



# Behaviour Policy And Statement Of Behaviour Principles

**Lord Grey Academy**

<b>Approved by:</b>	LGB	<b>Date:</b> September 2023
<b>Last reviewed on:</b>	September 2023	
<b>Next review due by:</b>	September 2024	

<b>Contents</b>	<b>Page</b>
1. Aims	3
2. Legislation and statutory requirements	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	4
5.1 The Governing Board	
5.2 The Executive/Associate Principal	
5.3 Staff	
5.4 Parents	
5.5 Students	
6. Student Code Of Conduct	5
7. Rewards and sanctions	5
7.1 List Of Rewards and Sanctions	
7.2 Sanctions and consequences for misbehaviour	
7.3 Zero-tolerance approach to sexual harassment and sexual violence	
7.4 Off-site behaviour	
7.5 Malicious allegations	
8. Behaviour management	8
8.1 Classroom Management	
8.2 Physical restraint	
8.3 Confiscation	
8.4 Student support	
8.5 Safeguarding	
9.Student Transition	9
10.Training	9
11.Monitoring arrangements	9
12.Links with other policies	9
13.Appendix 1: written statement of behaviour principles	10
14.Appendix 2: consequence system	11
15.Appendix 3: Logging and monitoring behaviour using GO 4 Schools	12
16.Appendix 4: Table of typical but not exhaustive reasons for a C4	13

# 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Demonstrate our commitment to foster an environment that supports a safe culture in which educational engagement is paramount
- Define what we consider to be unacceptable behaviour, including bullying
- 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 sanctions

# 2. 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](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[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 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.

[What academies, free schools and colleges must or should publish online](#), explaining that academies should publish their behaviour policy and anti-bullying strategy online

# 3. Definitions

**Misbehaviour** is defined as but is not exhaustive of:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or self-study
- Poor attitude
- Incorrect uniform

**Serious misbehaviour is defined as but is not exhaustive of:**

- Repeated breaches of the school rules
- Defiance
- Breaches of the Lord Grey Mobile Phone policy
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Intimidation or any form of threatening behaviour
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers, including tobacco related products, such as matches and lighters
  - Vapes and any vape product
  - 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)

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Executive/Associate Principal to account for its implementation.

### **5.2 The Executive/Associate Principal**

The Executive/Associate Principal is responsible for reviewing and approving this behaviour policy.

The Executive/ Associate Principal 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.

### **5.3 Staff**

Staff are responsible for:

- Upholding the Lord Grey Way
- Creating a calm and safe environment for pupils
- Following the Expected Practice for creating a positive climate for learning
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct - The Lord Grey Way
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the expectations agreed in the home school agreement

## 5.5 Students

Students are expected to:

- Follow the Code of Conduct outlined in the Lord Grey Way.

## 6.1 Student code of conduct - The Lord Grey Way

Students and staff have worked together to produce the Lord Grey Way - our code of conduct that outlines expectations and responsibilities for behaviour in lessons and around the Academy campus.

### Learning in lessons

- Arrive at your lessons on time wearing the correct uniform.
- Sit where you are asked to sit and be ready for learning, with the correct equipment out within 90 seconds of entering the classroom.
- Follow the instructions of the member of staff the first time without fuss or argument.
- Be respectful towards staff and other students...respect everyone's right to be heard and everyone's right to learn.
- Complete all work, including self-study to the best of your ability.
- Take an active part in the lesson by getting fully involved in all learning activities.

### Around the Academy

We want the Academy to be a safe and stimulating place for learning.

- Be polite and respectful to all members of the Academy community at all times.
- Behave sensibly so that you do not put yourself or others in danger
- When in corridors, walk sensibly and quietly. Hold doors open for others
- Line up outside your classrooms as requested by your teacher.
- If you see something wrong or that you are worried about please tell a member of staff about it
- Use the bins provided to keep Lord Grey tidy and respect our buildings and equipment by not damaging anything

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

There are a number of ways in which positive behaviour is rewarded, most notably through meaningful, targeted praise proportionate to the act.

#### **Waves of Praise**

This has been developed to embed the concept of the triangulation of praise to accelerate recognition of students' efforts and achievements throughout the school. Each wave demonstrates how different members of staff are helping to continually praise our students.

##### **Wave 1:**

#### **Value points**

Value points are awarded to students who have gone above and beyond in lessons. Value Points will be awarded for Ambition, Integrity, Curiosity, Civility, Determination and Collaboration both in and around school. Individual student achievements for the most cumulative points at the end of each term (top 10%) are placed in a raffle for a "big prize" draw.

#### **Most Valuable Points**

Most Valuable Points are awarded to students for Ambition, Integrity, Curiosity, Civility, and Determination and students place their slips into the correct MVP prize draw box. A live fortnightly draw is completed where MVP slips are drawn from the MVP boxes for students to select from a variety of prizes.

#### **Recognition Boards**

In the classroom, staff may use a Recognition Board to focus on specific social and/or learning behaviours. When students successfully demonstrate these behaviours, their efforts are acknowledged by having their name placed on the board. It is a collective strategy, which fosters a positive interdependence in the classroom and is very positive in raising expectations.

#### **Phone Call Friday**

Where practicably possible, every member of the teaching staff is required to make one positive phone call to a parent on a Friday to celebrate a student's success and achievements. On occasions this may not be a Friday and may feature more than one student LSAs are also invited to do so, if time permits.

##### **Wave 2:**

#### **"I Heard a Wispa" Certificates**

Heads of Faculty can make nominations for the "I Heard a Wispa " certificates, to continue the praise students have received from their classroom teacher. The certificates, along with a bar of chocolate, are delivered to students in one of their lessons by the Leadership Team.

#### **Positive Postcards**

Postcards of praise which can be sent out in the post or emailed to help celebrate the success of our students.

### **Wave 3:**

#### **Student of the term**

In the last week of every term, each year group will have a student of the term assembly. Each subject in the respective year group will nominate a student who has gone above and beyond in that subject. They will receive a certificate and be entered into a prize draw.

#### **Raising Standards Leader Celebration**

The Raising Standards will invite students who have done well for a variety of reasons in school, for example having no Consequence Points or showing significant improvement. These will take place 3 times a year.

#### **Value Points Certificates**

Students will receive a certificate for having the most value points in each subject area on a termly basis.

### **Wave 4**

#### **Principal's Award**

Staff may nominate students for a Principal's Award. Depending on the number of nominations they receive, they will get a badge; 3 = Bronze, 5 = Silver, 10 = Gold, 15/20/25 for the next ones. If they get a star badge, they will receive a bag.

#### **Hot Chocolate Celebration**

Hot Chocolate celebration where students with the most Value Points or specific focus group will be invited to have a hot chocolate celebration.

### **Wave 5**

#### **Lord Grey Vision and Values Awards Evening winners**

Each subject will be asked to nominate a Student of the Year for KS3 and Year 10 who will be invited, along with their parents to attend the Awards Evening. In addition to this, Heads of Year will nominate a student who epitomises each of our values in their year groups and a single student who will receive a Lord Grey Can award for years 7-10. One student will also receive an Ethos team award and one student will also receive the Chase Angus Endeavour Award.

#### **Use of Twitter/Newsletter**

Names of students who gain the above rewards are also celebrated on Twitter and in the school's newsletter.

#### **Notes of Praise**

Members of the Leadership Team use post-it notes to write messages of praise on students' exercise books or class work as they circulate the school and visit classrooms. This may well be in support of the praise

already issued by the class teacher. The notes work to recognise effort and can be shown to parents when the work goes home, further triangulating the praise received.

## 7.2 Sanctions and consequences for misbehaviour

The following disciplinary penalties may be used in the Academy:

- The C-Point system C1 - C5 (see appendix 2 for details)
- Removal from the group/ class or particular lesson, C3/C4.
  - a C3 will be followed up by a restorative meeting with the teacher issuing the C3 in a C3 detention run centrally the day after the C3 was issued. Failure to attend this detention will lead to a 3.00pm-4.00pm escalated detention. Failure to attend the missed detention will lead to a whole day in ISR until 4pm. Suspension will result for failure to complete the day in ISR. If deemed appropriate by the school, a student may be required to complete their original ISR time.
  - a C4 will lead to time in our ISR. See section 7.3.
- withdrawal of break or lunchtime privileges
- depending on the misbehaviour, the school may withhold participation in educational visits or sports events
- completion of work or extra work
- placed in ISR for any period up to five days
- placed in an Isolation Room at a partner school
- carrying out a useful task in the school; e.g. litter picking with appropriate tools
- fixed term exclusion
- permanent exclusion.

We may use ISR in response to serious or persistent breaches of this policy. Students may be sent to ISR during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. This is monitored through the ISR website. Students email the work they have completed via the website to their classroom teacher.

Lord Grey Academy is represented at the Alternative Education panel each month. Students can be referred to Alternative Education (Bridge) in Year 7-11 for a one off serious incident, or as a result of a number of behaviour concerns over a period of time.

## 7.3 Internal Suspension Room (ISR)

This is an alternative to avoid a Fixed Term Suspension (FTS) and is used as an area in which students are isolated from the rest of the Academy for serious or persistent breaches of the code of conduct. We always try to minimise the time that students spend in ISR in terms of periods. However, for serious breaches of the Lord Grey Way, a whole day in ISR may be issued. Timings for ISR will be:

Time of Incident or session	Time spent in isolation		
	P1	Period 1	Period 2
P2	Period 2	Break	Period 3
P3	Period 3	Period 4	Lunch
P4	Period 4	Lunch	P5
P5	Period 5	Same day detention*	

\* providing parents are contacted. If not, this will extend to cover P1 the following day.



When in ISR, students will be required to complete a reflection activity and complete work for subjects they should be in. Students must hand in their mobile phone and follow the Lord Grey Way. As ISR is a step to avoid suspension, if poor behaviour continues in ISR this could lead to a suspension or equivalent. This will be at the discretion of the Principal.

## **7.4 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **7.5 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

## **7.6 Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.





The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

○

## 8.1 Classroom Management - Climates for Learning

For high quality learning to take place, it is important that our students understand the conditions in which we expect them to learn. Students may be rewarded or sanctioned in accordance with the rewards and consequences graduated approaches.

<p><b>Teacher instruction:</b></p> <ul style="list-style-type: none"> <li>• Eyes on the teacher giving your full attention.</li> <li>• You are silent, still and listening carefully to instructions.</li> <li>• Raise your hands at the end to ask any questions.</li> </ul> 	<p><b>Independent learning</b></p> <ul style="list-style-type: none"> <li>• Focus on your own work</li> <li>• Work in silence</li> <li>• Raise your hand if you would like support.</li> </ul> 
<p><b>Collaborative learning :</b></p> <ul style="list-style-type: none"> <li>• Interaction and discussion is only about the given task.</li> <li>• Listen to and respect the views of others.</li> <li>• Contribute actively and positively.</li> <li>• Raise your hand if you would like support.</li> </ul> 	<p><b>Whole Class Discussion:</b></p> <ul style="list-style-type: none"> <li>• One person speaks at a time.</li> <li>• You are silent, still and actively listening to the person speaking.</li> <li>• Respect the views of others and raise your hand to contribute.</li> </ul> 

## 8.2 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**
- 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

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in students’ possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline, this includes mobile phones. These items will be returned to students after discussion with Heads of Year and parents, if appropriate.

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

## **8.4 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.

## **8.5 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Student Transition**

To ensure a smooth transition into the school from Year 6 into 7 the school will run extensive transitional activities in conjunction with our feeder primary schools.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour. Behaviour management will also form part of continuing professional development.

We also provide guidance of behaviour management through the behaviour toolkit available in the staff handbook and through the Lord Grey Behaviour and Ethos website.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Executive/Associate Principal and Governing Board every 12 months. At each review, the policy will be approved by the Executive/Associate principal.

Behaviour Data is recorded by staff via Go4Schools. This data is then used to produce half termly reports which are presented to the Leadership Team and LGB to track and monitor trends over time. (See appendix 3)

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Strategy
- Attendance Policy
- Acceptable use of ICT Policy

## Changes log

<b>Date</b>	<b>Amendment</b>	<b>Amendment made by</b>
16 November 2021	Section 7.2 C3 detention process updated	R L Page
18 November 2021	Section 7.2 reference specifically made to the referral to Alternative Education (Bridge)	R L Page
September 2022	Revision throughout to reflect minor changes to consequences process	S Killen R Page

### **13. Appendix 1: written statement of behaviour principles**

- 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 supportive in behaviour incidents to foster good relationships between the school and students' home life

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

## 14. Appendix 2: Consequence System

Warning	Types of Behaviour	Consequences/Actions
<p><b>C1</b> Verbal Warning 1</p>	<ul style="list-style-type: none"> <li>• C1s can be issued for 'wasting the opportunity to learn' and for 'damaging others' opportunities to learn'.</li> <li>• This may include: not stopping talking, turning around, wandering around the class, not getting on with work when asked, being late, not completing work of an appropriate standard, shouting out or any low level disruption of the class equipment or uniform issues.</li> <li>• You will receive 1 warning only before the C1 is issue</li> </ul>	<ul style="list-style-type: none"> <li>• Student heeds warning – no further action, if not, may lead to a C2</li> <li>• The teacher logs on Go4Schools, the form tutor decides whether to contact parent(s)/carers regarding the concerns, if the student gains 4 or more C1s within a week. Form Tutor to check and monitor the frequency of C1s and liaise with HOY if concerns continue. May be placed on FT report for persistent C1s.</li> </ul>
<p><b>C2</b> Verbal Warning 2</p>	<ul style="list-style-type: none"> <li>• The student has been warned once and issued with a C1 warning, but they have not improved their behaviour and the teacher is issuing a final warning that unless there is an immediate improvement, the student will be issued with a C3 and asked to leave the class</li> <li>• C2s can be issued for 'wasting the opportunity to learn' and for 'damaging others' opportunities to learn'.</li> <li>• There will be no advance warning for a C2 (the C1 was the warning).</li> </ul>	<ul style="list-style-type: none"> <li>• Student heeds warning 2 and remains in class</li> <li>• Teacher informs of C2 via Go4Schools</li> <li>• Persistent C2s, (3 in a week) the form tutor will inform parent(s)/carers. Placed on FT report.</li> <li>• Assistant Head of Year will be notified and will speak to the student.</li> <li>• If appropriate, the student may be placed on the HOY report card.</li> </ul>
<p><b>C3</b> Lesson Removal</p>	<ul style="list-style-type: none"> <li>• Student fails to heed C1 and C2 warnings and is issued with a C3 slip and sent to the Faculty Removal Room (shadow classroom on rota)</li> <li>• Student's behaviour warrants a C3 with no prior warnings (verbally abusive, fighting, damaging property etc.)</li> <li>• Student found wandering out of class without permission.</li> <li>• There will be no warning of the C3 (the C2 was the warning).</li> <li>• There will be zero tolerance in test/assessment conditions if students talk or communicate.</li> </ul>	<ul style="list-style-type: none"> <li>• Student receives a 30 minute C3 detention the next day.</li> <li>• Failure to attend leads to a 60 minutes missed C3 detention.</li> <li>• Failure to attend leads to a C4 escalation detention until 4pm</li> <li>• Teacher notifies form tutor and Head of Faculty via Go4Schools.</li> <li>• Teacher attends the detention for a mediation meeting at the C3 detention</li> <li>• If the student is accruing lots of C3s and will be on HOY report</li> <li>• Student's parent(s) may be invited into school to discuss the issue with the form tutor and the Head of Year</li> <li>• Immediate C3 no warnings – student placed in the Internal Suspension Room– may or may not continue with lessons that day or they might be moved up to C4 actions or C5 actions. HOY calls home to inform if staying until 4pm.</li> <li>• Student may be placed on the Assistant Principal's or Vice Principal's Report Card.</li> </ul>
<p><b>C4</b> Lesson Removal via On-Call</p>	<ul style="list-style-type: none"> <li>• Student has been issued with a C3 but refuses to leave the classroom. On-Call is notified and student collected from class and taken to The Internal Suspension Room, where they spend the rest of the school day and some of the following day to equal a whole day</li> <li>• If a student disrupts the learning in the Faculty Remove Room, then On-Call will be called to collect the student from the class and place them in the Internal Suspension Room for the rest of the day and some of the following day to equal a whole day</li> <li>• Student truanting.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher informs via Go4Schools</li> <li>• Head of Year/on call or LT places the student in the Internal Suspension Room for a period of time depending on the seriousness of the incident this may be for 1-2 periods of the day or across a number of days, home cointacted to let them know student is in isolation</li> <li>• As an alternative to a Suspension, and as an escalation to The Internal Suspension Room, the student may be directed to work in Isolation at another school for a fixed period of time, between 1 and 5 days. (C4+)</li> </ul>

<p><b>C4+</b></p>	<ul style="list-style-type: none"> <li>● For persistent disruptive behaviour including multiple C3s and C4s and as a direct alternative to a suspension</li> </ul>	<ul style="list-style-type: none"> <li>● The student will be placed in an Isolated Learning Facility at another school in Milton Keynes for up to 5 school days as an alternative to LGA provision</li> </ul>
<p><b>C5</b> <b>Fixed Term Exclusion</b></p>	<ul style="list-style-type: none"> <li>● Any incident inside or outside the classroom or outside of school whilst in uniform or on the way to or from Academy, that through its seriousness warrants an immediate suspension .</li> </ul>	<ul style="list-style-type: none"> <li>● Student collected and placed in The Internal Suspension Room whilst an investigation happens.</li> <li>● Parents contacted and arrangements made for removal from the school site.</li> <li>● Suspension, which may be for ½ or more days, depending on the seriousness of the incident communicated with home and arrangements made for reintegration meeting</li> <li>● Re-integration with parent(s) and Head of Year, then Assistant Principal or Vice Principal depending on seriousness and number of days suspension before returning to school.</li> </ul>

## **15. Appendix 3: Logging and monitoring behaviour using GO 4 Schools.**

- All teachers log behaviour incidents using GO 4 Schools
- Heads of Department and Heads of Faculty monitor behaviour in their curriculum areas and liaise with the pastoral team where appropriate
- Heads of Year monitor behaviour each week and respond to this analysis with appropriate intervention.
- Heads of Year review half termly analysis of behaviour by Year
- AP KS3 and AP KS4, produce key stage school summary of behaviour trends
- Summary behaviour data shared with Governors at designated meetings.
- Behaviour data shared and discussed in LT meetings after each half term, looking at trends over time and making appropriate interventions where it feels this is necessary.



## Appendix 4: Table of typical but not exhaustive reasons for a C4

C4 - On Call removed from class
C4 - Missed detention at C3
C4 - Inciting a fight or fighting
C4 - Physical/verbal abuse - staff
C4 - Physical/verbal abuse - students
C4 - Persistent disruptive behaviour
C4 - Damage to property
C4 - Bullying
C4 - Bringing the school into disrepute
C4 - Bringing banned items/substance into school
C4 - Poor Attitude to Learning
C4 - Defiance
C4 - Smoking/ vaping
C4 - Breaking IT Policy
C4 - Racist incident
C4 - Truancy
C4 - Theft