

STOCKSBRIDGE HIGH SCHOOL



Behaviour Policy 2020-21

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| Responsibility | Associate Assistant Headteacher |
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Contents

| | |
|--|----|
| 1. INTRODUCTION & PURPOSE | 3 |
| 2. REWARDS POLICY..... | 4 |
| 3. ATTITUDE & EQUIPMENT FOR LEARNING | 5 |
| 4. SANCTIONS & CONSEQUENCES | 6 |
| 5. PERMANENT EXCLUSION | 16 |
| 6. THE SCHOOL’S POWER TO SEARCH A STUDENT | 18 |
| 7. USE OF REASONABLE FORCE..... | 19 |
| 8. DISCIPLINE BEYOND THE SCHOOL GATES/GROUNDS..... | 20 |
| 9. BUS BEHAVIOUR | 20 |
| EQUALITY IMPACT AUDIT AND ACTION PLAN | 21 |
| Appendices | 22 |

Glossary:

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| SIMS | School Information and Monitoring System |
| PL | Phase Leader |
| PM | Pastoral Manager |
| SENDCO | Special Educational Needs & Disability |
| LA | Local Authority |
| GDP | Governors Disciplinary Panel |
| AIR | Achievement, Improvement, Response |

1. INTRODUCTION & PURPOSE

1.1 WHOLE SCHOOL VISION: BELIEVE, ACHIEVE, SUCCEED

As a School, we believe that students need a safe, secure and orderly environment in which to achieve their full potential, both academically and socially. We aim to create this environment by having a clear structure of expectations in which students can learn and teachers can teach. The Behaviour Policy at Stocksbridge High School is intended to actively contribute to the development and maintenance of an excellent climate for learning, good behaviour and our positive ethos of Believe, Achieve, Succeed. All members of the school community are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. Our values underpin our behaviour policy and are brought to life in all areas of our organisation:

- Be positive
- Be caring
- Be courageous
- Be reflective

To underline these values, rewards are central to the system, but when students fall below our high expectations, a clear system of sanction is in place. This behaviour policy is designed to encourage students to make the right choices and to reinforce choices through praise and rewards. However, poor behaviour and low level disruption will not be tolerated as it threatens the rights of all young people to have an effective education.

We recognise that the vast majority of students are well behaved, co-operative and responsible and the heart of our policy is Consequence Room on recognising and rewarding good and responsible behaviour. The School's rules, expectations and sanction/reward systems are displayed in every room and provide a clear explanation of our expectations and how, if they are met, students will be reward, or, if they are not, how sanction will be applied.

A basic set of expectations are in place for all students within the School:

- Arrive on time and to lessons punctually
- Be prepared and ready to learn
- Wear School uniform correctly
- Be polite, courteous and friendly to all members of the School
- Follow the School rules and comply with reasonable requests or instructions made by staff on the first time of asking
- Have regard for their own health and safety and that of others
- Show respect to the School environment and building
- Do not leave the School site without prior permission

1.2 AIMS

The aims of this policy are therefore as follows:

- To encourage adherence to an agreed set of principles of behaviour by all staff and students.
- To support effective teaching and learning in an atmosphere of mutual respect.
- To support positive behaviour on the journey to and from school.
- To support positive behaviour during break/lunch times and during lessonchange over.
- To develop a culture of respect both within school and in the wider community.

1.3 DISABILITY

Where the misbehaviour of children is related to an emotional or physical disability, the governors expect that the SENDCO/ Phase Leaders / Pastoral Managers will make all relevant staff aware of these students' needs and that they will provide information on how best to approach any behaviour issues. The SENDCO, Phase Leaders, Pastoral Managers and Leadership will make reasonable adjustments to the Behaviour System to enable those children to be included

within the school community. The school will work closely to the principle that we will make reasonable adjustments, but not exceptions.

This will include:

Ensuring that staff have had information/ training in the nature of disabilities, and how they should treat children with disabilities which could impact on behaviour;
Ensuring that staff are aware of any children with such disabilities;
Ensuring that help is sought from the LA to enable the school to make reasonable adjustments;
Ensuring that school resources are committed to assist in making reasonable adjustments to the Behaviour System.
Making reasonable adjustments to the school's organisation of the timetable for particular students.

2. REWARDS POLICY

Praise and rewards have a considerable role within school. Students receive recognition for their positive contributions to the life of the school, for example, sound academic work and effort, good behaviour and adherence to the schools' policies and expectations. It is expected that good standards of behaviour will be encouraged through the consistent application of the Behaviour System, supported by a balanced combination of rewards and consequences within the whole school ethos. It is important to develop and maintain consistency in the application of the rewards systems in place.

2.1 AIMS

To develop a consistent pattern of rewards, which are known, understood and agreed by all
To support the Behaviour System by showing the benefits of working positively in the school environment
To make rewards more visible both inside of the classroom and around school.
To reward students in line with our school values and encourage them to be:

- Positive
- Caring
- Courageous
- Reflective

2.2 IMPLEMENTATION

On a lesson by lesson basis, students' positive achievements will be recognised through awarding of achievement points which should be recorded on SIMS by staff. They recognise excellent performance and participation. All teaching and non-teaching staff will operate within this system.

This may be achieved in the following ways:

- Rewards should be awarded consistently by all staff, to all students, for the same actions
- Rewards should be awarded for academic achievement, attendance/punctuality, improved values, behaviour, progress and participation.
- General praise and encouragement in lessons should be used as much as possible.
- The Leadership Team, Support Staff, Phase Leaders, Pastoral Managers or Form Tutor are encouraged to visit classrooms and other areas (e.g. Breakouts, outdoor areas) to provide further verbal or written praise to individuals/groups.
- Examples of formal rewards which staff are encouraged to use for academic achievement, attendance/punctuality, improved behaviour/progress and worthiness of effort include:
- Rewards assemblies which recognise success of differing kinds in assemblies. Certificates and rewards being presented at these times.
- Parental contact made weekly for students who have shown a consistently positive approach that week.
- Students' work displayed wherever possible to celebrate achievement. e.g. classrooms, on display boards around school.

- Departmental postcards or letters and phone calls to parents/carers are used to celebrate and recognise a wide variety of academic and non-academic achievements in outside of the school community.
- Phase Leaders / Pastoral Managers Notice Board, Department Notice Boards, and other identified display areas in and around school further celebrate and share students' achievements and positive contributions.
- House competitions and awards which provide a sense of community and shared success/celebration.

Each lesson, the teacher will give out a PROUD card to one student in the class. This will signify that the teacher believes the student has gone beyond in at least one of the following areas:

| | Positive | Caring | Courageous | Reflective |
|----------------------------------|--|---|---|---|
| Examples of classroom behaviours | Resilience throughout task Politeness Excellent work ethic | Helping other students Great presentation of work Helping the teacher | Answering questions Sharing work in front of class Presenting or speaking in group work | Responding well to feedback (verbal or written) Responding positively to a behaviour reminder Completing a self/peer evaluation |

The card is handed to the student. The student will post the card into the year team box. Each week, a draw will take place in assembly and students are rewarded for the achievement. Students are encouraged to keep their slips to show parents and receive rewards for a high number of slips. The teacher will log this on SIMS and will award the student with 3 achievement points.

Staff are required to log achievement points each lesson. To ensure consistency, teachers should aim to distribute no more than 10 achievement points per lesson.

2.3 CORRIDOR REWARDS

Students will be rewarded with PROUD slips for good behaviour on the corridors or during lunchtime. Praise slips can be handed out by all staff at lunch time. They can be awarded for:

- Picking up litter
- Helping other students
- Helping staff
- Standing up to negative behaviour
- Doing revision tasks at break/lunch

3. ATTITUDE & EQUIPMENT FOR LEARNING

Stocksbridge High School is a school where positive behaviour for learning takes place as a result of all students and staff following these expectations:

Students:

All students will be expected to adhere to the same non-negotiable learning expectations in every lesson:

- Enter the room quietly, calmly, sensibly and respectfully; as set out in the Climate & Culture for Learning Expectations in Appendix 5
- Answer the register politely, responding "Yes Sir" or "Yes Miss" when their name is called.
- Follow instructions first time, every time.
- Stand behind chairs before being asked to sit down by the teacher and before they leave the room.
- Have their planner at all times in lesson.
- Open their planner to the correct date after sitting down.
- Have correct equipment for each lesson (eg a pen, pencil, ruler and calculator when in Maths), which is placed on the table. Coats are removed and placed on the backs of chairs and bags are placed on the floor.

- Listen when the teacher is talking.
- Complete all tasks to the best of their ability.
- Be on task at all times.
- Behave in a way which allows all students in the class to achieve.
- Leave the room wearing the correct uniform; with coats off unless it is the end of the day.

Teachers:

- Are ready at the door to greet students with a smile.
- Welcome students and check uniform upon entering the classroom.
- Ensure that students enter the room quietly, calmly, sensibly and respectfully and ask students to repeat the process if the entrance is not acceptable.
- A starter activity is on the board so that our students are immediately engaged and there is no lost learning time.
- Tackle lateness to lessons and deal with this by following the whole school policy.
- Accurately take the register within the first five minutes of the lesson and report any anomalies.
- Students are encouraged to use the toilets during break and lunchtime only, unless they have a toilet pass so that there is no lost learning time.
- Are consistent in application of rewards and consequences.

General points for staff and students around school:

- Speak politely to everyone
- Use a quiet voice – keep noise levels down and respect individuals’ personal space.
- Choose language which is friendly and polite.
- Offer to help others, especially visitors.
- Listen to others and expect to be listened to:
- Try to understand other people’s point of view.
- Be quiet when required.
- Be patient.
- Treat others with the respect you would expect yourself.
- Help keep the school environment a welcoming place:
- No eating or drinking in classrooms, breakout areas, corridors.
- Food and drink can only be consumed in designated areas.
- Keep classrooms, corridors and outside areas clean and tidy.
- Place any litter/waste in the bins provided around the school.
- Be respectful of displays, furniture and toilet areas.
- Move calmly around the school. Keep to the left of the corridors and stairs, being patient and safe in busy areas.

4. SANCTIONS & CONSEQUENCES

Students have the right to expect fair and consistently applied consequences for poor behaviour. Staff and students are all made aware of the consequence system in line with the behaviour policy. An appropriate consequence is one which is designed to put matters right and encourage future improvement in behaviour. It is therefore inappropriate to punish whole groups for the misdemeanours of a few, or to impose a consequence that is designed to humiliate or intimidate students. Staff will record instances of poor behaviour or attitude through the use of the SIMS behaviour management module.

4.1 AIMS

- To develop a consistent pattern of consequences, which are known, understood and agreed by all members of the school community.
- To reinforce our values of: Be positive, Be caring, Be courageous and Be reflective
- To develop a behaviour framework which allows all to succeed.

4.2 IMPLEMENTATION

Where a student has breached the schools' behaviour expectations, consequences become necessary. Staff should apply consequences according to the guidance provided in this policy and the Pastoral Handbook. Should this not prove to be effective and resolve the situation, this may be followed by a referral to the key staff in that students' pastoral support. These are: Form Tutor / Pastoral Manager / Phase Leader / SLT.

In class, application of the non-negotiable behaviour expectations should be consistent. If students do not meet these expectations, then the behaviour warning system should be applied. For students failing to comply with this, or for more serious incidents during lessons, the on-call system should be used:

4.3 STOCKSBRIDGE HIGH SCHOOL CONSEQUENCE SYSTEM:

Where classroom behaviour falls outside of what is acceptable, the following sanctions apply. These should be visually recorded on the Consequence Board in each classroom to enable SLT or Pastoral support to provide intervention during 'Every Lesson Counts' visits:

The consequence board records the following by the classroom teacher.

Reminder of expectations

Behaviour Warning 1: X added to behaviour warning 1 column. B1 recorded on SIMS

Behaviour Warning 2: B2 logged on SIMS, student waits outside classroom for restorative conversation between staff and student. Behaviour expectations re-iterated. Student re-integrated into classroom.

The third behaviour incident results in students being on-called and sent to the Consequence Room. Teacher to write a note in planner for student to present to the consequence room staff. 30 minute same day detention applied after school.

The table in section 4.4 provides an overview of the consequence system.

4.4 CONSEQUENCE SYSTEM OVERVIEW

| | |
|--------------------|--|
| Behaviour Reminder | <p>Every student in every lesson has a chance to improve their behaviour with a behaviour reminder. The teacher will write the students name on the consequence board and put an X in the “Behaviour Reminder” section.</p> <p>This may be for:</p> <ul style="list-style-type: none"> • Low level disruption in lessons • Not following basic classroom expectations • Not paying attention • Poor behaviour and low level disruption in a lesson • Not respecting other people in the room • Showing a lack of respect toward a member of staff • A lack of effort in the lesson • Lack of work completed |
| B1 | <p>Ignoring the behaviour reminder will result in the teacher escalating the sanction to a B1. The students name will be written on the consequence board and an X put next to their name in the Behaviour Warning 1 column. Teacher adds a B1 log to SIMs.</p> <p>This may be for:</p> <ul style="list-style-type: none"> • Repeated poor behaviour in a lesson. • Showing a lack of respect for a member of staff. • A lack of effort throughout the lesson. • A lack of work completed in the lesson. • Inappropriate comments. • Defiance. |
| B2 | <p>Ignoring the B1 will result in the teacher escalating the sanction to a B2. An additional X will be put next to the students name on the consequence board. They will be asked to leave the classroom before being re-integrated back into the classroom by the teacher. The teacher will log the incident on SIMS at the earliest opportunity.</p> <p>This may be for:</p> <ul style="list-style-type: none"> • Persistent and repeated poor behaviour in a lesson. • Showing a lack of respect for a member of staff. • A lack of effort throughout the lesson. • A lack of work completed in the lesson. • Inappropriate comments. • Defiance. |

| | |
|----|--|
| B3 | <p>Ignoring the B2 will result in you being given a B3 sanction. At this point you will be removed from the classroom and sent to CONSEQUENCE ROOM to complete the lesson.</p> <p>Your teacher will record this on SIMS.</p> <p>In the consequence room the member of staff will remind you of the afterschool detention and write it in the planner.</p> <p>You must attend the 30-minute same day school detention.</p> <p>This is a serious sanction.</p> <p>Failure to attend will result in internal isolation and a repeat of the detention.</p> <p>Your Pastoral Manager will inform your parents/carers by text at this stage.</p> <p>Students who receive more than one B3 in one day will be removed from lessons and will spend the rest of the day in Consequence Room and still serve the afterschool detention.</p> <p>This may be for:</p> <ul style="list-style-type: none">• Continued and persistent poor behaviour in a lesson.• Serious lack of respect for a member of staff• Serious lack of effort in lessons.• Extremely poor behaviour around the School Building. <p>Immediate B3 detention for the following:</p> <ul style="list-style-type: none">• Health & safety risk.• Smoking.• Littering or failing to put litter in the bin.• Lateness to lessons by 5 minutes.• Missing equipment.• Uniform violation.• Refusing a reasonable request from a member of staff |
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| <p>B4 Internal Exclusion (IE)</p> | <p>Internal Exclusion is a very serious sanction and results in a day in the consequence room.</p> <p>It runs at the same time as a normal day, but you will be isolated away from the whole school community.</p> <p>You will work in the CONSEQUENCE ROOM for the entire day, be brought your lunch, and will need to hand over your bag, your mobile phone, and your coat as you arrive. Poor behaviour or lack of work completed in CONSEQUENCE ROOM will result in a fixed term exclusion.</p> <p>This may be for:</p> <ul style="list-style-type: none"> • Verbal abuse of others. • Persistent lack of respect for staff & students • Persistent lack of effort and poor behaviour in lessons. • Persistently poor behaviour around the School. • 2 B3 on calls in a day • 3 B3 on calls in a week. • 10 behaviour points in a week. • Missing a B3 detention. Student will have to repeat their 30 minute Detention after spending the day in IE. <p>Immediate B4 IE will be issued for the following:</p> <ul style="list-style-type: none"> • Inappropriate language. • Graffiti around the school. • Truancy; more than 10 minutes late to lesson • Exam disruption. • Persistent smoking. • Persistent lateness. • Persistent uniform issues. • Serious health & safety risk. • Failure to attend B3 detention. • Bullying (online or offline). |
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| | |
|--|---|
| <p>B5 Fixed Term Exclusion (FTE)</p> | <p>A fixed term exclusion is the most serious sanction that can be given, before permanent exclusion.</p> <p>You will be banned from school grounds for the length of your exclusion, and will be given work which must be completed at home.</p> <p>This may be for:</p> <ul style="list-style-type: none"> • Swearing at or about a member of staff. • Verbal abuse of others. • Persistent lack of respect for staff & students • Persistent lack of effort and poor behaviour in lessons. • Persistently poor behaviour around the School. • 2 X B4 IE in a week. <p>Immediate B5 FTE may be given for the following:</p> <ul style="list-style-type: none"> • External Truancy • Graffiti around the School. • Persistent truancy • Exam disruption. • Persistent smoking. • Persistent uniform issues. • Serious health & safety risk. • Failure to attend B3 detention. • Bullying (online or offline). |
| <p>B6 Permanent Exclusion</p> | <p>A permanent exclusion is the School's last resort and is exceptionally rare. It means you will never be allowed to return to the School after the exclusion has been decided upon.</p> <p>This may be for:</p> <ul style="list-style-type: none"> • Persistent and repeated breaches of the behaviour policy or any serious incident which threatens the safety of others to include: • A combination of behaviour which shows no sign of changing. • Illegal drugs/alcohol/weapons being brought into the School. • Behaviour which poses a risk to other members of the School |

When a student is removed from the classroom, they should not be outside the classroom for more than 3 minutes. Under no circumstances should the student be stood outside the classroom for more than 5 minutes.

If the consequences, strategies and targets put in place at this level have no effect, another member of the Senior Leadership Team will become involved. A referral to external agencies may be considered appropriate at this stage. If there is a serious breach or persistent breaches of the school rules and policies, students will be referred to the Governors' Disciplinary Panel (GDP) which will meet each half-term. The GDP will also review reports prepared by Phase Leaders /Pastoral Managers and may interview any students who are causing concerns regarding their behaviour and attitude. The GDP could also ask the parents/carers of students causing concern to come into school for a meeting to discuss concerns and find solutions.

When staff do use the Consequences System they record incidents and action taken using SIMS. Form Tutors, Pastoral managers and Phase Leaders can use this data to track students' behaviour and intervene accordingly.

4.5 INVOLVEMENT OF PARENTS/CARERS

Parents/Carers will be contacted, wherever possible, when consequences are applied. This may be through text, notes in the student planner, telephone or emails home. When necessary Phase Leaders or Pastoral Managers may make a home visit to support communication. Individual staff should always check SIMS before contacting parents to ensure that contact is appropriate and approved.

Parents/Carers are also encouraged to communicate with Subject and Form Teachers using the Student Planner, email or telephone. The school's expectations and policies are explained to parents/carers before their child/children start at the school at the Y6 Open Evening (or at an admission meeting if during the year). There are Parents' Evenings for each year group in school over the course of the academic year. All parents/carers are invited to attend these.

Should a parent/carer have any concerns they are advised to contact their child's class teacher, form tutor or subject teacher in the first instance.

4.6 CORRIDORS AND BEHAVIOUR IN AND AROUND THE SCHOOL BUILDING

When a student is found to be behaving poorly on a corridor, or around the school building/grounds an appropriate sanction will be given. If a student is doing any of the following, a 30-minute same day detention can be given in line with the consequence policy:

- Running on corridors
- Shouting or screaming
- Swearing
- Persistent uniform issues
- Wearing of coats or jackets in the School
- Fizzy/energy drinks
- Refusing to follow instructions
- Rudeness to staff
- Not lining up appropriately outside a classroom.

Lunchtime supervisors and staff around school will issue detention slips for poor behaviour in social time. If issued with a slip, students will complete a 30 minute next day detention. Staff will give students a detention slip and put the duplicate in the behaviour box which will be located in reception. Students will be reminded to attend their detention in form time.

If a student refuses to take a detention slip, the slip will be placed in their form tutors pigeon hole. This will escalate the consequence to a B4 and being placed in isolation.

SUPERVISED LUNCH

If a student persistently fails to behave appropriately in social times, they will be placed in the consequence room. Students can only be placed in supervised lunches by a member of the pastoral team or SLT.

Punctuality

Students should be in school for 8:45. If a student is late to school, they will be issued with a detention notice upon arrival to school. They will be expected to complete a 10 minute same day break time detention as a consequence in W1. If the student does not turn up to break time detention, they will be placed in a 30 minute after school Detention.

4.7 CONSEQUENCE ROOM

Internal Exclusion is an extremely serious sanction. The consequence room has a functional and purposeful environment with a bank of work which covers every curriculum area for KS3 students; for KS4 students, teachers will provide the work that the student misses.

Students will be 'isolated' in the fullest sense of the word. All unstructured time will be spent in the CONSEQUENCE ROOM – the Internal Exclusion room. The room will be fully supervised by a member of the pastoral team at all times.

The duration of the day in the Internal Exclusion Room will be from 8.50am-3.30pm. All students who are placed in Consequence Room must bring their set books and equipment for that day.

If a student does not meet the behavioural expectations of a session in CONSEQUENCE ROOM, then he/she will receive a one day fixed term exclusion, and will then repeat his/her day in there.

The following lists the warning system in place in Consequence Room:

Reminder. All students are reminded of the expectations as they enter consequence room. The students name will be placed on the consequence board.

B1

Further poor behaviour – a reminder of the consequences for not meeting Internal Exclusion expectations is FTE

B2

Explicit reminder that two further issues will result in being excluded and restarting the day of Internal Exclusion the following day

SLT B3

SLT warning – final opportunity to comply before FTE

Fixed term exclusion

Completes the day on a fixed term exclusion and restarts day in Internal Exclusion the following day

4.8 DETENTIONS

Detentions for poor behaviour will take place after school. Classroom teachers, members of the pastoral team and/or SLT, will staff them.

After -school detentions will take place in W1. Details of how detentions are run can be found in the pastoral handbook.

Late detentions will take place at break time and will last for 10 minutes. Late detentions will take place in W1.

4.9 FIXED TERM EXCLUSIONS

A decision to exclude a student will be taken only:

In response to serious breaches of the School's behaviour policy

If allowing the student to remain in the School would seriously harm the education or welfare of others in the School.

Length of fixed term exclusions

We will always attempt to ensure that fixed term exclusions are for the shortest time necessary and will follow DfE guidelines which suggest that a period of 1 – 5 days is often long enough to secure the benefits of exclusion without adverse educational consequences.

The School will:

- Inform parents/carers of their responsibility to ensure that their child is not present in a public place in School hours during the first five days of any fixed term exclusion.
- Provide a pack of work to be completed at home and ensure that work completed while excluded is marked in accordance with the SHS marking and feedback policy.
- Provide full-time education (off-site) from the 6th day of any period of fixed term exclusion of 6 days or longer, where an investigation is not underway to recommend permanent exclusion of the student.
- Work in partnership to improve behaviour.
- Arrange a reintegration meeting following the expiry of a fixed term exclusion.
- Liaise with and inform the police where any criminal offence has taken place, alongside contacting any other relevant agencies: Youth Offending Team, Anti-Social Behaviour Unit, Social Worker

4.10 FORMAL WARNINGS

The Headteacher may, in certain circumstances, wish to give formal warnings to students, Consequence Room around their conduct. These can include:

Verbal warning

A recorded sanction registering displeasure with behaviour or patterns of behaviour

First written warning

A further sanction which is in place to further indicate the severity of poor behaviour

Final written warning

A final warning before permanent exclusion is a distinct possibility. Referral to the Board of Governors

4.11 QRS – QUICK RESPONSE SHEET

The QRS is a means of centralising behavioural information from across the School for a specific student. These can be used to plan interventions, give evidence for cases, or provide information to ensure the best provision for a student. When these are sent out by a member of the Pastoral Team, they should be completed promptly (within 72 hours).

4.12 STUDENT TRACKER & OTHER INTERVENTIONS – CHANGE TO SHS TERMINOLOGY

A 'Student Tracker' Report Card system is in place in School in order to monitor, in conjunction with parents/carers, students' behaviour. Where a negative pattern of behaviour is appearing, students will work in collaboration with their Pastoral Manager to focus on key behavioural issues, and to amend these in a period of time. Specific focus areas will be applied, and these will be monitored on a daily basis. Regular parental contact is key, and should the need arise and severity increase, students will begin to report to a member of SLT. Persistent refusal to engage with the system will result in sanctions being applied.

- Dept. report
- PM/PL report
- Parental warning letter

4.13 PARTIAL TIMETABLES

In extreme circumstances partial timetables may also be deemed appropriate for students. This is a time limited intervention that will be agreed in advance with parents/carers and reviewed regularly. The local authority will always be notified of any partial timetables explaining the reason. The School will record all partial timetables and these will be signed in agreement with parents / carers.

A range of other interventions, reasonable adjustments and support may be discussed with parents and implemented to address the needs of the individual child and attempt to improve their behaviour and engagement.

The graduated response to exclusions can be found on the next page.

| Number of exclusions | Action | Actioned by |
|---|--|---------------------------------------|
| First exclusion | Parents contacted. Reintegration meeting with Phase Leader & Pastoral Manager. Student on report to Pastoral Manager Relevant reasonable adjustments established. | Pastoral Manager |
| Second exclusion | Parents contacted. Reintegration meeting with Phase Leader & Pastoral Manager. Student on report to Pastoral Manager Relevant reasonable adjustments established. | Pastoral Manager |
| Third exclusion | Parents contacted. Reintegration meeting with Phase Leader & Assoc. AH Student on report to Phase Leader Relevant reasonable adjustments established <u>Verbal Governors' Disciplinary Panel warning</u> | Phase Leader |
| Fourth Exclusion | Parents contacted. Reintegration meeting with Phase Leader, Assoc. AH, Deputy Head Student on report to Assoc. Assistant Head Relevant reasonable adjustments established <u>Written Governors' Disciplinary Panel warning</u> | Phase Leader |
| Fifth Exclusion | Parents contacted. Reintegration meeting with Phase Leader, Assoc. AH & Deputy Head Student on report to Assoc. Assistant Head Relevant reasonable adjustments established <u>Governors' Disciplinary Panel Hearing</u> | Phase Leader Assoc. Assistant Head |
| 15 excluded days or at other times when considered necessary by the Headteacher | Parents contacted. Reintegration meeting with Assoc. AH & Head teacher Student on report to Deputy Head Relevant reasonable adjustments established <u>Governors' Disciplinary Panel Hearing</u> | Phase Leader Assoc. Assistant Head |
| 3 periods of 5 days exclusions or 15 days in one term | Parents contacted. Reintegration meeting with Assoc. AH, Head teacher Student on report to Deputy Head Relevant reasonable adjustments established <u>Governors' Disciplinary Panel Hearing</u> | Phase Leader Assoc. Assistant Head |

5. PERMANENT EXCLUSION

The Governors of Stocksbridge High School have stated that they consider that the use of the Headteacher's power to recommend permanent exclusion from the School to be essential for the purposes of establishing and maintaining good order and discipline. They believe that its use should be reasonable and proportionate. Within these limits they support the Headteacher in using his/her discretion in the exercise of these powers.

Permanent Exclusion will be reserved for offences that will have a seriously damaging effect on the life of the School, the well-being of other students or staff or seriously and persistently interfere with teaching and learning in the School. This can include but is not limited to:

- Serious violence which creates fear and anxiety among staff or students
- Possession of an offensive weapon on the School site
- Dealing in drugs on the college site
- Persistent defiance of School authority or disruption of teaching and learning
- Persistent bullying, harassment or abuse (as above)

A decision to exclude a child permanently is a serious one. It will usually be the final step in our process for dealing with disciplinary offences and will usually follow a wide range of other strategies, which have been tried without success. It is an acknowledgement by the Head Teacher that all available strategies have been exhausted for dealing with the student and is normally only used as a last resort.

There may however be exceptional circumstances where, in the Head Teacher's judgement it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

In this instance, the School will inform parents/carers as a matter of urgency.

5.1 GOVERNORS' ROLE WITHIN PERMANENT EXCLUSIONS

A Governor's role within the process of a permanent exclusion is vital. Governors must:

- Ensure that they are available for the hearing at the relevant time
- Ask for any further information they may require that is not included in the initial bundle
- Ensure that all relevant documentation is read and that probing questions for the School's Headteacher are asked
- Make the final decision around whether a Headteacher's recommendation to permanently exclude should be upheld
- Take the lead in an Independent Review Panel, should the permanent exclusion be upheld in the first instance, and parents/carers appeal the decision

Additional exclusions

Fixed term exclusions may not be modified within the term of that exclusion. However, further exclusions (up to and including permanent) may be put into place upon the conclusion of an initial exclusion when: New evidence has come to light in an investigation in the period of the initial exclusion. In this instance, the excluded student will be given the opportunity to respond to it before the following exclusion is processed or a permanent is put in place. The student has also been reported to the police and the result of that investigation provides additional evidence to the School.

Reasonable adjustments for SEND students

Where a student's SEND need has the potential to make them more at risk of exclusion, additional work to attempt to reduce this risk will be completed with the student. This could be:

- Pastoral Team Support
- Anger management intervention
- Offsite alternative provision
- Behavioural psychologist intervention
- Life coaching intervention
- External services referral
- MINT profile implementation
- My Plan implementation
- Educational Psychologist assessment
- Cognitive and behavioural assessments and observations by the SEND team

For students with an EHCP, wherever possible, alternatives to permanent exclusion will be explored in conjunction with the LA's SENACT team which could include the above support, or an alternative provision, should need not be being met at SHS.

5.2 PROCESS

Investigation

The investigation will not be undertaken by the person who will decide on exclusion unless circumstances dictate this:

- Witness statements will be recorded, signed and dated.
- Anonymity will not be promised unless this is the only way to obtain a statement. The statement will be signed and dated in the normal way but the name will be withheld. It is important that all parties recognise that less reliance can be placed on anonymous statements.
- The person accused of any offence will be given the opportunity to give his/her own side of the story and respond to statements made by others. It is not necessary that there is a face-to-face confrontation.

Decision

The decision to exclude will only be taken by the Headteacher or, in his/her absence, the next most senior member of the Leadership Team. The decision will be taken on all the evidence available at the time. The decision will be taken on the balance of probability. Where the offence alleged is a criminal act the standard of proof will be that it is 'distinctly more probable than not' that the student committed it.

Informing

The following will be communicated without delay by student post; and/or letter and telephone message as appropriate:

- The parent/carer of the student
- The Chair of Governors
- The Local Authority Exclusions Team

If an exclusion will prevent a student from taking a public examination then the Chair of Governors will be informed immediately so that s/he can review the decision or convene a meeting of the Disciplinary Committee before the examination takes place.

Work for Excluded Students

Members of staff who teach excluded students will provide work for these students to do at home and make it available as instructed by the Head of Year for those students. This will be marked by SHS staff when returned to the School.

The Head Teacher will inform the Local Authority of the decision to permanently exclude a student. The Local Authority will make provision for the full-time education of students from the 6th day of exclusion.

Governors Discipline Committee

The Governor Disciplinary Panel will be convened in accordance with current regulations by the Clerk to the Governors. It will be clerked and advised by the Clerk to Governors or a person with experience in clerking such meetings. The Clerk will ensure that all members of the Committee are reminded of the legal framework for their hearing. The conduct of the meeting will be in the hands of the Chair of the Committee, in accordance with the rule of natural justice and having regard to any, and most recent, guidance issued by the Secretary of State. The decision whether to uphold the Headteacher to permanently exclude or to re-instate the child will be taken by the Governor Disciplinary Panel permanent exclusion panel after all parties have had the opportunity to state their case and respond to the point put by other parties.

Reintegration

Students returning to the School after a decision has been taken to reinstate the student, rather than uphold the Headteacher's decision to permanently exclude, exclusion will be subject to a reintegration procedure organised by a member of SLT. This will normally involve the parents and a member of the Senior Leadership Team. The parent and student will be invited to a meeting to discuss the reintegration into School life.

A student who is returned to the School by the Independent Appeals Panel but who is regarded as presenting a threat to the good order and discipline of the School or to members of the School community may be kept in Internal Exclusion until such time as it is thought appropriate to make a phased return into the School proper.

6. THE SCHOOL'S POWER TO SEARCH A STUDENT

There may be occasions where the School has to execute its power to search a student. The School doesn't need a student's consent to search them if they think the student has prohibited items, including:

- weapons, eg knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

If found these items will be confiscated.

Two members of staff must always be present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as the student. If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

Staff can undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. A member of SLT must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

A student's possessions will only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it will be passed to the police.

Where the person conducting a search finds alcohol, they will dispose of it and will not be returned to the student.

If controlled drugs are found, these will be delivered to the police as soon as possible. Where a member of staff finds other substances which are not believed to be controlled drugs these will be confiscated if they are deemed to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if it is deemed that there is a good reason to do so.

Where a member of staff finds tobacco or cigarette papers they will retain or dispose of them and they will not be returned to the student.

Fireworks found as a result of a search will be retained or disposed of and will not be returned to the student.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it will be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device will be deleted unless it is deemed necessary to pass them to the police.

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police, retained or disposed of. The item will not be returned to the student.

Where a member of staff finds an item which is banned under the school rules they will take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of an offence will be passed to the police as soon as possible.

7. USE OF REASONABLE FORCE

Where students' behaviour or conduct is potentially harmful to themselves or others, all staff in schools have the right to use reasonable force in order to protect themselves and others.

Reasonable force will be used to:

- Control – Blocking a student's path or leading by the arm away from a situation
- Force – Breaking up a fight or guiding a student to safety
- Restraint – Holding back physically to bring a student under control in crisis

Use of reasonable force will be:

- Proportionate
- Necessary
- Reasonable
- In the student's best interests

A number of staff in higher risk areas of SHS – The ASC Provision, SLT, SEND staff – who are more likely to come into contact with students who may go into a crisis situation are certified in Team Teach training.

8. DISCIPLINE BEYOND THE SCHOOL GATES/GROUNDS

Behaviour of all students still falls under the School behaviour policy if they are travelling to and from school, and until they are back in the care of their parents/carers. Very high standards of behaviour are expected from all students during this time; especially if still wearing School uniform. Where bad behaviour occurs when a student is travelling to and from the School, the School reserves the right to issue a sanction under the Behaviour TOGETHER sanctions policy, or a fixed term exclusion or a permanent exclusion, particularly in relation to violent and public conduct. The full sanctions system will apply regardless of the type of incident.

Students should remain in full uniform when travelling to and from the School and must not be involved in any behaviour that could adversely affect the reputation of the School, the safety of its students or cause harm or distress to any member of the local community.

9. BUS BEHAVIOUR

Students must adhere to the following expectations whilst travelling on the school bus:

- All students will respect the bus and will not cause any damage to it
- All students must stay in their seats
- No student is allowed to smoke on the bus
- Students must not use abusive or inappropriate language to the driver or one another
- Students must not throw things about inside the bus or out of the window
- Students must behave appropriately at all times
- Students must have their fares ready before boarding the bus
- In the case of a breakdown, students must remain in the bus

Sanctions

Sanctions, in line with the School's behaviour Policy will be enforced for any students not meeting these expectations, but these may include:

- Parents/Bus Company informed
- Exclusion from the bus for a given period or permanently
- Detention given at lunchtime
- Detention given after school
- Any serious misconduct whilst the bus is on its journey, the bus driver will report to the nearest Police Station as a last resort
- Drivers will report to the Manager of the Bus Company.

EQUALITY IMPACT AUDIT AND ACTION PLAN

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.

Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.

Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:

Eliminate unlawful discrimination, harassment and victimization

Advance equality of opportunity

Foster good relations

| PROTECTED CHARACTERISTICS | | PLUS | NEUTRAL | MINUS | ACTION |
|---------------------------|--------------------------------|------|---------|-------|--------|
| 1 | Age | | x | | |
| 2 | Disability | x | | | |
| 3 | Gender Reassignment | | x | | |
| 4 | Marriage and Civil Partnership | | x | | |
| 5 | Pregnancy and Maternity | | x | | |
| 6 | Race | x | | | |
| 7 | Religion or Belief | x | | | |
| 8 | Gender | x | | | |
| 9 | Sexual Orientation | | x | | |
| Other | | | | | |

Appendices

Appendix 1

Uniform and Equipment requirements

Uniform

It is an expectation that all students must be in full school uniform, enabling them to be prepared for learning every day. Our belief is that the school uniform enables all students to enter lessons in a focused and organised way. By ensuring these rules are followed, school is putting all students in the right frame of mind for learning.

Uniform is available to order from Pinders Schoolwear either via their website www.pindersschoolwear.co.uk or via phone 0114 2513275.

- Students should wear formal black shoes.
- No nose or other facial piercings are permissible.
- No fake nails of any length are acceptable.
- Trainer style shoes are not permissible.

Full school uniform is classed as the following:

- Plain black, full-length polyester/cotton trousers. The trouser leg should be a straight tailored fit. Trousers must not have patch pockets or display any jean features such as rivet detail or jean stitches. Stretch material trousers are not acceptable.
- Other styles of trouser are not permissible. These include:
 - Leggings
 - Jeans
 - Chinos
 - Jeggings
 - Joggers
- Students may wish to wear a black knee length polyester or cotton skirt. Stretch material skirts are not acceptable. Tights should be tan coloured or black.
- Plain white shirt, buttoned fully to the neck. Long sleeved shirts must have sleeves rolled down and shirts must be tucked in at all times
- Relevant school house colour tie.
- Grey school jumper or cardigan with sleeves rolled down. This must be worn at all times on corridors, at break/lunch and during assembly. During lessons they may be removed and placed on at the end of the lesson). During warmer weather school will communicate to parents when students can stop wearing jumpers/cardigans. No personal jumpers are permitted.
- Belts must be plain black with a discreet buckle. No patterns on the belt or branded buckles are permissible.
- Students should wear formal black shoes or boots. No patterns, logos or decorative features are permissible. No trainers or pumps are permitted. Boots should be no more than ankle length and be covered by school trousers.
- Trainers worn for medical reasons should be plain black with no logos makes or patterns visible. Wearing trainers for medical reasons will only be authorised by the pastoral team and must be accompanied by medical evidence.

PE Kit - Students are expected to wear the following items of PE kit (All students must bring full kit even if they are unable to take part in a lesson):

- PE t-shirt – Black/Maroon (Initials added on the chest for £1 is optional)
- PE Hoody* – Maroon/Black (Initials added on the chest for £1 is optional)
*Hoody not compulsory for each lesson – but will be the only outdoor wear accepted in PE lessons
- Black shorts/tracksuit bottoms to be worn (no leggings)
- Trainers

Jewellery must be discreet and pupils will be asked to remove it for PE and aspects of Design and Technology for safety reasons. The following items are considered appropriate jewellery to be worn for school:

- One stud earring in each earlobe.
- Single neck chain (not worn outside of the shirt).
- One, small, plain ring.
- A watch

Students are not permitted the following items of jewellery:

- Any Facial piercings including; eyebrow, lip, nose, tongue etc.
- Industrial ear-piercing (bar crossing two parts of the ear)
- Any hooped earring
- No body piercings
- Students will be expected to remove such piercings during the school day. If students have piercings done during the academic year which do not comply, they will still be expected to remove these even if this means a risk of the piercing 'healing up'.

Hair - Haircuts must be in a natural colour and an appropriate style for school—no unnatural colours or shaved lines or patterns in hair.

Make-up - Make-up must be natural, and discreet. The following make up would be considered appropriate for school:

- Light Foundation
- Lightly applied mascara
- Lip balm

Students are not permitted to wear the following make-up:

- Lipstick
- Eye shadow
- Heavy blusher
- Fake eyelashes
- Fake nails

Headbands need to be:

- Plain (no pattern)
- School colours (Grey, black or maroon/burgundy)

Socks need to be:

- Plain black
- No ankle socks are permissible

Please contact us if you would like any advice on uniform or have questions regarding our uniform.

Full school uniform must be worn at all times while students are on the school site. This also includes before and after school hours. Students will be sanctioned in line with the school behaviour policy if they are on the school site in incorrect uniform at any time.

Equipment

It is expected that students have the following equipment with them:

- Planner
- Pencil case including the following:
 - Pencils
 - Pens (variety of colours)
 - Ruler
 - Rubber
- Reading book
- Maths equipment including:
 - Scientific calculator
 - Compass
 - Protractor

Appendix 2

Our Mission

All students will be challenged to build ambitious future plans. Working together we will develop their character, skills and capacity to make their ambitions a reality.

OUR VISION

Our vision is based upon the principles of 'Believe, Achieve, Succeed'

Believe

Students will have belief in their own potential. They make positive choices, can acknowledge and celebrate their successes and tackle obstacles to progress with hard work and determination.

Achieve

Students are challenged in every learning experience, every day to produce the highest quality work, through which they achieve their personal and academic goals.

Succeed

Successful students have high expectations of themselves and strive to meet these expectations every day.

OUR VALUES

Our values underpin all that we do as a school and are brought to life in all areas of our organisation.

Be positive

We will be positive in all that we do.

Be caring

We care for and support each other.

Be courageous

We make choices to enable us to succeed, even when those choices are difficult.

Be reflective

We consider the impact of our actions on ourselves and others.

OUR BELIEFS

We will celebrate the achievements of all members of our school community recognising that achievements are personal to each individual.

We will create an environment in which all members of our school value and enjoy learning.

We will work to remove barriers to learning for all our students.

We will do all that we can to ensure all members of our school community are safe and happy.

We will ensure that all learning experiences are of the highest possible quality.



Stocksbridge High School

PREPARED

I have all the equipment listed in my planner, including a pen, pencil, ruler and calculator.

I am Proud

RESILIENT

I make sure the presentation in my book maintains the highest standards.

ORGANISED

I keep my handwriting neat, my book tidy and the learning in my book organised. I cross out mistakes neatly with a single line.

UNDERLINE

I write down and underline with a ruler, the date, titles, and WALT if told to by the teacher.

DEDICATED

I dedicate time and effort to completing all work set to the best of my ability, I do not leave work unfinished.

Be Caring Be Courageous Be Reflective Be Positive Be Caring
Be Courageous Be Reflective Be Positive Be Caring Be Courageous Be
Be Positive Be Caring Be Courageous Be Reflective Be Positive
Be Courageous Be Reflective Be Positive Be Caring Be Courageous
Be Caring Be Courageous Be Reflective Be Positive



THE STOCKSBRIDGE STANDARD WAY

1. LESSON PURPOSE (WALT/GRADED WILF)

Lesson has a **clear focus** linked to LTP and department assessment ladders; **explicitly shared** with students and **referenced throughout** the lesson to drive progress, monitor and secure learning.

2. STARTER

Lesson has a swift start linked to new learning or retrieval of prior knowledge; ensuring student engagement, a purposeful start to lessons with no lost learning time.

3. DEVELOPMENT OF LEARNING

Lesson has a **range of strategies** used to develop student understanding of the WALT and demonstration or application of the WILF; including **Think Harder** and **Language for Learning**. Opportunities to **practice and apply** learning are given. Expectations of **classroom climate** ensure that tasks are undertaken purposefully and drive progress.

4. DIFFERENTIATION AND PERSONALISATION

Lesson will take into account the needs of all students informed by teacher knowledge of students; stretch and challenge should be applied for all, with use of SEND non-negotiables applied to support specific students.

5. ASSESSMENT FOR LEARNING

Lesson includes opportunities to **measure learning** through peer, self or teacher evaluation and **address misconceptions** to quickly close gaps; including **extended questioning** and **live marking**.

6. PLENARY

Lesson finishes with an opportunity to consolidate the learning, ensuring students are clear about progress linked to WILF and key skills/knowledge. This should form a key driver of the lesson and prepare students for future learning.

Be Positive Be Caring Be Courageous Be Reflective Be Caring Be Courageous Be Reflective Be Caring Be Positive Be Caring Be Courageous Be Reflective Be Caring Be Positive Be Caring Be Courageous Be Reflective



Stocksbridge High School

Learning Expectations

1 FOLLOW INSTRUCTIONS FIRST TIME, EVERY TIME

2 LISTEN WHEN THE TEACHER IS TALKING

3 COMPLETE ALL TASKS TO THE BEST OF YOUR ABILITY

4 ON TASK AT ALL TIMES

5 BEHAVE IN A WAY WHICH ALLOWS ALL OTHER STUDENTS IN THE CLASS TO ACHIEVE

Be Positive Be Caring Be Courageous Be Reflective Be Positive Be Caring
Be Courageous Be Reflective Be Positive Be Caring Be Courageous Be
Be Positive Be Caring Be Courageous Be Reflective Be Positive
Be Courageous Be Reflective Be Positive Be Caring Be Courageous



Stocksbridge High School

'Our Values are lived not laminated'

We demonstrate the school values in everything we do; modelling the behaviour, attitudes and language we expect to see in our classrooms.

The END of our lessons

Lock in learning

- Our teachers ensure we consolidate the learning, make progress visible to students and prepare them for future learning.

A tidy classroom

- Our classrooms are tidy, litter is in the bin, our whiteboards are clean, equipment, furniture and resources have been put away.

A calm and focussed exit

- Our students stand in silence behind their chairs and leave the room in a calm and orderly fashion once dismissed.
- Our teachers ensure students leave the room wearing the correct uniform; with coats off unless it is the end of the day.

A prompt finish

- Our teachers dismiss the class on the bell. Not early and not late.

The START of our lessons

A calm and focussed start

- Our students line up silently on the corridor in a single straight line.
- Our teachers are ready at the door to greet students with a smile.

A calm and orderly entrance

- Our teachers welcome students and check uniform upon entering the classroom.
- Our students enter the room calmly, sensibly and respectfully. They stand behind chairs before being asked to sit down by the teacher.

A ready to learn environment

- Our correct equipment for each lesson (eg a pen, pencil, ruler and calculator when in Maths) is placed on the table. Our coats are off and on backs of chairs, our bags are on the floor.
- Our starter activity is on the board and our students are immediately engaged – there is no lost learning time.
- Our teachers tackle lateness to lessons and deal with this by following the whole school policy.

A safe learning environment

- Our teachers accurately take the register within the first five minutes of the lesson and report any anomalies.
- Our students are encouraged to use the toilets during break and lunchtime only, unless they have a toilet pass – there is no lost learning time.

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Stocksbridge High School

Behaviour Warning System

1 REMINDER OF EXPECTATIONS
Teacher will remind you of lesson expectations
Name added to board and ✕ in reminder column

2 FIRST BEHAVIOUR WARNING
✕ added to behaviour warning 1 column

3 SECOND BEHAVIOUR WARNING
✕ added to behaviour warning 2 column
Student logged on SIMS and waits outside class
Student may be moved seats on return

4 ON-CALL LOGGED
Student sent to base

Be Positive Be Caring Be Courageous Be Reflective Be Positive Be Caring
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Be Positive Be Caring Be Courageous Be Reflective Be Positive
Be Courageous Be Reflective Be Positive Be Caring Be Courageous
Be Reflective Be Positive



Stocksbridge High School

Corridor Expectations



Walk on the left

Move calmly and quietly

Be polite and respectful to others

No eating or drinking on the corridor

Put litter in the bin