

Stanborough



BEHAVIOUR & REWARDS POLICY

Reviewed by: Standards & Achievements Committee

Date of Issue: June 2023

Date of next Review: June 2024

**Responsible member
of SLT:** Ellen Daplyn

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

This policy is set within the school's four principles of:

High Expectations Quality Learning Mutual Respect Success for All

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential.’

EYFS September 2014

Rationale

- Stanborough School is a community in which mutual respect and high expectations of all students are key. We have created a school environment which allows all students to learn and reach their potential.
- Students are rewarded for their effort and contribution to this community and we believe that all students have an important role to play in making Stanborough a successful place to learn.
- High expectations are made of students and they are given support and guidance to make the right choices to enable them to learn and strive for success.
- Parental support is essential in promoting positive behaviour in students.

Aims

- To be a school that does not tolerate persecution or bullying of others on any grounds, including ability, age, culture, faith, gender, ethnicity or sexual identity (see Equal Opportunities Policy).
- To develop self-discipline, self-control and a sense of responsibility for the school community and its environment.
- To encourage members of the school to demonstrate respect and courtesy to one another and to visitors to the school and our community neighbours.
- To encourage all students to behave in an exemplar manner on the way to and from school.
- To provide a clear and precise behaviour and rewards management framework which all staff, parents and students view as being fundamental to enhance learning and achievement.
- To ensure that students understand the consequences of disruption to learning and if they breach the Stanborough Code a consequence will result which is consistently applied by staff.
- To provide support for students who deliberately and /or persistently ignore or breach the Stanborough Code or disrupt learning.
- To provide appropriate support for staff and parents in promoting pro-active behaviour management.

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2022	June 2023	
Policy reference	SS-POL-SSA-016			Page 2 of 41

- To ensure effective management of teaching and learning with well-organised classes and lessons that are engaging and appropriate.
- To develop good relations between all members of the school community and beyond.
- To ensure that praise, encouragement and rewards are used effectively to promote achievement.
- The behaviour and rewards policy is central to our ethos and is designed to meet the needs of all our students.
- To foster an ethos of restorative justice between students and staff.

Procedures and Responsibilities

It is the role of all staff, parents and students to promote excellent behaviour. Excellent behaviour is also expected from all students on their **journey to and from** school.

Students

THE STANBOROUGH CODE OF CONDUCT

- Show respect to everyone
- Treat others as you would like to be treated
- Help others whenever you can
- Behave in a way that helps everyone to learn
- Arrive on time, equipped to learn in all lessons
- Follow school instructions without argument
- Look after our school
- Take care of the building, equipment and displays
- Use the litter bins
- Move sensibly in and around the school
- Follow the one way system
- Behave responsibly in the local area
- Dress correctly for school

Senior Leadership Team (SLT)

- SLT will support staff to ensure good behaviour across the school.
- SLT will undertake quality control monitoring of curriculum areas to ensure rigour and uniformity of sanctions and rewards through the learning walk system
- SLT will undertake work scrutinies and learning walks to ensure effective use of the Whole School Behaviour and Rewards Policy.
- SLT report to the Governing Body on the impact of the policy.

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 3 of 41

- SLT will ensure that all new staff are inducted on the behaviour and Rewards policy, systems and good practice for behaviour management.
- SLT will include regular behaviour management training for staff as part of ongoing CPD
- SLT will organise how students transitioning to the school are inducted into the behaviour systems, rules and routines.

Curriculum / Subject Leaders (CL/SL)

- CL/SL will ensure that all department staff carry out their responsibilities with regard to the Whole School Behaviour and Rewards Policy. There should be regular monitoring and appropriate follow up of the use of rewards and consequences within the department.
- During department meetings, discussions of rewards and consequences in relation to the development of teaching and learning should take place on a regular basis.
- CL/SLs will ensure that all department policies related to behaviour management and rewards are written in line with the Whole School Behaviour and Rewards Policy.
- In planning schemes of work and individual lessons, it is essential to remember that the most positive impact on behaviour and where learning is most effective is when students are given appropriate and engaging learning opportunities. There should also be opportunities for students to produce work and contribute to lessons that will enable them to receive rewards.

Subject teachers

- All class work and homework must be appropriate, challenging and allow for progression of learning.
- Ensure a variety of tasks during lesson.
- Set regular, meaningful homework to support classroom learning. This must always be logged on Class Charts for all year groups including Post 16
- Mark class work and homework regularly in line with the Marking and Feedback Policy.
- Use praise and rewards whenever there is an opportunity.
- Lessons should be well organised.
- Staff should arrive at a teaching area before the student, when possible, and stand in the corridor to welcome students and to support calm and orderly movement around the school.
- Staff should monitor students' movement on stairwells and outside their classrooms as students leave and arrive.

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 4 of 41

- Promote good habits – students should enter the classroom, take out equipment and exercise books, put bags on the floor and wait quietly to be greeted by the teacher.
- There should be a 'do it now task' ready for the students as soon as they enter the room.
- An attendance register must be taken within the first ten minutes of a lesson on Arbor.
- The lesson should then commence promptly, with all students attentive.
- Resources should be available at the start of the lesson.
- The lesson should always be concluded in an orderly manner, ensuring that the classroom is free from litter for the next lesson and dismissing the class in a controlled manner.
- If a student produces a good piece of work, or makes a good contribution to the lesson, this should be rewarded using the Rewards System and recorded on Class Charts.
 - Bronze: (5 points) for good work or contribution to the lesson / tutor time
 - Silver: (10 points) for outstanding work or contribution to the school, or for contribution to a house event
 - Gold: (30 points) Special recognition for academic achievement or contribution to school community
 - Headteacher's Commendation (given out weekly) (50 points)
 - Governor's Citizenship Award for service to the school (100 points)
 - Headteacher's Award (given out termly) for good behaviour (100 points).
(Under the Disability Discrimination Act the school will not to discriminate against disabled pupils with regards to attendance award for hospital or other medical visits associated with the disability.)

(A full description of these rewards are given in Appendix B)

- A range of the following strategies can be used to deal with a behaviour issue:
 - Use the reminder, warning, system.
 - Use strategies for positive behaviour management such as making expectations clear, supporting a student to change their behaviour such as moving their seat, giving them a time out to reflect and re-set, speaking to them outside the room about their behaviour, amending expectations for work etc.
 - Remain calm and focused on the behaviour being wrong, not the child, e.g. it is not acceptable for you to behave in this manner, focus on your work. The refocusing on work is key to regaining positive behaviour patterns – then praise when it is possible.
 - Speak to the student at the end of the lesson and try to resolve the behaviour issue, focusing on the disruption to learning rather than personality differences.
 - Use phone calls / email for contact with parents, especially if this is an ongoing issue.
 - If a student is given a time out, it should be for no longer than a few minutes. Make sure the student is away from others and does not become the centre of attention. Students should be spoken to and then brought back into the classroom once the expectations and concerns have been discussed.

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 5 of 41

- Students should not be let out of a lesson, except in the case of an emergency. They are not permitted to visit the water fountain or toilets (unless they have a toilet pass) during lesson time. However, discretion should be used in the case of students you feel need to use facilities during lesson time, for example a student who is on their period or who is feeling unwell.
- If a student chooses not to rectify their behaviour following these interventions, the consequences system should be used as follows and recorded on Class Charts. A consequence could be a phone call / email home; a conversation outside of lesson time; being kept behind at break, lunch or after school for up to 10 minutes; a meeting with the curriculum leader / year leader and / or parent; a detention etc.

Level 1: Verbal warning (-1 point)

Level 2: Late to school / lessons (-2 points)

Level 3: After school detention 60 minutes (-5 points)

Level 4: Headteacher's detention 120 minutes (-10 points)

Level 5: Saturday detention 120 minutes (-15 points)

Level 6: Internal Exclusion (-20 points)

Level 7: Fixed Term Suspension (-30 points)

Level 8: Permanent Exclusion

Those students who are late to school are given a late detention for 20 minutes at lunchtime on the day they are late. They will receive a Level 2 negative.

(A full description of these consequences is given in Appendix A)

- It is the responsibility of the staff member issuing the consequence to record the incident on Class Charts. **Details of the incident must be recorded in full so that information can be given to parents if required.** Staff must give 24 hours' notice for a detention.
- **The sanction must be discussed with the student.** An opportunity should be given for the student to rectify their behaviour. In some instances, a one to one conversation with the student where the student is able to reflect on their behaviour and apologise might negate the need for a detention. It is good practice to inform the parent of the behaviour and sanction via a phone call.
- When a student fails to hand in their homework, they should be given the chance to hand it in on another occasion. For example, a detention could be set but then deleted if the student is able to hand their homework in.
- All members of teaching staff are expected to participate in the after-school detention rota. If a member of staff cannot do the detention on their specified day, they need to find a member of staff to swap with them.

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 6 of 41

- Students should sit in silence for the duration of the detention. Students will be expected to complete work during the detention (homework or classwork) or read. Only students in Y7 and 8 and those who use a laptop due to a SEND need will have access to computers so all others must bring homework with them. If a teacher requests a student completes homework, they must provide any relevant resources.
- Staff may ask students to complete work, especially coursework, after school in subject areas. Staff must collect students from the detention room if they would like to supervise them.
- It is good practice for staff to visit students who they have put in detention during the hour (if a conversation has not already been had outside the classroom) to discuss the behaviours, conduct restorative conversations, ensure homework is complete, discuss next steps in the lesson etc. This will help build positive relationships between staff and students.

Form Tutors

- Form tutors will monitor attendance, punctuality, uniform, equipment and the general performance of their tutees and take appropriate action if concerns arise. This includes contacting parents of students of concern via email or phone.
- Form tutors will be aware of the rewards and consequences for members of their form and highlight early intervention strategies for support and/or praise, for example tutor report.
- Form tutors will check Class Charts for their tutor group for updated positive and negative points and detentions.

Year Leaders (YL)

- Year leaders will be able to see, by using Class Charts, the consequences received by students in their year group.
- Year leaders will need to monitor student behaviour logs and consequences. Students receiving persistent Level 3, 4 or 5 consequences will need appropriate interventions such as phone calls home / meetings, report, signposting to other support etc.
- Year leaders will ensure that form tutors carry out their responsibilities to monitor students in their form through regular discussion to provide praise and support, with appropriate interventions when required.
- If, following form tutor action, further misdemeanours occur, the year leader may use any of the following strategies:
 - Letter home
 - Report
 - Parental meeting

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 7 of 41

- Restorative meeting with the child and staff member
- Where a student's behaviour repeatedly falls into Level 4/5 or above the student should be discussed with the curriculum leader and / or year leader and further support should be put in place. This might include:
 - Report
 - Parental meeting
 - Referral to student support worker / outreach worker
 - Pastoral Support Plan
 - Bespoke timetable
- Any further breaches of the Behaviour and Rewards Policy will lead to parents being invited to a meeting with the year leader and senior member of staff responsible for the year group.
- Major offences, for example, inappropriate use of mobile phones and social media, dangerous behaviour, bullying, abuse of staff or students, drug/alcohol related incidents, inappropriate conduct on the way to school or back, improper sexual conduct etc. may be directly referred to the senior member of staff responsible for the year group or the Headteacher, as appropriate. Sanctions that may be considered are:
 - Fixed term suspension
 - Report monitored by a member of SLT/The Headteacher
 - Isolation from peers at break/lunch and supervised by a member of SLT
 - Fixed period of time in Compass for some/all lessons
 - Permanent exclusion
- All students are allowed to apply to attend any school trip or activity, but may be debarred due to evidence of the following:
 - Poor behaviour record – to be agreed with the member of SLT responsible for the year group and the visit co-ordinator.
 - Lists of students barred from school trips should be published and parents should be notified accordingly.

Uniform Regulations

- Where a student comes into school in incorrect uniform (no tie, wrong shoes, no blazer etc) they should be sent to student reception to correct this. Correct uniform will be lent to the student for the day and must be returned at the end of the day. Students who refuse to correct their uniform, e.g. wear plimsoles instead of trainers etc. will be put in Compass out of circulation until the situation is rectified (i.e. they put on the correct uniform or a parent / carer brings the correct uniform in).
- Repeated failure to wear uniform in the correct way will lead to amendments being made to what a student can wear. For example, a student who persistently wears their skirt too short, or refuses to wear a skirt the right length, will only be allowed to wear trousers.
- Students who are unable to correct aspects of jewellery, hair or make up (such as false eyelashes, nail extensions, nail varnish or hair colour that is deemed as extreme) will be placed out of circulation at break and lunch in Compass until

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 8 of 41

they are able to rectify this (i.e. by dying their hair back or visiting a nail salon). If a student fails to go to Compass at lunch and break, they will be put out of circulation the next day.

- Where a student refuses to rectify aspects of jewellery, hair or make up (for example refusing to take out a nose stud) or where the student has not rectified aspects of hair or make up within a reasonable time (as decided by the headteacher / SLT), they will be placed out of circulation in Compass for the duration of the day until the situation is corrected.
- All students will carry a uniform card with them at all times. Any student who does not have correct uniform will be asked to rectify it and will have their card signed. When the card is full the staff member who completes the last box will and this into the Year Leader Support Officer who will issue a new card and set a sanction.

Monitoring

- It is the responsibility of all staff to ensure that rewards and sanctions are consistently applied to all students. All staff should record any sanctions issued on Class Charts on the day they occur and this should be communicated to the child.
- Curriculum leaders / subject leaders should undertake learning walks to ensure effective lesson structuring, behaviour management and the use of praise and rewards.
- Curriculum leaders / subject leaders should ensure that the Behaviour and Rewards Policy is effectively and consistently used by staff in their team.
- Year leaders and curriculum leaders / subject leaders will monitor the issuing of consequences and rewards by members of the department/tutor team to ensure consistency.
- A record of all after school detentions, and internal exclusions and suspensions is kept on Class Charts and summaries are provided to the governing body in the Headteacher's report termly.

Support

- There is a range of support on offer to students in the school to help them manage their behaviour. This includes:
 - Tutor, deputy year leader and year leader support
 - Report cards
 - Pastoral Support Plans
 - Life Coach / Student Support workers
 - Counsellor
 - Outreach worker
 - SEND mentoring / support
 - Autism support worker
 - Compass support
 - The Green Room / sensory room
 - Time out cards / sensory break cards / movement break cards

Internal Exclusion (Level 6)

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 9 of 41

- The year leader or a member of SLT may put a student(s) forward for an internal exclusion for a serious breach of Stanborough's Code of Conduct (Level 6). A full investigation will take place and statements taken from students where appropriate. All decisions for internal exclusion will be made by the headteacher.
- Further interventions may be identified by the year leader such as placing a student on a target report, developing a Pastoral Support Plan and/or referring the student to other support both internally and / or externally. In addition, an alternative school's internal exclusion unit may also be used to support the sanction applied to a student or students. This internal exclusion unit may be in one of the other four consortium schools.

Fixed Term Suspension (Level 7)

In the case of a serious breach of the Stanborough Code, the School will exercise its right to suspend a student or students as appropriate and in compliance with guidelines issued by the DfE as outlined below:

- The Headteacher is solely responsible for the suspension of a student or students and may suspend them for up to 45 school days in a school year depending on the individual circumstances of the incident.
- The school will endeavour to contact parents/carers of a student on the day of the incident if it is deemed serious enough to require a Fixed Term Suspension.
- A letter will be sent home as soon as possible after the incident outlining the reasons for the Fixed Term Suspension and the measures parents can take to support their child and the school.
- Work will always be provided for excluded students for the length of the exclusion.
- Parents/carers will be requested to meet with their child's year leader or a member of the senior leadership team on the day that the student returns to school to ensure such events do not recur (readmission meeting).
- The appeal procedure against a decision to suspend a student is clearly outlined in the suspension letter, as are parent/carers' responsibilities to provide care and supervision for their child for the first five days of any suspension.
- The school must make provision for the student issued with a Fixed Term Suspension of more than five days.
- In the case of Permanent Exclusion, it is the responsibility of the student or students' 'home' Local Authority to arrange appropriate alternative full-time education no later than the sixth day of the Permanent Exclusion.
- The school seeks to ensure that any decision to exclude is made in accordance with the provisions of the Equality Act 2010 and that any vulnerable child remains safe.
- Our Behaviour and Rewards Policy follows Department of Education (DfE) guidance, recognises the requirements of the Disability Discrimination Act, and issues covered in the Human Rights Act and Race Relations Act, is integrated with the school's SEND policy, and is delivered using our standard teaching and learning and pastoral systems.
- We will take into account the needs of students who are on the Special Educational Needs register. We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed period suspensions.

Serious breaches of the Stanborough Code

It is not possible to define every situation or offence which may be considered a serious breach of the Stanborough Code of Conduct and which may occur **in school, during the journey to and from**

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 10 of 41

School or in school uniform. Listed below are examples of such breaches. However, the Headteacher will have discretion to make a decision on any breaches not appearing in this list:

- Aggressive, confrontational or challenging behaviour
- Alcohol or drug related incidents including legal drugs, medicines & solvents
- Bringing the school into disrepute
- Bullying
- Discriminatory abuse (racial, sexist, homophobic, physical etc.)
- Disorderly conduct such as jostling /play-fighting in school or public
- Extortion
- Fighting
- Inappropriate use of mobile phones both within school or outside school
- Intimidation of staff and / or students
- Misuse of the internet or social media
- Persistent disruptive behaviour
- Photographing, videoing or recording staff or students
- Refusal to follow instructions
- Sexualised behaviour
- Serious disorderly conduct
- Selling (e.g. food, drink, clothing, electronic devices)
- Smoking / vaping
- Theft
- Verbal and /or physical abuse against a member of staff or student

Permanent Exclusion

The School seeks to ensure that any decision to exclude a child permanently is a serious one and will only be taken:

- as a last resort;
- in response to a serious breach of the School Behaviour Policy & Code of Conduct; and
- if allowing the student to remain in school would seriously harm the education or welfare of the students or staff in the school.

A permanent exclusion will usually be the final step in a process for dealing with disciplinary offences and one that takes into account the fair treatment of students from groups who are vulnerable to exclusion, such as Looked After Children (CLA) and those with diagnosed or undiagnosed Special Educational Needs and Disability (SEND) etc.

A student can be permanently excluded for the reasons outlined below, though this list is not exhaustive:

- Bringing the school into disrepute;
- Serious breach of the school's Behaviour and Rewards Policy;
- Persistent and defiant violation of the school's Behaviour and Rewards Policy;
- Bullying including racist, sexist or homophobic bullying;
- Extortion;
- Possession and/or use of an illegal drug, legal drug (e.g. legal highs etc), alcohol on school premises, or being under the influence of an illegal drug or alcohol, or supplying an illegal drug, legal drug or alcohol.

There are exceptional circumstances where a student may be permanently excluded for a first or 'one off' offence. Each case will be considered on an individual basis and may include incidents listed below:

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 11 of 41

- Serious, actual or threatened violence against another student, or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug including alcohol, legal drugs, legal highs, medicines and solvents;
- Carrying an offensive weapon;
- Carrying an instrument, including scissors and Compasses, where the intention was to threaten, alarm or injure.

The School will consider whether to inform the police where a criminal offence has taken place and will take advice.

For more information on any incident related to the use of drugs, alcohol, legal drugs etc refer to the school's Drug Policy.

- It will be for the Headteacher or a Deputy to decide whether the police should be involved in any given incident. The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents/carers will be informed immediately if a decision is taken to contact the police.
- The possession of illegal substances on the school premises will always lead to the involvement of the police.
- The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus, it will be normal practise for police interviews to take place at school only in the presence of parents or guardians. If parents/carers cannot be contacted the interview will take place with an appropriate staff member.
- Staff should not obstruct the police in the course of their duty. The police have the right to enter the site without permission of the Headteacher, but should only exercise this right in exceptional circumstances.

When to call the Police:

- Once a case has been established, school led interviews and investigations should stop and the police should be called
- Accurate records of interviews and admissions should be kept as a member of staff could be called as a witness
- Once a criminal investigation is under way, school investigations and/or interviews MUST stop.
- Offences where the police may be called include: theft, harassment (bullying), assault, sexual assault, damage, possession and / or selling of drugs, and the possession of offensive weapons.

Confiscating Items INCLUDING MOBILE PHONES

- Mobile phones, headphones, smart watches and electronic devices such as i-pods will be confiscated if seen or heard. Students will not be allowed to use any of these devices during the school day. This includes break and lunchtime. If phones and other electronic items are brought into school, they should be switched off and kept out of sight throughout the day. Should a phone, smart watch, i-pod etc. be seen or heard at any point from the moment the student walks onto the school site, it will be confiscated by a teacher or support staff for 24 hours and the parent/carer will need to come and collect it from the school office. If the item is confiscated on a Friday, it can be collected only on Monday. Students

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 12 of 41

(including sixth form students) must not use mobile phones around the main school and not before or after school whilst on the school site. If students need to make an urgent call then they can go to the student reception for support with this. Sixth form students will be permitted to use mobile phones in the sixth form block. If a student refuses to hand the phone or other electronic device over then this is considered as defiance and the student will be internally excluded (Level 5). The student will still need to hand the phone in. Where there is a serious safeguarding concern, a school mobile will be given to the student for the time they are without their phone. This will be arranged by the year leader.

- Mobile phones should not cause disruption to learning or the general ethos of the school. If mobile phones are used in a way that disrupts the working of the school e.g. to incite violence, bullying, to film other students etc. then the phone may be confiscated, relevant media deleted, and an appropriate sanction set.
- Prohibited and banned items brought into school by students may be confiscated by a member of staff and returned at a later date to the student or their parent or carer.
- Prohibited items are knives and weapons, alcohol, illegal drugs, legal drugs/highs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or material and any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property. Banned items also include compasses and metal combs.
- In the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them.
- From time to time, certain items not listed here may be deemed to be prohibited by the Headteacher if they reasonably pose a threat to the safety and wellbeing of students and staff or the good order of the school.

Use of Reasonable Force

Reasonable force may be used to prevent students or students from hurting themselves or others, from damaging property or from causing disorder. Refer to the Restrictive Physical Intervention Policy.

Power to search students or students without consent

The Headteacher, and staff authorised by her, have statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student or student may have a prohibited item which may include:

- knives and weapons
- alcohol
- illegal drugs (including legal highs)
- stolen items
- tobacco, cigarette papers, vape pens or other smoking paraphernalia
- fireworks
- pornographic images or material
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause injury or damage to property.

Child-on-child abuse

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 13 of 41

- Our Behaviour and Rewards Policy follows guidance from Keeping Children Safe in Education. More information on actions taken in the event of child-on-child abuse can be found in the Safeguarding Policy.
- Reports of child-on –child abuse will be treated seriously and fully investigated, where appropriate police and children’s services will be notified, and we will work collaboratively with these agencies.
- As part of our Life Skills program, CSE program and RSE program, students are taught about consent and child-on-child abuse in order to prevent incidents.

Behaviour outside of school premises

- When incidents of poor behaviour and / or bullying take place outside of school premises, or online outside of school hours, and are reported to the school by a witness / victim, the school will follow the behaviour policy and appropriate sanctions will be put in place. When behaviour that takes place outside of school affects the smooth running of the school, the school will also follow the behaviour policy and appropriate sanctions will be put in place.
- Conduct outside of the school premises, including online conduct, that schools might sanctions pupils for include (but is not limited to):
 - Bullying / intimidation (including online)
 - Physical assault / fighting
 - Behaviours that bring the school into disrepute
 - Stealing / vaping / anti-social behaviour while in uniform or in the vicinity of the school
 - Sending indecent images / sharing indecent images

Statutory Framework

Our Behaviour and Rewards Policy follows Department of Education (DfE) guidance, recognises the requirements of the Disability Discrimination Act, and issues covered in the Human Rights Act and Race Relations Act, is integrated with the school's SEN/D policy, and is delivered using our standard teaching and learning and pastoral systems.

Governors

Governors should ensure that all staff are familiar with the Government’s regulations and guidelines regarding the behaviour and safety of the students or students in their care. This policy should be read in conjunction with the following policies:

- Drugs Policy
- Attendance Policy
- Anti-bullying Policy
- Restrictive Physical Intervention Policy
- Disability equality policy
- Equality Scheme
- Anti-fraud Policy
- Safeguarding policy
- SEND Policy
- Complaints procedure

Links with external partners/agencies where relevant

We believe that effective partnership with parents and outside agencies is key to the implementation of this policy. To this end, each year group has a year leader who is supported by a member of SLT, a deputy year leader and a team of form tutors, the School’s SEND Department

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 14 of 41

and the Student Support and Inclusion Manager, all of whom will ensure that there is regular contact with parents/carers of students and students who struggle to manage their behaviour. In addition, we have a student support worker, a life coach and a school counsellor. We also liaise with outside agencies where required and have the team of family support workers based at Stanborough. Such agencies may include:

- Behavioural Support Team
- Specialist Adolescent Service Hertfordshire (SASH)
- Mentors and coaches
- School nurse
- Attendance Officer
- Services for Young People
- Educational Psychologist
- The Police – Crime Reduction Officer
- Police Community Support Officer
- Youth Offending Team
- Young Citizens Project
- Family Support workers

Working with parents/ carers, we may also seek input or advice from:

- Family doctor
- Child and Family Clinic
- Child and Adolescent Mental Health team (CAMHs)
- Social services

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 15 of 41

Appendix A

Behaviour and Rewards Ladder

The Behaviour and Rewards Ladder works as part of the whole school system for good behaviour for learning. This works within the school's four principles where we believe in mutual respect and success for all. The Behaviour and Rewards Ladder is underpinned by the expectation that all staff **plan and teach lessons that are engaging, meet the needs of all students and encourage active learning**. We also expect staff to follow the supportive and restorative ethos we have embedded in the school where students are listened to and supported while also understanding that poor behaviour is not acceptable and will be dealt with. We expect staff to use their judgement when applying the behaviour policy and making adaptations for those with special educational needs, those whose home situations might impact their behaviour in school, and those who have a bespoke behaviour plan.

Level	Points	Description
End of term award	75	Governor's Citizenship Award; Headteacher's Award;
Headteacher's Commendation	50	For work in or outside of school that goes above and beyond, for example volunteering in the community
Gold	30	Award for academic achievement, for example in a competition, or for citizenship, for example leading a house event
Silver	10	In class award for outstanding work, attitude, behaviour etc.
Bronze	5	In class award for good work, attitude, behaviour etc.
Level 1	-1	Low level behaviours
Level 2	-2	Late to school / lessons
Level 3	-5	After school detention
Level 4	-10	Headteacher detention
Level 5	-15	Saturday detention
Level 6	-20	Internal exclusion
Level 7	-30	Suspension
Level 8		Permanent exclusion

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2022	June 2023	
Policy reference	SS-POL-SSA-016			Page 16 of 41

Level	Points	Behaviours (this is not an exhaustive list but an indication of the type of behaviours in each level)	Notes	Possible Consequences
Level 1	-1	<ul style="list-style-type: none"> • 'Ready for School': make up / equipment / chewing gum etc. • Failure to engage in the lesson • Low-level behaviour (distracting others / not following instructions / chatting etc) • Failure to complete homework / failure to complete homework to an appropriate standard (despite support / adaptations and a second chance to complete) 	<p>For behaviour, use the reminder, warning and system before issuing a Level 1. Other strategies to avoid an escalation could be: moving seat, giving the student a time out to change their behaviour, speaking to the student about your expectations etc.</p> <p>For repeat behaviours a phone call should be made e.g. skirt rolled up / not engaging in lesson, not completing homework etc. This call should be made by the teacher / tutor.</p>	<p>Phone call or email home / chat at break / lunch / after school.</p> <p>If a student receives 5 Level 1s in a week they will receive an after-school detention (Level 3)</p>
Level 2	-2	<ul style="list-style-type: none"> • Late to school (students will be issued with a 20 minute lunchtime detention that day). Failure to attend a late detention will result in an escalation to a Level 3. • Late to lessons (without a reasonable reason / note). Staff should mark the student late on the register. 	<ul style="list-style-type: none"> • Is a student is late to school they will be issued a late slip when they arrive. They will be reminded to attend the late detention that day. Students must go straight to the late detention and not get their lunch first. • Students who are late to tutor time will also be issued with a late slip and will be expected to attend the late detention. 	<p>For persistent lateness other sanctions will be applied:</p> <ul style="list-style-type: none"> • Students who are late to lessons or school three times over a half term will receive a Level 3. • Students who are late to lessons or school six times over a half term will receive a Level 4. • Students who are late to lessons or school nine times over a half term will receive a Level 5. • Students who are late to lessons or school 12 times over a half term will be internally excluded. <p>Where students are persistently late to school and / or lessons, other support should be put in place such as a phone call home, meeting with parent, late report etc.</p>

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 17 of 41

Level 3	-5	<ul style="list-style-type: none"> Persistent repetition of Level 1 behaviours Behaviour that disrupts the learning of others in lessons or assembly Disruptive behaviour outside the classroom (before / after school or at lunch / break) Persistent failure to follow instructions in class or outside of class Persistent lack of effort / failure to complete work Three incidents of incomplete homework a term Failure to bring laptop Out of bounds / not following the one way system / eating outside of designated areas Persistent lateness to lessons or school (three Level 2s) Late after 9am Failure to attend lunch time detention for late to school Littering (including throwing food) Full uniform card / lost uniform card 	<p>Before an after school detention is issued the following must take place:</p> <ul style="list-style-type: none"> ✓ Reminder and warning ✓ Time out if behaviour hasn't changed to explain expectations ✓ Chance to rectify the behaviour <p>Other strategies could be moving seat, considering expectations of work, asking a TA / HLTA to support, attendance at homework club, etc.</p>	After school DT and / or phone call or email home / chat at break / lunch / after school
Level 4	-10	<ul style="list-style-type: none"> Persistent repetition of Level 3 behaviours Repeated refusal to follow instructions Argumentative behaviour / rudeness to staff Six incidents of incomplete homework a term Dangerous behaviour / play fighting Failure to sign in or register 	<p>Where behaviours are persistent in a lesson / across lessons / in the school, other support should be put in place by the class teacher (with support from the CL) or by the year team. These could include:</p> <ul style="list-style-type: none"> • Conversation with the student about their behaviour • Report card • Change in seating plan • Support from year team / SEND etc. 	<p>Headteacher detention</p> <p>These behaviours should also include a phone call home to discuss the behaviour by the class teacher / year team</p>

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 18 of 41

		<ul style="list-style-type: none"> • Failure to meet school expectations • Bringing the school into disrepute • Possession of and / or use of an aerosol, perfume or spray in school. The item will also be confiscated for a parent to collect. • Persistent lateness to lessons or school (six Level 2s) • 	<ul style="list-style-type: none"> • Meeting with parent / carer 	
Level 5	-15	<ul style="list-style-type: none"> • Persistent repetition of Level 3 • Argumentative behaviour / rudeness to staff • Nine incidents of incomplete homework a term • Intimidating / dangerous behaviour • Damage to school property / the property of others • Serious / persistent failure to meet school expectations • Bringing the school into disrepute • Truancy from lessons • Mis-use of technology • Persistent lateness to lessons or school (nine Level 2s) • 	<p>Where behaviours are persistent in a lesson / across lessons / in the school, other support should be put in place by the class teacher (with support from the CL) or by the year team. These could include:</p> <ul style="list-style-type: none"> • Conversation with the student about their behaviour • Report card • Change in seating plan • Support from year team / SEND etc. • Meeting with parent / carer 	<p>Saturday DT</p> <p>These behaviours should also include a phone call home to discuss the behaviour by the class teacher / year team</p>
Level 6	-20	<ul style="list-style-type: none"> • Persistent repetition of behaviours in Level 3 /4 /5 • Stealing • Extreme / persistent disruption to lessons and / or the smooth running of the school • Fighting / dangerous physical behaviour 	<p>Where behaviours are persistent in a lesson / across lessons / in the school other support should be put in place by the class teacher (with support from the CL) or by the year team. These could include:</p> <ul style="list-style-type: none"> • Conversation with the student about their behaviour • Report card • Change in seating plan 	<p>Internal exclusion for a period of time decided by the headteacher. A phone call must be made to the parent / carer and a letter will be emailed home and go on file outlining the behaviour.</p> <p>In the internal exclusion students will complete an education project based on the reason for their internal exclusion. A piece of work should be produced to show</p>

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 19 of 41

		<ul style="list-style-type: none"> • Serious acts of vandalism / damage to school property / the property of others (including incitement) • Refusal to hand over mobile phone • Inappropriate use of technology (including laptops / school computers / social media and mobile phones etc) • Extreme rudeness to or about staff / inappropriate language towards staff • Failure to meet school expectations • Bringing the school into disrepute • Bullying / intimidation towards others (online or in person) • Persistent lateness to lessons or school (12 Level 2s) 	<ul style="list-style-type: none"> • Support from year team / SEND etc. • Meeting with parent / carer 	evidence of the students' understanding of the reasons they are internally excluded .
Level 7		<ul style="list-style-type: none"> • Persistent repetition of behaviours in Level 3 and / or 4 and / or 5 and / or 6 • Acts of incitement or bullying (including cyberbullying) • Threatening / intimidation and / or dangerous behaviour towards another student/s • Acts of violence (or incitement to violence) towards other students • Acts of physical assault on another student or adult • Use of offensive language and / or harassment towards students and / or staff • Malicious use of technology (including laptops / school computers / social media and mobile phones etc) • Acts of abuse of any nature (including incitement to abuse) on sexual, religious, age and gender related issues 	<p>Where behaviours are persistent in a lesson / across lessons / in the school other support should be put in place by the class teacher (with support from the CL) or by the year team. These could include:</p> <ul style="list-style-type: none"> • Conversation with the student about their behaviour • Report card • Change in seating plan • Support from year team / SEND etc. • Meeting with parent / carer 	<p>Suspension for a period time decided by the headteacher. A phone call must be made to the parent / carer and a letter will be sent home and go on file outlining the behaviour. A readmission meeting with the student and a parent / carer will take place before the student comes back into school.</p> <p>As part of the suspension students will complete an education project based on the reason for their suspension. A piece of work should be produced to show evidence of the students' understanding of the reasons they are suspended. This will need to be brought to the readmission meeting. If the work isn't produced students will need to go to Compass to produce this.</p>

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 20 of 41

		<ul style="list-style-type: none"> • Smoking, vaping or bringing smoking paraphernalia into school • Bringing and / or using banned items in school e.g. bangers / explosives • Persistent and malicious violation of the school rules, the Stanborough Code and the school regulations • Persistent refusal to follow the authority of staff and the school as laid down in the Behaviour and Rewards policy 		
Level 8		<p>Specific behaviours would include:</p> <ul style="list-style-type: none"> • Repetition of any of the above behaviours. • Particularly serious cases of bullying (including cyberbullying), threatening behaviour, use of offensive language and harassment. • Possession and/or use of an illegal drug, legal drug (e.g. legal highs etc.), alcohol on school premises, or being under the influence of an illegal drug or alcohol • Possession of drugs or similar banned substances in school. • The dealing or supplying of drugs, or similar banned substances, or the proven intent to deal in drugs on the school premises or within the jurisdiction of the school. • Acts of behaviour that are dangerous, illegal or deemed to endanger the health, safety and well-being of any person. • Possession/use of an offensive weapon, replica weapon (e.g. gun or knife) or 	The top-level consequence would be decided by the Headteacher following meetings with the leadership team, year leaders and other relevant professionals.	<p>Permanent exclusion</p> <ul style="list-style-type: none"> • Letter to parents. • Governors' Disciplinary Committee meeting to look at the headteacher's recommendation.

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 21 of 41

		<p>article deemed to be offensive or dangerous.</p> <ul style="list-style-type: none"> • Particularly serious cases of inappropriate behaviours involving internet technologies causing serious disruption to the school, and/or distress to other students or staff. • Inappropriate sexual behaviour which could involve coercion, harassment, assault. • One off serious incidents – refer to page 14/15 <p>Irresponsible or dangerous use of substances to include matches, lighters, chemicals, bangers, explosives etc.</p>		
--	--	--	--	--

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 22 of 41

Appendix B

Stanborough School Rewards

Rewards at Stanborough work when all staff have high expectations and use rewards consistently and often to reward and acknowledge students who do well. The system should be fair, transparent and respected by all staff and students. There are five levels of reward points: bronze, silver and gold, headteacher's commendation and end of term award.

Bronze	<ul style="list-style-type: none"> • Good work • Valuable contribution to the lesson, tutor time or activity • Good homework • Good presentation • Good attitude to learning • Kindness / support to others • Improvement to work / behaviour / attitude • Attendance at a lunch time or after school club or activity • Revision / attendance at revision session
Silver	<ul style="list-style-type: none"> • Outstanding work • Outstanding contribution to the lesson, tutor time or activity • Outstanding homework / revision • Outstanding attitude to learning • Outstanding citizenship • Participation in house event / extra-curricular event
Gold	<ul style="list-style-type: none"> • Special recognition for academic achievement or contribution to the school community. This could include: <ul style="list-style-type: none"> ➤ Leadership or significant contribution to a house event / school event or extra-curricular event ➤ Achievement in an academic area such as a competition ➤ Outstanding completion of a large piece of work such as coursework / a project
Headteacher's commendation	<ul style="list-style-type: none"> • Nominated by a teacher or staff member for a significant piece of work / contribution to the school community / achievement outside the school
End of term award	<ul style="list-style-type: none"> • Governor's citizenship award for significant service to the school / community • Headteachers Award for good behaviour • ATL award for top ten approach to learning grades

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 23 of 41

How will reward points be recognised?

End of term assemblies	<ul style="list-style-type: none">• Headteacher's award for good behaviour• Headteacher's Commendation Award for exceptional academic achievements / contribution to the school community (students who receive at least four Gold Awards / Headteacher's commendations per term)• Governor's Citizenship Award for significant service to the school – one per year group• Highest Reward Points – Top 10 reward points per year group• Top Ten ATL per year group• Top Five most improved ATL per year group
Recognition	<ul style="list-style-type: none">• Break with Headteacher each half term – top ten students for ATL

RELATED DOCUMENTS

- Drugs Policy
- Attendance Policy
- Anti-bullying Policy
- Restrictive Physical Intervention Policy
- Disability equality policy
- Equality Scheme
- Anti-fraud Policy
- Safeguarding policy
- SEND Policy
- Complaints procedure

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 24 of 41

Detentions at Stanborough

What	Details
<p>Level 2: Lunchtime detentions will run for 20 mins from 1.20-1.4pm</p> <p>Level 3: After school detention for 60 mins run by staff.</p> <p>Level 3: Headteacher detention on a Friday for 120 mins run by the Headteacher</p> <p>Level 4: Saturday detention for 120 mins run by staff and SLT</p>	<p>When will detentions run and who will run them?</p> <ul style="list-style-type: none"> Students who receive a Level 2, 3 4 or 5 will automatically be assigned a detention Level 3 detentions will run Monday, Tuesday, Wednesday and Thursday in classrooms from 3pm to 4pm Level 4 detentions will run on a Friday in the hall from 3-5pm Level 5 detentions will run on alternative Saturdays from 9am-11am Detentions will be run by SLT and staff. There will be three members of staff on duty at each Level 3 detention. A rota will be drawn up at the start of the year All key stages will attend the same detention <p>How will parents and students be informed?</p> <ul style="list-style-type: none"> Parents will be informed via Class Charts. Students will be informed by their tutors in the morning, by their period 5 class teacher and via the Class Charts app. <p>What will happen at the detention?</p> <ul style="list-style-type: none"> In the detention, students will be expected to complete classwork, homework or read. Staff on duty will register the students using a paper register. Students will sit in silence. Students who do not conduct themselves in an appropriate manner will be asked to leave and they will be given the next level of sanction (a Headteacher's detention (Level 4), a Saturday detention (Level 5), or an internal exclusion (level 6)) If a student needs to use the bathroom during the detention they will be expected to make up the time at the end If a student is late without a valid reason they will be expected to stay behind for the number of minutes they were late <p>What happens if a student misses a detention?</p> <ul style="list-style-type: none"> If a student misses the detention due to being absent from school, they will be scheduled to sit the next available detention If a student misses a detention due to truancy, the detention will be escalated to the next level. If a student misses a Headteacher's detention they will be issued with a Saturday (Level 5) but will be expected to sit the Headteacher's detention (Level 4) too. If a student misses a Saturday detention (Level 5) they will be given a chance to attend the following Saturday. If they fail to attend this they will be out of circulation for two lunch times the following week and will be expected to spend lunch with the Headteacher. The number of lunchtimes will increase the more Saturdays the student misses.

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2022	June 2023	
Policy reference	SS-POL-SSA-016			Page 25 of 41

Procedure for the Green Team and referral to the Green Room

1. Get your faculty or year leader radio. Make contact with the other members of the Green Team on duty. Check the cover board and ensure there are no issues here. Conduct a circuit of the school, including Compass.
2. If there are specific instructions when dealing with a student you will be notified by the admin staff e.g. a student should be taken to Compass if disruptive.
3. When called to a classroom assist as soon as possible.
4. Once at the classroom aim to de-escalate the situation as quickly as possible by talking to the member of staff outside the hearing of the class. Talk to the student and use the Herts Steps script to establish what has happened and to de-escalate the situation.
5. **In discussion with the classroom teacher**, decide on the best plan to resolve the situation. Unless the student is at risk of exclusion, is a health and safety risk, or is disrupting learning to the detriment of others in the class, they should be put back in. Support staff by staying in the room for five minutes to support, or by modelling how to rectify the situation (i.e. if a student will not move seats). You could offer to come back later in the lesson to check in on behaviour.
6. Students who are removed from a lesson should be hot spotted to an appropriate lesson within the faculty; escorted to the Year Leader's office to write a statement if necessary and appropriate, or, for serious issues, a student could be sat outside the head's office (e.g. when a student refuses to follow any instructions from Green Team or the teacher). Remind staff to **write up all incidents on Class Charts and call home. If a student is hot spotted this should be a Level 3.** For incidents that are more serious, please discuss this with the Year Leader. **Staff should also attend the after school detention set in order to resolve the situation with the student.**
7. All callouts will be logged with the head's PA via the Green Team email. Please update the head's PA on any actions so these can also be noted. A summary of Green Team call outs will be emailed to all relevant staff at the end of the day.
8. If the student refuses to go with you, give them some time. You could also call the other Green Team member on duty for them to try. If students refuse to go with you this is defiance and an internal exclusion should be issued; speak to a member of SLT or the Headteacher ASAP due to a significant level of defiance. Please write this up on Class Charts and alert the Year Leader.
9. Remind the teacher that all behaviour incidents must be logged on Class Charts before the end of the day and students informed of any sanctions. Where an incident is serious enough to warrant an exclusion, this should be emailed to the Year Leader while a decision is made.
10. If the student is out of control and you are not able to de-escalate, escort them to the Green Room in Compass. They will need time to calm down. Make sure the Inclusion Support Manager knows they are there and discuss the situation with them. Inform the teacher and the office. Remind the teacher to write up the incident on Class Charts, where appropriate, by the end of the day. A consequence may be needed which could be a detention or another suitable consequence. Let the head's PA know so this can be logged on the Green Team spreadsheet.

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 26 of 41

11. If a student is in crisis, take them to the Green Room in Compass, make sure the Inclusion Support Manager knows they are there and discuss the situation with them. The student may not be in a position to explain or talk. Inform the teacher and the office. Once in the Green Room the Compass staff will take over and make sure the student is safe and comfortable before following the Herts Steps script.
12. Students should only go to the Moving on Room if they are pending an exclusion (internal or external). This decision will be made by the Year Leader / SLT. If taking a student over please make sure the Compass staff know you are there by having a dialogue with them and giving a brief explanation. The student may not be in a position to explain or talk. Let the Compass staff know if the student still needs to write a statement.
13. If called to students on the **Moving On Programme** follow the Herts Steps script in the same way as with a student in a classroom.
14. If called due to **a missing student/s** the office will check Compass, music tuition and other support timetables. If a student cannot be located within ten minutes the office will call home stating that the student cannot be found. The office will check to see if the student registers next period. The Year Leader will be informed by the office so they can investigate further and set an appropriate sanction
15. A member of SLT will be on at all times and should be called should you need additional support or a decision needs to be made about a student. If a Green Team staff member needs to turn their radio off for any reason (entering classroom ,taking an urgent call etc) they should notify the office before they turn their radio off.
16. At the end of your period do a circuit of the school and return the radio to the faculty office

For further information about the Green Team or for help or support, please speak to Ellen Daplyn or any member of the SLT.

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 27 of 41

The Green Room

Aim

The Green Room is a **safe place** for students to be **supported** when they cannot remain in a classroom or hotspot because of an **immediate emergency** situation.

The Green room will have:

- A calm supportive environment
- A restorative approach
- An exit plan established
- A support plan drawn up and activated
- A decision once de-escalation has happened as to whether the student may return to lessons or if they are to work in the 'Keep Up' room until ready to return to lessons
-



Referral Process

Students can only be referred by a member of the **Green Team**. This is a group of SLT and senior teachers who are called on referral and have been trained. **The Green Team** will make a decision about whether the student can be hot spotted or needs entry to the Green Room.

Entry to the Green Room.

The Inclusion Support Manager (ISM) will be on standby for any students who are escorted to the Green Room.

Procedure for the ISM:

- Greet the student and the Green Team member in a positive manner
- Escort them to the Green Room
- Allow them to calm down (tissues, water, time- out)
- Give a Green Room reflection sheet (students may/may not complete this depending on their state of mind)
- When calmed down - have an RJ chat to reflect on the problem.

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 28 of 41

**STANBOROUGH SCHOOL
HOME SCHOOL AGREEMENT**

The four principles of Stanborough School are:

High Expectations

Quality Learning

Mutual Respect

Success For All

The school agrees to:

- set high standards of work and behaviour for all students
- act to develop a sense of responsibility in your child
- provide a balanced curriculum and work to meet the individual needs of your child
- keep you informed about general school matters through the Stanborough Times, the school website and email
- keep you informed about your child's progress at regular intervals

The Parent/Carer, I/we agree to:

- ensure that my child attends school regularly, on time in appropriate school uniform, with the correct equipment
- support my child in homework and other opportunities for home-learning
- attend PTIs and other opportunities to discuss my child's progress
- make the school aware of any concerns or problems that might affect my child's work or behaviour
- support the school's policies and guidelines for behaviour all of which can be found on the school website

Signature(s)

Date

The Student, I agree to:

- attend school regularly and on time
- wear the school uniform and follow the appearance rules at all times
- bring all the equipment I need every day
- do all my classwork and homework to the highest possible standard
- work hard to achieve my targets
- show care and consideration to others and follow the Stanborough School Codes
- help keep the school free from litter and graffiti
- use all school equipment including IT equipment in a sensible manner

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 29 of 41

Essential items and uniform

- Dark grey Stanborough School blazer with green trim
- Stanborough School black jumper with green trim (optional)
- Collared white shirt, long or short sleeved with fastened top button
- Stanborough School tie, must be worn to the waist
- Black trousers or black skirt with school logo (skirt **must** be knee length, if not students will be asked to buy a new skirt or wear the school trousers)
- Black shorts with school logo (optional first half term in Autumn and Spring)
- Black school shoes, see page below
- Plain black opaque tights or black **ankle** socks
- Plain **black** outdoor coat
- Black school bag with school logo and laptop sleeve inside
- Scarves, gloves and hats must be plain black, if worn. Alternatively, a Stanborough scarf can be purchased from our uniform supplier.

Appearance

- There should be no extremes of hairstyles in terms of colour or cut.
This includes no designs cut into the hair or eyebrow.
Hair colour should be natural, and long hair should be appropriately styled for a work environment, with school colour accessories.
Short hair should not be shaved to the skin.
Extremes of hair style and colour are not acceptable and will result in isolation until it has grown out, or been rectified.
- Head coverings worn for religious reasons should be black.
- Make up must not be worn and eyebrows **must not** be drawn/coloured. ** I have asked Clare to add a comment on extension eyelashes.
- No nail varnish or acrylics etc is allowed
- Hair accessories should be minimal and be plain black or dark green
- One small plain stud or sleeper is allowed in the lower lobe of each ear
- Watches are allowed, but there should be no other jewellery worn. **Smart watches are not allowed**
- Plain black polish-able leather/leather-look school shoes
(not trainers, trainer style shoes or shoes with logos, canvas, platforms or leisure style shoes eg Reebok, Adidas, Nike, Converse etc).
Shoes need to be ankle size (not boots) with plain black laces and black soles
Low heels; and no sling backs or sandals allowed
In bad weather, appropriate foot wear can be worn to school but it must be changed to school shoes on arrival



Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 30 of 41

PE Kit (*all PE kit should be clearly marked with your child's name*)

- Green polo shirt with House colour panels and Stanborough logo
- Green and navy reversible rugby shirt (boys only)
- Green PE hoodie (girls only)
- Navy blue shorts
- Football/hockey green games socks
- White gym socks (girls only)
- Navy jogging bottoms (optional)
- Trainers (suitable and clean)
- Studded boots (football/rugby) (boys only)
- Stanborough school games bag (in House colour)
- Navy leggings with school logo (optional) (girls only)
- Gum Shield (recommended)

Equipment (*equipment can be purchased in the LRC school study shop*)

- A Stanborough school black bag with school logo and laptop sleeve inside
- Laptop (*Y7-8, see information on our BYOD programme*)
- Earphones for use with laptop
- Pencil case containing pens, pencils, eraser, colouring pencils, highlighter pen, green pen, pencil sharpener, pair of compasses, ruler, protractor/angle measurer, scientific calculator (Casio fx-83GTX or fx-85GTX), glue, whiteboard pen and whiteboard rubber/cloth
- Timetable
- Reading Book
- Students would also benefit from having a pocket English and French/Spanish dictionary

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 31 of 41

Regulations for Health, Safety and Security (needs updated version)

For reasons of health and safety and hygiene:

- No chewing gum
- No smoking materials or illegal substances
- No solvents, including Tippex and aerosols
- No alcohol
- No food or drink to be consumed outside the dining or packed lunch areas
- Dining area tables are for food and students are asked not to sit on them.
- Medicines should be deposited with the school office or relevant forms completed

For reasons of safety keep away from out of bounds areas including:

- Roofs
- Car parks
- Behind the music and drama block
- The area alongside the hall, gym and new teaching block
- Labs/workshops unless teacher is present
- Shrubberies and unmown areas
- Behind Sports Hall
- Rear of fields

A plan showing out of bounds areas is displayed in classrooms

- No cycling within school grounds
- Fire doors must be fully operable at all times, and must not be tampered with
- Students should not attempt to operate windows or blinds, or sit on window sills
- No large or hard balls to be played with outside designated areas
- No canned drinks on the school site
- No knives or weapons

For reasons of security:

- Do not bring valuable personal property to school
- Use lockers carefully
- No mobile phones to be used school

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 32 of 41

Reward Points

Subject: ADT

Activity	Year Group	Reward
Monthly Faculty Awards KS3 Artist of the Month KS4/5 Artist of the Month KS3 Chef of the Month KS4/5 Chef of the Month KS3 Designer of the Month KS4/5 Designer of the Month	7 - 13	Gold Award Engraved plaque in trophy cabinet Subject pin badge
Participating in an ADT house competition	7-13	Silver
Winning a house completion	7 -13	Gold
Project Homework	7 - 8	Effort Grade 2 – Bronze Effort Grade 3 – Silver Effort Grade 4 - Gold
Coursework submission boards	9 - 13	Bronze/ Silver/ Gold
General participation, group work, effort, quality work	7 -13	Bronze
Sketchbook/ booklet work	7-8	3x ADT stickers = a gold

Subject: Business & Finance

Activity	Year Group	Reward
Competitions	10 - 13	Gold for winning, silver for excellent effort and bronze for taking part.
Themed events	10 - 13	Silver for excellent effort, bronze for valued contribution
Homework	10 - 13	Bronze for good h/w, silver for exemplary h/w
Business Challenges	10 - 13	Silver for excellent effort, bronze for valued contribution
Key assessment	10 - 13	Gold for top performance. Gold for most improved.
Leadership	10 - 13	Bronze, Silver or Gold
Support on Open Evening	10 - 13	Gold
Presentation of folders	10 - 13	Silver award for excellent presentation

Silver awards handed out every half term for students who have shown an exemplary attitude for the whole of that half term.

Subject: History

Piece of work	Year Group	Reward
Anachronism Shoe Box	7	Bronze, Silver or Gold
Black Death Leaflet	7	Bronze, Silver or Gold

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 33 of 41

Tudor Storybook	7	Bronze, Silver or Gold
Oliver Cromwell Obituary	7	Bronze, Silver or Gold
Titanic Brochure	7	Bronze, Silver or Gold
Letter to your MP on child poverty	8	Bronze, Silver or Gold
A Modern Day Exhibition	8	Bronze, Silver or Gold
Olaudah Equiano Storyboard	8	Bronze, Silver or Gold
Rosa Parks Story Book	8	Bronze, Silver or Gold
World War One Trench Diary Project	8	Bronze, Silver or Gold House Points
World War One Memorials	8	Bronze, Silver or Gold
Causes of World War Two Research Task	8	Bronze, Silver or Gold
Events of World War Two: Preparing for the Blitz! - Leaflet	8	Bronze, Silver or Gold
Extended writing tasks and projects	All Year Groups	Bronze, Silver or Gold
Reading in class, contributing to class discussions or answering questions.	All Year Groups	Bronze

Subject: Maths

Piece of work	Year Group	Current Reward	Proposed
Maths Question from Stanborough Times	7-11	Gold	Gold
Excellent classwork e.g. excellent work ethic, behaviour, completed extension questions	7-13	Silver	Silver
Excellent Homework	7-13	Silver	Silver
Key Assessment	7-13	Gold to top 3 Some classes, just the top student gets Gold If performance is better than the rest, but way below target, just a Silver is awarded	Gold for top performance Silver to second and third place If performance is better than the rest, but way below target, just a Silver is awarded
Participation in Extra Curricular activity	7-13	NA	Maths Club: Excellent work ethic – Silver Maths Enrichment (Fri) – Silver
Maths Challenges	7-13	Gold for achieving Gold Silver for achieving Silver 2 Bronzes for achieving Bronze 1 Bronze for students who do not get a cert	Bronze for participating HT commendation for Best in Year Double Gold for Gold cert Double Silver for Silver cert Double Bronze for Bronze cert
Support on Open Evening/Supporting Maths Events e.g. Year 5 Enrichment Club	7-11	Gold	Gold

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 34 of 41

Taking interview candidates on a tour	7-11	Silver	Silver
Consistent excellent performance	7-13	Silver every 2-3 weeks or half termly Gold at the end of a half term	Silver Award half way through a half term or half termly (depending on shared classes) Silver/Gold at the end of the half term (depending on shared classes)

Subject: Science

Piece of work			Year Group	Reward
Model of cells (bio)			7	Gold
Model of leaf structure (bio)			8	Gold
Model of an atom (chem)			7	Silver
Model / poster of the structure of the Earth (chem)			8	Silver
Research project on uses of electrolysis in industry (chem)			10	Silver
A report on energy resources and their advantages and disadvantages			8	Silver
'How to' guide - making your own refracting telescope (phys)			9	Silver
Successfully completing the required practical for each subject (no teacher input required: gold/some teacher input required: silver). For a list of practical tasks, see below:			10	Silver
Chemistry: Electrolysis Rate of reaction Chemical tests (triple) Gas tests (combined/triple) Microscope slide Sampling Salt preparation SHC Chromatography and calculating R _f values	Physics: Determining SHC Investigating thermal insulators Investigating resistance Investigating electrical components Calculating density Investigating Hooke's law Investigating F = ma Investigating Waves Investigating reflection & refraction Investigating IR	Biology: Growing microbes Using a light microscope Using standard food test to identify food groups Plan out an investigation on the effect of a factor on human reaction time Use sampling techniques to measure the population size Use agar plates and measure the zones of inhibition produced around colonies	KS4	Bronze/Silver
Bunsen burner licence			KS3	Bronze

Subject: Music

Piece of work	Year Group	Reward
Performing in a concert	Any	Gold
Attending Extra-curricular rehearsal	Any	Bronze
Any performance in class	Any	Bronze
Answers in class using terminology not yet covered in lessons	Any	Bronze

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 35 of 41

Achieving a grade above their target, or where their target is B or 9, achieving a B or 9.	Any	Silver
Consistent practice at lunchtimes	Any	Silver
Achieving a graded certificate on an instruments (eg. ABRSM/Rock school/Trinity)	Any	Gold
All students following Stanborough expectations at the start of the lesson	Any	Bronze

Subject: MFL

Piece of work	Year Group	Reward
Completion of homework	All	Bronze for good homework Silver for outstanding hwk Gold – above and beyond
Presentation of books	KS3	Silver award for excellent presentation
Recognition postcard	All	Gold award for excellent effort per half term
Completion of tasks in class	All	Silver award for full marks Bronze for 3 / 4 errors
Top of the Memrise leaderboard	All	Silver

Subject: PE

Piece of work	Year Group	Reward
Outstanding leadership	All	Gold
Outstanding contribution to lessons	All	Gold
Outstanding performance in a Extra Curricular club	All	Gold
Outstanding commitment to a extra curricular club	All	Gold
Outstanding sportsmanship	All	Gold
Good effort in lessons	All	Silver/Bronze
Good progress in a lesson	All	Silver/Bronze
Good effort in lessons	All	Silver/Bronze
Good enthusiasm in lessons	All	Silver/Bronze
High quality homework	All	Silver/Bronze
High quality verbal, written work in lessons	All	Silver/Bronze

Subject: Dance

Piece of work	Year Group	Reward
Extra-curricular	Y7 – 11	Gold for taking part in weekly dance clubs and performing in shows
Homework	Y9 - 13	Bronze award for good homework Silver for outstanding homework
Leadership	Y9 - 13	Bronze for leadership in lessons Silver for outstanding leadership in and out of lessons

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 36 of 41

Groupwork	Y9 - 13	Bronze for successful groupwork
Effort	Y9 - 13	Bronze for good effort Silver for outstanding effort
Reading out loud from white board/text	Y9 - 13	Bronze awards for reading for the class
Dance Captains	Y10-11	Gold award for preparing and leading dance clubs
Dance Captains	Y12-13	Gold award for leading dance clubs, Handside partnership workshops and in lesson support
Dancer of the Week	Y9 - 13	Silver award for one dancer in each year group for outstanding work/effort

Subject: Child Development

Piece of work	Year Group	Reward
Completion of homework	Y9/10/11/12	Bronze for good homework Silver for outstanding homework
Excellent classwork/participation in lesson Excellent assessed work	Yr9/10/11/12	Bronze/silver/gold
Presenting their work to the class	Yr9/10/11/12	Silver award for all presentations

Subject: IT and Computing

Piece of work	Year Group	Reward
Programming and problem solving tasks	All	Bronze for a good working program Silver for an outstanding piece of program code Gold for an exceptional and robust program code
Participation in lessons though discussion and questioning	All	Bronze each lesson
Completion of homework	All	Bronze for good homework Silver for outstanding homework
Enterprise presentation and pitch	Yr 8	Bronze for team leadership Silver award for excellent team product pitch
KS3 Units – Creating graphics, animation, website	Yr 7 / 8 / 9	Bronze for good end digital product Silver for outstanding end digital product

Subject: Geography

Activity	Year Group	Reward
Assessed project work	All	Bronze, silver, gold
Individual homework	All	Bronze, silver
Classwork	All	Bronze, silver
Good/Excellent performance in test	7-11	Silver, gold
Contributions to class discussion	7-11	Bronze

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 37 of 41

Consistent effort and achievement	All	Subject award
Extra-curricular	All	Silver, gold

Subject: English and Media

Piece of work	Year Group	Reward
Good progress towards target in an assessment Significant contribution to a lesson. Consistent effort in a lesson A good piece of homework Helpful behaviour in class Support given to other students		Bronze
On target in an assessment Excellent contributions over a fortnight in class Consistently good presentation over a fortnight An excellent piece of homework Consistently helpful behaviour in class over a fortnight Ongoing support given to other students over a fortnight		Silver
Above target in an assessment Excellent contributions over a term in class Consistently good presentation over a term An outstanding piece of homework Consistently helpful behaviour in class over a term Ongoing support given to other students over a term		Gold

Subject: Drama

Piece of work	Year Group	Reward
Good effort in class	All	Bronze each lesson
Homework completed	All	Bronze each lesson
Good effort in homework	All	Bronze each lesson
Super Secret Student of the day	YR8/9	Silver award for the student who goes above and beyond to answer questions, participate in discussions, volunteers and tries their best

Subject: Economics

Piece of work	Year Group	Reward
Induction Assignment	12	Bronze – At expected level Silver – Above expected level
'What's in the news' lesson starter	12 + 13	Bronze
Homework Assignments	12 + 13	Bronze / silver Depending on quality of work

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 38 of 41

General participation, work, effort and quality work	12 + 13	Bronze
'Economist of the Term' award	12 + 13	Gold

Subject: Religion, Philosophy & Ethics

Activity	Year Group	Reward
Competitions	9 - 13	Gold for winning, silver for excellent effort
Themed events	9 - 13	Silver for excellent effort, bronze for valued contribution
Homework	9 - 13	Bronze for good h/w, silver for exemplary h/w
Philosophy Stanborough Times Challenges	9 - 13	Silver for excellent effort, bronze for valued contribution
Key assessments	9 - 13	Gold for top performance. Gold for most improved.
Leadership	9 - 13	Gold
Support on Open Evening	9 - 13	Gold
Presentation of work	9 - 13	Silver award for excellent presentation

Subject: Psychology

Piece of work	Year Group	Reward
Faculty award nomination	All	Gold
Support on open evening	All	Gold
Practical research tasks	Y9/10/12	Bronze/Silver/Gold
Optional homework challenges	Y9/10/11	Gold/Silver/Bronze
Evidence of extended reading around the topic	All	Silver/Bronze
Completion of homework	All	Bronze for good homework Silver for outstanding homework
Presenting their work to the class	All	Bronze/Silver award for all presentations
Presentation of books	Y9/10/11	Silver award for excellent presentation
Presentation of class and assessment folders	Y12/13	Silver award for excellent presentation
Quality of classwork	All	Silver/Bronze
Quality of feedback responses	All	Silver/Bronze
Reading in class, contributing to class discussions or answering questions.	All	Bronze
Enthusiasm in class	All	Bronze
Effort in class	All	Bronze
Progress in class	All	Bronze
Submitting exemplar work for the Psychology website	All	Silver/Gold

Subject: Sociology

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 39 of 41

Piece of work	Year Group	Reward
Faculty award nomination	12/13	Gold
Support on open evening	12/13	Gold
Practical research tasks	12/13	Bronze/Silver/Gold
Optional homework challenges	12/13	Gold/Silver/Bronze
Evidence of extended reading around the topic	12/13	Silver/Bronze
Completion of homework	12/13	Bronze for good homework Silver for outstanding homework
Presenting their work to the class	12/13	Bronze/Silver award for all presentations
Presentation of class and assessment folders	12/13	Silver award for excellent presentation
Quality of classwork	12/13	Silver/Bronze
Reading in class, contributing to class discussions or answering questions.	12/13	Bronze
Effort in class	All	Bronze
Progress in class	All	Bronze

Subject: Criminology

Piece of work	Year Group	Reward
Faculty award nomination	12/13	Gold
Support on open evening	12/13	Gold
Practical research tasks	12/13	Bronze/Silver/Gold
Optional homework challenges	12/13	Gold/Silver/Bronze
Evidence of extended reading around the topic	12/13	Silver/Bronze
Completion of homework	12/13	Bronze for good homework Silver for outstanding homework
Presenting their work to the class	12/13	Bronze/Silver award for all presentations
Presentation of class and assessment folders	12/13	Silver award for excellent presentation
Quality of classwork	12/13	Silver/Bronze
Reading in class, contributing to class discussions or answering questions.	12/13	Bronze
Effort in class	All	Bronze
Progress in class	All	Bronze

REFERENCED POLICIES

- Drugs Policy
- Attendance Policy
- Anti-bullying Policy
- Restrictive Physical Intervention Policy
- Equality Policy
- Anti-fraud Policy
- Safeguarding policy
- SEND Policy
- Complaints Policy & Procedure

DOCUMENT CONTROL

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 40 of 41

Document Control		
Edition	Issued	Changes from previous
1	June 2019	New Policy
2	June 2020	Wording changes
3	June 2021	Wording changes
4	June 2022	Updating of behaviour ladder, detentions information and green team procedures
5	June 2023	Re-write of areas of the policy to update and include: <ul style="list-style-type: none"> • SLT responsibilities • Behaviour strategies • Uniform regulations • Support • Behaviour outside of school premises • Child on Child abuse • Detentions

End of Policy

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 4
Responsible SLT member:	Ellen Daplyn	June 2023	June 2024	
Policy reference	SS-POL-SSA-016			Page 41 of 41