



Behaviour Policy

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Behaviour Principles

The governing body is committed to ensuring Stoke Newington School and Sixth Form provides a positive and supportive environment where all achievements are celebrated. All students should feel safe and secure whilst at school and we aim to eliminate all forms of discrimination, harassment and bullying. We believe students and staff deserve to be treated with dignity and mutual rights should be respected. We are an inclusive school, however a student's individual needs should not be prioritised above the safety, welfare or education of the majority. We have high expectations of all and expect students to have excellent behaviour. Through our positive ethos, we want all students to develop a sense of self-discipline and have the ability to foster relationships built on trust and understanding.

Aims of the Policy

1. To support the ethos of the school, raising attainment for all, through the development of positive relationships and behaviour and the fostering of equal opportunity.
2. To ensure that all students demonstrate excellent behaviour for learning which actively engages them in school life, while having core rules and routines which ensure learning is a focus at all times enabling lessons to proceed without interruption.
3. To ensure that restorative approaches are the starting point for resolving all conflict.
4. To support staff, students and parents by providing a clear and consistent framework for promoting positive relationships and behaviour which support outstanding learning.

Roles and responsibilities:

All staff will:

- Treat students fairly and consistently
- Expect the highest standards of work and behaviour
- Praise and reward good work and behaviour
- Take action on poor work and behaviour
- Follow the standard classroom procedures
- Follow the school's rewards and sanctions policy
- Enlist the support of other staff and parents where appropriate
- Model positive behaviours
- Take responsibility for behaviour and well-being and development of the student
- Use restorative language when dealing with challenging behaviour

Students are expected to behave in a positive manner at all times. Students will:

- be respectful and work co-operatively with others
- be ready to learn and try their best to achieve excellence
- be responsible for their own learning and behaviour
- respect the learning of others
- be prepared for learning with the correct uniform and equipment
- attend school every day, on time
- behave impeccably outside of lessons
- behave in a highly positive and considerate manner in the local community and give a positive representation of the school at all times

Parents/Carers are asked to keep the Home/School agreement made by:

- Working in partnership with the school to encourage respect, hard work and good behaviour
- Supporting the school's policy on behaviour
- Parents and carers are also encouraged to support the school and their child through attending year support group meetings, individual meetings, education evenings and achievement presentations.
- Liaising with relevant outside agencies

Classroom and Corridor Behaviour

We believe that an appropriately structured, differentiated and balanced curriculum contributes towards excellent behaviour for learning. Thorough planning for the needs of individual students will help to avoid disaffection, which can occur in lessons. We strive for positive behaviour in the classroom at all times. We expect students to behave positively by:

- Following teacher instructions without question
- Respecting and working co-operatively with others
- Trying their best to achieve excellence
- Being responsible for their learning and the learning of others.

To help achieve this, the following will happen in all classrooms:

1. Silence at the beginning and end of lessons
2. Staff will use a countdown transition (5, 4, 3, 2, 1)
3. There will be only one speaker at a time
4. Students will receive no more than two warnings for disruptive behaviour
5. Assertive and positive language used by all.

The procedures for managing classroom behaviour are displayed clearly in every classroom (see Appendix 1).

Low-level disruption hinders progress in the classroom and therefore we have systems in place to address this. If a student receives two warnings, their teacher will either speak to them outside of the classroom to remind them of expectations and/or instruct the student to move seats. If a student is given a third warning, they will be sent to the shadow timetable and will be issued with a behaviour point (see Appendix 2 for achievement/behaviour point guidance). All departments have a shadow timetable where a student can be 'parked' with another teacher. Students will be given work to complete during this time.

The school also operates a timetabled emergency support system. This enables a speedier and more effective response to any health and safety related issues which prevent the learning of the class. This system is intended to be used for health and safety related concerns that require immediate attention or support. An ES Call should **only** be used in the following circumstances:

- Failure to go to the shadow timetable
- Violence/threat of violence
- Dangerous behaviour
- Failure to hand over a contraband item

If a pattern of behaviour emerges over time, the Head of Department/Faculty, YCC and SLT link will discuss further support and sanctions and parents/carers will be contacted.

Corridor Behaviour

Behaviour in the corridors should be of a high standard at all times. To support this, the Senior Leadership team are on duty and staff are visible or at the door where appropriate.

Students are expected to:

- move around school quickly, quietly and directly.
- wear full uniform at all times (Years 7-11) and lanyards should always be visible.
- display courtesy towards other people at all times. There should be no 'play fighting', pushing, shouting or making loud noises as students move around school
- be respectful at all times - swearing, the use of offensive language, physical aggression, or causing harm to other people or their property is not acceptable.
- have respect for our school environment. – litter / gum / graffiti will result in an environment detention

Students should be in lessons at all times. They should not leave unless on a specific educational related task, they have a music lesson or they have a medical emergency. Students are not allowed to use the toilet during lessons.

All staff are responsible for ensuring students move around the school safely. Students who do not adhere to the school's corridor expectations, will be issued with a behaviour point.

Behaviour outside of school

The power to discipline beyond the school gates

Students are still part of our school community when they are outside school – whether in uniform or not. At times when they are in uniform they play a particular role as ambassadors for our school. We expect them to behave with absolute respect for all people and property outside school and uphold the school's values. They must demonstrate safe behaviour at all times. In certain instances, if we believe a student is behaving in a way we deem to be unsafe, we will inform the parent and work with Young Hackney to ensure the student is given advice and guidance.

The January 2016 DfE 'Behaviour and Discipline in Schools' documents states 'Headteachers have a statutory power to regulate pupil's behaviour in these circumstances 'to such an extent as is reasonable'. This includes behaviour:

- on work experience or college placements,
- on educational visits and other school or sporting events
- on the way to and from school
- when wearing school uniform in a public place

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.'

If students display anti-social behaviour in public or inappropriate behaviour on social networking sites, we will use sanctions as outlined in the behaviour policy. This includes issuing threats or bullying online.

Failure to abide by this can result in an exclusion, up to a permanent exclusion.

Rewards

Rewards should be used consistently by staff and given for a specific reason. If rewards are given too easily they become meaningless. If used too infrequently, they lose their motivational effect and students' achievements go unrecognised.

Informal rewards

- Praise and positive comments should be frequently given.
- Smiles and acknowledgement for good work help to improve motivation.
- Work should be displayed in classrooms and corridors.
- Positive written feedback should be given on pieces of work
- Notes can be written in diaries
- Recognition in the school newsletters - Spotlight/er,
- Picture on the achievement wall of fame

Achievement Points

- An achievement point can be given for good work, effort, good behaviour, improvement in work, attendance or behaviour, being helpful etc.
- Students are issued rewards badges at different intervals once they have accumulated a set number of points throughout the year.
- Awards for achievement points are given out during assembly.

Postcards

- There are a range of good work postcards which can be awarded to recognise excellent effort and achievement in and out of lessons. Postcards are also issued for excellent termly progress checks.

Attendance and Punctuality

- Certificates for 100% attendance are given every term in assembly
- Certificates are also awarded every term for 100% punctuality
- Prizes are awarded each year for 100% attendance through the year
- Achievement points can be given for improved attendance and punctuality

Governors' Achievement Awards

- These certificates are awarded where a student has produced exceptionally good work, made outstanding effort or improvement or has made significant contribution to the community.
- Students receiving the awards are invited to an informal ceremony with 2 or 3 governors. Their certificates are presented at the ceremony and again in assembly. Their names are published in the newsletter.

Rewards Assembly

- Whole school rewards assembly take place each term where individual curriculum and pastoral awards will be presented. This is an opportunity to celebrate and share success across the school. Governors are also invited to these events.

Sanctions

In the unfortunate event of a student failing to meet the desired expectations, the school has a clear set of sanctions that should be applied.

When imposing sanctions, the following points need to be considered:

- the deterrent factor;
- the need for the students to learn how to resolve conflicts;
- students involved in bullying may require additional support;
- restorative conversations must be attempted;
- students must not be punished for being unable to do a task or learning activity;
- parents/carers must be informed of detentions which go on beyond 3:30pm.

Sanctions may include:

- withdrawal from lessons or activities
- detentions
- community service around the school
- Internal/external exclusions

Unacceptable behaviours include:

- Disruptive behaviour
- Refusal to obey instructions
- Verbal abuse
- Racist behaviour
- Sexist behaviour
- Religious discrimination
- Assault
- Fighting(including play fighting)
- Bullying
- Theft
- Homophobic, Biphobic and Transphobic (HBT) remarks
- Other negative behaviours such as eating in class, vandalism, truanting etc.

When investigating an incident, students may be asked to give evidence via a written statement. Students are always expected to be honest in these statements. Being untruthful will lead to sanctions.

Detentions

Staff are allowed to hold a student in detention until 3.30pm without prior notice. If a member of staff wishes to keep a student for longer, they are to call home to notify the parent/carer before the end of school via a phone call or text message. 24 hour notice for detentions is no longer a requirement although the safety and well-being of students will be considered.

Whole School Detentions

A whole school detention is a serious sanction and only given by a Head of Department or YCC after the student has accumulated or failed to attend **two** subject /year detentions. School detentions are managed by the Leadership Team.

Should students fail to attend the detention, they will be placed in a Saturday detention. Failure to attend this will lead to an exclusion.

Exclusions

There are three types of exclusion:

- Internal exclusion (Referral room and/or IMPACT)
- Fixed term
- Permanent

Referral Room

Referrals to the referral room should only be made by the Leadership team, YCCs and the Lead Behaviour Professional. Reasons for referral include but are not limited to:

- Incorrect uniform
- Inappropriate behaviour at break or lunch time
- Unsafe behaviour in the corridors
- Failure to follow instructions from a senior member of staff
- Writing a statement

The referral room will normally be used for short periods of time of no longer than 2 days. Students who have been placed pending investigation should be in the Referral Room for no longer than two periods before a decision has been made.

Referrals will be logged on the electronic register by the person who is supervising the room. It is the responsibility of the person who has placed the student in the referral room to provide relevant staff statements. All students must write a statement on arrival unless they have been referred for uniform infringements.

Work will be set by the member of staff on duty in the referral room. There are resources available that can be used and if needed, relevant teachers may be asked for work. Students must be engaged in an activity at all times.

Students will have their lunch and break in the referral room.

A letter will be sent home by the Behaviour Team outlining why a student has been placed in the referral room.

Follow up

If a student has been in the referral room three times in a half term, a phone call will be made to the parent by the Behaviour Mentor team.

If a student has been in the referral room five times (in half a term), the YCC will meet with the parent.

If a student has been in the referral room seven times (in half a term) then a member of SLT will request a meeting with the parent and the student will be placed on SLT report.

The Lead Behaviour Professional will monitor the record half termly.

IMPACT (Internal Exclusion)

IMPACT is a restorative intervention supporting students who may have an excludable offence or those at risk of exclusion.

- Its aim is to support students to understand the consequences of their actions and the impact of their behaviour on themselves and others in the school community.
- Parents or carers have to attend a meeting prior to students going into IMPACT as an alternative to a formal exclusion.
- Students remain separated from the main school during their time in IMPACT and are expected to attend from 9.55am to 3.55pm.
- When they return to mainstream school they are placed on report to IMPACT for two weeks in order to monitor and support their integration.
- Each day students complete work set by IMPACT and teaching staff.
- There will be target setting and reflection at the beginning and end of each day to encourage students to take responsibility for the own learning and behaviour.
- There will also be an opportunity to have a restorative conversation between the harmer and harmed.
- There are also a small number of students deemed to be at risk of exclusion who are offered a place in IMPACT. Reintegration tends to be over a longer period of time and structured for each individual. This may include in class support.

Fixed term exclusions

Exclusions from school must be kept to a minimum. We should, where possible, avoid exclusion by intervening promptly and effectively when pupil disruption occurs. Only the Headteacher can exclude when s/he has all the facts and firm evidence to support the allegations. The decision will be taken on the 'balance of probabilities'. The procedure cannot be a 'rubberstamping' exercise, nor can the decision be taken in the heat of the moment, except where there is immediate risk to the safety of the student or the other pupils or staff.

The Headteacher will take the following into consideration when making a decision:

- The age of the student
- The student's domestic situation if known
- The extent to which parent, peer or other pressure may have contributed to the offence
- The severity of the offence
- The frequency of its occurrence and the likelihood of the offence recurring
- Whether or not the offence impaired or will impair the normal functions of the pupil or other pupils in the school
- Whether or not the offence occurred on the school premises or when the pupil was on the way to or from school
- Whether the pupil committed the offence on their own or was part of a group
- Whether exclusion is a suitable response to a disciplinary offence committed by a student with a Statement of Special Educational Needs, Educational Health Care Plan or a Looked After Child
- The disciplinary procedures have been objectively and consistently applied across all ethnic groups and that the school's race equality policy is effective.

Details of the types of behaviours that lead to exclusions are attached to this policy (Appendix 3).

Interventions beyond the classroom

Where student behaviour continues to be a concern we will employ a range of strategies to support a positive change in behaviour. These include the following:

- Use of a Behaviour Mentor
- Pastoral Support Plan (PSP)
- Meeting with a member of SLT
- Meeting with the Headteacher
- Alternative provision for fixed period
- A managed move to another school
- Referral to a relevant outside agency e.g. Young Hackney

Permanent exclusions

- Only the Headteacher may permanently exclude students.
- A meeting with The Hackney Learning Trust and Governors is held. The Headteacher may invite other colleagues to give evidence.
- The student remains on roll prior to the meeting and work must be provided.
- Parents have the right of appeal to an independent tribunal whose decision is binding.

Search Procedure and Inappropriate Items

It is the policy of the school to search a student or his/her possessions if there are reasonable grounds to believe that he/she is in possession of a prohibited item or any other item that is forbidden in school. Any such search will be carried out in a way that is in line with DfE guidance and the law in force at the time.

As stated in the DfE guidance 2014, schools have the 'power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- any article that could cause personal injury to, or damage to the property of, any person (including the pupil).'

Students' possessions can only be searched in the presence of the student and two members of the staff, one of whom should be the Lead Behaviour Specialist or a member of the Senior Leadership Team.

Any item confiscated as a consequence should be kept in a safe place and dealt with in line with school policy. The student should also, if necessary, receive a sanction in line with school policy.

If a member of staff suspects that a student is in possession of a prohibited item, the matter should be referred immediately to a member of the SLT. Staff must make every effort to ensure that the student does not leave their sight once the student knows that he/she is under suspicion.

If the SLT member considers that the student poses a risk, he/she should immediately seek the support of a colleague. If the student needs to be restrained, this must be carried out in line with the school policy. The police may need to be called as a matter of urgency to carry out a search if the student does not comply with the school rules. Parents will be notified.

A search without consent will only be conducted by the headteacher or the deputy headteacher. The search must take place in the presence of a witness (also a staff member) and, if at all possible, the witness should be the same gender as the student being searched.

If it is deemed necessary for a search of the student's inner garments to take place, it is school policy that this will be undertaken by a police officer and will be carried out in line with police guidelines.

Inappropriate items that will be confiscated

The following items will be destroyed or handed to the police:

- anything which could be construed as a weapon
- laser items
- anything related to smoking or drugs including: matches/lighters/cigarettes/tobacco products/shisha/cannabis/ Rizla paper
- any items that could result in endangering others or creating a disturbance on site including fireworks, raw eggs, water balloons, water guns, noise making devices.
- pornographic material.
- any intoxicating items e.g. alcohol, aerosol cleaners.

- any discriminatory literature
- energy drinks

The items below will be returned to students* at end of week

1. Hats
2. Hoodies (Yr7-11) Sixth Form are allowed hoodies but not with the hood up
3. Bandanas
4. Unapproved jewellery
5. Headphones (Yr 7-11) Sixth Form are allowed headphones but not in their ears in the main school.
6. Mobile phones/MP3 players seen out at any time.

*Mobile phones can only be collect by a parent/carer on a Friday

Restorative approaches are based on the principles of restorative justice (RJ), which is a way of repairing harm. In the school context there is growing recognition of the importance of building and maintaining positive relationships in order that effective learning can take place.

A key restorative principle is that where an event causes harm to any member of a community, a way needs to be found to repair that harm; in order to do so, those affected need an opportunity to express their needs, and those who perpetrated the harm need an opportunity to make amends.

Incidents in schools that are dealt with restoratively provide opportunities for harm to be repaired. The process takes place when all parties are in agreement that they want to address the harm in this way and, in particular, it is important that the person causing harm accepts that s/he has done so, is ready to be held accountable and wants to repair the wrongdoing. This is a different perspective to the simple application of sanctions, but it does not preclude their use as part of an overall restorative behaviour management system.

Restorative practices bring together those harmed and those who cause harm who, through the restorative process, are faced with the impact of their actions. The judgement of staff involved as to the readiness of the person causing harm and the sensitive and supportive management of the resulting shame are important elements of the process, which can bring genuine changes in attitude and future behaviour.

At the same time those who have been harmed have an opportunity to express themselves and to have a say in how the matter is resolved part of their healing process. An agreement is formed by all parties, with the commitment of all present and includes a shared understanding of the consequences of any breach of this agreement.

If it is not possible to bring together harmed and harmer, restorative processes can also enable the harm, and ways of repairing it, to be explored.

Many processes are based on a simple series of questions which can be used in a variety of settings, from small-scale conversations in corridors or classrooms to large conferences involving families and community members, or with whole classes.

- What happened?
- What were you thinking at the time?
- Who has been affected or harmed?
- How were they affected or harmed?
- What do you need to do to make things right?
- What could you do differently next time?

Restorative practices are found on our student reflection cards as well standard practice of mediation.

Over relevant policies and documents:

Anti-bullying policy, Attendance, punctuality and registration, Drug policy, Looked after Children policy, Guidance on dealing with allegations of abuse against staff and volunteers, Mobile phone policy, SEN policy, Use of restraint.



Lesson sanctions:

1. First warning - name on the board

2. Second warning - spoken to outside or asked to move seat

3. Action: shadow timetable, behaviour point and teacher detention

4. ES call

ES calls are used for:
- Failure to go to the shadow timetable
- Threat of violence
- Dangerous behaviour
- Failure to hand over a contraband item

Violence, aggression, homophobic, racist or sexist remarks will result in immediate removal from the lesson

What will generate a warning from an adult in the classroom:

Speaking out of turn/shouting out

Not being in your correct seat

Interrupting others or the teacher

Throwing things around the classroom

Showing open defiance to a member of staff

Not being silent at the end of the countdown

Distracting others from learning - this includes turning around even if you are not speaking

Being disrespectful towards other students or any adult in the classroom

Anything else that disrupts the learning of others

Guidance on awarding achievement/sanctioning behaviour points

The following are reasons we may award an achievement/sanction a behaviour point. Please note, professional judgement may be needed when sanctioning a pupil who is on the SEN register.

Achievement Points

- Achievement points should be awarded to 3-5 pupils per lesson for outstanding achievement/progress, or effort.
- Where possible, a range of pupils should be awarded points in relation to the socio-demographic make-up of the school.
- Pupils should be notified that they have received the points and this celebrated by the class.
- YCC's will then ensure that achievement points are celebrated in assembly and prizes awarded accordingly.

Behaviour Points

Disruptive behaviour

- Repeated low level disruption of class, for example not following the set routines despite warnings.
- Disruption of test/controlled conditions.
- Behaviour deemed to be unsafe.

Underachievement

- Repeated lack of completed work in a lesson. This should be followed up appropriately to ensure suitable quality of work is complete, e.g. parental and HoD involvement.
- Not completing homework after a teacher detention has been conducted and the pupil misses the new deadline.

Refusal to obey instructions

- This will involve repeated warnings, then being sent to shadow timetable and as a result, a behaviour point. A department detention also should be issued. Guidance on what constitutes 'repeated warnings' may require professional interpretation for SEN pupils.

Corridor/Playground defiance

- Failing to follow an instruction from a member of staff.
- Play fighting, pushing, shouting or making loud noises whilst moving around school.
- Swearing, the use of offensive language, physical aggression, or causing harm to other people or their property.

What does not constitute a BP?

- Receiving 2 warnings in ALL cases in lessons. If a pupil persists then a BP can be sanctioned.
- Not handing in homework in the first instance.

What to do following the issue of a behaviour point?

- Contact parent/carer.
- Ensure the incident has been 'resolved' on the SIMS incident referral.
- Seek support with BfL from LP/ask Line Manager to organise a mediation with pupil if needed.

Behaviour Path – Parent Guide

Description of behaviour		Appropriate School Actions	By whom	Parental support
Level –1- No behaviour concerns		<ul style="list-style-type: none"> Regular reports and rewards 	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> Verbal praise, postcard and calls home
Level –2 Behaviour point <ul style="list-style-type: none"> Lack of attention/no effort in class Mild disruptive behaviour in public spaces within the school site Defiance Refusal to clean up after themselves in the Bluebird 	<ul style="list-style-type: none"> Not working to targets or potential Failure to complete/missing homework Not in uniform No/incorrect equipment and/or PE kit Planner and/or books not kept professionally Late arriving at school or to lessons 	<ol style="list-style-type: none"> Warning (+ name on board) 2nd Warning (move seat/spoken to outside) Detention (Behaviour point/ removal of student from lesson, with work set for completion by student) <ul style="list-style-type: none"> Contact tutor and/or home 15 minute detention at break, lunchtime or after school <ul style="list-style-type: none"> For incorrect uniform send to referral room 	<ul style="list-style-type: none"> All Staff Teacher/Tutor 	<ul style="list-style-type: none"> Discuss the issue with your child Discuss/meet staff & agree action Ensure homework is completed Ensure your child is in the correct uniform Ensure your child has the correct equipment Ensure your child's planner is kept up to date Ensure your child is at school on time
Level –3 Behaviour point <ul style="list-style-type: none"> Disruptive behaviour in public spaces within the school site Defiance Persistent Homework failure Walking out of lesson without permission Consistent lack of engagement 	<ul style="list-style-type: none"> Parked in another class to work due to poor behaviour Persistent lateness to school/class Possession of food and/or drink outside of the dining hall Failed to attend a 20 minute detention Truancing lessons/tutor period Failure to bring PE kit, incomplete or incorrect kit 	<ul style="list-style-type: none"> 1 hour detention Subject report Tutor or YCC report Meeting with parent + action plan Referral to Education Welfare Services for persistent lateness to school. Request removal of student from lesson, with work set for completion by student. Restorative meeting held 	<ul style="list-style-type: none"> Head of Faculty YCC Teacher/Tutor EWO 	<ul style="list-style-type: none"> Discuss your child's behaviour with them Discuss with staff + agree action(s) Discuss action and expectations with your child Meet Education Welfare Officer + agree attendance/punctuality action plan Ensure your child understands and adheres to school rules
Level –4 Behaviour points + internal exclusion <ul style="list-style-type: none"> Play fighting Persistent Defiance Racist, sexist and homophobic behaviour 	<ul style="list-style-type: none"> Swearing – out loud to no one in general Bullying incident Possession of mobile phones and/or contraband items. Smoking 	<ul style="list-style-type: none"> Withdrawal from lessons + up to 2hr detention + urgent meeting with parent/carer Saturday detention + letter home Fixed penalty notices considered Confiscation of the mobile phone and/or electronic equipment 	<ul style="list-style-type: none"> SLT 	<ul style="list-style-type: none"> Meet with staff; agree action. Support for restorative plan. Ensure child adheres to plan and school rules. Discuss action and expectations with your child Agree an action plan with the attendance service Mobile phones and/or electronic equipment will be confiscated until the end of the week. (See mobile phone policy)

<p>Level – 5 Fixed Term Exclusion or permanent exclusion</p> <ul style="list-style-type: none"> • Assault on a Member of Staff (3-5) • Bringing the school into Disrepute (3-5) • Constant Disruption (3-5) • Continued and Persistent Defiance (3-5) • Persistent Rule Breaking (3-5) • Abusive or threatening behaviour (3-5) 	<ul style="list-style-type: none"> • Racist, sexist and HBT (Homophobic, Biphobic, Transphobic) behaviour (3-5) • Violence or Assault (3-5) • Severe Bullying (3-5) • Illicit substances/Drugs/Alcohol Use (3-5) • Fighting (3-5) • Misuse of ICT, social networking, or cyber bullying (3-5) • Drug dealing (5) • Offensive weapons (5) 	<ul style="list-style-type: none"> • Severe level sanctions can only be determined by the Headteacher in line with DfE guidance • The range of sanctions that are considered is shown in brackets against the behaviour concern • Parents are informed and engaged in pastoral/restorative plans in all cases except permanent exclusion <ol style="list-style-type: none"> 1. Pastoral/restorative plans will only be considered if there is a degree of contrition, honesty and a willingness to apologise 2. An urgent meeting with parents to develop a Pastoral Support Plan 3. 3 day exclusion and meeting with parents 4. 15 day exclusion to be heard by Governors + meeting with parents to set a Pastoral Support Plan 5. Permanent exclusion and/or a managed move to another school
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Stoke Newington School & Sixth Form

Positive Behaviour

When we behave in a positive manner we all:

Respect and work co-operatively with others

Try our best to achieve excellence

Are responsible for our own learning and the learning of others

To help achieve this, we all do the following:

- 1. Silence in and out of classrooms**
- 2. Transitions (5, 4, 3, 2, 1)**
- 3. Only one speaker at a time**
- 4. No more than two warnings**
- 5. Assertive and positive language only**