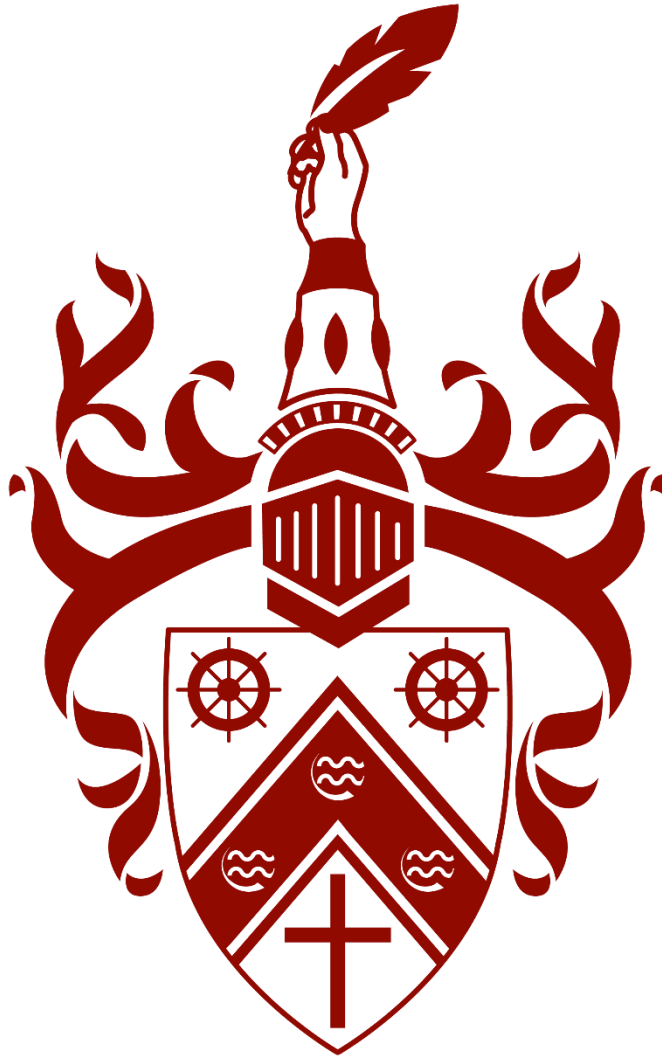


# SIR JOHN CASS'S FOUNDATION AND RED COAT CofE SECONDARY SCHOOL & SIXTH FORM



## SCHOOL DISCIPLINE, PUPIL BEHAVIOUR & PUPIL EXCLUSION POLICY Statutory Policy

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## Introduction

Sir John Cass Red Coat School is a happy, harmonious Church of England School where staff and students feel safe and secure. School life is characterized by a calm purposeful environment underpinned by relationships built upon mutual respect. The school regards the Behaviour Policy as underpinning all teaching and learning.

The policy is based on positive reinforcement of the rules and policies in the school. It gives a framework to reward positive behaviour in the school and a clear structure to challenge behaviour which does not meet the expectations of Sir John Cass's School ethos (The Cass Way). This ethos aims to establish a learning environment which fosters and enables a culture where "we will achieve excellence and inspire generations the Cass Way".

## Scope

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

## Aims

At Sir John Cass School we believe that:

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

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

The aims of this policy are to:

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

The promotion of good behaviour is a shared responsibility and Sir John Cass School is committed to working in partnership with parent and carers in order to maximise children's progress and good behaviour.

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

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

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

a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff.

This policy is to be read and applied in line with other relevant policies notably the Safeguarding Policy which covers child protection, e-safety and Prevent.

### **Behaviour for learning**

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

### **The CASS Way**

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



# THE CASS WAY

As students at Sir John Cass Red Coat School we recognise the role that we play in our own success and in the success of others. Through the smallest of actions we know that we can help each other to achieve and exceed our potential.

## We will:

- 1) always aspire to be the best we can be
- 2) be responsible at all times
- 3) always try our best and never give up
- 4) use our initiative and be independent learners
- 5) be responsible for and take pride in our learning environments
- 6) listen to and help each other
- 7) always prepare for exams and assessments
- 8) respect each other's personal space
- 9) have a zero tolerance approach to bullying, not hurt each other's feelings and think before we speak
- 10) not take part in unacceptable behaviour such as shouting, pushing or insulting each other



**WE LEARN TOGETHER  
WE PRAY TOGETHER  
WE ACHIEVE TOGETHER**

*"Do unto others as you would have them do unto you." Luke 6:31*

## Expectations

### **Pupils are expected to:**

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

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

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

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

- Disrupting the learning of others
- Rude or inappropriate language
- The exhibition of any forms of behaviour that promote hatred, violence or breaking of the law
- The possession, handling or use of anything considered to be a weapon
- Acts of aggression or any kind of physical violence
- Bullying or intimidation (including cyberbullying)
- Discrimination in any form
- Vandalism
- Low-level disruption of lessons

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

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

## Praise and Rewards

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

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

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

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

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

Points are converted into prizes:

CERTIFICATE	VALUE (Point Total)	REWARD
BRONZE	125	You will receive... <b>A Bronze Certificate and Badge</b> <b>+ your choice of:</b> <ul style="list-style-type: none"> <li>• “Fast Track” lunch pass</li> <li>• “Get out of Homework” card – students will still have to complete the homework, but deadline can be extended</li> <li>• Choose Pip Music for the Day</li> </ul>
SILVER	250	You will receive... <b>A Silver Certificate and Badge</b> <b>+ your choice of:</b> <ul style="list-style-type: none"> <li>• “Fast Track” lunch pass</li> <li>• “Get out of Homework” card – students will still have to complete the homework, but deadline can be extended</li> <li>• Choose Pip Music for the Day</li> </ul> <b>You will also be entered in to raffles for a £50 voucher</b>
GOLD	500	You will receive... <b>A Gold Certificate and Badge</b> and... <ul style="list-style-type: none"> <li>• <b>A £5 Voucher</b></li> <li>• <b>A Reward Trip at the end of the Academic Year</b></li> </ul>
PLATINUM	1000	You will receive... <b>A Platinum Certificate and Badge</b> and... <ul style="list-style-type: none"> <li>• <b>A £10 Voucher</b></li> <li>• <b>Entered into a raffle for an iPad Mini</b></li> <li>• <b>A Reward Trip at the end of the Academic Year</b></li> </ul>



## Sanctions

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

Guidance regarding sanctions:

- Students can be disciplined at any time in school or elsewhere under the charge of the school e.g. on school visits.
- Students can be disciplined for misbehaviour outside of school e.g. travelling to and from school, when wearing school uniform or when the behaviour could impact detrimentally the orderly running of the school. In addition students will be punished if they act in a way likely to harm the good name of the school.
- All punishments must be fair, reasonable, proportionate and not in breach of any legislation such as disability or Special Educational Needs (SEND).
- Teachers have the specific legal power to impose detention outside school hours. The times outside normal school hours when detention may be given are evenings, plus weekends (except the weekend preceding or following the half term break) and INSET days (following school hours).
- Students will be detained for no more than 30 minutes at the end of the school day without prior parental notice
- Parents will be given twenty four hours' notice if a student is to be detained after school for longer than 30 minutes.
- With lunchtime detentions, reasonable time is allowed for the pupil to eat, drink and use the toilet.
- Teachers should not issue a detention where they know that doing so would compromise a child's safety. Staff issuing the detention should consider whether the detention is likely to put the student at risk, whether the student has known caring responsibilities which mean that the detention is unreasonable and whether suitable travel arrangements can be made by the parent for the student.
- Teachers can confiscate student property (eg phones, headphones etc); the item will be kept until a parent/carer collects the item.
- Discipline is administered with calm, not anger and works best when it is applied thoughtfully, consistently and a distinction is drawn between the poor behaviour and the individual – it is the action not the individual that we are criticising.
- In the first instance a teacher should attempt to deal with poor behaviour. This is likely to begin by reminding a student if their behaviour falls below acceptable levels and can be increased progressively if the student fails to respond.
- The Behaviour Flow Chart should be followed as a guide to appropriate actions/sanctions (See Appendix 9).
- Consideration should be given as to whether continuing disruptive behaviour may be the result of unmet educational or other needs. At this point, consideration should be given as to whether a multi-agency assessment is necessary or whether there are safeguarding concerns (see Safeguarding Policy).
- Following an incident staff will make a record of the incident, and the subsequent sanction, on ePortal.

## On call

Where a student fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class. Please refer to the behaviour flowchart - see Appendix 9.

## **Knives and bladed items**

Possession of any bladed item on school premises will not be tolerated and is likely to lead to permanent exclusion.

## **Searching and Confiscation**

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

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

## **Searching with consent**

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

## **Searching without consent**

- If a member of staff has reasonable grounds to suspect that a pupil is in possession of a banned item, the pupil can be instructed to undergo a search without consent or parental permission.
- The Head teacher and any authorized staff have a statutory power to search pupils and their possessions with or without consent where they have reasonable grounds for suspecting that the pupil may have one of the banned items
- A pupil refusing to co-operate with a search will be subject to disciplinary measures by the school
- The list of prohibited items;
  - Knives, bladed items, weapons
  - Alcohol
  - Illegal drugs / Legal highs
  - Stolen items
  - Tobacco or tobacco related items
  - Fireworks
  - Inappropriate images e.g. pornography, sexting

- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury, or damage property
- Violent or extremist images or related paraphernalia

### **Electronic devices**

- School staff may examine data files held on personal devices during a search if they believe they have good reason to do so
- In determining a good reason to examine or erase data or files, school staff must reasonably suspect that the data or file has been or could be used to harm, disrupt teaching or break school rules
- If the device is to be returned, relevant files may be deleted or retained by the school to support disciplinary action, or where appropriate passed to the police e.g. in relation to illegal activity.

### **Confiscation**

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

### **Use of reasonable force**

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

### **Allegations against Staff**

If a student was found to have made a false accusation against any member of school staff, appropriate sanctions would be implemented and the student's parents would be contacted. The nature of the sanction

imposed would depend on the severity of the accusation, but serious malicious accusations could result in exclusion.

## **Formal Warning Procedure and Exclusions**

### **Formal Warning Procedure**

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

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

The formal warning system is based on a system of:

- Action
- Monitoring
- Intervention

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

### **Cass Learning Centre (CLC)**

The school fully utilises the on-site CLC. The CLC is used to reduce fixed term exclusions. It is a pre-exclusion strategy. It is also used to support learning for pupils with specific issues in mainstream classes.

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

## **Exclusions/Managed Moves**

The law is precise on the procedures regarding the use of Exclusion– and constantly updated. The School follows the DFE Guidance on the interpretation of these rules into practice and receives regular advice and guidance from the Local Authority and the London Diocesan Board for Schools.

### **Internal exclusion**

Students in Internal Isolation spend the entire day working in silence and are not allowed to leave the room except under supervision to go to the toilet. They do not have morning break and they have their lunch brought to them. Students in Internal exclusion must report to reception at 8.30am and make their way to the Behaviour & Progress Officers' room. Students work on curriculum material during lesson time according to a subject timetable. They may read during break and lunchtime.

During the period of referral the student will have a conversation with the member of SLT or HOY who issued the sanction, to ensure that the student can make a fresh start in the next lesson. School may use internal exclusions/isolation for pupils in order to complete investigations after incidents have been reported.

If a student misbehaves during internal exclusion, the student will repeat the sanction the following day or in serious cases the student may be subject to a referral to the CLC or fixed term exclusion.

### **Fixed term Exclusions**

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

Examples of behaviours that could trigger fixed term exclusion include:

- Persistent failure to comply with school behaviour policy
- Continuing any behaviour outlined above
- Bringing fireworks into school
- Bringing alcohol into school or being under the influence of alcohol or other substances
- Theft
- Harassment or intimidation of a member of staff or student at school or off site

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

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

Where a student displays persistent unsatisfactory behaviour, leaving them at risk of fixed term exclusion, the School will complete a Behaviour Support Plan (BSP)

The plan will be drawn up by the Head of Year setting clear targets agreed by the parents and student.

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

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

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

### **Permanent Exclusion**

In very serious breaches of conduct or persistent cases of misconduct, the School may recommend the permanent exclusion of a student. Permanent exclusion is however, very rarely considered and used, with the option of a "managed move" seen as a much more positive strategy. The basis for exclusion is provided by the Department for Education. In line with Local Authority guidance this school will offer families the option of a

FAP managed move. At no time will parents/carers be coerced in to taking the managed move, they will always have the option of proceeding to a permanent exclusion.

Any student who commits any of the following offences will be excluded permanently:

- Any violence towards a teacher or member of the support staff
- Sexual abuse or assault
- Supplying illegal drugs
- Carrying, handling, possessing or using an offensive weapon, on or off site
- Where the health and safety of others is at risk including carrying or setting off fireworks

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

- Serious actual or threatened violence against another pupil, member of staff or individual on site
- Carrying illegal drugs
- Serious damage to school property
- Any behaviour which brings the school's reputation into serious disrepute, in or out of school uniform
- Persistent serious bullying

When exclusion is not appropriate;

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

### **Reasonable Adjustments**

It is very important to pay close attention to any exceptional circumstances: such as Special Educational Needs, Race Relations, Disability and any other Equality considerations.

The school has in place measures to support pupils and prevent exclusions. These include:

- Targeting pupils for Behaviour & Progress Officer intervention
- Use of placements in the school's CLC
- Use of PSPs (Pastoral Support Plans) and review PSPs
- Completion of CAFs/EHAs Early Help Assessments

- Referrals to internal and external support agencies e.g. TYS (Targeted Youth Support)
- The school is part of the Local Authority Fair Access Protocol (FAP). This enables us to both refer and receive pupils at risk of permanent exclusion via a Managed Move

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

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

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

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

## Additional Information: Appendices

### SCHOOL RULES (APPENDIX 1)

#### **GENERAL:**

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

#### **ATTENDANCE:**

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

8.40am - 1.15pm	Morning Session
1.55pm - 3.00pm	Afternoon Session

#### **LATE:**

Students arriving to registration after 8.40am or 1.55pm are deemed as late. Students arriving late in the morning **must** sign in at reception. When a student is late to school they will be put in the late detention for 1 hour and parents will be contacted.

#### **UNIFORM:**

All students must wear full and correct uniform. Each article of clothing should be clearly marked with the owner's name. Pupils in Key Stage 3 are permitted to wear a jumper under their blazer or a coat over their blazer. Students cannot wear a jumper or coat instead of their blazer. The school has a summer uniform that can be worn in the second half of the summer term.

#### **MOVEMENT:**

Students must move quietly about the corridors and staircases at all times, keeping to the right hand side. They may not run along corridors or staircases.

#### **TOILETS:**

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

#### **BREAKS:**

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

#### **ABSENCE:**

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



**MEDICAL:**

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

**LOST PROPERTY:**

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

**DAMAGE:**

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

**TRAVELLING:**

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

**LITTER:**

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

**EXITS:**

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

**SMOKING:**

Students and all adults are forbidden to smoke on or around the school premises. If a student is caught smoking on the school premises parents will be informed and the pupil will be required to be in the SMT detention for 10 days. This ruling also applies to Shisha pens/e-cigarettes.

**OFFENSIVE WEAPONS:**

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

**BICYCLES:**

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

**CHEWING GUM:**

Students should not chew gum on school premises or at any time during school hours. If found to be chewing, students will be placed in the SMT detention.

**JEWELLERY:**

Students are not permitted to wear any jewellery other than a watch. This includes all earrings/studs.

**LIFTS:**

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

**HOMEWORK:**

Homework should be completed and handed in on time.

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

These may not be used in school. They will be confiscated and kept securely for collection by parents or guardians. The school will not be responsible for investigating the theft of mobile phones, or other valuable items, that should not have been brought into school.

- Any student using a mobile phone in school will have it confiscated.
- Confiscated items will be kept in the school safe.
- Confiscated items will always be returned by a Head of Year or a senior member of staff to parents or legal guardians.

## CLASSROOM CODE (APPENDIX 2)

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

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

### **Beginning the lesson:**

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

### **During the lesson:**

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

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

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

### **Outside the lesson:**

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

FIRST FORMAL WARNING

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoY / BSA	<ul style="list-style-type: none"> <li>Smart Targets discussed &amp; set between HoY/BSA/Pupil &amp; Parent/Carer</li> <li>Letter given to Parent/Carer &amp; put on student file/e-portal</li> <li>Re-visit Home School Contract, Code of Conduct &amp; The Cass Way</li> </ul>	<ul style="list-style-type: none"> <li>BSA Report</li> <li>HoD/Hoy detentions</li> <li>SLT detentions</li> <li>LSU referral</li> <li>Counselling referral</li> <li>CAMHS/Lifeline/Step Forward/Outside agency referrals</li> <li>Restorative meeting</li> <li>Health Assessment referral</li> <li>EHA / PSP</li> <li>Mentoring referral</li> <li>SEN assessment linked to areas of concern</li> <li>EWA referral</li> <li>Internal exclusion</li> <li>Referral to inclusion panel</li> </ul> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> <p>BSA .....BPO EWA.....AWA</p> </div>

SECOND FORMAL WARNING

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoY/BSA/SLT Line Manager	<ul style="list-style-type: none"> <li>Smart Targets discussed &amp; set between HoY/BSA/Pupil &amp; Parent/Carer</li> <li>Letter given to Parent/Carer &amp; put on student file/e-portal</li> </ul>	<ul style="list-style-type: none"> <li>BSA report</li> <li>HoY report</li> <li>SLT report</li> <li>HoY detentions</li> <li>LSU referral</li> <li>Mentoring referral</li> <li>Counselling referral</li> <li>EWA referral</li> <li>Internal exclusion</li> <li>Ext. PSP (8/12/16wks)</li> <li>CAMHS/Lifeline/Step Forward/Outside agency referrals</li> <li>Health Assessment referral</li> <li>SEN assessment linked to areas of concern</li> <li>EHA / PSP</li> <li>Mentoring referral</li> <li>Code of conduct contract/ behaviour contract</li> <li>Referral to inclusion panel</li> <li>Restorative meeting</li> </ul>

THIRD FORMAL WARNING

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoY/BSA/SLT Line Manager	<ul style="list-style-type: none"> <li>Smart Targets discussed &amp; set between HoY/BSA/Pupil &amp; Parent/Carer</li> <li>Letter given to Parent/Carer &amp; put on student file/e-portal</li> </ul>	<ul style="list-style-type: none"> <li>HoY/SLT report (2,4,6 wks)</li> <li>SLT detentions</li> <li>Saturday detentions</li> <li>SEN assessment linked to areas of concern</li> <li>Outside agency referral</li> <li>LSU placement (5 days-10am to 4pm)</li> <li>PSP (8/12/16wks)</li> <li>Behaviour mentoring programme (once a week, 1:1 sessions with BSA for one month)</li> <li>Internal exclusion</li> <li>Counselling referral</li> <li>Ref. to inclusion panel</li> <li>Restorative meeting</li> </ul>

## FOURTH FORMAL WARNING

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoY/IC/Inclusion Manager	<ul style="list-style-type: none"> <li>Smart Targets discussed &amp; set between HoY/BSA/Pupil &amp; Parent/Carer</li> <li>Letter given to Parent/Carer &amp; put on student file/e-portal</li> </ul>	<ul style="list-style-type: none"> <li>LSU placement (2-4 weeks)</li> <li>Progress/Behaviour report (2,4,6 wks)</li> <li>EHA/PSP review</li> <li>Internal exclusion (SLT)</li> <li>Outside Agency Referral</li> <li>PSP (8/12/16wks)</li> <li>SEN assessment linked to areas of concern</li> <li>Saturday detentions</li> <li>SLT detentions</li> <li>Counselling referral</li> <li>Ref. to Inclusion Panel</li> <li>Restorative meeting</li> </ul>

## FIFTH FORMAL WARNING

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoY/IC/Deputy Head	<ul style="list-style-type: none"> <li>Formal warning letter to warn Parent/ Carer/ Pupil that they are in danger of permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>Fixed term exclusion (5 days minimum)</li> <li>LSU placement (4-6 weeks)</li> <li>Progress/ Behaviour report (SLT, 4-6 weeks)</li> <li>SLT detentions</li> <li>Saturday detentions</li> <li>Outside Agencies/ Inclusion panel/ counselling ref.</li> <li>EHA/ PSP review</li> <li>Alt. Prov./LEAP/Local School RIG</li> </ul>

## SIXTH FORMAL WARNING

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoY/IC/Deputy Head	<ul style="list-style-type: none"> <li>Formal warning letter to warn Parent/ Carer/ Pupil that they are in danger of permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>Fixed term exclusion (10 days minimum)</li> <li>LSU placement (4-6 weeks)/ Restorative meeting</li> <li>Progress/ Behaviour report (SLT, 4-6 weeks)</li> <li>Managed Move</li> <li>Saturday detentions</li> <li>Outside Agencies</li> <li>EHA/PSP review Alt. Prov. LEAP/ Local School RIG</li> <li>Counselling ref.</li> <li>Inclusion panel ref.</li> </ul>

## SEVENTH FORMAL WARNING

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoY/IC/Deputy Head	<ul style="list-style-type: none"> <li>Formal warning letter to warn parent/carer/pupil that they are in danger of permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>Fixed term exclusion (UP TO 15 days)</li> <li>Managed move</li> <li>SEN assessment linked to areas of concern</li> <li>Outside Agencies</li> <li>EHA/PSP review</li> <li>Alt. Prov./LEAP/Local School RIG</li> <li>Counselling ref.</li> <li>Inclusion panel ref.</li> <li>Restorative meeting</li> </ul>

EIGHTH FORMAL WARNING

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoY/IC/Head Teacher	<ul style="list-style-type: none"> <li>Head Teachers Letter</li> </ul>	<ul style="list-style-type: none"> <li>Fixed term exclusion (UP TO 15 days)</li> <li>Managed move</li> <li>SEN assessment linked to areas of concern</li> <li>Outside Agencies</li> <li>EHA/PSP review</li> <li>Alt. Prov./LEAP/Local School RIG</li> </ul>



NINTH FORMAL WARNING

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
Head Teacher/DHT	<ul style="list-style-type: none"> <li>Contact with LA</li> <li>Head Teachers Letter</li> </ul>	<ul style="list-style-type: none"> <li>Alternative provision/ LEAP/ Local School RIG</li> <li>Managed Move</li> <li>PERMANENT EXCLUSION</li> </ul>



**Sir John Cass Red Coat School CLC Referral Form**

Name of Student: ..... Form: .....

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

Parent/s or Carer: .....

Address: .....

Telephone No/s: .....

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

**Matters giving cause for concern/Reason for referral:**

**Strategies used (✓ and date where possible)**  
Internal exclusion ( )                      Mentoring ( )  
Dept Reports ( )                              Parent Interview HOY ( ) / SMT ( )  
Head of Year Report ( )                      CAF completed( ) date:  
PSP ( )                      BSA Referral ( )                      SEN Referral ( )                      Date:  
Other intervention / agencies involved: \_\_\_\_\_

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

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

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

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

<b><u>Copies to:</u></b>			
Head of Key Stage		CLC Line Manager	
CLC Co-ordinator		SENCO	
HOY		Form Tutor	
Pastoral Mentor		Liaison/Attendance Officer	
SLT Line Manager		Reception	
BSA/BPO		CLC staff	

# DETENTION PROCESS

## LESSON TIME

### STAGE 1 – Teacher

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

**COMPULSORY ACTIONS:** Detention (up to 30 mins)  
Record on e-portal

### STAGE 2 – Teacher/HOD

**Repetition of Stage 1 issues:**

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

**Failure to attend teacher detentions:**

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

### STAGE 3 – HOD/HOY/BPO

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

**ACTIONS**

- Parental Meeting (classroom teacher/ postholder or HOD)
- Extended detentions
- Progress/Behaviour department report (minimum 2 wks)
- Inform BSA/HoY/SLT/LM
- Record on e-portal
- Use of on-call/follow up by HoD

## TUTOR/NON-CONTACT TIME

### STAGE 1

- Low Level Disruption
- Planner/Uniform/Equipment
- Lateness
- Not following code of conduct / The Cass Way

**COMPULSORY ACTIONS:** Detention (up to 30 mins)  
Record on e-portal

### STAGE 2

**Repetition of Stage 1 issues:**

- BSA Detentions
- HOY Detentions
- Phone call home by form tutor

### STAGE 3

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

**ACTIONS**

- Parental Meeting
- Progress / Behaviour report (BSA/HoY)
- Extended detentions

### STAGE 4 – SMT/HOY

**Major Incidents / Truancy / Persistent negative e=portal entries / Breach of The Cass Way**

**ACTIONS**

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

## FIRST FORMAL WARNING





# THE CASS WAY

As students at Sir John Cass Red Coat School we recognise the role that we play in our own success and in the success of others. Through the smallest of actions we know that we can help each other to achieve and exceed our potential.

## We will:

- 1) always aspire to be the best we can be
- 2) be responsible at all times
- 3) always try our best and never give up
- 4) use our initiative and be independent learners
- 5) be responsible for and take pride in our learning environments
- 6) listen to and help each other
- 7) always prepare for exams and assessments
- 8) respect each other's personal space
- 9) have a zero tolerance approach to bullying, not hurt each other's feelings and think before we speak
- 10) not take part in unacceptable behaviour such as shouting, pushing or insulting each other



**WE LEARN TOGETHER  
WE PRAY TOGETHER  
WE ACHIEVE TOGETHER**

*"Do unto others as you would have them do unto you." Luke 6:31*

## Sanctioning Behaviour Guidelines (Appendix 7)

Behaviour	Consequence Teacher, HOY, HOD, SLT response. <i>(this is not an exclusive list and is used as a guide)</i>	Response if Ongoing
Late to school- arriving after 8.30am	<ul style="list-style-type: none"> <li>• Same day detention until 4.00pm</li> </ul>	<ul style="list-style-type: none"> <li>• HoY contacts parents.</li> <li>• Parent meeting HOY &amp; SLT</li> <li>• Internal exclusion.</li> <li>• Punctuality report for 2 weeks</li> </ul>
Late to school- arriving after 9.00am	<ul style="list-style-type: none"> <li>• Same day detention 4.30pm</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• HoY contacts parents.</li> <li>• Parent meeting HOY &amp; SLT</li> <li>• Referral to EWO</li> <li>• EWO Action</li> <li>• Punctuality report for 2 weeks</li> </ul>
Missing item of uniform	<ul style="list-style-type: none"> <li>• Form Tutor Detention logs on EPORTAL</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor contacts home</li> <li>• HoY contact parents.</li> <li>• Parent meeting</li> </ul>
No planner in tutor time	<ul style="list-style-type: none"> <li>• Form tutor detention.</li> <li>• Logs on EPORTAL</li> <li>• Day 1 tutor issues blank planner page.</li> </ul>	<ul style="list-style-type: none"> <li>• Day 2 Student to replace planner or 4-30 detention.</li> </ul>
No equipment (pen, pencil, reader) in tutor time	<ul style="list-style-type: none"> <li>• Form Tutor detention.</li> <li>• Logs on EPORTAL</li> </ul>	<ul style="list-style-type: none"> <li>• Form Tutor contact home and record on EPORTAL</li> <li>• Parent meeting Form Tutor</li> </ul>
No note for absence	<ul style="list-style-type: none"> <li>• Form Tutor detention and note in planner reminding parents of need for letter next day.</li> </ul>	<ul style="list-style-type: none"> <li>• Form Tutor Parent contact.</li> <li>• Attendance Officer to contact home.</li> </ul>
Non regulation equipment- mobile, headphones, MP3 etc	<ul style="list-style-type: none"> <li>• Teacher confiscates and mobiles and valuables are put into secure storage.</li> <li>• If student is defiant and refuses to co-operate use same sanctions for defiance.</li> </ul>	<ul style="list-style-type: none"> <li>• If student rude/ defiant when asked to give item over refer to HOY/SLT.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher logs on EPORTAL.</li> <li>• Mobile phones etc returned to parents</li> </ul>	
Late to lesson	<ul style="list-style-type: none"> <li>• Class teacher logs on EPORTAL.</li> <li>• Detention with class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuality report.</li> </ul>
No equipment in lesson	<ul style="list-style-type: none"> <li>• Note made in planner.</li> <li>• Class teacher log on EPORTAL.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform HOD.</li> <li>• Subject based report.</li> <li>• Log on EPORTAL.</li> </ul>
No planner in lesson	<ul style="list-style-type: none"> <li>• Class teacher log to EPORTAL.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform HOD.</li> <li>• Subject based report.</li> <li>• Log on EPORTAL.</li> </ul>
Chewing gum/eating	<ul style="list-style-type: none"> <li>• Student told to remove and into bin.</li> <li>• If they repeat in same lesson class, log on EPORTAL as refusing to follow instructions.</li> </ul>	
<p>Cumulative low level disruption- shout out, talking out of turn, talking off task, not silent when required, low level failure to follow instructions such as 'put down pen'.</p> <p>See flow chart for managing behaviour in the classroom.</p>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> time- remind student of rule.</li> <li>• 2<sup>nd</sup> time- warn student of consequence if they continue. Make note of name in staff planner.</li> <li>• 3<sup>rd</sup> time- removal to shadow timetable/parking within department</li> <li>• Departments to publish rooms</li> <li>• HOD and class teacher to organise resolve and/or reintegration.</li> <li>• If student refuses to go, alert on call. Student to be isolated, a detention until 4-30</li> </ul>	<ul style="list-style-type: none"> <li>• If ongoing teacher should make contact with home (consult with HOD/HOY).</li> <li>• Refer to HOD if no improvement and agree action e.g. department report, meeting with parent.</li> <li>• Log on EPORTAL.</li> <li>• Possible referral to CLC.</li> </ul>

	<p>pm and meeting with parent.</p> <ul style="list-style-type: none"> <li>• Class teacher and HOD to log to EPORTAL.</li> </ul>	
Inadequate Classwork/Homework	<ul style="list-style-type: none"> <li>• Class teacher detention</li> <li>• Appropriate time set to catch up on work missed.</li> <li>• Log on EPORTAL.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher contacts home</li> <li>• Consult HOD</li> <li>• Department detention</li> <li>• Parent meeting Class Teacher with HOD</li> <li>• Department Report</li> </ul>
<p>Non completion of report card</p> <p>Failure to complete report card- repeated non-completion of report, failure to have signed by class teachers/adults at home/staff co-ordinating, losing report card.</p>	<ul style="list-style-type: none"> <li>• 4.30pm detention and meeting with parent with member of staff leading report card.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor/teacher/HOD/HOY to meet with parent/carer. Additional interventions.</li> </ul>
<p>Defiance- refusal to follow instruction e.g. student refuses to move, teacher warns that they will have to be sent out if they continue to refuse but student continues to refuse.</p>	<ul style="list-style-type: none"> <li>• SLT on call.</li> <li>• Isolation.</li> <li>• 4.30pm Smt detention.</li> <li>• Meeting with parent.</li> <li>• Possible referral to CLC.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject teacher to meet with student to resolve.</li> </ul>
<p>Leaving room without permission.</p>	<ul style="list-style-type: none"> <li>• Alert on call.</li> <li>• Isolate in IEU.</li> <li>• 4.30pm detention and meeting with parent.</li> <li>• Class teacher to log on EPORTAL.</li> </ul>	<ul style="list-style-type: none"> <li>• HOY to meet with parent/carer.</li> <li>• Additional interventions.</li> </ul>
<p>Rudeness- e.g. swearing, inappropriate comments such as "I don't have to listen to you".</p>	<ul style="list-style-type: none"> <li>• Isolate.</li> <li>• 4.30pm detention.</li> <li>• Meeting with parent.</li> <li>• Possible exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• HOY to meet with parent/carer.</li> <li>• Additional interventions.</li> <li>• Possible referral to CLC.</li> </ul>

Argumentative, confrontational behaviour.	<ul style="list-style-type: none"> <li>Initial member of staff log on EPORTAL.</li> </ul>	
Failure to follow instructions in Isolation	<ul style="list-style-type: none"> <li>Found by on call</li> <li>Fixed term exclusion.</li> <li>Repeat day in Isolation.</li> <li>On call staff to log on EPORTAL.</li> </ul>	<ul style="list-style-type: none"> <li>SLT/HOY to meet with parent/carer.</li> <li>Additional interventions.</li> </ul>
Racist/Homophobic abuse	<ul style="list-style-type: none"> <li>Isolation- investigate,</li> <li>Fixed term exclusion.</li> <li>HOY/SLT to log on EPORTAL.</li> <li>Report issue to Local Authority</li> </ul>	<ul style="list-style-type: none"> <li>SLT/HOY to meet with parent/carer.</li> <li>Additional interventions.</li> </ul>
Bullying: verbal, physical, cyber	<ul style="list-style-type: none"> <li>Tutor/HOY to investigate.</li> <li>Liaise with SLT behaviour.</li> <li>Possible police referral.</li> <li>Range of sanctions as appropriate.</li> <li>Log on EPORTAL.</li> </ul>	<ul style="list-style-type: none"> <li>SLT/HOY to meet with parent/carer.</li> <li>Additional interventions.</li> <li>Possible referral to CLC.</li> </ul>
Internal truancy	<ul style="list-style-type: none"> <li>4.30pm detention.</li> <li>2 weeks attendance report monitored by tutor.</li> <li>HOY to log on EPORTAL.</li> </ul>	<ul style="list-style-type: none"> <li>HOY to meet with parent/carer.</li> <li>Additional interventions.</li> </ul>
External truancy	<ul style="list-style-type: none"> <li>4.30pm detention.</li> <li>2 weeks attendance report monitored by tutor/HOY/Link Smt</li> <li>HOY to log on EPORTAL.</li> </ul>	<ul style="list-style-type: none"> <li>SLT/HOY to meet with parent/carer.</li> <li>Additional interventions.</li> <li>Possible referral to CLC.</li> </ul>
Abusive/intimidation of staff outside of school	<ul style="list-style-type: none"> <li>Isolation</li> <li>Investigation by HOY/SLT- possible police referral.</li> <li>Fixed term Exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>SLT/HOY to meet with parent/carer.</li> <li>Additional interventions.</li> <li>Possible referral to CLC.</li> <li>Possible permanent exclusion</li> </ul>

	<ul style="list-style-type: none"> <li>• SLT/HOY to log on EPORTAL.</li> <li>• Possible permanent exclusion.</li> </ul>	
Sexual harassment	<ul style="list-style-type: none"> <li>• Isolation.</li> <li>• Investigation by SLT/HOY- possible police referral (fixed term exclusion)</li> <li>• HOY to log on EPORTAL</li> <li>• Possible permanent exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT/HOY to meet with parent/carer.</li> <li>• Additional interventions.</li> <li>• Possible referral to CLC.</li> <li>• Possible permanent exclusion</li> </ul>
Bringing the school into disrepute	<ul style="list-style-type: none"> <li>• Isolation and contact parent/carer (to collect).</li> <li>• SLT investigate.</li> <li>• Fixed term exclusion.</li> <li>• SLT to log on EPORTAL.</li> <li>• Possible permanent exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT/HOY to meet with parent/carer.</li> <li>• Additional interventions.</li> <li>• Possible referral to CLC.</li> <li>• Possible permanent exclusion.</li> </ul>
Theft	<ul style="list-style-type: none"> <li>• Investigation by HOY/SLT- possible police referral (fixed term exclusion).</li> </ul>	<ul style="list-style-type: none"> <li>• Additional interventions.</li> <li>• SLT/HOY to meet with parent/carer.</li> <li>• Possible referral to CLC.</li> </ul>
Damage to property	<ul style="list-style-type: none"> <li>• Investigation by SLT/HOY possible police referral (fixed term exclusion).</li> <li>• HOY/SLT to log on EPORTAL.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional interventions.</li> <li>• SLT/HOY to meet with parent/carer.</li> </ul>
Persistent failure to follow the schools behaviour policy	<ul style="list-style-type: none"> <li>• Isolation and contact parent/carer (to collect).</li> <li>• SLT investigate.</li> <li>• Fixed term exclusion.</li> <li>• Possible Permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• SLT/HOY to meet with parent.</li> <li>• Possible referral to CLC.</li> <li>• Possible Managed Move</li> </ul>

Physical aggression to staff/student.	<ul style="list-style-type: none"> <li>• SLT on call.</li> <li>• Immediate SLT action and isolation.</li> <li>• Contact parent/carer to collect.</li> <li>• Investigation by SLT on call.</li> <li>• Fixed term Exclusion.</li> <li>• Possible Permanent exclusion</li> <li>• Initial member of staff to log on EPORTAL.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT to meet with parent.</li> <li>• Possible referral to CLC.</li> <li>• Possible Managed Move</li> <li>• Possible permanent exclusion.</li> </ul>
Serious physical violence towards another student(s)	<ul style="list-style-type: none"> <li>• Immediate SLT action and isolation.</li> <li>• Investigation by SLT/HOY- possible police referral.</li> <li>• Possible permanent exclusion.</li> <li>• HOY/SLT to log on EPORTAL.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT/HOY to meet with parent/carer.</li> <li>• Possible referral to CLC.</li> <li>• Possible permanent exclusion.</li> <li>• Possible Managed Move</li> </ul>
Physical violence towards a member of staff	<ul style="list-style-type: none"> <li>• Immediate SLT action and isolation.</li> <li>• Investigation by SLT/HOY- possible police referral.</li> <li>• Permanent exclusion.</li> <li>• HOY/SLT to log on EPORTAL.</li> </ul>	<ul style="list-style-type: none"> <li>• Zero Tolerance - will lead to permanent exclusion.</li> <li>• Offer of managed move.</li> <li>• Investigation carried out by Deputy Headteacher.</li> <li>• Parental meeting with Headteacher.</li> </ul>
Possession of an offensive weapon.	<ul style="list-style-type: none"> <li>• Immediate SLT action and isolation.</li> <li>• Investigation.</li> <li>• Permanent exclusion.</li> <li>• HOY/SLT to log on EPORTAL.</li> </ul>	

Dealing drugs on site	<ul style="list-style-type: none"> <li>• Immediate SLT action and isolation.</li> <li>• Investigation.</li> <li>• Permanent exclusion.</li> <li>• HOY/SLT to log on EPORTAL.</li> </ul>	
Under the influence of drugs/alcohol on site	<ul style="list-style-type: none"> <li>• Priority initially his health/welfare of student.</li> <li>• Consider contacting emergency services.</li> <li>• Parents to collect from school and take into their supervision.</li> <li>• Consider referral to appropriate support agency.</li> </ul>	<ul style="list-style-type: none"> <li>• Placed in the school's CLC</li> <li>• Consider fixed term or permanent exclusion.</li> <li>• Consider offer of managed move</li> </ul>





## **Sir John Cass & Red Coat School Home/School Agreement**

### **Sir John Cass Red Coat School will aim to provide:**

- A safe and secure learning environment for all;
- The highest standards of care and discipline to promote respect for all;
- A learning environment, including equipment, resources and facilities to promote confidence and independence in our student as learners;
- Academic guidance and assistance to pupils throughout their school career; regular reports, information and consultations about progress;
- A link to outside agencies when necessary.

### **Sir John Cass Red Coat School expects:**

#### **Students**

- To work to the best of their ability;
- To complete all homework and coursework;
- To achieve regular and punctual attendance;
- To respect all members of the school community;
- To follow modern British values;
- To take responsibility for their own work and behaviour;
- To follow the school rules and codes of conduct; to be mindful of the reputation of the school at all times;
- Not to use the school name without gaining prior consent/authorisation;
- To understand that they will lose their place if they bring a knife/weapon in to school;
- To care for all school equipment, the school buildings and respect the school environment.

#### **Parent(s) and/or Guardian(s)**

- To support the school and its ethos;
- To work in partnership with the staff;
- To inform the school promptly of any concerns;
- To respond to concerns raised by members of staff;
- To ensure regular and punctual attendance of their child/children to school, to avoid taking their child/children out of school during term time;
- To support the high standards of discipline, behaviour and security in the school;
- To acknowledge the part that good discipline, behaviour and security play in high attainment;
- To send their children to school in full uniform and properly equipped to work;
- To support the school in upholding modern British values;
- To attend all parents' evenings, meetings and Academic Review Days;
- To notify the school of any changes in your personal details.

#### **Staff**

- To act professionally;
- To demonstrate a commitment to the Safeguarding of all pupils;
- To teach to the best of their ability;
- To set homework and to regularly mark and assess each pupil's work;
- To keep parents/carers updated of their child's progress in school.

I consent to the school using images of my child for publicity and promotion.

**Name of parent/guardian:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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



**Sir John Cass & Red Coat School – End of Placement Meeting & Notice**

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

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

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

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

Summary of placement:

Areas of curriculum the student has completed work in:

Areas of the curriculum where there are concerns:

Pupil comment/s:

Parent/Carer Comments:

Targets:  
1.  
2.

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

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

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



**Sir John Cass & Red Coat School – Behaviour Contract**

Pupil Name: \_\_\_\_\_ Form: \_\_\_\_\_

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

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

- 
- 
- 
- 

Pupil signature: \_\_\_\_\_

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



**Cass Learning Centre (CLC) Student & Parent/Carer Contract**

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

On entry to the CLC I agree to the following:

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

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

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

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

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

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

## Behaviour Flow Chart (Appendix 12)

