

Behaviour and Relationships Policy

Ellesmere Port Catholic High School



Approved by:	Mrs C Vile, Headteacher <i>C. Vile.</i>
Lead of Review:	Mrs J Jones, Associate Deputy Headteacher
Last reviewed on:	January 2021
Next review due by:	December 2021

Status

Statutory

Introduction

The school applies all the guidance in the Department for Education 'Keeping Children Safe in Education Statutory Guidance' September 2020.

The foundations of a well-ordered school, securing a safe environment for all, are well-understood with high expectations of children in terms of behaviour and attitude. This can be partly expressed in terms of a set of rules founded upon mutual respect, care and the desire to do one's best.

It should be remembered that the individual teacher is the basis of good behaviour, order and hard work. A shared commitment to high standards in this area, consistently operated by all is an essential element in ensuring the above.

This policy and associated procedures have been and continue to be, tried, tested and adapted to meet changing needs and circumstances.

Purpose

The purpose of this policy is to:

"create a well-ordered school, securing a safe environment for all" where "teachers can teach and students can learn".

- provide care for all students which supports their pastoral, spiritual and academic progress and development
- support and guide staff to ensure a consistent approach to achieve the best possible outcomes for students
- ensure students are treated fairly, understand our high expectations and they recognise boundaries to allow them to make a positive contribution to the school and the wider community
- articulate clearly and regularly our school vision, priorities and high expectations

We aim:

- to provide a framework to ensure consistent practice across the school when dealing with behaviour
- to provide clear and simple procedures for staff to follow and students to understand
- to determine clear roles and responsibilities for staff in school behaviour management
- to foster a culture of rewards in the school
- to ensure students understand their rights and responsibilities in school
- to underpin our culture with trauma-informed practice

What underpins the policy?

- Responsibility
- Respect and Relationships
- Readiness
- Resilience
- Rights

We have a Strong Catholic Ethos

- Ensuring every child is known
- Keeping children safe in education
- Working together to safeguard children so that we consider, at all times, what is in the interests of the child
- High expectations of everyone
- Excellent leadership at all levels
- Excellent teaching
- Excellent behavior and personal standards
- At the heart of the community

Principles

We recognise that every child is a gift from God with the potential for great good.

We recognise the fallibility of our humanity.

We travel in hope and in the knowledge that even the most difficult of students has the potential to realise the error of their ways and change for the good. (Although they may not do this whilst in our care).

We reject the sin but show our love for the sinner.

Who was consulted?

The policy has developed over a number of years and is reviewed annually by the Headteacher, senior leaders, school council and parent working party.

Relationship to other policies

This policy is linked to child protection and safeguarding, teaching and learning, equality policies, and the home-school agreement.

Roles and responsibilities of Headteacher, other staff, governors

The **Headteacher and staff** will apply consistently the procedures included in the Staff Handbook/Behaviour Management booklet when implementing whole-school approaches to positive behaviour.

The **Headteacher** will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. The Headteacher will:

- ensure the school prospectus gives information to parents on rewards, discipline and sanctions (including school rules, code of conduct, detentions, bullying, and confiscation of items) that apply in school
- ensure that reward systems are in place
- ensure systems and procedures are in place to maintain good order in school and that all staff, including those on teaching practice, are aware of these procedures via the Staff Handbook
- ensure, where appropriate, investigations are carried out and documented in line with procedures
- **where exclusion is deemed appropriate** inform the student's parent or carer of serious indiscipline and the sanctions, the period of any exclusion, procedures and when permanent exclusion is judged to be necessary
- advise the parent/carer of procedures relating to fixed term and permanent exclusions and how representations are made
- ensure that arrangements are put in place for students to continue their education whilst excluded in line with DfE instructions
- notify the governing body and LA of the details of exclusion(s), including the reasons for it(them)

Teaching staff and Pastoral Leaders will:

- be fully conversant with and follow at all times the behaviour management procedures detailed in the Staff Handbook
- provide/mark work for students who are temporarily/permanently excluded
- adhere to the 5 Pivotal Pillars of Practice
- follow the trauma informed practices

Students will:

- be consulted when rules are being decided and will be expected to observe them at all times

The governing body will:

- receive exclusion data at each full business meeting

The Pupil Discipline Committee consisting of three or five members will:

- ensure that they receive training to fulfil their role
- meet as required to consider breaches of discipline having full regard to any guidance given by the Secretary of State and will follow procedures put in place by the DfE

Arrangements for monitoring and evaluation

The policy will be constantly under review and updated as required. Any changes will be documented in the Prospectus and Staff Handbook on an annual basis.

Summary

Governing Body and Headteacher

The governing body and Headteacher will establish the policy for good behaviour and review it every year. They will consult with staff and parents and ensure that it meets the high expectations expected of everybody involved in the school. The Headteacher will be responsible for implementing the policy and will uphold the school rules fairly and equally.

All staff will be responsible for ensuring good discipline and behaviour in lessons, around school and going to and from school.

Sanctions

The vast majority of our students are well behaved and positive in their attitudes. However, sanctions need to be used when poor behaviour takes place. There is a stepped scale of sanctions depending on the severity of the offence and this will include detentions, inclusion room, step out and governor panels.

Fixed term exclusions are used sparingly and only in severe cases. Managed transfers may be used prior to permanent exclusions. Permanent exclusions will be used in matters of serious misbehaviour or where the safety of pupils and staff is at risk.

Sanctions applied to students with special education needs will have reasonable adjustments made to ensure the sanction is appropriate and suitable for the students' needs. Where the behaviour is so extreme from a student the SCIE team will be consulted with regards to actions and sanctions by the school.

This addendum is to be used in addition to the school behaviour and safeguarding policies from September 2020.

Summary of any key COVID-19 related changes.

In these very difficult and unprecedented times, behaviour and safeguarding of our students is still at the heart of our policy and practice at EPCHS. The aim of this addendum is to inform all stakeholders of the key changes to promote a positive and safe learning environment under the set out by the government.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidancefor-full-opening-schools>.

Our Students' and staff welfare, safety and health are a key priority while they are attending the school. At EPCHS, despite the current challenges we face, it is still our policy to continue with our high standards and expectations of all students, take our students' health and welfare seriously, and to act in accordance with our behaviour and relationships policy to keep them safe. Our changes and processes for the dealing with behaviour during COVID-19 are outlined below.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should always consider, what is in the best interests of the child.

1.1 Introduction

By attending EPCHS during the COVID-19 pandemic you are agreeing to uphold and abide by this addendum to the Behaviour and Relationships Policy. This policy sets out clear expectations for our students, staff and local community. It clarifies the sanctions that will be in place for any deviation from our high standards and expectations set during the COVID-19 pandemic. Please note that EPCHS reserves the right, at any time, to respond to any incident in a manner that best serves the interests of our students, staff and community.

We expect outstanding behaviour from every student in line with the COVID-19 guidance and social distancing measures implemented by the school.

The role of our school goes beyond simply preventing poor behaviour and maintaining good order to systematically promote positive relationships and good manners. During this pandemic there are additional and very strict guidelines that students and staff will have to adhere to. This policy is consistently and fairly applied by all staff and underpins effective measures we have taken to continue to provide outstanding provision for our students during the COVID-19 pandemic. School staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times, as detailed in this addendum to the behaviour and relationships policy.

We recognise as a school that returning after such a long time at home presents a unique and challenging set of circumstances. We accept that students will take time to settle in and establish themselves in a routine and that it will feel strange for them to be back in school and in classrooms with their friends. Some students may feel anxious or nervous about their return to school and so extra pastoral care and support will be available on request.

Public Health Advice to minimise Covid-19 risks essential measures:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable (e.g. grouping children together, avoiding contact between groups as far as possible, arranging classrooms with forward facing desks, staff maintaining distance from pupils and other staff as much as possible)

The DFE is asking all schools to adopt a range of approaches and actions which can be seen as a system of controls that, when implemented, create an inherently safer environment, where the risk of transmission of infection is substantially reduced. This includes:

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

At EPCHS this means the following principles are in place:

1. Government advice on social distancing must always be followed
2. Pupils will be grouped in year group bubbles in social spaces
3. One-way system in place on all floors
4. Pupils will be escorted by staff around the building at movement times
5. Pupils will remain in designated outside space at break and lunch

2.1 Supporting students

During this difficult time children and young people may have experienced a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder which may have been more noticeable during the time of lockdown and self-isolation.

Our experienced staff will work collectively to identify whether a child or young person's behaviour may be related to other underlying issues linked to the COVID 19 pandemic and will support them effectively in these circumstances and will provide advice and guidance on working with other professionals and external agencies where appropriate.

Where a student is identified as having SEND, the school will put effective special educational provision in place to support individual needs. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach.

Social distancing measures within the classroom

Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.

- All staff and students will be reminded to wash their hands for 20 seconds and more frequently than normal
- Students are to arrive on time for school
- Face coverings are to be worn by students and staff in all indoor covered communal areas (corridors, hall, canteen, toilets)
- Respect all social distancing measures implemented throughout the school
- Wash your hands at every opportunity or when asked by staff and keep hands sanitised
- Wear the correct uniform
- Students are expected to 'pack their bags' the night before and ensure they are equipped for their next day of learning with a pen, pencil, rubber, ruler, calculator, glue stick and highlighter as the minimum requirement. This is especially important as borrowing of equipment is prohibited due to hygiene reasons.
- Students are expected to behave in a respectful, polite and courteous manner at all times
- Bring a bottle to ensure the ability to refill with water at appropriate times during the day
- Students are expected to social distance on arriving and exiting the school

Arriving at school

- Students are to arrive at the school under current social distancing guidelines – this is parents' responsibility to ensure
- Year 7 and 8 go to their outside area and line up in designated line via the Drama entrance
- Year 9-11 go to their outside area and line up in designated line via Student Services
- Year 12 and 13 go to their area via Reception
- School gates open at 08.00
- On entry to school pupils will use hand sanitiser and will then go straight to their designated area using the one way system and wearing a face covering

Lesson Rules

All students are expected to follow the routine lesson rules as well as additional social COVID-19 measures for acceptable behaviour during lessons:

- Students are expected to behave in a respectful, polite and courteous manner at all times.
- Students will receive a form time period at the start of the day with their form tutor if in school, with their Pastoral Leader virtually if in Lockdown.
- Students will have 5 lessons per day.
- Students are not permitted to get up out of their seats during lessons as this will interfere with the social distancing measures.
- Staff will teach from the front and will support students safely from a 2-meter distance.
- No equipment or drinks bottles will be shared between students or staff as this could increase the risk.
- Students must tell an adult if they are experiencing symptoms of coronavirus.

Uniform

Pupils are expected to be in full school uniform. On days when pupils have PE they are to wear their PE kit with the school blazer.

Equipment

It is crucial that students come to school fully equipped and ready to learn. As sanitiser is available in each classroom, the borrowing of school equipment is permitted.

We would also ask students to bring tissues to school so they can cover their mouth if they cough or sneeze. If students have sanitiser, they will be allowed to apply it at regular intervals although students will also have the facility to wash their hands with soap and water in the toilets. Hand sanitiser is available throughout the school and in every classroom.

Lunch

Pupils may bring a snack for break time. Pupils are asked to bring a packed lunch where possible and the canteen will be accessible one day per week for each year group and the cabins are available via the rota for hot food on other days. Pupils who receive free school meals will be provided with a grab bag if they would like one.

Movement around the building

To aid the careful movement around the building there is a one-way system in place on the ground floor. Pupils must familiarise themselves with the new system.

3.1 Behaviour responsibilities

The Headteacher and Senior Leadership Team are responsible for the implementation and day-to-day management of this policy and procedures.

All staff are responsible for ensuring this policy and procedures are followed, and consistently and fairly applied. Support amongst all staff in the implementation of the policy is essential. Staff play a key role in advising the Headteacher and Senior Leadership Team on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the Headteacher, for creating a safe and secure learning environment with students and staff safety at the forefront.

All staff have a responsibility to deliver a high-quality learning environment which fosters a positive ethos and atmosphere for all students within both lessons and the school itself.

Parents and carers are expected to take full responsibility for the conduct and behaviour of their child/children both inside and outside of the school linked to the routines and guidance around social distancing. Parents and carers are to work in partnership with the school in maintaining these new measures linked to COVID 19 and the high standards and expectations of behaviour in line with this policy.

Parents and carers will have the opportunity to raise any issues arising from the policy with the school at any point deemed necessary through email at j.jones@epchs.co.uk

Students are expected to take responsibility for their own conduct and behaviour and will be made fully aware of the new COVID 19 measures outlined in this addendum. Students are also expected to adhere to the existing behaviour policy and guidance. Students are to report any instances where they believe social distancing or safety measures are not being adhered to.

Students are also expected to report any instances of misbehaviour, disruption, violence or bullying as soon as this is witnessed so that it can be dealt with in line with the policy.

The procedures arising from the policy will be developed by the Headteacher in consultation with the staff. The procedures will be made very clear to the students how important these new measures are and how unacceptable standards of conduct and behaviour cannot be tolerated. This is due to the safety of both students and staff during this time. The procedures will be consistently and fairly applied and promote all social distancing guidelines and COVID-19 measures to keep students and staff safe as well as the wider community.

The school will investigate, as appropriate, reported incidents of student misbehaviour. All incidents will be logged on CPOMS /Arbor and kept on the student's individual record.

If an incident occurs in the classroom the initial responsibility lies with the subject teacher to deal with the incident using the sanctions outlined in this policy.

However, if the incident is linked to rule breaking associated with COVID 19 measures a senior leader will act accordingly and sanction in line with the COVID 19 rule breaking sanctions. An example of this is coughing or spitting in the face of a student/staff member face or not following social distancing measures.

Attendance

From the start of the autumn term 2020 pupil attendance will be mandatory and the usual rules on attendance will apply, including:

- parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil
- schools' responsibilities to record attendance and follow up absence
- the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct
- If parents/carers wish to discuss attendance they are to contact the attendance officer Miss Rogers by phone or email c.rogers@epchs.co.uk

Child absence procedures:

1. Parents/carers have a duty to notify the attendance officer if their child is not attending with the reason why. If the reason is Covid-19 related parents/carers will not be penalised for non-attendance of their child.
2. If the student is experiencing symptoms of Covid-19 they must not attend school. They will be required to get a test using the NHS testing system and notify the attendance officer of the result.
3. The attendance officer will follow usual in school procedures where a pupil is absent, and no notification is received.

Role	Responsibilities
Teaching and non-teaching Staff	<ul style="list-style-type: none"> • Check the safety and wellbeing of all students • Adhere to and consistently apply the COVID 19 measures • Be visible during changeover and promote positive corridor conduct • Check uniform and equipment everyday • Consistently apply and adhere to the school behaviour and relationships policy and systems • Establish and maintain good relationships with students; exercise appropriate authority and act decisively when necessary • Ensure seating plans promote positive behaviour • Promote positive behaviour • Communicate specific behaviour concerns to Pastoral Leaders and other key staff to develop coordinated support strategies
Pastoral Staff	<ul style="list-style-type: none"> • Check the safety and wellbeing of all students • Adhere to and consistently apply the COVID 19 measures • Set high standards and expectations for all pupils • Implement behaviour support strategies for individual students and develop proactive strategies that promote positive behaviour • Facilitate restorative conversations • Organise and chair meetings with parents via teams or telephone • Provide appropriate documentation to support the Headteacher / Deputy Headteacher in making decisions on exclusion • Monitor incidents of all natures including bullying, racist and homophobic incidents to allow them to be dealt with swiftly and appropriately • Counsel, support and mentor vulnerable students during the COVID 19 pandemic • Investigate behaviour incidents • Set targets with students to support their Behaviour for Learning • Communicate with home following key incidents • Support staff with behaviour incidents through on call system out and lesson changeover • Refer students with persistent behaviour concerns to SLT • Refer students not adhering to COVID 19 measures to SLT
SLT	<ul style="list-style-type: none"> • Check the safety and wellbeing of all students • Quality assure staff within the school are following COVID 19 measures and applying them consistently.

	<ul style="list-style-type: none"> • Adhere to and consistently apply the COVID 19 measures • Support all staff and students through this difficult pandemic • Counsel, support and mentor vulnerable students/staff during the COVID 19 pandemic • Support all staff in ensuring positive behaviour is consistent • Support staff with serious incidents through on call system • Carry out reintegration meetings following fixed term exclusion through teams/phone call • Ensure staff are provided with continuing professional development to support positive behaviour
Governors	<ul style="list-style-type: none"> • Monitor rewards and behaviour trends • Attend meetings for students who are issued Governor Panels /permanent exclusion due to their behaviour
Parents and Guardians	<ul style="list-style-type: none"> • Prepare the students for the changes described in this document • Discuss with their child the importance of following the Covid-19 measures in place in school • Ensure pupil travel to school following government covid-19 public transport requirements • Be prepared to collect pupils should they not follow the rules

4.1 Behaviour, rewards and sanctions

At EPOCHS students are always expected to demonstrate positive behaviour, this is achieved through the high standards and expectations set by the school fostering mutual respect between all stakeholders.

During the COVID 19 pandemic the safety of students and staff is paramount. The school will not tolerate any conduct or poor behaviour where students are not adhering to the school behaviour policy or to the social distancing or COVID measures.

Failure to follow behaviour rules (both additional Covid-19 and those in full behaviour and relationships policy): Amendments have been made to the school consequence system that are temporary due to Covid-19 measures in place. This will be reviewed weekly in line with government guidance.

Pupils will be monitored for repeated incidents by their Pastoral Leader and further support/consequences will be put in place as appropriate to the circumstance.

If the pupil's actions are deemed to be in serious breach of Covid-19 procedures and therefore increase risk to other pupils and staff a fixed term or permanent exclusion may be issued.

Removal or Exit from Lesson

Where a pupil is persistently disrupting the learning of others or there is a severe incident (including breaching covid-19 measures) the pupil will be removed from the room by a member of staff from the Pastoral team or SLT. Further consequences will then be issued as appropriate.

Rewards

During the COVID-19 pandemic achievement points will continue to be issued by the teacher electronically.

Detentions

During the initial stages of the full school reopening during the COVID 19 pandemic after school detentions will not take place as students will be on a staggered exit and bubbles must be maintained.

Internal exclusion

This will continue to be part of the behaviour sanctions and students in isolation will remain in school until 15.00.

External exclusions

External exclusions during the pandemic will still be in operation. If the school deems the behaviour appropriate a fixed term exclusion will be implemented. If a student continues to break the social distancing rules and Covid measures the school may have no other option than to exclude the student from the premises as protecting students and staff is paramount.

Behaviour of pupils in school during the lockdown

We expect the highest standards of behaviour of all pupil's both in school and virtually. Pupils can expect to be supported both academically and pastorally whilst in school. The normal blended learning timetable will be supported. If pupil's behaviour causes concern and falls below the standards expected, Parents and Guardians will be called to school by the Headteacher, Deputy or SENCO to discuss the incident. If it is deemed necessary, the school reserves the right to follow the normal sanctions.

Behaviour of pupils virtually during the lockdown

Students and staff have received expectations of behaviour to follow during online lessons and standards of behaviour should be maintained at all times and must not put any person at risk. Classroom teachers will contact Pastoral Leaders if this occurs and this will be discussed with Parents and Guardians. EPCHS expect all staff and students follow the acceptable use of ICT policy.

Power to search, use of reasonable force and confiscation

We will continue to follow the government guidelines regarding use of reasonable force, searching, screening and confiscation of prohibited items.

Step	Student Behaviour	Teacher Action Stage 1, 2 and 3 are basic behaviour management classroom techniques, these must be exhausted before stage 4 is initiated	Information and follow up...
1	Student is not ready to learn...	<p>REDIRECTION...Pre-Staged Approach</p> <p>Teacher applies their own way of dealing with disruption using a Positive Behaviour Management strategy where possible... Proximity, non-verbal signals, praise, eye contact</p> <p>Emphasise the positive behaviour you have seen or wish to see in the student.</p> <p>Where students are late, they MUST be made to make up time upon the teachers request.</p>	<p>No other action needed – classroom teacher to monitor.</p> <p>Persistent lateness to lessons will be sanctioned by Pastoral Leader</p>
2	Behaviour continues...	<p>REMINDER...Pre-Staged Approach</p> <p>Reminder of the expectations of 5R's delivered privately where possible. De-escalate where needed.</p> <p>Examples...</p> <ul style="list-style-type: none"> • Verbal warning... • The look... • Student moved • Student given choice...you can continue or... 	<p>Class Teacher may wish to add behaviour points to Arbor.</p> <p>Form Tutors to monitor during registration and report to Pastoral Leader, any cross- department issues.</p>
3	Persistent Inappropriate Behaviour...	<p>CAUTION...</p> <p>Student to be made aware of behaviour and the consequence. Behaviour points added to ARBOR. Clear scripted conversation in private.</p> <p>Classroom teacher detention- up to 30 minutes outcome focussed not time focused.</p> <p>ARBOR updated.</p>	<p>Form Tutors to monitor during registration and report to Pastoral Leader, any cross- department issues.</p> <p>Class teacher contacts home to discuss issue and may issue a CT detention for up to 30 minutes.</p>
4	No improvement from earlier warning level...	<p>INTERNAL EXIT - STUDENT EXITED Internally referred to designated Timetabled room by presence</p> <p>Restorative conversation to take place with Curriculum Leader also present, at the end of the day.</p> <p>For a third exited or removal offence within a half term student placed on department report.</p> <p>Failure to attend Class Teacher RJ: An After-School Department Detention managed by Curriculum Leader or TLR holder– up to 60 minutes on an evening of Curriculum Leader/TLR holders' choice.</p> <p>Outcome focussed not time focused.</p> <p>Failure to attend Curriculum Leaders 60minute detention as a result of an exit or removal, an SLT will be set by the Pastoral Leader</p>	<p>Class teacher must contact home.</p> <p>Where behaviour does not change over time a FORMAL MEETING between student, teacher, CL and SLT Link.</p> <p>Department report with agreed target is issued and monitored by CL (2 weeks).</p> <p>Pastoral Leader notified by Form Tutor, where more than one subject, student placed on Academic Monitoring Report by Pastoral Leader.</p>

Serious Misconduct

5	Failure to comply with SL or serious incident. For example, fighting.	<p>SERIOUS ISSUE – STUDENT REMOVAL VIA PRESENCE.</p> <p>ARBOR updated by the Class Teacher before the end of the school day to allow for home school communication.</p> <p>After school detention issued by SLT Link – 2 hour</p> <p>Student may be placed in ISOLATION for serious incident by their Pastoral Leader or SLT</p> <p>ARBOR updated with incident and outcome by class teacher, Curriculum Leader and SLT.</p>	<p>Home contacted by Pastoral Leader link. If required parent to be brought in for meeting with the Classroom Teacher, Curriculum Leader, Pastoral Leader and SLT Link.</p> <p>Pastoral Leader to investigate pattern of behaviour – is it isolated or whole school related?</p> <p>Student placed on SLT Monitoring report</p>
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