

The Avon Valley School and Performing Arts College



‘An inclusive Behaviour Policy’

Date of Policy: Revised June 2024

Review of Policy: September 2024

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Introduction

At The Avon Valley School we believe that every member of our school community should have an equal opportunity to achieve their personal best regardless of ability, race, gender, cultural or socio-economic background. As an inclusive community, our duty is to address the individual educational needs of all our students. Our aim is to instil in students the skills that are needed to be successful lifelong learners.

This policy sets out the framework of attitudes, values, behaviours and responsibilities that are expected from all of our school community. A climate of respect is integral to learning at Avon Valley, where positive relationships between all groups, empathy and tolerance are promoted.

Our approaches to engagement for learning will provide opportunities for all students to be successful and rewarded in different ways, as we strive to meet the needs of individuals.

Intent

- To reinforce the Core Values of the school
- By making the expectations of good behaviour explicit the school can create a positive atmosphere that supports effective learning
- Students learn more effectively when there is a sense of order and the behaviour around them is polite and respectful
- Students are encouraged to understand the advantages of good behaviour through positive reinforcement, strong role-modelling and affirmation using rewards and sanctions where necessary
- To embed the use of Restorative Practices within all aspects of our school life to develop and strengthen positive relationships
- To acknowledge and recognise extra-curricular successes and personal and social development

Implementation

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations throughout the school. Students are expected to show consideration to all members of the school community and engage with the expectations and the Core Values of the school as set out in this policy. All members of the school are to be aware of the principles of this policy and how all staff contribute to its successful implementation.



Our Core Values

Doing our best
Being proud of ourselves and our school
Behaving well and being honest
Showing respect and caring for each other
Getting involved

The Role of Students

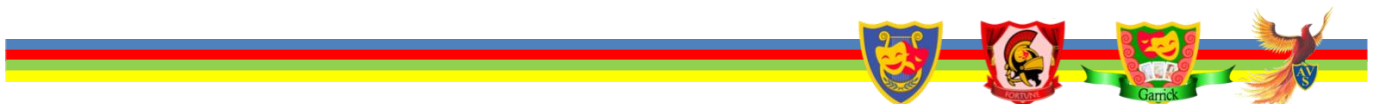
The following principles underpin this behaviour policy and are part of The Avon Valley Way Student Code of Conduct (**Appendix 1**) and the school's Uniform guidance.

Students are required to:

- Listen to members of staff and follow their instructions
- Contribute to a well ordered learning environment by working to the best of your ability in lessons
- Bring the correct equipment to school to help your learning
- Show respect to others by being polite and courteous to every member of the school community
- Respect each other's personal space and property
- Dress smartly in the school uniform
- Walk quietly and calmly around the school site
- Attend school every day, arriving on time
- Be the best that you can be

The **BASICS** are the building block of our school; our non-negotiables.

- Behaviour
- Attitude to Learning
- Standards
- Independence
- Consideration
- Self Respect



We expect all of our students to get the **BASICS** right.

Underpinning the **BASICS** is our desire for all students to enjoy school and be equipped with the skills and knowledge for life.

We want our students to understand both their rights and responsibilities and those of others, and to be compassionate and caring members of society.

The Role of Parents and Carers

Those with parental responsibility are asked to support the behaviour policy of the school, in line with the Home School Agreement and Core Values, by providing support for students at home, allowing them to continue to develop their learning effectively.

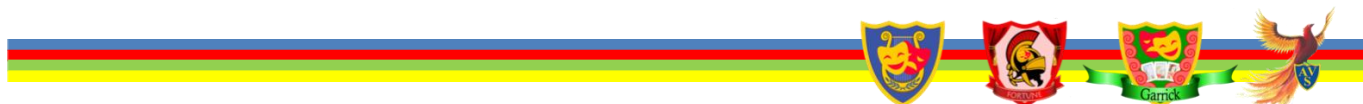
Parents and carers can contribute in the following ways:

1. Ensuring their child attends every day and is punctual, wears the correct uniform and brings the correct equipment to school
2. Being interested in their child's learning through reading and responding to school communication and making appointments to see staff about concerns where necessary
3. Understanding and supporting school procedures and rules
4. Informing the school of absence by telephone / email on the first day before 9am
5. Being willing to support activities related to school
6. Supporting the school's use of Restorative Practice
7. Upholding the expectations that are laid out in in the home-school agreement which parents are expected to sign following their child's admission to AVS

The Role of Teachers

In the classroom teachers should set clear expectations, be fair and engage students while applying a positive approach to discipline.

1. To **consistently** act in line with the principles of the behaviour policy on a daily basis
2. To implement this policy by ensuring that high quality behaviour management strategies/rewards systems are used consistently on a daily basis
3. Teachers should ensure that learning intentions are clear, lessons well organised, interesting and appropriate. Work should be sensitively differentiated
4. Teachers should show appropriate appreciation for effort and achievement by students, using encouraging words and suitable rewards



5. Teachers and support staff must encourage good behaviour by all pupils when at school or off-site (on school excursions or residential trips for example). Staff are expected to intervene when these expectations are not met by students
6. Teachers and support staff are expected to demonstrate to pupils courteous, considerate, polite and pleasant behaviour at all times. Staff must never use any form of abusive or humiliating remarks and are expected to be good role-models
7. Teachers should always aim to manage behaviour positively, especially when dealing with challenging behaviour. They should encourage the pupil to maintain dignity and be able to make a fresh start
8. Teachers should ensure they update their understanding and skills in managing behaviour effectively by taking advantage of relevant continuous professional development
9. Teachers will take into account the individual circumstances of students with SEND (Special Educational Needs and Disability) as highlighted in the Pupil Profile on Provision Map
10. Teachers will monitor behaviour and raise their concerns to Form Tutors and the pastoral support structure

The Role of Faculty and Middle Leaders

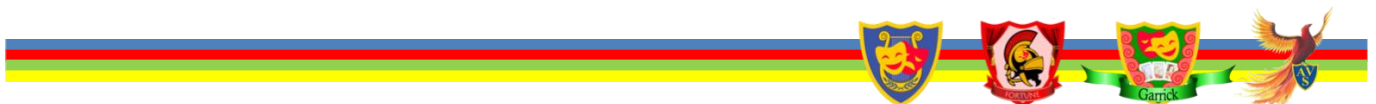
Faculty and Middle leaders should offer support to staff and students to effectively implement the School behaviour policy.

1. To be responsible for the coordination of intervention, taking into consideration the needs of all students and families, in conjunction with the aims and objectives of the policy
2. To monitor and evaluate the impact of the policy at School/House, Faculty and Departmental level
3. To interrogate data produced from tracking and identify and coordinate intervention
4. To provide appropriate support and challenge to team members through CPD and / or coaching
5. To provide day to day support for their teams

The Role of Senior Leadership Team and Extended Leadership Team

Senior Leaders should set the culture and ethos of the school, strategically leading on behaviour and supporting all staff and students to effectively implement the school behaviour policy.

1. To provide appropriate support, training and resources for all staff
2. To monitor and evaluate the impact of the policy



3. To modify and update the policy in the light of national developments and the changing needs of the school and the students

The Role of Governors

To work with the Headteacher and Leaders of the school, by understanding the key principles of the behaviour policy and ensuring it's effective monitoring and implementation.

Positive Behaviours

It is the school policy (Positive Behaviour Framework *Appendix 2*) to recognise, acknowledge and reward individual academic achievements or behaviour demonstrated in line with the school's core values. Notable achievements by both individuals and teams are posted on the school website, Facebook page, Twitter feed, school TV screens in reception and reported on in the monthly newsletter.

Rewards will usually consist of awarding of achievement points.

Achievement Points

Achievement Points are awarded for academic achievements in the classroom and work completed at home. Points are awarded for positive behaviours in the classroom, good presentation and production of good work and homework. Bronze, Silver and Gold Awards will be awarded to students once they have achieved the designated number of points: Bronze 100 points, Silver 200 points, Gold 300 points, Platinum 500 points. Achievement points are awarded through Class Charts and can be seen by both students and parents / carers through the Class Charts app.

The school also recognises and celebrates the achievements of our students through a number of different categories:

- Core Values of the School
- PE and Sport
- PiXL Edge
- Cultural Challenge Passport
- Student Leadership
- AVS 50 Reading Challenge

Faculties reward students with praise and recognition, which can take different forms such as:



- Spoken praise
- Written praise in exercise books
- Telephone call home
- Email home
- Postcard home
- Faculty Award
- Display or exhibition of work
- Nomination for Gold Book/House celebration
- Nomination for Headteachers award
- Nomination for Awards evening celebration

Gold Book/House Celebrations

If a student produces work of outstanding quality, either in terms of effort or achievement they can be nominated for a Gold Book award within the faculty areas. This achievement is recognised regularly and formally in Gold Book assemblies where students are presented a certificate and badge to mark their success. Students can also be nominated in this way for house assemblies.

Headteacher Awards

Every Friday the Headteacher meets students whose work ethic and achievements deserve special recognition.

Extra-curricular achievements

Students are rewarded termly for the extra-curricular pursuits through the awarding of school colours which are presented in the Gold Book assemblies by the Headteacher. The school also supports students who are selected to play for the County or District in a chosen sport by allowing them to wear their tie as part of their uniform.

Annual Awards Evening

At our annual awards evening we celebrate and reward achievement for the academic year. Subject prizes are awarded for Years 7 to 10. There is also a range of awards celebrating success and progress in overcoming adversity and The Don O'Neill Award for most improved behaviour.

Student Leadership

As students progress through the school they are given increasing rights and responsibilities as they grow and mature. Students can apply for the School Leadership Team in roles as House



Captains, Prefects and Head Boy/Girl. The school's rationale behind this is that we are empowering the students to start thinking like adults and take on a greater number of responsibilities.

Restorative Practices

Introduction

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff. To be effective, restorative approaches must be in place across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it. As a result, restorative schools adopt a whole-school approach to restorative methods.

<https://restorativejustice.org.uk/restorative-practice-schools>

Restorative Practice at The Avon Valley School

Effective restorative practices foster awareness of how others have been affected by inappropriate behaviour. This is achieved by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing perpetrators to make amends for the harm caused. Restorative Practices acknowledge the intrinsic worth of the person and value her/his potential contribution to the school community.

Intent

- To develop a school culture which promotes positive relationships within the Avon Valley community and beyond
- To provide support for students who are experiencing peer conflict
- To help improve students' ability to accept the perspectives of others, promoting mutual understanding between peers



- To reduce the number of reported incidents of bullying by ensuring a long term resolution between peers
- To restore relationships between students and staff following incidents resulting in a fixed term suspension or period of isolation
- To reduce the impact of peer conflict / bullying on the mental health of young people

Implementation

The ethos of Restorative Practice can be used in our day to day lives and interactions with others. When we are teaching a lesson, supporting a student, working in faculties or communicating with parents, we can embed the use of restorative conversations into our way of being. When we have high levels of care and support for each other, with high levels of belief, trust and expectations, we work with others in a positive and productive way. Restorative Practices will be used in response to all negative behaviours as an opportunity for social learning and the repairing of harm. When this does not successfully resolve the issue, further sanctions may need to be considered (see Sanctions Framework, appendix 3).

Restorative Conversations

When we have a restorative mind-set this will lead to us having restorative conversations which should influence our daily interactions and communications with others.

Restorative conversations are:

- High in belief and care statements
- Focus on feelings and thoughts
- Contain open questions
- Emphasis on the 'what do you think you need to do' rather than 'I think you need to do this'
- Are based on the basic questions of restorative enquiry

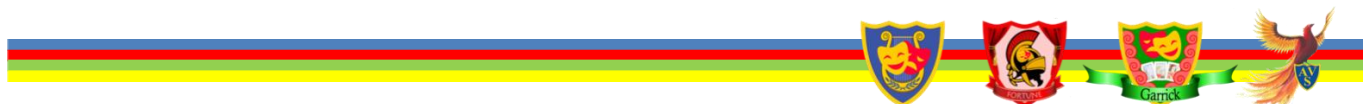
Staff can use restorative conversations to:

- Respond to conflict within the classroom
- Resolve low level disruption without the need for escalation
- Model positive interactions and behaviours to others
- Help restore relationships following a consequence
- Support relationships with colleagues

Classroom Practice

Within our classrooms, teachers will demonstrate restorative practices by being:

- Calm but firm, using a non-confrontational approach



- Clear and consistent in requests/instructions
- High in belief and care statements
- Explicit practice working within the Restorative Practices framework

Restorative Meetings

Students can self-refer for support via their Form Tutor, Student Welfare Leader or Achievement Leader. Parents and Carers can also make a request for Restorative Intervention through contacting the school. Many issues will be supported by the pastoral teams who will use Restorative Practice as part of their everyday practice in responding to peer conflict and relationship issues. The Pastoral Team may choose to use restorative conversations when talking to students about an incident or concern raised.

Some students will require a more intensive approach, using a restorative meeting, led by a trained practitioner. The value of using restorative meetings are:

- Everybody has a chance to speak and BE HEARD
- Everyone FEELS SAFE to express their thoughts and feelings
- Everyone FEELS INCLUDED and has the same opportunity regardless of age, role, experience, etc.
- Everyone FEELS VALUED, if not always agreed with

Restorative action should be included (where appropriate) as part of the support plan for students who have been suspended from school as part of their reintegration requirement. This is especially relevant for any students who have been excluded as a result of violent or aggressive behaviour towards a peer or member of staff.

Restorative Preparation & Evaluation

Restorative Practice should take place within 5 school days of any incident to ensure its effectiveness – however, some students may require more time to reflect following an incident to ensure they are ready to engage with restorative interventions. Students with special educational needs may need support prior to the intervention taking place. Students who have social and/or communication needs will need access to an advocate who can help them to understand what the process is that they are taking part in and how it will work for all parties involved. Students may be taken out of lessons to complete the restorative intervention, but, where possible, teachers will be warned in advance that this is taking place. Some students may be requested to participate before school, during lunchtime or after school. Staff leading the Restorative Meeting will provide an evaluation of the meeting and monitor the impact for up to 6 weeks after the intervention has taken place.



Impact

The impact and overall effectiveness of restorative practice could be evaluated in the following ways:

Immediate:

- The school is aware of a problem and is putting in appropriate support in response
- Students feel listened to and supported to deal with an incident or issue immediately
- Parents/Carers acknowledge that the school is responding to a reported issue in a timely and effective way, providing feedback to parents /carers (parent voice)
- There is a reduction in the level of anxiety, stress, anger or distress the incident would have caused without the intervention (student voice)

Short Term:

- A positive, trusting relationship is established between a group of students and the specialist mediator
- The situation is monitored over a period of time to ensure the resolution is 'holding'
- Consistency of staff involved with any ongoing or further incidents
- Pastoral Staff have the support of a procedure in place to respond to ongoing incidents of peer conflict – possible reduction in workload
- Communication between home and school leads to greater parental confidence
- There is a focus on impact and reintegration rather than blame and punishment for those who have been excluded, improving relationships between adults and students in school

Medium to long term:

- Students feel more confident in resolving any future conflicts or issues in a restorative manner without the need for adult intervention
- Students are more resilient and it is less likely for any incidents to have a long term negative impact on their emotional wellbeing
- Reduction in the number of repeat incidents of aggression and violence (data)

Negative Behaviours

The Avon Valley School recognises the need for a positive learning environment where it is hoped that all students will be fully involved in their learning. We have high expectations of our students' behaviour, with the emphasis on self-discipline and personal responsibility of each student. Occasionally, when a pupil has failed to meet the expectations of the member of staff, the school has clear sanctions in place to tackle the unacceptable behaviour. All sanctions are issued at the discretion of the Class teacher, Subject Leader, Faculty Leader, House Achievement Leader, Assistant Headteacher, Deputy Head, Headteacher or any member of SLT as appropriate.



Negative behaviour is behaviour that is detrimental to the well-being of others, limits the learning of others in the classroom and goes against the Core Values of our school. Bullying also constitutes negative behaviour and at The Avon Valley School we will take action to prevent all forms of bullying. This is to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. More information can be found in our [School Anti-Bullying Policy](#).

Staff should consider whether the behaviour in question gives cause to suspect the child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the Safeguarding Policy.

Sanctions

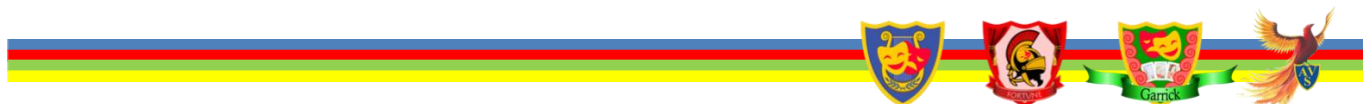
It is important that sanctions are used consistently and that teachers and other staff make it very clear to the recipient why a sanction is being applied. At the heart of our discipline must be a real respect for the student. In ensuring good discipline, we recognise the importance of listening to students' views. We believe that communication with parents regarding any sanctions issued is fundamental in securing their support for our procedures and encourages good behaviour from students.

The teacher may feel they need to use one of the following sanctions as a way to highlight inappropriate behaviour/organisational skills etc. as a method to modify behaviour for the future

- Negative behaviour points recorded on Class Charts
- Verbal warning with positive target
- Parental contact
- Detentions (break time, lunch time or after school)
- Tutor/Subject/SLT Reports
- Removal of privileges
- School based reparation
- Faculty intervention
- Faculty removal
- Internal Isolation
- The Bridge - Personalised Learning Centre
- Suspension (Fixed term/Permanent Exclusion)

Detentions

Teachers have the right to issue detentions to students where it is deemed necessary. We will make clear to students and parents that we use detentions (including detention outside of school hours) as a sanction. We strongly encourage classroom teacher dialogue with parents and carers at the earliest opportunity, either by telephone or email. Good home/school



communication is the most effective and quickest way to resolve low-level student issues. Targeted intervention and above does require explicit communication between school and home (either telephone or face-to-face meeting). Where deemed necessary and appropriate, students may be placed in an SLT after-school detention.

Parental consent is not required for detentions, however, we will make every effort to inform parents of detentions after school.

Staff who issue lunchtime detentions will allow reasonable time for the student to eat, drink and use the toilet.

Searching and confiscation of inappropriate items

At The Avon Valley School, senior staff (SLT) have the power to search without consent for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, vapes and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Mobile phones and electronic devices:
 - if it is suspected that they contain pornographic images or indecent images of a child
 - if it is suspected that they contain evidence of online bullying
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons/knives, child pornography and illegal drugs will always be handed over to the police. The school will keep an up-to-date record of all searches undertaken by school staff.

Use of Technology, Mobile Devices and Social Media

We appreciate how useful technology and mobile devices can be, especially in terms of personal safety and communication. If students have a mobile phone device, we do allow them to bring them to school but ask that they are turned off and are not used anywhere inside the school building.



Students are able to use their mobile device outside during social times; however, the taking of images or the recording of video footage, on the school site, is strictly prohibited and may result in the confiscation of the student's device.

We expect that if our students use social media they should do so in a respectful manner. It is not acceptable for students to post onto social media platforms throughout the school day. It is also not acceptable for students to post images of themselves wearing the school's uniform or of them on the school site.

Use of Reasonable Force

What is reasonable force?

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes to control students or to restrain them.

Schools can use reasonable force as a last resort where the safety and well-being of another member of the school community is at risk. Any such application of force will be recorded and parents will be notified by a member of the Senior Leadership Team.

Discipline outside the school gates

The law states that teachers have the power to discipline students for misbehaving outside the school premises 'to such an extent as is reasonable'. Examples of such occasions may be while taking part in any school organised activity, travelling to and from school or wearing school uniform. Sanctions will be issued by the Headteacher as appropriate.

Suspensions

Internal Suspension

Should a student's behaviour result in a number of detentions being awarded with no sign of improvement or adjustment in their behaviour, the school will proceed to Internal Suspension within the school's Internal Isolation Unit (IIU) or Removal Room, whereby a student is removed from normal lessons, and/or from free time such as lunches, for a fixed period of time. This



sanction is also used for behaviours such as repeated truancy or serious one-off incidents where the school is trying to avoid an external fixed term suspension. Internal suspension will see a student placed in isolation and suitable academic work arranged by the IJU Manager.

Fixed Term Suspension

These will usually be used when all other avenues have been tried for persistent poor behaviour, or for very serious one-off offences. This will involve a student being removed from school for a fixed number of days, during which time the student's parents will be contacted by the Deputy Headteacher or Assistant Headteacher with responsibility for Pastoral Care. Students will be allowed back to school following agreement by both the student, parents and the school during a reintegration meeting, that the student will endeavour to improve their behaviour and to obey school Rules. Work will be set for the student during any period of exclusion, which will be sent to the student directly by the staff from within the student's House. On their return, the student will be given all possible support to help them thrive within the school community.

Fixed Term suspensions could be expected as a result of some or all of the following offences:

1. Harm with intent, for example: violence or threatening behaviour towards staff or other pupils.
2. Racism, homophobia or other discriminatory behaviour
3. Persistent disruption, defiance or any other behaviour that compromises the safety and welfare of themselves or others
4. Serious verbal abuse directed at staff
5. Possession of inappropriate substances, for example drugs or alcohol
6. Theft
7. Being under the influence of inappropriate substances, for example drugs or alcohol at school or a school event
8. Sustained misuse of the Internet
9. Abuse by one or more students against another
10. Making a malicious accusation against a staff member
11. Any offence deemed appropriate by the Headteacher

Permanent Exclusion

Permanent Exclusion may be applied if the above behaviours described are serious or persistent and all other reasonable steps have been taken to address the student's behaviour and attitude. Permanent exclusion will also be used as a response to extreme acts of violence, supplying or intent to supply drugs, and for persistent or significant incidences of defying criminal law. Permanent exclusions may also be used in the cases of abuse by one or more students against



another, against a member of staff or a student making malicious accusations against a member of staff. A record is kept which contains the details of all serious behaviours and sanctions.

Equality

The school acknowledges its duties under the Equality Act 2010. There are pupils at The Avon Valley School who have Special Educational Needs (SEND), EHC Plans and others with physical disabilities. There will, therefore, be students whose circumstances present them with particular challenges. Appropriate concessions should be made for these challenges when coming to decisions about the most suitable way to deal with instances of inappropriate behaviour.

Appendix 1 - Student Code of Conduct

Appendix 2 - Positive Behaviours Framework

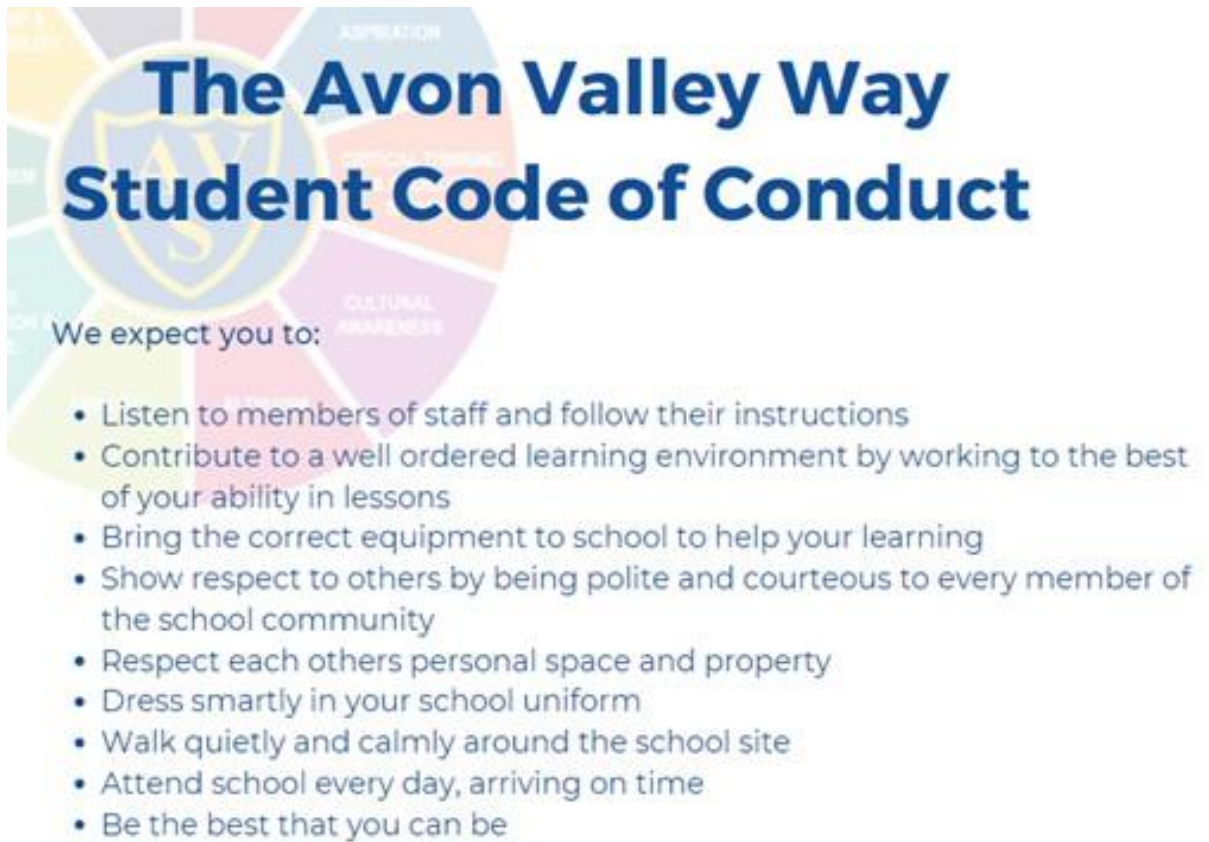
Appendix 3 - Negative Behaviours Framework

Appendix 4 - Behaviour Policy Addendum



Appendix 1

The Avon Valley Way Student Code of Conduct

The graphic features a central shield with a stylized 'AV' monogram. Surrounding the shield are several colored segments, each with a label: 'ASPIRATION' (blue), 'PERSONAL LEARNING' (orange), 'CULTURAL AWARENESS' (purple), 'INDEPENDENCE' (green), 'CONSIDERATION' (yellow), and 'SELF RESPECT' (red). The title 'The Avon Valley Way Student Code of Conduct' is written in large, bold, blue letters across the top. Below the title, the text 'We expect you to:' is followed by a list of ten expectations.

**The Avon Valley Way
Student Code of Conduct**

We expect you to:

- Listen to members of staff and follow their instructions
- Contribute to a well ordered learning environment by working to the best of your ability in lessons
- Bring the correct equipment to school to help your learning
- Show respect to others by being polite and courteous to every member of the school community
- Respect each others personal space and property
- Dress smartly in your school uniform
- Walk quietly and calmly around the school site
- Attend school every day, arriving on time
- Be the best that you can be

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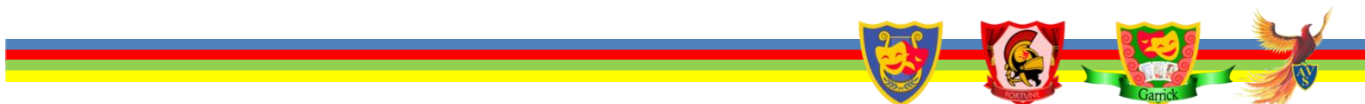
Appendix 2

Positive Behaviours

Positive Behaviours

It is the school policy to recognise, acknowledge and reward positive behaviour and academic achievement that is in line with The Avon Valley Way. Achievement points are awarded via Class Charts and can lead to Bronze Awards (100 points), Silver Awards (250 points), Gold Awards (500 Points) and Platinum Awards (750 points).

	Positive Action	Positive Outcome
3	<ul style="list-style-type: none"> Outstanding effort in the classroom over a sustained period of time Outstanding attainment throughout the academic year Outstanding piece of work that warrants special commendation 	<ul style="list-style-type: none"> Gold Book award nomination Headteacher's Friday award Awards evening
2	<ul style="list-style-type: none"> Sustained positive contribution to learning and the life of the school Cumulative achievement points Cumulative house point tokens Persistently good attendance AVS 50 Reading Challenge 	<ul style="list-style-type: none"> Faculty reward Parental contact PE / Performing Arts Colours House assembly Bronze / Silver/Gold / Platinum awards House award Newsletter / School TV display SLT award
1	<ul style="list-style-type: none"> Correct uniform Correct equipment Good class work Good homework Good punctuality Good attendance Positive attitude to learning Displaying the school's core values 	<ul style="list-style-type: none"> Verbal praise Written praise Faculty certificates House point token Postcards home Email / phone call to parents / carers Achievement points issued on Class Charts



Appendix 3 Negative Behaviours

Negative Behaviours

We have high expectations of our students behaviour and The Avon Valley Way sets these out clearly for all students to follow. We want you to 'want to be the best you can be' and show this in the way that you behave. Occasionally, if you fail to meet the expectations of The Avon Valley Way, clear sanctions are in place to tackle your unacceptable behaviour.

Staff will warn you about your behaviour and remind you of The Avon Valley Way. If this does not rectify your behaviour sanctions could be issued as per the table below:

	Negative Action	Negative Outcome
3	<ul style="list-style-type: none"> Persistent defiance Refusal to handover mobile phone Refusal to remove piercing Swearing at a member of staff Multiple truancy Physical intimidation of staff Theft Physical violence Inappropriate sexual behaviour Racial abuse Homophobic abuse 	<ul style="list-style-type: none"> Faculty intervention Possible use of on-call Phone call / email home by classroom teacher / Achievement Leader Possible SLT detention Removal of privileges Internal isolation (IU / The Bridge) Fixed term exclusion Issues raised with Deputy Headteacher/Assistant Headteacher. Restorative practices will be used in response to all negative behaviours. Managed Move / Use of alternative providers Permanent exclusion
2	<ul style="list-style-type: none"> Persistent refusal to work Persistent interruption of classroom teacher or another member of the class Persistent talking and interruption Refusal to comply with seating plan Verbal insults towards other members of the school community Bullying of another student Truancy from lesson 	<ul style="list-style-type: none"> Verbal warning with a positive target followed by phone call / email home (by classroom teacher) Log behaviour onto SIMS Faculty detention may be required Faculty / AL Report Cards Removal of privileges Form Tutor/Achievement Leader/Student Welfare Leader/Faculty Leader informed. Restorative practices will be used in response to all negative behaviours in conjunction with SWL
1	<ul style="list-style-type: none"> Poor language Late for the start of the lesson Poor uniform Lack of equipment Interrupting class teacher or another student Use of mobile phone in lesson (if seen phone will be confiscated) 	<ul style="list-style-type: none"> Verbal warning with a positive target Phone call / email home (by classroom teacher) Log behaviour onto Class Charts Informal break time / lunchtime detention Tutor / subject report Form Tutor/Achievement Leader/Student Welfare Leader/Faculty Leader informed. Restorative practices will be used in response to all negative behaviours in conjunction with SWL

