



Behaviour for Learning Policy

Positive and Negative behaviour

Date approved: 7 July 2021
Signed by Chair of Governors: Mr Nick Ager

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St John Fisher
Catholic High School

Policy and Procedures

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Behaviour for Learning Policy

"I have come that they may have life and have it to the full"

John Chapter 10

I. Aims and Values

We believe that behaviour lies at the heart of learning. Without clear and fair rules, without consistent enforcement of standards, without the application of firm sanctions, students will not access the curriculum and will not achieve to the best of their abilities. Every student has the right to learn and every teacher has the right to teach without disruption.

We recognise that some students join St John Fisher Catholic High School with less experience of calm, controlled situations which are purposeful for work. These students do not always, therefore, understand the very high demand that will be placed on them by their teachers. As a school, we must ensure that all the young people in our care have a clear understanding of acceptable social behaviour and the consequences of transgressing boundaries.

We recognise that each of our students has his or her own gifts and needs and celebrate that individuality. Rewards and public praise should be an integral part of school life; students who make a positive contribution to the life of the school should be acknowledged and celebrated.

We believe that the process of restorative justice should have a central role when resolving situations. Students must become part of the behaviour for learning policy and take responsibility for their actions, rather than simply having consequences thrust upon them.

Every member of the school community must be aware of the Behaviour for Learning Policy and understand the part he or she has to play in implementing that policy and ensuring that students achieve success.

We believe that:

- All students have the right to be safe and feel safe in school.
- Respect for others, for property and for our environment should be shown at all times.
- Students should be encouraged to develop self-discipline and personal responsibility for actions.
- There should be a positive, calm and purposeful atmosphere within the school community.
- Honesty, trust, fairness and tolerance should be encouraged at all times.
- Every parent / carer has the right to information about their child's behaviour and can be expected to work in partnership with the school to encourage high standards.

- Staff, students and parents / carers need to be aware of these standards and of their role in maintaining them.
- If sanctions need to be applied they must be clear, fair and consistent.

See Appendix 1 for School Code of Conduct.

2. Positive Behaviour Rewards

2.1 Key Aims and Principles

- We see that all students are unique and children of God and so we look for the good in students and try to "catch them being good".
- We will seek every opportunity to praise and reward students with the aim of reinforcing appropriate work, behaviour and attitudes.
- We will promote student self-esteem and will regularly inform students and their parents/carers of their successes.
- We will create an environment where achievement is seen as positive using the 5Rs as a tool for recognising correct behaviour traits.
- We will celebrate the success of individuals, groups and the whole school within the wider community.
- We will use assemblies, newsletter and other gatherings as a vehicle for celebration of academic and non-academic achievement.
- We will ensure that each student experiences praise, positive recognition and acclaim.

2.2 Process

To create a positive learning environment with a greater emphasis on rewards and praise, all staff need to be responsible for making this reward system happen. Therefore, when completing classroom activities or interacting with students out of lesson time, we will aim to focus on the positive. A good guide is 3 positive comments to every negative one.

Verbal praise is encouraged at all times when appropriate by staff and where criticism is required, it should be done in a constructive and restorative way.

Students who are seen to be doing the right thing whilst outside at break or lunchtime should be rewarded with a PIP Slip (Positive in Public) which all staff are expected to carry with them whilst performing duty.

2.3 Recording Achievement and Success

A range of rewards for students is available to be used, in addition to verbal praise.

Merits are the basis of the reward system and can be given for good behaviour/attitude to learning, good work, service to others, academic progress or outstanding performance in a particular area of the school.

2.4 Award of Merits & Best in Class

- 1-2 merits for good work, good homework, learning in class
- 2 merits (PIP Slip) for positive conduct during movement time
- Best in Class should be awarded to one student per lesson for exemplary learning and achievement efforts during a lesson.

2.5 Tutor Time and Climates for Learning

To guide tutors on the award of merits we refer to the 5Rs of which there will be a biweekly focus of in order to best aid tutors and subject teachers in the reward of merits. At the start of every week, a power point slide will be shown to each form group advising students which of the 5Rs is being focussed on this week. This will allow students to best collect and ask for merits and will remind staff at the end of each lesson. This can also be used as a starting focus for students coming in to lessons. The 5Rs are; Reflection, Reasoning, Resilience, Responsibility, Resourcefulness.

Broken down into pointers to help staff and students best place merits, each R has a code of conduct that if students know, they will know exactly what the expectations are that lesson and know that they are able to claim merits if all the codes are met.

Reflection

- ✓ I question my work
- ✓ I check my work. WWW, EBI
- ✓ I learn from my mistakes

Reasoning

- ✓ I take time to plan
- ✓ I consider all evidence
- ✓ I approach problems logically

Resilience

- ✓ I stay on task
- ✓ I overcome obstacles and remain positive
- ✓ I am not afraid to get things wrong in order to succeed

Responsibility

- ✓ I have my equipment
- ✓ I work in a team and help others
- ✓ I think ahead and avoid distractions

Resourcefulness

- ✓ I ask questions
- ✓ I show initiative
- ✓ I involve teachers

If students are able to demonstrate the codes of conduct for the weekly R focus, they can be rewarded with a merit at the end of the lesson by entering the correct reward on SIMs.

2.6 Rewards

Merits can be exchanged for lunch passes to allow students to go straight through the dinner line. They use their merits to purchase their passes at student services. The current cost of passes is:

20 merits = 1 lunch pass for a week

50 merits = 1 lunch pass for a week with a friend

The merits will be used to gain the following certificates:

100 merits	Bronze Certificate
200 merits	Silver Certificate
300 merits	Gold Certificate
400 merits	St John Fisher Certificate

These merits will also be used in conjunction with attendance, punctuality, House activities/events to issue Houses with points which contribute towards the St John Fisher Cup awarded to the House with the highest totals each term.

2.7 House Cup/Award

Admin will keep a record of House points and monitor merits and demerits on a weekly basis.

At the end of each term the House Cup will be awarded to the Tutor Group with the most points and a fun activity/award will be presented to or arranged for the Tutor Group.

2.8 School Cup

This will be awarded on an annual basis to the House with the highest points score. Points will be awarded from 80 points to the House with the highest points score, then 60 for second, 40 for third and 20 for fourth place.

The following areas will contribute towards Houses receiving points:

- Attendance - judged weekly
- Merits totals of students in each House
- Attendance at School event, e.g. parents' evening
- School challenge / event e.g. music, sports challenge, subject challenge
- Sports day/athletics events
- House competitions

2.9 Celebration Assemblies

Every term we aim to have a Celebration Assembly.

The Celebration Assemblies will celebrate student achievement and rewards within the following categories:

- Tutor group with the most rewards
- Tutor group with the best net figure overall when rewards and negative points are added together

- Individual subject awards
- Tutor group with the best attendance
- Individuals with 100% attendance
- Tutor group with the best punctuality to lessons
- Individual sporting and other extra-curricular achievements/awards
- Contribution to the House award
- Outstanding achievements that term
- Tutor group - Pride of House award
- House merit certificates

2.10 School Colours

These are awarded over a whole Key Stage, Half colours for Key Stage 3 and School Colours for Key Stage 4. The criteria are accumulative over a number of years depending on the Key Stage and all criteria have to be met in order to be awarded a colour.

School Half Colours

- 250 merits
- 40 hours in at least 2 extra curricular activities over the Key Stage
- Charity work / school ethos. Demonstrated willingness to serve others and fully support the ethos of the school.
- Attendance and punctuality are excellent (97%) (unless in exceptional circumstances at the discretion of the House)

Award – School Half Colours Badge

School Colours

- 500 merits
- Shown excellence in an acceptable extra curricular activity.
- 40 hours of extra curricular activity, eg sport, music, drama, ICT, revision, DofE.
- Charity work / school ethos . Demonstrated a strong willingness to serve others and fully support the ethos of the school.
- Attendance and punctuality excellent.

Award – School Colours Badge

3. Behaviour Management: The Process

- C1 If a student is behaving inappropriately in class, the teacher should challenge the behaviour clearly, allowing the student the opportunity to amend their conduct.
- C2 If a student does not choose to correct their behaviour, they should be given a second verbal warning, explaining that continued poor behaviour will have consequences. If poor behaviour still continues, the teacher should write the incident up on SIMs. A 15 minute department detention or equivalent sanction should be issued.
- C3 **Department Removal** if a student still continues to engage in poor behaviour, then the student should be removed to the departmental removal room for that period. The student will receive an **after school detention on the next day** and the staff member should come to the hall to have a

restorative conversation with the student. Students will leave detention at 15.45.

- C4 If the student engages in serious / dangerous behaviour, or refusal to follow staff instructions for a C3, then the on-call facility should be used. The SSO on duty will remove the student from the lesson and place them in the removals room. Any C3 or C4 incident should have a comment added on Sims. Students will receive the sanction of a detention until 16.00.

See Appendix 1 for full explanation of removal process.

- C5 For very serious incidents of misbehaviour the student will be secluded. This might include, but is not limited to, vandalism, bullying, fighting, theft, abusive language towards staff, racist or homophobic abuse. The decision to seclude a student will be taken by the HOH, AHT, DHT or the HT.

See Appendix 1.2 and 1.3 for further details.

- C6 If a student fails to follow the Code of Conduct in Seclusion, or there is an extremely serious incident, the Headteacher may choose to impose a Fixed Term Suspension.
- C7 The Headteacher reserves the right to suspend a student from school for a fixed period or permanently, if allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school. Examples include, but are not limited to: all other steps to encourage the student to follow school rules have failed, persistent and disruptive behaviour, persistent bullying, serious actual or threatened violence against a student or member of staff, supplying or severe misuse of an illegal drug, or carrying and/or using an offensive weapon.

3.1 Social time sanctions

These may be awarded during unstructured time. Staff should log onto SIMs to record these sanctions as soon as possible. Where 6th Form Staff on duty observe and incident, they must inform the member of SLT on duty and they will record this on SIMs

Examples include but are not exhaustive

- S1 Poor behaviour in canteen
Poor language
Littering,
Running in corridors,
Taking food outside of the canteen
Not tidying up for yourself at break / lunch
refusal to follow instructions
Not listening to duty staff etc
- S2 Lunch detention can be awarded for persistent S1 behaviour

- S3 After school detention/Seclusion can be awarded for various reasons, examples being but not limited to the following: fighting, being out of bounds, being rude to duty staff (including 6th form), smoking/vaping and persistently not following instructions.
Senior staff will decide if persistent offenders are given an after school detention or put in a removal room at lunch time.
- S4 After school detention/seclusion or a suspension can be awarded for persistent poor behaviour or a one off situation that is serious that could mean either a short term ban from the canteen, after school detention or a seclusion.
Senior staff will decide if persistent offenders are given an after school detention or put in a removal room at lunch time.

Vandalism (see charging policy)

1. A charge will be levied in respect of wilful damage, neglect or loss of school property (including premises, furniture, equipment, books or materials), the charge to be the cost of replacement or repair, or such lower cost as the Headteacher may decide.
2. A charge will be levied in respect of wilful damage, neglect or loss of property (including premises, furniture, equipment, books or materials) belonging to a third party, where the cost has been recharged to the school. The charge will be the cost of replacement or repair, or such lower costs as the Headteacher may decide.
3. Until such charges are paid in full the student who committed the damage will not be able to go on any paid for trips or attend key school events like the Prom or any trip.

Fire Alarm

On occasions where the fire alarm system has been set off wilfully, the student/s who is/are responsible will be sanctioned as decided by the Assistant Head/Deputy Head. This sanction will be either a Seclusion/Internal suspension or Fixed term suspension. There will also be a minimum fine of £50 charged to the student for setting off the alarm.

3.2 Detentions

School detentions take priority over every other school activity except examinations. When appropriate a student may be permitted to attend a revision or coursework session after school as an alternative to detention.

Senior Staff Lunchtime detention

- This takes place every lunch time in room 401/404 from 1.10 – 1.30 pm.
- Any member of staff may place a student in detention for incorrect uniform, missing equipment or late to lesson. Put a 4 or 6 on the register.
- The deadline for notifying the office of students' names is 12.00 pm. Any names notified after this time will be placed in detention the following day.
- Failure to attend lunchtime detention will result in an after school detention.

Late detention

- Students who arrive at school after 8.35 am will be given an afternoon detention from 3.15 – 3.45 pm. No prior notification of this detention is required.
- Late detention will be staffed by SLT, HOFs, HOHs and teaching staff.
- Students who are late regularly will receive an extended detention and/or a seclusion in addition to late detentions.

After School detention

- After School detention takes place every afternoon from 3.15 – 4.00 pm and is supervised by SLT, HOFs, HOHs and teaching staff.
- The detention rota is published at the beginning of every academic year.
- The student should be given an explanation as to why detention has been given.
- Students should be given 24 hours notice of detention where possible.

See Appendix 2 for further details.

Extended Detention

- Extended detention takes place each Thursday after school between 15.15 and 16.45.
- Extended detention is for students who persistently disrupt lessons and unstructured time with low level behaviours. These are also given to students persistent lateness to lessons and/or school.
- A student that picks up 5 behaviour points for low level disruption may be placed in the next available extended detention.
- Extended detention is supervised by a member of the school SLT.
- Students are provided work to complete during the extended detention.
- Parents and carers will be informed that their child will be required to attend this detention in advance and be provided with a breakdown of the incidents that occurred for which sanctions were given.

Students who persistently misbehave;

- Students who persistently misbehave in lessons will be put onto a C2 removal strategy. Where students have been identified to be causing issues in multiple lessons over a period of time they could be removed at C2 and given a seclusion until 4pm on that day. This will happen until the behaviour in lessons improves. Parents and students will be notified before this strategy is put in place.
- A period of time at a partner school may be arranged for students who persistently misbehave to reflect on their behaviour. This may be up to 4 weeks. Parents should be informed that this process will be taking place.
- A Behaviour contract may be put in place to remind the student about expectations in the school.
- If all of the above interactions do not change the behaviour of the student then a referral to the school **Internal Disciplinary Panel** will be made
- If all of the above interventions do not change the behaviour of the student then a referral will be made to the **Behaviour Panel** to look at all options that may include a managed move.

Antibullying sanctions

- Students who bully other students will be sanctioned using a staged approach. Parents will be informed at each stage

- Incident 1 will be sanctioned by a warning
- Incident 2 will be sanctioned by an after school detention
- Incident 3 will be a seclusion
- Incident 4 will be an Internal suspension
- Incident 5 will be a Fixed Term suspension
- We reserve the right to enter sanctions at any stage dependant on seriousness of incidents.
- All incidents will be recorded on the school's anti-bullying log.

Joint Enterprise

- Gangs are not allowed at St John Fisher Catholic High School. If a group of students demonstrates Anti-social behaviour around the school then the students will be considered to be a gang and split up at breaks and lunchtimes until the Anti-social behaviour improves. Jointly working with the safer schools officer students will be supported to improve their behaviour and attitude until the school considers improvements are sufficient.

Joint Enterprise and bullying

- On occasions, groups of students can be involved in bullying a student. This may be as a group at one time or in separate incidents. Using the Anti bullying monitoring document all incidents can be tracked and connected. If students from one group are connected to incidents of bullying then all students involved will be treated with the same sanctions.
- The school reserves the right to permanently exclude students if they persistently misbehave.

Mobile Phone Usage

- The use of mobile phones is not permitted anywhere on the school site. We understand that in the interests of safety students carry their phones to and from school. Students must switch off their phones and place them in their bags for the school day.
- If a child must make an emergency call home, they cannot use their mobile phone but instead are to visit Student Services where a call can be made.
- Students will be sanctioned for having their mobile phones out in school:

1st offence – phone confiscated. Student receives detention until 16.00 and phone returned that day.

2nd offence – phone confiscated. Student receives detention until 16.00 and phone returned after 48 hrs.

3rd offence – phone confiscated. Student receives detention until 16.00 and phone collected by parent/carer after 5 days.

- Confiscated phones will be kept in the school safe.

4. Staff responsibilities

The Role of the Tutor

- The tutor is a key member of staff in supporting good behaviour. The tutor assists the students in preparing for the school day and adopting a positive attitude to learning.
- The tutor will discuss any incident that appears on Sims with the student.
- Tutors are expected to raise concerns with HOH/SSO
- If students misbehave in form time a tutor should use the school behaviour policy.

The Role of the Head of House (HOH)

- The HOH will liaise with tutors and the SSO to monitor behaviour in their house.
- The HOH will participate in supervising School Detentions.
- The HOH will deal with students who have difficulties in a range of subject areas and who have not responded to previous intervention from the tutor.
- The HOH may place a student on a red report card and would be expected to meet with the parents of this student.
- The HOH may place a student on a Pastoral Support Programme and would be expected to meet with the parents of this student fortnightly.
- The HOH will receive regular feedback from the Inclusion Forum and refer students for discussion.
- The HOH will lead the tutor team in ensuring a consistency of approach to behaviour management within the House.
- The HOH will meet regularly, individually and as a team, with the AHT (Inclusion) to discuss implementation of the Behaviour for Learning Policy and to ensure that it is being applied consistently across the school.

The Role of the Student Support Officer (SSO)

- The SSO will note the incident on a behaviour log where applicable.
- If necessary the SSO will refer specific incidents to the HOH and also liaise with tutors to monitor students involved in an unacceptable number of incidents.
- The SSO will collect students for school detentions.
- The SSO will meet weekly with the Assistant Headteacher (Inclusion) to discuss behaviour issues and to streamline intervention for individual students.
- The SSO will support tutors with behaviour management as directed by the Head of House.
- An SSO may place a student on amber report card in consultation with the Tutor.
- An SSO will participate in the setting up and monitoring of Pastoral Support Programmes.
- An SSO will refer students to appropriate agencies following liaison at Inclusion Forum.

The Role of the Subject Leader

- The SL is responsible for the overall management of behaviour within their subject area.
- The SL will discuss incidents that have occurred during lessons and offer support and advice to the classroom teacher when appropriate.
- The SL will examine the data supplied on removals from lessons and support teaching staff accordingly.

The Role of the Head of Faculty

- The HOF is responsible for the overall management of behaviour within their faculty, delegating that responsibility to the Subject Leader when appropriate.
- The HOF will discuss incidents that have occurred during lessons and offer support and advice to the classroom teacher when appropriate.
- The HOF will examine the data supplied on removals from lessons and support staff accordingly.
- As necessary, the HOF will intervene in any subject area in the faculty in order to support behaviour management.

The Role of the Assistant Headteacher (Behaviour)

- To oversee all aspects of the implementation of the behaviour policy and ensure consistency across the school.
- To ensure accurate data on behaviour incidents is kept and disseminated regularly to Middle Leaders and SLT.
- To liaise with key members of staff in reviewing the policy and ensuring consistency.
- To make decisions about Seclusion and deal with serious incidents referred by HOHs.
- To deal with any racist, homophobic or other prejudice related incidents as swiftly as possible and report on these termly to the Local Authority.
- To co-ordinate Inclusion Forum and oversee implementation of agreed actions.
- To refer serious incidents to the DHT/HT as appropriate.

5. Report Cards

Report Cards are a support and monitoring system, not a sanction in their own right. There should be clear, suitable targets agreed between students and staff and parents should always be informed when their child is on report, how long this will last for and the level of progress made. Students are individuals, and at the Tutor / Head of House's discretion, the maximum time limits for reports can be amended. Meetings with parents should always be recorded and a copy kept on file.

Green (maximum 2 weeks)

Students who have exhibited poor behaviour will be placed on green report card by their tutor. Students may also be placed on report card at the discretion of their tutor, if they feel that a greater degree of monitoring is required. Parents will be informed if the student is placed on a green report card.

Amber (maximum 3 weeks)

Students who do not respond to a green report card, or who receive more than six behaviour points will be placed on an amber report card by their tutor. This stage will also necessitate a conversation between parents and form tutor to discuss the

situation. At this point support or mentoring from the Student Support Officer or another appropriate member of staff should also be considered.

Red (no maximum)

A Head of House will place students on a red report card if they fail to respond to previous interventions. This will necessitate a meeting between the Head of House and the parents. It may be deemed appropriate to allocate the student a mentor or involve the PCSO. The Assistant Head (Inclusion) will be notified so that SEN / EAL pathways can be explored, as well as the student being placed on the Inclusion Forum list. Students who have returned from Fixed Term Suspension or received a Seclusion will automatically be placed on red report. Students who are on red report will automatically be placed on the after school detention register and must attend the School Hall at 3.15 pm to have their report checked. If students have met the targets set they will be permitted to leave straightaway. Failure to meet targets will result in an immediate detention.

Pastoral Support Plan (no longer than one term)

This will be implemented if report cards fail to have any impact on a student's behaviour.

Parents will be expected to attend fortnightly meetings with the HOH. The HOH may also require the SSO to be present at this meeting.

A number of interventions may take place at this point including:

- Referral to behaviour panel
- Referral to SEND panel (for students with statements / EHC plans)
- SEN referral to EP or Health
- Early help assessment
- Referral to MASG for LA agency intervention

If there is no significant improvement after a term, a number of the following strategies may be tried (some of which may be in place already):

- Professionals meeting with all staff involved
- Discussion with Headteacher of Pupil Referral Unit / LA Lead on Behaviour
- Home visit if parents have not attended meetings
- Seclusion at lunchtime
- Repeat referrals to behaviour panel or SEND panel

Parents and students are asked to make a particular note of the following:

- Students must never bring onto the school premises any type of weapon, in particular any type of knife (even a small penknife on a key ring), any type of gun e.g. toy gun, air pistol, Ball Bearing gun and such like. This also applies to travel to and from school.
- Any form of bullying and intimidation is expressly prohibited. Students must never instigate or take part in any physical or mental abuse of other students.

- Any form of discrimination or harassment is expressly prohibited. Students must never instigate or take part in any physical or mental abuse of other students on the grounds of race, culture, sexual orientation or religious belief.
- Students must never endanger the lives of other members of the school community by setting off the fire alarm without good reason, even accidentally.
- Any physical or verbal abuse of staff or the use of abusive language in response to a request from a member of staff is expressly prohibited.
- Failure to comply with the above could result in a fixed term suspension and even a permanent exclusion.

Appendix I: Code of Conduct

We are proud to belong to St John Fisher Catholic High School where we believe that each member of the community is created in the image of God. Therefore in our school we must always treat one another with respect. We must ensure that each person is able to develop their God-given talents to the full. These simple rules follow from this principle.

1. I will always be polite and courteous to everyone in my words and actions, take care of others, and never do anything which puts another person's safety at risk.
2. I will always help another to excel in their studies and in everything I do in school.
3. I will take pride in my appearance, wearing my school uniform well and representing the school to my best at all times.
4. I will take care of school property and others' belongings.
5. I will show care for the environment particularly by disposing of all rubbish in bins.
6. I will arrive punctually at school and at lessons.
7. I will always come properly prepared for lessons with the correct books and equipment.
8. I will eat only in the School Dining Room.
9. I will move around the school in a quiet and orderly fashion, keeping to the left in corridors.
10. I will leave valuable or dangerous items such as mobile telephones and large sums of money at home.

Appendix I: Removal from lessons

- If a student needs to be removed from a lesson, on call will be notified. This notification may be in the form of a phone call from a Teacher / Teaching Assistant or a message from a student.
- The on call number is 855
- The member of staff needs to notify on call of the name of the student, name of the teacher, classroom number and a brief reason for removal.
- The SSOs have an on call rota to ensure someone is always available to remove students.
- The SSO on-call will remove the student and take him/her to the Removal Room. The reason for removal will be recorded in the Removal Room log.
- On occasion it may be appropriate for the SSO to place a student with the HOF or a member of SLT.
- A student should always be removed from the lesson if a member of staff requests this. Any concerns about the nature of the removal can be addressed after the lesson.
- The student will remain in the Removal Room for the rest of the lesson. For serious incidents the SSO will consult the HOH/AHT to determine whether an extended period of isolation is required.
- The student will be expected to continue with the work from their lesson. If that is impossible a suitable written task will be available.
- Work in the Removal Room should be carried out in silence.
- The Removal Room will be supervised by teaching staff.
- The removal log must be completed by the SSO on duty.
- SLs, FLs and HOHs will be given regular data on removals from lessons in order to help them support teaching staff and identify students in need of further intervention.
- Three removals in a half term will result in an automatic Seclusion.

Appendix I.2: Seclusion

- Following the decision to seclude a student, parents will be informed and the student will serve their Seclusion as soon as possible. A meeting may be arranged for the student, their parent/carer and the HOH to discuss the Seclusion and plan a way forward.
- A student cannot be placed in Seclusion if the appropriate paperwork has not been supplied.
- Seclusion will run from 8.45 – 4.00 pm. Students will be given a break and lunchtime separate from other students and will not be permitted any contact with their peers during the day. The timings of the Seclusion room during the day are different from those in the main school.
- Students will be expected to complete an induction successfully and the work to the best of their ability and follow all instructions.
- The Seclusion day is divided into four sessions, student need to pass at least three sessions in order to pass the day in Seclusion.
- The AHT for behaviour will oversee the running of the Seclusion room and have the final decision on whether a student has passed or failed the day.
- The Seclusion Manager will deliver sessions focusing on areas for personal development with students where possible.

Appendix I.3: Lunchtime Seclusion

- Lunchtime Seclusion will run for students who truant or who repeatedly fail to follow the school code of conduct during break and lunchtime.
- Students will be given lunch at 1.00 and will spend lunchtime isolated from their peers.

- Lunchtime Seclusion will be staffed by SSOs.
- It may be appropriate for students to spend a series of lunchtimes in Seclusion, depending on the severity of the incident.
- Students may be taken to do a litter picking duty.

Appendix 2: Protocols for After School detention

- A detention list will be circulated on the day of the detention to Student Support Officers, Subject Leaders, HOFs, HOHs, the AHT (Behaviour) and the DHT.
- Student Support Officers will arrange for the collection of students.
- Detention will take place in the Hall, unless notified otherwise.
- The staff on duty will proceed to the Hall as soon as possible after 3.15.
- A member of SLT (usually the AHT – Behaviour) will also be present at the start of the detention and at 3.45 when the HOH finish the late detention.
- The AHT is responsible for the completion of the detention register, or may delegate that responsibility to a Middle Leader.
- Names of any students who have failed to co-operate will be noted on the register for reception to forward to the AHT (Behaviour)
- Students will sit in silence.
- The consequence policy should be used to address poor behaviour in the detention hall. Failure to comply with staff instructions or failure to attend detention when requested will result in a student receiving a Seclusion.