



STUDENT BEHAVIOUR POLICY (POSITIVE SCHOOLING)

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A LETTER FROM THE HEAD OF SCHOOL

The school mission statement is 'Believe, Learn, Succeed'. We hope that everyone in school believes in both themselves and the rest of our community around them. We encourage learning and remove barriers or obstacles to achieve this goal. We want everyone in our school to succeed.

Over the years, a very comprehensive and clear Behaviour Code has evolved and its aim is to support the mission statement. I do believe that the key to its success is that it has been constantly reviewed, evaluated and changed over the years.

The School has a clear set of rewards which exist to promote good behaviour and a work ethos. Alongside this, rest rules that are clear to everyone who is a member of the school. All students need to know where the boundaries of behaviour lie. They also need to have a good understanding of what is expected of them. To this end, the Code of Conduct does need to be carefully read.

At Brine Leas School we want all children to enjoy lessons. Teachers and support staff work very hard to make lessons interesting, rewarding and relevant. If there is poor behaviour in a lesson, then the consequences are very clear; high quality learning cannot take place where there is disruption and an atmosphere of mistrust.

Positive Schooling is exactly that. It promotes good behaviour and deals with poor behaviour in a series of graduated steps.

David Cole
Head of School

2. AIMS

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

3. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

4. DEFINITIONS

As a school community, we strive for Outstanding Learning Behaviour, which is outlined below:

What does Outstanding learning behaviour look like? Students are...	To achieve this, students will... (This is not an exhaustive list of behaviours).
1. 'Learning Ready' in every lesson, every day	<ul style="list-style-type: none">• Follow the one-way system all of the time• Move around school in a calm and sensible manner• Verbal language in and around the school is of the highest standard• Enter classroom quietly• Attend all lessons, every day (except hospital/medical appointments)• Arrive on time, all the time• Correct uniform, all the time (see uniform policy)

	<ul style="list-style-type: none"> • Positive attitude brought to every lesson • Bring all equipment to every lesson • Planner, pencil case and uniform card out on desk at start of every lesson, without being asked No doodling on tables, books etc. • Quickly follow every instruction first time • At break times and lunch times your behaviour is always safe, calm and considerate • On the way to and from school your behaviour is always safe, calm and considerate and promotes the positive reputation of BLS in the community • Accept consequences issued by staff
2. Consistently curious and interested in their own learning	<ul style="list-style-type: none"> • Attend all lessons, every day (except hospital/medical appointments) • Arrive on time, all of the time • Pay attention for the whole lesson • No drifting/daydreaming/distracting • Track your teacher and expect 'cold calling' • Ask questions to deepen understanding or to clarify concepts • Read for 20 minutes every single day
3. Resilient and love to be challenged	<ul style="list-style-type: none"> • Expect to find some work really hard • Accept that things in life are sometimes tough but don't use them as an excuse • It's ok to make mistakes when work is hard and I then keep trying until I get it • Keep trying • Ask for help - you, buddy 1, buddy 2, teacher • Fail regularly and bounce back every time • Know that you should be failing and that failure is a normal part of learning • Know the feelings that go with failure • Accept those feelings • Know that each struggle/failure is temporary and you will get through it • Don't let your frustrated feelings turn in to giving up or poor behaviour
4. Continuously proactive in seeking routes to consolidate and deepen knowledge	<ul style="list-style-type: none"> • Want to be better than previous best • Crave feedback • Regularly attend clubs/IH activities on a regular basis throughout the year in school time • Always want to know more • Respond to all feedback and targets set by teachers

<p>5. Support the learning and resilience of others</p>	<ul style="list-style-type: none"> • Kindness when others struggle and offer help • Kindness when others succeed • Praise your classmates when they have struggled and then succeeded • Be kind to yourself when things get tough- but don't use it as an excuse to give up • Don't see the success of others as a threat to you • Appreciate and understand the work your teachers do when you are being challenged. • Don't 'mock' or bully other students • Report or try and stop unkind words and bullying behaviour • Not join in any unkind/bullying behaviour from others • Treat others as I would like to be treated
<p>6. Showing the highest standards in everything they do</p>	<ul style="list-style-type: none"> • Go the extra mile, all the time • Always wanting to be better than your previous best • Volunteer- don't wait to be asked • Attendance is 100% (except essential hospital/medical appointments) • Punctuality is 100% • Classwork is always the best it can be • Homework is always the best it can be and is always completed by the deadline set • You take extra special care with presentation of all work in every lesson, every day including underlining date and title • You attend different extra-curricular clubs on a regular basis and take part in at least two IH events during the year (at lunch time and/or afterschool) • You give back to your school community by helping and volunteering • You are a positive role model for other students and members of the school community

Other Definitions:

Unacceptable learning behaviour is therefore defined as behaviour which falls below these expected standards.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (please refer to our anti-bullying policy for further details)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft

- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs or associated equipment
 - Stolen items
 - Tobacco, cigarette papers, matches or lighters
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
 - Significant sums of money, exceeding £20.00

4. ROLES AND RESPONSIBILITIES

4.1 Brine Multi Academy Trust and the Local Governing Board

The Board of Trustees and the Local Governing Board are responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

4.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 School Staff

Staff are responsible for:-

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording and monitoring behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

4.4 Parents/Carers

Parents/carers are expected to:-

- Support their child in aspiring and adhering to the Outstanding Learning Behaviour criteria
- Inform the school of any changes in circumstances that may affect their child's learning behaviour
- Discuss any behavioural concerns with the progress tutor promptly

5. REWARDS AND SANCTIONS

A whole school system of rewards and consequences has been designed to encourage and reward all students who do their best in lessons, homework and extra-curricular activities. The application of both rewards and consequences must have regard to individual situations and individual students.

We know that most children welcome and enjoy this system, for it offers real opportunities and advantages for all students.

The rewards programme means that many students gain recognition for their work in the shape of merits, postcards home, texts etc. This encourages students to take pride in their efforts. Through this approach all students stand an equal chance of gaining recognition for their efforts, as each student's target is to do their best. We aim to recognise good work and to encourage all students to develop their potential to the full. The House System and rewards programme encourage students to enjoy school and to work to their best, both in and out of lessons.

5.1 REWARDS

Rewards are more effective than punishment in promoting Outstanding Learning Behaviour. By praising and rewarding positive behaviour others will be encouraged to act similarly. Our target for rewards/consequences ratio of at least 5:1 is an indication of a school with an effective rewards and consequences system.

Merits: A teacher should award at least one merit each lesson for something of particular merit OR, in fact, any aspect of a student's work that you particularly want to encourage. There are 7 categories of merits: outstanding effort, high standards, resilience, kindness, curiosity, homework and attendance. Try to vary the reason and the recipient from lesson to lesson. Identify a student ('Merit Monitor') to remind you in each lesson to issue a merit. Merits are physical stickers that students place into their merit booklet. Students can collect their merit prizes each Friday from the House Offices. Prizes can be seen below:

Learning Behaviour Rewards:

84 Merits	Email home and afternoon tea
60 Merits	Email home and free drink
30 Merits	Email home and stationery
15 Merits	Email home

Headteacher's merits are worth 5 'normal' merits

Lesson by lesson effort is monitored through the taking of the register. All students begin the lesson at a 2 for effort but by the end of the lesson, depending on their effort, they may go up to a 1 or down to a 2. A special Individual House Award will be given to the student in each year group with the most merits. In addition a Special Award (Tutor Group House Award) will be given to the Progress Group in each Year Group with the most number of merit points.

A report on merits and effort can be run at any point during the year on individual students, classes, year groups etc. These will be run off by Pastoral Managers when holding reward assemblies and giving out prizes.

5.2 CONSEQUENCES

The purpose of consequences is to demonstrate that poor behaviour is not acceptable, to express the disapproval of the school community and to deter other students from similar behaviour. Students carry Learning Behaviour Cards so that staff can issue detentions and warnings for behaviour that falls below the accepted level. It is necessary to make reasonable adjustments in the application of this behaviour code when dealing with vulnerable students, including students who are LDD (Learning, disabilities and difficulties), including dyslexia, autism, attachment issues, speech and language impairments, sensory and physical impairments, and medical conditions such as diabetes, epilepsy or disfigurement), students who have been diagnosed as suffering from BESD, ODD, SEN, ADD/ADHD, students with syndromes such as Tourette's and/or other mental health disorders and consideration should be given to CFC. (Scenario: Should a detention be given to student who is dyslexic when he/she has failed to complete homework because the teacher did not give him/her time to write the homework from the board? Or should a student who suffers from autism be given a detention if he/she goes to the front of the dinner queue and does not move when the teacher asks the student to move?). Discipline is the responsibility of everyone; problems within classrooms on most issues should be dealt with by subject teachers and in turn HOD's and then HOCA's etc.

Behaviour Interventions/Consequences:-

Verbal warning: This warning gives the student an opportunity to reflect and consider their behaviour. Ideally this should be focussed around the 'expectations'. This should be done as privately as possible within the classroom so as not to bring attention to the issue and cause further escalation. The aim of this initial intervention is to remove the barrier from learning, keep the child in the classroom and allow all students to learn and the teacher to teach.

Leadership Intervention: If a teacher feels they cannot control student behaviour in the classroom or that they walk out of the classroom and are truanting, they may need additional support for the leadership team. The teacher will get a message to the main office by phone or a student and there will always be a senior member staff on rota. Their initial job will be to try and get the student back into lessons and learning, if this is cannot happen or is in appropriate, students will be internally excluded for the rest of that lesson and 'parked' in another 'safe' lesson within the same department whenever possible. The teacher calling for a member of the leadership team will need to issue their own consequences as above.

Internal Exclusion: A student may be withdrawn from lessons, for poor learning behaviour or incorrect uniform for example, and sent to the 'Internal Exclusion room'. The student needs to arrive with work from their teacher and the room is manned by a behaviour support coordinator. Students will have to give up their bag and mobile phone so they work in isolation. The length of this isolation will depend on the situation and will be coordinated between Progress Managers of the Year and the Learning Behaviour Team. The reason for internal exclusion will be recorded on bromcom and contact made with home by email from the Pastoral Support team.

'Internal exclusion' could be used as a strategy for 'Leadership Intervention' (as laid out in 'Consequences' part of Positive Schooling Code of Behaviour) or as a result of students exhibiting examples of extreme behaviour*

e.g.:-

- extreme rudeness/swearing
- disruption of teaching and learning where student is refusing to follow the teacher's instructions
- or if there is a Health and Safety issue.

*The listed behaviours are examples only and not an exhaustive list

Behaviour Support: If the teacher, Progress Tutor, Head of Department, Head of Curriculum Area and Progress Manager have exhausted all the strategies available in positive schooling to control a student's behaviour then behaviour support will become involved. A referral will be made by a Progress Manager to behaviour support and a unique programme will be created to support that student. This can take many forms and approaches will be suggested by the behaviour support lead. There are also two behaviour support coordinators. An intervention programme should be tailored to meet the needs of individual students but must consider the financial and staff constraints of school life.

Learning Support: Learning Support is designed to enhance students' learning and to identify any specific difficulties, regarding access to the curriculum, to offer support and guidance to students with social skills shortage or needing help in some area which cannot be dealt with by HOD and overall raise student expectations and attainment.

Lesson Report: This involves a student being put on report through Bromcom. The Progress Manager will set up the report card with the student through Bromcom MIS for initially two weeks. This then appears on the register of the teachers of that student for them to complete each lesson. The teacher will complete the relevant box and comment on behaviour, attendance, punctuality, uniform etc. as appropriate. The teacher must follow the Positive Schooling Code of Practice and will issue students with a verbal warning. If the student continues to misbehave the subject teacher records this on the report card and issues a 20 minute detention. This report card will be monitored by the student's progress tutor on a daily basis. At the end of the two week period the Progress Manager will review the report card and decide whether the student can come off the card if there is improvement. The full report card with a conclusive comment will be sent home. A Positive Report Card may also be used to monitor positive aspects of a student's behaviour / attitude / progress.

Department Report: If department detentions do not change the student's behaviour then individual departments may choose to place students on 'department report'. This is used for those students who behave poorly in that subject only. The report card should be monitored by the department. Letters should be sent home to inform parents who should sign the department report card each day. This should be recorded on Bromcom.

Lunchtime Report: This is when students must have their lunchtime report card signed every 10 minutes by a member of staff. This can be given for inappropriate behaviour, truancy etc. This is usually monitored by the progress tutor of the student and managed by members of the pastoral team.

In addition a student can be placed on Department Lunchtime Report. This will be issued by subject teachers.

Alternative Provision: When student behaviour repeatedly falls below the required level, or in the instance of a more severe one-off incident, a student may attend a local school 's internal exclusion department

Exclusions: Occasionally behaviour is so unacceptable that we are forced to use stronger measures such as exclusion, which may be fixed term or permanent. Exclusions can only be carried out on the authority of the Head of School or a Deputy/Assistant Head teacher acting on behalf of the Head. Please refer to our Exclusions policy for further information regarding fixed term and permanent exclusions.

Please see Appendix 2 for specific guidelines linking behaviour and consequences.

5.3 Off-site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

5.4 Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will discipline the student in accordance with this policy.

Please refer to our Staff Code of Conduct and Safeguarding Policy for more information on responding to allegations of abuse.

The Head of School will also consider the pastoral needs of staff accused of misconduct.

6. BEHAVIOUR MANAGEMENT

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the Positive Schooling Procedures in their classroom.
- Clearly communicate expectations regarding the Outstanding learning Behaviour criteria and display these in their classroom.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting outstanding learning behaviour

- Concluding the lesson/day positively and starting the next lesson/day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Be aware of the clear link between outstanding learning behaviour and T&L's 6 core principles of the streamlined classroom (see T&L policy)

6.2 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents.

Further information can be found in the Staff Code of Conduct.

6.3 Searching and Confiscation

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

6.4 Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7. TRAINING

Our staff are provided with training on managing behaviour as part of their induction process and as part of their ongoing CPD. This training is bespoke to the needs of staff and is delivered through staff meetings, weekly staff behaviour/safeguarding briefings, INSET days and also external courses.

8. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the Head of School and The Board of Trustees and Governing Body every 18 months. At each review, the policy will be approved by the Head of School.

9. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Drugs Education policy
- Safeguarding policy
- Home school agreement
- Teaching and Learning Policy
- Staff code of conduct policy
- Equality Policy
- Uniform policy

Prepared/written by: L Darling	Date: February 2019
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Appendix 1: Written statement of behaviour principles

- To promote kindness, respect, fairness and social inclusion;
- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The local governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2 : Links between behaviours and consequences

LEARNING BEHAVIOUR	THIS IS THE CONSEQUENCE*
<p>Outside the Classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full Uniform card <input type="checkbox"/> No Learning Behaviour Card <input type="checkbox"/> Late to school <input type="checkbox"/> Bag on corridor <input type="checkbox"/> Bus behaviour <input type="checkbox"/> Refusal outside of lesson <input type="checkbox"/> No Planner <input type="checkbox"/> General Lunchtime Behaviour <input type="checkbox"/> Visible mobile phone / earphones <input type="checkbox"/> Incorrect uniform 	<p>Progress Tutor is notified</p> <ul style="list-style-type: none"> <input type="checkbox"/> Log as a Pastoral 20min <input type="checkbox"/> Detention in BF05 <input type="checkbox"/> Placed in IE/Progress Managers' Office or the LEC until the uniform can be corrected (in the case of incorrect uniform).
<p>In the Classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> No Homework <input type="checkbox"/> Lack of equipment <input type="checkbox"/> Poor Focus <input type="checkbox"/> Late to lesson <input type="checkbox"/> Lack of motivation <input type="checkbox"/> Computer misuse 	<p>Progress Tutor is notified</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal Warning <input type="checkbox"/> Moved seat <input type="checkbox"/> Learning Behaviour Card completed <input type="checkbox"/> Classroom 20min Detention
<p>If I repeatedly continue the behaviours above or</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inappropriate behaviour <input type="checkbox"/> Fail to attend detention <input type="checkbox"/> Failure to follow instructions <p>Visible/use of mobile phone/earphones</p>	<p>Progress Tutor is notified</p> <p>Head of Department is notified</p> <p>Progress Manager is notified</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom 30 min Detention <input type="checkbox"/> Parents informed
<p>If I repeatedly continue the behaviours above or</p> <ul style="list-style-type: none"> <input type="checkbox"/> Truant <input type="checkbox"/> Smoking <input type="checkbox"/> Bullying <input type="checkbox"/> Racist Bullying <input type="checkbox"/> Homophobic Bullying <input type="checkbox"/> Fighting <input type="checkbox"/> Malicious use/damage of IT equipment <input type="checkbox"/> Swearing 	<p>Progress Tutor is notified</p> <p>Progress Manager is notified</p> <p>Head of Department is notified</p> <p>Head of Curriculum Area is notified</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom 30 min Detention <input type="checkbox"/> Parents informed <input type="checkbox"/> Department or whole school report <input type="checkbox"/> Removed from the lesson <input type="checkbox"/> Afterschool Detention <input type="checkbox"/> Alternative Provision
<p>If I repeatedly continue the behaviours above or I am involved with</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drugs <input type="checkbox"/> Alcohol <input type="checkbox"/> Having to be collected by a senior member of staff <input type="checkbox"/> Refuse to attend a 30 min detention 	<p>Progress Tutor is notified</p> <p>Progress Manager is notified</p> <p>Head of Curriculum Area is notified</p> <p>Leadership team are notified</p> <ul style="list-style-type: none"> <input type="checkbox"/> After School 60min Detention <input type="checkbox"/> Internal Exclusion (also includes an after school detention) <input type="checkbox"/> Fixed Term Exclusion <input type="checkbox"/> Alternative Provision

The listed behaviours are examples only and not an exhaustive list

*The consequence will be determined by the specific level of the behaviour/incident

Appendix 3: CLASSROOM DETENTIONS*

Verbal Warning	LOG AS: VW
<ul style="list-style-type: none"> • CLASS No Equipment • CLASS No Homework • CLASS Lack of Motivation • CLASS Late to Lesson • CLASS Poor Focus • CLASS Computer misuse • CLASS Planner not signed 	LOG AS: C20DT TIME/ROOM: AGREED BY CLASS TEACHER LED BY: CLASS TEACHER
<ul style="list-style-type: none"> • CLASS Not attending 20 min detention • CLASS Not following instructions • CLASS Poor behaviour in class • CLASS Use of mobile 	LOG AS: C20DT TIME/ROOM: AGREED BY CLASS TEACHER LED BY: CLASS TEACHER
<ul style="list-style-type: none"> • CLASS Failure to attend 20 and 30 min classroom detentions 	LOG AS: C30DT TIME/ROOM: AGREED BY HOD LED BY : HOD/HOCA

*The consequence will be determined by the specific level of the behaviour/incident

Appendix 4: PASTORAL DETENTIONS*

- Logged on Bromcom PRIOR to midday – Tell student to attend at 12.30 that day
- Logged on Bromcom AFTER midday – Tell student to attend at 12.30 the following

<ul style="list-style-type: none"> • Late to school • Bus Behaviour • No Learning Behaviour Card • Full uniform card • Refusal outside of lesson • No Planner • Inappropriate behaviour outside class 	<p>LOG AS: P20/30DT TIME/ROOM: BF05 AT 12.30pm LED BY: Progress Manager or Leadership</p>
<ul style="list-style-type: none"> • Fighting • Homophobic Bullying • Racist Bullying • General Bullying • Smoking • Truancy • Malicious use of IT • Swearing 	<p>PASS TO PROGRESS MANAGER/PATORAL SUPPORT THEY WILL LOG AS: P30DT TIME/ROOM: BG13 AT 12.30pm LED BY: Progress Manager / Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> 30 Minute Pastoral detention After School 60min Detention <input type="checkbox"/> Internal Exclusion (also includes an after school detention) <input type="checkbox"/> Fixed Term Exclusion <input type="checkbox"/> Alternative Provision

Appendix 5: LEADERSHIP DETENTIONS

<p>ONLY ISSUED BY HOD, PROGRESS MANAGERS OR LEADERSHIP</p> <p>If you want to log a detention for any of the below reasons please speak to the Progress Manager</p> <ul style="list-style-type: none"><input type="checkbox"/> Alcohol<input type="checkbox"/> Drugs<input type="checkbox"/> Leadership Intervention<input type="checkbox"/> Swearing at a member of staff<input type="checkbox"/> Refused to attend 30 min detention<input type="checkbox"/> Any other reason agreed by progress manager or Leadership <p>Malicious allegations</p>	<p>LOGGED BY PROGRESS MANAGER OR OFFICE AS: After school 60 mins, on Wednesdays in BG13 with Assistant Headteacher i/c Pastoral</p> <p>PROGRESS MANAGER WILL: Speak to the student, issue the detention and advise parents via phone.</p> <p>A CONFIRMATION LETTER IS SENT BY PASTORAL SUPPORT</p>
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