

Behaviour, Discipline & Exclusions Policy

Document number:	2-3
School:	All
Issue:	3.1
Owner:	<i>The Executive Headteacher</i>
Approved by:	<i>The Executive Board</i>
Effective date:	11 February 2022
Next review due by:	31 August 2022

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2. Issue and Revision History

Issue	Description	Author	Effective Date
1.0	Initial Release	T. Warner	01/08/09
1.1	Annual Review	J. Payne	04/08/10
1.2	Annual Review	J. Payne	08/08/11
1.3	Annual Review	J. Payne	30/08/12
2.0	Annual Review Revised document structure removing 'Reference Documents', added 'Summary' section, added 'Document Release', added 'Next Review Date', updated 'Scope', updated 'Definitions and Acronyms'	T. Warner / J. Payne	26/08/13
2.1	Annual Review	T. Warner	02/09/14
2.2	Annual Review Added Physical intervention	D Payne	29/09/16
2.3	Annual Review	D. Payne	29/09/17
2.4	Annual Review	D. Payne	05/08/19
2.5	Adaptations required due to Covid-19 including update to Appendix A with social distancing measures for use on site. Addition of 24hr service level for behaviour meetings (see 8.6, 8.7, 8.8)	J. Payne	21/04/20
3.0	Annual Review Rewrite in line with ISS and OfSTED standards. All sections.	Scott Thornton	15/10/2021
3.1	5 Purpose - updated with protected characteristics 9.4 Equality and Diversity - new section	O. Howell	07/02/2022

3. Summary

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We expect learners to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of each school. The Educ8 Code of Behaviour is in place which contains the fundamental principles we promote (see [Appendix 'A'](#)). Learners as part of their induction will discuss the code of behaviour and sign their induction section, agreeing to its rules. This will include a discussion around behaviour and the consequences of both low level and high level disruption.

Learners can only use mobile phones with the permission of their tutor, or at break and lunchtimes. Use of the phone in class needs to be relevant to the learning taking place and with the guidance of a tutor.

Educ8 has a policy of 'Safe Touch' where children present a danger to the building, themselves or other members of staff or to the community. We will not hesitate to safely control children who refuse to meet Educ8 expectations.

All teaching staff can search and seize any item they consider harmful or detrimental to discipline at the provision.

Positive behaviour is promoted, praised and rewarded. Responses to positive behaviour can be seen in [Appendix 'B'](#). The REACH Reward scheme is promoted within our schools and publicised to parents and carers.

Where a Learner does not comply with the code of behaviour, or disrupts a lesson, the tutor will begin to use 'formal disruption' (see 8.3.1) which will be recorded on CLM. Negative behaviour will be classified as 'Low Level Disruption' or 'High Level Disruption'. Sanctions will take into account the needs of SEND and any other extenuating circumstances/evidence that may be relevant. Suspension and Permanent Exclusion are possible sanctions applied as a consequence of negative behaviour. To request a permanent exclusion either 3 high level disruptions (see 7.7.1 'The three strike rule') will have occurred or the learner will have been involved in a serious incident that has endangered staff or other learners. This must first be authorised by the Executive Headteacher with the support of the SLT. Learners will have the opportunity to appeal. Behaviour meetings will be arranged for all instances classified as High Level Disruption. Upon the intended return of a Learner to our school following suspension, a reintegration meeting is held in advance, involving, wherever possible, those involved in the original behaviour meeting.

4. Document Release

This document has been reviewed in accordance with the Educ8 Quality System and the requirements of this policy/procedure. Staff have been made aware of its issue, including any updates/amendments to its contents and where necessary appropriate training has been provided to those staff.

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Where policies are available for download online, the previous version is removed and this new version replaces it.

The release of this document is indicated by the effective date.

5. Purpose

The purpose of the policy is to provide all staff with structured and appropriate procedures for handling behaviour enabling teaching to be safe and enjoyable for all that take part.

Our main aims are to provide a simple, practical code-of-behaviour for staff, learners and parent/carers which:

- recognises behavioural norms
- positively reinforces behavioural norms
- promotes self esteem and self discipline
- teaches appropriate behaviour through positive interventions
- recognises adaptations required due to COVID-19 (CV19)
- contains a Reward Scheme
- is inclusive and embrace differences
- has clear structures in place for dealing with different levels of behaviour
- Is inclusive and caters for all regardless of individuals age, gender, race, religion, sexual orientation and/ or dissability

6. Scope

This policy applies to all Educ8 staff and volunteers including senior managers and the Executive Board.

This policy sets out the overarching principles that guide the local site procedures. It informs the actions to be taken regarding children, young people, staff and stakeholders from Educ8 schools.

The following policies should be read in conjunction with this policy:

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- [2-6 Anti-Bullying Policy](#)
- [2-1 Attendance Policy \(including Children Missing in Education\)](#)
- [2 Safeguarding & Child Protection](#)
- [2-4 Weapons](#)
- [18 Drugs and Alcohol Policy](#)
- 1-9 Search Policy

7. Definitions and Acronyms

Delivery Staff	Staff employed by Educ8 to provide instruction and tutoring services
CLM	Collaborative Learning Manager. A secure, online, attendance and progress monitoring system.
DSP	Designated Senior Person(s) for Child Protection
Learners	All students, participants and users of Educ8 learning programmes. Generally these are under 18 years of age.
School	Educ8 Alternative Education Site registered with OfSTED as an independent school.
Head of School	Educ8 Staff member with management and leadership responsibility for an Educ8 Alternative Education School
Executive Board	Directors/Senior staff with Governance responsibilities for the school(s)
SLT	Senior Leadership Team

8. Policy

8.1 Introduction

Educ8 is committed to the creation of teaching, learning and care environments where learning, along with social and personal needs of learners, are adequately addressed.

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We aim to empower children to achieve in an atmosphere of safety and mutual respect. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour, and to encourage others to do the same.

By removing barriers to learning that have been entrenched in former educational settings we work to support transfers back to mainstream school, further education or the world of work.

CV19 Response: *To ensure we can maintain a safe working environment with updated Code of Behaviour expectations (see Appendix E) during this period.*

This Policy fulfils the requirements of:

- The Education (Independent School Standards) Regulations 2014
- Children and Families Act, 2014
- SEN Code of Practice as Jan 2015 (updated 2020)
- Behaviour and Discipline in schools, Dfe 2016 (updated 2020)
- BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing
- and delivering training, 2014 (4th Edition)
- Reducing the Need for Restraint and Restrictive Intervention (HM Gov. June 2019)
- Positive environments where children can Flourish (Ofsted March 2019)

8.2 Core Values

Our core values set out the way our school meets our aims as set out in section 4:

- Diversity
- Opportunity for all
- Positive
- Personalised
- Inspirational

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- Engaging
- Special

8.3 Code of Behaviour

We expect learners to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of each school. The Educ8 Code of Behaviour is in place which contains the fundamental principles we promote (see [Appendix 'A'](#)).

The Code of Behaviour will be displayed clearly within each school and will be present within each learner's induction booklet.

8.4 Involvement of Staff

It is critically important that Educ8 staff build strong relationships, develop high levels of personal resilience and have high expectations where the quality of learning behaviours are concerned.

Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand it's communicative intent.

We aim to ensure that learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and individual support.

A common language is used across our schools, providing consistent responses where behaviour is unreasonable.

Restorative justice and informal mediation approaches are adopted to enable learners to repair and maintain any relationships that they have damaged.

8.5 Staff Training

Staff will participate in annual refresher training around intervention and de-escalation as well as develop better practice within team meetings. Staff are also trained on the REACH Reward Scheme (see Appendix 'B').

Educ8 uses both internal and external sources to deliver this training.

Training Covers:

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- Behaviour training resources available through Consulo education
- TES training resource available to staff and part of CPD
- Training on use of cool down room

8.6 Involvement of Parents/Carers

Parents/carers who accept a place for their child at Educ8 undertake to uphold our policies and regulations, including this policy.

We expect parents/carers to:

- notify us of any absences or lateness
- notify us of any factors that may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support us in implementing this policy

8.7 Involvement of Learners

Learners as part of their induction will discuss the code of behaviour and sign their induction section, agreeing to its rules. This will include a discussion around behaviour and the consequences of both low level and high level disruption.

Learners know what kind of atmosphere they prefer in our settings and what they expect of a 'good teacher or carer'. Our experience has shown that over a range of ages learners produce a very similar list of characteristics that they look for in adults who work with them. Learners want adults to:

- treat them as a person
- help them learn and feel confident
- make the day a pleasant one
- be just and fair
- have a sense of humour

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and not to:

- get upset or angry in the face of misbehaviour

Although they want this for themselves, they also want it for other learners because it makes the learning situation more comfortable. It is evident that learners prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as ‘people who matter’. We believe that where learners feel they are valued they respect adults and accept their authority. Similarly, we recognise the implicit need for young people to develop the skills that make positive relationships with adults possible.

Our experience shows that the ethos of and respect for our provision are enhanced by listening to our learners and by encouraging constructive suggestions from them, for example via You Said, We Did and reviews and suggestions.

8.7.1 Three Strike Rule

It will be made clear that if they obtain 3 high level sanctions (see section 8.3 Negative Behaviour), referred to as ‘the three strike rule’, they will be permanently excluded from provision.

They must also understand that incidents of an extreme nature may also result in a permanent exclusion, even if it is their first offence.

The three strike rule sets a consistent and clear message that poor behaviour over a period of time will be classed as a serious offence.

8.8 Supporting our Learners

Our staff teams provide pastoral and academic interventions that are underpinned by positive relationships and the careful management of anger or frustration in a safe setting. Structured “Time Out” spaces are available to allow learners to articulate concerns whilst simultaneously giving staff the opportunity to ‘re-set’ boundaries. Where possible it is always our aim to put children back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

8.9 Preventative Measures

Inappropriate behaviour is more likely to occur when children lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to provision. It is

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preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved.

This principle is relevant to all aspects of our behavioural work, both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising.

8.9.1 Learner Mobile Phones

Learners can only use mobile phones with the permission of their tutor, or at break and lunchtimes. Use of the phone in class needs to be relevant to the learning taking place and with the guidance of a tutor.

Where this is breached phones will be confiscated until the end of day at which point they will be returned.

This will be recorded as a minor incident for the first two occasions but would then revert to a major incident if the learner repeats this offence for a third time.

8.9.2 Safe Touch

Educ8 has a policy of 'Safe Touch' where children present a danger to the building, themselves or other members of staff or to the community. We will not hesitate to safely control children who refuse to meet Educ8 expectations.

Where this is required it will be documented using [F0034SA Incident Report Form](#)

8.9.3 Search and seize

All teaching staff can search and seize any item they consider harmful or detrimental to discipline at the provision.

This can be done through wandering or searching a learner. Staff conducting a search and seize must document this on [F0034SA Incident Report Form](#)

Please refer to 1-9 Search Policy, [2-4 Weapons Policy](#) and [1-8 Drugs and Alcohol](#).

9. Procedure

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9.1 Staff Guidelines

Timely and clear communication between staff and families supports the management of good behaviour and promotes good discipline.

Routine attendance at briefings and meetings allows the staff team to make expert use of the information management system to record and analyse behaviour. Informal conversations during provision are also critical. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise be prevented or prepared for.

We believe that it is not always possible to respond to behaviour in the same way for every child but it is useful to have a guiding framework of responses to positive and negative behaviour. This ensures that all learners can be certain that every behaviour, positive or negative, will be met with an appropriate and consistent response.

9.2 Positive Behaviour

Positive behaviour is promoted, praised and rewarded. Responses to positive behaviour can be seen in [Appendix 'B'](#).

9.2.1 R.E.A.C.H Reward Scheme

The reward scheme is embedded throughout the day using a score system. Points are earned through a number of criteria including:

- Ready
- Engaged
- Active
- Creative
- Heroic

Scores are recorded using [T0066QT Reward Scheme Record Template](#). Learners that achieve a weekly average score above 3.8 are awarded 'Ambassador' status which qualifies them to access various awards and privileges.

Learners that achieve an average of 3.8 across a half term period are awarded with enhanced awards.

The REACH Reward scheme is promoted within our schools and publicised to parents and carers.

Further details can be found in [Appendix 'D'](#)

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9.3 Negative Behaviour

Where a Learner does not comply with the code of behaviour, or disrupts a lesson, the tutor will begin to use 'formal disruption' (see 8.3.1) which will be recorded on CLM.

Where a tutor feels unable to resolve an incident they should refer to their Head of School. Tutors may need Learners to provide a written statement which can be referred to if required.

Responses to negative behaviour can be seen in [Appendix 'C'](#).

9.3.1 Classifying negative behaviour

See [Appendix 'E'](#) for further guidance on classifying negative behaviour.

Low Level Disruption

1. This will be recorded on CLM.
2. This will involve 1-to-1 dialogue between learner and tutor. It will aim to 'nip in the bud' disruptive behaviour.
3. A sanction may be applied.
4. Continuous/multiple instances of low level disruption will be upgraded to High Level Disruption.

High Level Disruption

1. This will be recorded on CLM and an Incident Report completed (ensure that all those present during an incident are listed).
2. A formal behaviour meeting (see 8.3.3) will be arranged including referrer and parents/carers.
3. A sanction should be applied which could include suspension or a recommendation for permanent exclusion.

9.3.2 Sanctions

Sanctions will take into account the needs of SEND and any other extenuating circumstances/evidence that may be relevant e.g. recent bereavement

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It is vital that sanctions are applied consistently and fairly.

When a sanction is issued the **Sanction Register** will be updated by the Head of School. The sanctions register is discussed at SLT meetings on a weekly basis.

Low Level Sanctions

A number of sanctions could be applied in response to low level disruption. These should be applied by the Tutor and should demonstrate a fair and consistent response:

- Downgrading lesson score for REACH Rewards
- Contacting parents/carers
- Upgrade from low level to high level disruption

High Level Sanctions

Again these are to be applied by the Tutor and should remain consistent throughout:

- Contacting host school
- Letter to parents/carers
- Recommendation to Suspend
- Recommendation of Permanent Exclusion

Suspension (short term exclusion)

- When it is necessary for a suspension to be imposed this will be authorised and implemented by the Head of School.
- A suspension must not exceed 3 learning days and must not be issued more than 1 week after the incident took place.
- Work should be set during the period of suspension.

Permanent Exclusion

- If all attempts to rectify poor behaviour are exhausted with still no positive outcome then our final consequence is removal from our provision on a permanent basis.
- To request a permanent exclusion either 3 high level disruptions (see 7.7.1 'The three strike rule') will have

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occurred or the learner will have been involved in a serious incident that has endangered staff or other learners.

- The Head of School will have placed the learner on suspension and provided a written report with rationale and evidence for permanent exclusion to the SLT. This will be provided within 3 days of the suspension being imposed.
- **Both the referrer and parents/carers will be informed of this process.**
- The SLT will convene a meeting to review the report, rationale and evidence. The Executive Headteacher, as chair of the SLT, will make the final decision and communicate this to the Head of School. A letter detailing the outcome will be provided to the referrer and parents/carers. The letter will include the opportunity to appeal within 5 days of the date of the letter.

9.3.2.1 **Appealing a Permanent Exclusion**

- An appeal should be made in writing, addressed to Scott Thornton, Executive Headteacher, within 5 working days of receiving the outcome letter indicating the reasons for appeal.
- The appeal will be heard by a panel of 3 Executive Board members that have had no involvement in the case.
- An appeal hearing and decision will be reached within 7 working days of receipt of appeal.
- The decision made by the Executive Board panel will be final.

9.3.3 **Behaviour Meetings**

Behaviour meetings will be arranged for all instances classified as High Level Disruption.

In order to speed up this process, meetings must take place and be concluded within 2 working days of the incident. This can include meetings over the phone and online.

It will be necessary for the learner, referring school, and parents/carers to take part in the behaviour meeting.

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When conducting a behaviour meeting avoid personal or emotional responses and sarcasm; stick to the facts.

Behaviour meetings should be chaired by the Head of School and an [F0043QT Learner Action Plan](#) completed that is agreed by all parties.

When a learner is placed on an [F0043QT Learner Action Plan](#) it is reviewed on a weekly basis by staff. The action plan will have targets set appropriate to the misdemeanours accrued by the Learner. It will also outline consequences if a resolution cannot be met and include an agreed review date.

9.3.4 Post-suspension Reintegration

Upon the intended return of a Learner to our school, a reintegration meeting is held in advance, involving, wherever possible, those involved in the original behaviour meeting.

The purpose of this meeting is to review, remind and communicate the agreed [F0043QT Learner Action Plan](#) to all parties in order to plan strategies and prevent recurrence. This should be recorded within the [F0043QT Learner Action Plan](#).

9.4 Equality and Diversity

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation.

Everyone in Britain is protected and this is because the Equality Act protects people against discrimination because of the protected characteristics that we all have.

Under the Equality Act, there are nine Protected characteristics:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Marriage or civil partnership
- Sex
- Sexual orientation
- Pregnancy and maternity

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Further information can be obtained by referring to Educ8's policies: [3 Equality](#) and [3-1 Diversity](#).

10. Metrics

The Executive Headteacher will be responsible for ensuring that this policy is monitored and evaluated.

Data will be collected in relation to this policy and presented to the Executive Board. This will include on a per school, per half term basis:

- Number of formal warnings
- Number of suspensions
- Number of permanent exclusions
- Percentage of learners achieving Ambassador status
- Percentage award rate

11. Quality Records

The following Quality Records shall be generated and managed in accordance with Doc. 10:

Required Record	Custodian
Completed Reward Scheme Records	Head of School
Sanctions Register	Head of School
Learner Short Term Exclusion Letters	Head of School
Learner Permanent Exclusion Letters	Head of School

12. Form(s)/Template(s)

There following form(s)/template(s) are required for this document:

Form Number	Title
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F0066QT	Reward Scheme Record Template
T0088QT	Short Term Exclusion Template
T0087QT	Permanent Exclusion Template
F0034SA	Incident Report Form
T0090QT	Sanctions Register

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APPENDIX 'A' Model Code of Behaviour

All Educ8 Learners are expected to:

- Show a high level of attendance and arrive on time
- Dress and be equipped for learning
- Follow the agreed timetable and enjoy your lessons
- Respect all equipment and facilities
- Be respectful to others
- Contribute positively at all times
- Hand in phones for safekeeping

In addition, and in response to COVID-19, all Learners have responsibilities to help reduce transmission to fellow Learners, staff, and the wider community. We therefore expect you to:

1. Wash hands on a regular basis and when requested
2. Maintain a social distance of 2 metres at all times
3. Do not attend if showing any signs of the COVID-19 including a high temperature and/or persistent cough.

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APPENDIX 'B' Responses to Positive Behaviour

Responses to Positive Behaviour

- Meeting behaviour expectations

- *Verbal praise*
- *Extra-curricular activity*
- *Parents informed for consistent good behaviour*

- Helping other children or staff
- Responding appropriately to requests to change behaviour

- *Verbal praise*
- *Extra-curricular activity*
- *Parents informed for consistent good behaviour*
- *Invite on annual trip*

- Excellent work
- Meeting personal targets
- Working as an ambassador for the provision

- *Verbal praise*
- *Extra-curricular activity*
- *Parents informed for consistent good behaviour*
- *Learner of the Year Award nomination potential*
- *Display of work around setting and online*

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APPENDIX 'C' Responses to Negative Behaviour

Responses to Negative Behaviour

- One off Failing to observe Educ8 behaviour expectations (Code of Conduct)

- *low level disruption recorded on CLM*

- Persistent failure to observe Educ8 behaviour expectations in a immature manner (Code of Conduct)

- *Minor Incident*
- *Behaviour Meeting*
- *Actions agreed*

- Persistent lateness
- Unauthorised absence from provision
- Smoking
- Vandalism
- Deemed to have used substances to alter mood
- Bullying, racism, sexism etc.

- *Major Incident*
- *Letter home*
- *Possible Suspension*
- *Behaviour meeting*
- *Actions agreed*

- Physical or verbal abuse
- Theft
- Possession / Use of an offensive weapon
- Selling or using Illegal substances

- *Possible permanent exclusion*
- *Suspension*
- *If not PEX Actions agreed*

APPENDIX 'D' REACH Reward Scheme

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REACH CRITERIA	REACH POINTS
<p>DIDN'T ACHIEVE REACH</p> <ul style="list-style-type: none"> → Absent without reason → Refused to attend the session → Refused to work 	0
<p>READY</p> <ul style="list-style-type: none"> → I am sat quietly and ready to learn → I arrived on time for my lesson → I am focussed and motivated 	1
<p>ENGAGED</p> <ul style="list-style-type: none"> → I am asking for help when I need it → I am letting others learn → I am listening to instructions 	2
<p>ACTIVE</p> <ul style="list-style-type: none"> → I am making progress in my lesson → I am asking questions relevant to the lesson → I am involved in discussions related to my learning 	3
<p>CREATIVE</p> <ul style="list-style-type: none"> → I am solving problems → I am helping others to learn → I am producing high quality work 	4
<p>HEROIC</p> <ul style="list-style-type: none"> → I am asking probing questions → I am completing extension work → I am teaching others 	5

Additional content can be found by viewing:

[REACH Reward Scheme Slideshow](#)

Bronze, Silver and Gold Ambassador Rewards:

Bronze	x 3 per HT
Silver	x 4 per HT
Gold	x 5 per HT

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All Bronze, Silver and Gold Ambassadors will get access to the Reward Room / Free Period.

Additionally they will receive:

Bronze	snack and drink
Silver	snack, drink and vocational reward
Gold	snack, drink and voucher of their choice

Minimum Standards for Reward Rooms (stand alone or pop-up)

These include:

- Tv, games console or another activity based piece of equipment
- Some comfy seats / sofa
- Mini fridge with snacks and drinks

These are a minimum. If a certain school has more room, they may wish to buy a small pool table/table tennis table etc.

Learner Ambassador Cards

Learners should make their own ambassador cards during registration / PSHE if they are an ambassador. They can then place their own picture on the reward board. This puts the emphasis back on them and makes them feel part of the scheme.

Reward Board

Every school should have a reward board on display. It should be displayed in a prominent location within the school, preferably the common room or social area.

The reward display should have the Reach Criteria along with the number of weeks within the Half Term. Once learners gain ambassador status, they will create their own name/picture cards and place them on the week in which they became an ambassador.

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APPENDIX 'E' Guidance on Classifying Negative Behaviour

Low Level Disruption

Low-level disruption refers to relatively small but persistent distractions that many Tutors will come across. Learners talking when the Tutor is, refusing to work with a partner, prodding another etc. These are distractions that can get in the way of learning, particularly during tutor-led instruction. It may be tempting to ignore low-level disruption, but it can reduce both the amount and quality of thought that Learners give to their work.

Typical events considered as low level disruption include:

- Talking to each other (not about the work)
- texting or looking at mobile phones
- rocking on chair or getting up from seat
- putting on make-up
- messing about with friends – for example play-fighting
- dropping pens and equipment on the floor
- throwing paper planes
- not focusing on the task set
- just sitting there doing nothing
- rolling eyes at teachers or other impolite gestures or behaviours
- turning up late
- Disturbing others
- Calling out
- Not having the correct equipment
- Purposely making noise to gain attention
- Answering back or questioning instructions
- Swinging on chairs

High Level Disruption

Typical incidents to be classified as high level disruption are:

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- Continuous Low Level Disruption
- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying/Using an offensive weapon
- Use or sale of alcohol or other mood-changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked
- Gambling

This list is not exhaustive.