



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

BINARY BEHAVIOUR POLICY

Secondary Setting





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Introduction

1. Educational excellence, discipline, mutual care and respect and community service are the foundations for our approaches to leading and managing learning and behaviour at the School.
2. At the core of our vision, “nurturing today’s young people and inspiring tomorrow’s leaders”, is that all pupils can make outstanding progress in their learning, their personal and moral development and in their development as good citizens and leaders. For this to happen they must each have an excellent attitude to learning, incorporating regular attendance at school and outstanding behaviour.
3. We value and promote an inclusive culture where all pupils are rewarded and praised regularly, consistently and fairly and where staff take cognisance of any barriers to learning which individual pupils need to overcome to achieve progress.
4. The School operates a firm but fair and just approach, applied rigorously, robustly and consistently; ensuring that disruptive behaviour by the few does not damage the achievements of the many.
5. We are a family school in which each member understands their rights and responsibilities and the potential impact of their decisions and actions on their own learning and that of others.
6. The expectations we have of our young people are set out in our Pupil Code of Conduct, which is shared with pupils and parents/carers, and is based upon the four STAR values of Service, Teamwork, Ambition and Respect.
7. The School will do everything possible to ensure every pupil succeeds; we will take tough decisions where this is needed to safeguard the learning and well-being of our pupils and in keeping with the clear expectations set out in our policies and procedures.
8. This policy should be read in conjunction with the Trusts Anti-Bullying Policy and SEND Policy.

Aims

9. To recognise, reward and celebrate good behaviour.
10. To marginalise poor behaviour by promoting good behaviour.
11. To be seen to be fair and consistent in behaviour management by pupils, parents/carers and staff.
12. To support pupils who struggle to manage their own behaviour.
13. To involve pupils, parents/carers, staff and governors in the creation and implementation of a consistent approach to behaviour management and improving behaviour.
14. To support the mission, vision and values of the Trust and its establishments.

Who is Responsible for this Policy?

15. The School has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework.
16. The Local Governing Body and Senior Leadership Team has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.



Roles and responsibilities

17. Promoting positive behaviour and good attendance is the responsibility of the School community as a whole. We will hold all individuals, pupils and staff to account for their attendance and behaviour and their contribution to the areas for which they are specifically responsible. Specific roles and responsibilities include:
- **Star Academies** defining the principles underlying the Behaviour Policy; and holding the Local Governing Body and Principal to account for the overall performance of the school in this area;
 - the **Local Governing Body and Principal** in operating the policy and establishing procedures that encourage positive behaviour, discourage bullying and promote respect, diversity and equality;
 - the **Senior Leader with responsibility for Pastoral Support and Pupil Well-being** in monitoring all aspects of the school's behaviour policy and its application, to promote equality for all pupils;
 - the **Senior Leadership Team** in ensuring they are visible around school and known to pupils across school; actively seeking out pupils for praise and recognition, demonstrating a genuine care and respect for pupils;
 - the **Senior Leader assigned to lead a year group** in ensuring that each and every pupil gets the personal attention they need to ensure excellent standards of behaviour and great learning;
 - the **Heads of Year/Pastoral Leaders** and **team of Form Tutors/Learning Co-ordinators** in creating a year team and class identity where each pupil feels a sense of responsibility for helping and supporting others and promoting excellent performance;
 - **all staff** in ensuring:
 - that the policy is consistently and fairly applied to all;
 - that pupils are taught and retaught the behaviours which are conducive to learning and well-being;
 - that high standards of behaviour, attendance and punctuality are modelled and actively promoted at all times;
 - that good behaviour is recognised and praised;
 - that poor behaviour is challenged and appropriate sanctions implemented.
 - **all pupils** in demonstrating outstanding behaviour which exemplifies the Code of Conduct and STAR Values;
 - the **parents/carers** in taking responsibility for their child's attendance and their behaviour inside and outside school, working in partnership with the School to maintain high standards of behaviour and attendance.

Code of conduct

18. The School sets out clear and explicit expectations of all stakeholders through Codes of Conduct based upon the four STAR values of Service, Teamwork, Ambition and Respect.
19. The Staff Code of Conduct is made available to all staff and they are routinely taken through this, e.g. at the start of the year and during their induction period.



20. The Pupil Code of Conduct is modelled by adults and taught and retaught to pupils in all areas of school. It is displayed around school so that all pupils are clear about their responsibilities.
21. The critical role that parents/carers play in ensuring their child can learn in school and at home is captured in the Home School Agreement.

Managing Behaviour through Rewards

Praise

22. The simplest and most effective reward that our pupils can have is praise. In order for praise to be most effective it needs to be:
 - specific and linked to an achievement or action of merit;
 - sincere and genuinely expressed with appropriate language and tone;
 - personalised through the use of the pupil's name;
 - consistently used in all lessons as a part of our teaching;
 - discreet and private at times when appropriate.
23. Within the established positive learning environment, pupils should expect to receive regular praise from the adults in School for notably good behaviour in line with the STAR values. Strategies used include:
 - regular verbal praise and encouragement, specifically focusing on personal gains by individuals;
 - non-verbal praise - e.g. thumbs up, positive facial expressions;
 - acknowledgement of good work and instant recognition for good homework produced;
 - encouraging staff to praise identified individuals and sharing their work;
 - displaying pupils' work around the learning environment as exemplars of good work.
24. Praise should also be addressed to parents/carers through a telephone call or a postcard home, which in turn will promote a positive working relationship with the family.

Achievement and Behaviour Points

25. Pupils will be rewarded with **achievement points** each time they demonstrate our STAR values (Appendix 1).
26. Pupils will be sanctioned with **behaviour points** each time they fail to demonstrate our STAR values through poor behaviour (Appendix 2).

Daily rewards

27. Each Teacher will praise pupils for complying with the code of conduct.
28. Achievement points will be awarded to pupils for demonstrating the STAR values throughout the day:
 - Each Form Tutor/Learning Coordinator will aim to award at least 1 pupil with achievement points during Tutor time;
 - Each Class Teacher will aim to award at least 3 pupils within the lesson;
 - Each Head of Year will aim to award at least 5 pupils from their year group during social times.



Weekly rewards

29. Positive postcards will be sent home by the Head of Year acknowledging when a pupil has reached the following **Achievement Point thresholds: 50, 100, 150, 200** etc
30. The top 10 pupils with the highest number of STAR points in each year group will receive a positive text message home.
31. The top 5 pupils with the most STAR points in each year group will receive a lunch pass which enables them (and a friend) to skip the lunch queue for a week.
32. The pupil with the highest number of STAR points in each year group will be named the STAR of the Week. Stars of the Week are displayed on the screens around the school. Negative behaviour points will be deducted from achievement points to give overall STAR points.

Half-termly rewards

33. Form Tutors/Learning Coordinators will identify one pupil for outstanding behaviour/character development during the half term. The pupil will be presented with an Outstanding Character certificate in a special half termly assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.
34. All subject teachers will identify one pupil for outstanding work ethic per year group for the half term. The pupil will be presented with an Outstanding Work Ethic certificate in a special half termly assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.
35. All subject teachers will identify one pupil for outstanding achievement per year group for the half term. The pupil will be presented with an Outstanding Achievement certificate in a special half termly assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.
36. Pupils with 100% attendance each half term will be awarded with a certificate in a special assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.
37. STAR Citizens who have 100% attendance, 100% punctuality **and** zero behaviour incidents will receive a free experience during school hours. Parents/carers will receive a letter home congratulating their child for this achievement. There will also be a roll of honour displayed in each Tutor group.

STAR Diploma

38. The STAR diploma is a points' based system, rewarded through achievement points for academic excellence, character development and service to the community. **Negative behaviour points** will be deducted from **achievement points** to give overall **STAR points**.
39. Leaders will launch the Star Diploma at an assembly in the Autumn Term and revisit it at each Expectations' assembly at the start of term.
40. It is important to:
 - ensure pupils understand the Star Diploma ABC model and what they must do to gain each level of award;
 - emphasise the benefits of achieving the Star Diploma in terms of personal growth and as a source of evidence for colleges, universities and employers;
 - provide examples of Community Service (such as participation in school events);
 - provide information related to in-school opportunities to undertake Community Service to ensure all pupils have an opportunity to accrue volunteering hours;



- explain how each element will be measured and the responsibility they will take in recording Community Service activities;
 - outline key reporting timelines so that pupils understand how and when they can monitor their progress;
 - summarise rewards and recognition opportunities available to those who achieve each level of the Star Diploma.
41. Each year, a Star Diploma ceremony will take place for each year group.
 42. A roll of honour will be displayed in each tutor group.

The Binary System – Ready to Learn

Rationale

43. Every pupil has the right to learn without disruption.
44. Teachers have the right to teach without disruption.
45. Pupils are either in lessons learning or they are not.

Ready to learn: creating a positive climate of learning

46. Teachers and support staff will circulate around the room as often as is practical.
47. Strategies such as speaking from the back or side of the room will be used.
48. The classroom will be constantly scanned both visually and physically.
49. Staff must make eye contact, use privately understood signals – a shake of the head, finger to mouth etc. to avoid disruption. Staff will let the pupil know that the behaviour has been observed and narrate the expectations.
50. Directive questions should be used regularly to involve as many pupils as possible. Sometimes simply directing a question at a particular pupil is enough to get them back on task.
51. Activity or pace of the lesson should be regularly changed. Lessons that are deemed as too slow or boring are much more likely to generate misbehaviour.
52. Off-task behaviour will be picked up swiftly using strategies such as: making eye contact, a stern look, a short pause in speaking will all indicate displeasure without interrupting the flow of the lesson.

Ready to learn: Expectations of Teachers

53. Teachers will check that pupil planners are on desks with equipment ready at the start of the lesson. Precious learning time should not be lost.
54. Teachers will be outside classrooms, on time greeting pupils as they enter the classroom.
55. Good order must be established straight away. There will be clear routines for putting bags, coats etc. away, having books out ready to start. There will be an established routine where there is something on the board for the pupils to do as they come in (5 to start, 4 to finish) for the first 5 minutes of the lesson.
56. There will be class seating plans to maximise pupil progress during the lesson.
57. At the beginning of every lesson, Teachers will recap prior learning to support the retention of knowledge, skills and understanding over time.
58. Learning objectives are to be stated for the lesson. For example, the class should be told what they are going to learn with progress driven outcomes.



59. All teachers will take pride in their classroom. They must ensure the environment is litter free, tidy and organised.
60. Teachers are expected to display and model behaviour and achievement expectations every lesson.
61. Teachers will ensure pupils' work is dated and presented well.
62. Pupils will be praised and commended through the merit system. For example, when a pupil:
 - makes outstanding progress during the lesson;
 - shows initiative;
 - completes homework to a good standard ;
 - answers a challenging question in class.
63. At the end of the lesson, teachers will ensure pupils place their chairs under their desks and are dismissed in an orderly fashion.
64. Teachers will aim to identify at least 3 pupils to award achievement points to.

Ready to learn: Non-negotiable behaviours

65. Non-negotiable behaviours are categorised into two categories: **disruptive** and **red line**.
66. Pupils who display **disruptive** behaviours are to be given one warning to rectify their behaviour. If they fail a second time, they are referred to the Impact Centre.
67. Pupils who display **red line** behaviours are immediately referred to the Impact Centre. Red line behaviours with an * are likely to lead to an immediate fixed term exclusion and escalated to a permanent exclusion.

Table 1. Disruptive and Red Line Behaviours

<u>Disruptive Behaviours</u>	<u>RED LINE Behaviours</u>
1 warning followed by referral to the Impact Centre	Immediate referral to Impact Centre leading to a possible FTE Behaviours* may lead to an immediate FTE
Inadequate equipment for each lesson (Book, Pen, pencil, ruler, calculator, PE kit)	Failure to attend a detention
Arriving 4 or more minutes late to lesson (without a note from a member of staff)	Failure to comply with the uniform code
Littering in the classroom or around the school	Using headphones/ Bluetooth headsets
Calling out	Having a mobile phone in school
Lack of effort in the classroom	Rude language or swearing
Lack of pride in work	Name calling
Talking over the teacher	Cheating in exams/ assessments
Chewing/ eating in class	Truancy from lessons
Head on desk/ slumped on chair	Damaging equipment/property*
Walking off from a member of staff	Fighting, physically aggressive or threatening violence*
Refusing to follow instructions from staff	Bringing a weapon into school*
Failure to speak to staff with respect	Having alcohol, cigarettes/e-cigarettes or other banned substances in school *
Failure to speak to peers with respect	Assault or inciting violence*
Answering back	Theft or bringing in stolen items*



Disruptive Behaviours (cont) 1 warning followed by referral to the Impact Centre	RED LINE Behaviours (cont) Immediate referral to Impact Centre leading to a possible FTE Behaviours* may lead to an immediate FTE
Failure to behave sensibly around the school (such as pushing or horseplay)	Cyber bullying*
Failure to speak with visitors/supply staff with respect	Homophobic/racist language*
	Graffiti*
	Dangerous/ unsafe behaviours*
	Extortion*

Ready to learn: dealing with disruptive/red line behaviours

68. The teacher will criticise the behaviour, not the pupil.
69. Hand signals will be used that do not interrupt the flow of the lesson.
70. A strategy of private, rather than public, reprimands will be used. It is less disruptive to the lesson and less likely to provoke an aggressive response.
71. The Teacher will use rule statements as reprimands: 'We put up our hands before speaking.' This will secure order.
72. Threats of reprimands will be followed through.
73. Whole-class punishment for the misdemeanours of individuals will not occur.
74. Reprimands will be clear and firm in a neutral tone. Teachers will avoid pleading or bargaining with pupils.

The Impact Team

75. The senior member of staff responsible for the Impact Centre is the Assistant Principal for Personal Development, Behaviour and Welfare. S/he will ensure the Impact Centre supports a positive climate for learning where teachers can teach and pupils can learn.
76. There will be an SLT Impact Centre Duty Rota to ensure a member of SLT visits the Impact Centre each lesson.
77. The Principal will authorise a fixed term exclusion and will check the correct procedures have been followed. In the absence of the Principal, the Senior Leader for Personal Development, Behaviour and Welfare will carry out this role.
78. The Impact Centre will be led and managed operationally by the Behaviour Manager, who will be a member of the Pastoral/Inclusion team. The Behaviour Manager will be based in the Impact Centre to ensure:
 - effective systems are in place to stop repeat referrals to the Impact Centre;
 - pupils who are in the Impact Centre for a second day (or more) are escorted from the line up in the playground at the start of each day;
 - pupils work in silence for the duration of their time in the Impact Centre;
 - pupils comply with the Impact Curriculum so that no learning time is lost;
 - pupils receive supervised breaks and lunch;
 - good communication with parents/carers and staff;
 - a daily update of referrals is provided to SLT ;



- weekly update referrals are provided for review and analysis at Senior Leadership Team meeting;
- weekly feedback is provided in staff briefings;
- pupils are escorted off-site in an orderly manner at the end of the school day;
- the effective line management of the Business Support Manager who will:
 - ensure pupils are registered on entry to the Impact Centre;
 - parents/carers are informed of the referral;
 - tracking, assessment and logs are completed in a timely manner.
- effective communication with the staff on duty who will support the operational management of the Impact Centre.

79. Support will also be required from:

- The SEND team; they will oversee the screening checks for pupils who receive 5 or more referrals to the Impact Centre within a half term;
- Heads of Departments with their Link SLT; they will intervene if the quality of teaching from a teacher within their faculty is a barrier to learning;
- Heads of Year; they will ensure the smooth reintegration back into mainstream and will monitor the pupils on a daily basis;
- Safeguarding team; they will support with disclosures and specific safeguarding needs including multi-agency working;
- Learning Support Assistants; they will ensure a pupil's needs are met during lessons.

Inside the Impact Centre

80. The pupil must arrive at the Impact Centre within 5 minutes of being referred by the classroom teacher. The teacher must email the Impact Centre immediately.

81. On arrival, the following actions will take place:

- The pupil registers into the Impact Centre;
- The pupil hands over their mobile phone;
- As a calming activity, the pupil reads a book from the Star Readers' Programme for 30 minutes;
- The pupil completes a reflection booklet;
- Parents/carers will be contacted by the Impact Team to inform them that their child has been placed in the Impact Centre and the reasons why;
- The pupil will remain in the Impact Centre the next day until the time they were sent out of lessons (e.g. sent out P3, remain isolated until the end of P3 the following day);
- The pupil will be expected to follow the Impact Curriculum to ensure no learning time is lost. This includes range of CGP resources:

Key Stage 3

- Literacy and numeracy catch-up (for identified pupils);
- English, mathematics, science.



Key Stage 4

- English, mathematics and science.
- If the quality of a pupil's work does not meet the required standard, their time in the Impact Centre may be increased unless there is an underlying reason.
- During the 24 hours, the Behaviour Manager will also consult with the pastoral team if the pupil's Personal Support Plan (PSP) requires updating;
- The pupil will remain in the Impact Centre until one hour after the school day has finished. Parents/carers will be informed by the Behaviour Manager of this arrangement;
- A restorative conversation will take place before the pupil is reintegrated into mainstream to prevent the pupil from receiving a repeat referral.

Social times in the Impact Centre

82. Pupils will stay in the Impact Centre for breaks and lunch. These will be scheduled at different times from the main school.
83. Pupils will access the toilets closest to the Impact Centre at scheduled supervised times.
84. Pupils will be supervised at all times.
85. Pupils on school lunches will have a pre-ordered sandwich and drink delivered to the room.

Restorative Conversation – the rationale

86. During a pupil's time in the Impact Centre, s/he will receive a restorative conversation with the teacher who made the referral. This will be completed during their time served in the Impact Centre.
87. The restorative conversation is an opportunity to:
 - help the pupil reflect on their behaviour;
 - discuss any underlying issues;
 - move the pupil on from that behaviour so that the pupil does not reoffend;

Restorative Conversation – reflecting on the behaviour

88. The pupil will be asked:
 - why they were sent to the Impact Centre;
 - how they were behaving when they were sent to the Impact Centre;
 - why they were behaving in that way (see dealing with disclosures);
 - how things can be made better when they are back in lesson;

Restorative Conversation – moving on from the behaviour incident in the classroom

89. Expectations for behaviour in the lesson will be reinforced.
90. Positive aspirations will be reinforced.
91. Support for positive behaviours will be provided.
92. On a daily and weekly basis, senior leaders will analyse the impact referral data and agree interventions to reduce referrals. Strategies will be put in place for individual and groups of pupils.



93. On a daily and weekly basis, Heads of Year will analyse the impact referral data and agree interventions to reduce referrals in their year group. Working alongside the year link senior leaders, strategies will be put in place for individual and groups of pupils.
94. On a fortnightly cycle, middle leaders will analyse the Impact referral data and complete an action plan to support strategies to prevent further referrals. Strategies will be agreed to improve the pupil's behaviour in lessons over the long term. A change that may benefit the pupil will be agreed (level of difficulty of work, place in the seating plan etc.)

Restorative Conversation – dealing with disclosures

95. A Child Protection issue may be a mitigating factor in the behaviour and staff must raise this with the safeguarding team as a matter of urgency and record it in line with safeguarding procedures.
96. Additional support will be provided for staff and pupils to reinforce positive working relationships.

Disruptive Behaviour in the Impact Centre

97. A pupil has three chances to rectify their behaviour before a fixed term exclusion is issued:
 1. Behaviour Manager will issue a warning;
 2. Member of SLT will speak with the pupil and explain the potential consequences;
 3. Parent/carer will be contacted and given the opportunity to speak with their child and help rectify their behaviour.
98. If none of these strategies are successful, the pupil will receive a fixed term exclusion. A pupil who receives a fixed term exclusion must spend a full day in the Impact Centre on his/her return before s/he is reintegrated into mainstream.
99. Following the first fixed term exclusion, the Head of Year will meet with the pupil and the parents/carers to explain the next steps. Parents/carers are expected to sign up to a Reintegration Contract to minimise the risk of the pupil reoffending.
100. Following the second fixed term exclusion, the parents/carers and the pupil will meet with the Head of Year to discuss the next steps and outline the sanction processes if they fail to comply with the code of conduct. Parents/carers are expected to sign up to a Reintegration Contract to minimise the risk of the pupil reoffending.
101. Following the **third fixed term exclusion**, parents/carers and the pupil will meet with the Link Senior Leader and SENCO to explain the **three-day behaviour intervention programme**. The 3-day intervention programme starts immediately after the parental meeting.

3-day Behaviour Intervention Programme

102. If a pupil receives **three** fixed term exclusions or **five** referrals to the Impact Centre within one term, they will be required to attend a three-day intervention programme in the Impact Centre.
103. Parents/carers will be required to meet with the Head of Year. They will be contacted each day by the Impact Team with an update on their child's progress.
104. A report will be created on the pupil following the screening that has taken place. Any teaching adjustments required will be shared with staff and parents/carers prior to reintegration back into the main school.



105. The SEND team will ensure that all assessments are completed and relevant agencies contacted. They will include:

Day 1:

- Boxall test;
- Resilience questionnaire;
- 'Who am I?' questionnaire.

Day 2:

- Reading age;
- Spelling age;
- Numeracy level.

Day 3:

- Dyslexia screening;
- Strategy plan for learning;
- Summary of recommendations and PSP updated.

106. An Early Help Assessment will be completed by the SEND team and overseen by the SENCO, as well as teaching adjustments made as appropriate.

107. Following the 3-day assessment, parents/carers will be given an overview of the 3-day assessment findings and key targets for reintegration back into school. This will form the Reintegration Contract between the school and the family.

108. A Personal Support Plan (PSP) will be put in place. This will be routinely updated by the Head of Year and the SENCO every 6 weeks. In some circumstances, it may be appropriate to update the PSP more frequently in order to meet the pupil's needs more accurately as more information comes to light.

2-week Rehabilitation Programme

109. If a pupil receives an **additional three** fixed term exclusions or **five** referrals to the Impact Centre, the pupil will be asked to attend a governor's discipline committee and will immediately be admitted to the two-week rehabilitation programme. This will be organised by the senior leader responsible for personal development, behaviour and welfare.

110. A member of the inclusion team will keep parents/carers updated regularly on their child's progress during the 2-week programme.

111. The pupil will take part in bespoke, more focused screening checks to ensure accurate identification of their needs. Bespoke examples include:

- Early help assessment;
- Cognitional language;
- Physical sensory;
- Counselling;
- Behaviour therapy;
- GL assessment SEND;
- Speech and Language;
- Communication interaction;
- Social emotional mental health (SEMH) screening;
- Adverse Childhood Experiences (ACE) screening by an Educational Psychologist.



112. Pupils will also receive tutoring in English and mathematics.
113. Following this programme, recommendations will be made. This may include:
- a reintegration package back into mainstream with personalised strategies updated in the Personal Support Plan;
 - recommendation for an educational health care plan (EHCP);
 - a managed move to another school to give the pupil a fresh start;
 - a placement at alternative provision;
 - a referral to the In-School Inclusion Support Centre.

Personalised Approach to Pupils with Additional Needs and/or SEND

114. Star Academies recognises that at certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:
- Social, Emotional, and Mental Health Needs (**SEMH**);
 - Adverse Childhood Experiences (**ACE**);
 - Special Educational Needs (**SEN**) and Disabilities (**SEND**).
115. Staff are trained to support pupils with SEMH, SEND or suffer from ACE. If a pupil displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND Policy should be followed. This includes:
- an assessment to establish a clear analysis of the pupil's needs;
 - a plan setting out how the pupil will be supported using a Personal Support Plan (PSP);
 - the required actions to provide the support;
 - regular reviews to assess the effectiveness of the provision and identify any recent changes.
116. Social, emotional and mental health (SEMH) needs are a type of special educational need in which children or young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.
117. Adverse childhood experiences (ACE) can be defined as events which occur in a child's life which can be traumatic and leave lasting effects on development and learning e.g. delayed development leading to difficulties following instructions.
118. Teachers within the school will be aware of the content of a Personal Support Plan (PSP) for any pupil whose special needs might be manifested in challenging behaviour and as such will be mindful of this when considering the use of behaviour sanctions and make reasonable adjustments where necessary.
119. Consideration is made as to whether misbehaviour indicates that a child is suffering from, or is likely to suffer significant harm, or is the result of an unmet educational need or other needs. In these instances, the school will consider a multi-agency assessment where necessary.
120. Pupils who have been identified as having additional needs including SEMH and/or ACE characteristics will still be subject to the same procedures laid out within this policy.



The Report Card

121. When general concerns about the progress or attitude of a pupil have been raised or a pupil has received repeat referrals to the Impact Centre, the senior leader for behaviour will decide if the pupil will benefit from being placed on a monitoring report to help them regulate their behaviour and improve their attitude to learning.
122. Pupils on report cards may also have Pupil Support Plan. The report card will be used to support the pupil and avoid a referral to the Impact Centre. It will also enable close monitoring of the pupil's behaviour and for regular praise to be given.

The Red Line

123. Pupils will cross a painted red line as they enter and leave the school premises.
124. This is a key opportunity for leaders to greet pupils, praise them for good behaviours and remind them of our non-negotiables around disruptive and red line behaviours.
125. Pupils are not allowed mobile phones as soon as they cross the red line on to the school premises.

Lateness to School

126. If a pupil is late, s/he will receive a detention the same day. A pupil will be sanctioned with 2 behaviour points.
127. Parents/carers will be notified of the detention the same day.
128. The Head of Year will lead the late detentions. If a pupil fails to turn up, s/he will spend the following day in the Impact Centre until one hour after school has finished. The Head of Year leading the detention should forward the late register to the Impact Centre within 30 minutes so that non-attendees can be followed up the next day.
129. The Head of Year responsible for the late detentions are:
 - Monday - Year 11;
 - Tuesday - Year 10;
 - Wednesday - Year 9;
 - Thursday - Year 8;
 - Friday – Year 7;
130. The attendance and punctuality risk register will be updated on a half-termly basis:
 - Pupils with no lates in the previous half-term are on level 0;
 - Pupils with 1-6 lates in the previous half-term are on level 1;
 - Pupils with 7-10 lates in the previous half-term are on level 2;
 - Pupils with 11-15 lates in the previous half-term are on level 3;
 - Pupils with more than 15 lates in the previous half-term are on level 4;
131. If a pupil is on level 4 on the risk register, s/he will receive a half-termly pastoral review meeting with his/her parents/carers. The focus of the meeting will be to commit to strategies for improving his/her punctuality to school in the subsequent half term.



Failure to complete homework on time

132. If a pupil fails to meet a homework deadline, the Director of Learning (for the appropriate subject) will organise a detention time for them to complete it. If the time is at the end of the school day, the Director of Learning will arrange for notification with parents/carers. The pupil will be given 2 behaviour points and this will be logged on SIMS.
133. If a pupil fails to turn up to the homework detention, the pupil will be referred to the Impact Centre the following day *for failing to turn up to a detention*.

Out of classroom behaviour

134. If a pupil displays any **disruptive behaviours** in and around the academy at social times, the member of staff on duty will give the pupil one warning to modify their behaviour. If the pupil does not rectify their behaviour, the member of staff will make a referral to the Senior Leader on duty who will make the referral to the Impact Centre. The senior leader will record the incident on SIMS using the same process as above for disruptive behaviours.
135. If a pupil displays any **red line behaviours** in and around the academy at social times, the member of staff on duty will make a referral to the Senior Leader on duty who will refer the pupil to the Impact Centre and determine if a fixed term exclusion is more appropriate. This will be discussed with the senior leader responsible for personal development, behaviour and welfare. The senior leader will record the incident on SIMS using the same process as above for disruptive behaviours.
136. If a pupil is referred to the Impact Centre for out of class misbehaviour, then the Senior Leader and the pupil will follow the same referral process to the Impact Centre as outlined above.

Managed move

137. A managed move will be considered for a pupil at risk of exclusion, where appropriate.
138. A managed move involves the transfer of a pupil who may be at risk of an exclusion to another school. This is voluntary and can only be triggered if there is agreement from both schools and the parent/carer. This is usually arranged via the fair access protocol.

Alternative Provision

139. In exceptional circumstances, leaders in consultation with parents/carers, may decide it is in the best interests of the pupil to access alternative provision. Often, this may be seen as the final preventative measure to avoid a permanent exclusion.
140. This provision may be through an external provider or in-school.
141. Leaders will ensure pupils receive a positive experience when accessing alternative provision. They will:
- check the external provider is registered;
 - check safeguarding arrangements. Ensure pupils are safe and feel safe;
 - monitor pupils' attendance each day;
 - speak with staff and pupils regularly to check the provision is making a positive difference pastorally and academically. Leaders will intervene swiftly when this is not the case;
 - monitor pupils' academic performance and immediate action if a pupil is falling behind;



- consider if reintegration back into mainstream is appropriate. If so, leaders will put in place a robust reintegration package.

142. If a pupil fails at alternative provision, s/he will attend a *Governors' Notice to Improve* meeting with their parents/carers where next steps are discussed. This is organised by the senior leader responsible for inclusion. The next steps may include:

- an alternative placement;
- permanent exclusion.

Exclusions

143. All exclusions will be made in line with Government Guidance and by following the Trust's Exclusions Checklist. Schools will have due regard for the implications of the following when making these decisions:

- DfE – Exclusion from maintained schools, academies and pupil referral units;
- DfE – Behaviour and Discipline in Schools;
- The Disability and Discrimination Act;
- Equality Act 2010;
- Keeping Children Safe in Education;
- Code of Practice for Special Educational Needs;
- The Children's Act (with particular reference to children in the Care of the Local Authority).

144. The decision to exclude will be:

- Lawful;
- Rational;
- Reasonable;
- Fair; and
- Proportionate.

145. The Principal will exclude from school only on disciplinary grounds. In their absence, a Vice Principal or Assistant Principal will carry out this function.

146. It is unlawful to exclude on non-disciplinary grounds such as:

- Academic attainment/ability
- Actions of a parent/carer;
- Failure of a pupil/parent to meet specific conditions, such as, non - attendance at a reintegration meeting following an exclusion.

147. A full and detailed investigation will be undertaken prior to a decision to exclude. A record of all written statements, including physical evidence, where appropriate will be retained for disclosure in the event that it is required.

148. In deciding whether to exclude, the Principal will consider contributing factors resulting in poor behaviour. For example, bereavement, mental health issues, special educational needs or bullying.



149. In accordance with the DfE Guidance, where a pupil is at risk of exclusion, the School will explore early intervention to address the underlying causes of pupil behaviour. This will include:

- An assessment of whether appropriate support is in place to support any special educational needs or disability that a pupil may have;
- The use of a multi - agency assessment for pupils who demonstrate persistent disruptive behaviour.

150. Prior to a decision to exclude a pupil, the Principal should seek advice and guidance from the Trust's Admissions and Exclusions Team. The Chief Executive of the Trust will approve all permanent exclusions following advice from the Admissions and Exclusions' Team.

Fixed period exclusion

151. A fixed period exclusion is for a specific period of time. A pupil may be excluded for one or more fixed periods, up to a maximum of 45 school days in one academic year. A fixed period exclusion does not have to be for a continuous period.

152. The law does not allow for extending a fixed period exclusion or converting into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further fixed period exclusion or a permanent exclusion.

153. A fixed period exclusion can be issued for children whose behaviour is disruptive during lunch - time. Such an exclusion is counted as a half day exclusion.

154. The behaviour of a pupil outside the school premises can be considered grounds for an exclusion.

155. The following will be informed about the decision:

- Local Authority in which the child resides and Local Authority in which the school is located if different in accordance with the locally agreed protocol;
- Local Governing Body immediately where a meeting is required or each term where a meeting is not required; and
- Trust's Admissions and Exclusions Team (on a half termly basis).

Permanent exclusion

156. Permanent exclusion is a sanction of last resort and will be used sparingly. Prior to a decision to permanently exclude a pupil, the Principal must seek advice and guidance from the Trust's Admissions and Exclusions Team. **The decision to permanently exclude requires approval from the Chief Executive of the Trust.** The Admissions and Exclusions Team will communicate the Chief Executive's decision to the Principal.

157. A decision to permanently exclude should **only** be taken:

'In response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school'

158. The following will immediately be informed about the decision:

- Local Authority in which the child resides and Local Authority in which the school is located if different;
- Local Governing Body; and
- Trust's Admissions and Exclusions Team.



Education for excluded pupils

159. For fixed period exclusions of more than 5 school days, the School will arrange suitable full-time education from the sixth day of the exclusion.
160. For permanent exclusions, the home local authority will arrange suitable full-time education from the sixth day of the exclusion.

Procedures for excluding a pupil

161. The School will notify parents/carers immediately by telephone or face to face, if possible, of the decision to exclude. The decision will be communicated in writing without delay.
162. The exclusion letter will note the following:
- If exclusion is fixed or permanent;
 - If fixed period, duration of the exclusion;
 - Reasons for the exclusion;
 - Right to make representation to the Local Governing Body and how the pupil may be involved with this;
 - Contact details for making representations to the Local Governing Body and where there is a legal requirement for the Local Governing Body to meet, that parents/carers have a right to attend the meeting, to be represented at the meeting and to bring a friend;
 - Arrangements made by the school for the pupil's education for first 5 days of the exclusion including setting and marking of work with parents/carers having responsibility for ensuring work sent home is completed by pupil and returned to school;
 - Where alternative provision is arranged, then information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision;
 - Dates the excluded pupil must not be present in a public place during school hours; and
 - Sources for free and impartial advice.

Local Governing Body

163. The Local Governing Body will review the following exclusions for reinstatement within 15 school days of receiving notification of the exclusion:
- Permanent exclusion;
 - Fixed period exclusion resulting in bringing the total number of fixed period exclusions to more than 15 school days in a term;
 - The exclusion will result in the pupil missing a public exam or national test.
164. Where parental representations are received for a child who is excluded for more than 5 school days but less than 15 school days in a term, then the Local Governing Body will consider reinstatement within 50 school days, even though it may not affect the actual exclusion, as the child will already have served the exclusion. Where a decision to reinstate is made, the child's records can be amended.
165. Where parents/carers have a right to attend the meeting, arrangements will be made to ensure that at least 5 school days prior to the meeting, all the documents that the Principal will present at the Local Governing Body meeting are provided to all parties.
166. The meeting of the Local Governing Body will be clerked by the Trust's Governance Team. In accordance with the policy of the Trust, staff governors will not sit on the Local Governing Body meeting to consider the exclusion.



167. The clerk will inform parents/carers, Principal and Local Authority of the outcome of the meeting.

Independent Review Panel

168. For permanent exclusions, where the Local Governing Body decides not to reinstate the pupil, parents/carers will be advised of their right to request the independent review panel to review the decision.

169. The letter from the clerk will note the following information:

- Date by which the application for review must be made (15 school days from receiving notification of the decision not to reinstate);
- Where and to whom the application for a review including any written evidence must be submitted;
- The application should set out the grounds upon which a review is made and that, where appropriate, this should include a reference to how a pupil's SEN are considered relevant to the exclusion;
- That regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to request the attendance of an SEN expert to advise the independent review panel;
- Details of the role of the SEN expert;
- Parents/carers can bring a friend or representative at the meeting;
- Sources for free and impartial advice.

170. Following receipt of an application for review, the Trust's Admissions and Exclusions Team will arrange for the independent review panel to be constituted in accordance with the DfE Guidance. The meeting will take place within 15 school days of receipt of an application requesting a review. All parties will receive 5 school days' notice of the hearing and be sent all the necessary documents.

171. The independent review panel members will comprise of the following:

- Lay member to chair the panel;
- Current or former school governors; and
- Principal.

172. The role of the independent review panel is to review the Local Governing Body's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel will consider the interests and circumstances of the excluded pupil, including the circumstances of the exclusion, and have regard to the interests of others at the school.

173. The independent review panel can decide the following:

- Uphold the exclusion;
- Recommend that the Local Governing Body reconsiders the decision; or
- Quash the decision and direct that Local Governing Body considers the exclusion again.

174. The clerk will immediately notify the decision of the panel to the local authority, parents/carers and the Local Governing Body.



Behaviour risk register

175. At the end of each half term, using data from SIMS, each child will be assigned a category for behaviour together with achievement and attendance. This will inform a graduated and personalised approach to intervention and ensure a positive and proactive approach to managing behaviour, achievement and attendance from the outset.
176. In the Behaviour Risk Register, which will underpin the management of behaviour strategies and inform a range of interventions, all learners in the School will be categorised into one of four levels:
- Category 0 – Pupils who demonstrate excellent behaviour;
 - Category 1 – Pupils who have been referred to the Impact Centre;
 - Category 2 – Pupils who have been referred to the Impact Centre more than once;
 - Category 3 – Pupils who have been fixed term excluded.
177. The senior leader for personal, development, behaviour and welfare will monitor referrals to the Impact Centre and the number of behaviour points on SIMS on a daily basis.
178. From the regular scrutiny of behaviour points and referrals to the Impact Centre, the senior leader will update the Behaviour Risk Register as necessary.
179. Pupils in Categories 2 and 3 will attend half-termly 'Pastoral Review Meetings' accompanied by their parents/carers, Head of Year and Link SLT.

Use of reasonable force

180. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
181. The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
182. Full guidance can be found in the Trust Use of Reasonable Force Policy.

Powers of search and confiscation

183. 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.
184. The School also holds the 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;



- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

185. Weapons and knives and extreme or child pornography will be handed over to the police, otherwise it is for the SLT to decide if and when to return a confiscated item.

186. Full guidance can be found in the Trust Powers of Search Policy.

Recording Rewards and Sanctions on SIMS

187. All achievement points must be recorded on SIMS. The member of staff who awards the achievement point, is responsible for recording it on SIMS. The reason for the achievement point should be shown, selecting the appropriate category from the list in the STAR values.

188. All behaviour points must be recorded on SIMS.

189. The member of staff who refers the pupil to Impact Centre will be responsible for selecting the appropriate category from the disruptive or red line behaviours.

190. When determining rewards, behaviour points will be deducted from the number of achievement points for each pupil. This gives each pupil net STAR points. This will also contribute to the Star Diploma.

Use of CCTV

191. CCTV is in operation in School for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction.



Appendix 1: Achievement Points - The Tariff

STAR Values	STAR Behaviour	Achievement Points
Service	Helping others	2 points
	School events, community and charitable activities	2 points
	Presenting in assemblies	2 points
	Volunteering	2 points
	Representing the school within the Community and the Trust (Star Student Council)	2 points
Teamwork	Working well with other pupils	2 points
	Excellent participation in class	2 points
	Taking part in extra-curricular activities	2 points
	Taking on a leadership responsibility	2 points
Ambition	Completing class and homework to an exemplary standard	2 points
	Outstanding independent learning	2 points
	Making exceptional progress in class	2 points
	Making significant improvements in learning	3 points
	Never missing a day at school - 100% attendance (weekly)	2 points
	Significant improvement in attendance from last week	2 points
	Attending additional intervention sessions	2 points per session
Excellent test results	2 points	
Respect	Being helpful and courteous to others	2 points
	Showing empathy to others	3 points
	Going beyond the school code of conduct	3 points
	Showing acts of kindness to staff and peers	3 points
	Displaying outstanding attitudes to learning	4 points
	Respecting the school environment (litter picking)	2 points



Appendix 2: Behaviour Points - The Tariff

Disruptive Behaviours	Behaviour Points for a warning	Behaviour Points for referral to the Impact Centre
Inadequate equipment for each lesson (Book, Pen, pencil, ruler, calculator, PE kit)	1 point	3 points
Arriving 4 or more minutes late to lesson (without a note from a member of staff)	1 point	3 points
Littering in the classroom or around the school	1 point	3 points
Calling out	1 point	3 points
Lack of effort in the classroom	1 point	3 points
Lack of pride in work	1 point	3 points
Talking over the teacher	1 point	3 points
Chewing/ eating in class	1 point	3 points
Head on desk/ slumped on chair	1 point	3 points
Walking off from a member of staff	1 point	3 points
Refusing to follow instructions from staff	1 point	3 points
Failure to speak to staff with respect	1 point	3 points
Failure to speak to peers with respect	1 point	3 points
Answering back	1 point	3 points
Failure to behave sensibly around the school (such as pushing or horseplay)	1 point	3 points
Failure to speak with visitors/supply staff with respect	1 point	3 points



Red Line Behaviours	Behaviour Points for referral to the Impact Centre	Failed referral (FTE)
Failure to attend a detention	4 points	5 points
Failure to comply with the uniform code	4 points	5 points
Using headphones/ Bluetooth headsets	4 points	5 points
Having a mobile phone in school	4 points	5 points
Rude language or swearing	4 points	5 points
Name calling	4 points	5 points
Truancy from lessons	4 points	5 points
Cheating in exams/ assessments	4 points	5 points
Fighting, physically aggressive or threatening violence*		5 points
Bringing a weapon into school*		5 points
Having alcohol, cigarettes/e-cigarettes or other banned substances in school *		5 points
Assault or inciting violence*		5 points
Bringing in stolen items*		5 points
Cyber bullying*		5 points
Homophobic/racist language*		5 points
Graffiti*		5 points
Damaging equipment/property*		5 points
Bringing stolen items into school*		5 points
Dangerous/unsafe behaviour*		5 points
Extortion		5 points

Other	Behaviour Points	Failure to turn up for detention (Referral to Impact Centre)
Late to school	2 points	3 points
Failure to complete the homework on time	2 points	3 points