

## Positive Behaviours for Learning, Sanctions and Procedures Policy

**Date:** July 2024

**Review Date:** July 2025

### Principles & Aim

At Le Rocquier School we want to create the best environment to enable effective teaching and learning to take place. An environment which promotes positive relationships and good behaviour is caring, inclusive and promotes the spiritual, moral, social and cultural development of all pupils.

This policy will guide key stakeholders an opportunity to understand their role and implement the response to both positive and negative behaviour fairly & consistently. They will be able to promote and reward good behaviour and success, encourage and foster positive relationships which will help students learn and succeed and fairly and consistently apply our 'Consequence' system when behaviours fall short of our expectations.

### Roles & Responsibilities

**Senior Leaders will ensure consistency in the application of this policy. They will support and empower colleagues to be confident when using these systems.**

#### **Senior & Middle Leaders at Le Rocquier will:**

- Take an active role and establish accountability for managing behaviour within their areas of school responsibility.
- Ensure through learning walks and lesson visits that teaching is engaging, and lessons are challenging and adapted to be well matched to all students' needs.
- Review & act on behaviour data within areas responsible for and lead action on specific intervention groups.
- Encourage and lead an environment where students are supported to achieve, and good relationships are formed and actively encouraged through positive interaction and engaging displays that promote positive learning behaviour & 'Consequences'.
- Lead a culture that celebrates student achievement through consistent rewarding of achievement points, displays, postcards, nominations, shout-outs, sharing of the achievements the whole school reward system.
- Monitor the implementation & application of the "Rewards" and "Consequences" systems to classroom behaviour management across staff teams to ensure it is being applied consistently & fairly across cohorts.
- Support staff to develop routines and graduated response skills to manage both positive and negative behaviours.
- Ensure all departmental classrooms display the "Rewards" & "Consequences" system information.
- Support class teachers by meeting with parents and students when challenging, continued or escalated inappropriate behaviours are highlighted in the areas of responsibility. Investigate any serious incidents which occur with professionalism and fairness for all parties.

#### **All Classroom Colleagues at Le Rocquier will:**

- Ensure that teaching and student learning is engaging, challenging, focused on progress and adapted to the needs of all students through thoughtful planning. (Using information provided through Provision Map.)
- Be ready at the start of lessons to welcome students into their classroom.
- Provide a respectful environment where students are supported, and good relationships are formed.
- Make every effort to build positive relationships in a timely manner following 'Removal', 'Truancy' or incidents.
- Demonstrate high standards of behaviour and positive interactions with students to actively encourage and foster respectful relationships.
- Develop & display the agreed classroom routines, help students establish good behaviour, whole school expected behaviours and the consequence procedures.
- Apply a graduated response to poor behaviour, taking appropriate action in lessons between warnings to prevent escalation of poor behaviour or continuation of disruption.
- Model and implement good classroom behaviour management every lesson by using the "Rewards and Consequences" board in accordance with the guidance given.
- Record both Achievement (R1-R3) & Consequence (C1-C2) points fairly & consistently, in line with whole school guidance & faculty agreements.

### **Students at Le Rocquier will:**

- Never bully or intimidate others, including using aggressive language and behaviour.
- Speak politely, with courtesy and consideration to all members of our community.
- Accept that each of us is a unique individual and have the responsibility to maintain the dignity of others.
- Behave politely and sensibly on their way to and from school.
- Arrive to lessons on time, ready to learn, and take responsibility for their learning and action & behaviour in the lesson.
- Wait quietly to be met and invited into the classroom by the teacher.
- Have the right equipment to learn: pen, pencil, ruler, rubber & calculator, in a pencil case.
- Contribute to the lesson ground rules and routines and adhere to them.
- Follow the instructions of the staff.
- Produce work in a timely manner that they are proud of.

### **Rewards & Achievement**

All students in the school have a right for their hard-work, successes, talents, positive behaviours and values to be recognised by staff in lessons and the wider school .

Our main aim is for all students to develop behaviours that mean they are fully equipped to enter key stage 5 education, the workplace, university or further training / study.

In lessons, staff are able to apply rewards through 'Achievement Points' and this is integral to positive behaviour management.

As best practice the teacher will communicate why they have been issued (instant praise) and, where possible, the names placed in the board during the lesson.

Achievements points should be placed on SIMS by the teacher issuing the points.

# Rewards & Recognition

Your 'Behaviours for Learning' rewarded.

## Learn, Respect & Succeed.

- Demonstrating our Learning Behaviours
- Demonstrating our values
- Completing excellent work, to the best of your ability

### Consequences for Your Decisions.

Name	C1	C2	C3

**Your choices have consequences.**

In order to **Learn, Respect & Succeed** core principles of the Le Rocquier Learner Profile lie at the heart of what we believe all students should be able to demonstrate.

These values and behaviours are what we will recognise and reward through achievement points (R1-R6).

Learn	Respect
Confidently problem solve & think and act independently.	Show honesty
Demonstrate good decision making.	Show kindness
Reflect & self-regulate	Show success
Show resilience and perseverance	Show fairness
Work collaboratively & with enterprise.	Show perseverance
Lead & use initiative	Show loyalty
Execute tasks with creativity & skill	Show inclusivity

Reward (R) points will be awarded through: [OBJ]

- Instant individual reward points in class (see the achievement board).

- Head of Year celebrations.
- 'Student of the Week' & 'Team of the Week' nominations.
- 100% attendance.
- Subject based specific rewards.
- Involvement in extra-curricular, school performances or events in the media.
- 'Personifying House Values' postcards home.
- End of year subject-specific 'Behaviours in Learning' awards nominated by faculty staff.
- End of year 'House Values Awards'.

Staff will verbally praise and reward students as well as apply the points to SIMS.

All positive achievements will be communicated via SIMS and Satchel to parents, the tutor and the Head of Year.

The 'Overall Conduct' of a student is often used to determine their commitment to their studies and trigger interventions and support.

Overall 'Conduct;' is calculated as:

$$\text{ACHIEVEMENT POINTS} - \text{BEHAVIOUR POINTS} \\ = \text{Overall CONDUCT SCORE}$$

**House System:**

See New doc

**Consequence System**

**In Classrooms**

*"Your Actions Have Consequences"*

There will be a consequence given in timetabled lessons or tutor times for poor behaviour which interrupts the learning (of self or others), where behaviour stop others from enjoying their right to safety and education or where a student is disrespectful or breaking the school rules.

The 'Consequence' system is a formal response where a student's name is written on the board and the reason is communicated to the student. This is a chance for the student to re-set their behaviour. It relies heavily on a graduated response (from C1 to C3) where time and adaptations to de-escalate or meet the student's needs and achieve success have been applied with professional skill by the member of staff.

Reasons for being awarded a consequence will be clearly displayed in every classroom and communicated for staff and students to ensure consistency.

"All students are able to make good progress over time"

## Rewards & Recognition

- ✓ Being kind to others
- ✓ Listening to others
- ✓ Following Instructions
- ✓ Using equipment correctly

- ✓ Demonstrating our Learning Behaviours
- ✓ Demonstrating our values

- ✓ Completing excellent work, to the best of your ability

Additional rewards & recognition will apply for:

- ✓ Representing the school
- ✓ Organising charity events
- ✓ End of Term & End of Year Awards

## Consequences for *Your* Decisions.

- Being unkind to others
- Disrupting by shouting out
- Not following fair instructions
- Getting out of your seat
- Misuse of equipment
- Use of bad language
- Any behaviour which disrupts learning



An automatic removal (and further sanctions) will apply for:

- Discriminatory language
- Direct or personalised abuse
- Dangerous behaviour

UN Children's Rights, Article 28: Every child has a right to an education

A **C3** consequence will automatically generate a 1 hour detention for that student to be held at 3:05pm the next day in the Removal Room.

This will trigger a text/email to parents to inform them that their child has been sent to Removal for a C3 consequence.

### Detention following C3 Removal

- Students will return to the Removal Room the next day.
- Staff who have removed a student must also strive to attend in order to speak to the student about their removal and how they can resolve and move forward from it.
- Faculty & Pastoral middle management will attend where appropriate to support students in their subject area & year group.
- Students will complete homework, read a book or complete missed work that is provided to them; as directed by the Removal room staff.
- For repeat offences, HOY (or HOF if it's within a particular subject) will take students for a restorative conversation with staff which they will facilitate.
- Teaching staff can request students to work with them (e.g. if there is a Year 11 English revision session, a member of English staff may collect any Year 11 students to complete the session).

Should the student not attend their C3 detention, they will automatically enter the C4 Reintegration phase in the Removal room the next day until 4pm.

If a student is sent to the Removal Room twice (or more) in a day, they will attend a full day in the C4 Reintegration phase the next day until 4pm.

The same 3 step approach is displayed and adhered to in the room.

A student who reaches C3 in the Removal room has had a minimum of 6 chances to get it right.

The student will then be set a C4 internal suspension until 4 pm the next day.

### **Reintegration C4 (also known as internal suspension)**

The aim of the C4 Reintegration is to support students going back into lessons without causing further disruption. It gives students time to reflect, focus on the core subjects (English, Maths and Science) and gives trained staff a chance to deliver an intervention to prevent this happening again.

### **When a student is in Removal on a C4**

The same 3 step approach is displayed and adhered to in the room. If the student reaches a C3 while on internal suspension, they can be externally suspended for the remainder of that day under the category "failure to follow school rules". See Page 44 of SoJ "*Positive Behaviour & Exclusions Policy & Practice*" January 2019.

On the return to school the following day, they will be placed in the C4 Reintegration process until 4pm.

### **C5 External Suspension**

This is governed by the suspension tariff page 44 (SoJ "*Positive Behaviour & Exclusions Policy & Practice*" March 2019).

Any students who are repeatedly abusive, aggressive, disruptive, who bully or who bring illegal substances or weapons into Le Rocquier School will be formally suspended from school. Initially this is for a fixed period at the discretion of the Headteacher.

Parents/Carers are required to attend any return to school meeting after suspension, to be part of the process of their readmission and to be clear about the conditions of any readmission. The police may be involved if appropriate.

Upon return to school, all students will be supported with 1 full day of reintegration. This will take various forms whereby readiness to learn will be assessed and behaviour support will be offered by a designated staff member. This will be until 4pm.

In the case of an external suspension, the student will remain in school until a parent/guardian has been able to discuss the incident in person or over the phone and grant permission for the student to go home with appropriate learning resources and instructions. A suspension letter will be sent to parents with the date and time for the readmission meeting.

<b>C1</b>	<ul style="list-style-type: none"> <li>• Issued by any member of staff in the room</li> <li>• You will be given a reminder about expectations</li> </ul>
<b>C2</b>	<ul style="list-style-type: none"> <li>• Issued by any member of staff in the room</li> <li>• You will be given a reminder about expectations</li> </ul>
<b>C3</b>	<ul style="list-style-type: none"> <li>• Sent to the Removal Room</li> <li>• Remain in the Removal Room for the rest of the lesson.</li> <li>• Automatic detention the next day, 3-4pm</li> <li>• Can be issued for failing to attend a C2 intervention with a teacher.</li> </ul>
<b>C4</b>	<ul style="list-style-type: none"> <li>• Internal Suspension (for failing to attend a C3 detention, or acting in a dangerous/unacceptable manner)</li> </ul>
<b>C5</b>	<ul style="list-style-type: none"> <li>• External Suspension (for failing to complete a C4 or acting in a dangerous/unacceptable manner)</li> </ul>

### **Mobile Phones/Devices**

We are proud to be a mobile-free school. Our mobile-free zone starts at the school gates.

- Students must switch off their mobile phone and put it into their bag or their locker before they enter the school property. **It is not to be seen at any point during the school day and must be kept in their bag or locker - not on their person** (including blazers or pockets).
- If it is seen by **any** member of staff, it will be immediately confiscated and kept in the main office for safekeeping. Office staff will record the confiscation in SIMS.
- On the first occasion, the student can collect it at 3:05pm. Any further incidents will require a parent/carer to collect the device from school.

Where a student is defiant or refusing to hand over a mobile phone:

- A C3 is issued and the child sent to the Removal Room.
- On Call or the duty team leader will be contacted to collect the mobile phone.
- A C4 will be issued if another request to hand over the phone is ignored.
- For repeated failure to adhere to the school policy, a C5 suspension may be issued. A meeting with parents/carers and the student will be held to reiterate our policy.

### **Uniform, Jewellery, Hair Styles & Make-up**

Staff will instil a sense of pride in students by insisting uniform is worn correctly and students are smart in their appearance. All staff are responsible for maintaining standards of dress and appearance.

See the uniform policy for guidance.

The form teacher is the main point of contact for classroom teachers to ensure the uniform policy is adhered to.

The class teacher is responsible for addressing and correcting uniform on the entrance to class. If it is a recurrent problem, a class teacher should inform the form teacher so they can contact home.

Form teachers will refer on to Head of Year only when several attempts have been made with parents to correct the infringement.

### **Chewing Gum**

Le Rocquier is a no chewing gum school, which means it should not be brought into school. Students will be expected to dispose of any gum immediately on request. In lessons, the class teacher will address the disposal of gum directly and inform the form teacher so that home contact can be made if this is a recurrent issue. A C1 should be issued if gum is seen.

### **Truancy & Lateness to Lessons.**

Students are expected to attend all lessons on time. In addition to learning being missed, there are safeguarding concerns when students are not registered in their lesson.

Students who are late will be marked as an 'L' code by the attendance team. Teaching staff will record the student as present (/) but also record number of minutes late. Students who are late will be required to make up the missed learning time with the class teacher.

If a student fails to attend a lesson, they will be issued an automatic C3 truancy detention. They will return to the removal room the following day, as per a normal removal.

However, where possible they will be collected by the faculty they have truanted from, to sit their detention within that faculty, to try and address the reason for truancy and reduce the chances of it happening again.

### **Behaviour Outside School (including outside the school day and outside the school gates)**

*The Department for Education guidance 'Behaviour and Discipline in schools' (January 2016) gives schools the power to discipline students for misbehaving outside the school premises to such an extent that is reasonable.*

This power gives Le Rocquier School the right to discipline students when they are:

- Taking part in any school-organised or school-related activity
- Travelling to and from school (including behaviour on buses)
- Wearing school uniform or in some other way identifiable as a student at Le Rocquier.

This could involve behaviour such as:

- Behaving in a way that could have repercussions for the orderly running of the school
- Posing a threat to another student or member of the public
- Behaving in a way that could adversely affect the reputation of the school.

Any student whose behaviour is deemed inappropriate whilst on a trip/educational visit is likely to be banned from visits in the future (the length of which ban will be decided by the school). Likewise, students with a history of unacceptable behaviour will not be permitted on visits outside school.

When students are wearing uniform, they are ambassadors for the school and the poor behaviour of students outside of school can be considered grounds for a suspension.

### **The Power to Search and Confiscate**



There are two sets of legal provisions within The Education Act 1997 (supported by the Department for Education guidance 'Behaviour and Discipline in schools', January 2016), which enable school staff to confiscate items from students.

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Staff have power to search without consent for "prohibited items" including:

- ✓ Knives and weapons
- ✓ Alcohol
- ✓ Illegal drugs
- ✓ Stolen items
- ✓ Tobacco and cigarette papers
- ✓ Fireworks
- ✓ Pornographic images
- ✓ Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- ✓ Any item banned by the school rules which has been identified in the rules as an item which may be searched for. Staff will only search students where there is reasonable justification or concern that they may be carrying a prohibited item.

### **The Misuse of Drugs**

Staff must always refer any suspicions concerning misuse of drugs to a member of SLT. All such reports will be investigated. (See Drugs Policy May 2016).

### **Smoking and Vaping**

All students caught smoking/vaping in and around the school premises or on the school buses will be investigated by a member of staff (usually a HOY or a member of SLT) and appropriate sanctions will be put in place.

Cigarettes, vapes and lighters are not to be permitted on site and, as such, will be confiscated and disposed of. The student will be issued a C4. Repeated offenders can be issued a C5 external suspension.

Please note, the 2001 UK Tobacco Products Directive was updated in May 2016 so that e-cigarettes will be classified as a tobacco related product. In this way Le Rocquier School will deal with incidents of vaping in the same way we deal with the smoking of tobacco products.

### **Bullying**

Le Rocquier School is committed to working with students and parents to provide a learning environment that is secure and supportive so that all individuals can develop academically and socially free from fear of ridicule, harassment or physical threat.

We aim to create an environment where all members of the school community feel safe, respected and valued. All children and staff have an absolute right to be protected from others who may wish to harm, degrade or abuse them.

The school disapproves of bullying in all its forms and considers it a most serious offence.

As such, we have a separate policy that explains our approach and sanctions in greater detail. (See Anti Bullying Policy: Sept 2019)

## **Sexual Assault & Sexual Harassment**

The school will not tolerate any acts of sexual abuse or sexual assault.

All situations will be reported by staff through 'MyConcern'.

Any cases of sexual harassment or alleged sexual harassment will be investigated thoroughly by the Safeguard Lead and senior staff. Once investigated, any student shown to have sexually harassed another individual will be subject to serious sanctions, including possible suspension.

Parents/carers will be involved in all such cases, which may also be referred to the police and other outside agencies, for example MASH. The suspension procedures will usually be initiated in all such cases. Consideration will be given for permanently excluding any student responsible for carrying out such an assault.

## **References and further sources of guidance**

For all Department of Education policies, including those referred to within this policy, please visit

<https://www.gov.je/Government/Departments/Education/Pages/Policies.aspx>

### Governing Body Approval

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Consequences Table:

**This is to be used to guide staff to challenge inappropriate behaviour consistently so that students know what to expect and staff feel supported.**

**Level 1:** Dealt with by the class teacher/all staff.

**Level 2:** Managed by the class teacher with FL/HOY guidance.

**Level 3:** Managed by the class teacher with action by HOY, action requiring reintegration.

**Level 4:** Managed by HOY with SLT support or if to agreed, further action required.

Level	Behaviours	Action	Consequence
L1	Low level disruption in lesson as per the consequence chart displayed.	<ul style="list-style-type: none"> <li>* C1 – C3 procedures.</li> <li>* Change seating plan.</li> <li>* Remove student for a short time from room.</li> <li>* A quick word.</li> <li>* Change your teaching position in the room.</li> <li>* Note to parent/carers in SIMS.</li> <li>* Class teacher time, e.g., 10 minutes held back.</li> </ul>	<ul style="list-style-type: none"> <li>* C1-C2 - wasted learning time made up with the class teacher.</li> <li>* Recorded on SIMS to increase negative behaviour points.</li> <li>* C3 = 1 hour detention the next day held in 'Removal'.</li> </ul>
	Failure to complete work set. Poor quality of work.	<ul style="list-style-type: none"> <li>* C1 – C3 procedures.</li> <li>* Challenge and warn.</li> <li>* Allow additional time if appropriate.</li> <li>* Repeat work as homework.</li> <li>* Class teacher detention.</li> <li>* Amend the work.</li> <li>* Demonstrate expected quality.</li> <li>* Conversation with the student.</li> </ul>	<ul style="list-style-type: none"> <li>* C1-C2 - wasted learning time made up with the class teacher.</li> <li>* Departmental detention (time relevant to the work missed).</li> <li>* Other appropriate action, to prevent further avoidance of work.</li> <li>* C3 = 1 hour detention the next day held in 'Removal'.</li> </ul>
	Failing to arrive at a lesson (Truancy)	<ul style="list-style-type: none"> <li>* Press the SOS button.</li> <li>* C3 detention to be sat within the faculty.</li> <li>* Speak with the student.</li> <li>* Contact home if repeated.</li> <li>* Raised at Faculty meeting.</li> </ul>	<ul style="list-style-type: none"> <li>*C3 detention set to make up missed time.</li> <li>* Class teacher to attend the C3 to address student attendance.</li> <li>* Recorded on SIMS (by Removal Team) to increase negative behaviour points.</li> <li>* Parental contact via the C3 system.</li> </ul>
	Use of mobile and other items (earphones) at inappropriate times	<ul style="list-style-type: none"> <li>* Confiscate and hand to the office until 3.05.</li> <li>* Office to record on SIMS.</li> <li>* Failure to hand over, automatic C3.</li> </ul>	<ul style="list-style-type: none"> <li>* Collect at 3:05.</li> <li>* If repeated again - Office to contact home to arrange collection.</li> <li>* If repeated and persistent .                             <ul style="list-style-type: none"> <li>- Hand in mobile daily.</li> <li>- Internal suspension.</li> </ul> </li> </ul>
	Items not allowed in school e.g., toy fads, such as fidget spinners, loom bands etc	<ul style="list-style-type: none"> <li>* C1 – warning &amp; instruct to put it away.</li> <li>* C2 – C3 (refusal to put it away)</li> </ul> Confiscate & hand to the main office until 3.05pm.	<ul style="list-style-type: none"> <li>* Collect at 3:05.</li> <li>* If repeated again – office to call home to arrange parental collection.</li> <li>* Recorded on SIMS to increase negative behaviour points.</li> <li>* If repeated and persistent:                             <ul style="list-style-type: none"> <li>- Hand in mobile (or other device) daily</li> <li>- Internal suspension</li> </ul> </li> </ul>
	Moving around with disregard for others	<ul style="list-style-type: none"> <li>* Warn students.</li> <li>* Remind of appropriate behaviour.</li> </ul> The <b>3 L's</b> when moving around the school:	<ul style="list-style-type: none"> <li>* Loss of breaks and lunches until behaviour improves.</li> <li>* C3 Procedures.</li> </ul>

		<p>LEFT: Walk swiftly on the left.  LINE: Walk in line.  LINGERING: Not lingering in corridors, i.e., stop and talk to friends or get involved in horseplay en-route to lessons.</p> <p>If repeat / dangerous,  *Send to Removal, informing them of behaviour.  * Sanction issued by Removal in line with level of behaviour (to include losing breaks/lunches, internal suspension, external suspension).</p>	<p>* External suspension (If someone is harmed).  * Recorded on SIMS to increase negative behaviour points.</p>
<b>L2</b>	Ongoing failure to complete work set. Repeated poor quality of work.	<p>* Challenge and warn.  * Allow additional time if appropriate.  * Repeat work as homework.  * Class teacher detention.  * Amend the work.  * Demonstrate expected quality.  * Conversation with the student.  * Raise at Faculty Meeting.  * Put on subject report.  * Contact parents.</p>	<p>* C1-C2 - wasted learning time made up with the class teacher.  * Recorded on SIMS to increase negative behaviour points.  * C3 = 1 hour detention the next day held in 'Removal'.  * Extended and pre-arranged withdrawal to another class.  * Conversation with student.  * Contact parent/carers, accountability at home.  * Restorative style meeting with HoF.  * Other appropriate action, to prevent further issues, as suitable.</p>
<b>L3</b>	Persistent high-level disruption (including defiance, insolence)	<p>* C1 – C3 Consequence procedures.  * Warn student.  * Remove student for a short time from room.  * Have a quiet word .  * Removal after 2 warnings.  * Removal to contact parents/carers.  * Refer to FL in Faculty meeting.  * Look at changing class for a short period of time.</p>	<p>* Extended withdrawal to another class/swap setting.  * HOY report.  * SLT to go into lesson.  * SLT detention.  * Discuss at Inclusion Team meeting.  * Internal suspension.  * Suspension (if C3 is met in the "Removal" room).  * Amended timetable (RST/NSt only)</p>
	Tobacco/ e-cigarettes / other substances	<p>* Confiscate and hand to HOY or SLT.  * SLT/HOY to investigate possession or use.  * Parental contact.</p>	<p>* Internal isolation C4 until 4pm (possession) or  * Suspension C5 for use/repeat offender.  * Recorded on SIMS to increase negative behaviour points.</p>
	Swearing and abusive language not directed at staff and not bullying.	<p>* C1 – C3 consequence procedure.  * Warning to student.  * Remove from room for 5 minutes.  * Quiet word.  * If persistent issue, refer to HOY (refer to behaviour intervention strategies).  * Contact parent/carers.</p>	<p>* C1-C2 - wasted learning time made up with the class teacher.  * C3 Removal .  * Recorded on SIMS to increase negative behaviour points.</p>
	Bullying (ongoing and purposeful upset from one or more person to another)	<p>* Investigate incidents of the victim and witness.  Progressive:  * Speak to the student: verbal warning.  * Speak to the student with the parent present.  * Speak to the student with the police presence (Ongoing emotional upset that damages the welfare of other students).  * HOY/SLT managed "restorative" talk with staff member and student.  * Record with the parent (any level).  * Refer for social behaviour intervention through HOY.</p>	<p>* Record on SIMS.  * Isolate for breaks and lunches.  *Removal from lessons affected or temporary change of class.</p> <p>If severity warrants:  * External Suspension (Jersey policy pg 44).  * Internal suspension until 4pm.  * Outside agencies involved if required (police).  * Full restorative to be held upon re-admittance with both students .</p>

Photographing/ recording of any part of a lesson on a recording device <b>without</b> the express permission of the school (to include posting it on the internet and/or social media sites <b>without</b> school permission)	<ul style="list-style-type: none"> <li>* Confiscate device.</li> <li>* Do not delete recording/film.</li> <li>* Refer to SLT.</li> <li>* Carry out investigation as directed by the SLT.</li> <li>* Retain device.</li> <li>* Recorded material may be retained as evidence.</li> <li>* Parental contact.</li> <li>* Police contact (if relevant).</li> </ul>	<ul style="list-style-type: none"> <li>* External suspension (dangerous behaviour that could harm the welfare of others).</li> <li>* Delete material from the public domain.</li> <li>* Letter to and meeting with parent/carers advising on the illegality of this action.</li> <li>* Record on SIMS.</li> </ul>
Offensive Weapons	<ul style="list-style-type: none"> <li>* Removal of item.</li> <li>* Inform SLT.</li> <li>* Search of belongings.</li> <li>* Full investigation, gathering evidence (student accounts, CCTV etc.).</li> <li>* Parental Contact.</li> <li>* Police intervention if required.</li> </ul>	<ul style="list-style-type: none"> <li>* Inform external agencies (if applicable).</li> <li>* Recorded on SIMS to increase negative behaviour points.</li> <li>* Suspension (See Jersey policy Page 44).</li> </ul>
Drugs – including possession of or taking drugs/legal highs (suspected or actual)	<ul style="list-style-type: none"> <li>* Immediate referral to SLT.</li> <li>* Confiscate if seen.</li> <li>* Send student with a staff member to isolate them and enable support and investigation.</li> <li>* HOY with SLT to investigate.</li> <li>* Contact police.</li> <li>* Contact parents.</li> <li>* Medical attention if appropriate.</li> <li>* Refer to outside agencies if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>* External suspension (number of days to depend on context and previous issues).</li> </ul>
Swearing at and/or abuse directed at staff or students	<ul style="list-style-type: none"> <li>* C3 instant "Removal".</li> <li>* Investigate incidents.</li> <li>* Contact parent/carers.</li> <li>* HOY/SLT managed "restorative" talk with staff member and student.</li> </ul>	<ul style="list-style-type: none"> <li>* External suspension.</li> <li>* Full day in internal suspension until 4pm.</li> <li>* Recorded on SIMS to increase negative behaviour points.</li> </ul>
Breach of IT code of conduct (serious breach including searching for inappropriate materials, using IT to bully, accessing restricted areas)	<p>Minor Breach:</p> <ul style="list-style-type: none"> <li>* Removal from use of computer for that lesson.</li> <li>* Detention to make up lost time.</li> </ul> <p>Ongoing misuse flagged up through Lightspeed:</p> <ul style="list-style-type: none"> <li>* Safeguarding Team / HOY / SLT to speak to student.</li> <li>* Contact parents.</li> <li>* Remove internet access.</li> </ul> <p>Serious Breach:</p> <ul style="list-style-type: none"> <li>* Report immediately to HOY &amp; refer to Safeguarding.</li> <li>* Involvement of relevant outside agencies.</li> </ul>	<p>Repeated Minor Breaches:</p> <ul style="list-style-type: none"> <li>* Removal from use of computer for 2 weeks (Request via ICT Helpdesk).</li> </ul> <p>Serious Breach:</p> <ul style="list-style-type: none"> <li>* Report immediately to safeguarding.</li> <li>* Blocked Internet access.</li> <li>* Suspension (if it fulfils the Jersey criteria Pg 44).</li> <li>* Recorded on SIMS to increase negative behaviour points.</li> </ul>
Vandalism to school or others' property and/or conduct which is likely to harm or endanger others.	<ul style="list-style-type: none"> <li>* Actions depend on severity.</li> <li>* Discussion with the student.</li> <li>* Inform parent/carers.</li> <li>* First aid if necessary.</li> <li>* Ask for pricing of damage from site manager.</li> <li>* 'Community service' (if applicable).</li> <li>* Ask finance to issue parents with the bill.</li> <li>* External Suspension (see Jersey policy pg 44).</li> </ul>	<ul style="list-style-type: none"> <li>* Recorded on SIMS to increase negative behaviour points.</li> <li>* C3 = 1 hour detention the next day held in Removal.</li> <li>* Clean/fix the damage.</li> <li>* Parental contact.</li> </ul> <p>If severity warrants:</p> <ul style="list-style-type: none"> <li>* External Suspension (Jersey policy pg 44)</li> <li>* Internal suspension until 4pm</li> <li>* Billing of the damage/ replacement.</li> </ul>
Conduct which damages the	<ul style="list-style-type: none"> <li>Actions depend on severity.</li> <li>* Inform parent/carers .</li> <li>* Letter of apology organised.</li> </ul>	<ul style="list-style-type: none"> <li>* Removal from future trips.</li> <li>* Removal from representing the school.</li> </ul>

	reputation of the school.	<ul style="list-style-type: none"> <li>* 'Community service' (if applicable).</li> <li>* Discussion.</li> <li>* Detention.</li> <li>* Internal suspension.</li> <li>* External Suspension (see Jersey policy pg 44).</li> </ul>	<ul style="list-style-type: none"> <li>* Ban from school activities (e.g., prom, activities week).</li> <li>* Recorded on SIMS to increase negative behaviour points.</li> </ul> <p>If severity warrants:</p> <ul style="list-style-type: none"> <li>* External Suspension (Jersey policy pg 44).</li> <li>* Internal suspension until 4pm</li> </ul>
<b>L1 – L4</b> (Depending on severity)	Intimate contact	<p><b>Minor:</b></p> <ul style="list-style-type: none"> <li>* Warn students.</li> <li>* Remind of appropriate behaviour.</li> <li>* Ask FT to contact parents and speak to students.</li> </ul> <p><b>Serious:</b></p> <ul style="list-style-type: none"> <li>* Refer to safeguarding lead via MyConcern.</li> <li>* Speak to HOY/SLT.</li> <li>* Separate students with staff.</li> <li>* Seek Welfare support (EWO).</li> <li>* Take initial details.</li> </ul>	<ul style="list-style-type: none"> <li>* Record on SIMS (for information).</li> <li>* Possible External Suspension (Jersey policy pg 44).</li> <li>* Reintegration.</li> <li>* Parental contact.</li> <li>* Outside agencies involved inc. referral to The Hub.</li> </ul>
	<p>Not respecting others.</p> <p>Note - Bullying, racism, abusive &amp; obscene language, homophobic comments, stealing, fighting and physical acts of violence will fall under external suspension guidelines</p>	<ul style="list-style-type: none"> <li>* C1 – C3 procedures.</li> <li>* Move the student.</li> <li>* Remove student for a short time from room.</li> <li>* A quick word.</li> <li>* Change your teaching position in the room.</li> <li>* Note to parent/carers via SIMS</li> <li>* Class teacher sanction e.g., 10 minutes held back.</li> </ul> <p>Actions depend on severity:</p> <ul style="list-style-type: none"> <li>* Discussion.</li> <li>* Detention.</li> <li>* Internal suspension.</li> <li>* External Suspension.</li> <li>* If violence call SLT immediately via SOS button.</li> </ul> <p>SLT to:</p> <ul style="list-style-type: none"> <li>* Inform parent/carers of victim and perpetrator.</li> <li>* First aid if necessary.</li> <li>* Send to Removal for isolation.</li> <li>* Gather evidence.</li> </ul>	<ul style="list-style-type: none"> <li>* C1-C2 - wasted learning time made up with the class teacher.</li> <li>* Recorded on SIMS to increase negative behaviour points.</li> <li>* C3 = 1 hour Detention the next day held in 'Removal'.</li> </ul> <p>If severity warrants:</p> <ul style="list-style-type: none"> <li>* External Suspension (Jersey policy pg 44).</li> <li>* Internal suspension until 4pm.</li> <li>* Parental contact.</li> <li>* Outside agencies involved inc. referral to The Hub.</li> </ul> <p>* Full restorative to be held upon re-admittance.</p>
<b>L3-L4</b> (depending on severity)	Fighting and/or uninvited physical/sexual contact	<p>Actions depend on severity.</p> <ul style="list-style-type: none"> <li>* If violence call SLT immediately.</li> <li>* Inform parent/carers of victim and perpetrator.</li> <li>* First aid if necessary.</li> <li>* Isolate students in the Removal room.</li> <li>* Investigate fully gaining both accounts and witness statements.</li> <li>* Involvement of additional support if necessary (E.g. police).</li> <li>* Inform parents of both students.</li> </ul> <p>Actions depend on severity:</p> <ul style="list-style-type: none"> <li>* Discussion.</li> <li>* Detention.</li> <li>* Internal isolation.</li> <li>* Suspension.</li> <li>* Refer safeguarding concerns to the Safeguarding via MyConcern.</li> </ul>	<ul style="list-style-type: none"> <li>* Recorded on SIMS to increase negative behaviour points.</li> <li>* C3 = 1 hour detention the next day held in 'Removal'.</li> </ul> <p>If severity warrants:</p> <ul style="list-style-type: none"> <li>* External Suspension (Jersey policy pg 44).</li> <li>* Internal suspension until 4pm.</li> <li>* Parental contact.</li> <li>* Outside agencies involved inc. referral to The Hub.</li> </ul> <p>* Full restorative to be held upon re-admittance.</p>

- ❖ **If a student's behaviour is considered a safeguarding concern then a referral to the Children and Families Hub will be made by the School Designated Lead (Nicola Eastham) or, in her absence, the School based Education Welfare Officer (Yvonne Devereux).**