

# Behaviour and Discipline Policy



*Believe, Succeed, Together*

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## **1.0 Behaviour and Discipline Policy**

Pupils are required to behave sensibly, be polite, punctual, work diligently and comply with all rules pertaining to their conduct.

The Academy's Behaviour Discipline Policy requires its teachers to ensure that the Academy is an orderly and safe environment where pupils comply with all rules at all times.

### **1.1 Sanctions**

#### **1.11 Detentions**

Teachers have a **statutory authority** to discipline pupils.

The most common sanction is that of a detention.

- Detentions may be issued at break, lunch and/or afterschool.
- In terms of afterschool detentions, there is no requirement to provide 24 hours' notice. In such instances, parents will be contacted to notify them of the detention.
- During detentions, pupils complete curriculum work and/or may be required to undertake community-based work.

#### **1.12 Exclusions**

Exclusion is a disciplinary sanction issued only by the Principal, the result of which is that a pupil is not allowed to attend the Academy.

There are two forms of exclusion – fixed term (suspension) and permanent.

#### **Suspensions (Fixed Term Exclusion)**

This is in response to gross misconduct that threatens and/or undermines the maintenance of discipline and/or the welfare of others within the Academy. The suspension delineates the unacceptability of the behaviour to the pupil, parents and others within the school community and allows time to pass and issues to be considered by all parties.

The Behaviour and Discipline Policy of the Academy applies to all of a pupil's activity that is associated with it. Consequently, the Academy will take action against a pupil where their behaviour reflects poorly upon the Academy and/or affects others associated with the academy (particularly other pupils), even when that behaviour takes place outside the confines of the Academy or outside the normal school day. For behaviour outside school, but not on school business, the Academy may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. Pupils' behaviour in the immediate vicinity of the Academy and/or on a journey to or from school can also be grounds for exclusion.

The decision to suspend must be made in line with the principles of administrative law i.e. be lawful; rational; reasonable; fair; and proportionate.

The decision to suspend is based on the application of the civil standard of proof (balance of probabilities) i.e. is it more probable that the pupil has done what they are alleged to have done. This is quite different from the criminal standard of proof (beyond reasonable doubt).

A pupil should be given an opportunity to present their case before a decision is taken to suspend. This is usually in the form of a written statement or a statement taken by the person interviewing the pupil.

When considering whether to suspend, the Principal will assess the following:

- If the behaviour meets the criteria of gross misconduct as detailed in the Academy's Behaviour and Discipline Policy.
- If there is a prior history of related misconduct or gross misconduct i.e. a pattern of behaviour.
- Mitigating factors e.g. whether the pupil has SEND; mental health issues; been subject to bullying; or has suffered bereavement.

Parents will be notified of a suspension as soon as possible, usually by telephone, followed by a letter from the Principal. In terms of notice, the suspension can begin on the same day as the incident which led to the decision to exclude. The Local Authority will also be notified of the suspension and (as appropriate) the pupil's social worker and Virtual School Head (VSH).

Whilst suspended, parents must ensure that their child is not in a public place during normal school hours without reasonable justification. Parents may be prosecuted in the event that this duty is breached.

The length of a suspension is usually up to 5 days but can be longer. Even though a pupil is not allowed in school, they should still be receiving an education. The Academy will therefore make reasonable steps to set and mark work.

If a pupil is suspended for more than 5 days, the Academy has a duty to provide suitable, full-time education from the 6<sup>th</sup> day. This is most likely to take place at a PRU or other alternative provision.

A pupil can only be suspended for a maximum of 45 days in in one school (academic) year.

When a pupil returns from suspension, they will be required, along with their parents, to attend a re-integration meeting. The meeting is an opportunity to discuss in more detail the events that led to the suspension, how it can be avoided in the future, and any appropriate support that should be explored and/or put in place.

After the reintegration meeting, the pupil is directed into pastoral supervision (refer to Section 10.07). The duration of pastoral supervision is outlined in the table below. However, where a pupil is non-compliant and/or subject to frequent fixed term exclusions (for definition purposes 'frequent' means that a pupil has been suspended more than once in a three-week period) the length of pastoral supervision can be extended.

Number of Days Suspended	Minimum Number of Days in Pastoral Supervision
1	1
2	2
3-5	3

Upon returning to normal lessons, a pupil will be issued with a White Report for a minimum period of three weeks (refer to Section 10.05) and is required to see their HoH after every lesson. If a pupil attains less than a grade 2 in a lesson, they are immediately withdrawn back into pastoral supervision for the remainder of the day.

## Permanent Exclusion

This is in response to a serious breach or persistent breaches of the Academy's Behaviour and Discipline Policy and where allowing the pupil to remain in school, would seriously harm the education or welfare of the pupil or others in the school. Following completion of the process, the pupil is removed from the Academy's roll.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension (or permanent exclusion) may be issued to begin immediately after the first suspension.

In terms of alternatives to a permanent exclusion, the Academy is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

*"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."*

## Challenging Exclusions

In the case of a suspension, parents can refer it to the Governing Board (refer to **Appendix 1**). The Trust has delegated all of its suspension functions to the Local Governing Body (LGB) who, when required, will form a committee consisting of at least three Local Governors called the 'Pupil Discipline Committee' (refer to Exclusion Policy).

In the case of a permanent exclusion, the Pupil Discipline Committee must meet to consider the exclusion. Parents also have a right to refer to the exclusion to an Independent Review Panel (IRP) - [DfE Guidance - Suspension and Permanent Exclusion from Schools 2022](#)

## 1.2 Student Voice

A second aspect of discipline is the involvement of the pupils in the activities of the Academy.

The Academy is firmly committed to involving pupils in the leadership and development of the school. To this end, the Academy has a Student Leadership Team, including a Head Boy, Head Girl, Deputy Head Boy, Deputy Head Girl and Senior Prefects who are appointed through a rigorous application and interview process.

The Academy has a well-established Prefect System which reflects our policy of giving children responsibility. This system involves staff and pupils working together and encourages the development of initiative, reliability and maturity. In this way, the Prefects are given an important role in the Academy and provide a strong support network for the younger pupils.

In addition to Prefects, each form group has a Form Captain who meets regularly with the Student Leadership Team to discuss and work on identified issues and/or projects.

### 1.3 Reward System

This is detailed in a separate policy – refer to the Academy’s Celebrating Success Policy.

### 1.4 Pupil Planner

Each pupil is issued with a Pupil Planner at the beginning of the academic year. The Pupil Planner is used to record the following information:

- Homework.
- Rewards information e.g. merits/House points.
- Detentions.
- Infringements (crosses) in respect to Homework, Uniform, Punctuality and Equipment.

Staff should administer crosses (and other appropriate actions) in the following way:

<b>Infringement</b>	<b>Description</b>	<b>Actions</b>
Homework	No homework or poorly completed homework.	Cross and a detention
Uniform	Uniform does not meet the requirements of section 5.0	Cross E-mail HoH Send to HoH
Punctuality	Late to lesson without a justifiable (evidenced) reason.	Cross
Equipment	Equipment does not meet the requirements of section 2.0.	Cross Issue equipment

## 2.0 Academy Rules

Rules exist to help create an atmosphere in which the Academy is best able to provide an education befitting of the pupils. Some need to be stated, as in any institution, for reasons of effective administration, discipline and safety; others may not be stated, but are equally necessary so that people are able to operate together with mutual respect and understanding. It is with this in mind that the following should be noted:

- Pupils should attend school and arrive on time.
- Pupils should only bring items of equipment required to support their learning e.g. Planner, subject books, blue or black pen, pencil, ruler, rubber, calculator and P.E kit.
- Pupils should wear the Academy uniform at all times, unless otherwise directed.
- Pupils are expected to demonstrate a commitment to learning that is at least 'good'.
- Pupils are expected to with act with kindness, courtesy, respect and tolerance.
- Pupils should move around the site in a sensible and orderly manner.
- Pupils must not leave the site, at any time, without permission from a designated member of staff.

### 3.0 Code of Conduct

The Academy's first aim is to produce a fair and just society in which the rules of behaviour are clearly communicated through staff to pupils. These are to be uniformly enforced within the school environment, so that pupils have a sense of security relating to the boundaries of acceptable behaviour, and what is fundamentally right and wrong within school society.

In order for the maintenance of good order and discipline, pupils need a Code of Conduct which is clearly detailed in their Planner and uniformly enforced by staff throughout the school day. This Code of Conduct must be adhered to by all pupils and embraces a central theme in which courtesy and consideration are given to others at all times.

The Code of Conduct is as follows:

1. You always speak politely to other people and act with courtesy and consideration at all times. There is certainly no excuse for rudeness, disrespect or insolence towards staff.
2. You do not act in a reckless way that would endanger the welfare or wellbeing of others.
3. You follow any reasonable instruction or request from a member of staff without argument or protestation.
4. You accept responsibility for your actions.
5. You act as a responsible individual and report any incidents that affect the school environment or endanger the welfare or wellbeing of others.
6. You contribute positively to the teaching and learning process in the classroom.
7. You move sensibly and quietly around the school.
8. You keep the school clean and tidy. To this end, the following must be adhered to:
  - No chewing gum is allowed anywhere inside the school buildings.
  - No eating or drinking in the corridors or classrooms.
  - Litter must be placed in the rubbish bins.
9. You conduct yourself outside of school and online in a manner which does not compromise the reputation of the Academy or has a negative effect on the welfare and/or wellbeing of others. Although not an exhaustive list, this includes:
  - Any activity where you are wearing the Academy uniform or can otherwise be identified as a pupil.
  - When travelling to or from school.
  - When taking part in any school-organised or school-related activity.



## **4.0 Classroom Expectations**

Effective classrooms have a positive and purposeful atmosphere, where pupils and teachers feel valued, and work together in a supportive and safe environment. The effective classroom is one where pupils learn, and teachers facilitate this process. A prescribed list of classroom expectations that are uniformly applied and enforced is essential in achieving this aim.

### **4.1 Start of Lessons**

1. Line up outside the classroom without blocking the corridor.
2. Remove coats before entering the classroom.
3. Enter the room sensibly and go straight to the seat assigned by the teacher.
4. Remain silent during the register.

### **4.2 During Lessons**

1. Listen to the teacher and remain silent.
2. Remain seated throughout the lesson, unless directed to do so otherwise.
3. If you need to ask a question, put your hand up, as a signal for the teacher.
4. Comply with all instructions given during the lesson.
5. Demonstrate a commitment to learning that is at least 'good'.
6. The teacher will monitor your punctuality, uniform, equipment, behaviour, work rate and homework.
7. Eating and drinking in lessons is not permitted.
8. Electronic equipment, other than calculators, is not permitted.
9. Remain in the classroom, unless directed otherwise.

### **4.3 End of Lessons**

1. Remain working until the teacher issues an instruction to stop.
2. Remain seated until the teacher issues an instruction to stand.
3. When instructed by the teacher, pack away your books and other educational materials.
4. Leave the room in a sensible and orderly manner.

## 5.0 Academy Uniform

The uniform is an important aspect pertaining to Academy identity. It should always be worn unless a teacher specifies otherwise. All items of the uniform should be worn in the normally accepted manner and due regard taken in respect to health and safety.

1. Black blazer and an Academy badge.
2. Plain white shirt or blouse with a stiff collar. The shirt or blouse tails should be tucked inside the waistband of the trousers. The collar button of the shirt or blouse should be done up at all times.
3. Plain black socks.
4. Sensible stout black shoes with heels not exceeding 3.5cm in height. Trainers (including sport-branded 'shoes') and canvass-type shoes are not permitted.
5. Clip-on Academy tie.
6. Suitable ankle-length (not above the ankle) black school trousers with no distinctive styling or fashioning. 'Skinny trousers' and trousers with conspicuous belts/buttons/buckles/zips are not permitted.
7. No jewellery except for one pair of plain gold or silver studs, with one stud in each ear lobe, and a wristwatch. Eyebrow bars, nose and tongue studs are not permitted. All excess jewellery will be confiscated and returned to the responsible adult in person or to the pupil at the end of half-term.
8. Make-up should be very subtle and discreet. Nail varnish, acrylic nails and fake eyelashes are not permitted.
9. Hair styles should be conventional, of a natural colour, and be culturally inclusive. Extremes of hairstyle are not permitted.
10. Jumpers, denim jackets and all types of hoodies are not permitted.
11. Suitable bag fit for purpose.
12. Mobile telephones, including smartwatches, and other unnecessary electronic equipment are not permitted because:
  - They distract from the teaching and learning process and disrupt the educational experience of others.
  - They can be used as medium for bullying and harassment.
  - They contravene Examination Board regulations.
  - They can become lost or stolen and absorb (unnecessary) time and resources in the investigative process.

**Such items will be confiscated and returned to the responsible adult in person.**

Pupils are verbally made aware of expectations through assemblies, House meetings, form tutors and by subject teachers within the classroom. Further, the Academy Rules, Code of Conduct and Academy Uniform are published on the website and in the Pupil Planner.

## 6.0 Searching, Screening and Confiscation

Ensuring staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe – refer to [DfE Guidance - Searching, Screening and Confiscation](#).

### 6.1 Prohibited Items

The list of prohibited items includes:

- Mobile phones, smartwatches and any other unnecessary electronic equipment.
- Offensive weapons - [DfE Guidance - Offensive Weapons](#).
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to or damage to property of any person (including the pupil).
- Any article specified in [The Schools \(Specification and Disposal of Articles\) Regulations 2012](#) regulations e.g. tobacco and cigarettes, fireworks and pornographic images.

**The above is not an exhaustive list and there may be examples which do not appear but still fall under the category of 'prohibited items'.**

### 6.2 Searching and Screening

A search will be undertaken if a member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any other item identified in the school rules for which a search can be made, or if the pupil has agreed.

Only specifically authorised staff can undertake a search. These include:

- Principal.
- Senior Leadership Team (SLT).
- Heads of House (HoH)
- Designated Safeguarding Lead (DSL).

The member of staff conducting a search **must** be the same sex as the pupil, and there **must** be another member of staff present to witness, unless:

- The person doing the search believes there's a risk that serious harm will be caused if the search isn't urgently carried out; and
- In the time available, it's not reasonably practicable to use a staff member who is the same sex as the pupil or for a witness to be present.
- If the above is the case, the person doing the search should report it immediately.

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are

being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. Where a pupil is unwilling to co-operate, this will be treated as an act of non-compliance (refer to section 8.3).

If the pupil refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The search should take place in an appropriate location on the school premises and, where possible, away from other pupils. A member of staff may search a pupil's outer clothing, pockets, possessions, bag, desk or locker and may use a metal detector.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

A 'strip search' is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. In the event of such a search, the [DfE Guidance - Searching, Screening and Confiscation](#), paragraphs 35-41 will be followed.

### **6.3 Confiscation**

If a pupil is found to be in possession of a prohibited item listed in section 6.1, then the member of staff should inform the DSL and the pupil should be sanctioned in line with section 7.4.

In terms of illegal items, the procedure detailed in the [DfE Guidance - Searching, Screening and Confiscation](#), paragraphs 57-79, will be followed.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

## 7.0 Sanctions

### 7.1 RAS Strategy

Sanctions are an essential in reinforcing basic conventions, social norms and modifying behaviour, however, they need to be used appropriately.

A system of *Reprimand, Action and Sanction* (RAS Strategy) is a sustainable and broadly effective approach. It should be used consistently and in a graded way.

- **Reprimand** – verbally acknowledging behaviour that falls short of expectations.
- **Action** – displacing a pupil in a way that separates them from other pupils e.g. directing the pupil to sit at another desk.
- **Sanction** – issuing a detention and/or sending the pupil to the Head of Department (HoD).

### 7.2 Departmental Sanctions System

If a pupil's behaviour is not corrected by the teacher's actions, referral to the HoD and SLT Link should occur. Where a referral is necessary, the teacher should discuss the behaviour and the actions they took in the lead up to the referral.

The HoD and/or Senior Leader may want to discuss matters such as:

- Reprimanding the pupil.
- Placing the pupil on departmental report.
- Placing the pupil in the departmental detention.
- Discussing the behaviour of the pupil with the HoH.
- Placing the pupil under curriculum supervision by the HoD or Senior Leader.

The function of the Departmental Line Management System is to analyse the cause of the poor behaviour and to re-enforce the system of rewards and punishments that surround the pupil in the department in question.

### 7.3 Pastoral Sanctions System

Where a pupil is recognised as having behavioural problems across a number of curriculum areas, the HoH responsible for the pupil should reinforce the curriculum sanctions through discussion and a series of graded pastoral reports and detentions.

A discussion of the pupil's issues with a HoH and/or Pastoral SLT Link may help identify the problems that the pupil is experiencing, such as emerging SEND, or issues outside the school etc. The information provided from the discussion may help the pastoral staff to form a better view of the pupil's behaviour and subsequent intervention/corrective strategies which should then be communicated to staff.

## 7.4 Pastoral Reports

Parents will be contacted by the HoH when their child is placed on a Pastoral Report. There are 3 levels of report which are issued and monitored by the HoH and SLT Link. Each report has the following grading system which staff are required to apply to each lesson.

Grade	Description
Outstanding (1)	The pupil has exceeded your expectations*.
Good (2)	The pupil has met your expectations throughout the lesson.
Requires Improvement (3)	The pupil did not meet one or more of your expectations.
Inadequate (4)	The pupil did not meet several expectations.

\*Expectations include **all** of the following (irrespective of the reason why the pupil is on report) - homework, punctuality, equipment, uniform, attitude to learning, behaviour and work rate.

### 7.41 Grey (Low Level Monitoring)

This is used to monitor minor concerns regarding the following:

- Homework.
- Punctuality.
- Uniform.
- Equipment.
- Attitude.
- Work Rate.
- No Pupil Planner.

In respect to Homework, Punctuality, Uniform and Equipment, a pupil should be issued with a detention (break and lunch **or** afterschool) for the 3<sup>rd</sup> cross and a detention for **all** subsequent crosses.

The 4<sup>th</sup> cross in any **one** section should result in the pupil being issued with a Grey Report. Unless the pupil is still being monitored on a Grey Report, they should be issued with a further Grey Report after receiving the 6<sup>th</sup> cross. Whilst being monitored on a Grey Report, if the pupil receives an 8<sup>th</sup> cross, this report should be replaced with a Purple Report.

Pupils remain on this level of report for a minimum of **one** week.

### 7.42 Purple (Medium Level Monitoring)

This is used to monitor any concerns above that have become persistent. Additionally, it is issued in response to the following:

- Truancy.
- Behaviour.
- Fighting.
- Bullying.
- Smoking or vaping.
- Non-compliance.

Pupils remain on this level of report for a minimum of **two** weeks.

### 7.43 White (High Level Monitoring)

This is issued in response to the following:

- Return from Exclusion.

Pupils remain on this level of report for a minimum of **three** weeks and are issued with detentions equivalent to the time they were excluded from school e.g. a 1-day exclusion would result in 5 hours.

Any pupil on report must get it signed by their HoH at the following times:

- Before 8.30 am.
- After 3.15 pm.

Failure to report to the HoH at these designated times, without a valid reason, should immediately result in a one hour detention.

The Academy expects parents to sign their child's report at the end of every day, to acknowledge receipt of the report, and to allow both parties to monitor progress. Where parents persistently refuse to sign their child's report, additional sanctions should be imposed.

Pupils remain on pastoral reports for the **minimum** period (as outlined in section 6.5). Where pupils receive less than a grade 2 (in any lesson) the reporting period is extended by one day.

### 7.5 House Detention System

The House detention system is arranged in 3 slots within a typical day – break (20 minutes), lunch (35 minutes) and afterschool (1 hour). It is operated by HoH and SLT Links.

Detentions require no prior notification to the parent. In the case of afterschool detentions, the **Education Act 2011** has removed the requirement to provide 24 hours' notice. Where parents cannot be contacted on the day the detention is issued, it will be deferred to the following day.

To maintain the effectiveness of detentions, they should be issued as proximate as possible to the infringement/misconduct/incident. Further, the number of detentions that a pupil serves should be achievable. If a pupil accumulates detentions frequently, they should be withdrawn into pastoral supervision and strategies discussed and implemented to facilitate progress. Contact with the parent should occur early in this process.

#### 7.51 House Detentions and Pastoral Reports

If a pupil receives a grade 3, they should be issued with a break **or** lunch detention.

If a pupil receives a grade 4, they should be issued with a break **and** lunch detention **or** afterschool detention, whichever is the first available slot.

If a pupil fails to attend a break or lunch detention, the HoH should withdraw them into pastoral supervision and escort them to all detentions until completed.

If a pupil fails to attend an afterschool detention, the parent should be informed immediately, and an attempt should be made to get the pupil back into school. Failing this, an additional afterschool detention should be issued and the HoH should escort the pupil to all detentions until completed.

### 7.52 House Detentions

There are three levels of House detention:

Detention Type	Criteria	Activities
Catch-up and Reflection	Pupils absent from school and subject to catch-up.  Pupils on Grey Report.	Pupils catch-up with work missed during a period of absence.  Pupils on Grey Report complete a Reflection Form and may be directed to 1:1 support from a Pupil Mentor.  Following reflection and peer support, pupils complete school-based work.
Consequence	Pupils on Purple Report.	Pupils complete school-based work or work provided by the HoH or SLT Link.
Consequence +	Pupils on White Report.  Pupils identified as a serious behavioural concern as agreed by the HoH and SLT Link.	Pupils complete school-based work or work provided by the HoH or SLT Link.

### 7.53 House Detentions and Pupil Work

Pupils must have work to complete during House detentions e.g. homework, outstanding classwork, catch-up work, and/or appropriate work provided by the member of staff undertaking the detention. Pupils who do not undertake work and/or disrupt the detention should be issued with another (comparable in length) detention in the first available slot.

House detentions should **not** act as a replacement for curriculum detentions. Curriculum sanctions should be issued in line with section 6.2. Where House detentions have already been set by the HoH, they should exercise discretion to move a detention(s) so that curriculum detentions take precedence. In the case of Year 11 pupils, with the agreement of the classroom teacher and/or HoD, pupils can serve their House detentions within curriculum departments.

Homework Club should **not** act as a replacement for House detentions. However, there are occasions where pupils with identified SEND would benefit from attending Homework Club. In these instances, where appropriate and with the agreement of the HoH and SENCO, House detentions can be served within Homework Club



## **7.6 Pastoral Supervision and Support**

Pastoral supervision is where a pupil is brought under the direct supervision of their HoH or SLT Link.

A pupil may be in pastoral supervision for the following reasons:

- A uniform infringement.
- A persistent breach of discipline.
- A serious breach of discipline.
- An act of gross misconduct.

During pastoral supervision a pupil completes curriculum work provided by their subject teacher or the HoD. Some time may also be allocated to discuss the reasons that lead to supervision and how this can be avoided in the future.

Pupils in pastoral supervision are required to attend detention (refer to section 6.53).

The length of time a pupil is in pastoral supervision depends on the reason for its imposition. In the case of a uniform infringement, once the infringement has been corrected, the pupil is permitted to return to lessons.

In the case of a breach of discipline, the length of pastoral supervision will be that required to facilitate improvement with the HoH proactively looking for opportunities to integrate the pupil back into normal lessons. In the case of gross misconduct, the length of pastoral supervision is covered in section 1.12.

During pastoral supervision, the HoH and SLT Link will actively look for opportunities to support the pupil. This may include one or more of the following:

- A targeted discussion with the pupil.
- A phone call and/or meeting with the parent and/or other external parties working with the pupil/family.
- Consideration of other appropriate support e.g. off-site provision.

## 8.0 Misconduct and Gross Misconduct

For any member of staff to successfully undertake their role inside the Academy they must be fully conversant with what constitutes misconduct and gross misconduct.

### 8.1 Level 1: Breach of Discipline

- Failure to comply with Academy rules concerning classwork, punctuality, homework, equipment and uniform.
- General distractive or disruptive influence in class.

*Level 1 should be dealt with by the classroom teacher. The HoD may provide additional verbal support and/or place the pupil on a subject report with associated subject sanctions.*

### 8.2 Level 2: Serious Breach of Discipline

- Persistent failure to comply with Academy rules concerning classwork, punctuality, homework, equipment or uniform.
- Failure to comply with reasonable instructions from a member of staff.
- Deliberately walking away from a member of staff.
- Bullying.

*Level 2 should be dealt with initially by the classroom teacher, supported by the relevant HoD. The HoH should also be involved at this stage and be monitoring the pupil on a pastoral report. In this instance, the curriculum and pastoral lines should be working collaboratively to resolve the problem.*

### 8.3 Level 3: Gross Misconduct

- Assault on a pupil or member of staff.
- Affray.
- The use of abusive/offensive language directed at a member of staff.
- Making a malicious allegation against a member of staff.
- Persistent and defiant misbehaviour.
- The use of racist, homophobic, transphobic (or any other prejudice-based behaviour relating LGBT) language directed towards a member of staff or pupil.
- The use of threatening or intimidating behaviour towards a member of staff or pupil.
- Harmful sexual behaviour (HSB).
- Possession of an offensive weapon - [DfE Offensive Weapons Guidance](#).
- Possession and/or dealing an illegal drug.
- Reckless endangerment.
- Criminal damage.
- Theft.

*Level 3 may initially involve the HoD, however, at this level, the HoH and SLT Link will largely work independently of curriculum lines to resolve the problem. Incidents will be referred to the Principal who will judge whether they have reached the threshold for exclusion.*

**The above lists are neither exclusive nor exhaustive and there may be examples which do not appear above, but may nevertheless be the subject of disciplinary action, including exclusion.**

## **9.0 Pastoral Intervention and Support Plan (PISP)**

A Pastoral Intervention and Support Plan (PISP) is a school-based measure used when a pupil's behaviour declines rapidly and/or they may be at risk of a suspension; or when a pupil is subject to a one or more suspensions.

The purpose of a PISP is to proactively intervene to achieve recognition and acceptance from the pupil that their behaviour has reached a critical threshold and to agree and organise access to a range of support. The PISP is produced by the Head of House and discussed with the pupil and parents during a return from suspension meeting and/or other appropriate meeting as required.

Initially, the PISP should be reviewed every two weeks up to a maximum of 16 weeks. In some instances, the PISP may be extended beyond 16 weeks, depending on the level of intervention and support required. All PISPs will be reviewed at the end of the academic year and a decision made by the Senior Leader responsible for Expectations and Standards as to whether further support is appropriate.

A record of PISPs is recorded in the Behaviour Log which the Senior Leader responsible for Expectations and Standards oversees and monitors.

