



**SAFA
BRITISH
SCHOOL**

Behaviour For Learning Policy (Secondary)

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Head of Secondary	
Date of review	Aug 2023
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1. Rationale

At Safa British School, we strive to nurture and develop confident, independent and resilient learners who are equipped to reach their full potential. We aim to develop self-confidence and excellence throughout our school community. Through positive education and our ACHIEVES ethos, we help our students develop character strengths that will prepare them for the challenges of tomorrow. At Safa British School, the mental health of our students is at the core of our decision making. This policy aims to embed this commitment to promoting and monitoring wellbeing along with upholding positive behaviour. It also aims to set out a clear targeted approach to support students during times when their wellbeing is less optimal and changes in the pattern of their behaviours can be identified. We believe that all members of the community have the right to feel safe and for both wellbeing and behaviour to be prioritised collectively.

Intention

The intention of this policy is to reduce inconsistency and improve communication between all concerned. The expectation is that positive behaviour will support learning, progress, wellbeing and achievement for all students. In addition to promoting positive behaviour, we aim to recognise and respond to mental wellbeing, which can have a negative impact on a student's behaviour.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- Outline **how students are expected to behave**



- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- **Increase understanding** of mental health issues and how they can impact behaviour
- **Promote positive mental health** for all students
- Pursue **specialised, targeted** approaches for vulnerable students
- Provide support and **implement action plans** for vulnerable students
- Create an atmosphere where student's **emotional wellbeing is valued** and respected in order to develop positive relationships
- **Differentiate outcomes** appropriately for vulnerable students

2. Definitions:

Academic Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Continued low level disruption in class
- Non-completion of classwork or homework
- Poor attitude to learning
- Copying of work / plagiarism
- Lack of lesson equipment
- Missed deadlines
- Failure to follow instructions

Pastoral Misbehaviour is defined as:

- Incorrect uniform/hair/jewellery/make-up
- Disruption in corridors between lessons, and at break and lunchtimes
- Use of mobile phone during school hours
- Misuse of technology
- Use of device at break or lunchtimes
- Chewing gum
- Inappropriate language



- Social/Emotional inappropriate behaviour towards others

Serious misbehaviour is defined as:

- Persistent breaches of the school rules
- Any form of bullying
- Physical abuse, which is any unwanted physical touch
- Vandalism
- Theft
- Fighting
- Smoking / vaping
- Racist, sexist, or discriminatory behaviour
- Possession of any prohibited items. These include but are not limited to:
 - Knives or weapons / sharp items
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Lighters
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Confiscation

Any prohibited items found in students' possession will be confiscated and stored at the main reception. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students' parents after a discussion with senior leaders and parents.

Random bag and locker searches are carried out by member of the Senior Leadership at various times in the school year.



3. Mobile phones, BYOD, Uniform

Mobile Phones: Safa British School has a no mobile phone policy.

Students are not permitted to use their mobile phones during the school day; if a student has a mobile phone, it should be switched off/on silent and in students' bags if they are brought to school. If students are seen with their phones during the school day, they will be confiscated and given to reception. An email is sent to parents at reception and the can be collected at the end of the school day by a parent. If a student goes home via bus, an email will be sent to parents and the student will sign out their device at the end of the school day.

Students may use their phones at the end of the day when exiting the building **at reception only**. *If a student needs to contact their parents they must do so via reception.* Any use of the device during the school day, even to contact parents, will result in sanctions in line with the Behaviour Policy. If parents need to contact their child urgently during school hours, they should contact reception.

Safa British School accepts no responsibility for any loss or damage to phones whilst they are on school premises.

Laptops: Safa British School is a BYOD to school.

All students are expected to bring their laptop with them daily. It should be fully charged, and it is the responsibility of students to look after the care of their laptops. Laptop chargers should also be brought to school if the battery life of the laptop is low/short. If a student is unable to bring their laptop to school, parents should email their child's form tutor ASAP, to let them know and a time frame for the laptop being fixed.

Being a BYOD school supports our no mobile phone policy. If students need to access the internet, take photos or make films etc, they are to use their laptops. Laptops or devices are not to be used to send messages to other students throughout the school day. Where this does occur, appropriate interventions will be put in place by the form tutor and HOY.

The school internet is monitored constantly, ensuring that students are safeguarded against inappropriate content. Students are not permitted to use the internet for any activity outside of a learning activity set by the teacher.

When laptops/iPads are left unattended in a student's bag, students should ensure they are in a protective case and the bag should be left in a place where it cannot be stood on or damaged. Students should place their bags in their lockers at break/lunchtime to avoid devices being damaged. All lockers are monitored by CCTV. Where a student does not follow these protocols, Safa British School accepts no responsibility for any loss or damage to devices and phones whilst they are on school premises.



Break and lunch times: To encourage social skills and communicating with others, we are a no device school at break and lunch time. Students who are seen to be on their devices will receive a warning and earn a demerit thereafter.

Uniform: Safa British School has a strong community ethos; our appearance and uniform reflects this and our pride in belonging to the school community. All students are expected to wear the correct uniform each day. This includes but is not limited to the following:

- Clean pressed uniform with appropriate all black school shoes.
- Hair colour should be subtle and natural, parents will receive an email from their child's Form Tutor should any hair colour be deemed inappropriate. Students will have until the beginning of the next school week to alter hair to a more suitable colour.
- The same process will apply to acrylic/gel/shellac nails and false eyelashes.
- Make-up should be natural with a very light application.
- Jewellery kept to a minimum - one pair of small studs earrings for a girl and a watch for both boys and girls. (Additional jewellery is a health and safety concern for PE, Science lab experiments and Food tech lessons)

Any students deemed to be wearing an inappropriate amount of make-up/nail varnish, will be sent to the Pastoral Office for it to be removed.

When students have PE, they may attend school in their correct school PE kit. If students have a sporting ECA on that day, students are expected to come to school in their uniform and change into their ECA clothing prior to the ECA. Sport's kit for ECA should be brought in addition.

Parents will receive an email from their child's Form Tutor when their child's uniform is incorrect. This includes jewelry and make-up related issues.

Demerits in line with this policy are issued for students who wear inappropriate uniform, jewelry and make-up. Three or more demerits a week will result in a Detention Reflection time.

Drop down/ Dress-up days: These are fun days when students have an opportunity to wear their regular clothes, should they wish to take part. However, as these days are at school, we still expect modesty and etiquette. Should a student wear attire that could be deemed inappropriate or offensive, parents will receive a call home from the Form Tutor for suitable clothing to be brought to school. Students will be removed from activities until they have received the appropriate clothing.

4. Roles and responsibilities

The Head of Secondary:

The Head of Secondary is responsible for reviewing this behaviour policy in conjunction with the Principal and Assistant Head Teacher. The Head of Secondary will ensure that the school environment



encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff:

Staff are responsible for:

- Modelling positive behaviour
- Implementing the behaviour policy consistently
- Monitoring changes in the patterns of behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents both positive and negative

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

Parents:

- Support their child in adhering to the student code of conduct. This will involve parents signing the Behaviour Contract at the beginning of the academic year to acknowledge they are in agreement with the content of the Behaviour Policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Form Tutor or Head of Year promptly
- Discuss any subject concerns with the subject teacher or HOD first
- Sign their child's Report Card daily where appropriate
- Support with an Action Plan when appropriate

5. Student standards and expectations:

At Safa British School, we believe our standards of behaviour should be underpinned by the basic principles of honesty, respect, consideration and responsibility. We expect our students to behave appropriately at all times within school and the wider community. Staff should aim to recognise, praise and reinforce positive traits of behaviour, which will in turn promote positive mental wellbeing, rather than focus on negatives or previous failings.

Our standards of behaviour will;

- Promote a safe and well-ordered learning environment for all students.
- Allow students to develop their self-esteem and feel safe within the learning environment created.



- Develop mutual respect between students and teachers.
- Be consistent across all faculties and year groups.
- Allow all students to fulfil their academic potential.

Student expectations

RIGHTS	RESPONSIBILITIES
To be valued and treated with respect To be treated equally To be safe To achieve	To respect and be tolerant of the views of others To respect the property of others and the school To support each other To treat staff with respect To treat other students with respect To help each other achieve To ensure actions do not hurt others physically or emotionally To represent SBS inside and outside of school

EXPECTATIONS WHILE AT SCHOOL-

- Respect and uphold the values of Safa British School
- Attend school regularly and be punctual to school and lessons
- Maintain a positive attitude to learning
- Behave in an orderly and controlled way
- Respect members of staff and each other
- Move around the school in an orderly manner at all times
- Understand that each member of our community has a responsibility to ensure a positive learning environment
- Take pride in your appearance and wear the Safa British School uniform correctly
- Not chew gum, drink fizzy or caffeinated/ drinks or eat fast food- these are not allowed to be brought to school
- No nuts whilst at school
- Understand that cleanliness and tidiness of the school site is the responsibility of all that use it
- Homework should be completed and handed in on time
- No loitering in the toilet facilities
- Vaping devices are prohibited

IN THE WIDER COMMUNITY –

- Respect the values and diversity of the community
- Remain lawful and law abiding
- Respect others while using social media and other devices
- Uphold the values and positive reputation of SBS at all times
- While in school uniform, understand that you are representing the school – this includes on excursions/buses



6. Monitoring behaviour

Recording behaviour –

- Behaviour is often a matter of choices made by the student. Our policy encourages staff to help make students aware of the consequences of their actions and encourage them to choose their actions favourably. This helps build accountability that their choice of action is based on a known consequence.
- All positive/negative behaviours, minor or major, are entered onto Class Charts by all staff members. SLT, Heads of Key Stage, HOD's, HOY's, Form Tutors and teachers.
****Reasoning when applying demerits – For any uncharacteristic negative behaviours for students, staff will reflect with the student before a demerit is given, and only then will the decision to demerit be made.***
****For more patterned behaviours, based on whether it is an issue based on a student's attitude or a student's emotional vulnerability, consequences may vary.***
- All staff will be able to analyse records to acknowledge achievements and pick up any concerns that may arise. Where needed, relevant staff will contact parents. Issues in a particular subject will be monitored by both the HODs, HOY's and Heads of Key Stage.
- In cases where a student's behaviour is deemed unacceptable, a behaviour log will be entered onto Class Charts as per guidance from our Behaviour for Learning Chart.

Reports:

Level 1 Demerit

- Class teacher verbal warning followed by demerit

Level 2 Green report - issued by Form Tutor

- Students who receive pastoral and academic 3 X L1's in a week.

Level 3 Yellow Report Card – Issued by the Head of Year

- Students with continued pattern of pastoral and academic 3 X L1s a week; 1 X L2 a week



Meeting with student by HOY – Student Action Plan created

Meeting with parent by HOY – if set action plan was not followed

Level 4 Orange Report Card – Issued by the Head of Key stage

- Repetitive negative patterns in behaviour.

Meeting with parents by HOKS and HOY – Action Plans created

Level 5 Red Report Card – Issued by the AHP

1 x L5 behaviour; Persistent and repetitive negative patterns in behaviour. Based on the severity of the behaviour this could include student exclusion.

Meeting with parents by AHP and HOKS – Action Plans created

(Reports could be extended based on student progress against targets)

Blue Reflection Report – to be used as required

- Where necessary, it is important that a bespoke Student's Reflection Plan is created by the relevant members of the Pastoral team in line with the LINK Department, School Counsellor, staff and parents.

(Reports could be extended based on student progress)

Student's Blue Reflection Report in line with PERMAH

Parents will receive information from class charts regarding their Child's Intervention.

Roles in monitoring behaviour :

****All students to be given one warning prior to demerits being issued. Students must know the reason/s why they have been issued a demerit. All behavioural demerits, as well as interventions, are to be logged on Class Charts.***



- **All staff** – Will help to promote and build a positive educational environment. All staff are responsible in recording all behaviour both positive and negative, on Class Charts. It is the individual staff's responsibility to manage minor incidents themselves and report them if necessary.
- **Subject teachers** – Positive Education is built on praise and support. It is subject teacher's responsibility to promote a positive learning environment and to address behaviour concerns in their classroom. Teachers should record behaviour both positive and negative on Class Charts. Teachers can use their discretion to allow for extension on task timelines or in class detention to allow student to build accountability.
- **Tutors** – Tutors are responsible for monitoring tutees behaviour outside of class, wellbeing, punctuality and attendance. Tutors are responsible for discussing positive and negative behaviors with their tutees. Tutors can request students to be placed on report if they have concerns. Tutors will be in regular contact with parents. They will help promote an ACHIEVES environment daily built on praise and support
- **HOD/Faculty**– Heads of Department/Faculty are responsible for the monitoring of behaviour within their faculty area. They are responsible for the implementation of Academic Action Plans for students who are persistently displaying negative behaviours in their department, e.g. incomplete homework, in class behaviour management, not meeting deadlines or not bringing the correct equipment for lessons. The HOD should contact home and liaise with the subject teacher as well as logging details onto Class Charts. HOYs may also refer students to HODs from their weekly analysis if needed. They will help promote an ACHIEVES environment built on praise, support and building on the skillset that students require in order to succeed.
- **HOYs**- HOYs are responsible for monitoring their year group's behaviour, AW data, punctuality, attendance and wellbeing. HOYs will share behaviour analysis / records weekly or more regularly, if necessary, with their tutor team. HOYs are responsible for celebrating student success and addressing negative behaviour and attitudes. HOYs are responsible for updating those concerned on the behaviour of students. HOYs will be involved in the report stage processes. HOYs will be responsible for dealing with major incidents that occur in their year group. They will help promote an ACHIEVES environment built on praise and support.
- **Head of Key Stage**- The Head of Key Stage has overall responsibility for the running of the pastoral teams. They will monitor and work closely with the HOYs on the behavioural, attendance and wellbeing system. They will deal with major incidents including safeguarding. They will ensure the systems in place for the stage reports are followed. They will contact and meet students, staff and parents if there are continued behavioral issues. They will help promote an ACHIEVES environment built on praise and support.
- **Assistant Head of Pastoral** – All incidents of a Level 5 nature will be directed immediately to the AHP. Major incidents where the Head of Key Stage required Support, will be assisted by the AHP.

7. Rewards

Staff are encouraged to help promote an ACHIEVES environment built on praise and support. Staff are encouraged to praise students who consistently uphold the values of Safa British School, make significant improvements in performance, AW, or show resilience. When students contribute to school life and the wider community or go above and beyond to help those around them.



Some methods of praise may include the examples below but is not restricted to only these:

- Immediate verbal praise
- Merit marks
- Email or phone calls home to parents
- Commendations
- Special responsibilities/privileges
- Student shout outs in the newsletter or in assembly
- Termly and annual attainment award
- Termly and annual progress award
- Termly and annual Spirit of Safa award
- Termly and annual house awards
- Monthly celebration meeting with AHP
- Attendance Award



Managing behaviour in the classroom is the responsibility of the member of staff in charge in the first instance. Behaviour Levels exist on a scale of 1-5, increasing in seriousness. Students are to be told if a demerit is given and this is recorded on Class Charts.

A range of outcomes are given as a consequence to Levels in the Behaviour for Learning Chart. A student or multiple students may be asked to give a statement to outline details of an incident prior to an intervention being put in place. Details of which can be found below.

1. **Reflective discussion:** Form Tutor discussion to give students an opportunity to discuss the obstacles leading to their behaviours. This will help students to build accountability for their actions.
2. **Demerit:** Students will be issued a warning prior to a demerit being given.
3. **Detention:** All detentions will be logged on Class Charts
4. **Contact home:** Automatic emails home from Class Charts is sent to parents. All other phone calls and emails are to be logged in the iSams Notes section.
5. **Parental meeting:** Parents are invited in for a meeting to discuss single or repeated incidents. HOY/Head of Key Stage/AHP/Head of Secondary must outline expected outcome following meeting. Log outline of discussion on iSams Notes. Follow meeting up with email through ISAMS, highlighting the details and outcomes of meeting.
6. **Level 1** – Warning and then demerits issued on Class Charts.
7. **Level 2- Tutor Report:** When behaviour issues have arisen and have not changed after initial conversations, a student can be placed on a Self-Reflection Card or placed on a tutor report.
8. **Level 3- Head of Year Report:** When behaviour does not improve and continues, the student will be placed on report, along with completing an Action Plan which outlines agreed targets for the student. Parents will be informed and may be invited to a meeting should the targets outlined in the Action Plan are not met.
9. **Level 3 – HOY Action Plan Meeting with Parents:** This Action Plan will be created in conjunction with parents and the student.



10. **Level 4 – Head of Key Stage Report/Intervention:** When there are repetitive behavioural issues that have not improved, the student will be placed on report, along with completing an Action Plan which outlined agreed targets for the student. Parents will be informed and may be invited to a meeting should the targets outlined in the Action Plan are not met.
11. **Level 5 – AHP Report/Intervention:** When there are persistent behavioral issues that have not improved, parents will be invited in for a secondary meeting. The seriousness of the behaviour discussed and interventions put in place. Students will either be placed on an AHP Report or a Level 5 intervention in line with the Behavioural policy will be put in place.
12. **Internal Exclusion:** This sanction is used to avoid external suspension/exclusion from school. The number of days decided upon in consultation with SLT. The students will work independently from their year group, with work provided by subject teachers. Parents must attend a meeting with the appropriate members of SLT to discuss expectations of behaviour going forward before the student is integrated back into the school environment.
13. **External Exclusion:** This sanction will be used in extreme cases and will follow current procedure. Where an incident is deemed suitably bad, a period of time away from school will be communicated to parents. This may be from 1 – 4 days (in accordance with KHDA recommendation). Parents must attend a meeting with the appropriate members of SLT to discuss expectations of behaviour going forward before the student is integrated back into the school environment.
14. **Permanent exclusion:** Where a student has committed a serious offence which leaves no alternative they will be asked to leave the school. This will be agreed with and communicated by the school Principal.



BEHAVIOUR FOR LEARNING POLICY

Level	Reasons		Possible Outcomes
	Pastoral	Academic	
Level 1 Demerits on Class Charts	Use of mobile phone, Late to school, Late to lessons Chewing gum, Running in the corridor, Bad behaviour at assembly, Break or lunchtime misbehaviour, Inappropriate language, Incorrect behaviour in lessons, Incorrect Uniform, Other	Failure to follow instructions, Lack of work in lesson, Incorrect homework, Lack of equipment/device, Missed deadline, Incorrect behaviour in lesson Other Homework/work/Reading plus related issues, will be caught up and addressed in agreement with your teacher.	1 st time– Verbal Warning and strategy Subsequent time – Demerit given and logged on Class Charts. Discussion with the student after class.
Level 2 Tutor Report	Use of mobile phone, Late to school, Late to lessons Chewing gum, Running in the corridor, Bad behaviour at assembly, Break or lunchtime misbehaviour, Inappropriate language, Incorrect behaviour in lessons, Incorrect Uniform, Other	Failure to follow instructions, Lack of work in lesson, Incorrect homework, Lack of equipment/device, Missed deadline, Incorrect behaviour in lesson Other Homework/work/Reading plus related issues, will be caught up and addressed in agreement with your teacher.	3 or more demerits in a week across and Pastoral and Academic Step 1: Green Report Card issued by Form Tutor Step 2: If no improvement has been made after week 1, the Form Tutor can issue a Reflection Detention or place students on report for another week. Blue reflection cards can be used at the discretion of the teacher



<p>Level 3</p> <p>HOY Report</p>	<p>Continued pattern of demerits in a week Continued issues in a particular area Bullying/Intimidating behaviour Truancy from lessons Continued patterns of incorrect uniform Disrespect towards Staff</p> <p>* (a week is Monday –Friday)</p>	<p>Continued demerits for homework Continued pattern of demerits for effort Academic dishonesty,</p> <p>* (a week is Monday –Friday)</p>	<p>(Pastoral) 10-minute reflection time to create an action plan with HOY to discuss strategies moving forward.</p> <p>Along with</p> <p>(Pastoral) HOY Report or (Pastoral) HOY Detention.</p> <p>If no improvement is shown</p> <p>Parental Action plan with HOY to discuss strategies moving forward.</p> <p>Academic Detention. 20-minute detention with HOD</p>
<p>Level 4</p> <p>Head of KS Report</p>	<p>Repeated negative behavioural patterns</p>	<p>Persistent negative behavioural patterns – (Subject Teacher and HOD to meet with parents) Repeated Academic dishonesty Persistent issues in a subject area</p>	<p>Action Plan meeting Staff involved – Subject Teacher and HOD Subject Teacher and HOY HOY and Head of Key Stage</p> <p>(Pastoral) 10-minute reflection time to create an action plan with HOKS to discuss strategies moving forward.</p> <p>Immediate HOKS Detention</p> <p>If no improvement is shown</p> <p>Parental Action plan with HOY to discuss strategies moving forward.</p>
<p>Level 5</p> <p>SLT</p>	<p>Persistent demerits across a half term, Persistent issues in a particular area, Failure to adhere to Action Plan in Level 3, Persistent bullying and intimidating behaviour, Persistent disrespect towards Staff Any discrimination based on race, sex or disability, Persistent bullying/intimidating behaviour/intimidating behaviour despite sanctions of a Level 4, Possession and use of prohibited items/illegal substances,</p>	<p>Persistent issues across subject areas</p>	<p>Head of Key Stage Report Parental Meeting HOD Parental meeting Meeting with parents to create an Action Plan – parents to sign report card in agreement with outcomes Immediate Head of Key Stage Detention Academic Action Plan AHP Parental Meeting AHP Parental Report Internal Exclusion External Exclusion Permanent Exclusion</p>



BEHAVIOUR FOR LEARNING POLICY

	Intimidation of students/staff during school hours, Possession/sharing of illegal material, Highly offensive language related to cultural beliefs		*Meeting with parents to create an Action Plan – parents to sign report card in agreement with outcomes
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*Parents will be informed of interventions automatically via Class Charts

Appendix 2. Rewards

Reward	Reason Why	ACHIEVES
Merits	Using ACHIEVES Attitude to Learning Standard of work Practical engagement and performance	A - Being kind to others, showing respect, looking out for peers, showing gratitude... C - Positive relationships with peers, teamwork, mentoring others, setting a good example... H - Great attitude in PE, positive choices, managing stress, promoting a healthy lifestyle...
Commendations Names shared in newsletter shoutout	Using ACHIEVES in a special or innovative way Going above and beyond Achieved something extraordinary Subject, year group commendation	



BEHAVIOUR FOR LEARNING POLICY

Term Assembly Awards	Use of ACHIEVES to aid personal/peer or community learning Progress Attainment Peer HOY Tutor	I- Great learning habits, research skills, diligence towards reaching goals, working towards their career choice... E- Optimism, self-control, assuredness, resilience, growth mindset... V- Safa spirit, community spirit, bringing value to the wider community... E- Nurture passions, showing focus and dedication, going the extra mile... S- Academically or socially show: confidence, grit, determination, responsibility, reflectiveness and innovativeness
Reward's Events	Pizza Party Excursions Student Choice	



BEHAVIOUR FOR LEARNING POLICY

Procedure for major incidents:

Eg fighting, bullying, serious damage to school property, smoking/vaping onsite – this list is not exhaustive.

Incident happens	
Academic / Subject specific HOD to be informed ASAP Staff member to get students involved, including witnesses to write statement on the official Incident Statement Form. Do Not Ask Any Leading Questions Demerit recorded on Class Charts	Pastoral incident HOY/and or Head of Key Stage to be informed ASAP HOY/Head of Key Stage to get students involved, including witnesses to write statement on the official Incident Statement Form. Do Not Ask Any Leading Questions Demerit recorded on Class Charts
If the incident is deemed a safeguarding issue, the Designated Safeguard Lead should be informed ASAP. The DSL to further investigate. Details to be entered on CPOMS.	
HOY /HOKS/ HOD to meet with students and parents and agree on a plan of action to move forward and reintegrate student into lessons. Tutor to be informed to help monitor situation.	
HOY / HOKS/ HOD one week after incident to have a follow up review meeting with student. Contact with parents. Class Notes and iSams updated where necessary.	



Appendix 4 – Code of Conduct signed by parents and student/s via Office Forms

Parent Form

<https://forms.microsoft.com/Pages/DesignPageV2.aspx?subpage=design&FormId=I97ykeHxm0utHTNxG5KiJTSfcDvwdPRGipHKBbwKtvVURDlCVUtXMkZCMjhEQzIOSzQ5SkRZU1dXVS4u&Token=5af01d48e833468a96af830b5ed1419b>

Student Form:

<https://forms.microsoft.com/Pages/DesignPageV2.aspx?subpage=design&FormId=I97ykeHxm0utHTNxG5KiJTSfcDvwdPRGipHKBbwKtvVUNVZSUU1LSIU4NDBRWUg1WFRJVjBPQ1pOTC4u&Token=d8a932188adf43eba41a9a185d40aa1c>

Appendix 5 – Confiscation of an electronic device

Dear (name of parent/s),

Kindly be informed that we have confiscated a (type of device) from (name of student). The use of this device is against school policy.

Therefore, the device will be kept safe for the duration of the day. It will be available for collection by a parent from reception at the end of the school day. If your child is on the bus, they will sign out their device from reception at the end of the school day.

Kind regards,
(name of teacher)

Appendix 6 – Self Reflection for students (used in detention and restorative justice)



BEHAVIOUR FOR LEARNING POLICY

Name: _____

Year Group: _____

Date: _____

Why have you been asked to complete a student reflection?

Who have you spoken to about this incident? - Tutor/HOD/HOY _____

Explain what happened. Were other students affected by your actions?

Explain what you were thinking at the time and how your choices were inappropriate?

What have you thought about since? How will your behaviour change in the future?



BEHAVIOUR FOR LEARNING POLICY

How might you ensure that this does not happen again? What steps will you take?

Do you understand the school expectations?

☐ Yes

☐ No

I agree to complete any work that I have missed

☐ Yes

☐ No

By signing my name below, I hereby declare that the details above are true and correct to the best of my knowledge and belief.

Signed: _____ (student)

Signed: _____ (parent)



Appendix 7. Student Behaviour Statement Form

Student Statement Form

Name		Form	
Date		Lesson Time	

Please provide a 'general' overview of what took place. Specific details only.

Were you directly involved?

Yes/No

How were you involved?



BEHAVIOUR FOR LEARNING POLICY

Who else was involved? Who could provide an overview of what took place?

Name

What role did they have?

To the best of my knowledge all of the details above are factually correct:

Signature: _____



BEHAVIOUR FOR LEARNING POLICY

Appendix 8– Behaviour Action Plan – Parental Meeting

Behaviour Action Plan				
Student Name:		Plan date:	Plan Review Date:	Parental signature:
Target Behaviour	Desired Outcome/s	Support Intervention	Staff Responsible	Progress



BEHAVIOUR FOR LEARNING POLICY

Appendix 9

Returning of Electronic Devices

My child's device has been returned, having been confiscated.

Return dated _____

Therefore, you are hereby requested to sign hereunder on receiving the device and undertake to discuss with your child the consequences of their actions.

Signature of Parent:	Safa Staff Signature:



BEHAVIOUR FOR LEARNING POLICY

Returning of Electronic Devices to Bus Children

My child's device has been returned, having been confiscated.

Return dated _____

Therefore, you are hereby requested to sign hereunder on receiving the device and undertake to discuss with your child the consequences of their actions.

Signature of Parent:	Safa Staff Signature:
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