



Campion School

Behaviour Management Policy

September 2020

Campion School Behaviour Management Policy

Policy details

Date of policy: 1st September, 2020

Date of next review: 1st September, 2021

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),
Jonathan Blower (Associate Assistant Headteacher –
Behaviour Manager)*

Signature (Chair of governors):



Signature (Headteacher):



Date: December 2020

Common principles

- Good order and discipline are essential to the provision of high standards of education. Outstanding behaviour leads to outstanding student outcomes.
- All parents and carers have a role to play and have a duty of responsibility for the behaviour of their child both in and out of school.
- 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. Students all have the right to feel safe, happy, confident and successful in an environment where they are inspired and engaged.
- All members of the school are entitled to a safe, orderly, learning environment to assist them in achieving their full potential.
- 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 (Short term through Focus and possibly longer term through APC) 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 the tradition of the original 'Every Child Matters' agenda
 1. Being healthy
 2. Being safe
 3. Enjoying and achieving
 4. Making a positive contribution

The principles and aims of the Behaviour Management Policy

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

1. Consistently promoting outstanding standards of behaviour and discipline
2. Promoting self esteem, self discipline, proper regard for authority and positive relationships based on mutual respect. This is in line with both pupils and parents
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, harassment and intimidation
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. Parents must ensure that they take full responsibility for the behaviour of their child.

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.

Parents will also be made explicitly aware of the 'Parental Code of Conduct' which is now in force.

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. Sixth form 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.
- In class students must be polite and courteous to students and staff, they must not disrupt learning and they need to ensure that they understand that the teacher is in complete control of the learning environment. If a student is asked to do something, they must do it at the first time of asking without expecting clarification or reasons
- 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. (Staff and Sixth Form students have a dress code that they also need to conform fully to, this may differ to the code for students at Key Stages 3 and 4). 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, false eye lashes, false nails, nail varnish and lipstick are not appropriate for school and must not be worn. If this is seen, students will be asked to remove this immediately. A period in the Focus area may also be applied at this point.
- Students' hair must not be extreme in cut or style including, but not exclusively, tram lines, extremely short cuts and unnatural looking colouration. Hair dying is not allowed.
- 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 are banned on the school site or when travelling to and from school.
- Hoods must not be worn on the school site, or when 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 in the sports hall and gym.
- Students are not allowed to use mobile phones or other mobile communication technology on the 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 strict 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 be considered defiance. Defiance to staff will be managed in accordance with school discipline procedures. This could result in internal or external exclusion.
- Students must never be involved with drugs or alcohol, in any form, both in and out of school. Possession of this in school would result in a potential permanent exclusion from Campion.

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 not allowed to change. Students will be disciplined accordingly if there is any form of breach to this rule.
- Students are expected to respect the community and other people's property at all times. This includes walking home considerably, being respectful and demonstrating outstanding behaviour that is always expected of a Campion school pupil.

- 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.
- Smoking on the school site and whilst in a Campion School uniform is strictly prohibited. Any breach of this will definitely result in either an internal or external exclusion.
- Students are expected to show respect towards each other and the community on all forms of public transport, and should behave sensibly, demonstrating the highest standards of courtesy and respect.
- 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 will be regularly kept informed as to what actually constitutes bullying.
- 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. Students must always ensure that they are completely considerate to other pedestrians and road users.
- The wearing of cycling helmets before and after school is actively encouraged.
- Any other form of transport must be fit for purpose and lockable also, this includes 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 to the left-hand side. Students must not shout or bellow along corridors or outside. Students must always be aware of their voice level.
- Students must never run inside of the building at any time. Students will lose break and lunchtimes if they are caught doing this. They must ensure complete safety of themselves and those around them.
- Students must consider others around them and not be involved in behaviour that is a distraction to others. This means moving around quietly, considerably and safely.
- Students must not make derogatory comments about others. They must always take into account the phrase: How would I feel if that was said to me or if people were behaving towards me in that way?
- Students must work hard to ensure that their general manner and/or demeanour is acceptable. They must never swear.
- Students must not answer back or raise their voice to members of staff or fellow students.
- Students must speak to members of staff respectfully. They must not push the boundaries or speak to them in the same manner that they would speak to a friend. Campion is a school based on mutual respect and students must work hard in order

to ensure that they adhere to this. They must not be over-familiar with staff or attempt to engage them with inappropriate conversations. Students must not try to 'High Five' staff.

- Students should keep to paths when moving between buildings or around the school site. Large groups walking around the school are not permitted and will be dispersed at the discretion of any member of staff. This can be enforced further by SLT.
- There is no need to visit the toilets during lesson times except for occasional emergencies. If students do need to leave the lesson they must be issued with a lanyard.
- During breaktimes students are expected to be either outside, in the refectory. 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. There are designated wet areas in school.
- 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.
- Food must be eaten in either the refectory or school hall.
- Eating or drinking in corridors is not allowed.
- 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. Students can complete this task either before or after school and during break times.
- 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.
- Going to the toilet after movement to lessons or form time is not permitted. This should be undertaken before or after school, or during break times. In exceptional circumstances students may be issued with a lanyard during a lesson; this is, once again, at the teacher's discretion.

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:

- Students must have all of the correct books, equipment and planner out at the beginning of the lesson.
- Students must stand immediately when the Headteacher enters the classroom.
- Students must ensure that they are polite both to their peers and their teachers. Students should speak appropriately and follow reasonable staff instructions. They must avoid shouting and speaking inappropriately
- Students must remain in their place in the classroom unless asked to move by a teacher. They must stick to the seating plan and sit exactly where their teacher tells them to

- Students must sit exactly where the teacher tells them to, without asking ‘Why?’ or arguing about the matter. Students need to know that the teacher has complete control of the classroom environment.
- Students must enter the classroom sensibly and appropriately. They must not run, shout or go anywhere other than straight to their seat. They must not gather round the teacher’s desk or get out of their seats without permission. They must not shout across the room or talk loudly; they must always use ‘inside’ voices.
- Students must not question teachers unreasonably and disrespectfully about ‘why’ they have to completing some work.
- Students must not be over-familiar with staff with certain aspects of language. They must address staff as Sir or Miss at all times (This applies outside of lessons aswell). Under no circumstances must they ‘High Five’ staff.
- Behaviour in all sets will be exceptional. Low level disruption will not be tolerated, this is especially prevalent in lower sets where students need to focus in order to catch up with students in higher sets.
- Chewing gum is completely banned in school.
- 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 are not allowed to be released from lessons or registration to fill bottles. Drinks other than water are not allowed.
- Students must not eat in class in any circumstances and must not have and food/sweets/canned drinks etc in blazer pockets. This must be kept in bags or lockers at all times.

Social Media

There are a number of school sites, including Twitter and Facebook. We actively encourage you to engage with these sites and observe the content sensibly

Students and parents must use social media, public or private, sensibly and safely. It should not be used to fuel campaigns against the school, its staff, parents, governors or students. We take very seriously the inappropriate use of social media by a parent or student to publicly criticise or humiliate and intimidate another parent, student or member of staff. Such matters will be reported to the police.

Inappropriate use of social media outside of school to issue threats in any form will be dealt with if this is likely to impact on the school day, however, such matters should be reported to the police by parents if any form of intimidation or humiliation is felt.

We would consider the following a serious misuse of social media:

- Posting inappropriate images of yourself or others on line
- Making threats to other students or derogatory comments about members of staff
- Attempting to bring the school into disrepute
- Posting defamatory or libellous comments
- Posting material of a violent or inappropriate nature from a mobile phone
- Using social media to intimidate, bully, harass, distress or alarm an individual or individuals

Campion school will take the above very seriously. This will be investigated thoroughly and could result in a fixed term exclusion

Think before you post: if in doubt don't post

Valuables

- Money and valuables should not be brought into school except in exceptional circumstances. Parents must not send students into school with substantial amounts of money.
- Students must ensure that they do not wear expensive items of jewellery (Rings etc)
- During P.E. any 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. Mobile phone communication can only be used to and from school. Mobile communication devices must be switched off upon entry to the school site (At the main gate) and remain switched off and out of sight 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.

At Campion 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 build very positive relationships.
- Praise students as often as we can
- 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.
- Promoting students into areas of key responsibility (Student leaders etc).

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 or focus a little too much on poor behaviour
- **(It is of paramount importance that we use effective discipline strategies but also aim to ‘catch students being good’)**

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 and 8 accrue achievement points which trigger scaled badges of recognition, these badges begin as Bronze and then progress to Silver, Gold and Platinum as the points continue to rise.

Students in Year 9 will also accrue achievement points, which will get the students entered into an amazon prize voucher draw.

Students in Years 10 to 13 will accrue achievement points, which will be converted into part payment towards their prom ticket, yearbook and leavers hoody

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.

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 responsibility of the form tutor to keep students up to date with the number of achievement points that they have earned. It is also their responsibility to analyse the data of poor behaviour points and ensure they intervene/apply sanctions or liaise with Subject Leaders, HLLs or SLT when a student is a cause for concern.

Achievement points can be awarded by teaching assistants, technicians, support staff, lunchtime supervisors, caretakers and House Learning Leaders and subject teachers. Volunteers can also award them 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, there will be 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 and build relationships.
- 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 (Excluding pending investigations)
- Avoid humiliation of students.
- Ensure that some sort of restorative conversation is applied at an appropriate level.

The school has identified examples of unacceptable behaviour which include general disruption of learning, name-calling, verbal abuse, threatening language or behaviour, intimidation, humiliation, 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. The standards assemblies at the beginning of each half term will also ensure that students are always aware of the expectations at Campion School.

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, but not exclusively:

- Talking privately with a student (Firm but fair boundaries applied/Re-set)
- Verbal reprimand
- Moving students within the classroom / changing seating plans
- Extra work

- Time out of classroom (2-5 minutes maximum – cooling off period)
- Referral to Subject Leader, House Learning Leader, Assistant Head, Headteacher using the school’s referral system (In this order)
- On target card to appropriate staff
- Admittance to Focus Isolation (Red 8.40-15.50) Amber (8.40-15.30) or Green Zone (8.40-3.20) (Dependent upon nature of the behaviour – Blue Zone applied for pending investigation where necessary – This is usually for more serious offences or allegations)
- Working students out of the Focus area (Progressions through zones on a pass/fail basis)
- Further personalisation/intervention to 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
- Implementation of behaviour change programme
- Organising student mentoring
- Referring students for counselling
- Referral to external agencies
- Application of a managed move
- Holding of governor disciplinary hearings
- Fixed term or permanent exclusion

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 and restorative conversations
- Note in Planner to tutor or parent/carer

- Subject specific or pastoral target card.
- Detention (break time, lunchtime or after school)
- Admission to Focus

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 must then speak to student and parent in order to inform them and then re-set it. If a student misses the detention on a second occasion this must then be referred to the subject leader. The form tutor must also be made aware.

More serious behaviour concerns may result in significantly longer detentions being issued by senior staff. A Headteacher’s detention can be as long as 2 hours.

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 must be re-set with parents and students informed. If it is missed on a second occasion, it may be referred to the subject leader and communicated to the form tutor.
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 have one designated day for after school detentions per week within their department. 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 a **behaviour incident** and carry behaviour points. Typically, a **behaviour incident** carries 1 behaviour point. If a pupil starts to accrue behaviour points then the following table indicates the usual graded response:

Level	Trigger	Response
Behaviour Incident	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	Tutor has general concern about behaviour and a number of behaviour points have been accrued.	Tutor will put student on card and explain the reasons for it Target card is issued it is recorded on SIMS. Parents should be informed that their child has been put on Tutor Target card. Target card must be given following a spell in Focus. This is for 2 weeks in the first instance.
Meet with Subject Leader	2 or more incidents in the lesson and a referral from the subject teacher about behaviour	Subject Leader of the staff member recording the incident issues suitable punishment – warning, detention etc. A restorative conversation must be sought at this point. Parents will be contacted by the subject leader at this point.
Subject Leader Target Card	Number of incidents show that behaviour is not improving in the subject following the Subject Leader intervention.	Subject Leader will put the pupil on Subject Leader Target card. Parents should be informed that their child has been put on Subject Leader Target card.
Meet with HLL	Tutor Target card and/or Subject Leader Target card are not improving behaviour.	HLL will speak with the student in depth about their behaviour. They may seek advice from behaviour manager at this point. They may ask the subject leader to continue with the departmental for the time being. They may issue further sanctions or authorise an admission to Focus. They may also issue a HLL target card.
HLL Target Card	Number of incidents show that behaviour is not improving following HLL intervention.	HLL will issue HLL Target card or refer to behaviour manager for further intervention or SLT target card. Parents should be informed that their child has been put on HLL or SLT target card. Parents may be asked to come into school for a discussion with HLL, behaviour manager or another member of SLT.
SLT Target Card	Behaviour is not showing any signs of real improvement under guidance from	A member of SLT will issue a Red target card and this will be monitored every day. This will usually come from guidance from the behaviour manager.

	HLL	Parents will be informed of this target card and it will be signed by them on a daily basis. Parents may well be asked to come into school in order to review the target card and progress at agreed times.
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 this process.

Major incidents of behaviour that fall very short of expectations are recorded as a **serious behaviour incident** and carry behaviour points. Typically, a **serious behaviour incident** carries 5 behaviour points. If a pupil earns a **serious behaviour incident** and/or starts to accrue them then the following table indicates the usual graded response:

Level	Trigger	Response
Serious behaviour incident	Serious behaviour incident 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 be supervised Focus unit zone (Usually Amber or Red) for a period of time, usually between 2 and 3 days, but can be longer if the offence is at the higher end of the range. This is decided by SLT. Students continue to follow the subject curriculum fully during their period in Focus.
Fixed term exclusion with Reintegration Meeting with Head or Senior Member of Staff	One serious incident or repeated serious behaviour incident incidents	In most circumstances the appropriate punishment for a serious breach of discipline may 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 student may still have to spend some time in the Focus unit upon return to school. This is usually if the nature of the behaviour was very serious or if there is a period of 'wait' time between the exclusion and the reintegration meeting (Parent/carer availability) Students will continue to follow the subject curriculum fully during this period in Focus.
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. During this time the student may be spending a period of time in Focus.
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	Teacher detention Subject leader detention School detention Headteacher's detention Report card to tutor, HLL and SLT (In this order) Admission to Focus Fixed term exclusion
Walking away from staff	Depending on severity and location: Referred to subject leader Referred to form tutor Headteacher's detention Referred to HLL Admission to Focus
Refusing to attend school without reason	Meeting put in place for parents Sanctions put in place at school's discretion
Verbal abuse (Parents will be contacted in all cases) – Yellow form completed and entered onto sims	
Verbal aggression towards students	Admission to Focus (Amber or Red Zone)
Verbal aggression / abusive language to a member of staff	Depending on the severity: Admission to Focus (Red Zone) Fixed term exclusion
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 Serious behaviour incident
Racism, LGBT related abuse, Sexism (Parents contacted in all cases) – Yellow form completed and entered onto sims	
Verbal or written racial, LGBT related or sexist abuse directed at another student.	Admission to Focus (Amber or Red Zone) Fixed term exclusion Permanent exclusion
Verbal or written racial, LGBT related or sexist abuse directed at staff	Fixed term exclusion. Refer to Equality and Diversity Policy.
Physical Abuse (Parents will be contacted in	

all cases) – Yellow form completed and entered onto sims	
Hitting or 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	Depending upon the incident: Admission to Focus (Amber or Red Zone)
Retaliation involving physical aggression following verbal provocation	Depending upon the seriousness: Admission to Focus (Amber or Red Zone) Fixed term exclusion Permanent exclusion
Persistent low-level physical bullying causing distress to another student	Depending upon the seriousness and duration: Head’s detention Admission to Focus (Amber or Red Zone) Fixed term exclusion Permanent exclusion
Pre-meditated fight with another student	Fixed Term Exclusion for one or both parties depending upon the circumstances. Possible admission to Focus (Red Zone)
Fighting (spontaneously) with another student	Probable admission to Focus (Red Zone) Possible fixed term exclusion
Bringing in an offensive weapon	Zero tolerance Probably permanent exclusion Police referral
Theft (Parents will be contacted in all cases) – Yellow form completed and entered onto sims	
Theft of staff / school property	Possible admission to Focus (Red Zone) Possible permanent exclusion (If very serious) Police referral.
Theft of another student's property	Admission to Focus (Red Zone) Possible police referral by victim’s parents
Damage (Parents will be contacted in all cases) – Yellow form completed and entered onto sims	
Deliberate vandalism of school fabric / Property	Depending on severity - financial payment Potential admission to Focus (Red Zone) Potential fixed term exclusion
Damage to students’ property	Reparation Admission to Focus (Red or Amber Zone)
Setting off fire alarm	Reparation Potential admission to Focus (Red Zone) Probable fixed term exclusion
Malicious use of fire extinguisher	Admission to Focus (Red Zone) Possible fixed term or permanent exclusion
Truancy (Parents will be contacted in all cases) – Yellow form completed and entered onto sims	
Truancy out of school	Detention to make up the time missed. Reparation Admission to Focus (Red or Amber Zone)

Internal truancy	Detention to make up the time missed Reparation Admission to Focus (Amber Zone)
Other (Parents will be contacted in all cases) – Yellow form completed and entered onto sims	
Use of mobile phone or any other item causing a distraction in classroom	Confiscate and pass to office. Admission to Focus
Use of social media to create disharmony in school To use social media in order to cause distress so that it provokes an incident in school Use of social media in order to cause unnecessary disharmony or distress to students. Use of social media in order to make derogatory comments about students, staff and other parents Use of social media in order to bring the school into disrepute	Parents informed Potential ban from using IT in school Potentially reported to the police and authorities Admission to Focus (Red or Amber Zone) Potential fixed term or permanent exclusion
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. Potentially reported to police and authorities Admission to Focus (Red or Amber Zone) Potential fixed term or permanent exclusion
Smoking on site / outside school	Headteacher detention. Usually one hour. May be increased for repeat offences.
Drugs related incidents	Zero tolerance. 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 Headteacher or other member of SLT with the relevant HLL and, possibly, the form tutor.

The student may also be required to spend some time in Focus if:

- 1) A readmittance meeting cannot be held immediately due to the parent/carer being unavailable
- 2) More time is needed in order to promote positive behaviour through restorative conversations and a re-setting of the boundaries prior to a return to mainstream lessons

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, **Serious Behaviour Incident Form**, which is passed directly to HLL or senior staff for immediate resolution. These are subsequently recorded on SIMs by HLLs.
- 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 Focus staff, SLT or Alternative Provision Centre (APC) staff.

Extra support mechanisms used:

- Tutor, Subject, HLL and Senior Leader 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 or Focus staff 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 an appropriate member of staff.

- Alternative timetables may be considered if a student is not reaching their potential. These are for a period of 6 weeks and reviewed every 2 weeks with the student, their parent or carer and the school's behaviour manager.
- 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 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
- Senior staff
- Regular INSET is available relating to behaviour management
- A specialist counsellor is available to staff
- Regular training will be given to individual staff, small groups and whole staff on a range of behavioural matters including:
 - 1) Classroom management generally
 - 2) Classroom management for specific groups (Eg: Lower sets)
 - 3) Dealing with students who many would class as hard to reach
 - 4) Dealing with students and preventing confrontation
 - 5) Asserting authority and consistency

(This list is not exhaustive and can be personalised for specific members of staff)

It is the responsibility of the Pastoral Lead to oversee the referral of students to the School Counsellor. Where necessary the HLL may find it useful to gain the support of external agencies: 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, interventions, personalisation 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 Campion School Safeguarding and Child Protection Policy available on the school website, staffroom, and the school office)

The Senior Designated Safeguarding Lead (DSL) is Steve Bolsover (Deputy Headteacher) the Deputy Senior DSL is Angela Burden (Pastoral Lead). All HLLs and SLT are DSL trained. Other TAs are also trained in line with their behavioural role in school. The Senior DSL will ensure new HLLs are sent on the appropriate courses and all of their Child Protection training is up to date. Mandeep Sandhu is the trained DSL to work with post-16. Staff can refer concerns to any of the DSLs.

If a member of staff encounters 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; using the 'green sheet' which should be completed and passed to the appropriate DSL. These should not be put into 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, they should ask the DSL whether any 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'.

Covid – 19 Guidance

All students in school must adhere to the distancing rules with regards to Covid – 19.

These guidelines will be subject to change via government update and advice either on a daily or weekly basis.

Campion School will update you, in writing, if any changes impact on the day to day running of the school

Covid – 19 and behaviour in school

Students are expected to adhere to the following standards in school:

To maintain social distancing in line with government and school guidance

To follow the clear guidance of movement around the school between lessons and during relevant break times

To follow all guidance, however short the notice, from SLT and all staff alike

To obey all instructions fully of movement or expectations in and around the school at short notice

To avoid being in large groups or in direct contact with others as per the guidance of the school

The following behaviour will not be tolerated and will be dealt with very seriously

Deliberately not adhering to any of the standards above

Threatening to make or deliberately making contact with another student in order to intentionally cause alarm or distress

Making derogatory comments about any issue relating to Covid – 19

Spitting in any form, whether just in general, or directly at somebody (This includes threats to spit/cough etc at students or staff)

Showing any sign of not taking any directive or instruction seriously

Behaving in a way likely to cause a breach of the above expectations and standards set out by the school in relation to all aspects of Covid – 19

Walking out of a lesson and entering another classroom

Entering an area which is considered to be out of bounds (Including another year group bubble)

Leaving a lesson in order to go and find a member of staff or going to the HLL office or any other office whether a senior leader, head of faculty or approaching a member of teaching/support staff in the exercise of their duty during lesson time

Coughing or threatening to cough in another student or member of staff's immediate proximity

Deliberately disobeying distancing rules in order to cause alarm or distress to anybody in school

Ridiculing or making personal comments about somebody in relation to Covid 19 intending to cause distress, unhappiness or make someone feel anxious and uncomfortable

If it is deemed that a student has demonstrated any of the behaviours above, the matter will initially be dealt with by the individual HLL.

If the behaviour is deemed to be more serious it will then be passed to the Associate Assistant Headteacher for Behaviour, and could result in an admission to the Focus area.

For very serious incidents and a serious breach of the rules and standards, the Associate Assistant Headteacher will refer the matter to the Headteacher, which could then result in a fixed term exclusion.

A daily meeting will take place in order to admit students to Focus on the following day. This meeting will take place between:

**Mr Nick Hawkins (Assistant Headteacher)
Mr Jonathan Blower (Assistant Headteacher)
Mrs Angela Burden (Pastoral Manager)**

All staff are then emailed the detail. For those staff who teach an individual student, they will ensure that the appropriate work is set for completion in the Focus area. The work set must be in line with what they would have completed had this been a normal lesson. The individual student must still follow the curriculum fully.

A weekly meeting will take place in order to monitor the behaviour of specific students and implement plans/intervention. This is via the EBP team:

**Mr Nick Hawkins (Assistant Headteacher)
Mr Jonathan Blower (Assistant Headteacher)
Mrs Angela Burden (Pastoral Manager)
Mr Steve Long (APC Manager)**

Behaviour point letters will be sent home via:

Mr Jonathan Blower (Assistant Headteacher) at 30 points. A meeting with the student will take place at 40 points.

Mr Steve Bolsover (Deputy Headteacher) above the 50 Point mark. A meeting with the student will take place at 60 points.

Mr Jassa Panesar (Headteacher) above the 75 point mark.

Departmental and Pastoral Procedures

If an incident occurs in a lesson, this can usually be dealt with via a restorative conversation or an agreed departmental sanction.

If the incident is deemed to be more serious, the matter will initially be referred to the Head of Faculty.

If a student fails to attend or refuses a detention, this will also be referred to the Head of Faculty.

All departments have an internal isolation area within that department if a student needs to be removed from a lesson for either a short or a longer-term basis.

All faculties have a departmental report-based policy for individual students where required.

Teachers and heads of Faculties will aim to contact and/or meet with parents if poor conduct continues in lessons.

Once all departmental policies have been rehearsed and exhausted with an individual student, the matter will then be passed on to either the form tutor or relevant HLL for further intervention.

If behaviour continues in a specific lesson the HLL can review the behaviour point system and see if the issue is occurring elsewhere within the school. It is at this point that the HLL may speak to parents or look for an admission to the focus area. During this time the HLL and/or form tutor will work closely with the department in order to monitor and arrange restorative conversations. A form tutor or HLL report card may well be incorporated at this point.

If admissions to Focus begin to occur on a regular basis the Behaviour Manager will intervene. This can be incorporated in many forms including regular monitoring through observation, parental contact or Senior Leader report card.

If general poor conduct continues the Behaviour Manager will bring the matter to the Extreme Behaviour Panel for further intervention.

Behaviour Management (Focus)

Blue Zone – Pending Investigation

Green Zone – General poor conduct

Amber Zone – Very poor conduct

Red Zone – Extremely poor conduct

Each zone has a different completion time

Every student must sign a behaviour contract

A student must pass a zone before being allowed to progress downwards

After a period in Focus, all students will be placed on report card to their form tutor for a two-week period so that behaviour progress can be monitored

The report card may be to HLL or Senior Leader for higher profile students

If any member of staff requires support with individual students or lessons; or has any questions with regards to this behaviour management policy for the 2020/2021 academic year please contact Mr Jonathan Blower.