

Conduct and Consequences policy

Approved by: Governors

Approved on: July 2022

STA Contact: Headteacher

Revision due: July 2025



1. Rationale

- a. This policy takes into account all the relevant legislation and statutory guidance, which are listed in Appendix A. It also considers relevant advice from the Department for Education and these are also listed in Appendix 1.
- b. This policy is extrapolated from the conduct and consequence procedural document.
- c. At the centre of our conduct and consequences policy is the importance of building positive and respectful relationships with a foundation of honesty and integrity; we expect that staff will lead students in a culture of aspiration to be the best they can be.
- d. There is an inextricable link between the standards of teaching and learning and conduct of students; the quality of teaching has a direct impact on the conduct of students.
- e. Recognising desired conduct positively is an effective way of establishing outstanding learning behaviour.
- f. The principles of supporting learning and respecting others must be at the heart of the conduct and consequences policy and related procedures.
- g. Success should be genuine, and students should be given the chance to develop their self-discipline and responsibility. The school should provide suitable challenge and safe opportunities for students to fail, so that they may learn from their mistakes.
- h. It is important to understand that the reasons for students' conduct may be complex. Sometimes they may make genuine mistakes and occasionally they may display intentionally negative conduct. More often though the situation will be multi-faceted and will have been influenced by a range of factors, recent and historic. Students' previous adverse experiences and/or learning needs may also contribute both to their conduct, their understanding of it and their ability to engage with resolution. It is therefore always important to fully consider any influencing factors when deciding how to manage a situation. One size does not fit all.
- i. Recognition of a student's conduct should acknowledge and celebrate additional positive actions; they should not be routine for expected conduct. Consequences should be consistent with the student's choice or incident.
- j. Good conduct must be encouraged and maintained, and less than good conduct improved.
- k. Communication and collaboration with home is vital. Staff will contact home frequently and regularly, as school procedure dictates. Parents are encouraged to pass on any concerns they have about conduct to the school immediately.

2. The school expects:

- a. Conduct that supports learning and engenders a nurturing environment where people feel safe, secure and supported.
- b. Excellent conduct from students both in and out of the classroom where students model the values of the school.
- c. Students to make outstanding progress – due to consistently good and outstanding conduct and behaviour for learning.
- d. Students to exhibit thoughtful and considerate conduct towards others. Participation in all aspects of school life.
- e. Students to develop resilience in all aspects of school life, to take responsibility (for themselves, their conduct and their learning) and always to try hard to improve.
- f. Parents to reinforce positively the school's expectations about student conduct.
- g. Parents to be engaged and involved in and supportive of, the school's conduct and consequences policy and procedures.

3. At this school:

- a. Staff will
 - i. Model the principles in this policy and the school's values at all times.
 - ii. Overtly demonstrate aspiration for all, from all.
 - iii. Adhere to the Teaching and Learning Policy (2021).
 - iv. Actively develop positive working relationships with all students.
 - v. Lead/attend collective worship as required.
 - vi. Model pro-social behaviours consistently.
 - vii. Not shout unless alerting students/staff to a health and safety risk.
 - viii. Act immediately if there is any risk to another person's well-being or safety.

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- ix. Deal with positive and negative conduct consistently, appropriately and fairly – according to students' needs.
- x. Provide students with a safe environment in which failure becomes a positive aspect of the learning process rather than negatively affecting a student's self-esteem or future growth.

b. Students will

- i. Follow the school rules:
 - 1. Do your best
 - 2. Be kind
- ii. Attend STA regularly and on time, with all the equipment required for the day.
- iii. Wear their full and correct school uniform, presenting themselves with pride.
- iv. Value their own and others' learning time and work sensibly during lessons.
- v. Show respect to all members of the community and their environment.
- vi. Be responsible for their own conduct avoiding unsociable and anti-social behaviour.
- vii. Reflect on their actions and the appropriateness of any resulting consequences.
- viii. Be patient and compassionate, understanding that other's opinions may be different to their own.
- ix. Represent STA positively within the wider community.
- x. Engage in processes that will support them in avoiding repetition of negative conduct.

c. Parents will

- i. Be kept fully informed of any concerns and successes the school has about their child's conduct.
- ii. Be aware of the school rules and expectations and to support the school in the implementation of this policy.
- iii. Follow the Home/School agreement as appropriate.
- iv. Foster good relationships with the school.
- v. Encourage good attendance.
- vi. Ensure homework is completed.
- vii. Make students aware of appropriate conduct in all situations.
- viii. Encourage independence and self-discipline.
- ix. Show an interest in all that their child does in school.
- x. Alert the school as soon as there are any concerns.

4. Monitoring

a. Teaching Staff:

- i. Record issues, consequences and actions (where relevant) on the school system.
- ii. Use relevant school systems to monitor.
- iii. Contact parents/carers where appropriate.
- iv. Maintain a register of contacts and actions taken.
- v. Retain copies of relevant documents.
- vi. Refer concern and success where relevant.

b. Middle Leaders

- i. As above – Teaching Staff.
- ii. Support students, parents/carers to encourage and maintain positive conduct for learning.
- iii. Support staff members to encourage and maintain positive conduct for learning.
- iv. Work with external agencies where appropriate.

c. Senior Team:

- i. As above – Teaching Staff and Middle Leaders.
- ii. SLT will oversee the use of the school's conduct policy and related procedures.
- iii. Ensure training opportunities are in place.
- iv. Report patterns and trends in behaviour for learning to the governors.

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5. Pre-emption strategies

- a. All students are taught the expectations of conduct within each lesson and on the school premises
- b. Every lesson contains an expectation slide for each task
- c. Every classroom has an expectations poster visible
- d. Basic expectations include:
 - i. Using the one way system
 - ii. Appropriate uniform
 - iii. Independent tasks completed in silence
 - iv. Teacher questioning conducted with 'no hands up'
 - v. Silence unless requested to work with other students
- e. Staff use scripted language to remind students of the expectations prior to issuing a Consequence

6. Consequences for poor conduct

- a. A C1 is given as a warning and enable the student an opportunity to correct their conduct. A C1 will be issued for the following:
 - i. Low level disruption (shouting out, not immediately following instructions, disrespect, lack of school values, unkindness or distracting other students)
 - ii. Off task talking
 - iii. Lack of work
 - iv. Being slow to settle/begin tasks
 - v. Lack of equipment
 - vi. Uniform infringements
 - vii. Chewing gum
- b. A C2 is issued should a second C1 be required to be given within a lesson. A C1 must be issued before issuing i, ii, iii, iv, v. Once issued with a C2 (with the exception of lateness to lesson or mobile phone usage) a student is sent to the C2 room for the remainder of the lesson. Conduct that result in a C2 are:
 - i. Continuation of poor conduct
 - ii. Failure to follow instructions
 - iii. Rudeness
 - iv. Lack of school values
 - v. Unkindness
 - vi. Mobile phone usage on school site
 - vii. Using swear words, not directed at someone
 - viii. Late to lesson
- c. A C3 is issued, and a duty member of staff is called placing the student immediately in reflection for 5 lessons, a break and lunch time, should a student exhibit any of the below behaviours. These incidents are investigated and may results in further consequences. A C3 can be issued without the requirement of first issuing a C1 or C2.
 - i. Continuation of poor conduct prior to departing to the C2 room
 - ii. High level disruption
 - iii. Swearing at a staff member
 - iv. Repeated unkindness
 - v. Threatening behaviour/language
 - vi. Refusal to follow instructions
 - vii. Assault
 - viii. Bullying conduct
- d. A C4 can only be issued by a Head of Year or Senior Leader. Students complete 5 lessons, a break and lunch time in reflection, and 1 additional hour after school. Conduct that may results in a C4:
 - i. Theft
 - ii. Persistent Disruptive Behaviour (including multiple C2s over a week, or 2 C3s within a week)
 - iii. Verbal abuse of an adult
 - iv. Verbal abuse of a another student
 - v. Bringing the school into disrepute
 - vi. Damage to property

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- vii. Continued bullying conduct
 - viii. Smoking
- e. A C5 is an internal exclusion and can only be issued by a Senior Leader. Student's issued with a C5 register with their Head of Year in reception at 11am, and remain in reflection until 5pm. Work is supplied for completion. Conduct that may lead to a C5:
- i. Persistent Disruptive Behaviour
 - ii. A significant incident in, or out, of school
 - iii. Sexual misconduct/harassment
 - iv. Bullying
 - v. Prejudicial or discriminatory behaviour/abuse, either verbal or physical
 - vi. Inappropriate social media or online behaviour
- f. A C6 is a formal suspension. These are issued in line with the Department for Education suspension categories. Examples of conduct that may result in a suspension:
- i. Breach of school rules
 - ii. Persistent disruptive behaviour
 - iii. Extreme defiance
 - iv. Extreme rudeness (including swearing at, or about, staff members)
 - v. Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, intimidation, racism; bullying, including cyber bullying
 - vi. Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images
 - vii. Inappropriate use of social media and/or technology, including serious cases of bullying
 - viii. Damage to property, vandalism, graffiti
 - ix. Use of discriminatory language
 - x. Sexual harassment
 - xi. Sexist, racist or homophobic abuse
- g. A managed move is considered on an individual basis and may be for the following reasons:
- i. Pupils who are at risk of permanent exclusion
 - ii. Pupils who persistently break the school rules and require a fresh start elsewhere
- h. Permanent Exclusion & Governors' Hearing is considered in line with national guidance. Please see the school's exclusion policy.

7. Support given to pupils

A variety of support is given to pupils who are routinely receiving C1s and C2s as a consequence for their conduct falling short of the school's expectations:

- a. Pupils will have restorative conversations with the teachers who gave them the consequence.
- b. Pupils will be placed on a conduct report with a member of the pastoral team; tutor or HOY.
- c. Persistently late pupils are placed on a punctuality report.
- d. Pupils may receive mentoring.
- e. Referrals are made, where appropriate, to external agencies for additional support.
- f. Review of individual need may be undertaken by the SEND department.
- g. Pupils who do not respond to HOY report may be put on SLT report.
- h. If a pupil comes off SLT report, they automatically go onto HOY report.

8. Reflection

Reflection starts as soon as a student is issued a second C2 within a day, a C3 or at 8.40am if the consequence is issued for out of class conduct.

If pupils arrive late to reflection they will receive a C2 for lateness as usual.

In referral, pupils must complete a reflection booklet that focuses on the conduct that led to their reflection. They are also provided with a laptop and access to MS Teams. They will access their normal lessons online

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with access to the chat function, but not audio. These chats are monitored and recorded for safeguarding purposes. In order for a pupil to return to lessons, a group reflection session takes place at the end of each school day. Pupils must reflect on the conduct that led to them being placed in reflection.

If a pupil refuses to go to referral they will be sent home. If a child is sent home for refusing to go to referral, or if their parent opts to take their child out of referral against the wishes of the School, the pupil will sit a suspension of one day.

9. Confiscations

a. Mobiles

i. Reasons for confiscation

1. A pupil's phone is seen or heard on the school site.
2. A pupil is found to be carrying more than one mobile phone (in this case, all of the phones are confiscated).
3. A pupil has been involved in inappropriate social media activity.

ii. Time period

1. In the case of reasons 1-2, then the confiscated phones will be returned at the end of the school day.
2. In the case of reason 3, then the School may consider it appropriate to only return the confiscated phone to a parent or guardian. This is at the discretion of the School, any external agencies involved in the case.

iii. Further consequences

1. If any phone is confiscated, the pupil will receive a C2.
2. If they refuse to hand it over or if they pretend it was not theirs, the pupil will receive a C3 for refusal to follow instructions.

10. Investigations

Heads of Year might sometimes deem it necessary and appropriate to conduct investigations into pupils' conduct either inside or outside of school. Students involved within investigations will remain anonymous.

Conduct outlined in section 6 above indicates examples of when an investigation may take place. Should any of the following conduct be alleged an investigation will be undertaken:

- a. Prejudicial language or behaviour
- b. Discriminatory language or behaviour
- c. Sexual harassment
- d. Peer or peer abuse
- e. Bullying
- f. Verbal or physical assault of a student
- g. Verbal or physical assault of a staff member
- h. Verbal or physical assault of a member of the public whilst a pupil is representing the School
- i. Damage to School property, including graffiti
- j. Damage to property outside of school whilst representing the School
- k. Any behaviour that results in harm or impacts the well-being of a community member

Heads of Year reserve the right to ask pupils to show them social media accounts on their phone or any online activity which might contribute to the progress of the investigation. This will always be conducted with two adults with the pupil. This does not count as a confiscation and pupils can expect their phones to be returned to them on conclusion of the investigation unless they have been found to be involved in bullying or inappropriate social media activity. In this case the phone will be confiscated as per the policy outlined in section 9a. Any pupil who refuses to cooperate with the investigation will be placed in the Reflection.

11. Contraband

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Appendix 1: Legislation, Statutory Guidance and Advice

- Education Act 2002
- Education and Inspections Act 2006
- Section 19 of the Education Act 1996, as amended by section 3A of the Children, Schools and Families Act 2010
- Section 29A of the Education Act 2002
- Sections 6A and 100 of the Education and Inspections Act 2006
- Sections 1C and 4 of the Academies Act 2010 (as amended)
- The Education (Pupil Referral Units) (Application of Enactments) (England) 4 Regulations 2007
- The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007
- The Education (Educational Provision for Improving Behaviour) Regulations 2012
- The Education (Short Stay Schools) (Closure) (England) Regulations 2010
- The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012; and
- The Schools Forums (England) Regulations 2012
- The Equality Act 2010
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Behaviour and discipline in schools: guidance for governing bodies
- Alternative Provision – Statutory guidance for local authorities (January 2013)
- School Uniform September 2013
- Sexual violence and sexual harassment between children in schools and colleges (December 2017)
- Use of reasonable force in schools (July 2013)