



# POSITIVE BEHAVIOUR, SANCTIONS AND REWARDS POLICY

Date Approved by Governors	June 2017
Review Date	June 2019
On Behalf of Governors Signed	Signed copies on file
Print Name	
On Behalf of Governors Signed	
Print Name	
Principal's Signature	

**All One In A Million Free School Policies have been devised to ensure that:**

- Students from all backgrounds and all abilities and welcome
- Each student has the opportunity to flourish and achieve their potential
- We value the individuality of each student within the context of membership of our community
- We are committed to raising educational attainment and improving our students' life chances
- We provide an environment in which all students will be self aware, self disciplined and confident
- All students will understand how to make a positive contribution to our extended community
- We support academic, creative and personal achievement through our focus on Sport, the Arts and Enterprise.



**Under Section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012, the Principal will publicise the school behaviour policy, in writing, to staff, parents and students at least once a year.**

## ***'Praise Changes Behaviour'***

### **POLICY PRINCIPLES**

One In A Million Free School (OIAMFS) is committed to providing a safe and happy environment where all students and staff thrive and develop.

Our core values are

- Compassion
- Honesty
- Integrity
- Excellence

These core Values underpin behaviours for learning, behaviours for teaching and behaviours for being a responsible member of the OIAMFS community. They encapsulate the OIAMFS ethos and culture. They are also enshrined in the 'Seven Habits' of The Leader in Me programme (as devised by Franklin Covey.)

The 7 Habits are:

Habit 1 – Be proactive - you're in charge

Habit 2 – Begin with the end in mind – have a plan

Habit 3 – Put first things first – work first then play

Habit 4 - Think win/win – everyone can win

Habit 5 – Seek first to understand, then to be understood – listen before you talk

Habit 6 – Synergise – together is better

Habit 7 – Sharpen the saw – refresh and replenish – balance feels best

We believe that a behaviour policy should provide a framework for expectations and protocols for ALL members of the OIAMFS community: teachers, students, parents and visitors.



### **Our policy will:**

- Prepare our young people for their future. We want our students to be confident citizens, who know and exercise good manners, courtesy and kindness and have a positive influence on our extended community, be that local, national or global.
- Promote self-discipline, self-awareness and confidence in all our students.  
Encourage good behaviour and respect for others.
- Prevent all forms of bullying among all members of our school community.
- Promote British Values and challenge any behaviours that contradict our values such as racism, sexism, homophobia or radicalisation and extremism
- Ensure that all members of our community (and the extended community) understand what is expected of them in a moral sense and choose to do the good thing at all times.

### **We expect our staff to:**

- Model appropriate behaviour at all times.
- Give frequent, specific and targeted oral praise (5:1 – praise to criticism)
- Plan lessons that are engaging and allow students to take responsibility for their own learning.
- Support behaviour management through the consistent application of the structures and systems set out in this policy and in the Teaching and Learning Framework.
- Identify underlying causes that may underpin inappropriate behaviour and making appropriate adjustment to the curriculum or method of learning.
- Recognise the barriers a student may have to learning and provide the appropriate interventions.
- Give positive and encouraging written comments on work.
- Use the step system effectively and consistently.
- Give positive messages on student dashboards.
- Communicate with parents: Provide regular phone calls/emails home/postcards.
- Support effective termly learning conferences.
- Support the celebrations for attendance and behaviour
- Utilise coaching team time to build a positive relationship with the team and to help remove barriers to their learning and attendance.
- Provide good news stories.



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We expect OIAM students to show the OIAM Core Values at all times. All OIAM students are expected to

### **We expect our students to:**

- **Be polite and show respect** for other people and the school. We want our students to:
  - Model the OIAM Core Values at all times.
  - 'Be Proactive', 'Begin with the end in mind' and 'Put first things first'.
  - Show compassion for their fellow students and seek to understand first and then to be understood.
  - Look after and show respect for all school property and the school environment.
  - Show excellence in their appearance. Wear their school uniform correctly at all times (*Extreme haircuts or styles will not be permitted*)
  - Behave with integrity around school even when there are no teachers present
  - Be proactive in looking after the school building and grounds and show honesty at all times.
- **Show excellence in their work.** We want our students to:
  - Arrive on time with all appropriate equipment and ready to work hard in each lesson. We want all students to recognise the importance of operating in a punctual and time-efficient manner.
  - Be prepared for work during the 30 second protocol by being seated, with all equipment out on the desk, and engaged in the starter activity. We want all young people to use their time at school effectively and that means participating in all teaching and learning activities as soon as the first lesson begins. We expect our students to be prepared, and to understand the importance of being settled and ready to work, without constant reminders from the staff



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- Do as all staff tell them – ‘first time, every time’ without question or argument. The importance of following staff instructions allows the school to function safely, efficiently and with purpose. It is of fundamental importance that students follow staff directions and requests immediately on every occasion to enable the school to both safeguard learners and promote its values and culture.
- Listen carefully, in silence, when the teacher or another person is talking . So that teaching staff can operate effectively in the classroom and work to extend student’s knowledge and skills, we expect students to listen carefully and share in creating an environment of learning and mutual respect.
- Put their hand up and wait for permission to speak. To promote a climate of respect within our classrooms and around the school, we expect our students to raise their hands in order to contribute in discussion. It is expected that the ‘hands up’ routine will be a centre feature of each classroom, except when staff are engaging students in a question and answer session.
- Always try their best to complete work without disturbing others. We want all our students to understand the value of hard work and to celebrate the successes that it brings. Additionally, we expect all students to work diligently without distracting others or allowing themselves to become distracted.
- Politely ask for support if they need help. If at any time any of our students feel they need assistance with a particular teaching and learning activity, we expect them to politely raise their hand and request assistance. As a school, we recognise that young people learn in different ways and often at a different pace, our commitment to our students is that they shall be supported in all aspects of their learning; however, whenever and wherever this takes place.
- Stand in silence at the end of each lesson, until they are dismissed. In order to signal the end of one learning activity and to prepare appropriately for the next, we expect all students to wait respectfully for the teacher to determine that the lesson has ended and to direct the students to their next activity.
- Always complete homework and submit it on time. We want all our students to develop those organisational skills and practices that allow



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them to complete tasks outside of school supervision and instruction. We expect homework to be submitted punctually and to be completed to the best of the learner's ability

We ask that parents and visitors to the school:

- Support the Schools Behaviour Policy
- Respect the Code of Conduct developed by our students, which is to ensure all stakeholders model the behaviour we expect our young people to display.

### **BEHAVIOUR FOR LEARNING**

We have a number of strategies and staff roles that support our students to understand and develop appropriate behaviours, responses and conduct.

#### **1. Student roles and Learning Coach responsibilities**

In order to support our students' wellbeing and success, every student has a Learning Coach and is a member of a Coaching Team. The Learning Coach knows each student, their dreams and aspirations, and acts as their advocate to support them in all aspects of their lives at OIAMFS. They use the Personal guided Learning sessions to ensure that students understand the schools expectations of them, are ready for learning and that all barriers to learning are removed. The Learning Coach advises their coaching team on the appropriate way to restore relationships.

#### **2. The Core Learning Skills Programme**

Embedded in the OIAMFS curriculum is character development and our core learning skills. This is a planned programme to develop students' personal and interpersonal skills and behaviours and their cultural understanding. In particular it requires students to evaluate their values and the impact they have on their own behaviour.

#### **3. Rewards**

At the heart of OIAMFS's philosophy is the spirit of celebration and recognition that students should be rewarded. OIAMFS will work with its students and parents/carers to ensure that there are genuine rewards that our students will value. The school council will always play a crucial role in determining our rewards system. Our Rewards system can be found in the Appendices.



### The Choice System

The basic premise for the Choice System is to place students' behaviour in their own hands. "Its your behaviour, its your choice". This will reduce the impact of student disruption on teaching and learning throughout a single school day.

The first time a student fails to make the correct choice they will receive a verbal warning (**consequence 1**). If they choose to continue to make the wrong choice after the positive reinforcing in that lesson, or any future lessons that day they will be given consequence 2 which is a 30 minute behaviour review.

If a student makes two wrong choices before 13:10 on a single day they will complete their Behaviour Review that day. Any student who receives a Choice 2 after 13:10 will complete their Behaviour Review the following day.

If any student continues to make the wrong choices after receiving consequence 2, they will be issued with a consequence 3, which indicates that the student has little intention of contributing positively to the learning environment/activity and will instead, spend the rest of the day in the Inclusion Room in addition to receiving a one hour Behaviour Review. If a student receives consequence 3 before 13:10 they will complete their Behaviour Review that day. Any consequence 3 given after 13:10 will result in the student remaining in the inclusion room for the rest of that day including the following day plus the hour behaviour review.

Students who fail or fail to attend their Behaviour Review will spend the following day in the Inclusion Room and be expected to complete the Behaviour Review that evening.

### **Rationale relating to Exclusion**

OIAMFS is firmly committed to Inclusion rather than Exclusion and will endeavour to address all poor behaviour through the positive behaviour policy predicated on 'Praise Changes Behaviour'. OIAMFS believes it should model good behaviour and that ALL adults should see themselves as 'bridge-builders'. We believe that most situations can be resolved through forgiveness and reparation.



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However, situations may occur where all other avenues are exhausted and, in the view of the Principal/Vice Principal it is necessary to exclude a student to:

- Allow an investigation<sup>1</sup>, OR
- Provide a 'cooling-off' period, OR
- Make plans for alternative curriculum arrangements
- Indicate the seriousness of an incident given that exclusion from our school community is treated as the greatest sanction

*Details of our principles and procedures with regards to exclusion can be found in the Exclusion Policy.*

Investigations relating to exclusions will always be conducted by a member of the senior leadership team who has not been involved previously in the incident. They will gather information from all necessary parties without bias. Once the information is gathered it will be given due regard and (s)he will give advice to the Principal.

### **SEN**

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and targeted support will always be considered as part of SEND planning and reviewed as required under the Equality Act 2010.

### **Behaviour Outside School**

Students' behaviour outside OIAMFS on 'school business', for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the OIAMFS's Behaviour Policy. This also applies to the students' journey to and from school. Poor behaviour choices in these circumstances will be dealt with as if it had taken place in School. For behaviour outside school but not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour choices in the immediate vicinity of the School or on a journey to and from school is poor and meets the school criteria for exclusion then the Principal may decide to exclude.



### **Bullying**

It is essential that students can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated because the OIAMFS community has agreed our values and culture.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:-

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups – often described as ‘cyber bullying’)

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or being truant from school. All students will be encouraged to report bullying in our school. It should be noted that OIAMFS has a designated bullying email address that routes emails to the Vice Principal.

The address is: [anti-bullying@oneinamillion.org.uk](mailto:anti-bullying@oneinamillion.org.uk)

OIAMFS staff must be alert at all times to signs of bullying and act promptly and firmly against it in accordance with the OIAMFS Anti-bullying policy.

### **Searching, Screening and Confiscation**

Under the Education Act 1996, the Principal and staff authorised by him have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. As set out in Section 91 of the Education and Inspections Act 2006, enables a staff member to confiscate, retain or dispose of a student’s property as a disciplinary penalty, where reasonable to do so.



Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or
- To cause personal injury to, or damage to the property of, any person (including the student)
- E- cigarettes
- Carbonated drinks
- Prohibited items

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

If a search is being carried out the search will be made by an authorised member of staff who is the same sex as the student being searched, with another staff member present as witness. One of these staff members will be either the Principal or the Vice Principal.

The exception to this is that where the staff member believes that there is a risk that serious harm will be caused to a person if you do not conduct a search immediately and where it is not reasonably practical to summon another member of staff, that a search may be made of a student of the opposite sex, without a witness present.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.



### **Monitoring, Evaluation and Review**

The OIAMFS Governing Body will play a key role in holding the school community to account for upholding these practices: It will do it by:

- Governors coming into school and observing our behaviours
- Governors engaging in dialogue with community members
- Governors modelling these behaviours
- The Principal's report to governors that will comment on behaviour incidents
- The governors reviewing this policy at least every two years after assessing its implementation and effectiveness

### **Guidelines for dealing with specific serious incidents**

- In all cases of serious incidents detailed statements should be taken from all people involved, including witnesses – staff and students. This enables the relevant member of staff to have all of the necessary information so that they can give a suitable sanction.
- In all incidents of poor behaviour the initial member of staff should record the incident on Integris.
- If a student is misbehaving please do not send him/her directly to the Vice Principal or Principal, without seeking confirmation that there is someone at the office and is able to receive them. Use the appropriate behaviour system to ensure poor behaviour is dealt with consistently.
- In cases of emergency and a member of staff is unavailable contact a member of the admin or other colleagues known to you.
- All incidents of internal exclusion must be agreed by the Vice Principal or Principal.
- All fixed term external exclusion must be agreed by the Principal.
- No student should be sent home 'unofficially' to 'cool off' or 'calm down.'



## **APPENDIX 1**

### **INCLUSION ROOM**

#### **Rationale**

The introduction of the Inclusion room is to reduce the number of fixed term exclusions. Currently the fixed term exclusion record is higher than the national average.

The Inclusion Room will be used to help colleagues to maintain a positive climate for learning by housing students that have failed to embrace the values of One In A Million Free School, or received two behaviour reviews on the same day for disturbing the learning of others.

#### **Choices**

The Inclusion room will be incorporated in to the behaviour policy and system. Students will be placed in the Inclusion room if they make 3 wrong choices in a day.

The time spent in the inclusion room will be dependent on the incident and the time of day they were placed in there. See Behaviour Review and Inclusion Room scenarios.

#### **Application of the Inclusion Room**

Students will only be sent to the Inclusion room, if it has been authorised by the pastoral team, member of SLT, Vice Principals or the Principal.

Students that receive a consequence 3 for making the wrong choices, will be picked up by the referral teacher and taken to the Inclusion Room

Students will be given a code of conduct when they enter the inclusion Room so they are reminded of the expectations whilst they are in there and to help support them in making the correct choices.

Students will remain in the Inclusion room until they have completed their behaviour review for that day.



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Students that have been placed in the Inclusion room for a serious incident will arrive at school at 08:00 and leave at 15:15.

Generic work for literacy and Numeracy is available in the Inclusion Room. Students that have been placed in there for a whole day or more will receive work in their tray from their subject teacher. The pastoral team will collect the work at the start of each day.

Students that fail to make the right choices in the Inclusion room will be excluded for a fixed period of time for persistent disruptive behaviour. On their reintegration they will complete the same number of days they received as an exclusion.

Students in the Inclusion room will be given a toilet break and a opportunity to stretch at 10:45. Lunch will be served at 12:45 in the Inclusion Room and a second opportunity to visit the bathroom will be given. Students that are in the Inclusion Room will be kept apart from the rest of the school community and the option for lunch is a sandwich and a bottle of water.

There will also be a CCTV camera placed in the Inclusion room for the safety of both the students and staff.

The Inclusion Room will be staffed by all members of the school community. Training will be given to colleagues so students receive a consistent approach whilst they are in there.

Parents and guardians will be notified that their child has spent time in the Inclusion Room via a text and a record of the inclusion will be kept on the school MIS.

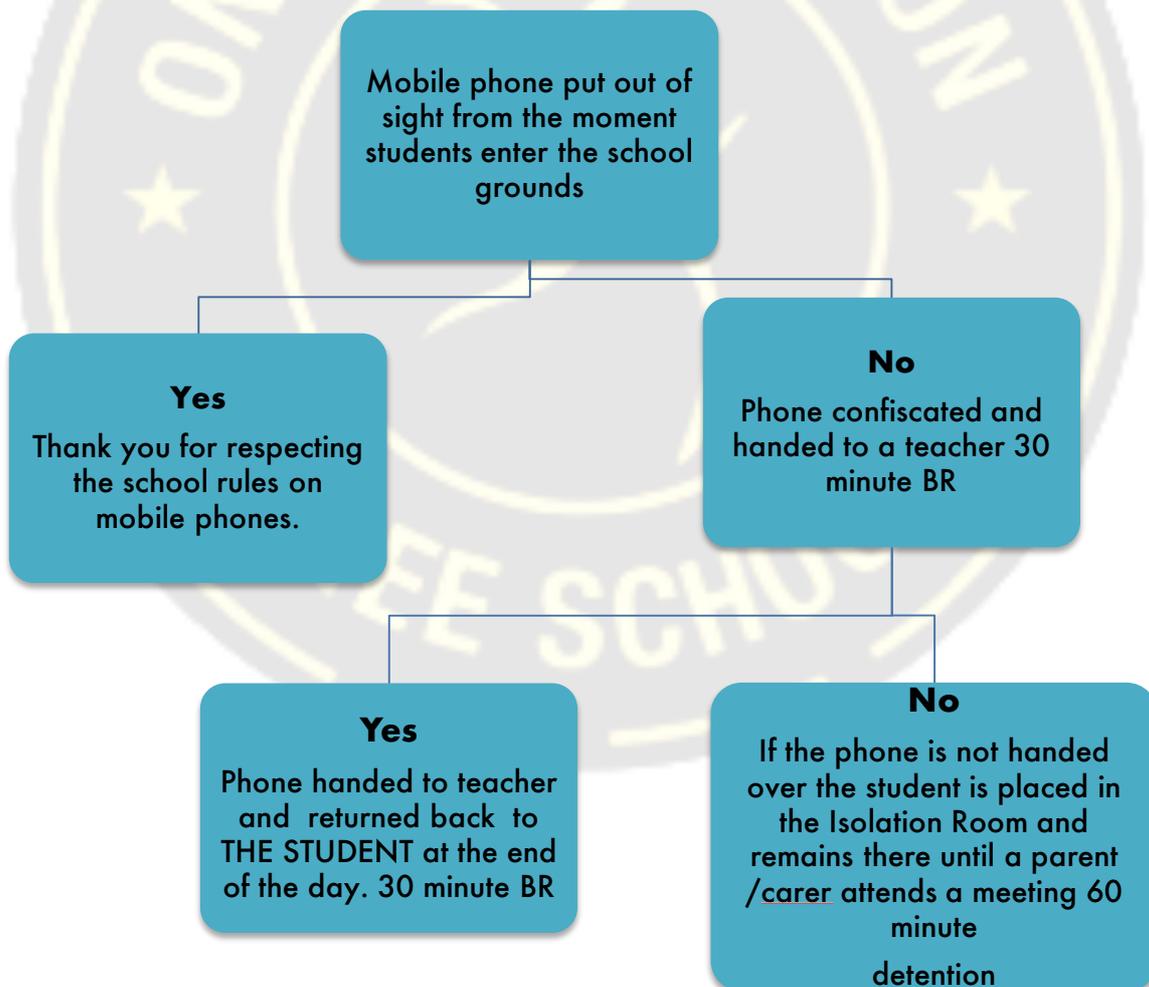


## APPENDIX 2

### Mobile Phones

Mobile phones/smart watches: mobile phones/smart watches should be switched off and not be visible from the moment students enter the school gate until they leave the school. Any mobile phone/smart watch that is seen during this time either being used or not will be confiscated. Confiscated mobile phones / smart watches will be held in reception and returned after the student has completed a 60 minute detention.

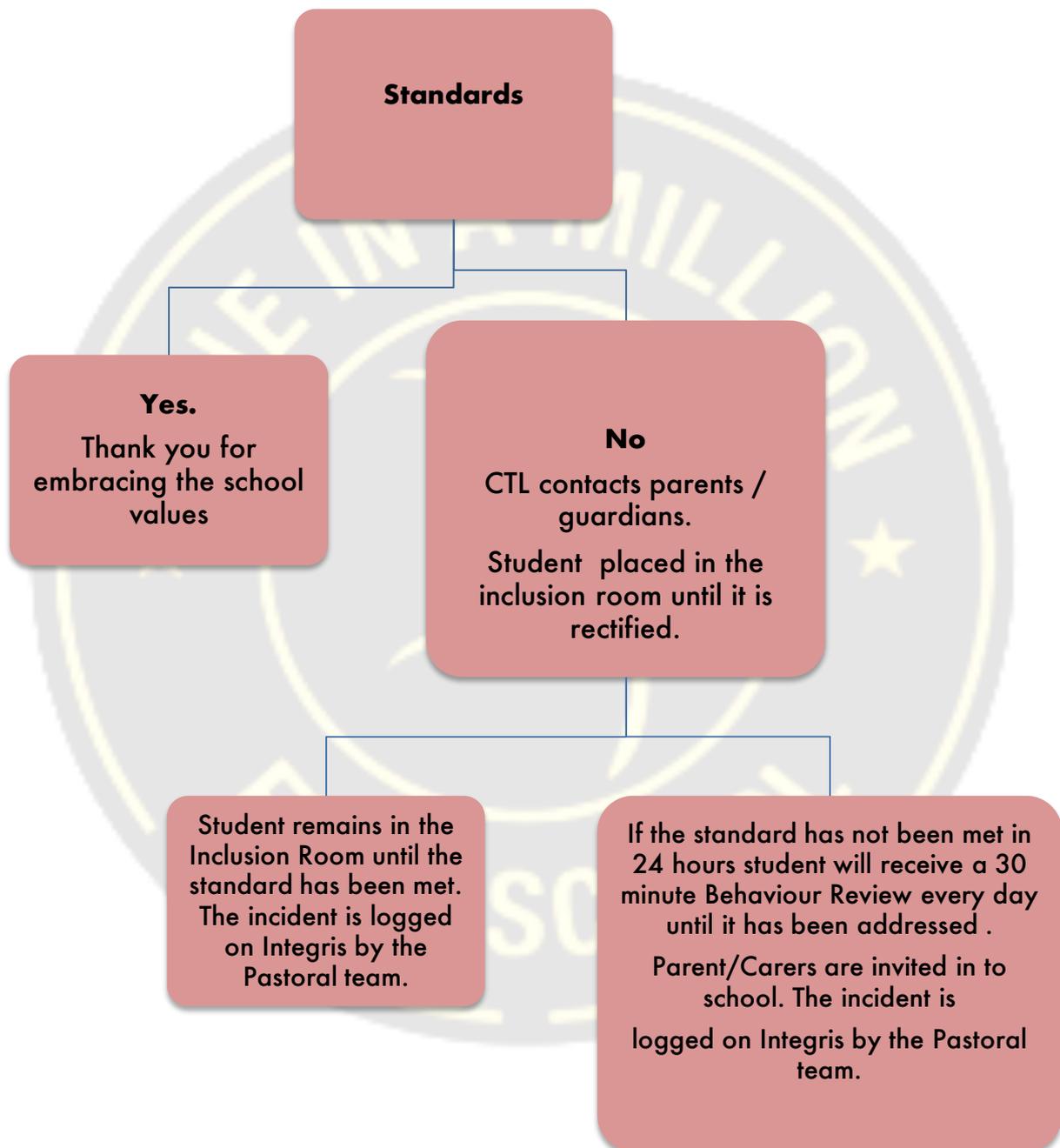
If students fail to hand their phone/device over they will be placed in the inclusion room and will only be allowed back into normal lessons once their parent/guardian has arrived to discuss the situation.





APPENDIX – 3

STANDARDS





## Behaviour, Sanctions and Rewards Policy

Below are guidelines for dealing with specific incidents.

<b>Incident – Fighting/Physical assault</b>		
	<b>Action</b>	<b>Person responsible</b>
1	Both/all students involved should be taken to separate locations to avoid any further conflict. If possible these should be nearby so that students do not have to travel through the school if they are agitated as this can cause more difficulties	Member of staff who initially witness this, however, please work within your team or with other colleagues to assist each other with this process.
2	Record on Integris for all students involved When you are able to, please contact the Vice Principal so he can then take over the investigation and a decision can be made where to put students whilst investigation is taking place, and until a decision has been made re: sanctions.	Colleague who initially witnessed incident.
3	Student statements* to be taken *on statement proforma NB. the quicker these are done the more likely the information to be accurate.	Colleague.
4	Look through statements and do any necessary further investigations.	Pastoral Team SLT Vice Principal
5	Once the investigation is complete the Vice Principal discusses the incident with the Principal (if serious) and: <ul style="list-style-type: none"> <li>• decides upon a sanction</li> <li>• arrange for the sanction, e.g. complete Internal</li> </ul>	Pastoral Team SLT Vice Principal Principal
6	Record the action on Integris.	Pastoral Team SLT Vice Principal Principal
7	Contact student's parent/carer.	Teachers Vice Principal Principal
8	Rest and restore meeting to be held between the people involved (speak to both separately prior to the meeting to ensure that further problems do not arise).	Coaches
<b>Sanctions</b>		
<b>These depend upon the severity of the incident and the individual needs of the students. It is important for this to be the case as there may be specific reasons why a sanction is not appropriate e.g. if there is a CP concern and Reasonable Adjustments should be made (where appropriate) for SEN students</b>		
	<b>Possible Sanctions</b>	<b>Who is responsible for arranging this?</b>
	<ul style="list-style-type: none"> <li>• Rest and restore (restorative justice) – the student-student/ student-teacher have to work together to co-produce some work</li> <li>• Internal exclusion. After school provision*.</li> <li>• Meeting with parents – parents should always be informed of this. Fixed term exclusion. **</li> </ul> <p>* this must be agreed by the Principal ** this must be agreed by the Principal and Governors</p>	Coach Pastoral Team SLT
<p>Please note staff should avoid restraining a student or preventing them from leaving the scene. If they are involved in an incident and they walk off this can be dealt with later. If there is a genuine concern that there is a threat to the safety of the student or others please contact the Vice Principal or Principal. Restraining students should only be carried out by colleagues who have had the adequate training, however if there is danger to the student, others or the property then it would be necessary to intervene.</p>		



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<b>Incident – Truancy (from lessons or leaving school site without permission).</b>		
	<b>Action</b>	<b>Person responsible</b>
1	Record on Integris for all students involved	Pastoral Team
2	Parent/Carer informed.	Pastoral Team
<b>Sanctions</b>		
	<b>Sanctions</b>	<b>Who is responsible for arranging this?</b>
	After School Behaviour Review Inclusion room	Vice Principal





## Behaviour, Sanctions and Rewards Policy

<b>Incident – Behaviour of a discriminatory nature</b>		
These can take on many forms but include discrimination on the grounds of race, faith, gender, sexual orientation and disability.		
	<b>Action</b>	<b>Person responsible</b>
1	<p>All students involved should be taken to separate locations to avoid any further conflict. If possible these should be nearby so that students do not have to travel through the school if they are agitated as this can cause more difficulties.</p> <p><b>If this involves behaviour of a physically aggressive nature follow the procedures for 'Dealing with fighting/physical assault'.</b></p> <p><i>Whilst the Principal does need to be involved with this type of incident please do not just send the students to the his office, without seeking confirmation first as he may not be there and these students should not be allowed to wander around school.</i></p>	Colleague who initially witness this, however, please work within the team or with other colleagues to assist each other with this process.
2	<p>Record on Integris for all students involved</p> <p>When you are able to, please contact the relevant colleagues so that they can then take over the investigation and a decision can be made where to put students whilst investigation is taking place, and until a decision has been made re: sanctions.</p>	Member of staff who initially witnessed incident or colleague if witnessing teacher has a teaching commitment.
3	<p>Student statements* to be taken.</p> <p>NB.the quicker these are done the more likely the information to be accurate.</p>	Pastoral Team SLT
4	<p>Look through statements and do any necessary further investigations. If this involves students</p>	Pastoral Team SLT
5	<p>Once the investigation is complete:</p> <ul style="list-style-type: none"> <li>• decide upon a sanction. S/he may need to consult with Principal or Vice Principals on this if an exclusion is needed (Internal and external).</li> <li>• Arrange for sanction, complete Internal Exclusion form if appropriate</li> <li>• If external exclusion is needed liaise with Principal and governors to process letter and arrange readmission.</li> </ul>	Pastoral Team SLT Coach
6	<ul style="list-style-type: none"> <li>• Record Action taken on Integris for all students involved</li> <li>• Contact parent/carer of all students involved</li> </ul>	Coach Pastoral Team SLT
7	<p>Rest and restore meeting to be held between the people involved (speak to both separately prior to the meeting to ensure that further problems do not arise)</p>	Coach Pastoral Team SLT
<b>Sanctions</b>		
<p>These depend upon the severity of the incident and the individual needs of the students. It is important for this to be the case as there may be specific reasons why a sanction is not appropriate e.g. if there is a CP concern <b>and Reasonable Adjustments should be made (where appropriate) for SEN students.</b> These are some of the possible sanctions.</p>		
<b>Possible Sanctions</b>		
<ul style="list-style-type: none"> <li>• Detention break/dinner/afterschool/Saturday</li> <li>• Rest and restore</li> <li>• Omission from rewards trip</li> <li>• Community work*</li> <li>• Working with outside agencies to teach student about why this behaviour is inappropriate*</li> <li>• Internal exclusion *</li> <li>• After school provision*</li> <li>• Meeting with parents – parents should always be informed of this.*</li> <li>• Fixed term exclusion*</li> </ul> <p>*this must be agreed by the Principal</p>		
<p>Please note if you are unsure whether the behaviour is discriminatory seek advice from the Principal</p>		



## Behaviour, Sanctions and Rewards Policy

Incident – Smoking		
	Action	Person responsible
1	Record on Integris for all students involved and report to relevant coach.	Coach Pastoral Team SLT
2	Parent/Carer contacted.	Coach Pastoral Team SLT
Sanctions		
	Sanctions	Who is responsible for arranging this?
	<ul style="list-style-type: none"> <li>• Detention research dangers of smoking and produce a report</li> <li>• Refer student to School Nurse for addicted smokers</li> </ul>	Pastoral Team





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<b>Incident – Possession of illegal substances i.e. drugs or alcohol</b>		
	<b>Action</b>	<b>Person responsible</b>
1	<ul style="list-style-type: none"> <li>• If you have a suspicion that a student is under the influence of illegal substances contact the Principal or Vice Principals.</li> <li>• Keep the student away from others if possible to avoid them getting rid of any evidence.</li> <li>• If the Principal and Vice Principal are unavailable enlist the support of the team and keep the student calm and if possible away from the other students. Contact a colleague in OIAM immediately for assistance.</li> </ul>	Member of staff who initially witness this, however, please work with other colleagues to assist each other with this process.
2	<p>Student statements to be taken.</p> <p>NB the quicker these are done the more likely the information to be accurate.</p> <p>If a search is necessary contact parent and explain what has happened and that a search will take place. They can come in if they wish but it would have to be immediately (NB. as of April 2012 schools have the right to search students).</p> <p>A search must be done with two people one being the Principal or Vice Principal. This should NOT be of an intimate nature (remember socks and shoes are often places where things are hidden).</p>	Coach Pastoral Team SLT
3	Look through statements and do any necessary further investigations.	Coach Pastoral Team SLT
6	Once the investigation is complete the member of staff conducting the investigation liaises with the Vice Principal or Principal.	Coach Pastoral Team SLT
7	Colleague will liaise with Vice Principal or Principal re: appropriate sanction. If external exclusion is agreed the Principal will process letter and arrange readmission. The Principal will refer to the Drugs Policy where necessary when making the decision re an illicit substance.	Principal.
8	If appropriate inform the police and arrange for the disposal of substance (or collection by police).	HR/Principal. Vice Principals
9	Meeting with parent/carer.	Vice Principal Principal
10	Incident logged on Integris with all action. Detailed log of incident written and stored on student's file.	Coach Pastoral Team SLT
<b>Sanctions</b>		
<p>These depend upon the severity of the incident and the individual needs of the students. It is important for this to be the case as there may be specific reasons why a sanction is not appropriate e.g. if there is a CP concern <b>and Reasonable Adjustments should be made (where appropriate) for SEN students.</b> These are some of the possible sanctions.</p>		
	<b>Possible Sanctions</b>	<b>Who is responsible for arranging this?</b>
	<ul style="list-style-type: none"> <li>• Internal exclusion*</li> <li>• After school provision*</li> <li>• Work with police</li> <li>• Referral to specific programme/outside agency relating to the substance misuse</li> <li>• Fixed term exclusion**</li> <li>• Governor Panel**</li> <li>• Permanent Exclusion**</li> </ul> <p>* this must be agreed by the Vice Principal ** this must be agreed by the Principal</p>	Vice Principal Principal.



## Behaviour, Sanctions and Rewards Policy

Incident – Possession or use of a weapon		
	Action	Person responsible
1	<ul style="list-style-type: none"> <li>If you have a suspicion that a student has a weapon in their possession, try and contact a member of SLT <b>immediately</b> enlist the support of your team and keep the student calm and if possible away from the other students.</li> <li>If you see a student with a weapon do not approach or attempt to disarm the student. Call for <b>immediate</b> assistance from the Vice Principal or Principal.</li> </ul>	Member of staff who initially witness this, however, please work within your team or with other colleagues to assist each other with this process.
2	<ul style="list-style-type: none"> <li>Isolate student and take appropriate action to ensure the safety of other students and staff. If anyone is in immediate danger contact the police</li> <li>If appropriate take student to office and investigate the incident further</li> </ul>	Principal Vice Principals
3	<p>Investigation to take place and student statements to be taken NB the quicker these are done the more likely the information to be accurate. If a search is necessary contact parent and explain what has happened and that a search will take place. They can come in if they wish but it would have to be immediately (NB. as of April 2012 schools have the right to search students)</p> <p>A search must be done with two people one should be a member of SLT. This should NOT be of an intimate nature</p>	Vice Principal Principal.
4	Look through statements and do any necessary further investigations.	Vice Principal Principal
5	If appropriate inform the police and arrange for the disposal of the weapon (or collection by police)	Vice Principal Principal
6	Meeting with parent/carer	Vice Principal Principal
7	Incident logged on Integris	Vice Principal Principal
<b>Sanctions</b>		
<p>These depend upon the severity of the incident and the individual needs of the students. It is important for this to be the case as there may be specific reasons why a sanction is not appropriate e.g. if there is a CP concern <b>and Reasonable Adjustments should be made (where appropriate) for SEN students.</b> These are some of the possible sanctions.</p>		
	<b>Possible Sanctions</b>	<b>Who is responsible for arranging this?</b>
	<ul style="list-style-type: none"> <li>Internal exclusion</li> <li>After school provision</li> <li>Work with police</li> <li>Fixed term exclusion</li> <li>Governors' Panel</li> <li>Permanent Exclusion</li> </ul> <p>* All of these actions must be agreed by the Principal</p>	Principal  Governors



## Behaviour, Sanctions and Rewards Policy

<b>Incident – Poor behaviour travelling to and from school</b>		
	<b>Action</b>	<b>Person responsible</b>
1	Record on Integris for all students involved and report to relevant coach.	Member of staff who initially witnessed incident.
2	When you are able to, please contact the relevant coach so that they can carry out an investigation and a decision can be made where to put students whilst investigation is taking place, and until a decision has been made re: sanctions.	Member of staff who initially witnessed incident.
3	Student statements to be taken. N.B. the quicker these are done the more likely the information to be accurate.	Coach Pastoral Team SLT
4	Once the investigation is complete the coach will decide the possible sanction. S/he may need to consult with Vice Principal or Principal.	Coach Pastoral Team SLT
5	Rest and restore meeting to be held between the people involved (speak separately prior to the meeting to ensure that no further problems arise).	Coach Pastoral Team SLT
<b>Sanctions</b>		
These depend upon the severity of the incident and the individual needs of the students. It is important for this to be the case as there may be specific reasons why a sanction is not appropriate e.g. if there is a CP concern <b>and Reasonable Adjustments should be made (where appropriate) for SEN students.</b> These are some of the possible sanctions.		
	<b>Possible Sanctions</b>	<b>Who is responsible for arranging this?</b>
	<ul style="list-style-type: none"> <li>• Rest and restore (restorative justice) – the students have to work together to co-produce some work</li> <li>• Behaviour review</li> <li>• Community work*</li> <li>• Internal exclusion*</li> <li>• After school provision*</li> <li>• Meeting with parents – parents should always be informed of this</li> <li>• Fixed term exclusion *</li> <li>• Governors’ Panel.</li> </ul> <p><small>*this must be agreed by the Principal</small></p>	Coach Vice Principal Principal

<b>Incident – Maliciously setting off a fire alarm</b>		
After the necessary fire drill procedures have taken place any intelligence must be reported to the vice Principal or relevant Year teams. After which the necessary investigations will take place.		
	<b>Action</b>	<b>Person responsible</b>
1	Principal to undertake investigation. Look through statements and do any necessary further investigations.	
3	<ul style="list-style-type: none"> <li>• Once the investigation is complete the Principal decides upon a sanction.</li> <li>• Arrange for sanction, complete Internal Exclusion form if appropriate</li> <li>• If external exclusion is needed process letter and arrange</li> </ul>	Vice Principal Principal



## Behaviour, Sanctions and Rewards Policy

	readmission.	
4	Contact student's parent/carer.	Vice Principal Principal
5	Incident logged on Integris	Vice Principal Principal
<b>Sanctions</b>		
<p>These depend upon the severity of the incident and the individual needs of the students. It is important for this to be the case as there may be specific reasons why a sanction is not appropriate e.g. if there is a CP concern <b>and Reasonable Adjustments should be made (where appropriate) for SEN students.</b> These are some of the possible sanctions.</p>		
<b>Possible Sanctions</b>		<b>Who is responsible for arranging this?</b>
<ul style="list-style-type: none"> <li>• Rest and restore</li> <li>• Internal exclusion*</li> <li>• After school provision</li> <li>• Meeting with parents – parents should always be informed of this</li> <li>• Fixed term exclusion *</li> <li>• Work with Fire Brigade and/or police</li> <li>• Public apology to all staff and students through staff briefing and student assemblies*</li> <li>• Financial contribution to pay for damages e.g. broken glass, call-out costs etc.*</li> </ul> <p>* This must be agreed by the Principal</p>		Vice Principal Principal