

THE CHARTER SCHOOL
POSITIVE DISCIPLINE POLICY

Our Goal:

All students will develop the knowledge, skills and character so that they can be happy in life, and be successful in higher education or the inspiring career pathway of their choice.

POSITIVE DISCIPLINE:

The Charter School works on the principle of mutual respect. All staff and all students are expected to be polite and courteous to one another, and to deal with problems in a non-confrontational way.

Positive Discipline is about

- being positive
- giving clear, firm instructions
- having very clear simple rules and consequences that are implemented by all staff in a consistent way

The purposes of Positive Discipline

- To enable students to study in a safe and disciplined classroom environment
- To provide a consistent approach to classroom behaviour management
- To reward good behaviour and attendance in a consistent way
- To provide information about student behaviour for teachers, pastoral managers, parents and carers
- To support all staff in the implementation of effective behaviour management inside and outside the classroom

The Charter School Code of Conduct

Be Excellent

- Work hard, try your best and never give up.
- Complete all classwork and homework to the highest standard.
- Exemplary uniform and behaviour.

Be Responsible

- Arrive to school and lessons on time and with the correct equipment.
- Eat and drink only in designated areas and put rubbish in the bins provided.
- Stay safe in school and online. Do not bring in banned items including electronic equipment.

Be Respectful

- Do not disrupt or interrupt the learning of others (SLANT).
- Follow instructions straight away and accept sanctions without argument.
- No playfighting of any kind or running in the corridors. No swearing or shouting.

Be Kind

- Speak politely to students and staff (STEPS).
- Engage in obvious acts of kindness both inside and outside class.
- Do not get involved in bullying of any kind and help anyone who is being bullied.

When Speaking to Staff:

Sir or Ms
Thank You
Excuse Me
Please
Sorry

In Class:

Sit up straight
Listen
Answer questions
Never interrupt
Track the speaker

Students will be rewarded with positive praise or House Points for proactively following the Code but will be sanctioned for any negative breaches.

All staff have the power of authority in The Charter School. The key aspect of Positive Discipline is the emphasis on **positive reinforcement of excellent behaviour**. We expect all students to behave

well and have high expectations of them. We promote and reward excellent behaviour and look for excellent behaviour first. **'First attention to best conduct'**

Our high expectations for the personal development of all our students, means that students will be challenged and sanctioned if they breach the Code of Conduct.

We firmly believe that students must learn to manage their own behaviour and whilst staff will support them to do this, we expect them to attend any detention as requested. There will be increased level of sanctions for any student who fails to take responsibility for managing their behaviour.

Parents / Carers have a vital role to play in promoting a positive attitude to school and, together with the school, celebrating achievement at all levels and in all areas of school life. The school will work with parents / carers and the student to resolve any difficulties. This 'partnership' is cemented through the Home School Agreement.

Students who have difficulty with adhering to the Code of Conduct are supported in a number of ways as outlined below. This is not an exhaustive list:

Restorative Conversations
Pastoral Support Reports to staff
Personal Education Plans / Individual Education Plans
Placement in the Student Support Room
Mentoring and Enrichment Programme
Peer mentoring
Anger Management
Counselling
Educational Psychologist Interventions
Dramatherapy
Speech and Language Therapy
Social Communications Interventions
Learning Support Department Interventions
Off – site Alternative Provision at YESS, SILS 6, VSE, New Start, Street Vibes
CAMHS referral
Proud to be Me Intervention
Great Men Intervention
Girls 'consent' intervention
London Fire Brigade 'LIFE' programme
Sex and relationships education
The Princes Trust Intervention
XLP intervention
Referral to Local Authority Early Help interventions including the Youth Offending Service
Strengthening Minds intervention

Praise and rewards

As part of Positive Discipline, we use:

- Verbal praise
- House Points
- Presentations in assemblies
- Reward trips for consistently excellent Engagement in Learning
- Letters, post cards, certificates, emails and phone calls to parents and carers from teachers, support staff, Year Leaders; Directors of Learning, The Deputy Head Teacher, Head Teacher.

House System

All students are placed into one of the six House Tutor Groups:

Frank, King, Mandela, Pankhurst, Seacole, Turing.

Students earn House Points for themselves and their House. Students are awarded House Points for displaying our school values of Excellence, Responsibility, Perseverance and Family in their school work, conduct and contributions to school life.

Number of House Points received	Action to be taken
Every 5 House Points	Emailed letter from the Deputy Headteacher congratulating the student, explaining the House Point/s awarded, The staff member who issued the House Point/s and the reason for the House Point/s
At 50 House Points	Emailed letter from Deputy Headteacher congratulating the student on achieving 50 House Points 50 House Points certificate awarded in celebration assemblies
At 100 House Points	Emailed letter from Deputy Headteacher congratulating the student on achieving 100 House Points 100 House Points certificate awarded in celebration assemblies
At 150 House Points	Emailed letter from Headteacher congratulating the student on achieving 150 House Points 150 House Points certificate awarded in celebration assemblies
At 200 House Points	Emailed letter from Headteacher congratulating the student on achieving 200 House Points 200 House Points certificate awarded in celebration assemblies
At 250 House Points	Emailed letter from Headteacher congratulating the student on achieving 250 House Points 200 House Points certificate awarded in celebration assemblies
At 300 House Points	Emailed letter from Headteacher congratulating the student on achieving 300 House Points 200 House Points certificate awarded in celebration assemblies

In Assemblies each week, Year Leaders will award certificates for the top 10 students with the most House Points accrued during the previous week. These students will also be entered for a 'live' draw for various prizes including shopping vouchers, skip the lunch queue and money on food account. Trophies will also be awarded to the House who has most House Points in the previous week in year group in assemblies and also the House who has the best attendance for the previous week.

Engagement in Learning (EiL)

Students are assessed at the end of every module by teachers who report students' EiL and Homework EIL which are published in their modular reports. Student Engagement in Learning is reported as:

- A= Excellent
- B= Good
- C= Requires improvement
- D= Unsatisfactory

Students who receive an Engagement in Learning (EiL) average of A or A/B across their modular report receive 5 House Points from their Year Leader.

Disruptive classroom behaviour / Warning System

When a student breaches the Code of Conduct in the classroom, the teacher will challenge the student. It could include temporarily removing the student from the classroom. Normally staff will need to follow the system as outlined below, progressing clearly from warning stage to warning stage with students, but there may be occasions when staff rightly move more quickly through the process.

The interest of the class must be seen as paramount and the disruption cannot be allowed to continue. Challenging a teacher's authority will likely escalate the warning system more quickly.

All staff MUST use the warning system below with all students including those in the 6th Form. Consistency is Key.

Warning - name recorded and no further consequence for the student

A student who behaves poorly in the classroom will have their name written down by the teacher. This first breach – a first warning - is a request to a student to change their behaviour. There is no formal sanction at this stage and most students receive no further warnings.

2nd Warning 15 - minute next break/lunch detention and incident recorded in planner

A 2nd Warning is a second stage offence: a student has broken two rules or the same one twice. A student who receives a 2nd Warning must move to a different part of the room **if possible**. The teacher records this in Behaviour Watch as an 2nd Warning before 8am the following day.

2nd Warnings must be recorded for incomplete or no homework produced in Years 7-11. 6th form students need to be treated under the 6th form CFC system.

It is student's responsibility to have the correct equipment for every lesson. Students are checked in tutor time at the start of each day that they have an appropriately stocked pencil case and planner (that has been signed by parents/carers at least once a week) and are 'ready to learn'. Any student without correct equipment at the start of each day will be issued a yellow card. The tutor will also need to write this in their planner. If a student doesn't have specific equipment for a lesson, eg exercise book, PE kit etc then a second warning will be issued.

The list of correct uniform that should be worn and equipment that should be brought is in an appendix to this policy.

A 2nd Warning results in a break or lunchtime or after-school detention with the teacher or form tutor for 15 minutes. A note should be written in the student planner by the teacher indicating the time and venue of the detention. Any student who does not attend any 2nd Warning detention will be issued with a 3rd Warning. If a student misses a form tutor 2nd Warning detention, they will be issued with a 3rd Warning and will be required to attend a 30-minute detention with their Year Leader.

Students attending break or lunchtime break detention should not be sent to wait outside the staff offices, as this can create a behaviour issue. Students should be sat in a classroom with the teacher or wait for the teacher. If Key Curriculum Leaders (KCLs) wish, they can set up a rotation system of some kind – but it is best if a teacher takes responsibility for his or her own detentions.

3rd Warning, Removal from class to another area within the Key Curriculum Area and an after-school detention

6th form students need to be treated under the 6th form CFC system.

If a student reaches the 3rd Warning stage, the teacher calls for an Inclusion Team member (6614) to take the student away for that lesson and place him/her in the agreed KCA parking area. If this option is not available, then the student will be taken by the Inclusion Team member to another location to complete work for that lesson.

A student will likely be issued a 3rd Warning for inappropriate use of our ICT equipment and breaching our e-safety policy, or for graffiti in their book or planner where this has not been deemed as a Serious Breach (SB).

An email letter is sent as soon as possible to parents / carers informing of the 3rd Warning and 30-minute detention with the KCL or Year Leader. A letter home is sent where we do not have a valid email address. Students are issued with a detention slip by the Inclusion Team informing of the detention and this is signed for by the student. If a student fails to attend then they will be issued with a Persistent Breach (PB) by the KCL or Year Leader. The student will then need to spend from 3-5pm in the ACE room as punishment.

The teacher who issues the 3rd Warning must enter it on Behaviour Watch before 8am the following day.

Following a third warning and removal from class the student returns to her/his next lesson.

SUMMARY:

1st Warning:

Name written down – no further consequences

2nd Warning:

Note in planner and move seats

Instant second warnings are also issued for incomplete or no homework or not having correct equipment / kit

Detention break/lunch/after school at teachers' discretion

Email letter sent home

3rd Warning:

Removal from class

Information recorded on Behaviour Watch

30 minute KCL detention after school

Email letter sent home

Disruptive behaviour outside the classroom –Red Card System

We expect excellent behaviour at all times and in all areas of the school. Students who do not respect this rule will be issued with a **Red Card – 30 minute detention**.

All Staff including support staff have the authority to issue a Red Card and we expect them to do so if they see a student breaching the Code of Conduct.

A Red Card will also be issued for any breach of the school uniform code. Items which must not be worn will also be confiscated for parent collection. Please refer to the uniform appendix.

All students are expected to work silently in the library – Red Cards will be issued in the library for any student failing to work respectfully and responsibly.

Any student chewing gum in school will be issued with a Red Card.

Red Cards – issued for poor out of class behaviour, organisation and poor timekeeping

Any student in Years 7-11 without their planner and pencil case and correct writing equipment will be issued a Red Card by their tutor.

Any student late to school, tutor time or any lesson without a valid reason will also be issued a Red Card.

Late to school is defined as not past reception by 8.25

Late to lesson is defined as:

Tutor Time – Any Time after 8.30

Period 1 – Any time after 8.55

Period 2 – Any time after 9.55

Period 3 – Any time 11.10

Period 4 – Any time after 12.15

Period 5 – Any time after 2.00pm

Red Cards are recorded in Behaviour Watch, go on the student's record, and lead to an automatic 30-minute lunchtime or after school detention with The Inclusion Team.

Serious Breach (SB) of the Code of Conduct

This applies to all students. Any student who commits a Serious Breach will likely face some sort of exclusion from school. This can take the form of an internal exclusion to the ACE room, external exclusion to the home, placement at Alternative Provision or in extreme cases permanent exclusion.

All Staff, including support staff, have the authority to issue a Serious Breach (SB) and we expect them to do so if they see a student breaching the Code of Conduct.

It is rare, but sometimes students behave in a manner that clearly breaches the Positive Discipline Policy and is unacceptable. We class this as a Serious Breach (SB) of the Code of Conduct. If this happens, the member of staff who witnesses the event should, where possible, send a message immediately to the Inclusion Team who will come to remove the student. A Serious Breach (SB) slip should then be completed in Behaviour Watch as a matter of urgency, and the incident will be investigated. The Key Stage Key Stage Assistant Headteacher and Headteacher will then decide upon the appropriate sanction for the incident.

Reasons for issuing a Serious Breach (SB) includes the following:

- Bullying
- Repeated / extreme non - compliance – including any refusal to attend an ACE placement
- Drug & alcohol related behaviour
- Damage to personal or school property - including serious graffiti
- Physical Assault against adult
- Physical Assault against student

- Any student who has to be restrained by using force
- Racist / Homophobic Abuse
- Sexual misconduct
- Theft
- Verbal abuse / threatening / rude / insulting behaviour to adult
- Verbal abuse / threatening / rude / insulting behaviour to student
- Carrying a weapon or bladed implement
- Arson or fire-starting
- Selling or gambling
- Bringing banned items into school
- Extreme ICT misuse – including cyber bullying
- Disrupting a formal examination
- Any other behaviour that could have repercussions for the orderly running of the school, poses a threat to the student themselves, another student or member of the public, or could adversely affect the reputation of the school.

Persistent Breach (PB) of

Reasons for issuing a Persistent Breach (PB) includes the following:

- Failure to attend a KCL Third Warning detention
- Failure to attend a Year Leader Third Warning detention
- Failure to attend a Yellow or Red Card Detention
- Meeting negative behaviour points Thresholds

From time to time we will search students for items that are banned in the school.

The list of banned items that students may not bring to The Charter School include:

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property including knives or other weapons
- alcohol, illegal drugs, 'legal highs' or associated paraphernalia
- medical drugs not for the use of the individual student
- tobacco, cigarettes and smoking paraphernalia
- fireworks or other items that present a risk of fire
- pornographic images including on any personal electronic devices
- stolen items
- literature or other items intended to cause harm or distress to others
- laser pens, chewing gum
- any other item that the school deems to be offensive, harmful or dangerous.

Illegal items will be given to the police. Banned items will be destroyed or returned to parents / carers only at their request.

*** The school also reserves the right to ban students from attending trips or extra – curricular activities for poor behaviour**

We have '**Zero Tolerance**' of any students carrying knives or other offensive weapons. Similarly, this expectation is also applied to:

- possession, handling or supply of weapons such as knives, pocket knives, replica knives, sharp objects/ bladed implements, guns and replica guns on school site
- possession, supply, use of drugs and any direct association with drugs/illegal substances
- students who bring an intruder to the school or close to the school to attack or intimidate any student, staff or parent.
- arson, attempted arson or fire-starting
- inappropriate sexual activity or behaviour
- physical aggression towards or assault against a member of staff.

The school will refer any student who has breached our zero-tolerance policy to the Local Authority Early Help team for additional support for the student and their family. The school will require consent from parents/carers for this referral. If the parent / carer does not consent to this important intervention, the school may decide to increase the severity of any exclusion.

In rare instances, it may be necessary for a student to be restrained by a member of staff.

Reasonable force may be used to prevent a student from hurting themselves or others, from damaging property, from causing disorder or to search for banned items. Key members of staff have

completed accredited 'Positive Handling' training and will only physically restrain students when necessary and in line with DfE guidance. Please refer to our Student Restraint Policy.

Exclusions

A student may be excluded internally in the ACE (Alternative Centre for Exclusion) room from 8.30am – 5pm or externally to the home for a fixed period. If a student is excluded externally they will usually be required to attend the ACE room as part of the exclusion.

Any decision to externally exclude a student from school will be taken by the Headteacher. In most cases, exclusions are for a short fixed-term period.

However, the school may also permanently exclude a student in response to a serious breach, or persistent breaches, of the Positive Discipline Policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

A compulsory return from external or internal exclusion meeting will be held directly after the period of exclusion with the parent/carer, the student, the Key Stage Assistant Headteacher / Year Leader and the teacher who issued the Serious Breach (SB) or Persistent Breach (PB). In all cases where a student has been rude or insulting towards a member of staff he/ she will be expected to apologise as part of the restorative process.

When a student returns from ACE or fixed term exclusion, they will be placed on Pastoral Support Report to help successful reintegration into school.

Parents and carers have the right to make representations about an exclusion decision to the governing body. If a parent or carer wishes to make representations they should contact the Clerk to Governors C/O The Charter School, as soon as possible and preferably within 10 days of being notified of the exclusion. Whilst the governing body has no power to direct reinstatement, they must consider any representations made and may place a copy of their findings on the child's school record.

The Department for Education statutory exclusions guidance can be found at

www.gov.uk/government/publications/school-exclusion

Students' conduct beyond the school gates

Every school has the legal right to sanction students for poor behaviour away from the school site in the same way as they would sanction students if they behave on the school site if they are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school.

In addition, misbehaviour at any time will be sanctioned, whether or not the conditions above apply, if it:

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

A Serious Breach or Persistent Breaches of the school's positive discipline policy, even if not on the school site, could result in permanent exclusion.

Monitoring of behaviour and further consequences

The issuing of negative behaviour incidents is monitored by Year Leaders, Key Stage Assistant Headteachers, Inclusion Manager, SENCO, Deputy Headteacher and Headteacher regularly and at a formal meeting each half term.

There are clear consequences for students who reach a certain number of negative behaviour incidents can achieve each term without more significant intervention.

Sanction	2 nd Warning	Red Card	3 rd Warning
Negative Points	-1	-1	-2

Negative behaviour points accrued each term	Persistent Breach action to be taken
On reaching - 7 pts	Year Leader to call parents/carers to discuss and help prevent reaching threshold
On reaching - 10pts	<u>Student placed in ACE for 1 day from 3-5pm</u> Year Leader to hold formal meeting with student and parents. Student on report to Year Leader
On reaching-17pts	Year Leader to call parents/carers to discuss and help prevent reaching threshold
On reaching - 20 pts	<u>Student placed in ACE for 2 days from 3-5pm</u> Year Leader to hold formal meeting with student and parents. Student on report to Year Leader
On reaching-27pts	Year Leader to call parents/carers to discuss and help prevent reaching threshold
On reaching - 30 pts	<u>Student placed in ACE for 1 day from 8.30am-5pm</u> Key Stage Assistant Headteacher to hold formal meeting with student and parents Student on report to Key Stage Assistant Headteacher Other actions could include: <ul style="list-style-type: none"> • Referral by Key Stage Assistant Headteacher for external intervention • Formal referral to SENCO for identified assessments Behaviour improvement placement or respite at alternative educational provision, e.g. SILS 6 / VSE
On reaching-37pts	Assistant HT to contact parents/carers and invite in to meet to prevent reaching threshold
On reaching - 40 pts	<u>Student placed in ACE for 2 days from 8.30am -5pm or external exclusion</u> Key Stage Assistant Headteacher to hold formal meeting with student and parents Student on report to Key Stage Assistant Headteacher. Other actions could include: <ul style="list-style-type: none"> • Referral by Deputy Headteacher/ Key Stage Assistant Headteacher for external intervention • Behaviour improvement placement/respite at alternative educational provision, e.g. SILS 6 / VSE
On reaching-47pts	Deputy HT to contact parents/carers and invite in to meet to prevent reaching threshold
On reaching - 50 pts	<u>Student excluded for 1 day and placed in ACE for 1 day from 8.30am-5pm</u> Deputy Headteacher to hold formal meeting with student and parents Student on report to Deputy Headteacher Other actions could include: <ul style="list-style-type: none"> • Referral by Deputy Headteacher for external intervention • Formal referral to SENCO for identified assessments • Behaviour improvement placement or respite at alternative educational provision, e.g. SILS 6 / VSE
On reaching-57pts	Headteacher to contact parents/carers and invite in to meet to prevent reaching threshold
On reaching - 60 pts	<u>Student excluded for up to 3 days and placed in ACE for 1 day from 8.30am-5pm</u> Headteacher to hold formal meeting with student and parents Student on report to Headteacher Other actions could include: <ul style="list-style-type: none"> • Formal referral to SENCO for identified assessments • Behaviour improvement placement or respite at alternative educational provision, e.g. SILS 6 / VSE • Managed move to another local school • Permanent exclusion

Detentions

Detentions are given to students for breaches of the Code of Conduct. Failure to attend any detention will result in a more serious sanction being applied. Students who do not attend yellow/red card or 3rd Warning detentions will be issued with a Persistent Breach (PB) and will serve a 3-5pm ACE placement.

Students may be detained for breaches of our Code of Conduct by staff without informing parents until 4:00 pm. When a student is detained for longer than 60 minutes, we make efforts to inform parents and give 24 hours' notice, though this is not always possible and is not a statutory requirement. If a student is unable to attend any after school detention on a particular day, a signed note must be written in the planner before the day of the detention by a parent or carer, requesting to attend on a different day.

Managing Sixth Form students' behaviour

Expectations:

All students complete home school agreement when they join the 6th form

In class behaviour – the same as KS3 and KS4

Lateness to lessons and to school – students will be issued with a Red Card - same as KS3&4.

Out of classroom behaviour – the same as KS3 and KS4 (with the exception of mobile technology and uniform)

2nd warnings will be issued for non – completion of homework to deadline.

Students are expected to work silently in the library – **Red Cards** will be issued in the library for any sixth former failing to work respectfully and responsibly.

Cause for Concern (C4C 1,2,3) (logged on Behaviour Watch (BW)) C4C1 and C4C2 completed by subject teacher. **C4C3** issued only by Year leader (YL) or Key Stage Assistant Headteacher (DOL)

BW will generate an alert to the teacher at the end of the 2-week period.

The subject teacher is responsible for referring upwards to C4C 2 but must use C4C 1 in the first instance. Subject teachers are responsible to alert the YL/DOL if C4C2 targets are not met.

NB: Students may be referred straight to C4C2 only (by YL) or 3 (by DOL) for attendance.

Reasons for issuing :

- Repeated failure to complete homework
- Poor Attendance/Punctuality
- Working consistently below target

C4C	Sanction and Process	Potential Support offered
C4C1	Subject teacher discussion with student. Teacher sets and records SMART targets and review date (on <i>BW/planner/other</i>). Logged on <i>BW</i> with generates an automatic email home/teacher/SL/student*. Phone call or Tutor meeting with parent if student on more than one C4C1. Tutor to discuss C4C with the student. BW alert to teacher when the target period is over.	SMART targets Achievement Action Mentoring
C4C2	If student fails to reach C4C1 targets by review date, then C4C2 logged by subject teacher on <i>BW</i> with generates an automatic email home/teacher/SL/student/YL*. YL phone call home and meeting with student/parent/teacher/SL. YL sets and records SMART targets and review date (on <i>BW/planner/other</i>). BW alert to teacher when the target period is over.	SMART targets Achievement Action Mentoring with YL Counselling if necessary
C4C3	If student fails to reach C4C2 targets by review date, then teacher alerts YL/DOL. C4C3 logged by YL/DOL on <i>BW</i> with generates an automatic email home/ student/parent/teacher/DOL*. DOL phone call home and meeting with student/parent/teacher/SL. DOL sets and records 'Expectations Contract' (see below for more detail) and review date (on <i>BW/planner/other</i>). BW alert to DOL when the expectations contract period is over.	SMART targets Counselling if necessary Mentoring with DOL

'Expectations Contract'

When students are placed on C4C3, they will be given an Expectations Contract by the Key Stage Assistant Headteacher which they will agree to. This will contain a series of specific targets and a timescale. Failure to meet these targets may mean the student may have to drop a subject or seek alternative provision.

Typical Use of Cause for Concern

CFC 1

Reason for concern	Typical C4C1 timescale	Example targets
Repeated failure to complete homework*	Set targets to be reviewed within 2 weeks.	Complete homework on time. Complete outstanding work. Completed reading before lesson.
Poor Attendance/Punctuality	Set targets to be reviewed within 1 week.	Attend every lesson on time.
Working consistently below target	Set targets to be reviewed within 4 weeks.	Complete the assessment again – to target. Complete extra exam questions for teacher to mark. Attend a catch up session to go over a difficult concept.

CFC 2

Reason for concern	Typical C4C2 timescale	Example targets
Failure to complete C4C1 homework targets	Set targets to be reviewed within 2 weeks.	Complete homework on time and improve quality. Complete outstanding work. Attend intervention.
Failure to complete C4C1 Attendance/Punctuality targets	Set targets to be reviewed within 2 weeks.	Attend every lesson on time.
Failure to complete C4C1 standard of work targets	Set targets to be reviewed within 2 weeks.	Improve communication with your subject teacher. Develop improved revision strategies. Complete the assessment again – to target. Supported study programme. Report to YL. Attend a catch up session to go over a difficult concept.

CFC3

Reason for concern	Typical C4C3 timescale	Example targets
Failure to improve C4C2 targets. Serious and on-going lack of engagement or commitment. Breaking school code of conduct	Expectations contract to be reviewed within 2 -4 weeks depending on targets and issues.	100% full time attendance in school. Supported study programme. Report to DOL. Attend Intervention. Meet all deadlines on time.

Students and parents should also refer to the appendices below

Anti – Bullying Policy

Uniform and equipment information

SEND Policy

ACE room rules

Positive Discipline on a page

Student Restraint Policy

Complaints / Concerns Policy

Review

This policy is regularly reviewed according to the policy review schedule. It has been taken to the Governing Body and representatives of the School Council as part of consultation.

Updated September 2018