

School Behavioural Tariff Sanction Guide

April 2017

ISSUE	FIRST OFFENCE	REPEATED OFFENCE
Not attending detention	1. Teacher to reset and double the time. Contact home. Record on SIMS. 2.If still not completed Referral to HOD – HOD detention	Inform AM – AM detention. AM to contact home. Record on SIMS. Time in Inclusion Base if escalates- 1 day
<i>Disrupting a detention/ refusing to attend a detention when collected/ leaving early without permission</i>	<i>1.Contact home- student to be placed on whole school detention Fri 3pm.</i>	<i>1 day in exclusion base with 1 hr detention on the same day. Repeat offenders to have 1 day FTE.</i>
Persistent lateness to lessons	1 st instance break detention Repeated 30 min department detention. Dept. report (FT). Record on SIMS.	HOD or AM detentions. Record on SIMS. Lesson attendance report Contact home. Parent/carer meeting.
Persistent lateness to school	After being late more than once in a week students will receive an automatic 60 min detention. This will be repeated for every subsequent late in that week.	Once a student accumulates 10 lates in a letter will be sent to parents inviting them in for a meeting. Repeat offenders may be issued with a fixed penalty notice
Unacceptable behaviour on school buses	Warning and detention – apology to bus driver and company. AM to contact home.	AM to speak to student, 4 wk bus ban initially. Contact home. AM on bus.
Unacceptable behaviour on school trips	Low level – warning and short term ‘grounding’ with staff on trip. (Trip Leader’s responsibility) If residential – send home. Contact home. Record on SIMS.	Removal from future trips – depends on severity (safety grounds). Contact home. Type of behaviour may lead to time in the Inclusion Base or FTE.
Anti-social behaviour at break time	Removal of free time – detention (can be set by duty staff). Time variable (minimum 1 full day). Refer to AM Record on SIMS.	Prolonged loss of break times. Ban from areas of the school e.g. MUGA /Astro. Record on SIMS.
Phones	1 st – Phone to be confiscated and placed in the office. Students can collect at the end of the day. Detention if being used in lesson. Record on SIMS. 2-Refusal to hand over – ON CALL-detention 3- Still refusing Inclusion Base or FTE.	<i>2nd-Student is banned from having a phone in school- may be subject to random searches. Parents to collect</i> 3rd -AM to contact home and set up parental meeting. Contract agreeing phone will not be returned for 2 wks if being used in future.
Lying	Inform that if they lie the sanction will be worse. Double sanction if found out.	Inclusion Base – sliding scale depends on circumstance.
Smoking - on school site - to/from school	Warning if smoking on the way to school.	Referral to School Nurse. Week long detentions. Parent/carer meeting.

	Smoking on site will result in two break time detentions. Removal of smoking paraphernalia in school. Contact home. Record on SIMS.	Subject to random search to discourage bringing in tobacco. Record on SIMS.
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Truancy – out of school	Meeting with AM to discuss issues. Detention with AM after school. Attendance report. Contact home.	1 day in Inclusion Base-extended by a day for each offence Attendance report. Parent/carer meeting involving AO.
Truancy – from lessons	Meeting with AM to discuss reasons. Attendance report (if not already on report). HOD/AM to contact home. Department Detention – to catch up on work. Record on SIMS.	Inclusion Base with detentions after school to make up time missed. Parent/carer meeting. Attendance report for ½ term. AO involvement. Record on SIMS.
Failure to complete homework	1-If a valid excuse is given allow additional time to complete (usually 24 hrs). No excuse- place on detention to complete/ record on class charts. Contact home. 2-Refer to HOD if not completed and department detention issued. Contact home. Homework report. Record on SIMS.	Escalate detentions Extended Hwk report HOD to set up parental meeting. If noncompliance continues Compulsory attendance at Hwk club. Contact home. Record on SIMS.
Low level disruption in lessons	1-Quiet warning. 2-Name on board. 3-Send outside for 2 minute. 4-Cooling off within department. Contact home. Detention – subject teacher or HOD, depends on circumstance. Record on SIMS.	1-Place student on subject report. On call – if required. AM to contact home. Further detention, time in Inclusion Base, depends on circumstance. AM report. Record on SIMS.
Friendship issues	Mediation by relevant person, i.e., FT, AM. Conflict resolution work during form time or at break time. Teaching staff to be informed if appropriate.	Re - direction of free time, i.e., keep students apart. Work with students to resolve issues. Contact home. Possible change of grouping – as a last resort.
Forging reports	After school detention. Inform HOD and AM. Contact home. Record on SIMS.	½ day in Inclusion Base depending on what forged signature is for. Extension of time on report by a wk
Lack of consideration and/or being generally unpleasant	Discuss with student – refer to Code of Conduct. Contact home. Detention if necessary.	Bullying can result in Inclusion Base and FTE. Refer to AM. Contact home.

	Record on SIMS.	Parent/carer meeting. Record on SIMS.
Uniform violation	1-Warning from FT, note issued to student, 2-detention. Contact home. <i>*Refusal to wear shoes issued by school- inclusion base</i> Report on SIMS.	Refer to AM. Loss of free time. Time in exclusion base Contact home. Parent/carer meeting. Report on SIMS
Make-up(should be discreet/only natural hair colour dyes allowed)	Send for removal to AMs office. Record on SIMS.	AM detention. Failure to comply can lead to time in the Inclusion Base and/or FTE. Contact home.
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Jewellery (small studs in the earlobe only)	Warning. Removal. Record on SIMS.	AM confiscation of items. Contact home. Refusal Inclusion Base Record on SIMS.
Cyber-bullying (if causing school related problems)	Mediation. Follow Bullying policy. Contact home. Record on SIMS.	Follow Bullying policy. Inclusion Base, FTE. Contact home. Parent/carer meeting. Record on SIMS.
Swearing – not at MOS. (recognised swear words are not acceptable – f,c,b,w, and t words particularly)	1-If student apologises immediately and realises they've 'got it wrong' give a warning. 2-If overheard, without immediate apology. Issue a detention. 3- If repeated - refer to AM. They will contact home Record on SIMS.	1 day in Inclusion Base. Contact home. Record on SIMS.
Poor attendance to lessons due to absence	Discuss with FT and AO. Support sessions (at lunchtime to catch up). Inform HOD. Contact home.	Discuss with AM. Contact home. Attendance warning letters, meetings with AO. Protocol in accordance with LA.
Failure to get report signed	1 st - Warning in the first instance and student sent to teacher to sign 2 nd Detention – 15 mins for each subject not signed. Contact home.	3 rd -Consistent failure escalates to next stage of reporting system. Inclusion Base. Contact home. Parent/carer meeting.
Littering	1-Warned to pick it up. 2- Refusal to comply. Refer to AM Litter duty during lunch break. 3- Refusal to comply detention/inclusion base. Record on SIMS.	Extended periods of litter duty. Contact home. Record on SIMS.
Noisy/unacceptable behaviour in corridors	1-Warning. 2-Detention with MOS. Record on SIMS.	Refer to AM Meeting with student Place on lesson attendance/ punctuality report.

		Time in inclusion base or FTE Record on SIMS.
Chewing/eating /drinking in class (water ok)	Food or drink is to be 'binned'. Student to be warned	Student to be detained for a 15 min detention
Failure to bring in correct equipment for lessons	Warning in the first instance. FT to send to office to purchase missing items. FT to provide equipment note – in register	For pens, pencils, rulers -FT to issue 2 nd -15 min detention 3 rd – 30 min detention and letter home. For books etc Subject staff to issue detention as above
<i>Failure to possess a planner or to have filled in planner appropriately</i>	<i>FT to detain for break time detention FT to Issue student with temporary planner sheet- found in register. Issue equipment note.</i>	<i>Contact home requesting they purchase a replacement £2.50 Detain for after school detention If issues persist refer to AM.</i>
<i>Poor quality work or lack of effort</i>	Record on class charts <i>Detain for break time detention Issue work to complete at home</i>	<i>Contact home and place on department detention. Place on department report.</i>

Always Refer to Code of Conduct when necessary.

Guidance on setting sanctions for serious misbehaviour, where internal exclusion, fixed term exclusion or permanent exclusion is or maybe appropriate

Factors in deciding within a range:

- severity of incident
- Any provocation
- Age/experience of student
- Immediate impact on other students
- Longer term impact on behaviour within school
- Impact on staff
- Previous conduct history of students
- Other mitigating or aggravating factors
- Particular circumstances pertaining to the student
- Student's response, including honesty, contrition, responsibility for action

These ranges are intended as a guideline. Each case will be different and it may be appropriate to give longer or shorter FTEs.

- Combinations of offences are likely to lead to exclusion longer than for a single offence
- Previous history of different sorts of offences may still lead to longer exclusion than for a first offence
- If exclusion is set outside these ranges the reason must be clearly established
- Any justifiable exceptions to these ranges should be noted for future revisions of this document
- Exclusion may be appropriate for offences not covered in this document; these should be noted for future revisions

NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
Possessing alcohol	5 days FTE	Perm Ex
Selling Cigarettes	2 days in the inclusion base. Tobacco destroyed. Parents contacted	1 day FTE Parental meeting. Police informed
Selling sweets/crisps/drinks etc.	Lunchtime detention Removal of goods Profits given to charity	1 day in the inclusion base. Parents contacted
Possessing or dealing in illegal drugs (may include 'legal high')	Perm Ex Referral to School Nurse Police informed Drugs seized	
Bringing 'drug paraphernalia' into school	10 day FTE Goods seized.	Perm Ex
Coming to school under the influence of drink or drugs.	Student to be sent home. Parental meeting Referral to school nurse	3 day FTE Referred to 'Response'
Offensive or insulting language directed at staff	1-3 days Inclusion Base or FTE based on severity. Restorative Justice (RJ) meeting	5 Day FTE or Perm Ex
Threatening staff	Minimum 2 day FTE if threat is taken serious. RJ meeting	Perm Ex
NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
<i>'Non attendance' at whole school Fri night detention</i>	<i>Inclusion base for those who genuinely forgot. FTE for refusal. Repeat following wk.</i>	<i>1 day FTE. Student/Parental contract.</i>
<i>Refusal to accept reasonable instruction or to cooperate with a member of staff /walking away</i>	<i>'Cooling off' period given if a student continues to refuse- 1 day Inclusion Base RJ meeting Behaviour Report</i>	<i>1 day min FTE- RS meeting Behaviour Report</i>
Refusal to go into the inclusion base	1 day FTE. Sign a behavioural contract.	3 day FTE.
Disruptive behaviour whilst in the base	Extension of time to include a detention after school.	Continued disruption will result in a 1 day FTE. Students to sign a behavioural contract.
Graffiti/ Vandalism /deliberate damage	Inclusion Base – 3 Days FTE and removal where possible. Pay cost for damage. Parental meeting	5 day FTE or Perm Ex
Theft	2 days Inclusion base	5 day FTE

	Return of goods or payment for replacement or refer to police. RJ meeting FTE for those refusing to pay for or return stolen goods.	Refer matter to Police
Serious verbal assault against another student	2 days in Inclusion Base RJ meeting.	1 day min FTE
Physical intimidation of a student /bullying	2 days min in Inclusion Base- FTE. RJ meeting	2 days min FTE- Perm Ex Anti-Bullying Contract Possible police involvement.
Dangerous behaviour- placing others at risk	1 day minimum in Inclusion Base- FTE. Depending on severity RJ meeting.	FTE- Perm Ex
Carrying/threatening/using a weapon	Perm Ex	Perm Ex
Setting off the fire alarm	2 day FTE	Perm Ex
Violence towards other students, e.g., fighting or physical bullying	Minor – 1 day Inclusion Base Serious – 2 day FTE RJ meeting and/or anti bullying contract.	2-5 day FTE or Perm Ex Police Involvement
Violence towards staff	Perm Ex Police involvement	
Consistent disruption of others' learning/refusal to work	1 day in Inclusion Base Placed on behaviour report. RS meeting	Escalate sanctions up-to FTE. Parental Meeting PSP/IBP- send to governors.
Consistent refusal to accept uniform code	Inclusion Base until improved. Contact Parents	1-FTE Parental meeting- refer to contract. 2- If no resolution offer transfer request option..
Inappropriate sexual behaviour or comments	2 days min in Inclusion Base up-to FTE. Referral to School Nurse. Parents Contacted	3 day FTE which could lead to Perm Ex
NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
Taking photos, video or recording of staff or students without permission	1 day min FTE Electronic item confiscated. Parental meeting.	Perm Ex
Racist or homophobic abuse	2 day FTE Apply LA procedures and possible Police involvement.	Perm Ex
Inappropriate use of the internet or social media including uploading inappropriate or abusive material	2 days in Inclusion Base Ban from using network. Parents contacted.	1 day min FTE, could lead to Perm Ex and police involvement.

Abuse of MOS outside school	2 day min FTE RS meeting.	Perm Ex
Repeated behaviour referrals to Inclusion Base totalling more than 10 days in an academic year (min 5 separate referrals- Totting up system)	5 day FTE Student placed on IBP or PSP Meeting with parents. Governors behavioural panel	On reaching 20 days and 10 referrals – 20 day FTE may result in Perm Ex.

RESTORATIVE JUSTICE MEETINGS

This process is seen as an essential method to help resolve issues before they escalate. It allows both parties to air views and find a way forward. In some case the process of allowing the victim to explain how they feel is important. The main aim is to get perpetrators' to recognise their mistake and apologise to the aggrieved person.

If the issue is between students AMs should set up a supervised meeting between both parties at an appropriate time. It is important to allow time for emotions to settle before placing students together. Staff should gauge reactions before considering deciding if a meeting is appropriate.

If the issue is between a student and a staff member, the following steps should be applied

Student sent to 'cooling off'- teaching staff should request students return at break or after school to discuss the issue. Establishing ground rules for the next lesson is essential.

Student – On Call

If a student has been placed in the inclusion base. The **member of staff** should attend the inclusion base at 3pm that day to discuss the issue. If an incident occurs during P5 this meeting should be conducted the following day at 3pm so both parties have time to reflect/cool off.

If a student is excluded. AMs will bring the student to meet the staff member straight after the 'return from exclusion' meeting. They will cover the class for a few minutes to allow the staff member to speak to the student.

In more serious cases (or those were AMs perceive there may be an unresolved issue) a break time meeting will be set up with the AM in attendance as a mediator.

In some case, AMs will invite staff member to the 'reintegration' meeting with the student and parents. This would have to be dependent on staff availability.

The restorative justice system has to manageable and sustainable; we believe the above mechanisms provide a model of 'best fit' given time constraints.