

Date of Issue	Sanctions Procedure	Proc. Number & Owner
1/9/18		FFO

1. Purpose

- 1.1 The purpose of this procedure is to ensure early intervention systems are in place to deal with inappropriate behaviours and as a result, permanent exclusion will only be used as a last resort, except when an immediate exclusion is appropriate.
- 1.2 Sanctions also have a motivational role in helping pupils to realise that desirable behaviour, self-awareness and responsibility to self and others is valued.
- 1.3 A structured sanctions system will be operated within Bedford Free School, with progressively more serious sanctions being applied.
- 1.4 There will not always be a logical progression from one stage to another because a serious case of misconduct may lead to a pupil moving directly to a later stage.
- 1.5 The procedure will permit the regular reporting of a pupils' behaviour and any sanctions applied to parents and carers.

2. Scope

- 2.1 This procedure deals with the range of sanctions available to staff arising from displayed unacceptable behaviour in school.
- 2.2 The procedure aims to sanction pupils for unacceptable behaviour through early intervention and reinforce positive behaviour patterns throughout the school.

3. Procedure

- 3.1 Bedford Free School operates a hierarchy of sanctions with all staff being responsible for the behaviour and discipline of pupils in their charge.
- 3.2 Staff should use appropriate sanctions to maintain an orderly framework within which effective learning can take place.
- 3.3 There are various levels of sanctions that may be used depending on the circumstances.

3.4 Informal Reprimands

- 3.4.1 Verbal warnings can be given by staff to individuals and small groups where appropriate. These would not normally be recorded.
- 3.4.2 Warnings for written work, including instructions to repeat or improve work will be given where appropriate through feedback.

3.5 Success mountain

- 3.5.1 There are a series of steps that a student may be taken through in a lesson in line with the Assertive Discipline system.
- 3.5.2 A visual display of the Success Mountain is displayed in every teaching space.
- 3.5.3 There are four steps;
 - 1. Verbal reminder, achievement card is removed and is kept with teacher
 - 2. Loss of credit, achievement card is coded
 - 3. Correction - text home - 45 minute same day detention - behaviour logged
 - 4. Removal from classroom - isolation - phone call home - meeting arranged with appropriate member of staff

3.6 Correction

- 3.6.1 There are several types of correction:-
- 3.6.2 A 45 minute correction is available as a sanction for where a student is late in the morning; homework has not been completed ('Extended Prep'), more serious cases of classroom disruption (3rd warning) or inappropriate behaviours which contravene the code of conduct. In most cases this correction will be completed on the same day after school. This will be recorded on the school's online reporting system (SIMS).
- 3.6.3 Where a serious incident has taken place and/or a student has had to be exited from a classroom through a 4th warning then a student will be placed in isolation and will remain in school later than normal – at the school's discretion. The parent/carer is asked to come into school as soon as possible (the same day or next morning) to discuss the matter with an appropriate member of staff before student can return to class

3.6.4 For safety reasons school will endeavour to send parents a courtesy notification text message regarding an after school correction/intervention at least one hour before they take place. Parents are expected to support any corrections in line with the home/school agreement.

3.6.5 A correction (and therefore the text message) also notifies that a pupil has received a negative behaviour point.

3.7 Achievement Card (AC)

3.7.1 Every child will carry an achievement card with them at all times so that they may collect their tutor time, lesson and break time 'credits'.

3.7.2 If a student accrues 55 credits or more (out of 60) then they will gain Friday 'Golden Time', whereby they may leave school 45 minutes early on a Friday.

3.7.3 Any student who does not gain Golden Time will remain in school until the normal finish time of 4pm. If appropriate there will be a supportive chat with a designated member of the pastoral team. This conversation is intended to encourage the student to consider how she or he may gain their Golden Time or keep their credits the following week in order to gain their Golden Time. The chat will also focus on the undesirable behaviours where necessary.

3.7.4 It is expected that a child should keep their achievement card with them AT ALL TIMES – failure to do so will also result in loss of Golden Time

3.7.5 It is expected that parents should sign the AC every Wednesday evening, failure to do so will mean a child may not leave school early on a Friday.

3.8 Restorative Justice

3.8.1 This will be used in conjunction with a sanction where deemed necessary. Where there has been a wrongdoing or offense caused we would seek to repair a relationship or relationships by bringing all parties together to have a mediated restorative conversation. The intention is that harmony is restored. This will always be led by trained staff.

3.9 Isolation

3.9.1 Instances of inappropriate behaviours affecting the learning of other pupils may be sanctioned through isolation of the pupil within the

classroom or another classroom within the department. Affected pupils will be expected to continue to complete their work without any contact with others in the class.

- 3.9.2 More serious undesirable behaviours (4th consequence or a one off serious incident) will cause the pupil concerned to be isolated from the class by removal from the room. Affected pupils will be required to continue with work provided and be supervised individually by other school staff.
- 3.9.3 Both types of isolation sanctions will be recorded using the school's on-line reporting system.
- 3.9.4 Parents/carers of affected pupils will be informed of the reason for isolation (in the case of 3.9.2) and will be expected to attend a meeting concerning the isolation before the student may return to normal lessons.

3.10 Behaviour Points

- 3.10.1 Number of behaviour points on SIMS - Referral to Tutor / House Co-ordinator / Behaviour Learning Mentor (BLM)
- 3.10.2 Where a student has accrued 5 house points or higher (but lower than 10) a discussion will be held with students regarding their behaviours with a view to getting the student to realise where they may make improvements and how they may rectify their behaviours. Tutors may encourage students to use their target on their achievement card to help monitor this.
- 3.10.3 Where the points recorded on SIMS hits 10 in a half term, a student is placed in isolation for one day and a meeting with parents will be necessary to discuss the behaviours occurring and how the student may positively alter behaviour habits.
- 3.10.4 Where the recorded points on SIMS is 15 or more in a half term, a student is given a one day fixed term exclusion. Parents are required to attend a readmission meeting.
- 3.10.5 At 20 behaviour points, the BLM will start a 'behaviour table' to track different behaviour types across the year to establish patterns.
- 3.10.6 At 20 points a Pastoral Support Plan will be put in place by the Behaviour Learning Mentor (BLM) with all parties involved in the initial meeting agreeing targets and strategies to be used to try to reduce the undesirable behaviours and encourage desirable ones. This will be reviewed fortnightly with the BLM and parent. An EHA (Early help assessment) may be considered to explore if assistance from wider outside agencies may support the student and/or their family.

3.10.7 At 25 points an Early Help Assessment may be carried out and submitted to seek support from further interventions outside of school and / or the Borough's Education Support Panel

3.11 Alternative Timetables

3.11.1 Where a student has been isolated and behaviour has not altered the student may be placed temporarily on an alternative timetable. For example they may stay at home during some of the normal school day and be given independent work to complete. They will attend school on reduced hours, and participate in intensive behaviour support programmes and have partially supported and supervised and partially independent study.

3.12 Fixed term or Permanent Exclusion

3.12.1 This power rests with the Principal. It may result from a single major incident or as a result of an accumulation of serious offences for which other steps have been exhausted.

3.12.2 Pupil exclusions will only be made in compliance with the Pupil Exclusion Policy.

4. Related Documents

4.1 Behaviour Policy

4.2 Rewards Procedures

4.3 Pupil Exclusion Policy

4.4 Code of Conduct

4.5 Home/School Agreement

5. Monitoring, Evaluation and Review

5.1 This procedure will be monitored and reviewed annually or as necessary by the Principal and Senior teaching team.

5.2 The review will ensure compliance with the Behaviour Policy and Pupil Exclusion Policy as agreed annually by the Free School Governing Body.