



King Harold Business and Enterprise Academy Behaviour for Learning Policy

AIM

At King Harold Business and Enterprise Academy, we aim to create a safe, challenging, supportive and inspiring learning environment, which recognises the contributions of motivated students who are working purposefully to achieve their full potential.

Objectives

- To have a clear and consistent approach to rewards and sanctions.
- To encourage all students to make responsible choices for their behaviour and attitudes to learning.

Legal Guidance for this policy

Education and Inspections Act 2006

School Standards and Framework Act 1998

Education Act 2002

Use of Reasonable Force Guidance 2013

Searching, Screening and Confiscation Guidance 2014

Behaviour and Discipline in Schools Guidance Jan 2016

The Head of School will publish a school behaviour policy, in writing, to staff, parents and pupils once per year.

The standard of behaviour expected is included in the schools home school agreement and signed prior to admission.

Principles

The effective delivery of the curriculum at King Harold Academy can only take place where students are motivated to learn and behave well. The Behaviour for Learning Policy establishes the agreed way in which all members of the school community will contribute towards the learning environment.

As staff we will ensure that our students are positively engaged in learning by ensuring we provide:

- Clear and high expectations.
- Lessons that are well planned, show pace, enjoyment, variety, engaging, challenging and fully inclusive.
- Consistently and fairly apply rules, routines, sanctions and rewards. In partnership with students, parents and staff.
- Positive and respectful language and approach.
- Lessons which Challenge, Support and Inspire our pupils.

Core Values and Purpose

Challenge • Support • Inspire

As a school we value:

- A commitment to high standards through: enjoyment, success for every learner.
- Create a positive learning environment which encourages social, educational and academic development.
- Consistently respect the dignity of one's self.
- Be responsible for one's own learning, behaviour and environment for learning.
- Create an environment that is safe and secure.
- A culture of praise and celebration.
- In managing a climate for learning our school will execute these key features of pedagogy and practice. The result is the teacher and student will be engaged in learning and the management of student behaviour will be seamlessly integrated in successful teaching and learning.

Rules and Routines

Staff will establish clear routines within the classroom to ensure that students are clear about the expectations placed upon them; clear protocols will support the climate for learning.

Our expectations both in lessons and around the school are simple, clear and are applied to all pupils. They will always be effectively imposed and maintained by all. Consistently used rules and routines create mutual respect in a safe and secure environment.

The policy is hierarchical and is based on supporting the child in a learning environment. The putative use of sanctions is used sparingly to ensure their effect, value and success. It is supportive and inclusive to allow the whole community to remain focused on life long learning.

How Good Behaviour is Encouraged

Students welcome praise and recognition of success, which then motivates further learning. Our culture of praise is for all and not only for those who have modified and improved behaviour.

Praise will be:-

- Genuine
- Appropriate
- Specific
- Consistent
- Used regularly

The forms of praise can be:-

- Verbal - private and public
- Written feed back
- Points on the pupils electronic school record
- Certificates and badges
- Praise Post cards
- Phone calls home
- Letters of congratulation
- Display of work
- Trips and visits
- Celebration Assemblies

How Poor Behaviour is Discouraged

The Behaviour for Learning Policy is based on clear intervention by all staff to give positive direction to modify behaviour to bring back the focus to learning.

Whenever a student misbehaves, the school will take corrective action as quickly as possible. Students expect a consequence to their behaviour and will be left in no doubt as to the reasons why and how this is going to be sanctioned. Through improvements in behaviour, they can avoid a recurrence.

Staff must aim to use preventive action and positive intervention whenever possible. Those who continue to experience problems with students may refer them on to colleagues by using the school's reporting system. Support may involve, Form Tutors, Subject Leaders, CTLs, Pastoral Managers, Progress Team, Assistant Headteachers, Deputy Headteachers and/or the Head of School.

All staff are expected to use their professional judgment when using the sanctions available - guidance can be sort from CTL's, Pastoral Managers, Progress Team or SLT. The sanction used will depend upon the severity of the student's breach of conduct.

At all times staff are expected to remain calm, courteous and respectful when speaking to and dealing with students. Punishments which are humiliating or degrading must not be used.

Possible Sanctions given to students

Below is a quick guide to sanctions. Parents must realise that these are only examples and each case is considered carefully and investigated thoroughly before a decision to apply a major sanction is made. There has to be a working relationship between the school and home. Parents who fail to support the school in its policies and practices create confusion for their child and put themselves in a position where they may have to review their choice of school for their child.

- Verbal warning or reprimand
- Extra work tasks, to be completed in school or at home.
- Moving a student's position in class or isolating a student from the class. An isolated student will be supervised by another member of staff.
- Interruption of break or lunchtime privileges.
- Carrying out a useful task in school.
- Informing parents if a student misbehaves.
- Subject Detention.
- Subject Report.
- Home Detention assignments.
- School Detention.
- Withholding privileges such as participation in school trips or events, where these do not form an essential part of the curriculum.
- On Call.
- Behaviour Report.
- Isolation - student is withdrawn from all lessons for a period of one or more days and is supervised at all times.

- Internal Exclusion at another school of which parents will be expected to take their child to and from.
- Fixed term exclusion.
- Permanent exclusion.

Detentions

Detentions can be set by any member of Staff within the school and may vary in length of time, this will be reflected by the behaviour shown by the student

- Classroom Teacher – break time, lunch time or after School
- Form Tutor – break time, lunch time or after school
- CTL – break time, lunch time or after school
- Pastoral Manger – break time, lunch time or after school
- Progress Team – break time, lunch time or after school
- SLT – break time, lunch time or after school

We have four School detentions where students may be referred if they do not turn up to a detention set as above or if they continue to persistently misbehave.

- Monday Detention 3pm to 4pm – issued by a CTL / Progress Team
- Wednesday Detention 3pm – 4pm – issued by a CTL / Progress Team
- SLT Detention Friday 3pm – 5pm – issued by a member of SLT
- Saturday Detention 10am – 2pm – issued by the Head of School

A student must arrive on time to any detention set and must bring with them work to complete and/or an appropriate book to read. The time will be held in silence. If a student misses the detention (not through sickness) they will automatically be placed in a 2 hour detention or in Isolation in the preceding academic days.

What the law allows in regards to Detentions given by a school:

The school has the legal right to set a detention for a pupil and do not have to give parents notice of any detention either during the school day or after school hours.

Though we try to accommodate parents by informing them of detentions either by phone, text or in writing.

The school can set a detention outside of school hours that include:

- a) any school day where the pupil does not have permission to be absent;
- b) weekends - except the weekend preceding or following the half term break;
- c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.

It is the right of a school to set a detention and parental consent is not required.

Isolation

For students who continually breach the Behaviour for Learning Policy, an isolation will be given. Isolations may also be given to allow staff time to investigate situations that require a resolution. This will be recorded on the student’s electronic school record and will be added to their permanent school record.

Any member of staff can make a referral for a student to complete an isolation, this must be made through a completed 'Isolation Referral form' and have all supporting documentation required in the form of statements. This is to be submitted to either the Deputy Headteacher, the Head of School or the member of SLT with responsibility for behaviour, who will sign off the Isolation. When a child is in Isolation that will be taken to the Isolation room, they will complete work set by staff and work in silence. All students will receive breaks for food and to use the toilet though this will fall outside of whole school timetabled times. Students will also finish the school day 1 hour later than other students. Monday, Wednesday – Friday this will be 4:00pm and Tuesday at 3:30pm.

Certain breaches of discipline are considered so serious that Isolation will be immediate and when any serious incident is fully considered the school may choose to give a **fixed term exclusion**. Extreme cases may lead to a **PSP and this could move to a Permanent Exclusion**.

Fixed Term Exclusion

Fixed term Exclusions must be brought to the attention of the **Deputy Headteacher** before a final decision is made by the **Head of School**.

- A student may be excluded for up to 45 days in a school year – This decision can only be made by the Head of School.
- If a student is excluded for more than five consecutive days, the school will arrange alternative provision for the student.
- Parents will be informed by letter of the exclusion and any work arrangements (if necessary) and any reintegration programme or provision of extra support.
- A student and their parents or guardians must meet with the appropriate member of staff, as stated in the exclusion letter, on their return to discuss future behaviour expectations.
- Parents may appeal against the decision to exclude for a fixed period, in writing to the Governors or the Local Education Authority. Either may instruct the Head of School to readmit the child if they feel the decision is unjust.

Permanent exclusion

- The Head of School will inform the student, together with their parents that they have been permanently excluded.
- Within 15 days a meeting of the Governors' Student Related Group will be held to consider the exclusion. Representations will be invited from the Head of School. Parents may appeal against the decision themselves or take a friend to speak for them.
- If the exclusion is not upheld the Governors may instruct the Head of School to readmit the child.
- If the exclusion is upheld the Governors must inform the Local Education Authority immediately. A meeting is then held by the Local Education Authority within the next twenty days to discuss the decision. The school will put forward their opinion and parents are again invited to contest the decision if they wish.
- If the exclusion is not upheld the Local Education Authority may instruct the Head of School to readmit the student.

- If the exclusion is upheld the parents have the right to appeal to an Independent Statutory Appeal Committee, within fifteen school days of the Local Education Authority decision.

Outside Agencies Support

The school reserves the right to make referrals to outside agencies in order to support students within their learning within the school. These referrals may be made at any point the school deems suitable. These agencies may support the family or school through any decisions to Fixed Term or Permanent Exclude a child.

These Agencies may consist of:

- Child and Family Counselling Service
- Social Services
- Educational Psychology Service
- Education Welfare Service
- Family Solutions
- EWMHS
- School Nurse
- Police Liaison Officer
- Educational Establishment that offer Alternative Education programmes

Behaviour for Learning Staff Responsibilities

Classroom Teacher

Behavioural incidents that occur in the lesson are the responsibility of the classroom teacher. This will be supported by the CTL who will take further action if required. It is the expectation that the classroom teacher will provide a climate for learning, by;

- Providing lessons that are well planned, show pace and enjoyment, challenging and fully inclusive.
- Employ a range of consistently applied strategies that reinforce rules, routines and rewards.
- Provide a clear and consistent application of the procedures for positive engagement in learning.
- Give students choices and responsibilities to change inappropriate behaviour.
- Use targets or subject reports to focus the student.
- Involve the support of the CTL.
- Inform the Tutor of concerns.
- Maintain an environment that is safe, secure and based on mutual respect.

To refocus students on the learning objectives in the classroom the following strategies should be implemented:

Techniques to re-engage students – Classroom Teacher

- Praise and verbalise good behaviour.
- Silent signals/tactical ignoring/Name, pause, and direction.
- Simple direction/rule reminder. "What should you be doing?"
- Take student aside/set a target and give a clear choice.
- Follow up the choice with isolation within the room/time out.

- Set a break/lunch/after school detention.
- Move the student to another supervised classroom.

Resolve this before the next lesson – Classroom Teacher and CTL

- Discuss with the Curriculum Team Leader a way forward and contact the parents/carers.
- Place on Subject Report.
- If appropriate, move the student to another class for a designated period of time.
- Send letter home to parents/carers and inform the Pastoral Manager.
- Meet with the parent/carer, if appropriate.

Curriculum Team Leaders (CTL)

The role of the CTL is crucial in supporting the Class Teacher with 'Behaviour for Learning'. As a CTL you will be expected to:-

- Quality assure lesson preparation and the delivery of lessons by the whole team.
- Support the teaching staff to employ strategies to change and improve behaviour.
- Provide internal support to the teacher to ensure a student can continue to learn.
- Move the student to another class for a designated period of time.
- Inform the student's Tutor of any concerns.
- Inform the Pastoral Manager of any concerns.
- Use a Subject Report to focus the student in their learning.
- Communicate clearly and consistently with the parent/carer firstly by telephone, secondly by letter, indicating the issues and resolutions.
- Where necessary, inform and work with the Pastoral Managers to put in place strategies to improve the student's behaviour and support the teacher in moving the student's learning forward.
- Have a consistent approach when recording incidents and state the progressive strategies used to demonstrate a fair and consistent use of the 'Behaviour for Learning Policy'. Finally, monitor, review and record how successful the strategies used were within that subject area.

Tutor

The Tutor will monitor the behaviour and attendance of those students within their form. Where necessary, liaise with the Pastoral Manager regarding their students and the behaviour strategies required to support them within their learning, including placing students on form report.

As a Tutor you will be expected to:-

- Address persistent infringements of behaviour.
- Address persistent 'cross school' concerns in regard to lateness, lack of homework, poor class work, lack of equipment and inappropriate uniform.
- Monitor a student's behaviour across the whole school.
- Provide target setting through structured reports.
- Utilise and monitor the effectiveness of the behaviour support strategies available in the school.
- Communicate clearly and consistently with parent/carer firstly by telephone, secondly by letter and then, where necessary, set up a meeting with the parent/carer, which may include the Pastoral Manager.
- Communicate and engage with the Pastoral Manager.

- Report appropriate information on the pupil's electronic record in regards to individuals.

Progress Team

This role is crucial in ensuring that pupils are able to make the progress they are capable of. Where behaviour holds this progress back the Progress Team will intervene to ensure that pupils are able to remain on at the level we know they are capable of.

The progress team will monitor current work compared to target work and work with the pastoral team to ensure that the behaviour for learning policy is implemented throughout the school. This in turn ensures that progress is made by every pupil in the school.

Pastoral Manager

The role of the **Pastoral Manager** is crucial as they are the gatekeeper for 'whole' school 'Behaviour for Learning' information. This enables them to identify the appropriate interventions and behaviour strategies to be implemented to assist an individual or group of students within their year groups.

The Pastoral Manager will be expected to:-

- Monitor behaviour for learning through the behavioural data recorded on e-portal by teaching staff and implement appropriate interventions where required.
- Monitor specific students with regard to improving individual student's attendance.
- Communicate with Tutor to monitor and evaluate the support given to specific students.
- Meet with other members of the pastoral team to monitor and evaluate the support given to specific students.
- Provide target setting through structured reports.
- Access specialist support to re-engage the student in learning.
- Ensure there is a clear 'whole school' picture of an individual students progress and behaviour.
- Liaise with the Assistant Head Teacher in regard to taking a student to the Governor's Discipline Panel.
- Ensure that all records are available to present to Assistant Head Teacher regarding permanent exclusions within the legal timeframes specified.

SENCo

The role of the SENCo is as a leader of whole school inclusion

The SENCo will be required to:-

- Liaise with Pastoral Managers on students causing 'whole school' concern.
- Ensure that targeted support is given to students to meet their specific needs.
- Evaluating the effectiveness of support provision to ensure inclusion.
- Record all information of meetings with parents/carers with minutes of any agreement to be kept on site and a copy sent to the parents/carers.
- Ensure that all records are available to present to the Assistant Head Teacher in regard to permanent exclusion.

If a member of staff requires On Call

During each period a member of the Senior Leadership Team or Pastoral staff will be available to assist class based staff in managing and resolving challenging behaviour.

A staff member can send for 'On Call' support via main reception. This should only be used if all other behaviour strategies have failed to engage the student or for:-

- The dangerous actions of a student
- Aggressive and/or threatening behaviour
- Students failing or refusing to follow the strategies as given by the CTL.

If a student is removed, the staff member requesting 'On Call', is expected to follow up using the agreed strategies and procedures stated above. Parents/carers must be contacted, the event recorded on the pupils electronic record and appropriate sanctions put in place. These must be enforced and followed through.

Staff will ensure a student has a fresh start every lesson.

Behaviour for Learning Parents Responsibilities

As a School we really appreciate the support parents give when we have to challenge negative behaviour. Parents have a clear role in making sure their child is well behaved at school. If they do not, the school can ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school may issue a £60 penalty.

Parents must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion. If they do not, the school can ask them to sign a parenting contract, may issue a £60 penalty.

Parents are expected to attend a reintegration interview following any fixed period exclusion from school. If they do not, the school or local authority may ask them to sign a parenting contract, may issue a £60 penalty or the local authority may prosecute them. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one.

Behaviour for Learning Students Responsibilities

It is the responsibility of the students who attend King Harold Academy to ensure that they are prepared to learn by ensuring

- They are dressed in the complete School Uniform.
- They have all their equipment for lessons.
- They attend school aspiring for 95% attendance or higher.
- They complete all work to the best of their ability.
- They complete all Homework set.
- They follow all rules set by the school and signed for by parents and pupils in the home school agreement.

Specific Behavioural Offenses

Homework Offences

If a student fails to meet the homework/coursework deadlines they will:-

- Receive a verbal warning
- Be given a detention
- Be referred to the CTL
- Have their parents informed
- Have a letter sent home stating further missed work will no longer be marked

As a school we value the contribution that the parents make to home learning and encourage them to take full responsibility in ensuring this commitment is fulfilled.

Lateness

At King Harold Business and Enterprise Academy we instil in our students the importance of punctuality as a key life skill.

Staff will be in the corridors at the start of each lesson to meet and greet all classes to promote punctual arrival. In the first instance, the class teacher will deal with lateness by verbal warning and then use break and lunchtime detentions (recording detentions on the pupil's electronic record). Parents will be contacted and appropriate support of the CTL will be sought. If a learning area has a continual concern with a student for lateness they should inform the Tutor. This enables a cross-school concern to be addressed. This could lead to a punctuality report with the Tutor.

If a pupil is late to school they will be issued with an immediate 1 hour detention, unless parents have called in with the reason for their late arrival. This detention can be deferred by pupils attending a ten minute detention at break and another at lunch.

Lack of School Uniform / Lack of Equipment / Inappropriate Hairstyle

All students are expected to arrive to school in the correct school uniform. If any student does not have the correct uniform and cannot supply an appropriate letter of explanations from parents, parents will be contacted in the first instance to bring the correct uniform to the school. If this cannot be achieved, the Form Tutor will write a note to the parent in the student's planner. If the student is still dressed incorrectly the following day, the students will be placed in a detention after school or may be isolated until the uniform issue has been addressed.

Students with long hair should tie it neatly back for safety reason with a dark band. No decorative clips, attachments or head bands are permitted. Haircuts which include lines or letters are unacceptable. Students should not have haircuts shorted than a 'number 2'. Students are asked not to dye their hair with colours different from natural colour.

When checked by the Tutor at the start of the day any student without items of uniform/equipment or inappropriate hairstyles will have this logged on the pupils electronic record with possible sanctions of loss of privileges. In the case of continual breaches of conduct, the Tutor will contact parents. A student may be placed on report, given a detention or the issue may result in the student being placed into isolation for a period of time.

Body Piercing / Make-Up

No student may have any body piercing jewellery in at any time (for Health and Safety) except for one pair of small stud earrings in the lobes. Students are not allowed to wear excessive

make-up. Where make-up is deemed excessive they will be asked to remove it in the first instance and have this logged on their electronic record with possible sanctions of loss of privileges. In the case of continual breaches of conduct, the Tutor will contact parents. A student may be placed on report, given a detention or the issue may result in the student being placed into isolation for a period of time.

Nails

No student is allowed to wear nail polish except for clear nail varnish. False nails, which include gels and acrylic, are not acceptable. A student may be placed in isolation for a period of time where this rule is not adhered to.

Social Media

While the school will educate students on acceptable usage of social media through our PSHEE program, it still remains the responsibility of the parents to ensure that they are aware of their child's social media use. The school does not expect to deal with situations that are brought into the school from issues caused by social media. Parents are expected to monitor their children's phones and electronic devices to ensure they are being used responsibly. The poor use of social media can lead to misunderstandings between groups and bullying. All incidents of this should be reported to parents and parents should seek advice from www.bullying.co.uk

Anti Bullying

We do not tolerate bullying in any form at King Harold Academy. Persistent bullying or incitement to bully is a reason when an isolation will be used. The school may choose to use community service, detention, isolation, fixed term exclusions or permanent exclusion for repeated offences of making any student feel unsafe. (Please refer to Anti Bullying Policy)

Racist and/or Extremist Behaviour

We do not tolerate racist or extremist behaviour in any form at King Harold Academy. Incidents of these types of behaviour or incitement is a reason when an isolation will be used. The school may choose to use community service, detention, isolation, fixed term exclusions or permanent exclusions for incidents of this nature. This can include but is not limited to using religious terms, colour, gender, disability or social status.

Anti-Smoking Policy

Smoking is anti-social and illegal on school sites. Students caught smoking while in uniform both inside and outside of the school will be reprimanded. On the first occasion that a student is caught smoking or with students who are smoking they will receive a warning and parents will be informed. On the second occasion they will receive a community service/or detention and parents will be informed by the member of staff dealing with them. This includes so called 'vap pens', e-cigarettes and other such devices.

Drugs

The school will not tolerate the use, supply or distribution of drugs in or around the school. This can also include chemicals deemed as inappropriate for human consumption or ingestion. Examples include, but are not restricted to; glues, solvents, gas canisters, balloons and "legal highs". The school will take the most server action possible where it is suspected or proven that a child is engaged in any of these activities.

Powers of search and confiscated items

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Any item that is confiscated will be locked in the school safe and returned to the parent if seen as appropriate to do so.

The school has the right to search, and if needed with the use of reasonable force, without consent for weapons, knives, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that may have or may be used to commit a crime. Weapons and knives will be handed over to the police.

Schools are **not required** to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search.

The use of force to control or restrain a student

Rarely do teachers at King Harold Business and Enterprise Academy have to intervene physically to reinstate control or restrain a student. Parents need to be aware that the law allows all adults authorised by the Head of School to have control of students to use such force as is reasonable to prevent a student:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline

The use of a restrictive physical intervention should be very rare. It should be avoided whenever possible and must be justifiable as being in the child's best interests.

NB A student absconding can only be restrained if they are putting themselves at significant risk by leaving school premises.

Risk Assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. Before deciding to intervene staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any intervention will be carried out with the child's best interest at heart. Physical contact must not be used to punish a student or cause pain, injury or humiliation. Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances they should take steps to minimise risks, for example, by calling for assistance and removing other students.

How Staff Might Intervene

When a physical intervention is justified, staff will use "reasonable force". This is the degree of force "warranted by the situation". It will "be proportional to the circumstances of the incident and the consequences it is intended to prevent". Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will:

- Use the minimum amount of force for the minimum amount of time;
- Avoid causing pain or injury, avoid holding or putting pressure on joints;

- Try to adopt a calm, measured approach and maintain communication with the student at all times. In an emergency, staff must summon assistance by using a mobile phone or directing a student to the nearest classroom teacher or closest main office.
- Details of the incident will be recorded by all adults involved immediately.
- Any injuries suffered by those involved will be recorded in accordance with school procedures.
- The Designated member of staff for child protection will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has caused or put a child at risk of significant harm the school's Child Protection procedures will be followed.
- Parents/guardians will be informed on the day of the incident and will be offered the opportunity to discuss any concerns they may have regarding an incident.
- All teachers are authorised to use physical restraint if deemed necessary.

Out of Class Behaviour

The same high expectation of student conduct is upheld throughout the whole school. It is the responsibility of all staff to have a presence throughout the entire school site. It is the responsibility of all staff to address in a calm and non-confrontational manner any breach of behaviour. A senior member of staff will support a serious concern and they will work collaboratively with the Progress Team to implement appropriate action to resolve this.

Out of school behaviour

Teachers are able to discipline pupils for misbehaviour outside school.

Section 89(5) of the Education and Inspections Act 2006 gives heads a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The Head of School will respond in line with the policy of any reported or seen incident off the school premises. This can be for any misbehaviour when the child:

- is taking part in any school-organised or school-related activity
- is travelling to or from school
- is wearing school uniform
- in some other way identifiable as a pupil at the school
- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school in the community.

Appendix 1 = Behaviour for Learning Pyramid

Appendix 2 = Behaviour for Learning Report Structure

Subject/Faculty Report	<ul style="list-style-type: none"> •Runs for 6 Lessons •Managed by CTL •Parents informed
Form Tutor Monitoring Report	<ul style="list-style-type: none"> •Completed for 10 days •Managed by Form Tutor •Parents informed •Reviewed by Form Tutor and Pastoral Manager
Pastoral / Progress Team Report	<ul style="list-style-type: none"> •Completed for up to 30 days - First 10 days on Red report, second 10 days on Amber report and the final 10 days on Green report. •Parents informed in a meeting with Pastoral Manager and Form Tutor •Reviewed by Pastoral Manager and AHT
SLT Report	<ul style="list-style-type: none"> •Completed for up to 30 days - First 10 days on Red report, second 10 days on Amber report and the final 10 days on Green report. •Parents informed in a meeting with AHT and Pastoral Manager •Reviewed by a member of SLT
PSP	<ul style="list-style-type: none"> •8 Week programme •Students will attend a behaviour governors meeting •Reviewed by AHT and HT
Re-intergration Report	<ul style="list-style-type: none"> •2 week or 10 day programme •Given after Fixed Term Exclusion •Reviewed by AHT

Pastoral / Progress Team and SLT reports will be on coloured paper which rags the success of the student. The reports will be reviewed and the student will move coloured report according to their behaviour.

Red = greatest concern in the behaviour of the student.

Amber = improvements have been made by the student in their behaviour.

Green = significant improvements have been made by the student in their behaviour.