Behaviour for Learning

Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

These values apply to three important spheres of life:

- Believing in Excellence for ourselves;
- Believing in Excellence for others;
- Believing in Excellence for our environment.

Date of Policy	January 2021 – addendum added March 2021
Date agreed by Governing Body	January 2021
Date of next review	July 2022
Lead Member of Staff	Eamon Brennan, Deputy Headteacher (Climate for Learning) Kyra Siddall-Ward, Head of Primary Phase

The Cavendish School (Eastbourne) is an exempt charity and a company limited by guarantee, registered in England and Wales with Company Number 8135372. Its registered office is at Eldon Road, Eastbourne, East Sussex BN21 1UE

School ethos

The school values diversity and inclusivity. The establishment of positive relationships and regard for all members of the school and wider community lies at the heart of building the learning environment.

1 Aims

1.1 To encourage success at all levels in all activities.

1.2 To provide a disciplined, caring environment that aims to develop awareness of each pupil's own moral, personal and spiritual capacity and sensitivity for the values and beliefs of others.

1.3 To develop an all through approach to behaviour for learning within the school

2 Objectives

2.1 To promote learning

2.2 To promote good behaviour and discipline.

2.3 To promote self-esteem, responsibility, self-discipline, regard for authority and positive relationships.

2.4 To ensure fair treatment for all with due regard for individuality and circumstance.

2.5 To promote early intervention.

2.6 To provide a safe environment, free from disruption, violence, bullying and harassment.

2.7 To encourage positive relationships with parents and carers in order to develop a shared approach in implementing the academy's policy and procedures.

3 Roles and Responsibilities

3.1 The governing body will establish and regularly review the behaviour policy, in consultation with the Headteacher, staff and parents.

3.2 Governors will support the school in maintaining high standards of behaviour.

3.3 The Headteacher is responsible for securing the implementation and day-to-day management of the policy and procedures.

3.4 The Headteacher will ensure that support is provided for staff faced with challenging behaviour.

3.5 All staff are responsible for ensuring that the policy and procedures are consistently and fairly applied.

3.6 All staff have a key role in advising the senior leadership team on the effectiveness of the policy and procedures and their development.

3.7 All staff have responsibility for creating a high quality learning environment.

3.8 All staff have responsibility for teaching and modelling good behaviour.

3.9 Young people will be expected to take responsibility for their own behaviour. They will be made fully aware of the policy and procedures. They have a responsibility to ensure that incidents of disruption, violence, bullying and harassment are reported.

3.10 Parents will be expected to work in partnership with the school to ensure that young people follow the Behaviour for Learning policy. They will be made fully aware of the policy and procedures.

4 Procedures

4.1 The procedures for implementing the Behaviour Policy are developed in consultation with staff and young people. They will be consistently and fairly applied so that every member of the community understands his or her responsibilities.

5 Rewards

5.1 Young people will be encouraged to develop positive behaviour for learning. Positive behaviour management strategies accompanied by rewards will be used to motivate young people and recognise and value good behaviour.

6 Consequences

6.1 Consequences are required to respond to inappropriate behaviour.

6.2 The range of consequences is clearly defined in the procedures.

6.3 Procedures make a clear distinction between minor and major offences.

7 Training

7.1 The governing body will ensure that high quality training on all aspects of behaviour management will be provided to support the implementation of the policy.

8 Involvement of External Agencies

8.1 The school has established positive working relationships with external agencies. It seeks appropriate support from them to ensure that the needs of individual young people are met.

9 Links to Other Policies

9.1 The Behaviour for Learning policy links with the SEN policy, Safeguarding policy, and Equalities policy.

10 Review

10.1 The Headteacher, in consultation with all staff will undertake systematic monitoring within the quality assurance procedures.

10.2 The Headteacher will keep the governing body informed of any reviews of the policy.

10.3 The evaluation and outcome of any reviews of the policy will be communicated to all relevant parties.

11 Communication of Policy

11.1 The school communicates the policy to all young people and parents through the school Website, discussion, newsletters and updates.

11.2 All staff are consulted regularly about the policy and its implementation.

11.3 The policy is communicated to all staff via staff meetings and training. It is also available via the shared area of the intranet. All staff are responsible for ensuring that they are familiar with all policies and procedures.

BEHAVIOUR FOR LEARNING (Primary Phase)

The Primary Phase expects young people to adhere to our school values, the 3 Rs: Respect, Resilience and Responsibility.

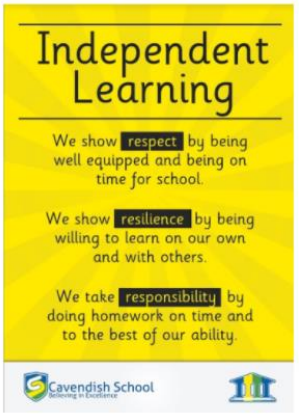
These values are embedded in our Pillars for Learning, which are progressive throughout the Primary Phase, to support the children's understanding appropriate to their age ranges:

Pre-School and Reception

Year 1 and 2

Year 3 and 4

Year 5, 6 and Secondary



The school values are embedded in the Pillars for Learning and these support children to make good choices to support effective learning behaviour.

Cavendish School focuses on positive methods of behaviour management, rewarding the good choices which the pupils make whilst making clear what is unacceptable behaviour. This will be reinforced around the school where expectations are displayed and through PHSE, Circle Time and Assemblies. The school expectations for behaviour are underpinned by the values of respect, resilience and responsibility and these are broken down in age appropriate terms to ensure that the children understand the meaning of these and the relevance to themselves and their peers. For example, to respect means to be kind and gentle, to listen to others, and to look after property. To take responsibility means to be honest and to be helpful.

1. In the classroom

Pupils follow the Pillars for Learning and demonstrate the school values of Respect, Resilience and Responsibility. Children are awarded Pillar Points for showing good attitudes towards learning, linked to the four Pillars.

2. On the playground

RESPECT: We are kind and we respect the right of other children to play without interference.

RESILIENCE: We engage with positive play - we try to make sure that all children are happy and that no one is left out.

RESPONSIBILITY: We take responsibility for the property of the school and respect that of other children.

3. Around the school

RESPECT: We have respect for the property of the school and other children.

RESILIENCE: We walk around quietly and sensibly, being a good role model to others.

RESPONSIBILITY: We help to keep the school environment neat and tidy and encourage others to do the same.

Primary Phase Behaviour Management Strategies

As an incentive and reward for following school values and demonstrating the Pillars for Learning pupils will receive Pillar Points. They will receive one Pillar Point for remaining on green in each session (in the morning before break, after break and then in the afternoon, giving a total of three Pillar Points each day) as well as earning one Pillar Point for completing their home-learning, one for completing their home reading, one for spelling and one for wearing correct uniform to school. Additional Pillar Points are awarded over the week for learning, work, and good attitudes to learning, showing engagement, independent learning and good attitudes to challenge and feedback.

Each week the child with the highest number of Pillar Points in each class will be invited to celebrate with the Primary Phase Headteacher at an afternoon tea where they will also bring their work to celebrate the brilliant learning which led to them receiving so many Pillar Points. There is a Celebration Assembly on a Friday morning where they will receive a certificate for this achievement.

Each child will also be able to spend their Pillar Points in the Pillar Point Shop. There will be a variety of items to purchase at different number of Pillar Points. They will have this opportunity at given points within the school year.

At the end of each term, the top 20% in each class (6 pupils) will be given a reward to celebrate their continued and sustained hard work.

Rewards for Positive Behaviour				
	Reward 1 **Class based**	**Reward 2** **Personal rewards**	**Reward 3** **Whole school**	**Reward 4** **Headteacher**
Respect, Resilience and Responsibility **Underpinned by the 4 Pillars of Learning:** **Challenge** **Engagement** **Feedback** **Independent Learning**	Positive praise Stickers Pillar Points	Pillar Point Total Pillar Point Shop	Certificates Pen Licence board Pillar point total sent home to parents Pillar Points Celebration Assembly Termly Reward (top 20%)	Gold Headteacher Award Afternoon Tea with the Headteacher HT Post-cards home

Playtimes are also an important part of the children's learning. Playground zones are set up with a variety of activities and resources on offer to appeal to a range of interests. There is a buddy bench for any child who is looking for someone to play with.

Consistency is vital; if a young person does not follow the agreed expectations for learning and disrupts learning, they should be issued with a consequence as follows:

- Pupil does not follow expectations for learning – teacher gives "the look"
- Pupil continues – a warning is issued – the warning card is moved into the child's pocket as a reminded that they can now make a good choice and turn things around. This should not interrupt the flow of the lesson but if they do this successfully, then the card will be moved back to green. At the end of each session, all cards are returned to the green as a fresh start.

- Pupil continues – an amber warning is issued – the amber card is moved into the child's pocket as a reminded that they can now make a good choice and turn things around. This should not interrupt the flow of the lesson but if they do this successfully, then the card will be moved back to green. At the end of each session, all cards are returned to the green as a fresh start.

- Pupil continues – a red warning is issued – the red card is moved into the child's pocket as a reminded that this is serious but they can choose to make a good choice and turn things around. This should not interrupt the flow of the lesson but if they do this successfully, then the card will be moved initially to an amber and then back to green. At the end of each session, all cards are returned to the green as a fresh start.

- If the pupil continues - they are removed from the situation for some time out and take their work to the Key Stage Leader's classroom. Parents will be informed and if this happens more than once, behaviour plans / time with the pastoral mentor might be considered.

- Any pupil who has received a red card and remains with this card at the end of the lesson will attend The Bridge at lunchtime. The sanction must be put onto Class Charts and the reflection sheet completed with the appropriate coding.

- **Amber** behaviour choices in the playground will follow the same pattern - being asked, a warning, then Time Out which will be the time for the age of the child spent as time out with the adult on duty.

- Any **Red** behaviour choices (at any time) will result in an automatic move to the red and the loss of the whole of break time. The pupil should at this point be sent to The Bridge. In addition, each case will need to be looked at on an individual basis and appropriate action taken by SLT. It is important to distinguish between violent behaviour and play which has gone wrong.

- Any behaviour that requires a child to be issued with a red card needs to be logged as a behaviour incident on Class Charts.

The Bridge

In order to meet the needs of all our pupils it is important that we have a range of effective interventions to recognise when pupils make good choices and to support pupils to improve their behaviour.
Some pupils will need further support outside of our Good To Be Green Framework and will access specialist provision and support within The Bridge.
The Bridge provides a clear behaviour management system and a personalised learning timetable for the pupil. It has its emphasis on celebrating achievements in learning and behaviour and it encourages positive relationships so we can all learn and work in a safe and harmonious environment. Pivotal to its success is the understanding that we all make mistakes and we can all benefit from issues being resolved swiftly and fairly; once this is achieved pupils always have a fresh start, whether that is the very next lesson or the next day.

Quality First Teaching – All teachers will plan and deliver lessons according to the strengths and needs of the individual pupils in their class. Quality First Teaching depends on strong pedagogical knowledge, clarity of instruction and the ability of the teacher to explicitly teach new concepts in accordance with the range of learner pace. The expectation is that each pupil is based in class with their teacher and with differentiated support can access the learning with their peers.

Lesson grading –These are given at the end of each lesson as well as breaks, assemblies and reading times. Pupils work towards individual daily targets in the Primary Phase. Grades are discussed with pupils to encourage them to reflect on their performance each lesson and around the school. Merit and bonuses can be awarded for exceptional effort in class. Pupils will always receive a warning prior to a grade being dropped.

Reward and Celebration – Positive reinforcement underpins much of our practice; rewarding pupils for making the right choices helps to embed the behaviours that we are trying to promote. Rewards can range from a verbal acknowledgement from a teacher to a specially planned reward trip for pupils who have consistently met expectations or made significant improvements. (See Appendix A)

Consistency of Practise –All staff will work together to ensure pupils in school are clear about our expectations. Staff will consistently uphold the expectations of the school; they will be fair in their acknowledgement of appropriate and improving behaviour. Equally, when addressing pupils when behaviour falls short of our expectations, staff will also be consistent, fair and proportionate.

High Quality Pastoral Care – Arrangements for individual pupils within their class allow for a high ratio of staff to pupils. Time is allocated on a daily basis for pupils to spend time and 'check in' with the pastoral team so any issues can be addressed swiftly. At the end of the week each pupil's progress is reviewed to see if they have met their target. Additional interventions will be agreed to support pupils who struggle to meet their targets and this will be communicated with parents and carers.

Reflection and Time Out - Occasionally it will be necessary to direct a pupil away from the classroom because their behaviour is harmful to others or detrimental to the lesson. Pupils in Primary Phase have designated 'time out' places. If pupils can manage directed time out, reflect meaningfully on their behaviour and complete work away from class, this will be reflected in their grade. If a pupil refuses to leave when asked by the class teacher, or they refuse to complete work when they have left the class, additional sanctions will be imposed.

Consequences and Sanctions – We make it very clear to all pupils that there is a distinct response to negative and unwanted behaviours. Expectations are clearly displayed in The Bridge as are the lessons grading system. Staff will respond to any behaviour that falls short of our expectations and this will be done in a consistent and proportionate manner. A verbal reminder of our expectation is generally the first step before consequences or sanctions are considered. (See Appendix A)

Bullying & Hate Related Behaviour

In the Primary Phase we celebrate diversity and recognise that pupils and staff with different life experiences and expectations can strengthen and enrich our school community. We will not ignore any behaviour that insults or harms anyone in any way. We also realise that some groups of people are at greater risk of exclusion, isolation and bullying as a result of their gender identity and/or sexuality. We know that for young people who experience this type of negativity it can have a significant and detrimental impact on their lives. We have made a commitment to combat bullying in all its forms.

We consider bullying to be any behaviour (physical, verbal or written) that one person uses against another with the intention of causing emotional anguish or physical distress. This can include verbal or physical assault, repeated harassment, exclusion or intimidation such as name calling, threats, abusive phone calls, emails or text messages.

While we recognise that a child who bullies is often unhappy themselves, we also know that bullying is an unpleasant aspect of human behaviour (that can be perpetrated by an individual or group), that should not be tolerated. It can have a serious impact on school life and we have a duty to protect all pupils in school and respond to all instances.

In order to reduce the instances of bullying in and around school we make our expectations regarding how we treat one another very clear. We have a pastoral programme that nurtures peer relations and a strong PHSE programme that promotes tolerance, diversity and respect. This is further supported by our weekly assemblies and staff role model on a daily basis the behaviours we want to promote.

If we concerned about bullying behaviour with an individual or group we will record that behaviour on Class Charts for both the aggressor and the target. Termly occurrences are reviewed and report to Governors.

Follow up support is provided for the target by the Pastoral Team.

Responses to instances of bullying will depend on the nature of the incident and whether it is the first time or a repeated incident. We have a separate Anti-Bullying Policy that sets out in detail how we will respond but the list below summarises some actions we may take.

- Letter or verbal apology
- Loss of privileges/choice time/options
- Loss of break time
- School detention
- Restorative justice intervention
- Parent/carer meetings in school with a member of the Leadership Team
- Negotiation of a 'respect to others' contract
- Involvement of outside agencies – this could include the police.

Parents and carers of all pupils will be informed if their child has been involved in any instance of bullying.

Cavendish School focuses on positive methods of behaviour management, rewarding the good choices which the pupils make whilst making clear what is unacceptable behaviour. This will be reinforced around the school where the Golden Rules may be displayed and through PHSE, Circle Time and Assemblies. The school expectations for behaviour are underpinned by the values of respect, resilience and responsibility and these are broken down in age appropriate terms to ensure that the children understand the meaning of these and the relevance to themselves and their peers. For example, to respect means to be kind and gentle, to listen to others, and to look after property. To take responsibility means to be honest and to be helpful.

BEHAVIOUR FOR LEARNING (Secondary Phase)
Behaviour Management Procedures

1 Acceptable Behaviour

1.1 Acceptable behaviour is defined by the school as that which promotes learning through courtesy, co-operation and consideration. It includes all members of the school in terms of their relationships with young people, school staff, visitors and members of the local Community.

2 Unacceptable Behaviour

2.1 Unacceptable behaviour includes:

- Disruption to learning, including that of other young people
- Abuse - verbal and/or physical
- Threatening language or behaviour
- Intimidation
- Bullying and/or harassment - including prejudiced based insults

3 Behaviour for Learning Expectations

3.1 The expectations for learning are highlighted in the Secondary – Cavendish Expectations for Learning. Behaviour for learning is based on the three core values of the school

- Respect
- Resilience
- Responsibility

In lessons our pupils in the secondary phase are expected to adhere to the following:

- We **respect** ourselves, each other and our learning environment
- We always **do our best** and never give up
- We take **pride** in our achievements and the success of others
- We are **responsible** and co-operative

Further explanation as to what each of these mean is displayed in every classroom and can be found in appendix 1 and appendix 2

3.2 Staff must to refer to the expectations when issuing a consequence.

4 Consistency

4.1 A consistent approach by all staff to the management of behaviour is essential. All staff are expected to follow the behaviour policy and procedures. The school reserves the right to make reasonable adjustments for those pupils who may require a personalised behaviour plan.

5 Rewards and Consequences

5.1 The school will promote good and improved behaviour by young people through a system of recognition and rewards.

5.2 Appropriate and fair consequences are used in response to repeated or serious disruption to learning.

5.3 When a reward is given, it should not be removed as a consequence for subsequent misbehaviour.

5.4 Similarly, a consequence should not be withdrawn once given.

5.5 Recognition and reward may include:

- Greeting young people on entry to the classroom and around the school
- Using language of positive regarding behaviour
- Use of pillar points
- Giving praise and positive feedback
- Phone Calls Home
- Awards linked to School rewards system
- Positive letters to parents/carers from tutors, operational leadership and senior leaders

5.6 The school will implement a range of strategies to promote positive behaviour taking into account individual circumstances where necessary.

- Meeting and greeting young people
- Well planned and taught lessons
- Use of restorative language
- Quiet word with young person
- Verbal warnings
- Use of seating plans and a move of seating in class when needed
- Referral to Subject leader, Head of Faculty, Progress Leader
- Referral to Emergency Call out – if serious
- After School detentions
- Isolation
- Internal Exclusion
- On site/off site alternative provision of education
- Meetings with parents/carers
- Referral to external agency support
- Fixed-term exclusion
- Permanent exclusion

5.7 Misdemeanours

Misdemeanours will be issued and recorded in pupils' planners when a pupil fails to follow the basic expectations relating to their conduct and ability to follow the basic school rules as detailed, but not exclusively, in the school planner. Tutor will check planners on a weekly basis. Any pupil found to have two misdemeanours in the same section (see appendix 9) will be set a lunch time detention by their tutor.
All staff are asked to issue a misdemeanour for the following incidents

- Where a pupil does not have the correct equipment (pen, pencil, ruler, scientific calculator and reading book) with them. This will be checked in tutor each morning.
- Pupil is not wearing the school uniform correctly, i.e. top button undone, skirt untucked, blazer not worn within school building, skirts rolled up, incorrect school shoes.
- Displays unacceptable conduct around the school site.

If a pupil fails to bring their planner to school this will result in lunch time detention. The tutor will issue a planner sheet for the pupil to use during the school day. If a pattern develops, the pupil will be set a choices after school detention.

If any pages are removed or the planner is lost, a new planner must be purchased from the school reception.

Failure to give planner to a member of staff to write in a misdemeanour will result in a choices after school detention.

6 Attitude to Learning

To help in fostering and maintaining a positive learning environment across the school a new Attitude to Learning criteria has been created which has four different grades that are applied across the four pillars of learning here at Cavendish.

6.1 At each data capture, teaching staff will assign ATL grades to their pupils, based on the ATL criteria. These grades will be shared with parents/carers along with the ATL grading criteria (Appendix 2), so that parents/carers can support their son/daughter in achieving the best here at Cavendish.

6.2 Pupils will receive their ATL grades throughout the school year and are required to record them in their school planner. Using the ATL pupil criteria sheet (Appendix 3) pupils are asked to set themselves termly targets as part of their tutor programme to improve or maintain their ATL.

7 In-class Behaviour Management

The following section is designed to provide colleagues with procedural assistance and guidance with regard to behaviour management strategies. The focus remains on ensuring that a language of positive regard is utilised across the school, incorporating both staff and young people alike. Similarly, the importance and use of rewards is key whilst the adoption of a restorative approach to resolving issues between young people remains a major strategy in ensuring a calm, safe and secure academy environment. The use of the emergency 'on-call' system is designed for use in extreme cases only, in order to promote the empowerment of our colleagues. (Appendix 4)

7.1 The school has adopted a positive discipline system for class behaviour.

7.2 Neither consequences nor rewards should be withdrawn once issued, unless medicating reasons are evident.

7.3 Consistency is vital; if a young person does not follow the agreed Expectations for Learning and disrupts learning they should be issued with a consequence, the reason must be given and behaviour linked back to the code. For example, a teacher might

say ‘That comment was not respectful. You have a C1’. Strategies to counter low level disruption should be employed initially.

7.4 The young person must have time to correct their behaviour before any additional consequences are issued.

7.5 A C2 must also be issued by the teacher following the same procedures as a C1.

7.6 A C3 should only be issued after a C1 and C2. It is also imperative that young people have time to reflect and rectify their behaviour before another choices is issued.

7.7 A Calm-Connect-Support approach (as identified in the appendix 4) is to be used by all staff when dealing with pupils here at Cavendish. It is imperative that pupils are given time to make the correct choice and to modify/change their behaviour. All staff should look to create calm in their learning space to promote a positive learning environment.

7.8 If a C3 is issued it must be linked back to the Expectations of Learning and explained to the pupil.

- Teacher sends the pupil to the head of faculty (each faculty may have their own rota as to where a pupil needs to be sent). If, in their professional judgement, a teacher feels a guidance leader is needed then this should be done to support the relocation. Appropriate work must be provided for the pupil.
- The pupil will then be expected to continue their learning. They will receive a same day choices detention.
- If poor behaviour continues in the relocated lesson ECO will be called. This will result in a C4 internal isolation being set.
- If a pupil receives a C3, the class teacher must record the incident preferably at the end of the lesson on Class Charts, clearly stating the reason given linked to the code of conduct.
- Pupil must attend a 45-minute centralised detention at the end of school day. A parent call message is sent to parents/carers. If the pupil does not attend the Progress or Guidance Leader will call parents and arrange for it to be attended the next school day. The pupil will have to sit a 60-minute detention at this point. Failure to attend will result in an internal isolation the following day (including sitting a 60 minute choices detention at the end of the day)
- The class teacher to ring parents and inform them of the incident, plus consequences. The aim of the phone call is to seek/promote parental support. If the class teacher has concerns about making the call the Head of Faculty should support. Poor behaviour is less likely to occur, if a reconciliation meeting has taken place. The class teacher must record on the school system when they have contacted home to discuss the reasons for the set detention.
- Each week the Head of Faculty will receive a report of all C3 incidents within the department. The Head of Faculty will support subject teachers who is having repeated issues with any individual or classes.
- Detentions will be staffed by all teaching staff on a rota, with the support of Guidance Leaders
- A straight C3 can only be issued for exiting a lesson without permission.
- A C3T should be issued if a pupil intentionally truants an entire lesson, part of a lesson once it has started or arrives 6 minutes or later to the lesson.

7.9 **Serious issues concerning behaviour C4 (internal isolation)**

- A pupil may receive a C4 if they are directly abusive towards a member of staff

- Physically assaults another pupil
- Disruptive in choices detention
- Failure to attend x 2 choices detention
- Persistent (x3 in a term) choices detention
- Please report directly to the guidance team

7.10 C5 Internal Exclusion

A pupil may be placed in internal exclusion, where they will work in the dedicated internal exclusion room. Pupils will be required to attend school at a staggered time to ensure no interaction socially with other pupils. Parent/carers will be informed of the sanction and the time the pupil should attend school.

Pupils may be placed in internal exclusion for the following reasons. The list is not exhaustive and is at the discretion of the headteacher.

- Disruptive in internal isolation
- Persistant C4 isolation (x3 in a term)
- Behaviour deemed worthy of internal exclusion

7.11 **Procedure for recommending an internal or external exclusion**

The incident must be fully investigated. If the investigator is of the opinion the incident warrants an internal or external exclusion the matter is discussed with the Guidance Team Leader & the DHT climate for learning.

This must occur on the same day as the incident has taken place

The process is as follows:

- The following must be collected by the guidance team and checked before the matter is taken to the Guidance Team Leader.
- A brief written statement by the investigator outlining the key concerns
- Statements if relevant, from staff and pupil/s. (When gathering statements from pupils it is important to check these carefully with the pupil present to ensure the information written is relevant and provides evidence to support the request for exclusion) All statements should have a date, time and signature.
- Any relevant information about previous disciplinary matters or previous exclusions of a similar nature
- Guidance Team Leader should then bring the recommendation to the DHT Climate for Learning.
- The DHT will review the documentary evidence and decide if a recommendation for exclusion should be upheld. If the DHT believes the incident does not warrant exclusion, suggestions will be made about appropriate sanctions. This should actioned and logged on ClassCharts.
- It may be necessary to remove a pupil from lessons and 'hold' with a member of staff pending the decision. Young people should not be sent home unless this is part of the exclusion as this constitutes an unlawful exclusion.
- The DHT will review the documentation and make a decision on whether an internal or external exclusion is appropriate. ONLY the Headteacher can exclude a pupil or Head of Phase acting on his behalf in his absence. Staff should not tell a pupil they are to be excluded unless this has been confirmed by the Headteacher.
- The letter confirming the exclusion will be circulated to relevant colleagues
- If the decision as to how long to exclude has not been agreed, the parent should be informed that the Headteacher will decide on appropriate action and they will be contacted again with the decision. If the incident is serious, the parent should be informed that the Headteacher may consider exclusion appropriate.

- The Guidance Team must ensure externally excluded pupils must be provided with work for the first five days of any exclusion.
- Alternative educational provision must be arranged for young people from day 6 of an external exclusion. For external exclusions over 5 days the Guidance Team will ensure the appropriate arrangements are made Alternative School day provision from day 6.

8 Out of Class Behaviour Management

8.1 All unacceptable behaviour to and from lessons, at break times, on educational visits and events should be challenged by staff. Behaviour out of school is also a matter of concern and also be challenged where the community is affected.

Poor behaviour on corridors, stairs or in the School grounds must be tackled and is the responsibly of all staff. Consistent behaviour will only be achieved if we provide consistent messages.

Staff should encourage young people to lessons quickly and tackle any pupil seen on the corridor during a lesson.

When moving around the building young people are expected to;

- Arrive on time to lessons
- Only use electronic devices in agreed spaces at agreed times
- Wear correct uniform at all times
- Behave appropriately in corridors and always walk
- Eat and drink in agreed areas at agreed times
- All staff should greet pupils at their classroom door seat them quickly and engage them in a learning activity.
- Heads of Faculty are responsible for supervising their subject areas and should always be visible during lesson changeovers.
- Guidance Leaders, Progress Leaders and SLT must be visible at lesson changeover.
- Failure to comply will result in a misdemeanour being issued to the offending pupil.

9 Vulnerable Young People

9.1 The school will identify and support young people who are at risk of disaffection or exclusion.

9.2 The support available to disaffected pupils includes:

- Learning support (SEN department)
- Mentoring
- Individual education planning
- Increased flexibility curriculum
- The Route – Alternative Curriculum Provision on site
- External placements/courses

10 Early Intervention

10.1 GL's, along with GHO and TMO, will deliver Empowerment Approach intervention support to target pupils to help them in managing their emotions and develop their executive functioning skills, which in turn will hopefully have a positive impact on their behaviour.

10.2 Where appropriate, external agency support will be involved in identification and provision for individual needs, using the appropriate referral procedures.

10.3 Parents/carers will be notified immediately if their child has been involved in serious incidents of misbehaviour. This will normally be by telephone. Where a parent/carer is not contactable in this way, an email/ letter will be written.

11 Permanent Exclusion

Permanent exclusion should only be considered in:

11.1 An exceptional circumstance where there has been a very serious breach of the school's Behaviour for Learning policy, including but not exhaustive of:

- Serious actual or threatened violence against another pupil or member of staff
- Sexual misconduct
- Supplying an illegal drug
- Carrying an offensive weapon
- Persistent unsafe behaviour that puts members of the school community at risk
- Continued disruption within the school.

11.2 A situation where a pupil has continuously disrupted the learning environment of the school.

12 Alternatives to Permanent Exclusion and directed placements

12.1 Cavendish School follows ISEND Guidance on 'School to School placements' in order to help in preventing fixed term and permanent exclusions. Therefore, the school will sometimes work with other local mainstream schools to provide a package of support for an individual, and in some instances, to enable the pupil to successfully integrate into another mainstream school setting instead of having a permanent exclusion on their record. The guidance is available to view on request, and includes information regarding temporary School to School placements, intervention via College Central, or a permanent move to another mainstream setting within the local area, which would take place after a review period of 6 weeks following a long term School to School placement.

12.2 Powers of Direction

In some circumstances these placements may not necessarily have been agreed in advance with parents/carers, or indeed the parents/carers may not be supportive and therefore powers of direction may be needed; DFE 'Alternative Provision – Guidance for Local Authorities' January 2013 provides details on the powers and responsibilities maintained schools have in using off-site provision to improve students' behaviour. These powers come from 'Section 29A of the Education Act 2002', introduced by the 'Education and Skills Act 2008'; as required by this Act, the Secretary of State then made regulations in 'The Education (Educational Provision for Improving Behaviour)

Regulations 2010'. This legislation does not apply to Academies; Academies can arrange off-site provision for similar purposes under their general powers as set out in the Academy Trust's Articles of Association. Though the regulations and guidance do not apply, they can provide Academies with an example of good practice. Maintained schools and Academies should ensure that their Behaviour Policies reflect the different types and purposes of placements, along with the possible use of 'Powers of Direction'.

As an alternative to permanent exclusion, the school will seek, as part of its behaviour policy, to utilise the agreed local partnership protocol involving directing a student to a supported placement at another school, College Central or The Workplace.

13 Duties of the Governing Body

13.1 The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

13.2 If the panel of governors uphold the decision to permanently exclude a pupil, an independent review panel (IRP) may be requested if parents/carers wish to challenge the decision of the Governors. This IRPs have powers to:

- uphold the decision to permanently exclude a pupil;
- recommend that the governing body reconsider its decision; or
- direct the governing body to reconsider its decision.

14 Training

14.1 The school provides relevant information and training on behaviour management to all staff.

14.2 The school will provide for training and development of all staff through induction training, INSET and specific/individual training.

14.3 All members of staff are expected to be involved in coaching and development activities.

14.4 The school provides opportunities for staff to develop skills and knowledge in relation to:

- Implementing the behaviour policy
- Logging/recording incidents
- Break and lunchtime supervision
- Classroom management
- Educational visits
- Legislation affecting behaviour management
- Equal opportunities
- Techniques for promoting positive behaviour

15 External Agency Support

15.1 The school has secured appropriate access to specialist child and family support services including:

- Education Psychology service
- Health service (including CAMHS)
- Social services
- Youth offending team
- Targeted Youth Support

16 Pupil Involvement

16.1 The school encourages young people to take responsibility for their own behaviour.

16.2 The school encourages young people to take responsibility for developing a positive behaviour culture.

16.3 The school provides opportunities for young people's positive involvement in the life of the school including:

- Pupil Voice
- School captains and ambassadors
- Working parties
- Anti-Bullying ambassadors
- Well-Being Champions
- Pupil Leadership Team

16.4 All pupils are requested to sign the home school agreement in the school planner.

17 Parent/Carer Involvement

17.1 The school ensures that parents/carers are informed promptly of any concerns regarding their child.

17.2 The school ensures that parents/carers are informed of any rewards regarding their child.

17.3 Parents/carers are expected to work in partnership with the academy in ensuring that the Behaviour for Learning policy, consequences and rewards procedures are supported.

17.4 All parents/carers are requested to sign the home school agreement in the school planner

18 Community

18.1 The school liaises with a range of bodies including:

- Community groups

- Local Authorities
- Social services
- Police, including transport police
- Voluntary sector

19 Record Keeping

19.1 The staff will record incidents promptly and accurately.

19.2 All incidents are logged on electronically (ClassChats/SIMS)

19.3 Clerical staff are deployed to undertake routine administration/filing tasks.

20 Monitoring/evaluation Procedures

20.1 Behaviour incidents are monitored by the DHT Climate for Learning and Progress Leaders to identify trends and frequency of occurrence. Feedback will be given to Subject Teachers or Form Tutors to act upon.

20.2 Staff receive feedback on behaviour management issues and outcomes of referrals.

20.3 Behaviour is monitored in terms of:

- Teacher
- Types of behaviour
- Actual days/subjects/times/teachers
- Actual places
- Pupils involved
- Profile / Sub Groups of pupils involved
- Responses
- Outcomes

20.4 The effectiveness of the behaviour policy is measured through:

- School progress
- Improvement of individual behaviour, including misdemeanours, C3, C3T and C4 data
- Isolation Rates
- Exclusion rates
- ANP (Additional Needs Plan) and PSP (Pastoral Support Plans) targets

20.5 The effectiveness of the policy is communicated to the governing body through regular reporting by a member of the senior leadership team.

Keeping the Whole Community Safe

Incidents of unsafe behaviour are rare. However, there may be occasions where it has been brought to our attention that a behaviour or incident warrants intervention outside of the 'usual school' processes for dealing with behaviours.

Screening and Searching Young People:

Reasons for searching a pupil:

- Suspected theft
- Suspected alcohol/drugs (including cigarettes and electronic cigarettes)
- Suspected of carrying a weapon (a weapon is defined as **any** object which is present with the intention of harming others)
- Suspected of being in possession of fireworks
- Suspected of being in possession of materials of an inappropriate nature (pornographic images)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Those responsible for carrying out a search are:

- Any member of **staff** if a pupil is openly hiding something about their person (ie: hands behind back)
- **The Guidance Team, Progress Leaders, Head of Faculties, Senior Leadership Team** if young people are suspected of carrying an item in their bag or on their person.

Guidance for searching:

- **Staff** can reasonably ask a pupil to hand over an item which is being hidden as highlighted above. If this is, for example, a phone or an item of property that is deemed as safe but is not allowed in lessons or school, the item will be confiscated and handed to pupil welfare. The pupil will have to collect at the end of the day from room 399. Repeat offenders will need to have an appropriate adult collect the item for them. If the item is deemed unsafe it will be handed to the appropriate Guidance Leader/Progress Leader who will then contact home.
- For searching bags and pupil's person: Any member of staff (as identified above) carrying out this search will be required to complete the search in a secure room with another adult present. The pupil will be informed as to why they are being searched and will be required to empty out their bag and any pockets in their clothing. The member of staff will then check in detail in items such as pencil cases, hidden pockets for suspected items. Any loose clothing such as a blazer or coat will also be checked by the member of staff. If a pupil is found with an item that raises concerns regarding their own and other's safety, parents and police will be contacted.
- Where there is concern that a pupil is concealing an item on their person that could cause harm to themselves or others the police will be contacted to conduct a full search, parents will be informed.
- Parents **do not** have to be informed before a search is conducted; however, we will contact parents where an item of concern has been found.

The Power to Use Reasonable Force or Make Other Physical Contact

The term 'reasonable force' covers the broad range of actions that can be used by teachers which will involve a degree of physical contact with pupils. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Force is usually used either to control or restrain. 'Reasonable in the circumstances' means using no more force than is needed.

What is reasonable?

- Passive physical contact, such as standing between pupils or blocking a pupil's path
- Active physical contact such as leading or guiding a pupil by the arm out of a classroom
- Breaking up a fight or where a pupil needs to be restrained to prevent violence or injury

Cavendish staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. The school will log and record if staff have to physically intervene and parents will be informed.

When 'reasonable force' might be used:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- To prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- To restrain a pupil at risk of harming themselves through physical outbursts.
- In situations where a pupil (including one from another school) is on school premises or elsewhere in the lawful control or charge of a staff member – for example on a school visit.
- In situations where a pupil may through their actions cause damage to property.

Malicious Accusations Against School Staff

Any accusation against a member of staff is taken seriously and will be fully investigated to ensure we are safeguarding our community.

If, upon completing the investigation, the school finds that a false or malicious accusation has been made by a pupil we will take this very seriously.

N.B. All staff should be aware that all incidents involving accusations against staff will be recorded and held in strictest confidence.

In such cases the following could take place:

- Isolation, Internal or Fixed term exclusion
- Parents meeting with member of the Senior Leadership Team
- Meeting with Governors
- Mediation with member of staff (if appropriate)

- Referral to an external agency (where the school believes that accusation is a result of a pupil having wider contributing factors leading to behaviour)

The Power to Discipline Outside the School Gates:

Cavendish School is part of a wider community and as such encourages all young people to present themselves in a respectful manner both in and out of school. Where a pupil displays non-criminal bad behaviour and bullying 'beyond the school gates', Cavendish has the power to enforce appropriate sanctions.

'Outside the school gates' is any behaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.
- Demonstrating misbehaviour at any time, whether or not the conditions above apply, that:
    - could have repercussions for the orderly running of the school
    - poses a threat to another pupil or member of the public
    - could adversely affect the reputation of the school

In all cases of misbehaviour outlined the sanctions conducted will be in line with the behaviour policy and depending on level of behaviours could include:

- Detentions
- Isolation
- Internal/fixed term exclusion
- Parents meeting with Guidance Leader, Progress Leader or member of Senior Leadership Team
- Meeting with Governors or representative of the local community

Appendix 1

Expectations for learning – what do they mean?

- We **respect** ourselves, each other and our learning environment
  - We won't call out
  - We will listen to others – staff and young people
  - We will not graffiti in our books
  - We will not tear pages out of our books
  - We will take care of our classrooms and the school buildings
  - We will not use inappropriate language at any time

- We will always **do our best** and never give up
  - We will complete tasks given to us by our teachers
  - We will ask for help if we do not know what to do
  - We will arrive at lessons with the correct equipment – pen, pencil, ruler, rubber, calculator, reading book, exercise books
  - We will not distract others from their learning
  - We will complete all homework and hand it in on time
  - We will work hard and the teacher decides if that is happening!
  - We take an active and independent approach to our learning

- We take **pride** in our achievements and the success of others
  - We arrive at school with a suitable bag – one that can carry A4 exercise books without folding them.
  - We will follow school expectations regarding presentation of work in our books
  - We will respond positively to the success of others

- We are **responsible** and co-operative
  - We follow all teacher instructions and do not question them.
  - We accept that C1 & C2 warnings can be written on the board or verbal.
  - We work with our classmates to help all achieve
  - We sit where we are told to and know that this can change at any time

Cavendish School
Believing in Excellence

Expectations for Learning

- We **respect** ourselves, each other and our learning environment
- We always **do our best** and never give up
- We **pride** in our achievements and the success of others
- We are **responsible** and co-operative

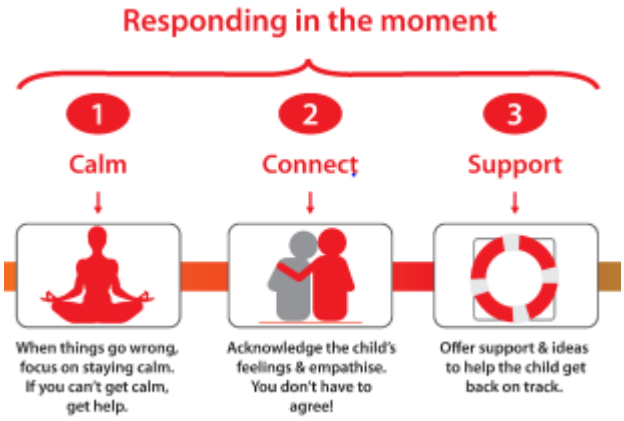
Appendix 3

	4 Ineffective	3 Inconsistent	2 Committed	1 Outstanding
Challenge	• You lack willingness to embrace tasks. • You fail to produce a good **effort towards your learning**. • You do not demonstrate a commitment towards overcoming difficulties.	• Your **aspiration levels** and willingness to embrace tasks is **inconsistent**. • You inconsistently produce a good **effort towards your learning**. • You **lack commitment** in the face of difficulties.	• You are **aspirational** and you **embrace** tasks. • You consistently produce a good **effort towards your learning**. • You are **committed** in the face of difficulties.	• You are highly **aspirational** and you **actively embrace** difficult tasks. • You produce your **best effort** - every time. • You are **persistent** in the face of difficulties.
Engagement	• You do not make the most of your **learning opportunities** and do not **demonstrate** a **willingness** to try new ways of learning, both **individually** and as **part of a group**. • You do not display **good behaviour, attitudes and self-control, which has a negative impact** on yours and others' learning.	• You are **inconsistent** in making the most of your **learning opportunities** and **willingness** to try new ways of learning, either **individually** and as **part of a group**. • **Your behaviour, attitudes and self-control are inconsistent,** which has an impact on yours and others' learning.	• You make the most of your **learning opportunities** and **demonstrate** a **willingness** to try new ways of learning, both **individually** and as **part of a group**. • By displaying **good behaviour, attitudes and self-control,** you support yours and others' learning.	• You make the most of every **learning opportunity** and **actively demonstrate** a **willingness** to try new ways of learning, both **individually** and as **part of a group**. • By displaying **exceptional behaviour, attitudes and self-control,** you facilitate yours and others' learning.
Feedback	• You do not show a willingness to learn and improve from your **previous attempts/mistakes**, or to act on **feedback/targets**.	• You are **inconsistent** when learning and improving from your **previous attempts/mistakes**, acting on **feedback/targets** and offering feedback to others.	• You are **committed** to your learning and improving from your **previous attempts/mistakes**, acting on **feedback/targets** and offering **useful** feedback to others.	• You are **proactive** in learning and improving from your **previous attempts/mistakes**, utilising **feedback/targets** and offering **insightful** feedback to others.
Independent Learning	• You do not take responsibility **for** your **own learning** and are often **ill-equipped** and late to lessons. • You do not complete homework and when you do, it is of a poor standard. • You **do not** demonstrate the capacity and **willingness** to be able to take the next step in learning.	• You **inconsistently take responsibility for** your **own learning** by being **equipped** and **on time** for school. • You **inconsistently** complete homework, you **sometimes miss deadlines** and it is **not always** of a good standard. • You **do not always** demonstrate the capacity and **willingness** to be able to take the next step in learning.	• You **take responsibility for** your **own learning** by being **equipped** and **on time** for school. • You complete homework **on time** and to a good standard. • You demonstrate the capacity and **willingness** to be able to take the next step in learning, **often without** teacher support.	• You **drive** your **own learning** by **consistently** being **equipped** and **on time** for school. • You complete **all** homework **on time** and to the **best of your ability**. • You **consistently** demonstrate the capacity and **willingness** to be able to take the next step in learning **without** teacher support.

Appendix 4

	4 Ineffective	3 Inconsistent	2 Committed	1 Outstanding
Challenge	• I lack willingness to embrace tasks. • I fail to produce a good **effort towards my learning**. • I do not demonstrate a commitment towards overcoming difficulties.	• My **aspiration levels** and willingness to embrace tasks is **inconsistent**. • I inconsistently produce a good **effort towards my learning**. • I **lack commitment** in the face of difficulties.	• I am **aspirational** and I **embrace** tasks. • I consistently produce a good **effort towards my learning**. • I am **committed** in the face of difficulties.	• I am highly **aspirational** and I **actively embrace** difficult tasks. • I produce my **best effort** - every time. • I am **persistent** in the face of difficulties.
Engagement	• I do not make the most of my **learning opportunities** and do not **demonstrate** a **willingness** to try new ways of learning, both **individually** and as **part of a group**. • I do not display **good behaviour, attitudes and self-control, which has a negative impact** on mine and others' learning.	• I am **inconsistent** in making the most of my **learning opportunities** and **willingness** to try new ways of learning, either **individually** and as **part of a group**. • **My behaviour, attitudes and self-control are inconsistent,** which has an impact on mine and others' learning.	• I make the most of my **learning opportunities** and **demonstrate** a **willingness** to try new ways of learning, both **individually** and as **part of a group**. • By displaying **good behaviour, attitudes and self-control,** I support mine and others' learning.	• I make the most of every **learning opportunity** and **actively demonstrate** a **willingness** to try new ways of learning, both **individually** and as **part of a group**. • By displaying **exceptional behaviour, attitudes and self-control,** I facilitate mine and others' learning.
Feedback	• I do not show a willingness to learn and improve from my **previous attempts/mistakes**, or to act on **feedback/targets**.	• I am **inconsistent** when learning and improving from my **previous attempts/mistakes**, acting on **feedback/targets** and offering feedback to others.	• I am **committed** to my learning and improving from my **previous attempts/mistakes**, acting on **feedback/targets** and offering **useful** feedback to others.	• I am **proactive** in learning and improving from my **previous attempts/mistakes**, utilising **feedback/targets** and offering **insightful** feedback to others.
Independent Learning	• I do not take responsibility **for** my **own learning** and am often **ill-equipped** and late to lessons. • I do not complete homework and when I do, it is of a poor standard. • I **do not** demonstrate the capacity and **willingness** to be able to take the next step in learning.	• I **inconsistently take responsibility for** my **own learning** by being **equipped** and **on time** for school. • I **inconsistently** complete homework, I **sometimes miss deadlines** and it is **not always** of a good standard. • I **do not always** demonstrate the capacity and **willingness** to be able to take the next step in learning.	• I **take responsibility for** my **own learning** by being **equipped** and **on time** for school. • I complete homework **on time** and to a good standard. • I demonstrate the capacity and **willingness** to be able to take the next step in learning, **often without** teacher support.	• I **drive** my **own learning** by **consistently** being **equipped** and **on time** for school. • I complete **all** homework **on time** and to the **best of my ability**. • I **consistently** demonstrate the capacity and **willingness** to be able to take the next step in learning **without** teacher support.

Appendix 5


Responding in the moment
1
Calm
When things go wrong, focus on staying calm. If you can't get calm, get help.
2
Connect
Acknowledge the child's feelings & empathise. You don't have to agree!
3
Support
Offer support & ideas to help the child get back on track.

Appendix 6

Introduction

The 'ECO Philosophy

For all incidents of low level disruption departments should develop clear, known and understood systems for dealing with incidents of disruption occurring during lessons.

These systems of mutual support should be included in the department handbook and should reflect the schools Behaviour for Learning policy therefore reinforcing consistency.

When all the above is happening, SLT/PL/HOF/GL's are then able to regularly support staff in a more positive way by patrolling the school during on call time and calling in to lessons, generally offering praise and encouragement and being visible in a way that all staff and young people like to see.

To enable an effective behaviour for learning system, all staff must be proactive at applying the B4L policy. Thus, it is vital that ECO is not used for incidents that do not constitute an emergency and for which Heads of Departments are, or should be the first port of call.

Emergency Call Out

The purpose of this mechanism is to provide support for staff in dealing with **serious** incidents that need immediate attention.

However, most staff do not need to use Emergency Call Out other than on rare occasions.

Subject areas must have a system that is run by their Head of Faculty to support general 'non-emergency' disciplinary matters. Each faculty will have a relocation timetable in place, that is shared with teaching staff in said faculty.

The staff that regularly use Emergency Call Out are not improving their skills in dealing with challenging behaviour. Inappropriate referrals will disempower staff members and undermining the system.

Staff that regularly use the system **need** additional training and/or support, even if they themselves don't acknowledge it.

All Head of Faculty will implement a formalised support structure through C3 relocations that supports the Emergency Call Out system as a backup in case of emergencies.

DHT for Climate for Learning will monitor use of ECO weekly.

The following examples constitute an emergency.

- Pupil assaults pupil.
- Pupil threatens another pupil.
- Pupil assaults a teacher.
- Pupil threatens teacher.
- Pupil makes an allegation of assault.
- Pupil reveals intention to assault or threaten another Pupil or staff member later on in the day/week.
- Pupil uses any kind of abusive language to a teacher.
- Intruder enters classroom.
- Pupil incurs an injury of any sort.
- Pupil makes an allegation of theft.
- Whole class refusing to co-operate.
- Dangerous equipment goes missing.
- Pupil makes a disclosure that will require child protection referral.
- Pupil has illegal substances or weapon in his/her possession.
- Pupil selling/distributing illegal substances.
- Pupil clearly suffering from an injury that may not have occurred in the lesson.
- Pupil who disrupts a teacher's lesson having already been removed from another lesson and/or show defiance to the head of department and/or faculty.
- Pupil leaves the room without permission.

Anyone who fails to use Emergency Call Out for an emergency will be advised accordingly, by the DHT climate for learning.

Staff who are on ECO duty will 'check-in' on all cover lessons to help in settling groups and ensuring they are ready to learn. Teaching staff are given the opportunity to identify classes that they would like ECO to monitor during the duration of the lesson. Requests are shared with DHT Climate for Learning who will co-ordinate a rota.

Classes identified as having high numbers of C3 relocations will be monitored by ECO to support in creating a positive Behaviour for Learning environment.

If a Pupil is ECO'd then they will follow the following sanctions.

Emergency Call Out Sanction Process

All Guidance Leader team and SLT members will treat Emergency Call Out with the utmost seriousness. Pupils will be removed from the lesson; investigation carried out and dealt with. All pupils that have received an Emergency Call Out will be placed in a C4 Internal exclusion or could receive a more serious sanction depending on the incident

Eco Procedures

If a member of staff ECO's a pupil that pupil **must** be removed from the learning environment. **The ECO must be reported to OLT member of staff.** If the OLT member of staff deems that the incident is not an ECO then the pupil will be returned to their next lesson. The DHT Climate for Learning will then speak to either the member of staff and/or HoF to explain their decision and advise appropriate sanctions. The member of Guidance team must also be informed so that the incident is recorded appropriately. If the SLT member deems the incident is an ECO then the sanction process (above) is followed.

Recording on ClassCharts

The member of staff who initially ECO's will record the incident on ClassCharts-staff to record the nature of the incident e.g. ECO – Refusal to comply (the information should be recorded asap). The outcome should be recorded as **Unresolved**. The Operational Leadership Team member of staff who deals with the pupil will then decide if the incident was an ECO.

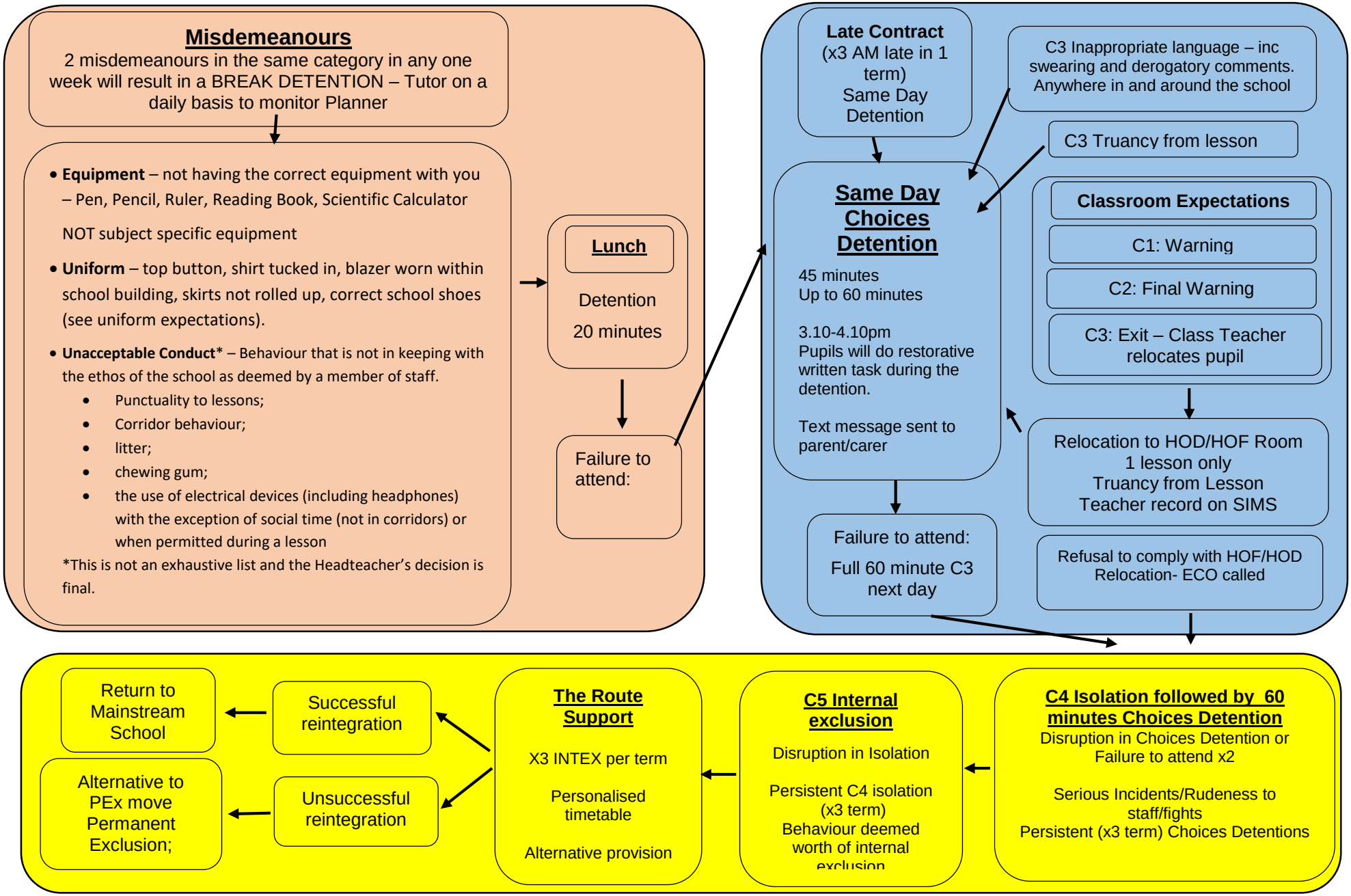
It is the responsibility of the Guidance team/DHT climate for learning to contact home and report the incident. A member of the Guidance team will then escort the pupil to C4 isolation for the remainder of the school day and the pupil will remain for a 60 minute detention at the end of the day. All sanctions will be recorded electronically.

Behaviour Review Meeting

It is essential that a meeting takes place between the pupil and the classroom teacher before the pupil returns to the lesson. This must be **facilitated by a member of the year team**, although they may seek support from:

- The Head of Faculty
- The link SLT member for that subject area
- DHT Climate for learning

This will need to take place before the pupil rejoins the lesson and that clear targets have been set and agreed to. The pupil should be placed on **subject report for 4 lessons** so that their behaviour is monitored appropriately. Parents/carers should be advised of this process.


Misdemeanours
2 misdemeanours in the same category in any one week will result in a BREAK DETENTION – Tutor on a daily basis to monitor Planner
• Equipment – not having the correct equipment with you – Pen, Pencil, Ruler, Reading Book, Scientific Calculator
NOT subject specific equipment
• Uniform – top button, shirt tucked in, blazer worn within school building, skirts not rolled up, correct school shoes (see uniform expectations).
• Unacceptable Conduct* – Behaviour that is not in keeping with the ethos of the school as deemed by a member of staff.
Punctuality to lessons;
Corridor behaviour;
litter;
chewing gum;
the use of electrical devices (including headphones) with the exception of social time (not in corridors) or when permitted during a lesson
*This is not an exhaustive list and the Headteacher's decision is final.
Lunch
Detention
20 minutes
Failure to attend:
Late Contract
(x3 AM late in 1 term)
Same Day Detention
C3 Inappropriate language – inc swearing and derogatory comments. Anywhere in and around the school
C3 Truancy from lesson
Same Day Choices Detention
45 minutes
Up to 60 minutes
3.10-4.10pm
Pupils will do restorative written task during the detention.
Text message sent to parent/carer
Classroom Expectations
C1: Warning
C2: Final Warning
C3: Exit – Class Teacher relocates pupil
Relocation to HOD/HOF Room
1 lesson only
Truancy from Lesson
Teacher record on SIMS
Failure to attend:
Full 60 minute C3 next day
Refusal to comply with HOF/HOD Relocation- ECO called
C4 Isolation followed by 60 minutes Choices Detention
Disruption in Choices Detention or Failure to attend x2
Serious Incidents/Rudeness to staff/fights
Persistent (x3 term) Choices Detentions
C5 Internal exclusion
Disruption in Isolation
Persistent C4 isolation (x3 term)
Behaviour deemed worth of internal exclusion
The Route Support
X3 INTEX per term
Personalised timetable
Alternative provision
Successful reintegration
Unsuccessful reintegration
Return to Mainstream School
Alternative to PEx move Permanent Exclusion;

Appendix 8

The 'Look' given by the teacher!

This is sometimes all that is needed!

Continues to break Golden Rules
Reminder of "Golden Rules"

Move peg from Sun to Partial Cloud.
Visual reminder card given or shown.

Continues to break Golden Rules
Reminder! "Your choice"
Move peg from 'partial cloud' to 'cloud'

Loss of minutes of Golden Time.
(YR - 1, Y1 - 2, Y2 and 3 - 3, Y3, 4 and 5 - 5)

The peg is replaced back on to the sun.
(loss of minutes is recorded on class sheet)
During GT - young person sits next to GT activity with sand-timer to reflect on behaviour and on GR they need to keep the following week.

"Time out" (reflection time) in a partner class or designated area can be offered if appropriate at the teacher's discretion and in light of the young person's needs.

Twice out of class in one week: parents will be informed and the young person will be considered for a TATTS - "ABC" chart or Inclusion programme - drawn up by Thrive Mentor/Class Teacher - Reviewed fortnightly.
Internal referrals to Thrive Mentor considered.

Red card
Behaviour which puts themselves or other young people in danger: Call for Thrive Mentor/member of SLT – Parents contacted and Thrive Programme put in place. Reviewed fortnightly.

Thrive Mentor/SLT to calm. Judge if or when ready to return to class. Emergency Inclusion Meeting held: CT/Thrive Mentor and/or

Persistent problems: Strategies to support young person reviewed at fortnightly Inclusion Meeting with Thrive Mentor/SENCo/Head

Appendix 9

Term One – Misdemeanours

2 Misdemeanours in the same category in any one week will result in a BREAK DETENTION	
Equipment – not having the correct equipment with you – Pen, Pencil, Planner, Ruler, Book * NOT subject specific equipment	**Uniform** – top button, shirt tucked in, blazer worn within school building, skirts not rolled up, correct school shoes (see uniform expectations).
Unacceptable Conduct* – Behaviour that is not in keeping with the ethos of the school as deemed by a member of staff, including: punctuality to lessons; corridor behaviour; litter; chewing gum; the use of electrical devices (including headphones) with the exception of social time (not in corridors) or when permitted during a lesson. *This is not an exhaustive list and the Headteacher's decision is final.	

Equipment		**Uniform**		**Unacceptable Conduct**	
Date & Staff Code	Reason	Date & Staff Code	Reason	Date & Staff Code	Reason

Addendum to the Secondary Phase Behaviour and Uniform Policies during COVID-19

At Cavendish School we aim to maintain a secure, safe and stimulating learning environment in which all pupils are encouraged to follow our values of; Respect, Resilience and Responsibility. Whilst expectations in both our 'Behaviour for Learning Policy' and 'Uniform Policy' remain pertinent, it is necessary, in light of the Covid 19 Pandemic, to make some adjustments for the health and safety of pupils and staff. This addendum applies until further notice.

It sets out any changes, modifications and exceptions to our normal behaviour and uniform policy during this particular period in time. Pupils, parents and staff should continue to follow our normal behaviour and uniform policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

In particular, pupils should be mindful of the following:

Attending the School site

Arrivals, departures and moving round the school.

Expectations will be explained to engage pupils via; one to one discussions, daily reminders at the start of each day, whole year group assemblies or face to face virtual meetings. Staff will continue to encourage pro social behaviours on site at all times, however pupils will be sanctioned and removed from the setting if they display anti-social behaviours. It is imperative that pupils remain in their Year group or allocated bubble. Pupils who fail to follow these guidelines may be issued with a C3 Inappropriate Behaviour after school detention.

Pupils will enter school through their designated entrance at the agreed time. Pupils will enter the school site and go straight to their designated year group zone, they must stay within their zone unless it is agreed by a member of staff that they can leave their zone, such as for the use of the toilet or to leave for the end of their lesson. They must follow the instructions of all members of staff, at all times.

Pupils must have responsibility for their own equipment e.g. water bottles, stationery/well stocked pencil cases, calculators etc. and ensure that these are not shared with others. All pupils should have a reading book with them each day.

Hand washing and Hygiene

Pupis will be expected to follow all hand washing and hygiene routines while in school. Pupils will wash hands/use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day. We ask pupils to follow the 'catch it, bin it, kill it' mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm.

Pupils will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a pupil refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

Pupils will be expected to socially distance from their peers and adults in school and on the playground/field at all times, remaining in their designated year team zones. Pupils will be placed in a seating plan and should remain in their seat unless asked to move by a member of staff.

When pupils enter their zone, they will be expected to go straight to their classroom and their table/seat and nowhere else in the room.

Pupils will put their hand up if they need a member of staff's support. They will not get out of their seats. Members of staff will ensure that pupils, wherever possible, adhere to social distancing measures. Where pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).

Break times

Pupils will have a designated zone and food outlet to use during break times. Pupils will be expected to remain socially distant from both peers and adults during break times. Pupils must stay in their designated area and use the correct food outlets at all times. Where pupils are not complying, the usual disciplinary procedures and sanctions will be used, see details below.

Face Masks

Pupils are expected to wear masks to and from school when using the public transport. Face masks are required for secondary pupils and staff in all communal areas, including classrooms. Every pupil should have two comfortable masks (one spare in their bag) whilst attending school. A plastic bag to store the first mask if it becomes damp or dirty. Reusable masks should be washed regularly.

If a pupil is exempt, they wear their blue wristband. Pupils will be given a misdemeanor and a disposable mask (if necessary) if they do not wear one in the required areas. Pupils who have disclosed that they are exempt will have been allocated a blue wristband. Exempt

pupils will receive a misdemeanor if they do not wear their blue wristband. You can make your own masks using the following guidance: How to make your own mask

In order to wear masks safely, pupils should:

- Clean their hands before and after touching - including to remove or put them on
- Store them safely between use, in a plastic bag
- Dispose of disposable masks safely in a lidded bin (these are in every classroom)

If pupils wear glasses, they may prefer to wear masks that have the small metal piece over the nose. This will help to prevent steaming.

Rewards

Teachers will be encouraged to use the reward system where possible during Covid-19. Members of staff will seek opportunities to praise individuals for good work, attitude or positive behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible.

Behaviour in school

If a pupil's behaviour is deemed high risk, for example, refusing to adhere to safety measures such as, hand washing, social distancing, remaining in their zones or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, sanctions will be issued by staff. The weighting of these sanctions will be dependent on the level of behaviour. A member of staff will have a private conversation with the pupil to explain why we are having to follow the COVID-19 guidelines.

A member of staff will remove the pupil from the situation and again reiterate why we are having to follow COVID-19 guidelines. A discussion around the severity of the situation will be had and parents informed.

Should the anti-social behaviour warrant a more severe sanction, the issue will be dealt with by a member of the Senior Leadership Team and parents/carers will be contacted. Here at Cavendish we do all we can to keep pupils in school, as by doing so pupils are able to benefit from the structure and routine of everyday lessons, as well as the support they will receive in their relation to their learning and well-being. If however the behaviour of a pupil or group of pupils merits the issuing of a Fixed Term Exclusion, the school reserves the right to issue this, especially if the behaviour is deemed to be a risk to the safety of others.

All staff deserve the utmost respect during these challenging times and all pupils should respond to the requests made by any adult. This should be without challenge and all pupils should accept that an adults' decision is final.

Changes to detentions and isolations

Due to the nature of the bubble system that is in place it is not possible for our centrally organised C3 after school detentions to take place in one area. To enable after school detentions to take place, each year group has a designated classroom within their bubble where detentions take place after school each day. The school has a legal right to set after school detentions and parents/carers will be informed by the school office if their son/daughter has a detention that day, as stated in the Behaviour for Learning policy.

C4 Isolations, which normally involve a pupil working with a member of staff for the day before attending an after school detention, have also had to be modified as it is not possible for the pupil to move across different bubbles with the member of staff. Isolation for the duration of the bubble system will take place in the large school hall, where social distance is enforceable throughout the day. Guidance Leaders will supervise any pupils in isolation.

Pupils with Special Educational Needs

The school acknowledges that children will have had a range of different experiences during this particular period of time. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences pupils may present with behaviour that is not usual, this may include;

· Anxiety; lack of confidence

· Challenging behaviour; fight or flight response

· Anger; shouting, crying

· Hyperactivity and difficulties maintaining attention

For some pupils, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. The school recognises that behaviour could be a sign that for some individual pupils, there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the pupil and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may trigger a behavioural response. The school will work closely with parents to implement supportive strategies that will inform an appropriate response.

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Appendix A; Failure to follow health and safety instructions

Failure to follow staff's instructions and behaviours putting staff and other pupils at risk, for example refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people.

Teaching staff to record on ClassCharts and inform respective Progress Leader or member of SLT depending on severity of behaviour.

PUPILS SHOULD NOT CHALLENGE THE DECISION/REQUESTS OF ANY ADULTS ADDRESSING ANTISOCIAL BEHAVIOUR THAT IS PREVENTING THE LEARNING OF ANY PUPIL OR KEEPING PUPILS AND ADULTS SAFE.