

# Stepney All Saints School

We Learn Together | We Pray Together | We Achieve Together



## **SCHOOL DISCIPLINE, STUDENT BEHAVIOUR & STUDENT SUSPENSION & EXPULSION POLICY**

### **Statutory Policy**

<b>Committee Review:</b>	<b>P &amp; C</b>
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<b>SLT Responsible:</b>	<b>Iain Cameron</b>

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## **Introduction**

The policy is based on positive reinforcement of the rules and policies in the school. It gives a framework to reward positive behaviour in the school and a clear structure to challenge behaviour which does not meet the expectations of Stepney All Saints Secondary School ethos. This ethos aims to establish a learning environment which fosters and enables a culture where “we will achieve excellence and inspire generations the SASS Way”.

## **Scope**

The policy is for the use of all staff and applies to all students who attend Stepney All Saints Secondary School. It applies to all situations within our school community and situations that directly affect or bring the school's name into disrepute.

## **Aims**

At Stepney All Saints Secondary School we believe that:

- Christian principles are at the heart of everything that we do
- Everyone has the right to learn and work in a safe environment
- Everyone has the right to be treated with respect

We should all share high expectations of behaviour based on respect, Christian values and good citizenship; therefore the behaviour expectations laid out in this document are applicable to ALL students.

The aims of this policy are to:

- promote good behaviour, self-discipline and respect for others
- ensure fairness of treatment for all to ensure the welfare of all
- facilitate a climate for learning to motivate students into becoming better learners
- provide a safe environment free from disruption, bullying, violence, discrimination and any forms of harassment
- ensure a consistency of response to all behaviours
- encourage positive partnership with parents

The promotion of good behaviour is a shared responsibility and Stepney All Saints Secondary School is committed to working in partnership with parents and carers in order to maximise children's progress and good behaviour.

The success of this policy depends on the full support of all members of the Stepney All Saints Family including parents, students, staff and governors. To this end a Home/School Agreement is in place and will be reviewed annually and the policy will be published on the school website.

It is important to include everyone in our journey to excellence. Staff, parents and students will be consulted about behaviour at least annually via a questionnaire.

This policy will apply at all times when students are the responsibility of school staff and when they are out of school as the responsibility of others and are acting in such a way as to bring the school into disrepute (whether or not they are in school uniform) e.g. to and from school, on educational visits, work experience. Schools have a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff.

This policy is to be read and applied in conjunction with other relevant policies notably the Safeguarding Policy which covers child protection, e-safety, Acceptable Use Policy, Sixth Form Code of Conduct and Prevent.

## **Behaviour for learning**

The school aims to provide a safe, secure, supportive environment where students can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the job of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour. The power to discipline applies to all paid staff with responsibility for students.

- The SASS Way is a consistent set of basic classroom expectations and whole school principles that ALL students are to uphold and follow.
- The ethos is designed to create an environment conducive to high standards of learning and achievement.
- The ethos encourages students to recognise the role that they play in their own success and to acknowledge that through the smallest of actions all students can achieve more.

## **Expectations**

### **Students are expected to:**

- Adhere to the expectations of the 'SASS Way'
- Sit in the seating plan decided by the teacher
- Enter and leave the classroom in an orderly manner
- Support and consider the learning of others by not speaking over them
- Respect others within the classroom and communicate with them appropriately
- Participate in class discussions and group activities as directed by the teacher
- Listen and follow instructions
- Complete all work to the best of their ability and hand homework in on time
- Prepare thoroughly for exams and assessments
- Be respectful to staff, visitors and peers
- Promote a positive image of the school
- Celebrate their success and the success of others
- To aim for 100% attendance and punctuality to all lessons, registration and assemblies.

### **Staff are expected to:**

- Support and reinforce the 'SASS Way' within their classrooms and around school
- Regularly recognise and reward positive behaviour and achievement
- Record student behaviour and achievement on SIMS, in addition staff can use the Edulink App
- Telephone and meet parents to make them aware of positive and negative behaviour and academic achievement.
- Be responsible for student conduct and achievement within their classroom and around school and to work collaboratively to support and establish positive behaviour at all times
- Actively support school policies and procedures
- Plan and deliver lessons to engage and facilitate the learning, progress and attainment of ALL students
- Communicate achievements and negative behaviours to other stakeholders when appropriate

### **We will not accept the following behaviour:**

- Disrupting the learning of others
- Rude or inappropriate language

- The exhibition of any forms of behaviour that promote hatred, violence or breaking of the law
- The possession, handling or use of anything considered to be a weapon
- Acts of aggression or any kind of physical violence
- Bullying or intimidation (including cyberbullying)
- Discrimination in any form
- Vandalism
- Low-level disruption of lessons
- Any form of behaviour to another student they puts at risk the health, safety and welfare of that individual
- The possession or selling of illegal substances or prohibited items

**If unacceptable behaviour occurs, members of staff will:**

- Challenge the behaviour
- Tell the student what we find unacceptable and why
- Explain how they could have behaved differently, modelling what they could have done or said
- Try to find out why the child is behaving this way
- If the poor behaviour is repeated, or if it is judged to be serious, the incident will be reported following the school's procedures

**Praise and Rewards**

Praise and Reward is based upon the concept of positive reinforcement which encourages learning and models good behaviour and achievement. Furthermore, it promotes effective routines and consistency in practice across the school and community as a whole. The rewards policy is applicable to all years, 7 through to 13.

Encouragement, praise and reward are essential to embed these high expectations of all students. The 5 "Praise and Reward" categories below are a guide for staff.

REWARD	VALUE	Reward given for... (examples)
Merit	2 points	Adhering to the SASS Way 100% engagement Correct equipment Excellent uniform presentation Excellent piece of work / homework Excellent effort Meeting your target grade
Commendation	5 points	1 grade above target grade Exemplary work Challenge yourself Significant progress Commitment to extra- curricular activities
All Saints Star	10 points	2 grades above target grade Helping at school events (e.g. parents' evening etc.) ambassador for the school Helping a visitor Helping out peers Outside excellence/ recognition
All Saints Diamond	20 points	3 grades above target or highest grade possible
Headteacher's Award	50 points	Awarded at the headteacher's discretion

All positive behaviour should be considered in its context but the guidance should aid consistency. Our praise and reward system is consistent with our school's vision.

Students earn Merit points for effort and attainment and for community contributions around the school. Students also win prizes or certificates for 100% attendance, high academic attainment and excellent progress depending on the number of points collected.

Points are converted into prizes:

<b>CERTIFICATE</b>	<b>VALUE (Point Total)</b>	<b>REWARD</b>
<b>BRONZE</b>	125	You will receive... <b>A Bronze Certificate and Badge</b>
<b>SILVER</b>	250	You will receive... <b>A Silver Certificate and Badge</b> <b>You will also be entered in to raffles for a £50 voucher</b>
<b>GOLD</b>	500	You will receive... <b>A Gold Certificate and Badge</b> and... <ul style="list-style-type: none"> <li>• <b>A £5 Voucher</b></li> <li>• <b>A Reward Trip at the end of the Academic Year</b></li> </ul>
<b>PLATINUM</b>	1000	You will receive... <b>A Platinum Certificate and Badge</b> and... <ul style="list-style-type: none"> <li>• <b>A £10 Voucher</b></li> <li>• <b>Entered into a raffle for an iPad Mini</b></li> <li>• <b>A Reward Trip at the end of the Academic Year</b></li> </ul>

### **Headteacher Award**

The Headteacher award is given to students recognised for their outstanding achievement above and beyond expectations. Students who are awarded the Headteacher award have exemplified the values and practices of the SASS way in either their own attitude, achievement or participation.

Headteacher awards are awarded at the end of each Term.

Examples:

### **Personal development**

- Has demonstrated exceptional mature attitude, has demonstrated that s/he is able to take initiatives
- Has shown impressive dedication and commitment to a cause over a long period of time (at least a term)
- Has significantly contributed to their own personal development and the development of others
- Has shown outstanding leadership characteristics throughout this term/ activity/ academic year

- Has received a letter of recommendation from an external agency for participation in an activity beyond the academic achievement
- Outstanding service to the school community.

### **Educational development**

- Borough recognition for their contributions ( eg. Has won an award in a borough competition)
- Has demonstrated excellence in production / performance / above and beyond expectations
- Has demonstrated strong work ethic
- Has overcome personal challenges in writing , speaking or delivering presentations
- Exceptional achievement : consistently working 2 grades above target grade in 3 or more subjects.
- Successful application for prestigious course

### **Sanctions**

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break school rules, fail to follow reasonable instructions or act illegally. The decision to punish a student and the sanction itself must be made on the school premises or while the student is under the charge of the member of staff;

Guidance regarding sanctions:

- Students can be disciplined at any time in school or elsewhere under the charge of the school e.g. on school visits.
- Students can be disciplined for misbehaviour outside of school e.g. travelling to and from school, when wearing school uniform or when the behaviour could impact detrimentally the orderly running of the school. In addition students will be sanctioned if they act in a way likely to harm the good name of the school.
- All punishments must be fair, reasonable, proportionate and not in breach of any legislation such as disability or Special Educational Needs (SEND). It is important that reasonable adjustments where needed are made in the case of SEND students.
- Teachers have the specific legal power to impose detention outside school hours. The times outside normal school hours when detention may be given are evenings, plus weekends (except the weekend preceding or following the half term break) and INSET days (following school hours).
- Students will be detained for no more than 30 minutes at the end of the school day without prior parental notice. The exception to this is the school's central detention when parents are informed by text on the day for a 60 minute central detention for their child.
- Parents will be given twenty four hours' notice if a student is to be detained after school for longer than 30 minutes by a subject teacher, Head of department etc, parents may authorise a detention of longer than 30 minutes on the day of notice. As mentioned in previous point the exception to this is the School's Central Detention when parents are notified centrally from school of their child attending.
- With lunchtime detentions, reasonable time is allowed for the student to eat, drink and use the toilet.
- Teachers should not issue a detention where they know that doing so would compromise a student's safety. Staff issuing the detention should consider whether the detention is likely to put the student at risk, whether the student has known caring responsibilities which mean that the detention is unreasonable and whether suitable travel arrangements can be made by the parent for the student.
- Generally class detentions are not part of the school's management of behaviour.

- Teachers can confiscate student property (eg phones, headphones etc); the item will be kept until a parent/carer collects the item. For phones this is after school from 3.00-3.30pm on the Friday following the confiscation.
- Discipline is administered with calm, not anger and works best when it is applied thoughtfully, consistently and a distinction is drawn between the poor behaviour and the individual – it is the action not the individual that we are criticising.
- In the first instance a teacher should attempt to deal with poor behaviour. This is likely to begin by reminding a student if their behaviour falls below acceptable levels and can be increased progressively if the student fails to respond.
- The Behaviour Flow Chart should be followed as a guide to appropriate actions/sanctions (See Appendix 9).
- Consideration should be given as to whether continuing disruptive behaviour may be the result of unmet educational or other needs. At this point, consideration should be given as to whether a multi-agency assessment (EHA) or a referral to Early Help is necessary or whether there are safeguarding concerns (see Safeguarding Policy).
- Following an incident staff will make a record of the incident, and the subsequent sanction, on SIMS.

### **Central detention**

The Central Detention will run each day for one hour after dismissal.

Students who have been late to school or individual lessons; or have not attempted or completed homework will be required to attend the Central Detention. Students will sit the Central Detention on the same day if it has been reported before 2.15pm and parents have been notified by text message. It is the responsibility of parents to provide school with updated contact details.

Students who are attending for failing to attempt or complete homework will be expected to finish the missing piece of homework; Once completed students will then work on Century Tech or google classroom tasks for the remainder of the Central Detention.

Teachers who have set Failure to Complete Homework on SIMS are invited to the Central Detention to support their students with their missing piece of homework. Teachers/departments should still make use of available sanctions when managing the behaviour of students in their subject area. The Central Detention should not be used as a sanction for poor performance in tests or handing in poor quality work, this is an issue for subject teachers and departments.

### **On call**

Where a student fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class. Generally a student sent on call will be placed in detention the same day, in addition there can be further sanctions depending on the nature of the concern. Please refer to the behaviour flowchart - see Appendix 9. There is an expectation that the teacher/department will record the incident on SIMS and put in place some form of sanction. Teachers will use on-call in a proportional manner, it should not be seen as a routine method of managing student behaviour in the classroom.

### **Knives and bladed items**

Possession of any bladed item on school premises will not be tolerated and is likely to lead to permanent exclusion. This includes items brought into school that do not have a need to be here e.g. items considered beauty aids or pointed combs.



## **Searching and Confiscation**

The school has a statutory obligation to manage the health and safety of staff, students and visitors and ensure that school discipline is maintained. Under this authority we reserve the right to search and screen students under the following circumstances and to confiscate items as described below

- Students will be treated courteously and afforded respect and a reasonable level of personal privacy during any search; where possible personal items will only be searched in the presence of the student
- Searching should be carried out by a member of staff who is the same sex as the student. It is advisable to have another member of staff present to act as a witness during the search.
- Parents will not be informed prior to a search and parental consent will not be sought. There is no legal requirement to keep records of searches carried out
- Parents will be informed if search items result in school disciplinary action or police involvement

## **Searching with consent**

- We can search students for **any item** with consent from the student. Parental permission is not required
- We do not require written formal consent in advance of a student search; it is enough for a teacher to ask the student to turn out their pockets or empty their bag.

## **Searching without consent**

- If a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, the student can be instructed to undergo a search without consent or parental permission.
- The Head teacher and any authorized staff have a statutory power to search students and their possessions with or without consent where they have reasonable grounds for suspecting that the student may have one of the banned items
- A student refusing to co-operate with a search will be subject to disciplinary measures by the school
- The list of prohibited items;
  - Knives, bladed items, weapons
  - Alcohol
  - Illegal drugs / Legal highs
  - Stolen items
  - Tobacco or tobacco related items
  - Fireworks
  - Inappropriate images e.g. pornography, sexting, nude image sharing etc.
  - Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury, or damage property
  - Violent or extremist images or related paraphernalia

## **Electronic devices**

- School staff may examine data files held on personal devices during a search if they believe they have good reason to do so

- In determining a good reason to examine or erase data or files, school staff must reasonably suspect that the data or file has been or could be used to harm, disrupt teaching or break school rules
- If the device is to be returned, relevant files may be deleted or retained by the school to support disciplinary action, or where appropriate passed to the police e.g. in relation to illegal activity.
- In the event of the school having suspicions about content on a phone or other electronic device, it will be confiscated as part of the investigation.

### **Confiscation**

- School staff can seize any prohibited item found as a result of a search
- We can also seize any item found which is considered to be harmful or detrimental to school discipline; this includes deleting electronic images or passing illegal material onto the police
- Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable
- Confiscated weapons, knives or bladed items, items believed to be stolen and illegal drugs will be passed onto the police or disposed of by the school

### **Use of reasonable force**

- School staff have a legal right to use reasonable force to control or restrain
- Control means passive contact, such as standing between students or blocking a student's path, or actively leading a student by the arm away from a classroom or difficult situation, this may include a student refusing to follow staff instructions
- Restraint means to hold back physically or to bring students under control. For example where two students are fighting or refusing to separate without physical intervention
- Reasonable force can be used to prevent students from hurting themselves or others, or damaging property or causing disorder
- Force used will be proportionate and reasonable. School staff will always try to act in ways that will minimize the chance of injury to the student but this may not always be possible
- Reasonable force may be used to enforce a search for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any articles that have been or could be used to commit an offence or cause harm
- Force will never be used as a punishment and reasonable adjustments will be made for children with disabilities and special educational needs
- We do not require parental consent to use reasonable force

### **Allegations against Staff**

Allegations against staff are taken seriously and will be investigated

If a student is found to have made a false/malicious accusation against any member of school staff, appropriate sanctions would be implemented and the student's parents would be contacted. The nature of the sanction imposed would depend on the severity of the accusation, but serious malicious accusations could result in suspension (internal or external) or permanent exclusion.

## **Formal Warning Procedure and Suspensions/Expulsions**

### **Formal Warning Procedure Key stage 3 & 4**

The nine staged formal warning procedure is used to address persistent challenging behaviour and following a high level behaviour incident.

The stages are there to act as notification to students and parents and support with the modification of unsatisfactory behaviour. **(See appendix 8)**

The formal warning system is based on a system of:

- Action
- Monitoring
- Intervention

Formal warnings are not given lightly and may escalate to a behaviour panel meeting, suspensions or permanent exclusion if behaviour is not modified. All formal warnings must be recorded fully on the school's management system. Serious incidents may/will lead to expulsion without having to follow the stages of the formal warning protocol. Students can be placed at a higher formal warning stage due to a serious one off incident.

Issuing a Formal Warning (See Appendix 14)

1.) Students will be issued a Formal Warning for repeated Level 1 and Level 2 behaviours (50 behaviour points increments trigger a formal warning)

2.) Students will be issued a Formal warning for Level 3, 4 or 5 behaviours

For the sixth form formal warning protocol see the Sixth form code of conduct.

### **Progress and attendance warning letters**

In addition to the formal warnings, we also issue progress and attendance warning letters. These are aimed at complementing the formal warning system. They each consist of three warning letters that can be issued to parents. The progress and attendance warnings can lead to a formal warning being issued. These warnings start afresh every academic year.

### **Stepney Learning Centre (SLC)**

The school fully utilises the on-site SLC. The SLC is used to reduce suspensions. It is a pre-suspension and permanent exclusion strategy. It is also used to support learning for students with specific issues in mainstream classes.

When a student is referred to the SLC a parental interview is arranged and the referral form completed (See Appendix 2). The parent and student sign a SLC contract (See Appendix 3), upon completion of placement an end of placement notice is distributed to relevant staff (See Appendix 4).

### **Suspensions/Permanent Exclusions/Transition Placements/Managed Moves/Directed Off-site**

The law is precise on the procedures regarding the use of suspensions/exclusions – and constantly updated. The School follows the DFE Guidance on the interpretation of these rules into practice and receives regular advice and guidance from the Local Authority and the London Diocesan Board for Schools. As a school when appropriate we will approach neighbouring schools for them to consider a managed move transfer of a student. This will only be considered if the student has acted out of character and it would not be in the child's best interest to attend LEAP. If a managed move does happen there will then be a 12 week

period of review.

### **Fixed Term Internal Suspension**

Following a behaviour issue a student may be issued with a fixed term internal exclusion. This could vary between 2 and 40 school days. The start time is 9.30am, students leave from the school's reception approximately 20 minutes after main school dismissal. In the event of a fixed term internal suspension, parents will meet with school staff and a letter of suspension will be issued. In addition to the fixed term internal suspension a formal warning will be issued.

Students in internal exclusion are based in the internal exclusion room, they will complete google classroom tasks. Following the internal exclusion students will return to lessons, on occasions it may be necessary for them to be placed in the school's SLC before returning to lessons.

### **Internal Isolation**

Students in Internal Isolation spend the entire day working in silence and are not allowed to leave the room except under supervision to go to the toilet. They do not have morning break and they have their lunch brought to them. Students in Internal suspension must report to reception at 8.40 am and make their way to the Behaviour & Progress Officers' room. Students work on curriculum material during lesson time according to a subject timetable. They may read during break and lunchtime.

During the period of referral the student will have a conversation with the member of SLT, HOY or BPO who issued the sanction, to ensure that the student can make a fresh start in the next lesson. School may use internal suspensions/isolation for students in order to complete investigations after incidents have been reported, it is also used when a student is not dressed correctly for school, this includes the correct PE kit.

If a student misbehaves during internal suspension the student will repeat the sanction the following day or in serious cases the student may be subject to a referral to the SLC or suspension.

### **Fixed Term Suspension**

Serious incidents or persistent failure to comply with the school's behaviour expectations could result in a fixed term suspension from school. These suspensions are administered according to common guidelines. Suspensions will always be followed by a return from suspension meeting involving the student, parents /carers, a senior member of staff and possibly a member of the governing body. The meeting must establish the student's readiness to return to school and behave appropriately.

Examples of behaviours that could trigger suspension include:

- Persistent failure to comply with school behaviour policy
- Bullying
- Gender related behaviour
- Continuing any behaviour outlined above
- Bringing prohibited items into school, this could include fireworks, weapons or items that could be used as weapons
- Bringing alcohol into school or being under the influence of alcohol or other substances
- Theft
- Harassment or intimidation of a member of staff or student at school or off site

A student accumulating a number of suspensions will be seen by a Governors' 'Behaviour Panel'. The operation of this panel is an inclusive strategy, designed to work with parents and students to avoid permanent exclusion. The formal warning system supports this.

### **Behaviour Support Plans/Behaviour Contract/PSP**

Where a student displays persistent unsatisfactory behaviour, leaving them at risk of suspension the School will complete a Behaviour Support Plan (BSP) or a Pastoral Support Plan (PSP). The plan will be drawn up by the Head of Year, link SLT and the BPO setting clear targets agreed by the parents and student.

### **Pastoral Support Plans (PSP)**

Where a student's behaviour leaves them being at risk of exclusion, the School will complete a Pastoral Support Plan.

This is a statutory document and covers a period of sixteen weeks. There are reviews every four weeks with the student, parents, pastoral and support staff. The PSP will itemise individual student targets, sanctions and rewards and specify any extra support from external agencies as well as from the School.

### **Permanent Exclusion**

In very serious breaches of conduct or persistent cases of misconduct, the School may recommend the permanent exclusion of a student. Permanent exclusion is however, very rarely considered and used, with the option of a "transition placement" seen as a much more positive strategy. The basis for permanent exclusion is provided by the Department for Education. In line with Local Authority guidance this school will offer families the option of a FAP transition placement. At no time will parents/carers be coerced in to taking the transition placement, they will always have the option of proceeding to a permanent exclusion.

It is likely that any student who commits any of the following offences will be permanently excluded:

- Any violence towards a teacher or member of the support staff;
- Sexual abuse or assault;
- Supplying illegal drugs or legal highs;
- Carrying, handling, possessing or using an offensive weapon, on or off site;
- Involved in extreme cases of hate crime, including involvement in online and group chat dialogue
- Where the health and safety of others is at risk including carrying or setting off fireworks.

In addition, any of the following offences may result in permanent exclusion

- Serious actual or threatened violence against another student, member of staff or individual on site;
- Carrying illegal drugs or legal highs; (**See: *Drugs Misuse Policy***)
- Serious damage to school property;
- Any behaviour which brings the school's reputation into serious disrepute, in or out of school uniform;

- Persistent serious bullying.

When suspension/permanent exclusion is not appropriate;

- Minor incidents such as failure to do homework
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Breaches of school uniform policy (except persistent defiance)
- Punishing students for behaviour of their parents
- Protecting victims of bullying by sending them home
- Uniform infringements

### **Reasonable Adjustments**

It is very important to pay close attention to any exceptional circumstances: such as Special Educational Needs, Race Relations, Disability and any other Equality considerations. The school has in place measures to support students and prevent suspensions. These include:

- Targeting students for Behaviour & Progress Officer intervention
- Use of placements in the school's SLC
- Use of PSPs (Pastoral Support Plans) and review PSPs
- Completion of EHAs/ Early Help Assessments
- Referrals to internal and external support agencies
- The school is part of the Local Authority Fair Access Protocol (FAP). This enables us to both refer and receive students at risk of permanent exclusion via the FAP options

### **Dealing with a pandemic/other emergency**

In the event of a future pandemic or other global emergency, school will provide behaviour addendums to this policy based on the need and the guidance/rules set down by the government and public health England.

### **Monitoring the impact of the Behaviour Policy**

The Stepney All Saints Secondary School will monitor the distribution of rewards and sanctions by groups e.g. gender, ethnicity, SEND in order to ensure that our behaviour policy is effective. We have a specific duty to monitor the impact of the operation of policies on students, parents/carers and staff for different groups, and we will evaluate the impact of this behaviour policy and act on the results of these evaluations.

All policies are formerly monitored and reviewed by the Governing Body in accordance with the published review timetable. This review will cover an evaluation of the effectiveness and impact of the policy. The operation of the policy will be subject to scrutiny at all times and the policy or procedures may be modified in the light of this scrutiny.

The evaluation of the effectiveness of the policy will be carried out using data collected on the school's management system. Portal. In addition, data relating to attendance, suspension and punctuality will be analysed and communicated.

## **Additional Information: Appendices**

### **Appendix 1 - SCHOOL RULES**

#### **GENERAL:**

Students must, at all times behave sensibly, courteously and with consideration for others, both in and out of school.

#### **ATTENDANCE:**

Students must be regular and punctual in attendance at school as follows:

#### **Monday, Tuesday, Wednesday**

Registration/Assembly	08.40 - 09.00
Period 1 Lesson	09.00 - 09.55
Period 2 Lesson	09.55 - 10.50
BREAK	10.50 - 11.10
Period 3 Lesson	11.10 - 12.05
Period 4 Lesson	12.05 - 13.00
LUNCH	13.00 - 13.40
Period 5 Lesson	13.40 - 14.35
Period 6 Lesson	14.35 - 15.30

#### **Thursday, Friday**

Registration [PSHE]	08.40 - 09.05
Period 1 Lesson	09.05 - 10.00
Period 2 Lesson	10.00 - 10.55
BREAK	10.55 - 11.15
Period 3 Lesson	11.15 - 12.10
Period 4 Lesson	12.10 - 13.05
LUNCH	13.05 - 13.45
Period 5 Lesson	13.45 - 14.40

#### **LATE:**

Students arriving to registration after 8.40am are deemed as late. Students arriving late in the morning **must** sign in at reception. When a student is late to school they will be put in the late detention for 1 hour and parents will be contacted.

#### **UNIFORM:**

All students must wear full and correct uniform. Each article of clothing should be clearly marked with the owner's name. Students cannot wear a jumper or coat instead of their blazer. No outdoor coats/jackets should be worn inside of school buildings, they must be removed before entry.

6<sup>th</sup> form - see sixth form code of conduct.

Students without correct uniform will be isolated or placed in detention. If a student arrives at the school gate incorrectly dressed they will be asked to report to the school's reception to contact parents, parents can authorise them returning home to collect their correct uniform. Parents may choose to bring the correct items to school, we will keep their child in isolation until they arrive. Repeat offenders may be issued a formal warning.

If a student has a medical issue with their feet that means they cannot wear 'hard' leather shoes, they should wear shoes made from a soft material. At all times they should avoid wearing trainers as part of their uniform.

SASS has rules regarding the wearing of PE kit to school on the days when they are timetabled for this subject. In order to wear PE kit to school students must purchase and wear the school PE tracksuit, in addition to this they should always wear their school blazer. Students not wanting to wear PE kit to school must wear full school uniform and change into PE kit in the PE department before their lesson.

#### **MOVEMENT:**

Students must move quietly about the corridors and staircases at all times, keeping to the right hand side. They may not run along corridors or staircases. Students should not walk along the main school ground floor corridor unless escorted by a member of staff.

#### **TOILETS:**

Students should not spend longer than necessary in the toilets. It is forbidden for more than one person to be in a cubicle at any one time. Students should use the toilets at break and lunchtime, reducing lesson time use to a minimum. If a student has to leave a lesson to go to the toilet a note of this must be recorded in their planner.

#### **BREAKS:**

Students should not be in a form room/ classroom during the morning or lunch break unless a member of staff is present and has requested them to be there. During morning break year 10 and 11 students may sit in the first and second floor dining halls. Only Year 12 and 13 students are allowed to leave the premises at break and lunch time. It is a requirement that all Year 12 and 13 swipe out and in of the school using the electronic system.

#### **ABSENCE:**

When a student has been ill a note must be brought in and handed to the form tutor. Alternatively parents/carers may call the school on the day of absence. A student leaving school to attend a medical appointment, or for any other reason, should ring home from reception before leaving the premises. If a child is marked absent the school will communicate this to parents.

#### **MEDICAL:**

In non-emergency cases students may only use the medical room if referred by BPO, Head of Year or a member of SLT.

#### **LOST PROPERTY:**

Lost property may be claimed from the main administration office at the end of the afternoon session. Property found must be handed to a member of staff. The school accepts no responsibility for the loss of any article. Money and other articles of value which have to be brought to school should be kept on the student or given to a teacher to look after.

#### **DAMAGE:**

All damage to school property must be reported at once to a member of staff. Willful damage may be charged to the student responsible.

#### **TRAVELLING:**

Students using public transport or moving about the streets should behave in such a way as to bring credit to the school. If a student behaves outside of school in a way that is likely to damage the reputation of Stepney All Saints Secondary School he/she will be subject to the school's disciplinary procedures.

#### **LITTER:**

Form rooms and playgrounds must be kept tidy at all times. All litter must be placed in the bins provided. Students caught dropping litter will be put in detention and may be required to complete school community service as part of the sanction.



**EXITS:**

No students may leave the premises during school hours without permission from the Headteacher, a senior member of staff or a Head of Year. No students are permitted to exit through the Walter Terrace exit of the school.

**SMOKING:**

Students and all adults are forbidden to smoke on or around the school premises. If a student is caught smoking on the school premises parents will be informed and the student will be dealt with using the behaviour flowchart. This ruling also applies to Shisha pens/e-cigarettes/vapes

**DRUGS:**

No student should have illegal drugs or legal highs in his or her possession. Nor may they possess objects or materials likely to be used to smoke or inhale, drugs or legal highs. A student found to be in possession of illegal Drugs is likely to be arrested by the Police and permanently excluded from this school. (***See Drugs Misuse Policy***)

**OFFENSIVE WEAPONS:**

No student may have a knife or offensive weapon in his or her possession. Nor may they possess or wear objects or materials likely to damage persons or property. A student found to be in possession of a knife/weapon is likely to be arrested by the Police and permanently excluded from this school. This includes anything that has been improvised to become a weapon.

**BICYCLES:**

Students who bring bicycles to school must provide and use safety locks. Bicycles are not be ridden on the school premises.

**ENERGY DRINKS:**

High energy drinks are not permitted in school. If a student is found in possession of a energy drink e.g. Boost, Red Bull etc. it will be confiscated, if opened it will be disposed of.

**CHEWING GUM:**

Students should not chew gum on school premises or at any time during school hours.

**JEWELLERY:**

Students are not permitted to wear any jewellery other than a watch. This includes all earrings/studs, nose piercings. Parents should ensure that if a student is to have a piercing this is completed at the start of the summer holiday.

**MAKE UP / NAIL VARNISH:**

Students should not be wearing make up in school, this includes eye lash extensions. Only neutral nail varnish is permitted, at no time should any student wear nail extensions or similar.

**LIFTS:**

Only staff are allowed to use the school lift. On rare occasions a student may be authorised to use the lift for medical reasons.

**HOMEWORK/ INDEPENDENT STUDY:**

Homework or independent study should be completed and handed in on time. This includes all forms of remote learning tasks.

**MOBILE PHONES, PERSONAL STEREOs AND MP3 PLAYERS:**

These may not be used in school. They will be confiscated and kept securely for collection by parents or guardians (Friday from 3.00-3.30 pm following confiscation). The school will not be responsible for investigating the theft of mobile phones, or other valuable items, that are brought in at the risk of the owner.

- Mobile phones should not be seen or heard. Any student using a mobile phone in school or it is apparent that it is on, will have it confiscated.
- Confiscated items will be kept in the school safe.
- Confiscated items will always be returned by a Head of Year or a senior member of staff to parents or legal guardians. In general this takes place from 3.00pm- 3.30pm each Friday.

**LAPTOPS**

All students have been issued with school lap tops. These should be kept in the possession of the student at all times. Laptops should be looked after and be available for all lessons. Students are responsible for the safe and appropriate use of lap tops in and out of school. At no time should school laptop be used for:

Accessing any non-learning/educational sites

For gaming

Filming students/staff in or out of school

Messaging peers using regulated or unregulated platforms

## **Appendix 2 - Classroom Code**

**Aim:** to ensure you and all others learn and achieve to the best of your and each other person's ability

**Principle:** show respect for all members of the school and behave responsibly at all times

### **Beginning the lesson:**

- Enter the room sensibly and punctually
- Be prepared to start work within 90 seconds, known as the '90 second rule'. This includes:
- Sit in your place quietly
- Get your books, Laptop and writing equipment ready
- Organize your coat and bag so they are out of the way
- Listen to your teacher

### **During the lesson:**

- Write the title, date and "classwork" neatly
- Follow your teachers' instructions
- Contribute constructively to class discussions
- Work quietly as instructed

### **Towards the end of the lesson:**

- Be prepared for a plenary session, which includes further teaching
- Check that homework is written in your planner/diary
- Listen for instructions about packing away
- Leave the table and chair tidy and clean
- Leave the room quietly only when the teacher tells you to

### **Outside the lesson:**

- Move around the school sensibly and calmly, and going straight to your next classroom or outside or to lunch walking on the right hand side
- Line up quietly as required
- Remember eating is only allowed in the dining rooms and playgrounds

## Appendix 3 - Form Formal Warning Protocol Years 7 – 11

	Staff	Compulsory Actions	Possible Actions
<b>First Formal Warning</b>	HOY/BPO	<ul style="list-style-type: none"> <li>• Smart Targets discussed &amp; set between HOY/BPO/student &amp; Parent/Carer</li> <li>• Letter given to Parent/Carer &amp; put on student file/e-portal</li> <li>• Re-visit Home School Contract, Code of Conduct and SASS Way.</li> </ul>	<ul style="list-style-type: none"> <li>• BPO Report</li> <li>• HOD/HOY detentions</li> <li>• SLT detention</li> <li>• SLC referral</li> <li>• Counselling referral</li> <li>• CAMHS/Lifeline/Step Forward/Outside agency referrals</li> <li>• Restorative meeting</li> <li>• Heath Assessment referral</li> <li>• EHA/PSP</li> <li>• Mentoring referral</li> <li>• SEN referral</li> <li>• Internal exclusion</li> <li>• Referral to inclusion panel</li> </ul>
<b>Second Formal Warning</b>	HOY/BPO/SLT Line Manager	<ul style="list-style-type: none"> <li>• Smart Targets discussed &amp; set between HOY/BPO/student &amp; Parent/Carer</li> <li>• Letter given to Parent/Carer &amp; put on student file/e-portal</li> </ul>	<ul style="list-style-type: none"> <li>• BPO Report</li> <li>• HOY Report</li> <li>• HOY detentions</li> <li>• SLT detentions</li> <li>• SLC referral</li> <li>• Mentoring referral</li> <li>• Counselling referral</li> <li>• EWA referral</li> <li>• Internal exclusion</li> <li>• Ext. PSP (8/12/16 weeks)</li> <li>• CAMHS/Lifeline/Step Forward/Outside agency referrals</li> <li>• Heath Assessment referral</li> <li>• EHA/PSP</li> <li>• Mentoring referral</li> <li>• Code of Conduct /Behaviour contract</li> <li>• SEN referral</li> <li>• Internal exclusion</li> <li>• Referral to inclusion panel</li> <li>• Restorative meeting</li> </ul>
<b>Third Formal Warning</b>	HOY/BPO/SLT Line Manager	<ul style="list-style-type: none"> <li>• Smart Targets discussed &amp; set between HOY/BPO/student &amp; Parent/Carer</li> <li>• Letter given to Parent/Carer &amp; put on student file/e-portal</li> </ul>	<ul style="list-style-type: none"> <li>• HOY/SLT reports (2,3,6 weeks)</li> <li>• SLT detentions</li> <li>• Saturday detention</li> <li>• SEN assessment (to rule out any needs)</li> <li>• Outside agency referral</li> <li>• SLC placement (5 days – 10 am to 4 pm)</li> </ul>

			<ul style="list-style-type: none"> <li>• PSP (8/12/16 weeks)</li> <li>• Behaviour mentoring programmed (once a week 1:1 session with BPO for one month)</li> <li>• Internal exclusion</li> <li>• Counselling referral</li> <li>• Referral to inclusion panel</li> <li>• Restorative meeting</li> </ul>
<b>Fourth Formal Warning</b>	HOY/IC/Inclusion Manager	<ul style="list-style-type: none"> <li>• Smart Targets discussed &amp; set between HOY/BPO/student &amp; Parent/Carer</li> <li>• Letter given to Parent/Carer &amp; put on student file/e-portal</li> </ul>	<ul style="list-style-type: none"> <li>• SLC placement (2 - weeks – 10 am to 4 pm)</li> <li>• Progress/Behaviour report (2,4,6 weeks)</li> <li>• EHA/PSP review</li> <li>• Internal exclusion</li> <li>• Outside agency referral</li> <li>• PSP (8/12/16 weeks)</li> <li>• SEN assessment</li> <li>• Saturday detention</li> <li>• SLT detention</li> <li>• Counselling referral</li> <li>• Referral to inclusion panel</li> <li>• Restorative meeting</li> </ul>
<b>Fifth Formal Warning</b>	HOY/IC/Deputy Head	<ul style="list-style-type: none"> <li>• Formal warning letter to warn Parent/Carer/Student that they are in danger of permanent exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension (5 days minimum)</li> <li>• SLC placement (4-6 weeks)/Restorative meeting</li> <li>• Progress/Behaviour report (SLT, 4 – 6 weeks)</li> <li>• Managed Move</li> <li>• Saturday detentions</li> <li>• Outside Agencies</li> <li>• EHA/PSP review Alt. Provision/LEAP/Local School RIG</li> <li>• Counselling referral</li> <li>• Inclusion panel referral</li> </ul>
<b>Sixth Formal Warning</b>	HOY/IC/Deputy Head	<ul style="list-style-type: none"> <li>• Formal warning letter to warn Parent/Carer/Student that they are in danger of permanent exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension (10 days minimum)</li> <li>• SLC placement (4-6 weeks)/Restorative meeting</li> <li>• Progress/Behaviour report (SLT, 4 – 6 weeks)</li> <li>• Managed Move</li> <li>• Saturday detentions</li> <li>• Outside Agencies</li> <li>• EHA/PSP review</li> <li>• Alternative Provision/LEAP/Local School RIG</li> <li>• Counselling referral</li> <li>• Inclusion panel referral</li> </ul>

<b>Seventh Formal Warning</b>	HOY/IC/Deputy Head	<ul style="list-style-type: none"> <li>• Formal warning letter to warn Parent/Carer/Student that they are in danger of permanent exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension (up to 15 days minimum)</li> <li>• Managed Move</li> <li>• SEN assessment</li> <li>• Outside Agencies</li> <li>• EHA/PSP review</li> <li>• Alternative Provision/LEAP/Local School RIG</li> <li>• Counselling referral</li> <li>• Inclusion panel referral</li> <li>• Restorative meeting</li> </ul>
<b>Eight Formal Warning</b>	HOY/IC/Head Teacher	<ul style="list-style-type: none"> <li>• Head Teachers Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension (up to 15 days minimum)</li> <li>• Managed Move</li> <li>• SEN assessment</li> <li>• Outside Agencies</li> <li>• EHA/PSP review</li> <li>• Alternative Provision/LEAP/Local School RIG</li> </ul>
<b>Ninth Formal Warning</b>	Head Teacher/DHT	<ul style="list-style-type: none"> <li>• Contact with Local Authority</li> <li>• Head teacher letter</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Provision/LEAP/Local School RIG</li> <li>• Managed Move</li> <li>• Exclusion</li> </ul>

## Appendix 4 - 6<sup>th</sup> Form Formal Warning Protocol

	Staff	Compulsory Actions	Possible Actions
<b>First Formal Warning</b>	<b>KS5 PS/HoY</b>	<b>Formal warning letter to warn Parent/Carer/Student that they are in danger permanent exclusion.</b>	<ul style="list-style-type: none"> <li>• Fixed term suspension (5 days minimum)</li> <li>• Placement in SLC</li> <li>• Progress/attendance report</li> <li>• PAP</li> <li>• Detentions (loss of break and lunch time privileges)</li> <li>• Referral to agencies</li> <li>• Counselling/mentoring referral</li> </ul>
<b>Second Formal Warning</b>	<b>KS5 PS/HoY/AST</b>	<b>Formal warning letter to warn Parent/Carer/Student that they are in danger of permanent exclusion.</b>	<ul style="list-style-type: none"> <li>• Fixed term suspension (10 days minimum)</li> <li>• Placement in SLC</li> <li>• Progress/attendance report</li> <li>• PAP</li> <li>• Detentions (loss of break and lunch time privileges)</li> <li>• Referral to agencies</li> <li>• Counselling/mentoring referral</li> <li>• Support from Careers Manager</li> </ul>
<b>Third Formal Warning</b>	<b>AST/DH</b>	<b>Head Teacher's Letter</b>	<ul style="list-style-type: none"> <li>• Fixed term suspension (15 days minimum)</li> <li>• Placement in SLC</li> <li>• Progress/attendance report</li> <li>• PAP</li> <li>• Detentions (loss of break and lunch time privileges)</li> <li>• Referral to agencies</li> <li>• Counselling/mentoring referral</li> <li>• Support from Careers Manager</li> </ul>
<b>Fourth Formal Warning</b>	<b>Head Teacher</b>	<b>Head Teacher's Letter</b>	<ul style="list-style-type: none"> <li>• Permanent Exclusion</li> <li>• Referral to Youth Workpath</li> <li>• Support from Careers Manager</li> </ul>

## Appendix 5 - SLC Referral Form

### Stepney All Saints Secondary School SLC Referral Form

Name of Student:

..... Form: .....

FSM: ☐ Pupil Premium: ☐ ☐ If yes, category: ☐

Parent/s or Carer:

.....

Address:

.....

Telephone No/s: .....

.....

Head of Year: ..... Form Tutor:

Matters giving cause for concern/Reason for referral:

Strategies used (✓ and date where possible)

Internal suspension ( ) Mentoring ( )  
Dept Reports ( ) Parent Interview HOY ( ) / SMT ( )  
Head of Year Report ( ) CAF completed( ) date:  
PSP ( ) BPO Referral ( ) SEN Referral ( ) Date:  
Other intervention / agencies involved:

Start date in SLC: \_\_\_\_\_ Date to return to lessons:

Start time in SLC: \_\_\_\_\_ Time to finish:

Parent/Carer Signature: \_\_\_\_\_ Student Signature:

SMT Signature: \_\_\_\_\_ Date of referral:

Copies to:

Head of Key Stage		SLC Line Manager	
SLC Co-ordinator		SENCO	
HOY		Form Tutor	
Pastoral Mentor		Liaison/Attendance Officer	
SLT Line Manager		Reception	
BSA/BPO		SLC staff	



# DETENTION PROCESS

## APPENDIX 6

### LESSON TIME

#### STAGE 1 – Teacher

Low Level Disruption  
Homework  
Planner/Uniform/Equipment  
Not following code of conduct / The SASS Way

**COMPULSORY ACTIONS:** Detention ELS (up to 30 mins) or ELS (1hour)  
Record on SIMS

#### STAGE 2 – Teacher/HOD

##### **Repetition of Stage 1 issues:**

Detentions (double/extended)  
Phone call home by classroom teacher  
Record on e-portal

##### **Failure to attend teacher detentions:**

Department detentions (3-4pm)  
Phone call home (classroom teacher)  
Record on SIMS  
Inform BPO  
Restorative meeting  
Contract with HoD

#### STAGE 3 – HOD/HOY/BPO

##### **Truancy/Continued disruptive behaviour /under-achievement/serious incident (Level 3/4)**

##### **ACTIONS**

Parental Meeting (classroom teacher/  
postholder or HOD)  
Extended detentions  
Progress/Behaviour department report  
(minimum 2 wks)  
Inform BPO/HoY/SLT/LM  
Record on SIMS

### TUTOR/NON-CONTACT TIME

#### STAGE 1

Low Level Disruption  
Planner/Uniform/Equipment  
Lateness  
Not following code of  
conduct /  
SASS Way

**COMPULSORY ACTIONS:** Detention (up to 30 mins) or  
ELS 1 HOUR Record on SIMS

#### STAGE 2

##### **Repetition of Stage 1 issues:**

BPO Detentions  
HOY Detentions  
Phone call home by form tutor

#### STAGE 3

##### **Truancy/ Continued issues in lesson/ form time / serious incident (Level 3/4)**

##### **ACTIONS**

Parental Meeting  
Progress / Behaviour  
report (BPO/HoY)  
Extended detentions

#### STAGE 4 – SMT/HOY

##### **Major Incidents / Truancy /Persistent negative SIMS entries / Breach of The Sass Way**

##### **ACTIONS**

SLT Detentions (3-5pm)	Counselling (HoY)
Progress / Behaviour report (BSA/HoY/SLT)	SEN Referral/liaison
CSLC Referral (HoY)	
EHA/PSP (HoY)	Saturday detentions
Outside agencies (HoY)	Referral to Inclusion

### FIRST FORMAL WARNING

## Appendix 7 Sanctioning poor behaviour

Behaviour	Sanctions
<p><b>Low Level – This level of behaviour will be given two (2) negative behaviour points.</b></p> <ul style="list-style-type: none"> <li>• Calling out/Disturbing others/off task</li> <li>• Lack of class work/e-learning/other low level disruption</li> <li>• Failure to complete homework</li> <li>• Lateness to school/to lessons</li> <li>• Line-up infringement</li> <li>• Corridor/transition infringements</li> <li>• Disrespectful comments and/or behaviour</li> <li>• Chewing gum/eating in Class</li> <li>• Uniform infringements</li> <li>• Lack of equipment</li> <li>• Boisterous Behaviour</li> <li>• Missed detention</li> <li>• Inadequate Work Online</li> <li>• Concern over academic progress</li> <li>• Use of/handling phone in school</li> </ul>	<p><b><u>Low Level</u></b></p> <ul style="list-style-type: none"> <li>• Discussion/reprimand from teacher</li> <li>• Being moved within the classroom</li> <li>• Detention- various lengths:</li> <li>• Community service- cleaning off graffiti, collecting litter</li> <li>• Loss of break/ lunch time</li> <li>• Teacher contact home- note in diary, letter, phone call or meeting</li> <li>• Withdrawal of privileges (break times, lunch times, after school enrichment activities)</li> <li>• Report- various- including Form Tutor, BPO, Head of Year, Head of Department, SLT</li> <li>• Referral to the pastoral team</li> </ul>
<p><b>Intermediate level – This level of behaviour will be given five (5) negative behaviour points</b></p> <ul style="list-style-type: none"> <li>• Persistent low level behaviour</li> <li>• Swearing/abusive behaviour</li> <li>• Disruption</li> <li>• Defiance/failure to follow instructions</li> <li>• Smoking/vaping (includes paraphernalia)</li> <li>• Truancy</li> <li>• Covid breaches/H&amp;S risk to others</li> <li>• Vandalism</li> <li>• Aggressive conduct</li> <li>• E-issues/concerns (mis-use of school equipment)</li> <li>• Anti-social behaviour out of school</li> <li>• Sixth Form Attendance</li> </ul>	<p><b><u>Intermediate Level – all of the above and/or;</u></b></p> <ul style="list-style-type: none"> <li>• Being prevented from taking part in non-essential part of curriculum e.g. trip/sport event</li> <li>• Removal from lesson by Head of Department to another room within the department (Use Department Shadow Timetable)</li> <li>• Removal from lesson by SLT</li> <li>• School contact home &amp; Parent meeting</li> <li>• In-school behavioural contract</li> <li>• Being excluded from representing the school in any event.</li> <li>• Being excluded from all school social events, enrichment activities and sporting occasions.</li> <li>• Use of on call</li> </ul>
<p><b>High Level – This level of behaviour will be given fifteen (15) negative behaviour points</b></p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Racist Incident</li> <li>• Gender based/Sexism</li> <li>• LGBT phobia</li> <li>• Fighting</li> <li>• Intimidating and/or threatening behaviour</li> <li>• Possession or use of weapon/improvised weapon</li> <li>• Prohibited item/substance</li> <li>• Smoking/vaping prohibited substances</li> <li>• Theft/Serious vandalism</li> <li>• Serious anti-social behaviour out of school</li> </ul>	<p><b><u>High Level – all of the above and/or;</u></b></p> <ul style="list-style-type: none"> <li>• Suspension- internal, fixed term,</li> <li>• Permanent Exclusion</li> <li>• Parental meeting &amp; letter</li> <li>• SLC – If a student shows persistent behaviour concerns they could be referred to the</li> <li>• Transition Placements</li> <li>• Internal or external RIG</li> </ul>

<ul style="list-style-type: none"> <li>• Bringing name of school into disrepute (including online activities)</li> <li>• Under the influence of prohibited substance</li> <li>• Any form of drug dealing</li> <li>• Serious H&amp;S risk to self/others</li> <li>• Discrimination/Disability</li> </ul>	
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## APPENDIX 8 –

### HOME SCHOOL AGREEMENT

# Home-school agreement

## As a school

We will:

- Support your child's wellbeing and safety by providing a safe, supportive and caring environment
- Help and encourage your child to reach their full potential
- Monitor and update on your child's progress at parent meetings and in termly reports
- Communicate any concerns about your child's attendance/behaviour/wellbeing with you as their parent or carer, and respond to any concerns from your child or parents/carers
- Provide a broad and balanced curriculum that caters for all children, including when delivered remotely
- Promote high standards of behaviour, and outline clear expectations in our behaviour policy so we can maintain a safe environment for all children
- Set homework that supports the delivery of the curriculum and mark it where appropriate
- Offer opportunities for parents and carers to get involved in school life
- Communicate between home and school through letters, text, email and the school website
- Respond to communications from parents in a timely manner, following school policies
- Provide a range of enrichment activities and opportunities to all students to develop further skills

## Parents/carers

I will:

- Make sure my child attends school regularly and on time. I will notify the school if my child will be absent
- Make sure my child is dressed in the correct uniform and brings the necessary equipment to school
- Support the school to make sure my child maintains a consistently high standard of behaviour
- Encourage my child to do their best so they can reach their full potential
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- Support the school in ensuring responsible and appropriate online behaviour
- Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff

- Make sure that my child completes their homework / pre-learning tasks on time and raises any issues with their teachers
- Make sure my child attends a weekly enrichment activity
- Read and follow the school's policies
- Treat all members of the school community with care and respect
- Attend all parent meetings and work together with the school in order to achieve the best outcomes for my child
- Read any communications sent home by the school and respond where necessary
- Notify the school of any changes in your personal details

## Students

I will:

- Arrive at school and my lessons every day on time and be ready to learn
- Complete my work to the best of my ability and ask for help if I need it
- Do my homework / pre-learning tasks on time and raise any issues with my teachers
- Attend a weekly enrichment activity in order to develop further skills
- Speak to an adult about any issues I am experiencing that may affect my work or behaviour
- Speak to an adult about any concerns I have about my or other student's safety
- Wear the correct school uniform
- Bring to school all the equipment I need each day
- Treat all members of the school community with care and respect
- Follow modern British values
- Follow the school rules and codes of conduct off line and online; to be mindful of the reputation of the school at all times
- Look after school equipment, and show respect for the school environment and local community
- Not use the school name without gaining prior consent/authorisation
- Care for all school equipment, the school buildings and respect the school environment

## Appendix 9 - Sixth Form Home School Agreement

### Post-16 Home School Agreement

#### **Stepney All Saints School will aim to provide:**

A safe and secure learning environment for all  
The highest standards of care and discipline to promote respect for all  
A learning environment, including equipment, resources and facilities to promote confidence and independence in our student as learners  
Academic guidance and assistance to students throughout their school career; regular reports, information and consultations about progress  
A dedicated Form Tutor and regular assemblies with opportunities for collective worship and reflection time  
A comprehensive induction and PSHE programme enabling personal and social development  
Financial support to those who need it and access to numerous university scholarship opportunities  
A CIEAG (Careers Information, Education, Advice and Guidance) programme designed to prepare students for life in modern Britain by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career

#### Stepney All Saints School expects of students:

To wear identity passes at all times while on school premises and understand that entrance will be refused without it. Lost or damaged passes will need to be replaced and will incur a cost  
To tap in/out when entering/ leaving the Sixth Form Premises, in the interests of safety and security  
To aim for 100% attendance and punctuality to all lessons, registration and assemblies, and to ensure that their parent or guardian contacts the school's attendance officer to inform them of the reason for absences. Failure to do this will effect a student's eligibility for the 16-19 Bursary and could lead to Formal Warnings and loss of their place in the 6th Form  
To work to the best of their ability, completing all work set by teachers and meeting all deadlines  
To respect all members of the school community  
To take responsibility for their own work and behaviour  
To adhere to modern British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.  
To adhere to the dress code, follow the code of conduct and online acceptable user policy (AUP); to be mindful of the reputation of the school at all times. This includes behaviour outside of and in the near vicinity of the school and not to use mobile devices and equipment on school premises  
Never to use the school's name/ logo without prior consent or authorisation  
To care for all school equipment, the buildings and respect the school environment  
To never bring items into school which are unsafe, for example, weapons or any illegal substances, and to understand that students who do this will lose their place at school.

**Parents and/or Guardians:**

- To support the school and the ethos and values
- To work in partnership with the staff
- To inform the school promptly of any concerns
- To respond to concerns raised by members of staff
- To ensure regular and punctual attendance of their child/children to school.
- To understand that taking your child/ children on holiday during term time will not be authorised by the school and may affect your child's ability to progress to university and further education.
- To support the high standards of discipline, behaviour and security in the school
- To acknowledge the part that good discipline, behaviour and security play in high attainment
- To support the school in upholding modern British values
- To attend all Parents' Evenings and Academic Review Days
- To give consent to the school to use images of their child for publicity and promotion

Student Name:

Form:

Date:

**Appendix 10 - SLC End of Placement**  
**Stepney All Saints School – End of Placement Meeting & Notice**

Date of meeting: \_\_\_\_\_

Attending meeting: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Form: \_\_\_\_\_

Start date in SLC: \_\_\_\_\_ Date due to return to lessons: \_\_\_\_\_

Summary of placement:

Areas of curriculum the student has completed work in:

Areas of the curriculum where there are concerns:

Student comment/s:

Parent/Carer Comments:

Targets:

1.

2.

Head of Key Stage		HOY	
SLC Co-ordinator		SENCO	
Pastoral mentor		Form Tutor	
SLC Line Manager		Liaison/Attendance Officer	
SLT Line Manager Year		BSA	

Student on report to: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Signature of parent/carers: \_\_\_\_\_



## **Behaviour Contract (Appendix 11)**

### **Stepney All Saints Secondary School – Behaviour Contract**

Student Name: \_\_\_\_\_ Form: \_\_\_\_\_

Date of Contract: \_\_\_\_\_

This contract is to show that I understand that I am returning to lessons and that there are a number of conditions to me attending lessons:

- 
- 
- 
- 

Student signature: \_\_\_\_\_

Signature of member of staff: \_\_\_\_\_

## Appendix 12 – Learning

### Learning Centre (SLC) Student & Parent/Carer Contract

**Name of Student:** \_\_\_\_\_ **Form:** \_\_\_\_\_

On entry to the SLC I agree to the following:

- I will attend each day of the placement
- I will arrive at the agreed start time
- I will attend in full school uniform
- On my first day I will bring all of my books, my planner and writing equipment
- I will hand my mobile phone to a member of the SLC staff on arrival for safekeeping
- During the SLC placement I will not use an iPod, MP3 player or any similar device. I will keep all items switched off and hand them over if requested
- I will treat the staff and the SLC students with respect. I will report any concerns to the staff and I will follow all rules/instructions in relation to my behaviour and work

**Signature of student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Name of Parent/Carer:** \_\_\_\_\_

On entry to the SLC of my child I agree to the following:

- I will ensure my child attends the SLC each day of the agreed placement and that they arrive on time
- If for any reason my child cannot attend I will contact the school on the morning of their absence
- If required I will attend, or arrange for a suitable member of the family to attend, a review or exit meeting with the SLC staff
- I will report any concerns I have regarding my child in the SLC to a member of the school staff

**Signature of Parent/Carer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix 13 – Behaviour flowchart

### Level 1/2- (2 behaviour points)

Includes: All LLD eg Calling out; disturbing others; off task; Lack of class work/lack of e-learning; other low level disruption. Failure to complete homework; lateness to school/ to lessons. Line-up infringements. Corridor/transition infringements

### Level 1/2- (2 behaviour points)

Includes: Disrespectful comments and/or behaviour; chewing gum/eating in class; uniform infringements; lack of equipment; boisterous behaviour; missed detention etc.

#### Possible Teacher Actions

#### STAGE 1

Verbal reprimand. Re-arrange classroom seating plan.

#### STAGE 2

Subject report 3-5 lessons (optional)  
Progressive detentions. Start with 15 minutes and build up. Record all detentions in student's SIMS area,

#### STAGE 3

After 3 detentions contact home (phone call or letter)  
Subject report 3-5 lessons.

### Level 3- (5 behaviour points)

Includes: Persistent low level behaviour; Swearing; Disruption; Defiance/failure to follow instructions; Smoking/vaping (includes paraphernalia); Truancy; Covid breaches/H&S risk to others; Vandalism; Aggressive conduct; Use of/handling phone in school; E-issues/concerns; Concern over academic progress; Anti-social behaviour out of school

#### Possible HOY/HOD/BPO/Link Smt Actions

Removal from lesson by Head of Department to another room within the department (Use Department Shadow Timetable)  
Removal from lesson by SLT  
Informing Parent/Carer & Parent meeting  
Drawing up behaviour contract  
On report (dept or pastoral)  
Excluded from representing the school  
Detention/s (including Saturday morning)  
Completion of PSP  
Excluded from all school social events, enrichment activities and sporting occasions.  
Issue formal warning/s

### Level 4- (15 behaviour points)

Includes: Bullying; Racism/Sexism  
LGBT phobia/Gender based/Hate crime; Fighting; physical/sexual abuse of staff or student; Intimidating and/or threatening behaviour; Possession or use of weapon/improvised weapon  
Prohibited item/substance  
Breach of covid rules

#### Possible SLT Actions

SENDCo informed

Referral to external agencies,

Exclusion- internal, fixed term, permanent.  
RIG placement  
Offer of direct transfer  
Offer of managed move  
Parental meeting & letter  
SLC – referred through SLC referral process.  
Issue formal warning/s  
Completion of risk assessment/safety plan

### Level 5- (15 behaviour points)

Includes: Smoking/vaping prohibited substances; theft; Serious vandalism; Serious anti-social behaviour out of school  
Bringing name of school into disrepute; Under the influence of prohibited substance; Any form of drug dealing; Serious H&S risk to self/others

## BEHAVIOUR FLOWCHART - PLEASE NOTE

All behaviour incidents should be entered on SIMS by the teacher concerned.

No student should be sent on call for Level 1 or 2 incidents.

If a student is asked to wait outside of a lesson, time out should not exceed 5 minutes.

All HODs should implement their own departmental sanctions/ on call system.

Where possible form tutors should be kept informed from Stage 2 onwards. Form tutors may wish to administer their own additional sanctions.

