



**Campion School**

# **Behaviour Management Policy**

Dated: Nov 2016

Review: Nov 2017



**Campion School**  
**Behaviour Management Policy**  
**last revision November 2016**

**Policy details**

Date of policy: November 2016  
Date of next review: November 2017  
Policy to be reviewed by governors

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

*Jassa Panesar (Headteacher),  
Andrew Morris (Assistant Headteacher)*

Signature (Chair of governors): 

Signature (Headteacher): 

Date: November 2016

## 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, disability or sexuality. 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
  - I. Being healthy
  - II. Being safe
  - III. Enjoying and achieving
  - IV. Making a positive contribution
  - V. 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 clearly 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). 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 and / or audio recordings, or live transmissions of members of the school community. Sharing or distributing any image and or audio 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 and / or audio 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 Campion 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 Campion 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; Campion 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.

- Students are to charge cashless catering cards before am registration and during am break. This will allow cards to be credited for use at lunchtime the same day. It is not acceptable to be late to registration or lesson due to charging a dinner card.
- 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 bought 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 Champion, 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.

### **Champion merit system**

Merits are awarded by staff throughout the year. For each ten merits gained a student earns a House Point. During the year, students accrue House Points which trigger scaled badges of recognition.

At the end of the academic year, individual students are entered into tiered prize draws according to the amount of House Points they've earned.

The total House Points for each House are calculated and the winning House is awarded the House Cup. Members of the winning House are given the opportunity to take part in a reward. This may be a trip or activity.

There are five overarching areas students can gain merits or house points:

- 1) Attendance and punctuality
- 2) In class performance
- 3) Meeting termly tutor targets
- 4) Sports / extra curricular
- 5) Community

Within these areas students are awarded merits and or house points according to the following tariff. (Tariff extract from 2015 – 2016 student planners)

**Attendance & Punctuality (measured per half term)**

99% – 100% attendance	6 House Points
98% – 99% attendance	4 House Points
96% – 98% attendance	2 House Points
No lates	2 House Points
1 late	1 House Points
2 late	5 merits

**In the classroom**

Outstanding achievement in class work (inc. tests).	1 merit
Outstanding achievement in homework	1 merit
Outstanding effort	1 merit
<i>(The following should be over a reasonable period of time)</i>	
Consistent class work (inc. tests).	2 merits
Consistent homework	2 merits
Consistent effort	2 merits

**Tutor Targets (each term)**

Target met fully	3 House Points
Target partially met	1 House Point

**Sports – Extra Curricular**

Captaining school in a sport for a term / season	2 House Points
Representing school in a sport for a term / season	1 House Point
Attending an extra-curricular club for a term / season	1 House Point
Exemplary achievement in a sport	5 Merits
Exemplary sportsmanship	3 Merits
Exemplary effort in a sport	3 merits

**Community**

School production participation	2 House Points
Being a Student Leader	2 House points
Participating in House Council / School Council for a term	1 House Point
Making an outstanding contribution to your House / School	1 House Point
Actively organising an event	1 House Point
Open Evening (or similar) participation	1 House Point
Meeting / taking visitors around school	1 House Point
Giving up own time to help school	5 merits
Other out of school activity participation (not trips)	3 merits

**House Points earn badges which get you entered into prize draws at the end of the year.**

**(Bronze = 15, Silver = 25, Gold 35, Platinum 50)**

**Merits / house points for attendance and punctuality**

- Attendance and punctuality merits / house points are collated half termly and forwarded to students.

**Merits / house points for subject performance**

- Subject staff can award merits at any time by using merit stickers or signing students work or planners and indicating the merits earned. These are allocated in accordance with the

above tariff. Stickers are placed in student planners on the page for the date of allocation. The teacher signs the sticker to validate it. House Learning Leaders circulate as part of their daily routine and allocate house points / in planners according to each ten merits earned.

- Merits and House Points are also allocated and recorded using SIMs. Once the electronic system is seen to work, all merits and house points will be awarded this way.

### **Merits / house points for tutor targets**

- Tutors will set three targets for each student in their tutor group during the first week of the Autumn and Spring terms. Targets are recorded on the dedicated page in student planners.
- These targets will be personal and will be set around attendance / punctuality, achievement and behaviour around school.
- If targets are achieved completely each one will be worth a maximum of 3 house points. Tutors can also award 1 house point partially achieved.
- The tutor targets run for the term in which they are set.
- At the end of term, tutors will decide how many house points will be awarded for each of the three targets, total them up and pass completed house point sheets for their tutor group to their House Learning Leader.
- House Learning Leaders will ensure all of the house points are recorded accurately. Admin staff will provide HLL's and tutors with house point totals so that students are aware of well they are doing.

### **Merits / house points for sports – extra curricular**

- At the end of each term, PE staff provide admin staff with details of students that have earned house points over that term. Admin staff will provide HLL's and tutors with house point totals so that students are aware of how well they are doing.

### **Merits / house points for contributions that support community**

- Merits / house 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 merits / house points are for positive behaviour out of the tutor room, classroom or during extra-curricular activities.
- Staff that identify or organise the above should provide House Learning Leaders with details of the activity and those involved. House Learning Leaders will pass on details of house points to admin staff.

### **Attendance Rewards**

Rewards are also used to reinforce the importance of attendance. Students are rewarded with certificates, tiered badges, prize draws and special privileges. These are allocated throughout the year and are publically acknowledged. The house / merits 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 Campion. 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.

Campion 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.

Campion 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.

Campion implements a range of strategies to deal with inappropriate behaviour including (not exhaustive);

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>▪ Talking privately with a student</li><li>▪ Verbal reprimand</li><li>▪ Moving students within the classroom / assertive seating plans</li><li>▪ Extra work</li><li>▪ Time out of classroom</li><li>▪ Compulsory community service e.g. litter picking</li><li>▪ Referral to Subject Leader, House Learning Leader, Assistant Head, Headteacher using the school's referral system</li><li>▪ On target card to appropriate staff</li><li>▪ Internal isolation in the Focus Isolation</li><li>▪ Working students out of the Focus area</li></ul> | <ul style="list-style-type: none"><li>▪ Altering a student's timetable</li><li>▪ Teaching students in the schools Alternative Provision Centres</li><li>▪ Instituting subject, departmental, House Learning Leader, late or uniform-detention as appropriate</li><li>▪ School detention / Headteacher's detention</li><li>▪ Withdrawal of privilege</li><li>▪ Contact parent/carer</li><li>▪ Meeting with parent/carer</li><li>▪ Referral to external agencies</li><li>▪ Holding Governor disciplinary hearings</li><li>▪ Fixed term or permanent exclusion. (Set procedures must be followed)</li></ul> |
|---|--|

- Implementation of behaviour change programme through FOCUS Proactive.
- Involvement of Safer Schools on site Police Community Support Officer (PCSO) where attendance issues or criminal activity is suspected.
- 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.)

Written detentions could include

10 reasons why.....

.....Uniform is important

.....Gum is not allowed

.....Jewellery is not allowed etc

Other sanctions with prior agreement of parents

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.

The next list details behaviour that is likely to require intervention from House / SLT staff.

This list is only a guide as each incident may have slightly different circumstances. The numbers of days' exclusions should be used as a minimum guide.

<b>Incident Type</b>	<b>Action / Sanction Guidelines</b>
<b>Defiance of staff</b>	
Refusal to follow reasonable instructions	Graded response up to permanent exclusion
Walking away from staff	Graded response up to permanent exclusion
Refusing to attend school without acceptable reason	Graded response up to permanent exclusion
<b>Verbal abuse</b>	
Verbal aggression towards students	Graded response
Verbal aggression / abusive language to a member of staff	Graded response up to exclusion
Verbal abuse / swearing at a member of staff	Exclusion
Swearing in front of a member of staff	Staff intervention possibly including detention(s)
Prolonged verbal abuse of another student (verbal bullying)	Graded response / contact home / if repeated – exclusion
<b>Racism (All to be logged for LA return) (Racial incident file held by Pastoral Head)</b>	
Verbal or written racial abuse directed at another student.	Log in racist incident file, Isolation [may include detention(s)], contact home (repeated = exclusion)
Verbal or written racial abuse directed at staff	Exclusion
<b>Physical Abuse</b>	
Hitting / injuring a member of staff	Exclusion - probably permanent
Deliberately pushing a member of staff causing distress.	Exclusion – either fixed-term or permanent
Unprovoked attack on another student	Internal exclusion / exclusion and possible police referral by parents of injured party.
Retaliation involving physical aggression following verbal provocation	Graded response up to exclusion
Persistent low level pushing / tripping causing distress to another student	Detention / internal exclusion / contact home / mediation / counselling
Pre-meditated fight with another student	Exclusion for one or both parties
Fighting (spontaneously) with another student	Probable internal exclusion / possible exclusion
Bringing in an offensive weapon	Probable exclusion – either fixed-term or permanent / police referral
<b>Theft</b>	
Theft of staff / school property	Contact home / internal exclusion / exclusion / possible police referral
Theft of another student's property	Contact home / internal exclusion / possible police referral
<b>Damage</b>	
Deliberate vandalism of school fabric / property	Depending on severity - financial payment / community service / contact home / internal exclusion / exclusion
Damage to students' property	Contact home / reparation / community service / internal exclusion
Setting off fire alarm	Contact home / internal exclusion / exclusion
Malicious use of fire extinguisher	Contact home / detention / internal exclusion / financial payment
<b>Truancy</b>	
Truancy out of school	Detention(s) / internal exclusion
Internal truancy	Detention(s) / internal exclusion
<b>Other</b>	
Use of mobile phone or any other item causing a distraction in classroom	Confiscate and pass to office / detention
Use of a device to record, or transmit live, or circulate image and / or audio of members of the	Contact home / internal exclusion / exclusion / possible police referral

school community.	
Smoking on site / outside school	See flow chart
<b>Lateness</b>	See attendance policy and flow chart
<b>Drugs related incidents</b>	See drugs policy

## 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 follow procedure detailed in flowchart on following page 30.

**NB** Fixed term exclusions will be followed by a period of Isolation.  
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. A series of flowcharts detailing the procedures used when students are referred to the House Team are included on the following pages.

Identification of students requiring extra support:

- More minor behaviour concerns are logged directly on to SIMs. HLL's monitor them and identify students that have accrued more than 3 in a week.
- More serious behaviour concerns are recorded on yellow sheets called Po1b's which are passed directly to HLL's / SLT for immediate resolution. These are subsequently recorded on SIMs also.
- Behaviour concerns are recorded and analysed by House Learning Leaders (HLL's). 'High tariff' students are monitored by HLL's.
- The 'highest tariff' students are monitored by the Assistant Head and / or Focus / Alternative Provision Centre (APC) staff / Behaviour Co-ordinator.

Extra support mechanisms used:

- Tutor, subject, House Learning Leader, Assistant Head and Focus target cards are used to help students that exhibit behaviour difficulties. Targets are drawn up through consultation with students and 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 and /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 on site 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 '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 Campion 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.
- The Assistant Head or any member of the Leadership Group.
- Regular INSET is available relating to behaviour management.
- The school counsellor is also available to staff

It is the responsibility of the Assistant Head to over see the referral of students to the School Counsellor. Where necessary the SENCO for behaviour 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 / 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:**

- A regular behaviour audit will be carried out termly by House Learning Leaders. Annually the Assistant Head will analyse behaviour incidents at the school.

- The analysis 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 / Assistant Head and the Pupils, Parents and Community Committee of the governing body.
- The Assistant Head 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 Assistant Head in conjunction with the Headteacher and Governing Body.

## **Child Protection**

(See Campion School Safeguarding and Child Protection Policy available on the school website, staffroom, reception and from Andrew Morris Assistant Head)

The Designated Safeguarding Lead (DSL) is Andrew Morris (Assistant Head in charge of pastoral). At the time of writing this policy there are two Deputy DSL's, Lorna Pollard (Behaviour Support and House Learning Leader) and Angela Burden (House Learning Leader, Student Support and Attendance Officer). Andrew is the DSL although staff can refer to Mr Morris, Mrs Pollard, Mrs Burden.

There is an LA produced flowchart describing the required procedures for child protection issues – please see attached.

If you encounter an issue with a student and are unsure if it constitutes a child protection matter **ALWAYS REFER!** – it's better to be safe than sorry.

Staff will be informed of referrals made on a need to know basis only.

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 AM / LP./ AB.

Please do not put these reports in to pigeon holes, hand them to the appropriate people personally in an envelope marked 'Confidential'.

## **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 and/or property. This is detailed in a separate policy entitled 'Use of Force to Control or Restrain Pupils'.

## **Student illness**

### **- During lessons**

If a student is genuinely ill in class, the teacher must issue an 'Out-of-Class-due-to-Illness' slip, (P12). Send the student to the Student Support / Attendance Office. The presumption will be that students stay in school. However, if a first aider, HLL or member of SLT feel the student is too ill to stay in school, they will request that office staff contact parents to inform them. If the student is going home the office will ensure the attendance staff and tutor are aware.

### **- Out of lessons**

If a student needs to report illness during break or lunchtime the system is:

Students report to their HLL. HLL's must be aware of students in their Houses that have low attendance or are prone to wanting to go home. If the HLL, member of SLT or First-Aider decides a student is significantly ill they should complete form P14 – Student Illness Sheet and send the student to the Student Support / Attendance Office with it. Again the Office will contact parents and inform the tutor if they are not already aware.

## **General advice regarding illness**

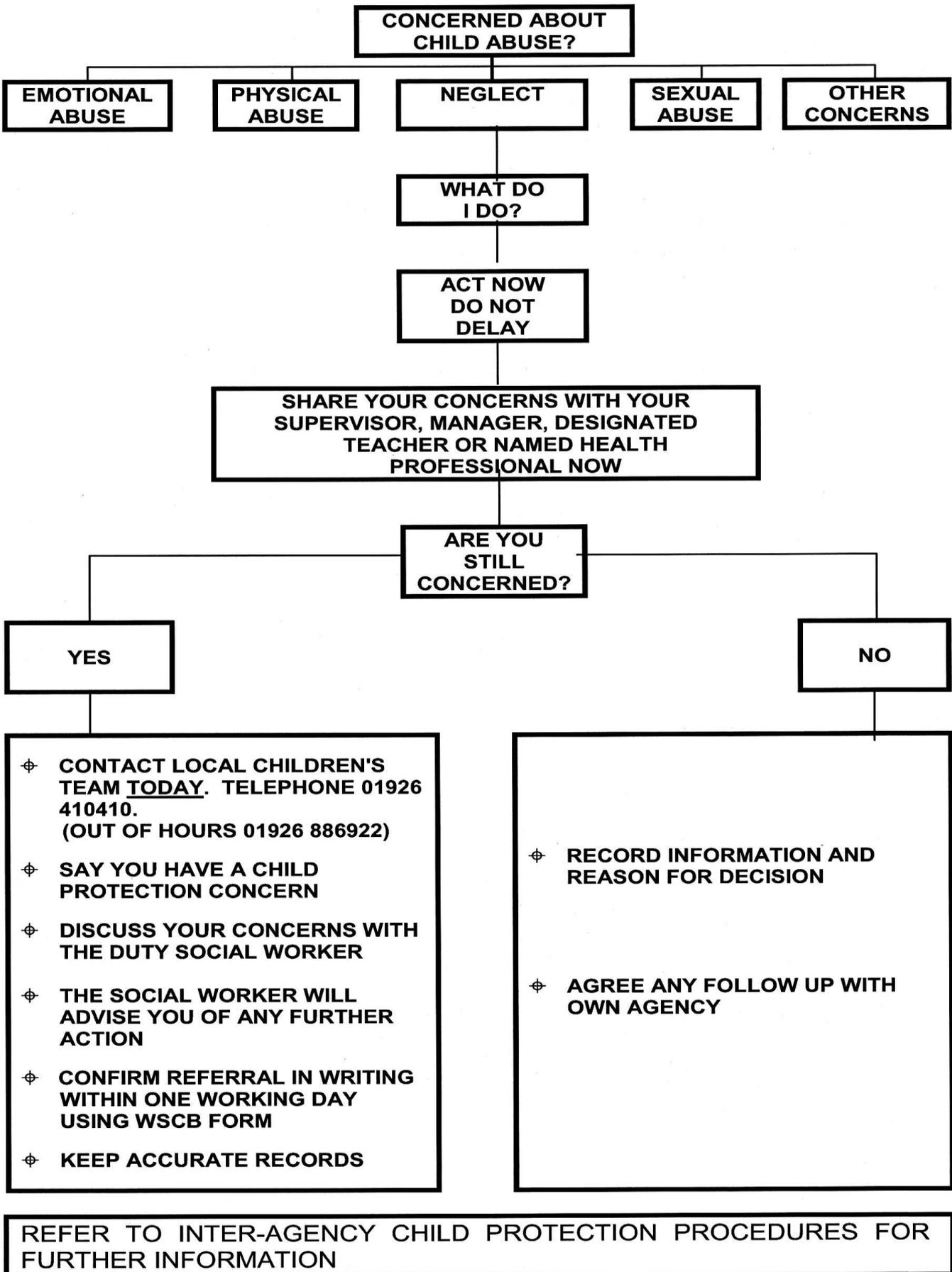
Staff should use their judgement to only send students to the Office who are genuinely ill. Staff should encourage them to stay in class if at all possible. Students suffering headaches should be encouraged to drink water, much research points to dehydration as a cause of headaches. If students suffer from period pain please encourage them to bring an appropriate painkiller to school with them. No member of staff can ever give medication to a student without parental consent. This includes paracetamol, aspirin, ibuprofen, throat sweets and tampons!

**First-aiders**

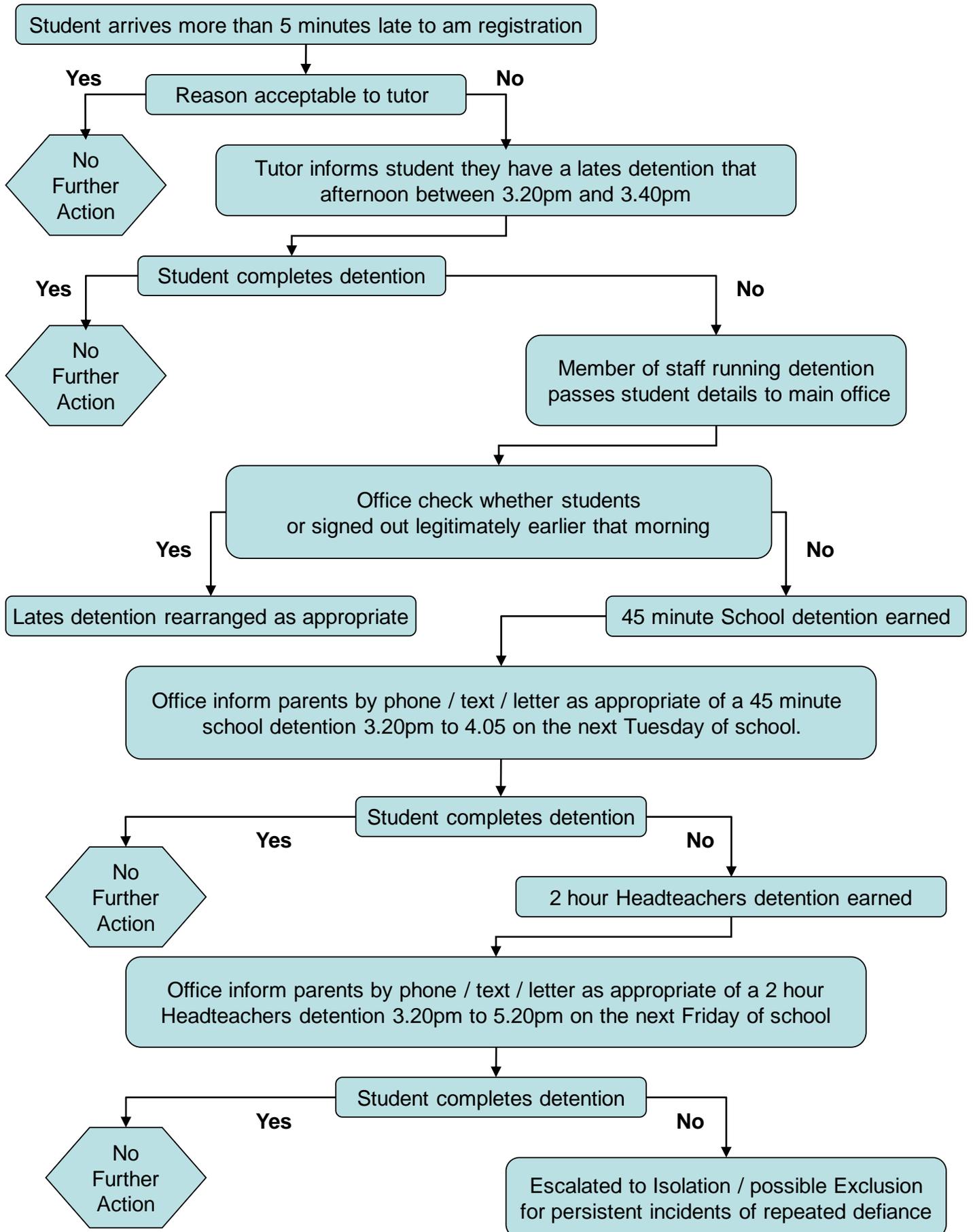
The school has certified first aiders.



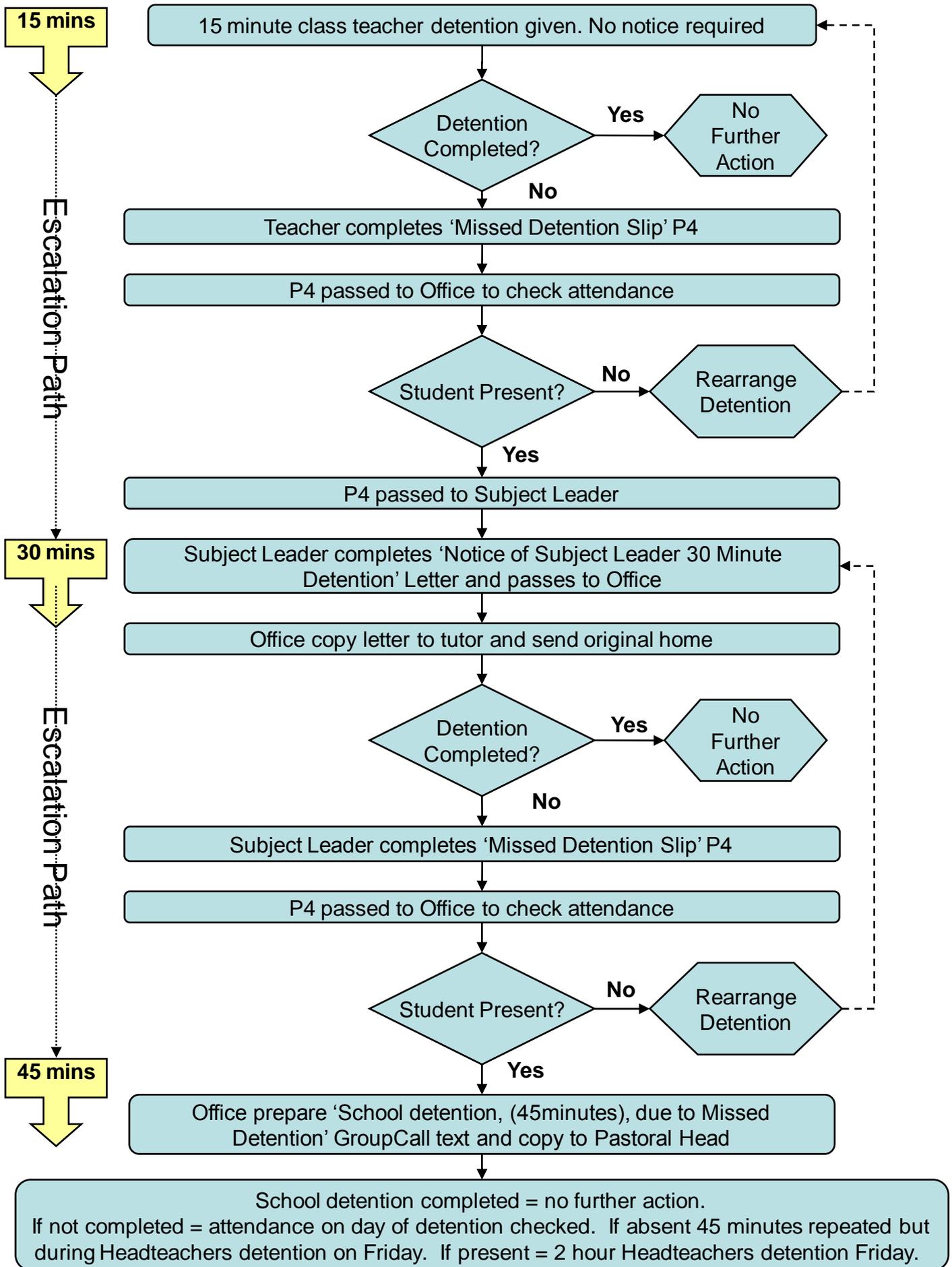
(ii) FLOWCHART.  
WARWICKSHIRE SAFEGUARDING CHILDREN BOARD



# Lateness

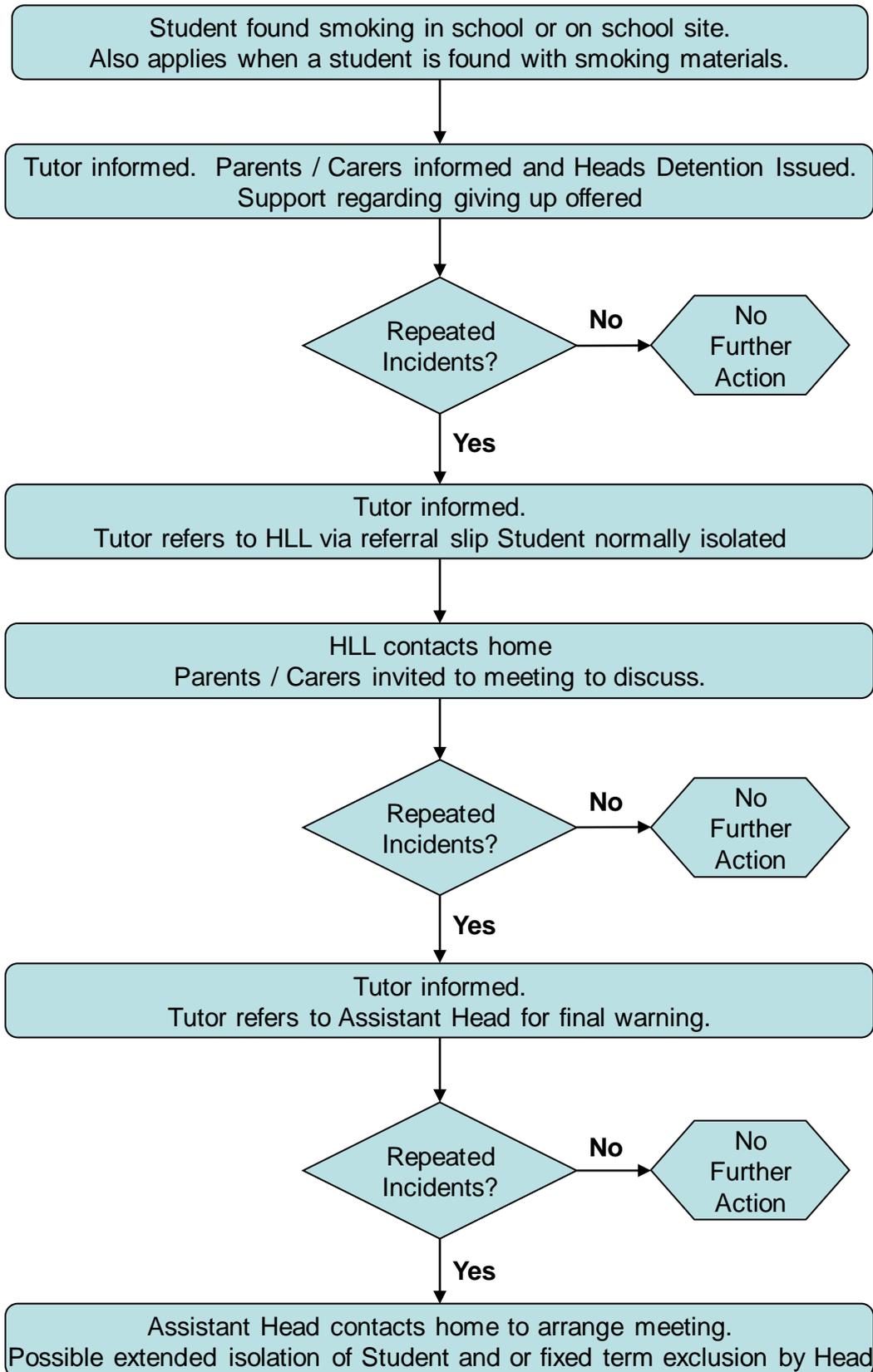


# Detention System

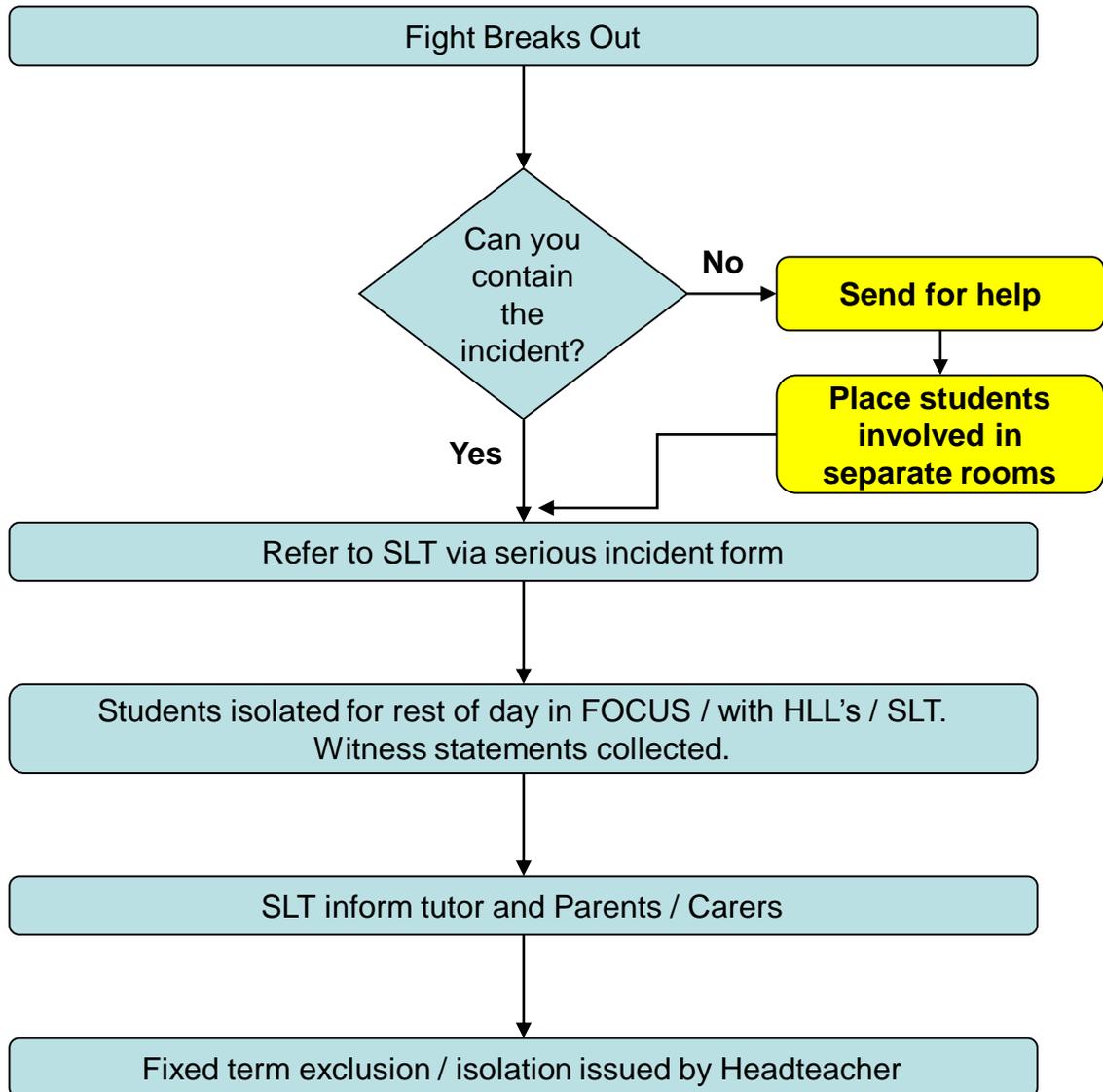


# Smoking Tobacco

NB (There is a separate Drugs Policy concerning use of illegal substances and inappropriate use of legal substances)



# Fighting In School





Campion

**P01b**

# Student Concern Sheet Serious Incident Fast Track

Student Name: ..... Year: ..... House: ..... Tutor: .....

Day & Date ..... Period ..... Subject .....

The above student: (Please tick as appropriate)

- |   |  |
|---|--|
| <input type="checkbox"/> swore at staff   | <input type="checkbox"/> showed physical aggression in the classroom |
| <input type="checkbox"/> swore in front of staff  | <input type="checkbox"/> was involved in a fight                     |
| <input type="checkbox"/> was persistently defiant <b>despite intervention from the subject leader</b> | <input type="checkbox"/> walked away whilst being spoken to          |

Further Notes if required.

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My action in relation to the above was:

- |  |   |
|--|---|
| <input type="checkbox"/> referral to SL during lesson    | <input type="checkbox"/> escalated through referral path to staff member<br>..... (staff member code) |
| <input type="checkbox"/> referral to HLL                 | <input type="checkbox"/> dealt with by SLT ..... (SLT code)   |
| <input type="checkbox"/> Serious incident referral (P16) |   |

Further Notes if required.

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Signed ..... Staff Code .....

**Please return this sheet to House Learning Leader's pigeon hole.  
Copy to Subject Leader / Tutor if appropriate**

# Actions and Outcomes For Incident Overleaf

(To be completed by staff involved with managing the incident overleaf)

Staff name ..... Staff code .....

Action by staff \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Outcome

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date ..... Time .....

Staff name ..... Staff code .....

Action by staff \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Outcome

\_\_\_\_\_

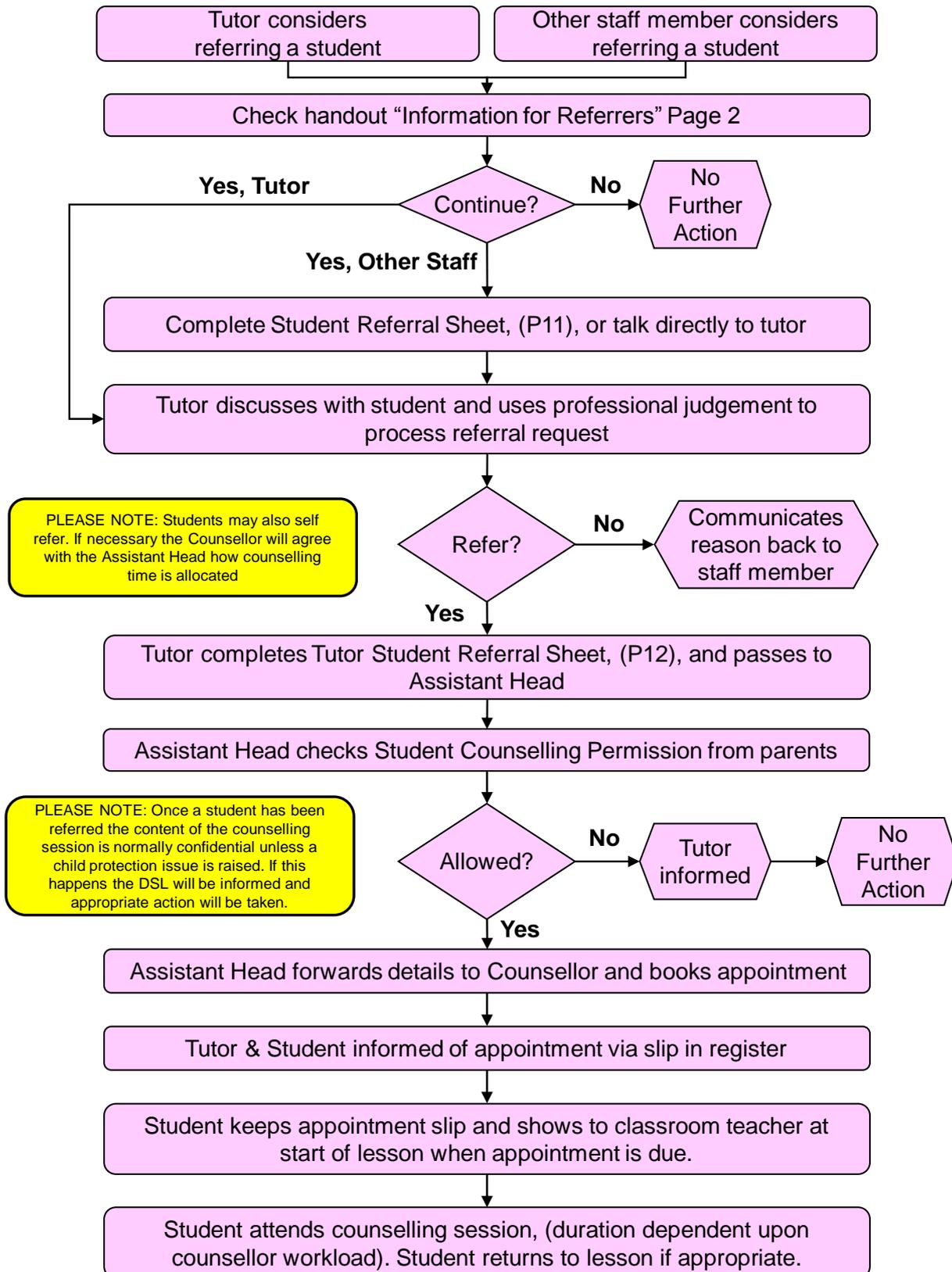
\_\_\_\_\_

\_\_\_\_\_

Date ..... Time .....

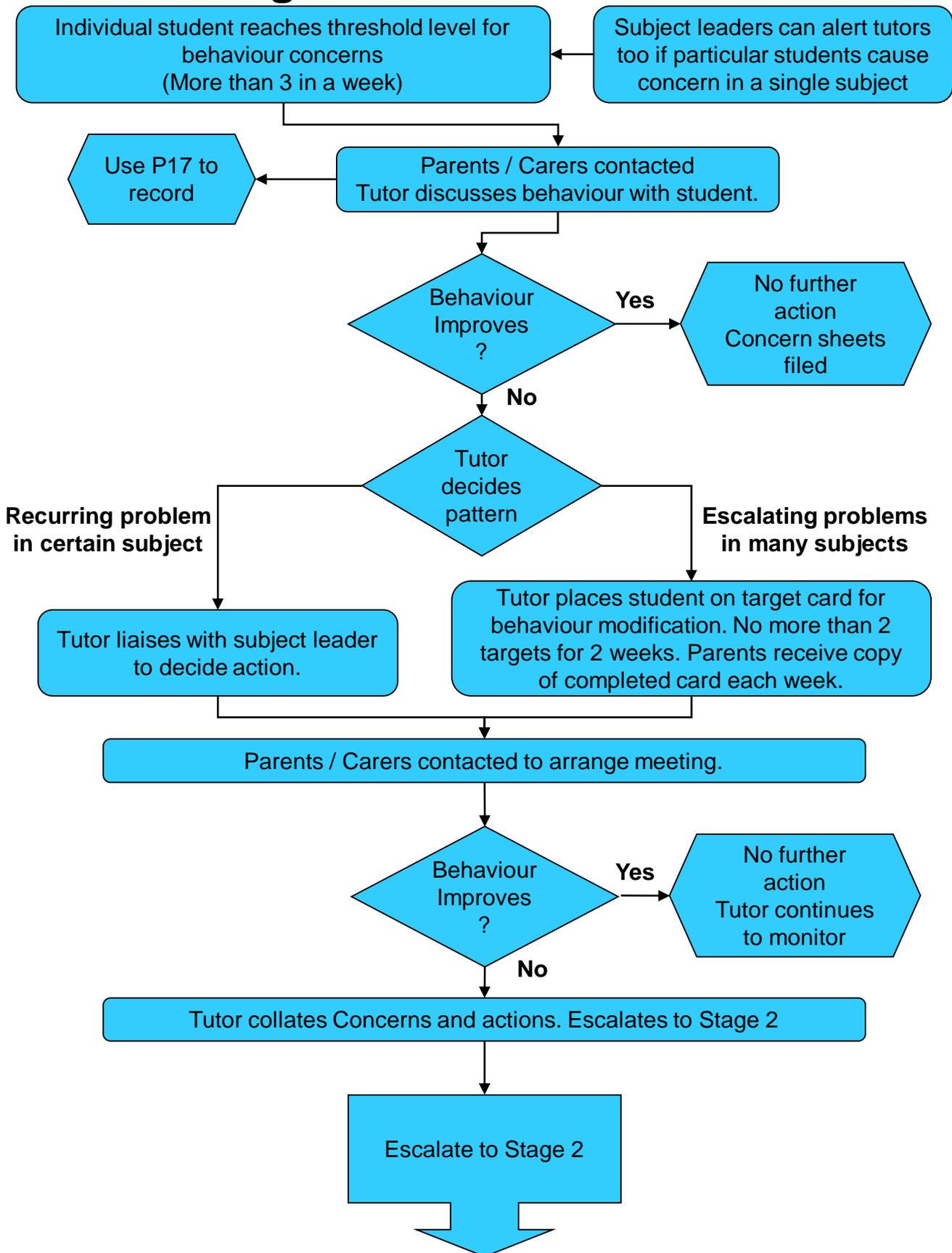
- **Details of detentions given should be recorded above.**
- If a student is placed in **Focus Isolation only**; HLL/SLT must complete **form P20**, attach this document and distribute to appropriate colleagues.
- If a student is **excluded**, placed in **offsite provision**, put in an **onsite Alternative Provision Centre (APC)**, given an **altered timetable** or educated in **Focus Isolation**; HLL/SLT must fill in **form P16ii** attach this document and distribute to appropriate colleagues.

# Student Referral For Counselling



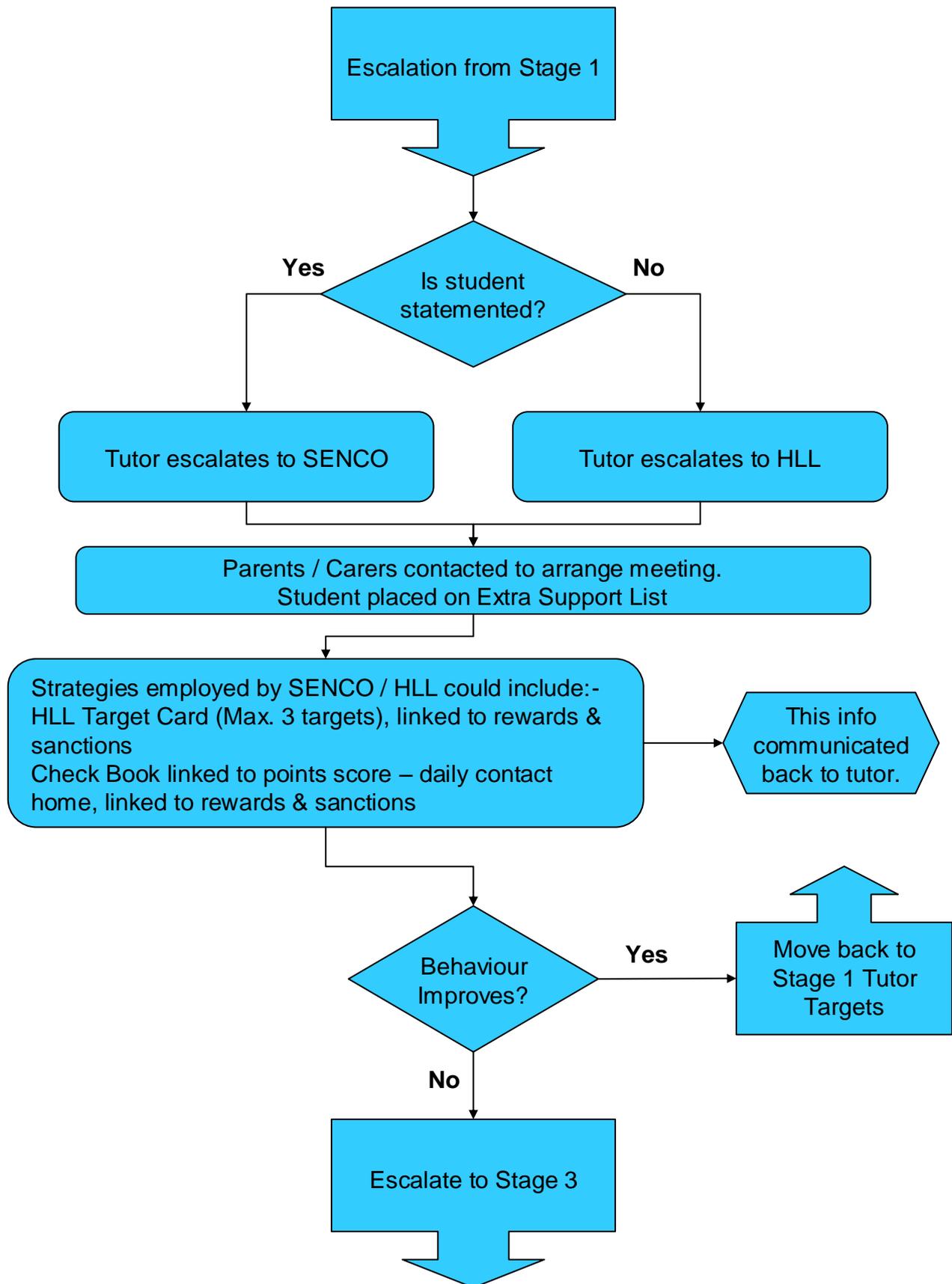
# Behaviour Concerns

## Stage 1 of 4 – Tutor Based



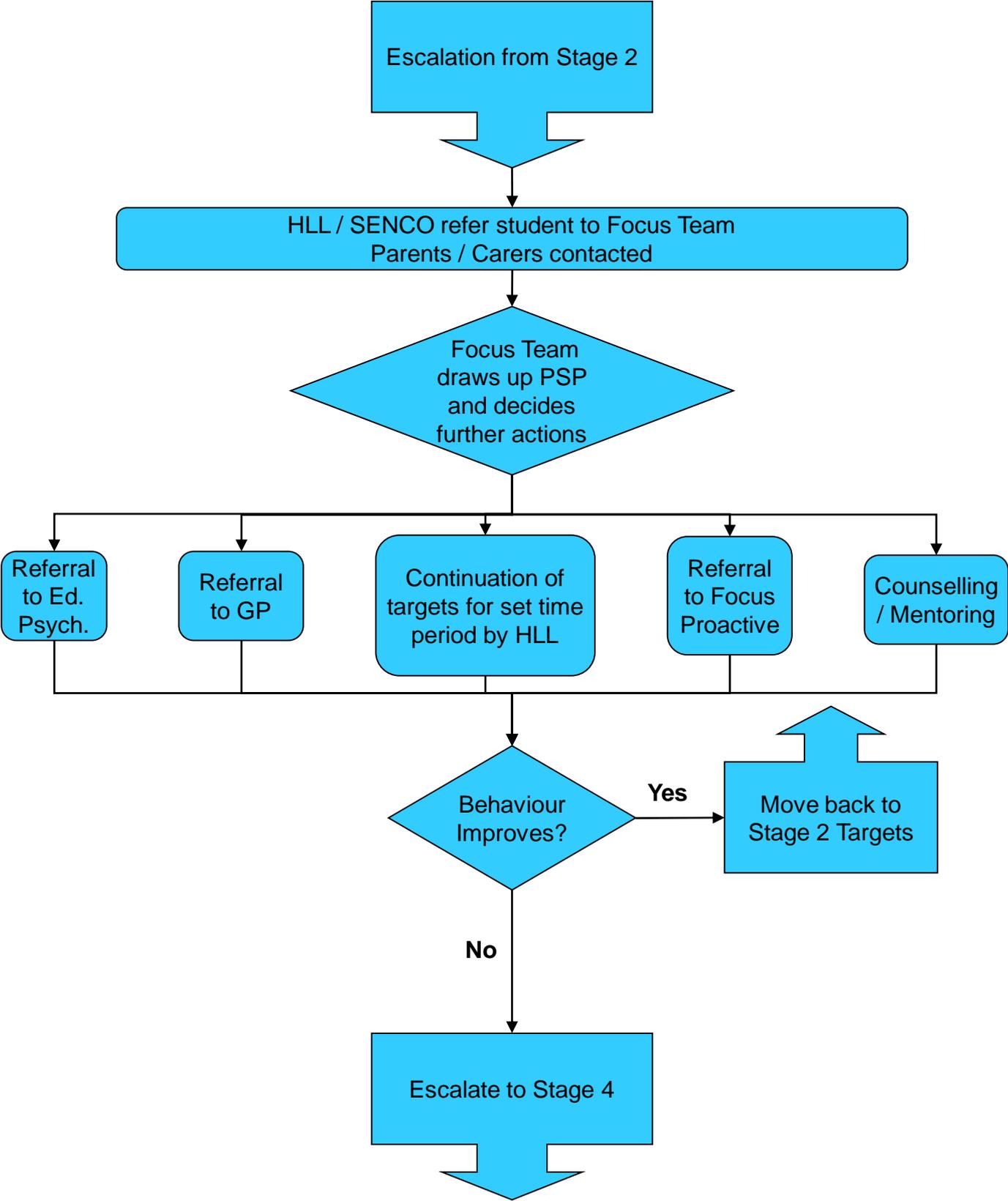
# Behaviour Concerns

## Stage 2 of 4 – HLL Based



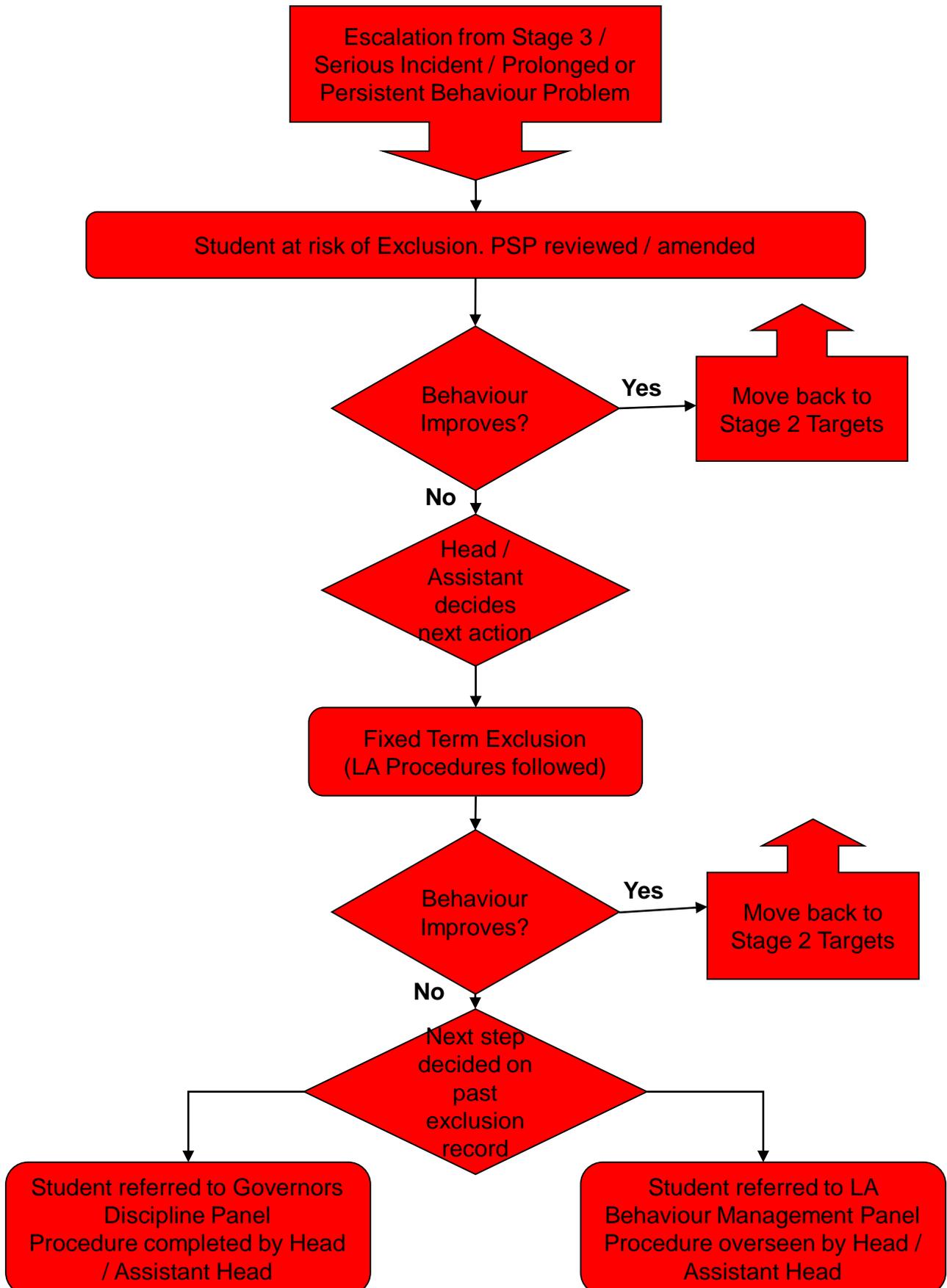
# Behaviour Concerns

## Stage 3 of 4 – Focus team based



# Behaviour Concerns

## Stage 4 of 4 – SLT Based



# Post Exclusion Actions

