Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST

Positive Discipline (PD)
BEHAVIOUR POLICY

Adopted by Prince Henry's Grammar School Governing Body

This Behaviour Policy should be considered in conjunction with the following other policies/ statements:
Anti-bullying
Attendance
Care and Control
Equalities
Online Safety
Safeguarding and Child Protection

Governor statement of Behaviour Principles

NWAIP Protocols around Off-site directions

Consideration should also be given to the following DfE Policies/ guidance:
Behaviour in schools, February 2024
Searching, Screening and Confiscation, July 2022
Suspension and Permanent Exclusion from schools... in England, July 2026
Mobile Phones in schools June 2026
KCSIE, September 2026

Reviewing this Policy
Reviewed: July 2026
Next Review: July 2027

Monitoring the impact of this policy
The impact of this policy will be measured through analysis of behaviour data in school.

Equality Impact Assessment
As a school we also monitor the impact of this and other policies on students, staff, governors and parents and carers. We assess whether they could have an adverse impact on particular groups, and whether there is potential for them to have a positive impact in terms of quality of opportunity and outcome.

PHGS – Behaviour & Safety Policy

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1. INTRODUCTION

This policy is in place to support our vision for Prince Henry's to be internationally recognised as an exceptional school with a culture of respect, where we can all flourish and achieve. Prince Henry's Grammar School strives for a safe, happy and ordered environment that enables young people to be successful. The school recognises that students require clear guidelines around what is acceptable and unacceptable both within and beyond the school environment. To support all members of the school we adopt a behaviour system known as Positive Discipline (PD). It is our intention that the behaviour structures that we apply in school will create behavioural and learning habits that will allow students to be successful and contribute to a harmonious and ordered social environment both in and beyond the school environment.

2. OUR EXPECTATIONS

Our school rules are clear and simple:

At all times

- Do as you are told by staff first time, every time.
- Arrive on time to school (on site by 8:25am) and lessons (arriving before the register is taken) fully equipped and ready to achieve your best.
- Wear your school uniform correctly and with pride.

In lessons

1. Be Respectful - **Follow teacher expectations** at the start of a lesson and stand in silence at the end of each lesson.
2. Be Ambitious - Do your **work well** without distracting others.
3. Be Resilient – Do your work to the **best** of your ability.
4. Be Kind - Put your hand up and **wait** for permission to speak. **Listen** carefully when the teacher or another student is speaking.

Around school

- Respect the feelings of others around the site and be polite.
- Walk around the building quietly and on the left.
- Only access parts of the school, inside and outside, that you are allowed to.
- Behave appropriately in toilets – no food, drink or loitering.
- Eat and drink in the right place at the right time, putting all litter in the appropriate bin.

The above will be reinforced with students, parents/ carers and staff regularly throughout the year via, but not limited to, regular focus weeks that aim to raise the profile of the school vision and values and address aspects of the school expectations.

3. REWARDS AND SANCTIONS KS3/4

Our rewards and sanctions structures are also clear and simple. The main processes are outlined below:

3.1 REWARDS

Positive incidents Credits and Praise emails

Many of our students contribute positively to our school environment. We aim to recognise this frequently, ensuring they receive more messages of praise than reprimand.

The PD rewards system allows students to gather POSITIVES and CREDITS for demonstrating positive behaviour. A generic positive incident can be added at any point. Staff are also asked to recognise up to four 'Stand-Out' students every lesson and are also able to add positives linked to specific actions (eg:

Meeting a school value). Frequent positive recognition of student achievement will be placed on Arbor. All teaching and non-teaching staff will operate within this system.

As each student gathers more POSITIVES and CREDITS they will receive greater recognition and rewards. As outlined below:

POSITIVE INCIDENTS *Shows as a Level 1 Positive in Arbor*	**CREDIT** *Shows as a Level 2 Positive in Arbor*	**PRAISE EMAIL** *Shows as a Level 3 Positive in Arbor*	**SENIOR STAFF PRAISE**
Given by staff at any point in lessons or around school. Every lesson should see up to 4 students awarded the 'Stand Out Student' positive. School vision positives are also available.	Automatically awarded for every 10 positives ALSO Individual 'Credits' are awarded by staff for noteworthy achievements (eg: Weekly clean slate, 100% Attendance).	Every 5 Credits will see a Praise email sent to parents/ carers congratulating the student on their positive approach to school.	The number of Praise emails will be monitored. At various triggers additional praise will be given to students. This may take different formats in different years, for example: Certificates, commendations, prizes, celebration activities.
Can be viewed on Arbor	Can be viewed on Arbor	Email to parents. Also viewed on Arbor.	
10 Positives across school = 1 Credit	5 Credits = Praise email	Repeated Praise emails = Extra Praise	

Positive Incidents can be awarded throughout a lesson. At the end of every lesson a minimum of 1, but up to 4, 'Stand Out Student' positives MUST be added. Positives **must not** be awarded for good behaviour. This is an expectation of all students. Furthermore, it is important to guard against the premature or commonplace awarding of positive Incidents which would serve only to undermine their significance. It is suggested that no more than 5 positive incidents per student be issued each lesson.

Students with zero negative incidents in the previous week will receive a **clean slate CREDIT** each week. An **Attendance CREDIT** will also be awarded to many students each week - this will, in most cases, be to reward 100% attendance. In some cases, it may be more appropriate and encouraging to award it for improved attendance or perseverance, this is at the form tutor's discretion.

Senior Staff praise will be reviewed frequently and will be flexible in its nature depending on the year group.

Beyond the above system of ongoing rewards there are other rewards that are available throughout the year. These include:

Staff praise emails
Frequently, staff will be encouraged to send praise emails to parents/ carers and/ or students. There are a range of factors that can lead to a praise email – examples include meeting a school value, improved effort, or behaviour, a positive attitude to learning and praise for a particular piece of work.

Postcards
Each term largely, but not exclusively, based on positive incident totals commended students will receive a subject 'postcard' which will be sent direct to their home. No more than three or four students from each group will be identified each term. Furthermore, pastoral staff are also encouraged to identify students who can be awarded this additional recognition. Space will be left for a comment and signature.

Fortnightly Prize Draw
Each fortnight there will be a prize draw in assembly from which at least two students from each year group will be awarded a further prize to acknowledge their positive behaviour. To be eligible students must have had zero negative incidents in the previous fortnight.

School Badges
A range of badges are available to draw attention to students who do repeatedly make positive contributions to school life. These are awarded to students who:
- Represent the school for a sustained period in Sport and Music.
- Demonstrate the school vision and values (Respect, Flourish and Achieve)
- Are involved in student leadership roles.

We encourage students to wear these around school with pride.

Regular Positive gatherings
Students regularly receiving praise will be invited to positive in school events (eg: Breakfast with SLT) where their achievements will be celebrated.

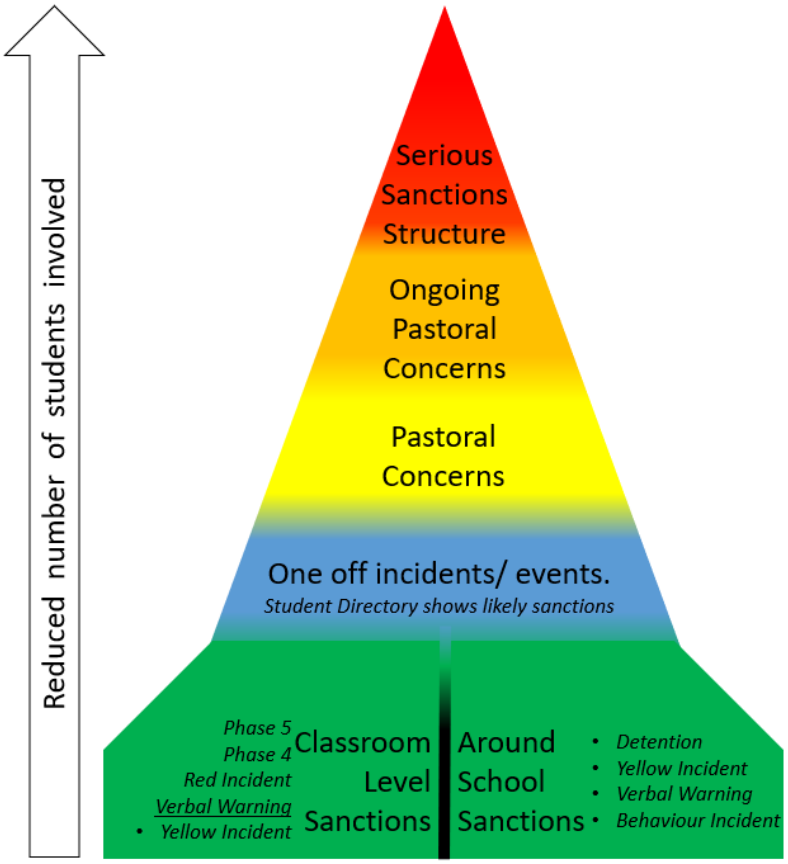
SLT Praise
All members of SLT are attached to year groups. Each member of the SLT will see students from each of their attached form groups during the year to hand out additional praise. Students who are working exceptionally can be referred on to the Headteacher.

Awards Ceremonies
Termly year group awards assemblies will be held, culminating in an 'end-of-year' year group award ceremony that takes place in July. Furthermore, each December the school holds it's annual 'Celebration Evening' to which students from all years are invited to attend to celebrate the successes of the previous year.

Celebration Events/ Trips
Students who have achieved at least five Praise emails, who have not served a repeated serious sanction and have good attendance are offered the opportunity to go on a reward trip (or attend Prom in year 11) to recognise their effort. Some students may be required to reflect further on their behaviour record before being offered the opportunity to attend the end of year trip. Further reward events may also be offered linked to credits achieved during the year. Students who have met the criteria that apply (likely linked to high numbers of positive incidents, low numbers of negative incidents) will be eligible for these as and when.

3.2 SANCTIONS

Our sanctions system is in place to support students in 'making the right decision'. Most of our students will rarely, if ever, interact with the sanctions system. To ensure clarity the system of escalating sanctions is explained to all students at the start of the year. This supports students at different stages of the process in this way:



Further information in section:

4.0

3.2.5

3.2.4

3.2.3

3.2.2

3.2.1a/b

Each of the stages of this structure are outlined in the sections below.

3.2.1 CLASSROOM LEVEL

At all times the intention is to address unacceptable behaviour and encourage each student to work productively and positively demonstrate the school values.

Staff have three types of negative incidents available to use in the classroom:
RED incidents – these are where learning is being disturbed
YELLOW incidents – these are mostly organisational issues
BEHAVIOUR incidents – these are for concerning behaviour where a sanction is instantly warranted.

Each staff member is expected to operate using the framework with the seven phases worked through logically. We will not tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work on corridors. Staff are expected to follow the 'Lessons at Prince Henry's' guidance and make use of appropriate de-escalation strategies where possible. However, to support this they should make use of the PD system outlined below noting that when students disturb their peers' academic progress or make the classroom environment unacceptably stressful and unpleasant, they must be removed from that class.

3.2.1a RED INCIDENTS – Given where learning is being disturbed.

A parent/ carer will receive notification at the time a red incident is added.

Where learning is being hindered students will receive an initial verbal warning, then a RED incident will be added should disruptive behaviour repeat. Five red incidents over a fortnight, across all subjects studied, will automatically lead to an after-school detention. The fortnightly accumulation count of red incidents resets after a fortnight, but all incidents remain logged in Arbor. Students are advised to keep

track of the number of incidents they receive each day via the Arbor Student App and to do their best to avoid hitting the five RED incidents trigger. **Within a lesson** the process should be:

Each lesson starts fresh with students given a verbal warning if they cause disruption to learning. Any further disruptive behaviour will see up to two RED incidents added. After a third RED incident is added in the same lesson the sanction would increase as below.

1 - Verbal Warning (after settling to work).
Students must clearly understand the fact that they have received a warning and the words 'VERBAL WARNING' must be used by the member of staff. No record is kept of this.
The VERBAL WARNING must not be given as a blanket warning to the full class.

2 – A 1st RED incident added
A student who continues to behave unacceptably despite being given a VERBAL WARNING receives a RED INCIDENT. This must be recorded on Arbor which will alert parents/ carers at the time.

3 – A 2nd RED incident added with follow up action from staff member
Despite receiving both a VERBAL WARNING and a first RED INCIDENT behaviour may sometimes continue to be inappropriate. Such behaviour should always result in the student receiving a second RED INCIDENT. This must be logged on Arbor, which will alert parents/ carers at the time. A student may well be moved out of the room for a brief cooling-off period, but the emphasis should be on rapidly reintegrating them into the group. In most cases students will be moved to another area of the room as the first part of the sanction.

After the lesson the student will be required to take part in an intervention in a bid to prevent a repeat of the behaviours in a future lesson. In most cases this should be a PRIVATE DETENTION at the convenience of the member of staff, ideally on the same day as the misdemeanour has occurred. Staff are advised to take the opportunity to have a restorative conversation with the student at this point and it is good practice to remind a student of the consequence of receiving further RED INCIDENTS in the current fortnight.

If staff find that a student repeatedly gets two RED INCIDENTS in their lessons they are required to consider alternative steps to reduce the chance of repeated behaviour. Suggestions include a phone call home, faculty report, discussion with the student's tutor and/ or Year Manager. There is an expectation that initially a class teacher takes ownership of addressing repeatedly poor behaviour in their lessons. Passing issues 'up the chain' without having taken steps to address the issues will not be acceptable.

4 – Faculty Intervention (Phase 4) - A 3rd RED INCIDENT (given within the same lesson) sees the student removed from the lesson to work elsewhere within the faculty.
At this point, despite three clear warnings (one verbal, two RED incidents), the classroom teacher would decide that a student is persisting in undermining the work of everyone in the room. The teaching staff member MUST add a **'RED incident - Student removed from lesson'** to Arbor as this will ensure the students' parents/ carers are notified that the student was removed from their regular lesson.

Each curriculum area plans a timetable through the course of each week which ensures that for each lesson of the week a colleague is always identified as being available to 'receive' students who reach this level. A student reaching this stage *in one lesson* would also receive an after-school detention.
Ideally, the student will be debriefed immediately after the lesson with both members of staff present.

If a student has got to this stage the 2 RED incidents received earlier in the lesson will remain in the fortnightly count. This means that should another three RED incidents be given across all subjects in the rest of that fortnight, before the reset, they will receive a further detention.

Example of how RED incidents (given for disturbing learning) may accrue.

	RED INCIDENTS awarded	***Impact within fortnight***
Week A - English lesson.	VW RED incident 1 added (1 overall) RED incident 2 added (2 overall)	Private Detention served (2 REDs in one lesson) 2 REDS added to central fortnightly count. *An after-school detention would be assigned at 5 REDs.*
Week A - Art Lesson.	VW RED Incident 1 added (3 overall) RED Incident 2 added (4 overall) RED Incident 3 added (Removal to another Faculty Room)	After-school detention given for being removed from Art lesson. 2 REDS added to central fortnightly count (total at 4 now). *An after-school detention would be assigned at 5 REDs.*
Week B - Maths Lesson	VW RED Incident 1 added (5 overall)	1 RED added to central fortnightly count, making 5 in total - *After-school detention assigned.*
Week B - PE Lesson	VW RED Incident 1 added (6 overall)	1 RED added to central fortnightly count, making six in total. *Next after-school detention would be assigned at 10 REDs*.
Fortnightly Reset		
Week A - Geography Lesson	*VW* *RED Incident 1 added (1 overall)*	1 RED added to central fortnightly count, making one in total. *An after school detention would be assigned at 5 REDs.*

The above system represents most of the interaction with PD our staff will utilise, and students will experience.

On rare occasions a student may be moved to a different room, bypassing the three reds. For example, if keeping them in the lesson will cause serious concern to staff or the wellbeing/ safety/ learning of other students. If this happens a 'Behaviour Phase 4 – Students behaviour required them to be removed from the room for a serious breach of school expectations' incident MUST be added so that parents/ carers are alerted to this.

Students, Parents and Tutors are encouraged to monitor the number of RED incidents students are accumulating and work hard to avoid the detention triggers being hit.

If a student accumulates greater than four detentions for RED incidents over a fortnight they will serve a day in Reflection and move to Phase 6 on the Serious Sanctions Structure (section 4.0).

RED incidents are also monitored by the Pastoral team and where students are repeatedly getting things wrong further sanctions and interventions in line with the Ongoing Pastoral Concerns (section 3.2.4/5 below) will follow.

The below phases involve actions beyond the original class teacher and sanctions decided at a higher level.

5 – SLT Intervention (PHASE 5) – Reflection

This intervention, as with any, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant an immediate sanction, such as Reflection.

It is very important that senior staff are not called to trivial incidents or incidents that have not followed our clear system of warnings (outlined above). This enables them to be more effective when called upon to deal with serious incidents and helps students understand that the classroom staff remain in charge of their students.

Examples where a student must be immediately removed to a member of SLT include swearing at a member of staff, leaving the classroom without permission, and outright refusal to follow instructions. The member of staff requesting Phase 5 support is expected to complete the appropriate 'Behaviour' incident on Arbor, with clear details of the incident that led to removal.

An SLT rota operates throughout the week to ensure that staff are supported. Staff can alert 'Phase 5' by pressing the 'Emergency Alert' button on Arbor or sending a message to reception. SLT on Phase 5 should update the Emergency Alert notification to indicate what actions were taken.

With Phase 5 behaviour removals, to support staff, students will be removed from that lesson. Consideration will then take place regarding the most appropriate next step based on a range of factors (the issue that has occurred, response of the student, impact on staff and historical behaviours). Students will then be removed from circulation for a period of time - this could be the remainder of that lesson, several periods/ breaks, the rest of the day or beyond for serious incidents.

6 – Internal suspension
Students are removed from circulation for a fixed period, serving time beyond the end of the school day and parents/ carers are invited in to discuss concerns.

Students can also be booked into Reflection and Internal Suspension as a response to other behaviours.

7 – Fixed-term suspension, up to permanent exclusion
Students who commit particularly serious misdemeanours can expect to find themselves at PHASE 7. The control of fixed-term suspension or permanent exclusion is entirely in the hands of the Headteacher and Governing Body.

A fixed-term suspension or permanent exclusion can be imposed by the Headteacher for either an accumulation of negative incidents or a one-off serious offence in line with this policy. Examples of such one-off offences may include an assault on another student, abuse of the fire alarm or abuse either directly to or about a member of staff.

3.2.1b YELLOW and BEHAVIOUR INCIDENTS GIVEN AT CLASSROOM LEVEL

Yellow Incidents

Yellow incidents can be assigned by staff in a lesson. They tend to cover organisational issues. Six yellow incidents in one of the groups shown below over a half term will lead to an after-school detention. Students are advised to keep track of the number of incidents they receive each day via the Arbor Student App and to do their best to avoid hitting the six YELLOW incidents trigger. Yellow incidents in lessons are awarded for:

- Equipment Concerns
- Lateness to school
- Lateness to lessons
- Uniform misdemeanours
- Conduct (eg: Being in the wrong place)
- Home Learning issues*
- PE-Kit concerns*

When necessary, staff should enter the appropriate YELLOW incident on Arbor. *It is essential that such incidents are not awarded by stealth* – **students must clearly be told they are getting a yellow incident, explaining the reason why and what could be done differently to avoid such incidents being added.**

Yellow incidents are centrally collated within the groups shown above, so staff do not need to keep a record. Parents can view yellow incidents in the Arbor Parent App at any point but they will only receive an email notifying them of yellow incidents when the sixth incident in a group (and therefore the after-school detention) has been triggered. The exception to this is the two marked * - Home Learning and PE-Kit Concerns. To encourage support from parents/ carers around this area they will be notified at the time these incidents are added to Arbor. Staff may also use private detentions at an earlier point than six to try and address these issues before they become more engrained and difficult to correct.

Behaviour Incidents

Behaviour incidents can be assigned by staff in lessons, although this is likely to be rare as RED and YELLOW incidents should be sufficient to support a positive learning environment. **Students must be made aware that they will be receiving a behaviour incident logged on Arbor.** Parents will be alerted to the behaviour incident at the time of it being logged with confirmation of the sanction following once the Year Manager has reviewed the behaviour incident. In most cases a logged behaviour incident will lead to a higher sanction (eg: Detention, time in Reflection). Examples include:

- Deliberate littering
- iPad used inappropriately
- Mobile Phone seen
- Stealing
- Assault
- Truancy

Students are expected to view the Arbor student App daily to understand the incidents they have been given and take control of their decisions in order to reduce the likelihood of increased sanctions.

Students demonstrating continual low level poor behaviour and learning habits
It is important that our support structures do not overlook students who continually demonstrate low level poor behaviour and learning habits that are not individually at the higher phases of our classroom sanctions system. These students should still have access to support and must not be missed.

Students repeatedly behaving poorly in one subject, or area of school, should be monitored by that faculty leader for a period. In an attempt to de-escalate concerns faculty staff are encouraged to contact parents and, if appropriate, hold mediation between the student and staff.

Students who pick up too many negative incidents, detentions and days in Reflection will naturally progress up the pyramid. Students who get too many sanctions will be dealt with under the Pastoral Concerns system (see section 3.2.4 below). Where evidence indicates that a student's behaviour is not improving with support in place this would see them move to the start of the Ongoing Pastoral Concerns (3.2.5) and where necessary the Serious Sanction Structure (see 4.0 below).

3.2.2 AROUND SCHOOL SANCTIONS

Staff have two types of negative incidents available to use around school:
YELLOW incidents – these are mostly organisational issues (these are recorded centrally)
BEHAVIOUR incidents – these are for concerning behaviour where a sanction is instantly warranted.

Please note it is not appropriate for staff to award RED incidents for Around school behaviours.

It is essential that staff combine firmness with an acceptance that many young people will occasionally make genuine mistakes which do not need pursuing. We need to make a clear distinction between carelessness (e.g. a group of friends being overly silly outside) and deliberate intent to disobey school

rules (e.g. students being in a clearly designated out of bounds area).

If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around school they must, as a minimum, add a yellow incident to the system. A student who accrues six YELLOW incidents in a category, in a half term will automatically receive an after-school detention. Appropriate counselling at an earlier stage normally reduces the chances of this happening.

Yellow Incidents

YELLOW incidents can be assigned by staff at any point. They tend to cover organisational issues or around school misdemeanours. Six YELLOW incidents in one of the groups shown below over a half term will lead to an after-school detention. Students are advised to keep track of the number of incidents they receive each day via the Arbor Student App and to do their best to avoid hitting the six YELLOW incidents trigger. YELLOW incidents around school are awarded mostly for:

- Equipment concerns
- Conduct (Low-level poor behaviour around the site)
- Lateness
- Uniform misdemeanours

When necessary, staff should enter the appropriate YELLOW incident on Arbor. It is essential that such incidents are not awarded by stealth – **students must clearly be told they are getting a yellow incident, explaining the reason why and explaining what could be done differently to avoid such incidents being added.**

YELLOW incidents are centrally collated across all areas of school and every 6 in a category, in a half term, leads to an after-school detention. Parents can view yellow incidents in the Arbor Parent App. They will only receive an email notifying them of yellow incidents when the sixth incident (and therefore the after-school detention) has been triggered.

Behaviour Incidents

Behaviour incidents can be assigned by staff at any point. **Students must be made aware that they will be receiving a behaviour incident logged on Arbor.** Parents will be alerted to a behaviour incident at the time of the incident occurring with confirmation of the sanction following once the Year Manager has reviewed the incident. In most cases a logged behaviour incident will lead to a higher sanction (eg: Detention, time in Reflection). Examples include:

- Deliberate littering
- Loitering and eating in toilets
- iPad used inappropriately
- Excessive uniform misdemeanours (eg: make up)
- Mobile Phone seen
- Stealing
- Assault
- Truancy

Students whose behaviour is of serious concern can be moved to more serious sanctions which operate in the same way as PHASE 5, 6 and 7 of the ‘Sanctions for Classroom-based Misdemeanours’, (see 3.2.1a above).

3.2.3 ONE-OFF NEGATIVE INCIDENTS AND EVENTS

One-off negative incidents and events may take place in lessons or around school. There are a range of circumstances and the sanctions (all the way up to permanent exclusion) that can follow are clearly

shown in appendix 2. Any such negative incidents should be logged on Arbor and are likely to be identified as standalone 'Behaviour Incidents' with appropriate sanctions following once the Year Manager and Key Stage Director have reviewed what happened.

Genuine one-off negative incidents will be treated as such, however, any external suspensions given for a one-off incident will count towards the annual total of days suspended.

A student exhibiting frequent disruptive and poor behaviour (whether a repeat of similar behaviours or a variety of types) will find themselves moving on to the Pastoral Concerns (see 3.2.4/5) or Serious Sanctions structure (see section 4.0) that could, via a cumulative process, ultimately see them removed from the school.

All RED, YELLOW or BEHAVIOUR incidents should be added to Arbor as promptly as possible, within 'office hours' (8am – 5pm) and certainly within 24 hours of the incident occurring.

3.2.4 PASTORAL CONCERNS

Some students may exhibit behaviour that is disruptive and negatively impacts the learning environment. For most students the in class (3.2.1a/b) and around school (3.2.2) sanctions outlined above will be sufficient to curtail this poor behaviour. For a small number they may persist in failing to meet our required standards in lessons.

Students frequently exhibiting the concerns above will also highlight themselves as a 'Pastoral Concern'.

Students with frequent red incidents, detentions and reflections will be monitored and a range of targeted pastoral support mechanisms will be utilised. These will be used as appropriate for the individual, but may include:

- Private Detention
- Detention
- Enhanced behaviour monitoring – By staff at a range of levels.
- Contact with home – phone, email, letter or in person
- Report – Faculty, Green, Yellow, Red, Monitoring
- Reflection
- Time out cards – 5 minutes, or to get support from staff (available for limited time)
- Additional Subject support
- Attendance Report
- Cross check with SENCO regarding student needs and reasonable adjustments in place.
- Online learning (E.g. Edclass)
- Referral to:
    - peer mentoring/ group support/ behaviour support programme/ counselling/ SENCO/ SEMH panel
- Completion of an internal Early Help Plan
- Completion of a Behaviour Support Plan
- Completion of a Risk Assessment (IPRA)

Details of what each of the above could involve can be found in appendix four.

If the above has little impact it is anticipated that the student will be moved onto Phase 6 and the lower stages of the Serious Sanctions Structure (Ongoing Pastoral Concerns). This will see further support mechanisms accessed and repeated poor behaviour more seriously sanctioned. The purpose of this stance is to help students avoid simply repeating detentions/ sessions in the Reflection room without further consequence.

Yellow incidents will also be monitored with a more nuanced response depending on the type of issue as below:

	6 Incidents	2 Detentions (12 incidents)	3 Detentions (18 incidents)
Uniform	Detention	Warning letter sent	Adaptation required
Home Learning	Detention	Warning letter sent	Attend HL club for 6 weeks
Conduct	Detention	Warning letter sent	Follow up action (eg: loss of social time)
Equipment	Detention	Warning letter sent – Tutor Daily Equipment check	Daily equipment check at KS office
Late to Lesson	Detention	Warning letter sent - Student on punctuality report	Additional sanctions in place
Late to School	Detention	Attendance team to follow up	

Time scales are considered on a case-by-case basis for the above, with detentions being the trigger for further action (eg: a student receiving 12 uniform incidents over two full terms would unlikely trigger the detentions or the letter and follow up actions whereas a student with 12 in one half term would trigger the higher sanctions).Two detentions for a repeated type of behaviour trigger a warning letter, 3 leads to a detention and a further action to address.

3.2.5 ONGOING PASTORAL CONCERNS

Students who fail to respond to the pastoral support mechanisms highlighted above will be part of the 'Ongoing Pastoral Concerns' group. These are students exhibiting sustained more challenging behaviour across a range of areas of school. The above behaviour support mechanisms will continue but there will also be additional personalised support to help the student to remain a part of the school community. The extra steps may include:

- Added to the SEN Register
- SEMH Provision map exercise completed
- Some access to our onsite support base for students struggling in school for timetabled sessions.
- Off-site direction
- Alternative Provision
- Limited adaptations to the student's timetable (this may include a temporary removal from some subjects, or a reduction in time in mainstream lessons).

Details of what each of the above could involve can be found in appendix four.

4.0 SERIOUS SANCTIONS STRUCTURE

Unfortunately, occasionally, it is necessary to issue a serious sanction to our students. We have a clear serious sanctions structure (shown below) that could ultimately result in permanent exclusion from the school.

Any of the below serious sanctions can be issued to a student in isolation following a one-off incident (see section 3.2.3).

Movement onto the below 'Serious Sanctions' structure is likely to come from a repeat of a previously considered 'one-off incident' or repeated 'Pastoral concerns' (which will be students who continually exhibit poor behaviour that negatively affects the school environment and/ or affects the learning of others). This will be evidenced via sanctions received (eg: negative incidents on Arbor, detentions and days in Reflection). It is likely that these students will not have responded to the earlier 'Ongoing Pastoral Concern' interventions. A student can be simultaneously working through the Serious

Sanctions Structure whilst also part of the Pastoral Concern cohorts.

The first two stages of the serious sanctions structure are served in school and no learning time is lost. This structure ensures that very few students in KS3 and KS4 ever need to be formally suspended and traditional exclusion patterns and subsequent non-attendance do not develop. Where a student is suspended for refusing to follow an initial sanction they will be required to complete the initial sanction before they are able to return to regular school lessons.

Once a student has moved on to the serious sanctions structure outlined below any subsequent concerns will see the student receive the next stage sanction. Once a student begins to move through the serious sanctions structure they and their parents will be notified of the stage their child is at and reminded of the information shown below.

		Sanction	**Minimum number of Days^**	**Minimum Support/ Intervention**
Phase 5	***Individual negative incident***	*Reflection*	*1 day*	*See 'pastoral concern' for support available*
Phase 6	***Individual negative incident or Ongoing Pastoral Concern – sanctioned as appropriate***	*Internal Suspension*	*1 day*	*Pastoral Team meeting with parents/ carers.* *Green monitoring report (tutor).*
		Internal Suspension	2 days	Pastoral Team meeting with parents/ carers. Pastoral monitoring report.
		Internal Suspension *If appropriate in a partner school's inclusion (PSI) room*	3 days *If appropriate, 2 days in a partner school's inclusion (PSI) room and 1-day internal suspension.*	Pastoral Team meeting with parents/ carers. Pastoral monitoring report.
Phase 7	**Stage 1**	External Suspension	1 day	Senior Leader meeting with parents/ carers. Pastoral monitoring report.
	Stage 2	External Suspension	2 days *cumulative 3 days*	Senior Leader meeting with parents/ carers. Refer to behaviour support team (if not already) who complete Behaviour Support Plan and share with staff.
	Stage 3*	External Suspension	4 days *cumulative 7 days*	Senior Leader meeting with parents/ carers. Behaviour Support Plan reviewed. Referral to AIP. Consider internal Early Help Plan.
	Stage 4*	External Suspension Plus	8 days (days 6,7,8 will be served elsewhere) *cumulative 15 days*	Senior Leader meeting with parents/ carers. Student Behaviour Contract initiated and signed. If other agencies involved Early Help Plan completed. First offer of AMBER Off-site direction or access to support from alternative provision.

	Stage 5*	External Suspension Plus	10 days (days 6,7,8,9,10 will be served elsewhere) *cumulative 25 days*	Headteacher's meeting. Review previously offered support. Hold Early Help Plan review if appropriate. AMBER Off-site direction enforced.
	Stage 6*	External Suspension Plus	10 days. 10 days (days 6,7,8,9,10 will be served elsewhere) *cumulative 35 days*	Governor's meeting. RED Offsite Direction initiated at an alternative provision.
	Stage 7*	Permanent Exclusion	10 days. 10 days (days 6,7,8,9,10 will be served elsewhere) *cumulative 45 days*	The school will initiate the permanent removal process

The individual needs of students with SEN/ EHCP will be considered by leadership, with appropriate reasonable adjustments made where necessary, before any suspension is agreed.

School may decide to place a student in another school's support base for a part of a suspension.

Should parents/ carers refuse to engage with the above support structures this will be noted, however the sanctions outlined above will continue to be initiated.

If a student is suspended for a total greater than 15 days within one term a Governor's meeting is required to be convened regardless of stage on the above structure.

*If a student begins to move through the above from stage 3 onwards they have the opportunity to reduce the length of a subsequent external suspension by having a continuous six-week period with no further external suspensions. This is a way of encouraging students to make positive choices.

It should be noted that, as a school committed to reducing suspensions, assisting parents/carers and keeping young people in education, the structure seeks initially to utilise internal suspensions when addressing challenging behaviour. The school may however choose to initiate suspension at any time if student behaviour merits this.

^The above is a guide only. The seven stages outlined will be followed, but the length of suspension may vary from that shown. This is dependant on individual circumstances that led to suspension being required.

4.1 Explanation of the sanctions shown in the serious sanctions structure:

At PD Phase 6 level:
Internal Suspension – The student would be internally suspended. A letter would go home and the parents/carers would be required to meet with school before the student returns to the general population. This is part of the formal disciplinary process.
Internal Suspension Alternative School – Student sent to another appropriate school to serve time in their Reflection room equivalent + 1 day internally suspended at PHGS before returning to main school circulation.
At PD Phase 7 level:
External Suspension – Students who reach Phase 7 of the serious sanctions structure will then be formally suspended and asked to work at home for a period of time, in most cases following the steps outlined above at each suspension. The number of days can be increased for more serious cases.
External Suspension Plus – Students who reach Phase 7, Stage 4 of the formal disciplinary process will then be formally suspended and asked to work at home for 5 days, 6th day provision will be provided at one of the NW wedge schools or the school will make alternative arrangements if this is not appropriate. The number of days can be increased for more serious cases.

Permanent exclusion – Any student reaching Phase 7, Stage 7 will be recommended for a permanent exclusion and will not be able to return to the school. 6th day provision will be provided by the local authority (most likely at an Alternative Provision provided by the NWAIP).

4.2 Explanation of the minimum support and intervention provided as shown in the Serious Sanctions structure:

Prince Henry's Grammar School recognises that some students require specific assistance in order to modify their behaviour and become more effective learners. It is intended that the intervention and support shown below will help the student identify and attend to specific and more general behaviour and learning issues.

Reporting System - There is a structured system of report cards where specific behavioural targets are identified to help students remodel their behaviour. This is the lowest level of input but is applied at three different levels. The different levels require students to report to staff of increasing seniority. Green report is to form tutor and will be monitored by them daily at am registration. Yellow or Red report is to Key Stage Team and will be monitored by them daily at break or lunch time. Contract will be to a member of the SLT. Failing to successfully complete a report will result in further sanctions being considered and possibly access to a higher level of intervention.

Behaviour Support Team – A student will be referred to work with our behaviour support team. These sessions will review the main concerns, identify actions and sets targets. This will be shared with all the students' teachers and reviewed after at least a fortnight.

Referral to AIP - A referral to the North-West Inclusion partnership Outreach programme will be made. This acknowledges that the student is unfortunately on a journey towards permanent exclusion. Their involvement will aim to support school to prevent this and/ or enable school to access an off-site direction or alternative provision more easily, if there is no significant improvement. It is expected that parents/ carers engage in this process. Should parents refuse, this will be documented as a support option that was not taken up. Failure to co-operate may trigger a governor/headteacher meeting.

Student Behaviour Contract - This formalises and (where appropriate) expands the initial behaviour support plan structure to become a contract signed by both the student and the parents. This will have a clear focus on areas to be improved, actions to be taken to help meet these and clear next steps should there be no improvement. There will also be a clear time frame for review.

Internal Early Help Plan – If appropriate a more detailed review document will be completed based on the more formal Early Help Plan process. As part of this process other staff will be consulted, for example the Assistant Headteacher (Safeguarding and Wellbeing) and the SENCO and a range of other inclusion strategies will be considered and (if deemed appropriate and not already utilised) put in place. These would support the aims of the contract and may be in place beyond the contract time scale. Examples may include: teaching group changes, anger management training, Positive Behaviour Support Plan, completion of an individual student risk assessment. SEN assessments and the involvement of other agencies, as appropriate, will all be considered.

Early Help Referral - If students continue to demonstrate behaviour outside the boundaries of acceptability, and other agencies are involved, then parents will have to attend a formal meeting with the Deputy Headteacher (Behaviour and Attitudes) and/or the Assistant Headteacher (Safeguarding and Wellbeing), the SENCO, the Parental Support Worker and any other relevant parties (including those external to school where appropriate) to organise a contract that encompasses all parts of the student's life.

Headteacher's Meeting – This is a formal meeting where the student and parents/carer are required to meet with the Headteacher to review the case history, recap the sanctions and review the interventions utilised. At this meeting the next steps of the serious sanctions structure will again be outlined, and an Amber or Red Off-site direction will be considered and offered.

Governor's Meeting – This will be a further formal meeting where the student and parents/carer are required to meet with the Headteacher and a panel of three Governors. Either the Deputy Headteacher (Behaviour and Attitudes), the Assistant Headteacher (Safeguarding and Wellbeing) or both will present the student's behavioural profile to the Governors and the Headteacher. A document will be prepared and posted to all parties prior to the meeting so that the Governors can arrive with questions and issues that they would like to raise.

It is the intention that at this meeting the Headteacher or Governors can make suggestions about further support or actions the school can take to support the student to avoid a Permanent Exclusion. It is expected that this would include an instruction to take part in an off-site direction.

Off-site Direction – A strategy that can be offered and considered at any time once a student becomes an 'Ongoing Pastoral Concern'. Initially offered as an AMBER or RED Off-site Direction. At Stage 5 on the serious sanctions structure this will be directed. Prior to permanent removal from the school it is advised that the student be offered an Off-site direction to another school or alternative provision in the local area in order to encourage a fresh start. Prince Henry's will foot no cost in this process but will set the arrangement up. Typically, the student will attend the other school for eight weeks and there will be a review meeting after four. The alternative provision can choose to end the arrangement at any point. If this is the case the student will be returned to Prince Henry's and further decisions made about their future. In some cases, the Off-site direction works well and the student may begin the process of a Managed Move after which they will be officially transferred off-role at Prince Henry's.

Managed Move - In some instances, it may be appropriate to provide alternative provision or a move to another school for periods of the week or an agreed period full-time. This may be at the North West Wedge provision. In other situations, a different form of alternative provision may be required. Alternative solutions will not be provided often and must be discussed by the Headteacher and Governors if there is additional expense.

The support processes above will be applied systematically as detailed in the Serious Sanctions structure. It should, however, be noted that staff involved in the process can initiate any of these support structures earlier should they think it is appropriate.

5.0 KS5 STANDARDS FOR LEARNING

5.1 SANCTIONS

As a school with a Sixth Form we operate a similar behaviour and safety management system for KS5. This builds on the understanding students receive during KS3 and KS4. It is known as 'Standards for Learning' since it enables staff to be able to intervene with the behaviours that slow down or prevent rapid and sustained learning. It is based on the below principles:

- **High standards.** Students have freely chosen Sixth Form study with us. They should be setting the highest standards of commitment and behaviour. However…

- **Accepting mistakes.** Anyone can make a mistake. Students have the chance to make multiple small errors at each stage, but will be helped to improve.

- **Honesty and kindness.** Wherever practicable, staff will tell students when they sanction them, and we will seek ways to help them to change their behaviour.

- **Chances to change.** Interventions at each stage give students chance to correct their approach. At each stage chances are given for 'resets' and reductions, though these are at the discretion of the Sixth Form Team.

The types of intervention and support we provide to our Sixth Form are different from those provided in

KS3 and 4. We believe that by this point in their education our students should have a greater level of independence and responsibility in their learning and study choices. The system follows the process outlined below.

Standards for Learning Incidents

Students are issued 'incidents' for misdemeanours. At certain trigger points, interventions and sanctions are put in place to alert the student to their particular issues. Students can apply for points reductions if they have extended periods of time where no points are received. Intervention includes staff support, removal of home study privileges, report cards and supportive meetings.

All examples of unacceptable behaviour and instances where attitude to study is below expectation will be recorded as Standards for Learning points on Arbor. As with main school, there will be different tiers of sanctions which are tallied separately:

• YELLOW incident (1 point) – *not acting as expected – issues with approach and organisation*

• RED incident (1 point) – *not doing as instructed – issues of cooperation and respect, including failure to complete home learning*

• SERIOUS BEHAVIOUR incident (equivalent to 1-5 RED points) – *serious failures of conduct appropriate to Sixth Form*

Yellow incidents

YELLOW incidents mainly relate to issues outside lessons relating to school rules. They may be issued by form tutors, teachers, the Sixth Form team, admin team, or staff around school. Since Yellows relate to reasonably common errors that should be easily fixed, it is expected that students address these issues and resolve the problem. Therefore a swift, targeted, and limited sanction should suffice. For this reason, the main sanction for accumulating Yellows is the same at every threshold (5, 10, 15 and so on): students lose one hour of home study time that week.

However, the type of issue that prompts a Yellow incident will still become a serious concern if it becomes a regular habit: for example, ongoing issues with punctuality, dress code or phone misuse. For this reason, students who accrue five Yellow points will also be given a single Red point for accruing five Yellows, contributing to escalating interventions.

Red incidents

RED incidents relate to home learning, more serious incidents of poor behaviour or attitude, or a repeated issue, causing the ongoing accrual of Yellows. These may be issued by class teachers or by the Sixth Form team. Parents will receive an email every time a Red incident is issued. As students accumulate Red points they will progress through the phases of the Standards for Learning procedure until they work to demonstrate acceptable levels of behaviour and a positive attitude towards their studies.

Support will be provided at or before each stage is reached with the intention of guiding the student towards eliminating the issues giving cause for concern. This may include a requirement to attend Supported Study. The escalating sanctions for accumulating Red incidents (and Behaviour incidents – see below) are as follows:

- 5 Red/Behaviour incidents: loss of one afternoon of home study, and meeting with form tutor
- 10 Red/Behaviour incidents: loss of one week's home study; a further meeting with the form tutor to agree targeted improvements; contact with home from the Sixth Form team.
- 15 Red/Behaviour incidents: loss of two weeks' home study; a meeting with the Sixth Form team; a targeted report; contact with home
- 20 Red/Behaviour incidents: loss of two weeks' home study; a meeting between the student, the Sixth Form team, and parents/carers; phase 4 contract
- Phase 4 and 5: a contract issuing specific targets will be issued and agreed to by parents, student, and the Sixth Form team. Contracts will be reviewed after a fixed term, which will usually be four weeks. See 'contracts' below for details.
- Phase 6: a further and final contract is issued, with the involvement of a Governor, and known as a governors' contract.
- Breach of a phase 6 (governors') contract will lead to a governors' panel and may lead to permanent exclusion from the Sixth Form.

Serious Behaviour Incidents

These may include, but are not limited to, issues such as theft, assault and the specific issues listed in section 8 of this policy. Sanctions issued will be in line with the Serious Sanctions Structure used across the school and, depending on the seriousness of the incident, students may be issued a sanction at any phase of the structure. In most cases this structure is used for one-off serious incidents, but repeat serious incidents may see students move up this structure. If issued a serious Behaviour Incident, students will usually be given additional Red incidents so that their total of accumulating Red/Behaviour incidents increases by up to five, depending on the seriousness of the incident.

Points reductions

Individual

A student who has already had at least 10 Red/Behaviour incidents may appeal for a points reduction if they have had no incidents of any kind for a period of two full school weeks (in which they must have attended every day, and thus had opportunity to be given sanctions). If successful, up to 5 incidents may be removed, at the discretion of the Sixth Form team, potentially moving the student down one full phase. Students will not be prompted to do this: they are responsible for appealing and monitoring the time frames. Students who move down the sanctions structure will only be put on any contract or report for that phase if the problems reoccur.

Collective

Any student who has four or fewer Red/Behaviour incidents at the end of the autumn or spring Term will automatically have their Red/Behaviour points total reduced to zero.

Points are reset at the end of each academic year, although in the case of a student who has reached Phase 6, the Governors reserve the right to extend the term of the Governors' Contract into the next academic year.

Contracts and reports

The terms of a contract will address the particular issues of each individual student. A break of contract will automatically move the student to the next phase, even if they have not accumulated five full additional 'incidents'.

Accumulating five more incidents will *ordinarily* lead to a move up to the next phase, even if the main

terms of the contract have not been broken, though this will be at the discretion of the Sixth Form team. In unusual circumstances, a student who accrues five additional incidents may not be moved to the next phase, if these incidents are entirely unrelated to the particular focus of the report.

If the student reaches the end of the term of the contract without a break, the contract will end but may be re-instated if problems occur. The outcome of a report may be:

- *Fail and upgrade*: a breach of contract, no improvement, or accumulation of five more Red/Behaviour incidents will lead to the next phase of contract (with the possible exception outlined above)
- *Minor improvement and extension*: a minor improvement, without the issues being fully addressed, will lead to an extension of the contract for a further period (usually 2 or 4 weeks)
- *Improvement, and end of contract*: an improvement, whilst still accumulating some incidents, may lead to being taken off the contract (but the student remaining at the relevant 'phase').
- *Improvement with clean slate(s)*, *and points reduction*: exceptional improvement and/or a clean slate for 2 or 4 weeks will lead to a points reduction of up to five points and a downgrade to the phase below.

A contract will usually be accompanied by a report card. This will be signed by a teacher for relevant elements each lesson e.g. home learning, attendance or punctuality. The Library/Sixth Form study supervisor will usually be asked to sign the report at the end of each study period, though this will depend on the student attending on time and staying to work for the duration of the period. The report will identify the particular issues the student needs to address. The student will report to the Sixth Form Office at the start of each day with their report card and a parent/carer will be asked to check and sign the report card regularly too. The report card will be used as evidence in making a judgement about the outcome of a contract.

Special circumstances

With all the sanctions above the individual needs of students with SEND/EHCPs will be considered when sanctions are applied. We reserve the right to apply different/appropriate strategies and sanctions to any student if clear justification can be provided.

5.2 REWARDS

The rewards system for 6th form follows a similar process to Lower School with both regular, recorded rewards ('positives'), and occasional rewards awarded by prize draw or staff nomination.

6.0 BEHAVIOUR MECHANISMS

In rare cases additional actions may be required to enforce the high standards of behaviour that are expected. The below outlines two such mechanisms that may be required:

6.1 Student Searches/ Screening

Staff have the power to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The school also holds the power to search without consent for prohibited or illegal items including but not limited to:

• Knives and weapons
• Alcohol
• Illegal drugs
• Stolen items
• Tobacco, cigarette papers, E-cigarettes, Vapes, Vape Fluid.

• Fireworks
• Pornographic images
• Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property
• Any item banned by the school rules which has been identified in the rules as an item for which a search can be undertaken

The powers to search are detailed within the Education Act 1996, and are defined in the DFE Searching, Screening & Confiscation guidance (July 2022). Whilst staff have the power to search for any item, the staff member involved must ensure that the student understands the reason for the search and how it will be conducted so that their agreement is informed. Where required, we will conduct a search in a safe, proportionate and appropriate way which safeguards the welfare of all students and staff.
If cooperation from a student is not forthcoming, the member of staff will consider why this is. If a student continues to refuse to cooperate, the student may be sanctioned in line with this policy. If the search, in discussion with the Headteacher or other authorised person, is still deemed necessary to recover a prohibited item, then the use of reasonable force may be considered on a case-by-case basis.

All searches will be carried out in line with the school's health and safety requirements and recorded on CPOMS using the 'Student Search' form. Two members of staff will be present at the time of the search and wherever possible one of these members of staff will be a senior leader and of the same gender as the person being searched. The person making a search of a student's person should be of the same gender as the student.

Should it be deemed necessary a search may take place using a hand-held metal detector device. Parental permission will be sought where possible and where this is required. Where permission is not granted the Headteacher has the right to consider whether the search should still take place because not doing so may place members of the school community at risk. The search may then still be conducted and parents will be notified of this.

Members of staff may search school property such as a locker if it is believed there are grounds for this. It is important that all staff understand the implications of searches in the context of substance related incidents. Anyone who carries out or witnesses such a search may be required to give evidence should Police action follow: it is important that as few people are directly involved in the process as possible. Any findings of an illegal nature (if unsure contraband will be treated as illegal) will be handled as little as possible and will be passed on to the Police as soon as possible; the student's parent/ carer will also be informed of the incident and the action that will be taken.

Where a substance is found which is not believed to be a controlled drug these can be confiscated where a member of staff believes this to be harmful or detrimental to good order and discipline.

Carrying a weapon is illegal, even if it is not being carried with intent: any student who brings a dangerous item/ weapon into the school will receive an appropriate sanction and the Police are likely to be informed.

Incidents will be recorded and witnesses may be required to give statements to the police.

Where there is a disclosure of a mobile device incident which relates to messages/ texts/ messenger/ social media and is not Youth Produced Sexual Imagery the student's device (in the presence of the student) will be viewed by a member of pastoral staff or the Designated Safeguarding Lead (or Deputy). Health and safety requirements will be followed at all times. The information will be viewed by two members of staff, one of whom should be a member of the Senior Leadership Team. If the information on the device/s is of concern (not Child Protection), relates to bullying, or harassment, or needs further investigation, screenshots of all messages/posts will be taken on a school device. These will be uploaded to the school's secure CPOMS system and deleted from the device. If the information is deemed to breach the Positive Discipline system further sanctions will apply as per this policy. The student will be offered additional support and intervention related to the incident and the student will be

monitored by the year team, as will any other students affected by the incident.

Where there is a disclosure of a mobile device incident which is believed to relate to Youth Produced Sexual Imagery the device will be confiscated and locked in the safe. The student and their parent/ carer will be informed that the device will/ has been confiscated and parents reminded that it is illegal to hold copies on their device or to share the image. A Child Protection Officer will be informed and will act in line with the school's Safeguarding and Child Protection policy. Where appropriate, sanctions will apply in line with the school's Positive Discipline Policy and associated documentation.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item, and they believe that the search has revealed a safeguarding risk.

The designated safeguarding lead must liaise with the Headteacher to inform them of specific safeguarding issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an 'appropriate adult' present should police request or be required to conduct a search of a student, which may involve the removal of more than outer clothing.

6.2 Use of Reasonable Force – To be read alongside the Care and Control Policy

The school does not have a 'no contact' policy as there is a real risk that such a policy might place a member of its staff in breach of their duty of care towards a student or prevent them taking the necessary action to prevent a student causing harm. Key staff are trained in the use of reasonable force and should be consulted wherever possible before any physical intervention takes place.

Members of staff have the jurisdiction to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline.
The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm.

The decision on whether or not to physically intervene is subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period.

Should it be deemed reasonable, proportionate and necessary to physically intervene during an incident then members of staff have a duty of care to intervene and when doing so they will follow the Care and Control policy in place at the school.

7.0 INFORMATION FOR STUDENTS AND PARENTS

To ensure our students and parents are aware of our behaviour and safety actions, and to ensure our staff are consistent in their application of the structures we have a number of diagrams that are displayed in classrooms and, in some cases, on the Student Directory. These diagrams can be seen in the appendix and include:

- ***Sanctions information*** – this outlines the different levels/phases of sanction within school from a simple 'yellow or red incident' (phase 1) through to an 'exclusion' (phase 7). The pyramid provides examples of when these sanctions may be applied, both within lessons and around school. Our staff have a clear model for maintaining discipline within their lessons that allows them to calmly assert their authority at an appropriate level when required. Appendix 1.
- ***Sanctions Guidance Chart*** - To assist our students and parents regarding what is acceptable our sanctions guidance chart is visible in the online 'Student Directory'. Appendix 2.
- ***KS3/4 Rewards Structure -*** The rewards structure outlines how students are rewarded at different levels in school from positive incidents through to prizes, awards and celebration evenings. Appendix 3.
- **Ongoing Pastoral Concern** - Ongoing Pastoral Concerns Support Mechanisms. Appendix 4.
- ***KS5 Standards for Learning Structure –*** An overview of the Standards for Learning points structure as well as the Reward system. Appendix 5.

The types of behaviour which are unacceptable (outlined in the Appendices above) is not an exhaustive list. Staff can use their professional judgement to assess poor behaviour and standards and apply the sanctions outlined as appropriate.

8.0 SPECIFIC BEHAVIOURS

Expectations around appropriate behaviour standards around school, such as uniform, mobile phones, etc… are clearly outlined on the website, in the student directory or on display in classrooms. Students are informed of any amendments to these as/ when throughout the year. The sanctions guidance shown in Appendix 2 outlines the key sanctions available to be used for a range of misdemeanours. There are however a number of specific behaviours that it is important to emphasise the school stance on. These are outlined below:

8.1 Sexually harmful behaviours (including Sexual violence, Sexual harassment and child on child abuse)

At Prince Henry's Grammar School we recognise that children can be victims of Sexual violence and harassment as well as other forms of sexually harmful behaviours. The protocols described below deal specifically with situations where the perpetrator is another student within the school community. *For a detailed explanation of the response to any form of abuse or safeguarding concern please read the Safeguarding and Child protection policy.*

At Prince Henry's Grammar School we believe that sexual violence and sexual harassment is not acceptable, should never be tolerated and is not an inevitable part of growing up.

What are sexually harmful behaviours?
Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children (KCSIE 2026).
It can include:

- Physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos;
- Causing someone to engage in sexual activity without consent
- Up skirting
- Initiation/hazing type violence and rituals.

How can students report incidents?
Students are advised to speak to their form tutor, Year Manager or any member of staff. They are also encouraged to indicate concerns in the half termly wellbeing survey.
Parents with concerns should speak directly to their child's Year Manager

How will we respond?
Any student who reports sexually inappropriate behaviour will be believed and listened to. The allegations will always be taken seriously and be investigated by a member of the Designated Safeguarding Team.
We will never dismiss these actions as 'banter' or 'just a part of growing up'.
Two members of the Designated safeguarding team (including the Designated Safeguarding Lead or Deputy) will agree the actions to be taken. Where appropriate this will be informed by the completion of an AIM checklist as per the Safeguarding and Child Protection Policy.

Actions can include:
Sanctions – all sanctions are available up to and including Permanent exclusion. We recognise that these behaviours exist on a continuum and that the Designated Safeguarding lead (in discussion with the Headteacher where appropriate) is best placed to judge the appropriate sanction.
Ongoing support - Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Support for these students is essential and can include referrals

to our Student Wellbeing Officers or to counselling through the TAMHS project.
In school adjustments – changes to timetables and routines may be implemented in order to ensure that victims are less likely to have to encounter the perpetrator in the course of the school day. This can include adjustments to travel using school buses.
Education and support for the perpetrator – we will ensure that work is done to support the young person who is responsible for the behaviour so that it is not repeated and that any wider concerns are addressed.
Outside agencies – where appropriate we will refer to/work with outside agencies including Police, Children's social work service and specialist support services.
Feedback – We will always inform the victim of what actions have been taken and why.
All actions will take due account of the need for confidentiality and the wellbeing of all students.

Dealing with false/malicious allegations.
It is important that Sexually harmful behaviours are taken seriously. It is therefore equally important that false/malicious allegations are dealt with effectively. The responses outlined above are also relevant in this case.

How will we monitor this?
All incidents of harmful sexual behaviours will be recorded on both CPOMS. Termly analysis of these incidents will be completed by the Designated safeguarding lead and reported to SLT and Governors through the usual systems.

An annual safeguarding report to the Local authority includes sections on Sexually harmful behaviours.

8.2 Mobile Phones

The use of mobile phones in school can cause unnecessary parental concern, contribute to sophisticated and nasty bullying and negatively affect structured and focused learning. In some cases mobile phone use within secondary school environments has created serious child protection concerns. In consideration of this, and with the Government Safeguarding Agenda high on every school's list of priorities, Prince Henry's chooses to operate clear but tough mobile phone guidelines and sanctions. This policy reflects government guidance, is regularly reviewed with governors and has been in operation at the school since 2011.

We understand that students may require a mobile phone before and after school and we acknowledge that these devices are increasingly important to access everyday activities outside of school time. We therefore understand that students are likely to have them on their person each day. However, to be clear, students in our care are safe from the moment they enter the school grounds until the moment they leave. Therefore, our expectation is that mobile phones should be **switched off and placed in their bag** from the moment students enter the school grounds (crossing the clearly marked line) in the morning until they re-cross that line as they leave the site. If a student should need to make a phone call in this time they can either:

➢ Ask a member of staff if they can use the school phone network.

➢ Ask a member of staff if they can switch their own phone on and make a call, or check their phone in an office away from other students.

Students should not be requesting phone calls and must not use any phone network in school unless the reason is supported by a member of staff.

KS3 & 4 Sanctions
Any student mobile phone or earphones that are visible, or identified as being on a student rather than in their bag, inside the school grounds during normal school hours will be confiscated complete with the sim card, placed in an envelope and securely locked away. If the mobile phone is not seen but it is evident that a student, however discreetly, has used a mobile phone, or has not turned the phone off, we will confiscate the phone (conducting a search in line with section 6.1 above if necessary) complete with sim card. Staff will not try to establish whether the phone is on or off when confiscating as it should be out of

sight in a bag. For a first offence students will have the phone confiscated until the end of the next school day, when they can collect it from the front office.

Any subsequent offence will see the device confiscated for the week with the child able to collect it on Friday at 3 p.m. from the main office.

We recognise that this will likely lead to a student being further impacted by their actions beyond school hours and that this may cause distress to parents and carers. As such students in KS3 & 4 will always be offered the chance to inform parents that their phone has been confiscated. In addition once logged on Arbor a message will be sent clarifying the school stance and explaining that the phone has been confiscated.

Students who refuse to hand the mobile phone over will be removed to Reflection in line with the school sanctions on refusal. Once the phone is handed over school will keep it for the amount of time, Monday - Friday, that they would have kept it had it been handed over immediately.

All phones held overnight will be clearly identified and stored safely in school.

Sixth Form
Sixth form students should only use their mobile phone for calls in the quad area during break and lunchtime. When in the library or quad they can use music facilities but this must be through a headset and not on speaker phone. If they wish to use their phone outside these areas they must sign out and leave the site. If any element of this policy is not adhered to staff are expected to alert the KS5 team to the issue and ask the student to take their phone to the KS5 office. All other phone rules are in line with the general policy.

Mobile phones should not be used anywhere other than in the library or quad area. They will be confiscated if they are used outside these two areas. Any student walking around school with earphones in should be challenged and the student asked to deliver the earphones and attached mobile phone to the KS5 office, with a SFL point added to the system.

Sixth form students may be allowed to use mobile phones for music and data storage in lessons if individual teachers confirm this. They should not place them on show or remove them from their bag until they have been directed to by the member of staff.

Any sixth form student failing to hand a mobile phone over to a member of staff on request will be reported to a member of the sixth form team. The sixth form team will pursue this further.

Sixth Form Sanctions
If a sixth form student is challenged about incorrect use of a mobile phone then the phone, complete with sim card, will be confiscated. The phone will be returned from the sixth form office at 3:00 p.m. that day.

If a student is challenged and refuses to hand over the mobile phone the member of staff will report this to the sixth form team. Any student refusing to hand their phone over to a member of staff will be excluded. Refusal is clearly highlighted in the sixth form planner as an exclusion offence.

8.3 Smoking, Vaping, Drugs and Alcohol

Any decision will be based on a thorough investigation, the needs of any individual involved and the wider welfare interests of the student body in school.

Drugs are those that:

- are legal such as alcohol, tobacco, vaping fluid and solvents:
- over the counter and prescribed drugs;

- controlled substances (illegal drugs or substances purporting to be illicit) such as cannabis, ecstasy, heroin, crack / cocaine and LSD

Drugs, other than those prescribed for legitimate medical use, must not be brought on to School premises and must not be bought, sold or otherwise obtained on school premises. These regulations also apply to any location on school visits.

- Possessing or using alcohol or tobacco on school premises or in the vicinity of the school is not allowed
- Students found smoking cigarettes or vaping on **or near** the school premises/ grounds will be subject to investigation and will normally be placed in Reflection; for repeated offences they may be suspended from school.
- Students in the vicinity of smoking/ vaping will also be sanctioned in line with the 'Associated smoking/ vaping' sanction.
- Any student suspected of being part of activities involving controlled substances (illegal drugs) or found in possession of controlled substances on school premises or in the vicinity of the school will be subject to a detailed investigation and will be suspended from school. *Where there is evidence that this is not a first offence and there are no extenuating circumstances, there will be a recommendation for permanent exclusion.* A student's parent or carer will normally be informed of any drug-related incident.
- Any student found to be supplying i.e. offering to sell, giving, actually selling, obtaining on behalf of others or trading controlled substances (illegal drugs) for something of value or possessing with intent to supply another person *the student will be recommended for* permanent exclusion. The school's view of the offence is the same whether the offence occurs on school premises or not.
- The police will always be informed of any controlled substance incidents.
- The Chair of Governors will be informed.
- All the above apply to any location visited while on a school trip.
- The School will act with sensitivity towards any member of the school who wishes to seek help to overcome a drug-related problem.

8.4 Offensive Weapons

We expect parents to support their children, and us, in helping their child make the right choice and, in talking to them, in looking out for concerning signs, and in reminding them that they should always walk away if confronted with the threat of violence.

If a student is believed to be in possession of a knife or there is sufficient evidence that they have had a knife, or any other offensive weapon (for example, a baseball bat) where there is evidence that it could be or has been used to threaten or cause violence, the following guidelines will apply:

- a search will be conducted (see section 6.1)
- an investigation will be instigated to gather evidence and establish facts
- where there is evidence of possession, parents/carers will be contacted and the police informed and there will be a recommendation for permanent exclusion
- the Chair of Governors will be contacted and informed

8.5 Bus Behaviour

Expectations for student's behaviour on school buses are clearly explained to students and can be seen in the student directory. This includes the expectation that students will:

- Always behave appropriately on the bus.
- Be polite and pleasant to the bus driver and other passengers.
- Always sit down on a seat where possible.

- Not stand near to the bus driver.
- Report any problems relating to poor behaviour to their Year Manager.
- Always carry their bus pass, ensuring they are on the correct bus, as shown on their card.

For students identified as exhibiting poor behaviour on school buses sanctions will escalate as follows:

- 1st time reported – Student(s) will receive an appropriate in-school sanction, with a bus warning letter sent to parents outlining our concerns.
- 2nd time reported – Student(s) will receive a ban from using the school buses lasting five school days.
- 3rd time reported – Student(s) will receive a ban from using the school buses lasting 30 school days.
- 4th time reported – Student(s) will be banned for at least the rest of the academic year. In serious cases this will be a permanent school bus ban.

The above sanctions may be escalated more rapidly for more serious incidents. Sanctions can also fall in line with the whole school behaviour policy as outlined in section 8.8.

8.6 Truancy

Please see the attendance policy for details regarding what constitutes truancy.

A range of sanctions are available, as outlined in Appendix two.

8.7 iPad Related Sanctions

All students have access to an electronic device in school. This means that we are required to consider specific behaviours. Whilst the sanctions fit within the normal structures detailed above, we felt that it was important to specify the sanction for certain, iPad related misdemeanours in order to protect the social aspect of our community and also develop the learning potential within it.

The guidance below has been shared with students, staff and parents.

Any student carrying out the following actions will receive the sanction shown below ***as a minimum***:

- Uploading content to the Internet inappropriately – suspension
- Found with inappropriate content on their iPad – suspension
- Using, sharing or manipulating media to cause offence or distress – suspension
- Found with inappropriate school based content on their iPad – time in reflection room
- A student taking pictures/ recordings of staff or students – detention.
- Using your iPad in any way other than that permitted by the iPad Protocols – detention.

All sanctions apply at all times in school. This includes break, lunch and after school in the library.

If a student forgets their iPad, brings it with no charge or forgets to hand the iPad back at the end of the day a YELLOW incident will be added.

Year Managers will issue and monitor the sanctions for the offences listed below:

- If a student forgets their iPad they should go to their Year Manager
- If a student brings their iPad with no charge they should go to the IT office where it can be placed on charge. IT technicians will issue a YELLOW incident if this happens on two or more occasions in one week.
- If a student forgets to hand their iPad in at the end of the school day the Year Manager will follow this up during the next school day.

8.8 Students' Conduct Outside the School Gates

Members of staff have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable" in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. This includes for misbehaviour when students are:
• Taking part in any school-organised or school-related activity or
• Travelling to or from school or
• Wearing school uniform or
• In some other way identifiable as a student at the school

or misbehaviour at any time, whether or not the conditions above apply, that:
• Could have repercussions for the orderly running of the school or
• Poses a threat to another student or member of the public or
• Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

Where such behaviour occurs students will be sanctioned in line with this policy and associated documentation.

8.9 Bullying

At Prince Henry's we seek to provide a safe and happy learning environment that helps all students to flourish and achieve. We believe that bullying is not an inevitable part of school life and that every young person should be able to learn in a school environment free from bullying of any kind in which they feel safe and supported. As such where bullying type behaviour is identified we aim to respond firmly and fairly utilising the full range of sanctions from this Behaviour Policy as appropriate. Full details of our stance on bullying can be found in the Anti-Bullying Policy found on the school website.

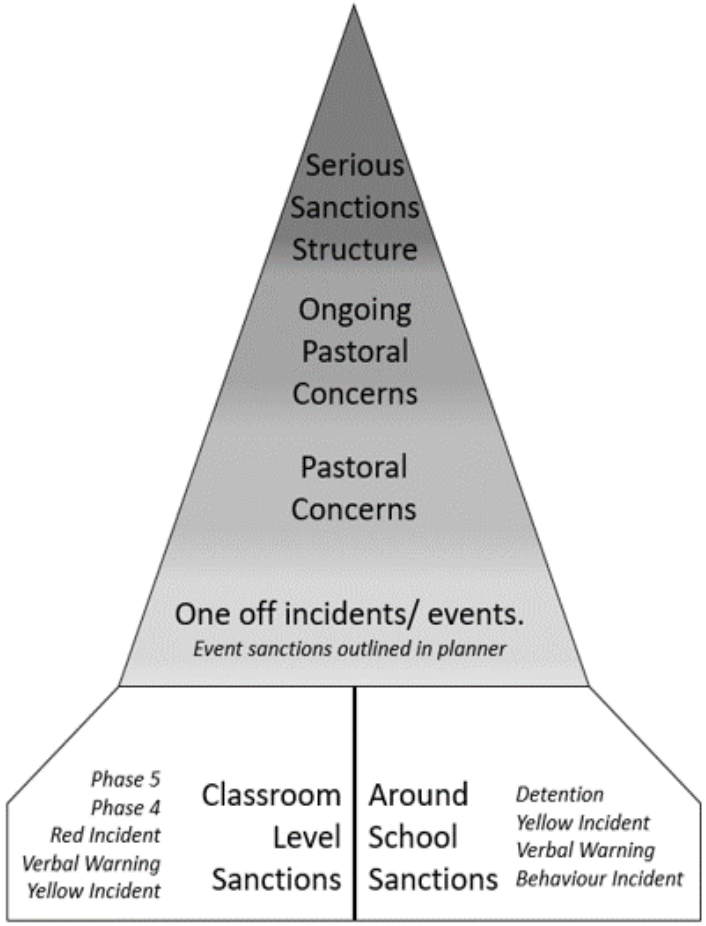
8.10 Response to Prejudicial Behaviours

At Prince Henry's we seek to provide a safe and happy learning environment that helps all students to flourish and achieve. We will not tolerate behaviours that are prejudicial towards any individual, or group of students. Any such incidents will be investigated and sanctioned in line with the PD Policy. All prejudice-based incidents will also be logged on the school CPOMS system to enable such issues to be tracked and monitored.

Sanctions information

The majority of student issues will be dealt with at the lowest level of the below pyramid. Details of the consistent processes of the Classroom Level Sanctions are shown on the right.

Students reaching the higher levels of the below diagram will receive more serious sanctions applied that can ultimately lead to permanent exclusion. Further details can be found in the school's behaviour policy.



Classroom Level Sanctions		
Students who repeatedly reach Phase 4 and Phase 5 sanctions will be subject to further monitoring and increased sanctions in line with the Ongoing Pastoral Concerns and the Serious Sanctions Structure.		
Stage and Sanction	***In a single lesson…***	***RED incidents over a Week A/B fortnight…***
Phase 5 – **Removed from general population**	If behaviour remains unacceptable the student will be removed from the alternative room by a senior member of staff.	Any five RED incidents within a fortnight will lead to an after-school detention. Repeated and/or extended after-school detentions will lead to time away from the general school population.
Phase 4 – **3rd RED incident + After school detention**	If behaviour continues to be unacceptable a 'RED incident (P4) – Student removed from lesson' should be logged on Arbor and the student moved to another room. They will receive an after-school detention.	
Phase 3 – **2nd RED incident + Private detention**	If behaviour continues to be unacceptable a 2nd RED incident will be logged on Arbor and a teacher led follow up intervention will take place.	YELLOW incidents over a half term… YELLOW incidents are added for organisational issues EG: Uniform misdemeanours, late to lesson, no equipment. Any 6 YELLOW incidents in a category will lead to an after-school detention.
Phase 2 – **1st RED incident**	If behaviour is unacceptable for a second time the student will have a 1st RED incident logged on Arbor.	
Phase 1 – **Verbal Warning**	This is given where a student's behaviour does not meet our Classroom expectations.	
Around School Sanctions will mostly be added as YELLOW incidents.		

Appendix Two

SANCTIONS GUIDANCE CHART

Sanctions chart

The below table indicates the range of sanctions that are most commonly utilised for the following offences:	**Incident**	**Detention**	**Reflection**	**Internal Suspension**	**Suspension / Permanent Exclusion**
Any activity deemed detrimental to good order and discipline	✓	✓	✓	✓	✓
Deliberate setting off the fire alarm					✓
Swearing at staff				✓	✓
Prejudice based incident			✓	✓	✓
Bullying			✓	✓	✓
Fighting			✓	✓	✓
Assault			✓	✓	✓
Unruly conduct	✓	✓	✓		
Swearing	✓	✓	✓		
Vandalism/ Damage		✓	✓	✓	✓
Failure to follow instructions			✓	✓	
Smoking or Vaping (including by association)			✓		
Found in possession of Cigarettes or a Vape		✓			
Deliberately incorrect Uniform/ hairstyle			✓		
Uniform – forgotten tie/ blazer	✓	✓	✓		
Outdoor wear worn inside	✓				
Any make up (KS3) Excessive make up (KS4)	✓	✓	✓		
Jewellery	✓	✓	✓		
Punctuality	✓	✓			
Truancy			✓	✓	
Leaving Site without permission			✓	✓	
Inappropriate use of IT (inc. iPads)	✓	✓	✓	✓	✓
Incomplete, lost or forgotten Report (including not signed by parent/carer)		✓	✓		
Unauthorised selling of items on school property		✓	✓	✓	✓
Chewing, eating or drinking inside other than Henry's Diner	✓				
Littering (deliberate = detention)	✓	✓			
Chewing, eating or drinking in toilets		✓			
Loitering in toilets		✓			
Also see Behaviour Policy for information on sanctions linked to mobile phones and bus behaviour.					

Appendix Three

PHGS REWARD'S STRUCTURE

Whole School Rewards – All Year

The PD rewards system allows students to gather rewards for demonstrating positive behaviour. Positive recognition of student achievement will be placed on Arbor. All teaching and non-teaching staff will operate within this system

As each student gathers more POSITIVES and CREDITS they will receive greater recognition and rewards. As outlined below:

POSITIVE INCIDENT *Shows as a Level 1 Positive in Arbor*	**CREDIT** *Shows as a Level 2 Positive in Arbor*	**PRAISE EMAIL** *Shows as a Level 3 Positive in Arbor*	**SENIOR STAFF PRAISE**
Given by staff at any point in lessons or around school. Every lesson should see up to 4 students awarded the 'Stand Out Student' stamp. School vision stamps are also available.	Automatically awarded for every 10 positives ALSO Individual 'Credits' are awarded by staff for noteworthy achievements (eg: Weekly clean slate, 100% Attendance, showing respect).	Every 5 Credits will see a Praise email sent to parents/ carers congratulating the student on their positive approach to school.	The number of Praise emails will be monitored. At various triggers additional praise will be given to students. This may take different formats in different years, for example: Certificates, commendations, prizes, celebration activities.
Can be viewed on Arbor	Can be viewed on Arbor	Email to parents. Also viewed on Arbor.	
10 Positives across school = 1 Credit	5 Credits = Praise email	Repeated Praise emails = Extra Praise	

Whole School Rewards –

Each Half Term

Autumn Term	· Rewards Assembly · Clean slate award · Phone calls/ emails/ postcards home
Spring Term	· Rewards Assembly · Clean slate award · Phone calls/ emails/ postcards home
Summer Term	· End of year Rewards Assembly · Reward Trip · Year 9 Graduation/ Year 11 Prom · Clean slate award · Phone calls/ emails/ postcards home

Other Rewards

Form Awards	House Competition celebrations. At regular points highest performing tutor groups (based on a particular focus) will be rewarded.
Student Awards	Half termly, students will be selected from across the year groups to receive rewards for their positive approach to school.
Treats	Periodically students will be awarded with small treats to praise them for a 'job-well-done'.

Appendix Four

Ongoing Pastoral Concerns Support Mechanisms available

Private detention *– Given when a student receives two RED incidents in a lesson. Usually for a period of no more than 10 minutes.*

Detention *– Given when a student receives three RED incidents in one lesson, 5 RED incidents across a fortnight or six YELLOW incidents in all areas of school across a half term. These take place on a Tuesday, Wednesday or Thursday after school and last up to one-hour (most students will leave after 30 minutes). Any student failing to attend a detention will automatically be expected to attend a 1hr30m Friday night SLT detention. Failing to attend this will lead to an internal suspension at the start of Phase 6 on the Serious Sanctions Structure.*

Faculty Report *– In some cases negative incidents may be identified as happening within an area of school (such as a subject). Where this is identified it is expected that the faculty will monitor that student's behaviour through their own reporting system liaising with parents as appropriate.*

Monitoring Report *– Students are required to report to (Green report their tutor, Yellow report their year manager, Red report their KS Director) each day. The report clearly outlines targets for that student to work on.*

Reflection *– Students are removed from circulation for a period of time. Students have access to lesson resources via the PCs in the room.*

Internal Suspension *– As above except a student stays until 3:45pm*

Partner School Inclusion (PSI) Referral *– A student spends time in another school's Reflection room.*

Contact with home – As a minimum, a phone conversation should take place with the parents/ carers of students who are identified as 'Pastoral Concerns'. In some cases this will involve a meeting and a discussion around the possible next steps (as outlined below). Initial conversations should take place between tutor and parents/ carers, with the pastoral team involved where improvement is not forthcoming.

Tutor monitoring – A student will be required to review their previous day with their tutor each morning. This is likely to be for a specific period of time and will lead to the student settling back into routines and no longer requiring this support or them moving onto a more formal monitoring programme.

Green Tutor Report – A student will be monitored more closely by each of their class teachers, with the tutor having oversight of the report in AM registration each day. This will have a specific target, focused to address the most appropriate concern, and for each period will be judged pass (P) or fail (X). For **every five** X's students receive an after-school detention. A lost report counts as two X's.

Year Manager **monitoring** – A student will be required to attend the Key Stage office at an agreed time to have their recent behaviours reviewed. This is likely to be for a specific period of time and will lead to the student settling back into routines and no longer requiring this support or them moving onto a more formal monitoring programme.

Yellow Year Manager Report - A student will be monitored more closely by each of their class teachers, with the Year Manager having oversight of the report at lunchtime each day. This will have a specific target, focused to address the most appropriate concern, and for each period will be judged pass (P) or fail (X). A lost report counts as two X's and failing to present the report at the agreed time counts as one 'X'. For **every three** X's students receive an after-school detention.

Red Key Stage Director Report - A student will be monitored more closely by each of their class teachers, with the Key Stage Director having oversight of the report at lunchtime each day. This will have a specific target, focused to address the most appropriate concern, and for each period will be judged pass (P) or fail (X). A lost report counts as two X's and failing to present the report at the agreed time counts as one 'X'. For **every three x's** students receive time in Reflection.

A 'Five minutes break' card – Allowing a student, with agreement from the teacher, the opportunity to have five minutes outside the classroom door. This should be used to enable a student to de-escalate from a situation that may see them get into more serious trouble. This is to support students and is expected to be in place for a specific period of time (which will be reviewed) only. Use of this card will be monitored and it will be removed from any student found to be exploiting the system to avoid lessons.

A 'Key Stage office' card – Allowing a student, with agreement from the teacher, the opportunity to go to the Key Stage office to speak to their Year Manager. Students must go straight to the Key Stage office, ideally the teacher will email the Year Manager to advise of the time they left the lesson. They should return to the lesson at the earliest opportunity, ideally with a timed note. This is to support students and is expected to be in place for a specific period of time (which will be reviewed) only. Use of this card will be monitored and it will be removed from any student found to be exploiting the system to avoid lessons.

Temporary removal from a particular lesson –Subjects are required to intervene and support students to remain in lessons and improve their interactions in that subject (use of TAs and subject report for example). In rare cases a specific lesson may be identified as a concern and it may be agreed that for a short window (no more than two weeks) a student may be removed from that lesson. In this time the student will be given an alternative location they must attend to complete the work provided by the class teacher.

Temporary Reduced Timetable – Students are required to attend school full time. In exceptional cases there may be occasions where a 're-start' is required and to aid this a reduced timetable may be an appropriate next step. Any change to a timetable must be agreed with parents and the in school paperwork completed and passed to the attendance officer. All parties must sign to say they understand this is a temporary step. Where possible the time away from school should see the student access Edclass online lessons. The reduced timetable is likely to last four weeks, with each week increasing the time in school.

Additional Subject support – Where it is identified that a student's poor behaviour is because of gaps in learning and understanding (particularly in English and Maths) students can be referred to subject intervention with the aim of providing frequent more tailored support to boost the young person's confidence. This may be with older students (eg through SUMS or reading Club) or with specialist intervention teaching staff.

Attendance Report – Where poor attendance is seen to have a link to poor behaviour an attendance monitoring report will be utilised. This will monitor attendance and punctuality to lessons. Where this does not improve the attendance monitoring systems (outlined in the attendance policy) will be initiated.

Truancy Focus – Where students attend school but deliberately refuse to attend lessons with no reason we can, in agreement with home, keep a track of time wasted and add this into a similar period after school.

Referral to Peer Mentoring – We have a group of older students who have been trained to act as 'Peer Mentors'. These will aim to meet with the student regularly to review how school is going.

Referral to Leeds 'Faith in Schools'* – Each week there is a lunchtime support group run by 'Leeds Faith in Schools'. The group aims to review aspects of school and life in a fun environment. Following this some students can access individual support with a member of staff, who will meet students weekly.

Referral to behaviour team – Students may be required to attend sessions in groups or 1:1 with the behaviour intervention team. Group sessions will focus on a common issue (eg: organisation). 1:1 sessions will review the work and behaviour completed by students each week.

Referral to NWAIP – Students can be referred to the North-West Area Inclusion Partnership. This alerts the inclusion partnership to our concerns around a student and enables them to consider further appropriate support they can offer.

Referral to counselling support in school – Students can be referred to one of the school's two student support officers. These aim to meet with students regularly in a 1:1 capacity to offer advice and support on range of areas.

Referral to the SEMH Panel for counselling support out of school – Students can be referred to the local school cluster team who have limited access to additional counselling support.

Referral to the school SEN team – It may be appropriate to involve the school's SEN team to identify if there are broader concerns that can be addressed and supported.

Risk Assessment **(IPRA)**– Where appropriate an agreed risk assessment will be put in place. This will identify concerns and steps to take to prevent those concerns. It should also clearly identify sanctions that will be applied. A copy of this should be shared with parents/ carers, the student and their teachers (and other staff if relevant).

**Under review at time of publishing*

The sanctions element of Standards for Learning is based on the below principles:

- **High standards.** Students have chosen Sixth Form study with us. They should be setting the highest standards of commitment and behaviour.
- **Accepting mistakes.** However, anyone can make a mistake. Students have chance to make multiple small errors at each stage, but will be helped to improve.
- **Honesty and kindness.** Staff will tell students when they sanction them, and help them to change their behaviour.
- **Chances to change.** Interventions at each stage give students chance to correct their approach. At each stage, as the 'temperature rises', chances are given to 'cool off' through points reductions and resets.

