Behaviour Policy and Statement of Behaviour Principles

Harrow Way Community School

This policy, like all school policies, is to be implemented in accordance with the principles and practice stated in our Equality Scheme.

This Policy complies with section 89 of the Education and Inspections Act 2006.

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on DfE guidance explaining that maintained schools should publish their behaviour policy online.

3. Definitions

Students have the right to learn and teachers to teach, without good behaviour, neither is possible. The school has a responsibility to encourage students to manage their behaviour in such a way that learning and teaching can be effective in school and on school visits. There is also an expectation that students are considerate to the community and therefore we expect good behaviour on their way to and from school.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Assault
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Recording staff or students during school hours
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco, cigarette papers, e-cigarettes/vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We take bullying very seriously and regularly monitor and review our approach.

Whole school proactive strategies to prevent bullying include:

- Students are educated about bullying through the PSHE curriculum
- Assemblies and drop-down tutor time sessions through the year
- Anti-Bullying notice board
- The BIG award - Awarded annually for proactive anti-bullying strategies
- Students sign the anti-bullying charter every year
- Peer mentors and cyber ambassadors support their peers at social times
- Bullying can be reported to any member of staff or via the support button which is on the school website. Parents are encouraged to contact their child's tutor in the first instance
- Year teams will investigate bullying
- Sanctions will be applied depending on the outcomes of the investigations, this is recorded on BROMCOM
- Students who have been bullied are supported through their tutor and year teams, if other interventions or supports are required a referral for additional support can be made via the Safeguarding Team
- Staff use the tiered response approach when dealing with bullying and have training around identifying bullying and supporting students.

5. Roles and Responsibilities

5.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written Statement of Behaviour Principles (appendix 1).

The Governing Board will also review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the Governing Body, giving due consideration to the school's Statement of Behaviour Principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Use attachment awareness and emotional coaching tools and principles
- Recording behaviour incidents
- Record child-on-child harm (including sexual harassment) incidents via CPOMS

The Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Student Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school with its aims for disruption free learning
- Support the school with enforcing its Behaviour Policy
- Contact the school to make an appointment to discuss any issues, parents should not turn up to school expecting to speak to staff
- Discuss any concerns around behaviour in a respectful manner
- Supervise and monitor their child's online behaviour
- Adhere to the Home School Agreement which is published in student planners.

6. Student Code of Conduct

Students are expected to follow our 3 simple rules of behaviour:

1. Be ready
2. Be respectful
3. Be your best

These incorporate all of the following rules:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class there is an expectation of disruption-free learning (failure to follow this will result in removal)
- Complete work to the best of their ability
- Move quietly around the school
- Treat the school buildings and school property with respect, this includes putting litter in the bin
- Wear the correct uniform at all times (see appendix 2)
- Have the correct equipment for each lesson
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- We are a mobile phone-free site for students. Phones should be switched off and placed in bags. before coming onto the school site and must remain in bags until students leave the school site. If seen, phones will be immediately confiscated, and students can collect them from the student reception at the end of the school day. If they are caught with it for a 3rd time, parents will need to come into school to collect it, and a phone ban for two weeks will be put in place. Repeat offences will result in a longer ban. If a student is caught filming a member of staff or students this will result in a suspension.
- Be courteous and well-mannered
- Not to leave the school site without permission
- Be punctual to school and lessons
- Not to bring valuable possessions or prohibited items such as smoking paraphernalia, weapons, drugs or alcohol
- Respect for others in our community on the way to and from school.

7. Rewards and Sanctions

We believe that good behaviour should be recognised, we aim to encourage good behaviour through constant and consistent positive recognition. This approach creates a positive school environment and improves students' self-esteem.

7.1 List of Rewards and Sanctions

Positive behaviour will be rewarded with:

- Praise
- Stamp at the end of each lesson for following the Class Code of Conduct in lessons
- Extra stamps can be given to reward voluntary activities and exceptional achievements
- Positive Points
- Letter, postcards or phone calls home to parents
- Special responsibilities/privileges
- Items from the online reward shop
- Headteacher commendations
- Being invited to attend events, trips or visits
- Termly celebration assemblies
- Presentation evenings

Behaviour incidents can vary considerably, so each case will be treated on an individual basis. Consideration will be given in accordance with our Reasonable Adjustment Policy when issuing sanctions. All schools have the legal right to use detentions as a disciplinary measure for all students. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- In the classroom, C1 to C3 will be used to ensure disruption-free learning. Students who get to a C3 will be removed from the lesson and placed in the Protected Learning Room (PLR)
- Sending the students out of the class for a short period of time
- Expecting work to be completed at home or during free time
- Detention at break, lunchtime, or after school for breaches in the Code of Conduct can be given. Whole-class detentions should be avoided. Late detentions will be used for persistent lateness to school.
- Poor behaviour is logged on an electronic monitoring system. Parents can access this information via the parent app if they have supplied the school with an email address.
- Letters or phone calls home to parents
- Agreeing a Behaviour Contract
- We have a system of report cards, which are used to monitor student behaviour in lessons

and work on agreed targets

7.2 Sanctions

- To ensure disruption-free learning, students will be removed from lessons and placed in the Protected Learning Room (PLR) and issued with a detention if they receive a C3 during a lesson. Work will be given to the student to complete while in the room, and a protected learning detention (PLD) will follow on that day initially for 30 minutes. An email will be sent to parents informing them of the detention. Failure to turn up for this protected learning detention will result in an hour detention the following day, and parents will be informed.

- Other sanctions may be used if it is felt that students fail to comply with behaviour expectations when in the Protected Learning Room (PLR) or fail to attend their protected learning detention. Poor behaviour during the protected learning detention will result in an increase of 30 minutes to their detention on that day. Protected learning detentions are managed by Middle Leaders and Year Leader Assistants. During the protected learning detention, a restorative conversation with the teachers from whose class the student was removed from will be held, and the Year Leader Assistants will help to facilitate these conversations. The restorative conversation is an important part of the sanction as it allows all parties to be heard, and problem-solving can take place to avoid repeated incidents.
- Heads of Years may set a 1-hour after school detention for breaches of the behaviour policy.
- A two-hour SLT detention which will take place on a Monday may be put in place for serious or persistent breaches of the behaviour policy.
- Students are expected to have excellent behaviour when representing the school on a trip, and we reserve the right not to include students whose past record of behaviour may cause concern. Equally, if a child's place is withdrawn later in the year due to concerns over the safety of others, or due to a child's own safety in following instructions of staff, parents and carers would still be liable to cover the full cost of the trip. If a student's behaviour on a school trip is considered unacceptable, you may be required to collect your child at your own expense.
- Isolation will only be used after all reasonable strategies have been unsuccessfully attempted. Isolation will be used for serious incidents that take place during the course of the day and where it is not possible or appropriate to reintegrate the student immediately into lessons. This may be with the student's tutor or Head of Year. The student will be given work to do and will be supervised throughout the day.
- Internal suspensions will be used for serious incidents; students will be isolated in our Internal Suspension Room (ISR) and will be supervised by school staff. Students will need to arrive at reception at 9 am and will be escorted off-site at 2.50 pm. Students will have different break times from the rest of the school, but will be able to get food and fresh air. They are expected to work in silence throughout the day. Parents will be informed by phone call and letter if their child is placed in the Internal Suspension Room, and a reintegration meeting with parents will be requested.
- Off-site direction may be used to access John Hanson's or Winton's school's Internal Exclusion Room. This will be used for very serious incidents, usually for 1 or 2 days. Students will be isolated in the host school's Internal Isolation Room. Work will be

provided by the home school, and if the student has free school meals, food will be provided by the host school. The student is expected to wear the full school uniform and work in silence; parents are expected to provide transport to and from the school if required. Parents will be informed by a telephone call and a letter of this exclusion. We will, in turn, at times host students from John Hanson or Winton in our internal suspension room. Parental permission is not required for an off-site direction, but we will always try to work with parents. Failure to attend an off-site direction without a good reason will be recorded as unauthorised absence. A reintegration meeting with the parents will be requested.

- Extended off-site direction at another setting may be used by the school for particularly serious behaviour issues. This may be used for up to six weeks initially. We would hope to gain the support of parents/carers. In some cases, offsite directions may lead to a managed move where the student is taken on the roll by the host school if all parties are in agreement and there is a space available.

- A suspension is a very serious sanction and is not taken lightly. The decision to have a suspension is made by the Headteacher. Parents will be informed by phone and letter. Parents are legally responsible for their child for the first 5 days of any suspension, and they must be at home during this period. Work is available on the school website for students to complete while suspended; this will be sign-posted to parents when informed of the suspension. Parents are expected to attend a reintegration meeting with the Headteacher or Deputy Headteacher before their return to school. If a student has a social worker, the social worker will be informed of the suspension.

- Reduced timetable and phased returns can be used in extreme cases to facilitate positive reengagement of school or support medical conditions. Parents' agreement will be sought, and bespoke provisions will be agreed with parents. Parents will be required to sign a risk assessment and a letter outlining the reduced hours to ensure parents take safeguarding responsibilities for their child when they are not in school. All reduced and phased return timetables that are less than 25 hours per week are reported to Hampshire County Council

- It may be necessary to make a referral to the Education Inclusion Service in order to access Outreach Support and/or interventions for students who have persistent behaviour issues. The Education Inclusion Services are able to offer specialist support around behaviour. This service is accessed to support young people in trying to try and avoid permanent exclusions.

- Permanent exclusions are only used as a last resort when all other strategies have been exhausted or for one-off extreme incidents such as physical violence or bringing illegal drugs into school.

7.3 Off-site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or travelling to or from school in school uniform.

7.4 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

The good behaviour of students is essential to effective teaching and learning. Inadequate behaviour will always be challenged by all staff and acted upon. The Behaviour for Learning System is based on the principle that once students know the rules and the consequences, they can make the right choices for themselves. When children thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Good behaviour and disruption-free classrooms benefit all students and therefore, we need to apply these fairly and consistently. Where students have significant SEND or medical needs, where it is deemed that adjustments are needed, we will put these in place (please see the Reasonable Adjustment Policy: J:/AdminStaff/Policies and Protocols/Ratified Policies). This does not mean however, that poor behaviour is acceptable.

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. The Harrow Way checklist is used to support staff and to gain consistency across the school.

They will:

Create and maintain a stimulating environment that encourages students to be engaged

- Display the pupil Code of Conduct and the Consequences System to ensure disruption-free behaviour
- Develop a positive relationship with students
- Greet pupils in the morning/at the start of lessons at the classroom door (one foot in one foot out)
- Use do now tasks at the start of the lesson
- Use classroom voices to help transition between activities
- Establish clear routines and plan for good behaviour
- Communicate expectations of behaviour in ways other than verbally
- Focus on highlighting and promoting good behaviour where possible
- Use RIP (reprimand in private) and PIP (praise in public)
- Use the C1- C3 system to ensure disruption-free learning
- Ensure students leave the lesson in a calm and orderly manner (one foot in one foot out)
- Give out stamps at the end of each lesson to discuss behaviour and encourage positive behaviour
- Use sanctions for breaches of the Code of Conduct if needed and update BROMCOM
- Use the principles of Teach like a Champion to support engagement in learning
- Use attachment awareness and emotional coaching tools and principles to de-escalate behaviour
- Use student profiles, information on the SEND Google drive and SEND bulletin to plan lessons to meet the needs of the class

If a student reaches a C3 during a lesson, this means they are disrupting the learning of others, therefore as part of our commitment to disruption-free learning, staff need to send a student down to Reception to call for an Emergency Call Out (ECO). Emergency Call Out can also be used in emergencies or circumstances of severe disruption and or harm to another person.

8.2 Physical Restraint

In extreme circumstances, staff may use reasonable force to restrain a student to prevent them from hurting themselves or others.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to Hampshire County Council

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items may be returned to the parent.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student (see Reasonable Adjustment Policy: J:/AdminStaff/Policies and Protocols/Ratified Policies).

The school uses a stepped approach to manage behaviour and mental health (see appendix 5). This provides access to additional support if students continue to struggle with poor behaviour.

The school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Staff will be provided with student profiles by the SEND department giving staff guidance on how best to support students with additional needs.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, Education Inclusion Service, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We may use a pastoral support plan to create and monitor support, this will be reviewed with parents on a regular basis.

9. Student Transition

To ensure a smooth transition to the next year, students have transition sessions at their new school and have a chance to meet their tutors prior to starting. In addition, the Transition Manager, in consultation with the primary school, will consider if additional transition meetings are needed.

To ensure behaviour is continually monitored and the right support is in place, information related to students' behaviour is gathered via the Transition Manager. The SENDCo will hold TPA (Transition Partnership Agreement) meetings with the link primary school to understand how we might support students with additional needs. Information will be shared with relevant staff before and at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to another school.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development, resources on best practices can be found on the staff professional development website.

Heads of Department will support staff development to meet the needs of the students in the classroom, preparing for good behaviour and developing a curriculum that supports good behaviour.

Lead practitioners will also work alongside staff if necessary to coach and support good practice around behaviour management.

11. Monitoring Arrangements

This Behaviour Policy and Statement of Behaviour Principles (appendix 1) will be reviewed by the Headteacher and Governing Board annually. At each review, the policy will be approved by the Headteacher.

12. Links with other Policies

This Behaviour Policy is linked to the following policies, which can be viewed on the Harrow Way School website in the School Information/Policies section.

- Safeguarding Policy
- Anti-bullying Policy
- Reasonable Adjustment Policy

Appendix 1: Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by students and staff
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This Written Statement of Behaviour Principles is reviewed and approved by the Governing Board every 2 years.

Appendix 2: Uniform Expectations

Where the Stitch-a-logo box is the only one ticked against any item, that item may **only** be purchased from them as our named uniform provider.

Please visit the website at http://www.stitch-a-logo.co.uk, to order online, or visit the shop (opening hours 0900-1700) at Unit 12 & 13 Glenmore Bus. Park, Colebrook Way, Andover SP10 3GQ, phone 01264 351515.

Item of Uniform	Stitch-a-logo (named provider)	Harrow Way	Other
Black school jacket with sewn-in logo	✓		
White short- or long-sleeved shirt			✓
Tie	✓	✓	
Black trousers *(from supplier or similar style.)*	✓		✓ Classic style only
Tartan skirt: may be worn instead of trousers.	✓ Tartan		
Grey, v-neck jumper *(optional addition to jacket)*	✓		
Black Shoes (not trainers)			✓
Plain black socks			✓
Plain black socks or black or natural tights			✓
PE Polo shirt, badged	✓		
PE Shorts	✓		
PE Socks (knee length)	✓		✓ Plain black
Tracksuit bottoms/ leggings/base layer (optional) Shorts to be worn over leggings/base layer	✓ Provider design		✓ Plain red or black
PE overtop or base layer (optional). No hoodies/logo.	✓ Provider design		✓ Plain red or black
PE footwear			✓
Green aprons for Design Technology	✓		
Summer Uniform **(June/July Only) -** light grey polo shirt			✓
Summer Uniform **(June/July Only) -** black tailored shorts			✓

All clothing and footwear must be marked with the student's name.

At Harrow Way we take pride in our high values regarding student uniform, in order to maintain good standards of dress and personal appearance which are sensible and appropriate for students at secondary school.

For both Boys and Girls:

A suitable outdoor coat may be worn as prevailing weather demands. These should be plain with minimal or no logos. Denim and leather coats must not be worn.

Shoes must be black, low-heeled and of a sensible design.



Trousers must be plain black fabric in a classic style – that is, not narrow fitting at the bottom of the trouser. Although many different styles are sold by local stores as school uniform trousers, the Governors and Senior Leadership Team of Harrow Way School reserve the right to decide which styles may be worn.



Skirts must be knee-length or just above the knee.

The following items are NOT permitted:







- Hoodies and hoodie-like garments
- Any leather or denim clothing
- Baseball-type caps
- Trainers, boots and other casual footwear
- Jeans, cords, chinos, combat trousers, leggings

Jewellery

The wearing of jewellery is not permitted, with the exception of watches and a small ear stud (no more than one per ear lobe). No other facial or body jewellery is allowed. Facial piercings are unacceptable, clear piercings or wearing a plaster over a nose stud are not acceptable.

Students and parents should be aware that if we feel that the amount or nature of jewellery worn by a student is inappropriate or unreasonable, they will be expected to remove it.

Hair and Make-up

Extreme styles are not acceptable. Make-up, if worn, should be discreet and appropriate for a school environment. **Only clear nail varnish can be worn**. Absolutely no nail extensions, false nails or coloured polishes are acceptable. False eyelashes are likewise not allowed. Where prohibited items are worn, students will be expected to remove them.

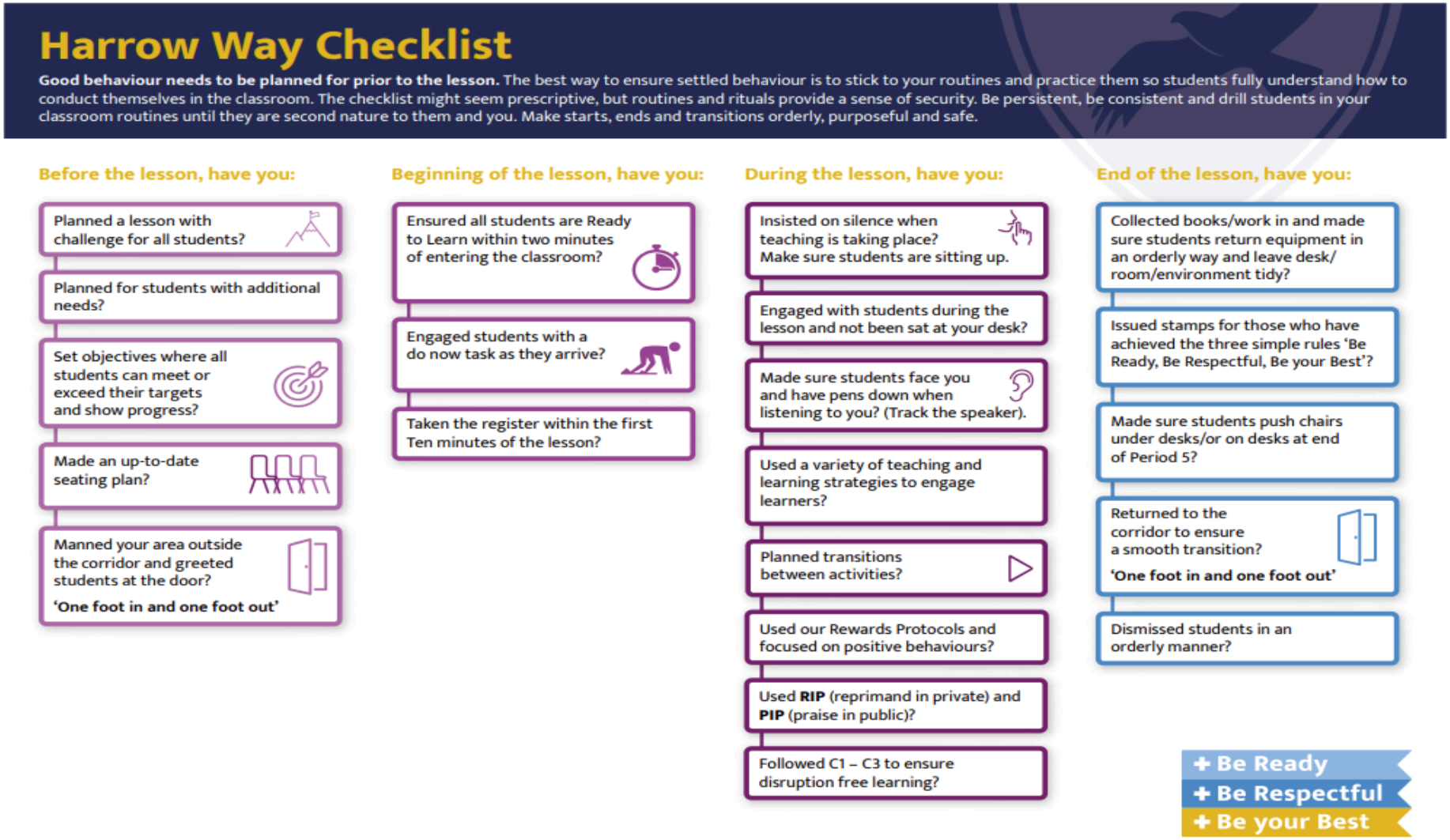
A further note on Uniform

- Outdoor coats, scarves and gloves must be removed prior to entering teaching areas
- Ties should be fastened properly and free from graffiti
- White school shirts must be tucked in
- A coloured or heavily logo'd tee-shirt should not be visible under the school shirt or blouse.

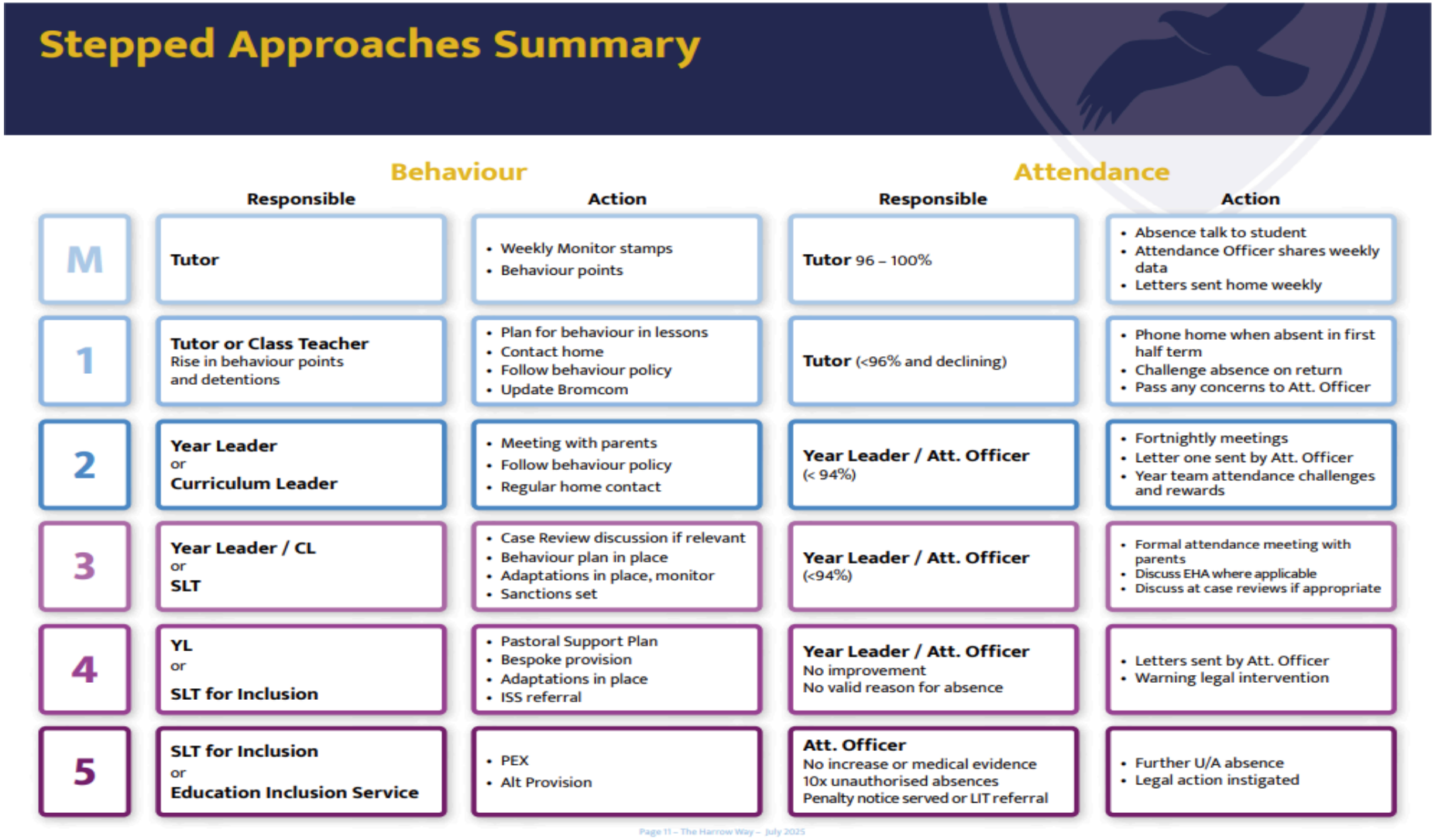
Appendix 3: Mobile Phone Use

If mobile phones are brought into school, they are the responsibility of the student. We are a mobile phone-free site for students, so they should never be seen or used when in school. Phones should be switched off and placed in bags before coming onto the school site and must remain in bags until students leave the school site. We view a smartwatch as an extension of a mobile phone, and therefore they are not permitted. Wearable recording devices (including glasses) are also not permitted. If seen or the school is made aware that they are used, phones/smart watches/recording devices will be immediately confiscated, and students can collect them from the student reception at the end of the school day. If they are caught with it for a 3rd time (within a term), parents will need to come into school to collect it, and a phone ban for two weeks will be put in place. Repeat offences will result in a longer ban. If a student is caught filming a member of staff or a student, this will result in a suspension.

Appendix 4 - The Harrow Way Checklist



Appendix - 5 Stepped Approach to Behaviour and Mental Health

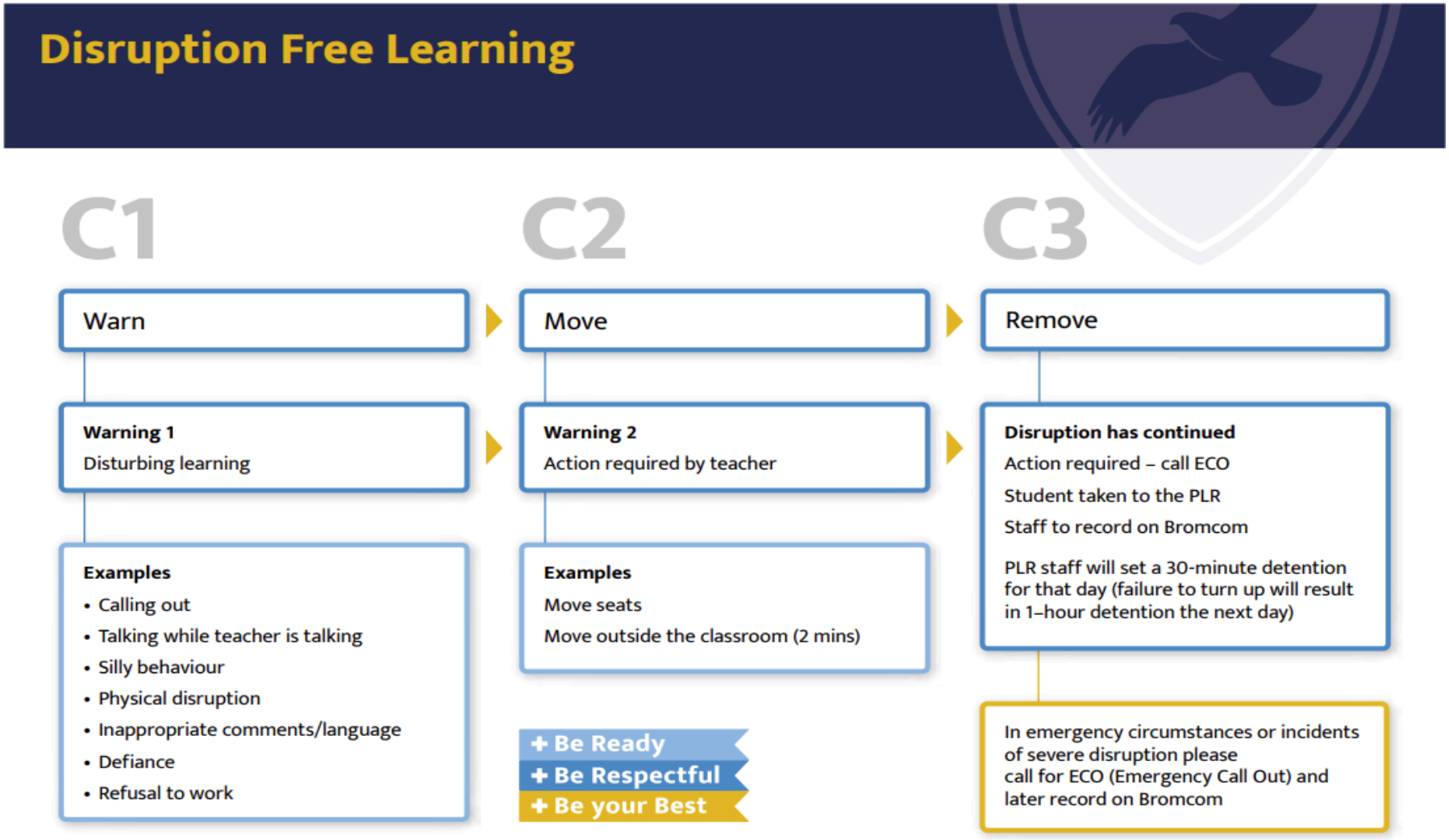


Stepped Approaches Summary

	Behaviour		Attendance	
	Responsible	Action	Responsible	Action
M	**Tutor**	• Weekly Monitor stamps • Behaviour points	**Tutor** 96 – 100%	• Absence talk to student • Attendance Officer shares weekly data • Letters sent home weekly
1	**Tutor or Class Teacher** Rise in behaviour points and detentions	• Plan for behaviour in lessons • Contact home • Follow behaviour policy • Update Bromcom	**Tutor** (<96% and declining)	• Phone home when absent in first half term • Challenge absence on return • Pass any concerns to Att. Officer
2	**Year Leader** or **Curriculum Leader**	• Meeting with parents • Follow behaviour policy • Regular home contact	**Year Leader / Att. Officer** (< 94%)	• Fortnightly meetings • Letter one sent by Att. Officer • Year team attendance challenges and rewards
3	**Year Leader / CL** or **SLT**	• Case Review discussion if relevant • Behaviour plan in place • Adaptations in place, monitor • Sanctions set	**Year Leader / Att. Officer** (<94%)	• Formal attendance meeting with parents • Discuss EHA where applicable • Discuss at case reviews if appropriate
4	**YL** or **SLT for Inclusion**	• Pastoral Support Plan • Bespoke provision • Adaptations in place • ISS referral	**Year Leader / Att. Officer** No improvement No valid reason for absence	• Letters sent by Att. Officer • Warning legal intervention
5	**SLT for Inclusion** or **Education Inclusion Service**	• PEX • Alt Provision	**Att. Officer** No increase or medical evidence 10x unauthorised absences Penalty notice served or LIT referral	• Further U/A absence • Legal action instigated

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Appendix - 6 – Disruption-free Classrooms



Appendix 7 - Classroom Code of Conduct



Committee responsible for review: FGB

Date ratified by Governing Body: 16th **July 2026**

Date of next review: September 2027