration, supervised within the school Focus unit for a period of time, usually between 1 and 2 days, but can be longer if the offence is at the higher end of the range. Pupils will continue receiving their education within the Focus unit.
Governors' Disciplinary Panel Parents called into school for formal meeting with a panel of Governors.	Number of incidents show that behaviour is not improving following parental meeting.	This is a meeting at which the governors will review the pupil's behaviour and the school's action. Parents/carers are given the opportunity to put their side of the case. Governors will decide whether the school's actions have been appropriate and may decide to give a warning that further misbehaviour could lead to permanent exclusion.
Permanent Exclusion Hearing Parents called into school for formal meeting with a panel of Governors.	Number of incidents show that behaviour is not improving following parental meeting.	This is a meeting which must take place following a decision by the Head to permanently exclude a pupil, at which the governors will decide whether to uphold the exclusion or to reinstate the pupil. Parents/carers are given the opportunity to put their side of the case. If the governors uphold the permanent exclusion, the parents have a right to ask for a review of the governors' decision by an Independent Review Panel. Their child cannot be removed from the

		roll of the school until the end of the period of time allowed for parents to request an independent review.
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An up to date behaviour log of each pupil will be included with each school assessment, which is sent home termly to the appropriate parent(s) or carer. Parents or carers will then be aware of how their child is behaving in school. An up to date achievement points log is also sent at the same time.

The list below details behaviour that is likely to require intervention from senior staff.

This list is only a guide as each incident will have slightly different circumstances.

Incident Type	Action / Sanction Guidelines
Defiance of staff	
Refusal to follow reasonable instructions	See table for graded response for a P1b incident
Walking away from staff	See table for graded response for a P1b incident
Refusing to attend school without acceptable reason	See table for graded response for a P1b incident in conjunction with Attendance Policy
Verbal abuse	
Verbal aggression towards students	See table for graded response for a P1b incident
Verbal aggression / abusive language to a member of staff	See table for graded response for a P1b incident
Verbal abuse / swearing at a member of staff	Fixed term exclusion
Swearing in front of a member of staff	Staff intervention possibly including detention(s) or working from Focus unit.
Prolonged verbal abuse of another student (verbal bullying)	See table for graded response for a P1b incident
Racism, LGBT related abuse, Sexism	
Verbal or written racial, LGBT related or sexist abuse directed at another student.	Logged on SIMS under the appropriate incident heading. Depending upon incident the response will vary from School or Headteacher Detention to working from Focus unit. Repeated or extreme incidents may require fixed term exclusion. In exceptional circumstances there may need to be a permanent exclusion. Parents must be informed. There may be a need to offer guidance, advice or counselling to the perpetrator to modify their behaviour. Refer to Equality and Diversity Policy.
Verbal or written racial, LGBT related or sexist abuse directed at staff	Fixed term exclusion. In exceptional circumstances there may need to be a permanent exclusion. Parents must be informed. There may be a need to offer guidance, advice or counselling to the perpetrator to modify their behaviour. Refer to Equality and Diversity Policy.
Physical Abuse	
Hitting or injuring a member of staff	Zero tolerance. Probably permanent exclusion, possible fixed term exclusion.
Deliberately pushing a member of staff causing	Exclusion – either fixed-term or permanent

distress.	
Unprovoked attack on another student	Depending upon the incident the response will vary from a period Working from Focus unit to a fixed term or permanent exclusion and possible police referral by parents of injured party.
Retaliation involving physical aggression following verbal provocation	See table for graded response for a P1b incident
Persistent low level pushing / tripping causing distress to another student	Depending upon the seriousness and duration of the response would range from detention or working from Focus unit through to fixed term or permanent exclusion. There may be a need to offer guidance, advice or counselling to the perpetrator to modify their behaviour. Both parties may be offered the chance for mediation where appropriate.
Pre-meditated fight with another student	Fixed Term Exclusion for one or both parties depending upon the circumstances.
Fighting (spontaneously) with another student	Probable working from Focus unit to possible fixed term exclusion
Bringing in an offensive weapon	Zero tolerance. Most probably permanent exclusion and police referral.
Theft	
Theft of staff / school property	Contact home and pupil working from Focus unit or possible fixed term exclusion. In serious cases possible permanent exclusion. Police referral.
Theft of another student's property	Contact and pupil working from Focus unit. Possible police referral by victim's parents.
Damage	
Deliberate vandalism of school fabric / property	Depending on severity - financial payment, community service, working from Focus unit or fixed term exclusion. In exceptional cases possible permanent exclusion. Parents will be contacted.
Damage to students' property	Parents will be contacted. Reparation. Graduated response from community service to possible working from Focus unit.
Setting off fire alarm	Parents will be contacted. Reparation. Probable fixed term exclusion or working from Focus unit.
Malicious use of fire extinguisher	Parents will be contacted. Reparation. School or higher level detention to working from Focus unit. Repeat offence will result in fixed term exclusion.
Truancy	
Truancy out of school	Detention to make up the time missed. Repeat offences may lead to working from Focus unit.
Internal truancy	Detention to make up the time missed. Repeat offences may lead to working from Focus unit.
Other	
Use of mobile phone or any other item causing a distraction in classroom	Confiscate and pass to office. Possible School level detention.
Use of a device to record, or transmit live, or circulate image and / or audio of members of the school community.	Parents will be contacted. Depending upon circumstances the response will usually range from working from Focus to fixed term exclusion.

	Police referral
Smoking on site / outside school	Headteacher detention. Usually one hour. May be increased for repeat offences.
Lateness	See Attendance Policy
Drugs related incidents	Zero tolerance. Most probable outcome is permanent exclusion.

Exclusions.

Exclusions will also be used as a sanction for major critical incidents when the safety of staff or pupils is considered to be at risk or when a student's continued undesirable behaviour causes disruption to other students learning. Students returning from exclusion will be reintegrated through a meeting with the head or a senior member of staff and a period of time working from the Focus unit.

All decisions to exclude pupils will be made in accordance with the DfE Statutory Guidance, "Exclusion from maintained schools, academies and pupil referral units in England"

NB Fixed term exclusions will be followed by a period of working from Focus unit. Severe one off incidents may result in permanent exclusion. Repeated breaches of the behaviour policy and or defiance of school authority may result in permanent exclusion.

Support systems for students

Some students need extra support to help them manage their behaviour. Campion uses a number of systems to support students and to pre-empt escalating behaviour problems and truancy.

The series of procedures used when students are referred to senior staff are included on the following pages.

Identification of students requiring extra support:

- Minor behaviour concerns are logged directly on to SIMs by the staff member concerned. Senior staff monitor these and identify students that have accrued more than 3 in a week.
- More serious behaviour concerns are recorded on a yellow sheet, **P1B**, which is passed directly to senior staff for immediate resolution. These are subsequently recorded on SIMs by senior staff.
- Behaviour concerns are recorded and analysed by House Learning Leaders (HLLs). 'High tariff' students are monitored by HLLs.
- The 'highest tariff' students are monitored by senior staff, Focus staff, or Alternative Provision Centre (APC) staff.

Extra support mechanisms used:

- Tutor, Subject, House Learning Leader and Focus target cards are used to help students that exhibit behaviour difficulties. Targets are drawn up through consultation with students and, where possible, their parents with the aim of reducing behavioural problems.
- Behaviour support assistants may be deployed to support certain students in lessons they may have difficulty in.
- Students may be referred to the school's Careers Advisor, counsellor or the school chaplaincy.
- Where needs are appropriate the school may refer students for support from specialist services.
- One-to-one support from Learning Mentors may be used.
- In certain circumstances, and with discussion and agreement of the class teacher and subject leader, students may be moved to different teaching groups.
- Parents and carers are invited to attend meetings to discuss behaviour. This provides a useful exchange of information and helps planning of proposed actions.
- Students may be referred to Focus or the APC facility, (see inclusion policy), which will operate to support those students with particular behaviour issues or in need of intensive support.
- When behaviour problems are deemed significant a Pastoral Support Plan, (PSP), is formally drawn up by a member of the Focus or APC teams.
- Alternative timetables may be considered if a student is not reaching their potential.
- Involvement of Safer Schools Police Community Support Officer will be considered where attendance issues or criminal activity is suspected.

Serious breaches of this behaviour policy may result in a student being educated in the in-house 'Alternative Provision Centre' (APC). Students may be educated in the APC up to and including the remainder of their compulsory education in school.

Students may be referred to the Central Area Behaviour Panel (CABP). This may result in a student becoming dual registered. The student may be supported in working at the Champion School site or may spend some or all of their time engaged in offsite provision. Where circumstances allow, a managed move to another school may also be trialled.

An Early Help Plan (EHP), formerly known as Common Assessment Framework (CAF) may be used where the school feels it is an appropriate means to support a child.

Support systems for staff:

All staff are encouraged to deal with minor and occasional behaviour problems. Support for staff who are experiencing difficulties with an individual, class or group is available from:

- Their line manager – i.e. subject leader
- House Learning Leader if problems occur outside lesson times
- Senior staff
- Regular INSET is available relating to behaviour management
- A specialist counsellor is available to staff

It is the responsibility of the Deputy Headteacher to oversee the referral of students to the School Counsellor. Where necessary the HLL may approve the implementation of a Behaviour Change Programme in the Focus facility. Focus staff will also gain the support of external agencies e.g. Educational Psychology, Early Intervention Service, Attendance Compliance and Enforcement workers, social services etc.

Support systems for parents:

The school will contact parents or carers if the behaviour of their child in school is deteriorating. The school will endeavour to work with them through regular meetings and the use of agreed mechanisms and targets in order to modify the undesirable behaviour of their child. A named contact person will be available to deal with parental concerns. In the first instance this may be the tutor depending on the severity of behaviour shown. Where concerns remain parents should contact the relevant House Learning Leader (HLL). Where this is unclear parents should contact the school reception so that they may be directed. Formal complaints should be referred to the Headteacher.

Monitoring and evaluation:

- Behaviour logs and the distribution of behavioural points will be regularly monitored by House Learning Leaders.
- Regular monitoring will contribute to the school improvement and development plan and lead to the identification of focussed training for staff to address issues which are deemed as priorities in the successful application of the policy.
- The monitoring of sanctions including fixed term exclusions will be completed by the Headteacher, Deputy Headteacher and the Pupils, Parents and Community Committee of the Governing Body.
- The Deputy Headteacher will present to the Governors' sub-committee a report on behaviour and attendance as required.

The Behaviour Policy will be reviewed and amended as appropriate on an annual basis by the Deputy Headteacher in conjunction with the Headteacher and Governing Body.

Child Protection

(See Champion School Safeguarding and Child Protection Policy available on the school website, staffroom, and the school office)

The Designated Safeguarding Lead (DSL) is Steve Bolsover (Deputy Headteacher!). There are two Deputy DSLs, Lorna Pollard (House Learning Leader) and Angela Burden (House Learning Leader). There are two further DSLs, Joy Pannu (Pastoral Support) and Mandeep Sandhu (Sixth Form). Staff can refer to any of the DSLs.

If you encounter an issue with a student and are unsure if it constitutes a Child Protection matter ALWAYS REFER! – it is better to be safe than sorry.

Any referral made to designated staff verbally **must** be followed up by a written report; please use the 'green sheet' which should be completed and passed to the appropriate DSL. Please do not put these reports in to pigeon holes, hand them in person to the DSL in an envelope marked 'Confidential'.

Staff will be informed of the nature of the action being taken with their referral and asked to sign the green form to indicate that this has happened. If staff do not receive this acknowledgement they should ask the DSL about what action has been taken. Staff will not be given any details of the outcomes of the referral.

Physical intervention by staff

In certain circumstances it may be necessary for staff to use an appropriate type and level of physical force to ensure the safety of pupils, staff, visitors or property. This is detailed in a separate policy entitled 'Use of Force to Control or Restrain Pupils'.