# Good Behaviour Policy

<table>
<thead>
<tr>
<th><strong>Document title</strong></th>
<th><strong>Good Behaviour Policy</strong></th>
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<tbody>
<tr>
<td><strong>Version number</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Policy status</strong></td>
<td>Approved</td>
</tr>
<tr>
<td><strong>Date of issue</strong></td>
<td>September 2020</td>
</tr>
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<td><strong>Date to be revised</strong></td>
<td>July 2021</td>
</tr>
<tr>
<td><strong>Owner</strong></td>
<td>LFU</td>
</tr>
<tr>
<td><strong>Author</strong></td>
<td>JMO</td>
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## Revision log (last 5 changes)

<table>
<thead>
<tr>
<th>Date</th>
<th>Version No</th>
<th>Brief detail of change</th>
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<tbody>
<tr>
<td>21/02/20</td>
<td>3</td>
<td>Wheel of intervention added</td>
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<td></td>
<td>Level 1, 2 and 3 behaviour points reduced</td>
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<td></td>
<td></td>
<td>Behaviour points for each tier in each term reduced</td>
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<td></td>
<td></td>
<td>Conduct card no longer in use</td>
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<td></td>
<td>Home School Agreement appendix added</td>
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Contents
Vision of the behaviour policy ................................................................. 1
Purpose of the behaviour policy ............................................................. 1
Policy guidance ...................................................................................... 1
  Effective teachers have: ...................................................................... 2
  Proactive measures .............................................................................. 2
Behaviour expectations ........................................................................... 3
  Parents .................................................................................................. 3
  Rewards ................................................................................................. 4
Interventions .......................................................................................... 5
Incidents in unstructured time ................................................................. 7
  Level 1 incidents – mild rudeness or disobedience, possible risk of low-level harm ........ 7
  Level 2 incidents – more pronounced or sustained rudeness or disobedience, increased risk of more serious harm .................................................................... 7
  Level 3 incidents .................................................................................. 8
Appendix one - Behaviour Ladder .......................................................... 9
Appendix two ........................................................................................... 15
Consequences ....................................................................................... 15
Permanence exclusion ............................................................................ 16
  Parental appeals against an exclusion ................................................. 17
Confiscation of belongings ..................................................................... 17
  Confiscated and returned at the teacher’s discretion ......................... 17
  Confiscated and returned to parents ................................................... 17
  Confiscated and disposed of ............................................................... 17
  Confiscated and handed to the police .................................................. 17
Appendix three ......................................................................................... 19
  Searching a student ............................................................................. 19
Appendix four ........................................................................................ 20
Appendix five ........................................................................................ 21
  Reintegration meetings ....................................................................... 21
Appendix six ........................................................................................... 21
Appendix seven ...................................................................................... 22
  Individual Behaviour Management Plan (IBMP) .................................. 22
    Is further support required? ............................................................... 22
Appendix eight ....................................................................................... 23
Uplands Community College is committed to creating an environment where good behaviour is at the heart of learning. Everyone is expected to maintain a high standard of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Members of our community adhere to the values of being: Respectful, Ready and Responsible.

**Vision of the behaviour policy**

- Adults model good behaviour to students
- There will be ‘discipline with dignity’
- Compliant, on-task behaviour will be recognised before poor behaviour is addressed
- There is a strong partnership between parents, staff and students
- There is a strong code of ethics which is shared by all the key stakeholders and leads to excellent standards of behaviour both in and out of the classroom
- Students value themselves and others within the community as individuals
- Students take responsibility for their learning and behaviour and can reflect on their actions and make amends when necessary
- Adults will deal with incidents fairly, consistently, and proportionately

**Purpose of the behaviour policy**

This policy will encourage staff and students to:

- Believe that there are no bad students, just bad choices
- Recognise the difference between good and bad behaviour
- Promote self-esteem and personal responsibility

**Policy guidance**

The key to achieving good behaviour in the classroom is a teacher who is calm, fair, and consistent. A well-led classroom has the following characteristics:

- Students are to be welcomed by the teacher at the start of each lesson. Lessons begin promptly and follow a recognised routine
- Vision panels will be free from obstruction and the door will often be open
- Attention will be given to students who are meeting the behavioural expectations of the classroom before off-task students are spoken to
- There is an atmosphere of success and co-operation in the classroom
- There are displays that promote engagement and learning
- The classroom is tidy, graffiti-free, and welcoming
- The teaching and learning is appropriate for the students’ academic levels and based on prior attainment
- Tasks are explained clearly and succinctly
- There will be pace, challenge, and support in lessons
- Teachers will actively engage with students and will generally be on their feet and mobile during lessons
- Feedback will be timely and enable students to make progress
- Students will be frequently praised and ‘caught being good’
- Teachers will praise at least twice as often as they criticise
- Teachers will use positive language and describe the behaviour they want to see from students, rather than saying what they don’t want
• Descriptive praise, where students are told what they are doing well, is used frequently
• The end of the lesson will be orderly and well planned

**Effective teachers have:**

- A good relationship with their class and know the names of their students
- A calm attitude when speaking to students
- Deep subject knowledge which they convey to their students with enthusiasm and empathy
- Good listening skills
- An ability to use the language of choice and allow take-up time when correcting student behaviour
- Respect for their students
- Good knowledge of a wide range of low-level strategies that can be used to maintain good behaviour in the classroom
- A strong sense of purpose and desire to help young people to succeed
- A professional attitude that is non-prejudicial and forgiving

**Proactive measures**

Uplands Community College strongly believes that prevention is better than cure and therefore uses proactive measures in order to support students who are at risk of being involved with the discipline process. The support could take the form of:

- Good communication with parents
- A peer mentor
- An adult mentor
- A timeout card
- An understanding feelings and emotions course
- ‘Best that I can be’ meetings
- Behaviour and attendance ‘streaks’
- A circle of friends
- Counselling
- Restorative justice meetings
- Social skills groups
- Individual or small group behaviour meetings with the pastoral team or SLT
- Individual Behaviour Management Plans
- Whole School Plans
- Additional Needs Plans
- Governor Review meetings

In addition, Uplands Community College believes that it is important to provide students with a wide range of opportunities to have responsibility in the school and to have a voice. The school has many organisations or positions of responsibility, which enable this, for example:

- Year 11 Prefects
- Buddies (for new intake)
- Uplands’ Ambassadors
- Community leaders
- Form representatives
- Year Council reps
- College Council reps
- Sports leaders
- Eco leaders (Uplands Green Team)
• Digital leaders
• Lead learners
• Diversity leaders
• Peer mentors
• Behaviour mentors
• Student receptionists (Year 8)

**Behaviour expectations**

Students are **Respectful**. This can be shown by:
- Opening doors for others, saying thank you and being considerate
- Using polite language at school and while in school uniform
- Greeting staff and fellow students warmly
- Using an appropriate tone of voice
- Listening carefully to instructions
- Keeping to the left when moving around corridors
- Using litter bins
- Looking after the school buildings, displays and environment
- Being kind and considerate when travelling to and from school
- Following staff instructions quickly and politely

Students are **Ready**. This can be shown by:
- Arriving at lessons on time
- Wearing correct school uniform
- Bringing all the correct equipment to school
- Switching off mobile phones at the start of the school day and leaving them switched off until the end of the school day
- Having only correct equipment out during lessons
- Not eating or drinking in lessons or corridors.

Students are **Responsible**. This can be shown by:
- Working hard at all times
- Using feedback from teachers to improve work
- Helping others to learn whenever possible
- Reporting wrongdoing to teachers or other members of staff
- Listening to and respecting the opinions of others

**Parents**

Parents have an important role to play in supporting their children in their education. All parents sign a home-school agreement on joining the school and this is kept in the student’s file. It is expected that parents will support the college by:
- Ensuring that their child comes to school wearing clean, full school uniform
- Talking to their child about school
- Praising their child when he or she has done well at school
- Letting the school know if there is a problem, including financial problems
- Ensuring that their child attends school regularly and also attends after-school or Saturday morning detentions when appropriate
- Speaking to their child and reinforcing discipline measure being applied at the college
• Attending meetings, parents’ evenings, awards ceremonies and re-integration meetings if required
• Providing their child with the correct equipment

Rewards

Uplands Community College believes in rewarding students for good behaviour. Students will be rewarded for:
• Completing their work to a high standard
• Making excellent effort in classwork or homework
• Being kind, thoughtful and/or helpful
• Being an excellent member of the school community

Students will be rewarded with:
• Student names on board (‘stars’)
• Achievement points (AP)
• Phone calls or emails home
• Class champions
• Positive assembly or gatherings
• Attendance awards
• Golden tickets
• Queue jump cards
• Praise postcard given by LT on a learning walk
• Celebration assemblies
• Platinum games

<table>
<thead>
<tr>
<th>1 Achievement point</th>
<th>5 Achievement points</th>
<th>10 Achievement points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good effort or work in a lesson</td>
<td>Class Champion</td>
<td>Golden ticket</td>
</tr>
<tr>
<td>Small act of kindness</td>
<td>Excellent service to the school</td>
<td>Outstanding service to the school</td>
</tr>
<tr>
<td>Small contribution to the Uplands community</td>
<td>Participation in a school event – sporting, musical, drama, etc.</td>
<td>Repeated and persistent effort and work in lessons</td>
</tr>
<tr>
<td>Thoughtful contribution to a lesson</td>
<td>Test results that show good progress, effort or improvement</td>
<td>Outstanding act of kindness</td>
</tr>
<tr>
<td>Good homework</td>
<td>Praise postcard given on a learning walk (to be logged by the class teacher)</td>
<td>Outstanding contribution to the Uplands community</td>
</tr>
<tr>
<td>Improvement in attitude, effort, or performance</td>
<td>Significant act of kindness</td>
<td></td>
</tr>
</tbody>
</table>
Interventions

When a student makes a poor choice, the college will issue a sanction. The purpose of the sanction will be to act as a deterrent so that the behaviour is less likely to be repeated and to ensure that there are clear boundaries, which are recognised by all. Poor behaviour will be categorised into three levels. Sanctions will vary depending on the level.

The college does not believe that whole-class detentions are effective or fair and will not set them.

<table>
<thead>
<tr>
<th>Level 1 issue (1 BP)</th>
<th>Level 1 possible interventions</th>
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</thead>
<tbody>
<tr>
<td>Definition – low-level behaviour which is distracting for the teacher or other members of the class and is having a negligible impact on teaching and learning. It will typically be behaviour that has disrupted the lesson for five minutes or less. Alternatively, it is behaviour that could lead to low-level damage to school property or the property of another student.</td>
<td>Below are some of the interventions that staff will adopt. If a member of staff has to use more than three of the interventions given below then it is probably a level 2 incident. Members of staff should use their professional judgment to select the interventions that will cause the minimum of disruption whilst still be effective.</td>
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</table>

Examples include, but are not limited to:

Talking during a lesson after being reminded of the expectations.

Chewing or eating in a lesson.

Disruption – minor (five minutes or less).

Lack of equipment

Poor quality or incomplete homework.

Irritating behaviour.

Late to lesson.

Off-task behaviour.

Phone confiscation.

Incorrect uniform.

Minor incident while traveling to school or in the village

1. Praise compliant students who are demonstrating the desired behaviour.
2. Tactically ignore the non-compliant student.
3. Give a warning look and take-up time.
4. Move closer to the student who is being disruptive.
5. Give a quiet reminder of the three Rs – respectful, ready, responsible.
6. Give a quiet warning – and take-up time.
7. Have a ‘when/then’ conversation – when you have .... Then you can.... And give take-up time.
8. Confiscate distracting belongings – return at the end of the lesson.
9. Have a short break or lunchtime conversation to remind the student of your expectations.

The teacher should use their discretion about whether the incident is recorded on SIMS as a level 1 issue and a BP issued. If the student is immediately compliant, it is highly unlikely that a BP will be issued. If the student has required several interventions, but disruption remains low level and is having a negligible impact on teaching and learning, then a level 1 BP would be appropriate. The student should be informed that the BP is being issued. If there is opportunity, best practice would be to use the language of choice to give the student a final opportunity to correct their behaviour.

<table>
<thead>
<tr>
<th>Level 2 issue (3 BP)</th>
<th>Level 2 possible interventions</th>
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</thead>
</table>
| Definition – medium-level behaviour, which is distracting for the teacher or other members of the class and is having a significant impact on teaching and learning. It will typically have led to disruption which has lasted for between 10 to 15 minutes. It | 1. Start with the suggestions for level 1 issues. If they are not successful:
2. Sit the student away from their peers – have a designated desk near the teacher if possible. |
is behaviour that could lead to damage to school property or the property of another student. Behaviour that is mildly threatening or abusive is also a level 2 issue.

Level 1 issues that are repeated despite the teacher reminding the student of the behaviour expectations and using one or more level 1 interventions become level 2 issues.

**Argumentative.**
Intermediate incident while traveling to school or in the village.

**Damage - some/minor.**

**Defiance.**

**Disruption – significant (ten minutes or more).**

**Potentially dangerous horseplay.**

**ICT - misuse.**

**Lateness - persistent.**

**Leaving lesson without permission/time out card.**

**Littering deliberately.**

**Out of bounds - on site.**

**Repeated level 1 issues.**

**Rudeness.**

**Smoking paraphernalia/in the presence of smokers.**

**Repeatedly swearing – while speaking to a member of staff.**

**Taking others' belongings without permission.**

**Truanting lessons.**

**Unkind/inappropriate comments or behaviour - including social media.**

**Refusing to follow a direct instruction from a member of staff.**

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3. Move the student to a different seat in the classroom.
4. Give a five-minute time-out.
5. Give a short break or lunchtime detention.
6. Organise for community service to the faculty to be completed.
7. Confiscate distracting belongings – return at the end of the week or give to the year leader or form tutor.
8. Give a faculty break detention.
9. Instruct the student to work in an alternative classroom. Ideally, this is within the subject area, but on occasion may need to be another department in the same faculty.
10. Tell the student to complete a 5W form.
11. Place the student on subject, faculty, tutor, or Head of Year report.
12. Contact parents – by phone or email.
13. Report the incident to subject leader and HOY and request an after-school detention.
14. Organise a restorative justice meeting at the end of the process with a restorative justice contract being drawn up if required.

A record of the incident should normally be made on SIMS as a level 2 issue. Teachers should write a description of the incident in the relevant section.

Any incident that requires a sanction from point 9 to 12 must be recorded as a level 2 issue on SIMS. Parents should be contacted (telephone or email) by the teacher and informed about the incident. Within the next two weeks, the teacher should endeavour to identify some good news about the same student and contact parents to tell them.

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<table>
<thead>
<tr>
<th><strong>Level 3 issue (5 BP)</strong></th>
<th><strong>Level 3 possible interventions</strong></th>
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<tbody>
<tr>
<td><strong>Definition</strong> – Behaviour which is highly distracting for the teacher or other members of the class and is making teaching and learning very difficult or impossible. It is behaviour that could lead to serious damage to school property or the property of another student. Very threatening or abusive behaviour towards staff or students.</td>
<td>1. If there is an immediate risk, or the behaviour is preventing teaching, ask the student to go to the designated transfer room and email the transfer distribution list (code green in the subject title). If the student will not leave the room, notify the transfer team of this fact (code red in the subject title).</td>
</tr>
<tr>
<td>Incident</td>
<td>Description</td>
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<tr>
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<tr>
<td>Abuse - verbal/physical.</td>
<td>Major incident which could lead to the school being brought into disrepute while traveling to school or in the village</td>
</tr>
<tr>
<td>Aggression - verbal/physical.</td>
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<tr>
<td>Assault - physical/sexual.</td>
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<tr>
<td>Repeated bullying/harassment including on social media.</td>
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<tr>
<td>Dangerous / reckless behaviour.</td>
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<tr>
<td>Damage to school property - significant.</td>
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<tr>
<td>Defiance - significant/persistent.</td>
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<tr>
<td>Disruption - significant/repeated.</td>
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<tr>
<td>Drugs/alcohol related.</td>
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<tr>
<td>Fighting.</td>
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<tr>
<td>ICT - significant breach of use policy.</td>
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<tr>
<td>Obscenity/indecency.</td>
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<tr>
<td>Out of bounds - off site.</td>
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<tr>
<td>Possession of an offensive weapon.</td>
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<tr>
<td>Racist/sextist/homophobic behaviour or language.</td>
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<tr>
<td>Sexual harassment/assault.</td>
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<tr>
<td>Smoking on site or in uniform (inc vapes/e-cigarettes).</td>
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<tr>
<td>Swearing or behaving aggressively towards staff.</td>
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<tr>
<td>Theft.</td>
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<tr>
<td>Threatening behaviour - inc social media.</td>
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<tr>
<td>Truancy - significant/persistent.</td>
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</tbody>
</table>

2. If there is not an immediate risk and the lesson is not being disrupted, ask the student to sit at a designated desk, separated from their peers.
3. Email a detailed written account of the incident to the year leader as soon as is practical. Copy in the subject leader, FLP, relevant VP, and AP Behaviour, welfare and safeguarding.
4. The incident will be investigated in more detail by a member of the pastoral team.
5. The year leader will see either the A or the Principal, with all the statements and a recommendation for a sanction. If an exclusion is being requested, a blue sheet will have been completed.
6. The student will be in the Refocus Room during the investigation for as long as this is necessary to protect the safety of other students or maintain good order in the college.
7. The student will, when sufficiently calm, be asked to complete a 5W form. This is separate to the statement and is part of the reconciliation process.
8. A serious sanction is likely, such as community service to the college, time in the Refocus Room, an after-school or Saturday morning detention, a fixed term or permanent exclusion. The student could also be excluded from specific lessons for up to two weeks to allow for a cooling off period.
9. The student is likely to spend a period of time on year leader or SLT report.
10. There will be a restorative justice meeting at the end of the process if appropriate.
11. Parents will always be notified.

Incidents in unstructured time
If an incident happens at break, or lunchtime, or before or after school, duty staff need to assess if it is level 1, 2, or 3. If the member of staff is unsure, they should seek clarification from the appropriate year leader.

Level 1 incidents – mild rudeness or disobedience, possible risk of low-level harm
- Speak to the student(s)
- Ask him or her to correct their behaviour
- Log level 1 on SIMS if necessary – use professional judgement

Level 2 incidents – more pronounced or sustained rudeness or disobedience, increased risk of more serious harm
- Speak to the student(s) and explain the required behaviour
- Report the incident to the HoY and form tutor by email. If it requires immediate action, then the HoY, or alternative member of the pastoral team, should be informed in person
- If an event happens close to, or at the end of a school day, the investigation is likely to run into the next school day. Students will be asked to spend time in the refocus room if appropriate
• Log level 2 on SIMS
• Communicate this home
• Aim to contact home again within two weeks with good news

**Level 3 incidents – very serious or pronounced rudeness or disobedience, behaviour that could cause a health and safety risk or has damaged property**

• Speak to the student(s)
• Take the student(s) to a safe place. Ask for support from the nearest available member of staff or send a student to reception if further support is needed
• Once the student(s) is/are in a safe place and as soon as you are able, email a detailed account of the incident to the Head of Year and the AP Character and Culture
• Log level 3 incident on SIMS
• Communicate this home – usually HoY
• HoY to consult behaviour ladder and consider appropriate sanctions and interventions

This policy is reviewed and approved each year by the Governing Body
Appendix one - Behaviour Ladder

The behaviour ladder allows UCC to monitor persistent poor behaviour and take appropriate action to support students in changing their behaviour. The interventions listed in the behaviour ladder are not intended to be followed sequentially, and pastoral staff will use their professional judgement when deciding on what action to take. It is not expected that all interventions will be used for all students. Some students may accrue behaviour points very quickly and may therefore move two tiers in a short space of time. Other students’ behaviour will be improving due to high-quality intervention and this will mitigate against further sanctions. The pastoral team would select the most appropriate intervention from those available in any of the relevant tiers.

<table>
<thead>
<tr>
<th>Term One</th>
<th>Form Tutor Tier One</th>
<th>Form Tutor &amp; Head of Year Tier Two</th>
<th>Head of Year &amp; AP Tier Three</th>
<th>AP &amp; Head of Year Tier Four</th>
<th>HoY, AP &amp; Principal Tier Five</th>
</tr>
</thead>
</table>
| 5 to 9 behaviour points | • Verbal warning  
• Email or phone call home  
• Tutor Support Report; Break time detention with tutor | • Tutor report  
• Pastoral break or lunch detention for persistent poor behaviour (Zero in BP)  
• Year leader phone call home  
• Copy of behaviour record to be sent home with set letter - concerns  
• Therapeutic tree completed – positive intervention to be | • 1 hour after-school detention for continued persistent poor behaviour (zero in BP)  
• HoY report  
• *Phone call from year leader  
• IBMP to be completed by HoY with student  
• Plan, do, review of IBMP  
• Second internal intervention to be made and implemented  
• Communication, Emotional and Behaviour Scales completed | • 1.5-hour detention for persistent poor behaviour (zero in BP)  
• IBMP to be completed by HoY with student and parents  
• Internal interventions evaluated and amended if necessary  
• Respite S2S considered  
• Boxall profile considered  
• Referral to external intervention considered or made | • Refocus room to consider impact of behaviour on others  
• Saturday morning detention for persistent poor behaviour  
• External interventions considered  
• SLT monitoring report  
• Additional needs plan drawn up with parents  
• Continued accumulation of BPs after Refocus to lead to a FT exclusion  
• School to school transfer to be considered |
<table>
<thead>
<tr>
<th>Term Two</th>
<th>Form Tutor Tier One</th>
<th>Form Tutor &amp; Head of Year Tier Two</th>
<th>Head of Year &amp; AP Tier Three</th>
<th>AP &amp; Head of Year Tier Four</th>
<th>HoY, AP &amp; Principal Tier Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 to 19 behaviour points</td>
<td>20 to 29 behaviour points</td>
<td>30 to 39 behaviour points</td>
<td>40 to 49 behaviour points</td>
<td>50 or more behaviour points</td>
<td></td>
</tr>
<tr>
<td>• Pastoral break or lunch detention for continued persistent poor behaviour (zero BP)</td>
<td>• Tutor tier two report</td>
<td>• HoY tier three report</td>
<td>• Reflection time in Refocus Room to consider impact of behaviour on learning and take time to formulate suitable interventions.</td>
<td>• Fixed-term exclusion for PPB if appropriate (zero BP)</td>
<td></td>
</tr>
<tr>
<td>• Copy of BR sent home – with concerns</td>
<td>• 1-hour detention for continued persistent poor behaviour (zero BP)</td>
<td>• 1.5-hour detention for continued persistent poor behaviour (zero BP)</td>
<td>• Saturday morning detention</td>
<td>• External intervention MUST be considered SLT Tier 5 report</td>
<td></td>
</tr>
<tr>
<td>• Tutor to phone home and talk to parents</td>
<td>• HOY to phone home</td>
<td>• IBMP to be completed by HoY with student and parents</td>
<td>• AP Tier Four Report</td>
<td>• Parents informed that ANP is failing</td>
<td></td>
</tr>
<tr>
<td>• Internal Intervention implemented and monitored – e.g. tutor support report</td>
<td>• IBMP with student and year leader</td>
<td>• plan, do review IBMP</td>
<td>• School-to-school placement discussed with parents</td>
<td>• Governors Review Meeting may be called</td>
<td></td>
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<tr>
<td></td>
<td>• Liaise with SEN – check special needs</td>
<td>• HoY and assistant principal meet with the student</td>
<td>• ANP initiated</td>
<td>• Significantly more than 60 BP may result in a fixed-term exclusion for persistent poor behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Refer for internal intervention</td>
<td>• INFORM SENCO – MOVE STUDENT ONTO SEN REGISTER IF APPROPRIATE</td>
<td>• Plan, do review ANP</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Therapeutic tree completed</td>
<td></td>
<td>• Respite S2S organised</td>
<td></td>
<td></td>
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<tr>
<td>Term Three</td>
<td>Form Tutor Tier One</td>
<td>Form Tutor &amp; Head of Year Tier Two</td>
<td>Head of Year &amp; AP Tier Three</td>
<td>AP &amp; Head of Year Tier Four</td>
<td>HoY, AP &amp; Principal Tier Five</td>
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<tr>
<td></td>
<td>20 to 39 behaviour points</td>
<td>40 to 49 behaviour points</td>
<td>50 to 59 behaviour points</td>
<td>60 to 69 behaviour points</td>
<td>70 or more behaviour points</td>
</tr>
<tr>
<td></td>
<td>Tutor Support or Tutor Report</td>
<td>1.5-hour detention for continued persistent poor behaviour</td>
<td>HoY tier three report</td>
<td>Reflection time in Refocus Room to consider impact of behaviour on learning</td>
<td>Possible fixed-term exclusion for PPB (zero BP)</td>
</tr>
<tr>
<td></td>
<td>1-hour after-school detention</td>
<td>HOY report</td>
<td>Saturday morning detention for continued persistent poor behaviour (zero BP)</td>
<td>AP Tier Four Report</td>
<td>External intervention MUST be implemented SLT Tier 5 report</td>
</tr>
<tr>
<td></td>
<td>Copy of behaviour record sent home with concerns</td>
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<td>School-to-school placement discussed with parents</td>
<td>Parents informed that ANP is failing</td>
</tr>
<tr>
<td></td>
<td>Form tutor to phone home</td>
<td>Liaise with SEN – check special needs</td>
<td>HOY and assistant principal meet with the student</td>
<td>ANP initiated</td>
<td>Governors Review Meeting called</td>
</tr>
<tr>
<td></td>
<td>Therapeutic tree completed</td>
<td>REFER FOR INTERNAL INTERVENTION. – Therapeutic thinking interventions to be implemented</td>
<td>Respite S2S considered</td>
<td>Internal and External interventions reviewed</td>
<td>School-to-school transfer instigated</td>
</tr>
<tr>
<td></td>
<td>TUTOR TO CONSULT WITH HoY re REFERAL FOR INTERNAL INTERVENTION</td>
<td></td>
<td>INFORM SENCO – MOVE STUDENT ONTO SEN REGISTER – if appropriate</td>
<td></td>
<td>Significantly more than 80 BP may result in a fixed-term exclusion for persistent poor behaviour</td>
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<tr>
<td>Term Four</td>
<td>Form Tutor Tier One</td>
<td>Form Tutor &amp; Head of Year Tier Two</td>
<td>Head of Year &amp; AP Tier Three</td>
<td>AP &amp; Head of Year Tier Four</td>
<td>HoY, AP &amp; Principal Tier Five</td>
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<tr>
<td>20 to 39 behaviour points</td>
<td>40 to 49 behaviour points</td>
<td>50 to 59 behaviour points</td>
<td>60 to 69 behaviour points</td>
<td>70 or more behaviour points</td>
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</tr>
<tr>
<td>• Tutor Support or Tutor Report</td>
<td>• 1.5-hour detention for continued persistent poor behaviour</td>
<td>• HoY tier three report</td>
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<td>• REFER FOR INTERNAL INTERVENTION</td>
<td>• Respite S2S considered</td>
<td>• Internal and External interventions reviewed</td>
<td>• Meeting called</td>
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</tr>
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<td>• TUTOR TO CONSULT WITH HoY re REFERAL FOR INTERNAL INTERVENTION</td>
<td></td>
<td>• INFORM SENCO – MOVE STUDENT ONTO SEN REGISTER – if appropriate</td>
<td></td>
<td>• School-to-school transfer instigated</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• External intervention referral to be made</td>
<td></td>
<td>• Significantly more than 90 BP may result in a fixed-term or permanent exclusion for persistent poor behaviour</td>
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</table>
### Term Five

<table>
<thead>
<tr>
<th><strong>Form Tutor Tier One</strong></th>
<th><strong>Form Tutor &amp; Head of Year Tier Two</strong></th>
<th><strong>Head of Year &amp; AP Tier Three</strong></th>
<th><strong>AP &amp; Head of Year Tier Four</strong></th>
<th><strong>HoY, AP &amp; Principal Tier Five</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>20 to 49 behaviour points</td>
<td>50 to 59 behaviour points</td>
<td>59 to 60 behaviour points</td>
<td>69 to 80 behaviour points</td>
<td>81 or more behaviour points</td>
</tr>
</tbody>
</table>
| - Tutor Support or Tutor Report  
- 1-hour after-school detention  
- Copy of behaviour record sent home with concerns  
- Form tutor to phone home  
- Therapeutic tree completed  
- TUTOR TO CONSULT WITH HoY re REFERAL FOR INTERNAL INTERVENTION | - 1.5-hour detention for continued persistent poor behaviour  
- HoY report  
- IBMP with student  
- Liaise with SEN – check special needs  
- REFER FOR INTERNAL INTERVENTION | - HoY tier three report  
- Saturday morning detention for continued persistent poor behaviour (zero BP)  
- Individual Behaviour Management Plan (IBMP) to be completed by HoY with student and parents  
- Respite S2S considered  
- HoY and assistant principal meet with the student  
- INFORM SENCO – MOVE STUDENT ONTO SEN REGISTER - if appropriate  
- External intervention referral to be made | - Reflection time in Refocus Room to consider impact of behaviour on learning  
- AP Tier Four Report  
- School-to-school placement discussed with parents  
- ANP initiated  
- Internal and External interventions reviewed | - Fixed-term exclusion for PPB (zero BP)  
- External intervention MUST be implemented SLT Tier 5 report  
- Parents informed that ANP is failing  
- Governors Review Meeting called  
- School-to-school transfer instigated  
- Significantly more than 100 BPs may result in a fixed-term or permanent exclusion for persistent poor behaviour |
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<thead>
<tr>
<th>Term Six</th>
<th>Form Tutor Tier One</th>
<th>Form Tutor &amp; Head of Year Tier Two</th>
<th>Head of Year &amp; AP Tier Three</th>
<th>AP &amp; Head of Year Tier Four</th>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Internal and External interventions reviewed</td>
<td>• Significantly more than 110 BPs may result in a fixed-term or permanent exclusion for persistent poor behaviour</td>
<td></td>
</tr>
</tbody>
</table>
Appendix two

Consequences

NB: The following lists are indicative and are not intended to be exhaustive.

Students may be placed in a brunch or lunch time detention for:
- Level 1 or 2 issue
- Not completing homework
- Theft
- Other incidents as identified by the faculty team

Students may be placed in an after-school detention for:
- Being late three times in one term
- Level 2 or 3 issue
- Failing to attend a faculty lunchtime detention
- Smoking or vaping on site or in school uniform
- Theft
- Misuse of the school ICT system
- Truancy
- Out-of-bounds on the school site
- Unsafe or reckless behaviour
- Other incidents as identified by the pastoral or leadership team

Students may be placed in a Saturday-morning detention for:
- Persistently smoking or vaping on site or in uniform
- Failing to attend after-school detentions
- Persistently breaking college rules as evidenced by behaviour points
- Persistently failing to follow reasonable instructions from members of staff
- Persistent or repeated truancy
- Bringing the College into disrepute
- Theft
- Bullying or threatening behaviour towards staff or students, including on social media
- Reckless or unsafe behaviour
- Misuse of the school ICT system
- Damage to or theft of property
- Poor behaviour when travelling to and from school
- Inappropriate sexualised behaviour
- Other incidents as identified by the pastoral or leadership team
- Saturday-morning detentions will also be used as an alternative to exclusion where appropriate

Students may spend time in the Refocus Room for:
- Incorrect uniform
- Violent or abusive language to staff, students or visitors, including on social media
- Bullying behaviour
- Truanting
- Persistently going off-site or out-of-bounds
- Persistently smoking or vaping while in school uniform
- Misuse of the school ICT system
- Persistently poor behaviour as evidenced by behaviour points. In this situation it will be used to provide a time-out for the student, their peers and their teachers and allow the situation to be evaluated and support put in place
- Very unsafe, or repeated reckless behaviour
- Failing to attend Saturday-morning detentions
- Poor behaviour when travelling to and from school

- The Refocus Room may also be used as an alternative to exclusion when appropriate.

**Students may be excluded for:**
- Fighting or assault
- Swearing at a member of staff
- Bringing the college into disrepute
- Bringing drugs, or drugs paraphernalia, alcohol or weapons onto the College site
- Dangerous or threatening behaviour
- Repeated unsafe or very reckless behaviour
- Bullying
- Serious misuse of the school ICT system
- Persistently poor behaviour as evidenced by behaviour points
- Sexual misconduct
- Failing to attend a Saturday-morning detention
- Failing to behave appropriately in the Refocus Room
- Significant or persistent defiance
- Theft
- Damage to property
- Misuse of the school ICT system
- Breach of a Good Behaviour, Restorative Justice or Reintegration Contract

Students can be excluded for behaviour that took place away from the College site if there is a clear link between the behaviour and the good order and discipline of the College. Any behaviour that undermines the authority of a member of staff, or places a student at risk of emotional or physical harm could therefore result in an exclusion even if it took place away from the College premises and out of the College day. If a member of staff is treated in an aggressive or threatening manner by a student, because they are a member of staff, an exclusion will be considered even if the student was not near the school site and was not in uniform.

**Permanent exclusion**

Uplands Community College aims not to permanently exclude. However, in certain circumstances, a permanent exclusion may be unavoidable. If a student persistently disrupts the good order of the school, or if a student commits a serious, one-off incident such that remaining on the school site would be detrimental to the health, safety, welfare and education of others within the College, then a permanent exclusion would be considered.

**A student could be permanently excluded for:**
- Having a weapon on site
- Dealing drugs (including prescription drugs) on the College site
- Bringing a significant quantity of drugs (legal or illegal) onto the College site
- Serious, actual or threatened harm (including spitting) towards a member of staff or student
- Persistent and consistent failure to follow instructions from members of staff which could affect the good order of the college
- Serious or repeated assaults against fellow students
- Very serious misuse of the school ICT system
- Persistently poor behaviour in lessons which affects the education of others
- Persistent or repeated bullying, including electronic bullying in all its forms, against students or staff
- Being a health and safety risk to themselves, other students or staff
- Persistently damaging school property
- Attempted or actual arson
- Sexualised behaviour that causes, or could reasonably be expected to cause, physical, emotional or psychological damage to students or staff at the College
- Breach of a Good Behaviour, Restorative Justice, or Reintegration Contract

**Parental appeals against an exclusion**

Uplands will follow the statutory guidelines regarding parental appeals.

Exclusions that last 1 to 4 days are at the discretion of the Principal and Governors do not have the authority to remove the exclusion from a student’s record. If a parent is unhappy with an exclusion of 1 to 4 days, they may write to the governors to lodge their dissatisfaction. A delegated governor will consult with the Principal and feedback to the parent in writing.

**Confiscation of belongings**

Uplands Community College will remove items from students that could be considered a health and safety risk, or which are causing disruption in lessons. Students should not bring any item that is dangerous, illegal, inappropriate, or offensive to school.

Mobile phones and/or headphones or speakers will be handed to reception ASAP when confiscated. The student will be able to collect their phone at the end of the day. For second and subsequent confiscations a parent would need to come and collect the phone, usually from the Head of Year. If the mobile phone rule is frequently being broken (phone has been confiscated 3 or more times) then the student will need to leave his or her phone at reception in the morning and will be able to collect it in the afternoon.

**Confiscated and returned at the teacher’s discretion**

The items will be confiscated until at least the end of the lesson. They may be returned at the end of the lesson or may be kept for no more than 40 school days. Such items will include:
- Non-uniform items such as jewellery, make-up, etc.
- Items that are causing, or are likely to cause, distraction from learning, such as magazines

**Confiscated and returned to parents**

- Very expensive items such as jewellery or electrical equipment
- Mobile phone/headphones/speakers on the second and subsequent confiscations

**Confiscated and disposed of**

- Items which a student should not have in their possession, such as lighters, vapes, tobacco and alcohol
- Items which are designed to hurt or shock, such as hand-held electric shock devices

**Confiscated and handed to the police**

- Dangerous items, such as BB guns, laser pens, knives
- Illegal items, such as drugs or suspected drugs
- Mobile phones with content showing activities such as bullying, assault, or pornography

Any item that is confiscated for more than the duration of a lesson should be given to the receptionist. The receptionist will put it in an envelope, which shows the name of the student, the date the item was received and the date and time that it will be returned.
Appendix three

Searching a student

Students will be searched if the College has reason to believe that they have something in their possession that contravenes the rules. This will include:

- Tobacco
- Aerosols
- Drugs
- Lighters
- Stolen property
- Offensive weapons
- Aerosols
- Stolen property
- Offensive weapons
- Fireworks
- Alcohol
- Pornographic material

This list is not exhaustive.

When a student is searched, there will normally be two members of staff present. If there is time, and it is safe to do so, the student will be taken to a private place. However, there may be situations where it is better for the education of the student, or for the safety of the student or other students, for the search to take place at or near their classroom. The student will be asked to remove outdoor clothes and blazers so that pockets can be searched. Pencil cases and bags will also be searched. Students wearing trousers will be asked to turn their pockets inside-out. Shoes may be searched if it is considered a necessary precaution.

Any student who refuses to be searched will be subject to an appropriate sanction. This could include an exclusion. If staff have a safety concern, parents, or the police may be contacted and asked for support. The student will be detained in school until an appropriate person is able to come to the school.
Appendix four

Behaviour Ladder Reports
- Tier One – Tutor Support Report – positive comments
- Tier Two – Tutor Report
- Tier Three – Head of Year Report
- Tier Four – Assistant Principal Report
- Tier Five – Leadership Report

Other Reports
- Daily report
- Attendance report
- Subject Report
- Faculty Report
- Motivational Report
- Behaviour Streak Report
- Achievement Streak Report

Contracts
- Good behaviour
- Restorative justice
- Kindness – see the anti-bullying policy
- Reintegration – see Appendix 12
Appendix five

Reintegration meetings
After an exclusion, the student and one or more of the student’s parents will be expected to attend a reintegration meeting. The meeting will usually take place on the morning that the student returns to school. If a parent is not able to attend that morning, the student will usually work in the Refocus Room until the parent is able to attend. In rare circumstances, the reintegration meeting will be held without a parent present.

The purpose of the reintegration meeting is to allow all concerned parties to reflect on the reason for the exclusion, and to develop a plan to support the student and avoid further exclusions.

During the meeting, the reason for the exclusion will be discussed. In addition, the student will be encouraged to consider other ways in which he or she could have dealt with the situation that led to the exclusion. The school rules of ‘respect, responsible and ready’ will also be considered.

All concerned parties will be asked to sign a Reintegration Contact that outlines how the student should behave in future. A restorative justice meeting, and some form of contract may be required as an outcome of the meeting.

Appendix six

Uplands CC believes that students and staff have a responsibility to ensure that all members of the school community are safe. Students and staff are therefore required to provide written statements if they have been involved in or may have witnessed an incident. It is expected that anyone who is asked to write a statement will write an honest account of what they saw and heard. Statements will be taken according to best practice wherever possible.

Best practice for taking student statements

- Students who are involved in, or may have witnessed, an incident will be required to make a statement
- This statement will be written, usually in the presence of a staff member
- The student will then be asked questions so that the statement can be clarified
- If a statement is found to contain inaccuracies, the student will be asked to write it again
- Parents will not be contacted prior to students writing a statement and parental consent is not required
- In exceptional circumstances, a student will be allowed to write the statement at home
- Students will be expected to write their statement without talking to, or consulting with, other students
- Students with SEN will be given appropriate support, including a scribe if necessary
- All statements should be signed and dated
- Statements will be passed to other agencies, such as the police and social services, if they are requested and it complies with GDPR legislation
- If a student is found to have deliberately misinformed, misrepresented or omitted key details then it is likely that they will receive a sanction
Appendix seven

Individual Behaviour Management Plan (IBMP)

An IBMP will be drawn up by the year leader and the student (see copy of form in appendix 9) in the first instance. If the IBMP is not successful in enabling the student to address their behaviour, then parents will be asked to support a second IBMP and to attend meetings.

An IBMP lasts for four weeks.

1. Week one – year leader, student (and parents if appropriate) attend a meeting to draw up a plan
2. Week two – First Review
3. Week four – Final Review

At the review meetings, the student, and staff member (and parents if present) will discuss the degree of success – has the student stopped and/or started doing those things that they said they would.

Attendance and behaviour points will be noted and compared to previous figures to see if there has been improvement. The rate at which BPs are accumulated will be considered as well as the total number of BPs.

Are the supportive measures helping? E.g. being on report / seeing a TA at the start of the day / peer mentoring / checking in with a member of the pastoral staff / timeout card / breakfast club / part-time timetable / being allowed to phone parents at lunchtimes / joining an extra-curricular club / community service / sitting with a supportive peer in lessons / having a doodle book.

Is further support required?
Can some supportive measures be phased out? The staff member, student, and parent will come to a consensus on the percentage success that the student has achieved. If a consensus cannot be reached, the differing views will be recorded on the form.

At the final review meeting, it will be decided whether the student has passed or failed the IBMP – the staff member’s view on this is paramount. It would normally be expected that a student will have been successful at least 70% of the time for most targets. This will vary depending on the targets and the student. Some targets, for example, not being physically aggressive to peers, would need to be met 100% for the student to be considered to be successful. There is an expectation that the student’s behaviour will show significant improvement during the duration of the IBMP.
Appendix eight

Behaviour management with a challenging class

Definition
The frequency and intensity of disruptive behaviour is such that it is affecting the welfare of one or more teachers and/or the progress of many members of the class consistently across lessons and curriculum areas.

Preamble
Where a class has been identified as challenging, it is important that blame is not assigned to either the staff or the students. To label either the staff or the students in some way, will be counter-productive and unhelpful. Where possible, challenging groups will not be allocated to NQTs or to long-term supply teachers. Where it is unavoidable, a programme of support will be utilised to help establish the teacher’s authority.

Support
A team meeting will be held during a break or lunchtime (whichever is more convenient for the majority of the staff involved). The team will consist of all members of staff who have contact with the group. The agenda for the meeting will be:

- Triggers for poor behaviour amongst the students
- Identification of protagonists
- Strategies that staff have found to be effective in motivating and engaging the students
- Strategies to be avoided

From the meeting, a Whole School Plan (WSP) will be initiated. Where possible, there will be:

- Common seating plan across subjects
- Agreed start-and-end-of-lesson format
- Agreed strategies and script for students who are being very disruptive
- Agreed support from leadership – such as support walks, attend start, end or middle of lessons when possible
- Agreed consequences for students who do not meet the expectations
- Agreed whole-class reward if behaviour is successful changed by the end of the agreed period

Communicating the WSP
The plan will be communicated to the students by two members of the pastoral or leadership team. A lesson will be spent explaining the plan to the students. The room will be set up for circle time, or an alternative room with the ability to allow for a circle will be arranged. All students will be asked to respond to all questions. They can repeat an answer given by another student.

All students will be asked in turn questions like:
- How does poor behaviour in the lesson make you feel?
- How is poor behaviour impacting on your learning?
- What can be done to improve behaviour in the classroom?
- What will you change about your behaviour to improve learning?
- What should happen if behaviour does not improve?
- The school rules will be re-explained
• Consequences for failing to meet the expectations will also be explained
• The class will be placed on class report and behaviour will be monitored by the year leader. If the poor behaviour is limited to one faculty, then the report can be monitored by the relevant FLP or VP instead

**Measuring the impact of the WSP**
The class will remain on whole-class report for a minimum of two weeks. At the end of two weeks, any students who are still causing significant classroom disruption will draw up an IBMP with the Head of Year.

The weekly behaviour points and the weekly attendance for the class will be monitored.

Class teachers will fill in a questionnaire at the start of the WSP and at the end of four weeks.

**Additional support for NQT and long-term supply teachers**
For the first two to four lessons, an established member of staff will team-teach with the supported teacher. This will involve:
• Established member of staff (EMoS) will settle the class and introduce the supported member of staff (SMoS) and then stand to one side as the SMoS explains the behaviour expectations
• The SMoS will then introduce the lesson. Once the class have started on their independent or group work, the SMoS and EMoS will support individual and groups of students with their learning as required
• The SMoS will close the lesson and send the students to their next lesson
• The EMoS will meet with the SMoS before the next lesson to look at the proposed lesson and to discuss how the last lesson went
• The EMoS will support the SMoS for the whole of the second lesson
• In lesson 3 and 4 the EMoS will spend less time in the room – how long will depend on how secure the SMoS is with their management of the challenging class
• The EMoS will drop into the lesson on an irregular basis for the next couple of weeks to ensure that students continue to meet behavioural expectations.
Appendix nine

**Discipline with Dignity**

Behaviour management is more successful if all the parties involved can maintain their dignity. In order to achieve discipline with dignity staff members should:

- Model the behaviour they want to see from students
- Be polite and courteous, even when the student is being challenging
- Use respectful language and terminology
- Walk away if necessary and get support from another member of staff
- Use evidence whenever possible and avoid making subjective or personal comments
- Be firm and fair
- Give attention to on-task students who are following the school expectations before speaking to off-task non-compliant students. Demonstrate that at Uplands CC we recognise good behaviour, effort, and attitude by giving those students our first attention
- Give students a fresh start every lesson, every day, every week, every term, and every year
- Restore and repair relationships after an incident. After a very severe incident, it may be necessary to have a formal meeting with the student and a facilitating member of staff. More usually, a friendly smile and a ‘hello’ in the corridor would be sufficient. It is best practice to repair the relationship before the next lesson, but if this is not possible then a friendly gesture or comment at the start of the next lesson would often suffice. Occasionally, a student may be withdrawn from a lesson until a restorative meeting can be held

It is also recognised that staff members are not infallible. We are aiming for 100% of staff to be successful in achieving discipline with dignity 80% of the time.

See IBMP on next page
### IBMP – Stop, Think, and Change - student

#### MY GOALS
Ready – Respectful - Responsible

<table>
<thead>
<tr>
<th>I will stop doing</th>
<th>I will start doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

I can achieve my plan by:

1.  
2.  
3.  

If my plan is successful, I will benefit from:

To help me manage on a bad day, I will:

I will need help from:

The help I need is:

Review 1 – Date and comments

Review 2 – Date and comments

Staff member signature: ........................................................................................................

Student signature: ..................................................................................................................
### IBMP – Stop, Think, and Change – student and parents

#### MY GOALS

**Ready – Respectful - Responsible**

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I can achieve my plan by:

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2. 
3. 

If my plan is successful, I will benefit from:

To help me manage on a bad day I will:

I will need help from:

The help I need is:

Review 1 – Date and comments

Review 2 – Date and comments

Parent name: .................................................................

Parent signature: ............................................................

Student name: ............................................................... Date: ......................................

Student signature: ...........................................................
## Appendix ten - Refocus Room Reflection – 5Ws

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Name</td>
<td>Date</td>
</tr>
</tbody>
</table>

Which school rule did you break?

What did you do?

What is your explanation for this behaviour?

What can you do to put things right?

What sanction should you receive? (please tick)

<table>
<thead>
<tr>
<th>No sanction</th>
<th>After-school detention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community service</td>
<td>Refocus room</td>
</tr>
<tr>
<td>Saturday detention</td>
<td>Fixed-term exclusion</td>
</tr>
</tbody>
</table>

Staff member’s comments

Staff signature

Student signature
Appendix eleven - ‘best I can be’ contract

Student name: ..............................................................

Uplands Community College wants all students to be happy, confident, and successful in school. We have three school rules, ‘Ready, Responsible, and Respectful’. I want to stay at Uplands and do my best. I promise that I will:

Ready
- Wear my full school uniform every day with pride
- Bring all of the equipment I need to school
- Arrive at school on time and go to my lessons on time
- Sit down in my place quickly and politely and organise myself for work
- Neatly write the title and date in my exercise book without waiting to be asked to do so
- I will work to the best of my ability in lessons

Responsible
- I will act sensibly in school and on the way to school
- I will walk in the corridors
- I will stay in places that the school has designated as safe at breaks and lunchtimes
- I will act in a safe way and encourage others to act in a safe way
- I will offer help if I can see that someone needs help
- I will report wrongdoing, or rumours of wrongdoing to an appropriate person
- I will complete homework and revise for exams

Respectful
- I will use polite language to staff and students
- I will ensure that people of different races, religions, genders, sexualities, and abilities know that I respect all people equality
- I will follow staff instructions politely and to the best of my ability
- I will be respectful of the rights of other students to learn and I will behave in a way that allows them to learn effectively in our lessons
- I will be respectful of staff time and I will not behave in a way that distracts them from doing their job or means that they have to spend time addressing my poor behaviour
- I will tell the truth
- I understand that if I do not meet the college’s expectations about my behaviour that I might have to attend another school and that this would mean I probably will not do as well in my examinations. I also know that the college will issue sanctions if I do not follow the rules and that this could be a detention, including a Saturday detention, or time in Refocus, or a fixed term exclusion

If I behave well, and work hard in my lessons, I know that the school will give me a good reference and I will make better progress and be more successful in my exams.

Student ..............................................................  Date .........................................................

Parent ..............................................................  Date .........................................................

School ..............................................................  Date .........................................................
Appendix twelve - Reintegration contract – example

Name of Student:  
Year group:  
Contract start date:  

**Outline of Contract**

After repeatedly failing to meet basic college expectations and an exclusion for XXXXXXX, <student name> will return to school on XXXXXX.

In this section write 3 to 4 very SPECIFIC aims for how the student should behave and link them to the reason for the exclusion. The statements should be positive statements about what the student ‘will do’ – for example, if the student was excluded for a physical assault.

1. I will keep my hands and feet to myself and treat other students with kindness and respect
2. I will go and see ??? if I feel myself getting angry
3. I will attend all of my anger management sessions and I will practise the techniques that I am given

I understand that if I do not follow the terms of this contract that I will have further sanctions, which could include fixed term, or even permanent exclusion.

**Next Steps**

<table>
<thead>
<tr>
<th>Student</th>
<th>Name:</th>
<th>Signed:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent(s)/Carer(s)</td>
<td>Name:</td>
<td>Signed:</td>
<td>Date:</td>
</tr>
<tr>
<td>School: Uplands Community College</td>
<td>Name:</td>
<td>Signed:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Appendix 13 Wheel of Intervention

This will be added to and developed during the school year. Students will not necessarily have all interventions, nor will they necessarily have them in a specific order. Interventions can be used more than once if the pastoral team think that this would support the student.
Appendix 14 Uplands Community College Home-School Agreement

Introduction

Uplands Community College is a thriving and aspirational community school. Every individual is challenged and supported to fulfil their academic and personal potential. Staff are highly valued inspirational leaders of learning, whose motivation, enthusiasm, and expertise secure outstanding progress.

We forge strong links and work in partnership with students and parents. Our partnership is built on trust, respect, communication and understanding. Co-operation between home and school, with shared aims and expectations helps students to make faster progress and be more successful at school.

Our School Promise

- To provide a secure and welcoming environment
- To care about the safety and happiness of your child
- To deliver a curriculum which is broad, balanced and well sequenced
- To ensure that homework is set and monitored
- To report regularly to parents and provide opportunities to discuss students’ progress
- To contact parents or carers if there are concerns about welfare, attendance, punctuality, behaviour or progress
- To respond sensitively and promptly to any concern or complaint raised by a parent, carer or student
- To provide information and guidance about careers and higher education
- To provide sensitive and age-appropriate sex and relationship education
- To provide an environment that nurtures talent and encourages personal development

Parents and Carers

- To support the aims of the school and work co-operatively with school staff
- To ensure that my/our child attends school punctually and with minimum absence
- To ensure that my/our child is properly dressed in correct school uniform
- To ensure that my/our child completes all homework set to the best of his/her ability and in reasonable working conditions
- To attend Parents’ Evenings and meetings about my/our child’s progress
- To organise family holidays in the published school holidays unless there are exceptional circumstances
- To talk to my child’s tutor if there are any concerns or problems
- To work with the school to resolve any concerns about attendance, punctuality, behaviour or work

Students

- To attend school punctually and be on site by 8.45am
- To come to school every day unless I am unwell
• To bring necessary equipment and books including pens and pencils to all lessons
• To complete classwork and homework as well as I can
• To ask teachers for help when I have problems with my work
• To behave responsibly and with respect at all times
• To be respectful to others, including peers, staff, visitors, and the local community
• To wear my school uniform and be tidy in appearance
• To be polite and helpful
• To be a positive ambassador for the school and enhance the school’s reputation within the community