BINARY BEHAVIOUR POLICY
Secondary Setting

Document control

This document has been approved for operation within:	Star Academies – C4 Secondary Schools for behaviour		
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Summary of changes in this version

Point Number	Information
4	Additional point in the introduction.
8	Additional point in the introduction.
9	List of documents this policy should be read in conjunction with has increased.
14	Additional point to the aims of the policy.
15	Additional point to the aims of the policy.
20	Responsibility added for the Special Educational Needs and Disabilities Co-Ordinator (SENDCO), along with revisions to staff responsibilities.
22	The Star Playbook is now used in conjunction with the Staff Code of Conduct
23	The Star Playbook is now used in conjunction with the Pupil Code of Conduct
25	Point added relating to effective rewards.
26	Point added clarifying ratios.
32	Explanation of how negative behaviour points affect the STAR Points.
38	Clarification on how the Star of the Week will be celebrated.
43	Addition of special certificate for most improved attendance.
44	Revision of the Star Citizen experience and achievement.
45	Explanation of the Star Diploma system.
46	Explanation of the Star Diploma ABC model.
49	Clarification of recording community service via Class Charts.
50	Reinforcement that Star Diploma data should be carried out as scheduled.
56	Additional rationale of the Binary System added.
57-61	Multiple revisions to the section on Ready to learn: creating a positive climate of learning.
64	Additional point added relating to 'Praise in Public' and 'Reprimand in Private'.
67-78	Multiple additions to the section on Ready to learn: expectations of teachers .
82	Disruptive and Red Line Behaviours now lines to part and fixed term exclusions.
84-87	Multiple revisions to the section on Ready to learn: dealing with disruptive/red line behaviours.
94	Support added for the Special Educational Needs and Disabilities Co-Ordinator (SENDCO).
95	Referrals to the Impact Centre should be recorded on Class Carts immediately.

97	List of actions that must take place when a pupil enters the Impact Centre has been updated.
106	Clarification of the use of the Neurosequential Approach.
108	Clarity on rebuilding and reframing behaviour incidents.
109	Expansion on the purpose of restorative conversations.
110	Additional point reinforcing the non-confrontational and empathetic manner teachers should have.
111	Expansion on the number of topics pupils will be asked to reflect on relating to their behaviour.
114-121	Extensive additions to the section on Restorative conversation – moving on from the behaviour incident in the classroom.
122-125	Extensive additions to the section on Disruptive behaviour in the Impact Centre.
133	The In-School Inclusion Centre (ISIC) section is a new addition in its entirety.
159	Use of the VSEND tool to support alterative decision making.
161	Next steps added when a pupil fails at alternative provision.
168	Early interventions for those pupils at risk of exclusion have been updated.
174	Expansion of who is informed about fixed term exclusions.
188	Expansion of the items within the independent panel letter relating to permanent exclusions.
189	Timescales for independent panel review clarified.
194-196	Multiple revisions to the section on Behaviour risk register.
199	Use of the ISIC with pupils who are classed as Behaviour Risk Register 3 or 4.

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Introduction

1. Educational excellence, discipline, mutual care and respect and community service are the foundations for our approaches to leading and managing learning and behaviour at the school.

2. We value and promote an inclusive culture where all pupils are rewarded and praised regularly, consistently and fairly and where staff take cognisance of any barriers to learning which individual pupils need to overcome to achieve progress.

3. The school operates a firm but fair and just approach, applied rigorously, robustly and consistently; ensuring that disruptive behaviour by the few does not damage the achievements of the many.

4. The school creates a supportive environment which allows pupils to flourish within a culture of high expectations, unconditional positive regard, deliberate 'botheredness' and compassionate consistency.

5. We are a family school in which each member understands their rights and responsibilities and the potential impact of their decisions and actions on their own learning and that of others.

6. The expectations we have of our young people are set out in our Pupil Code of Conduct, which is shared with pupils and parents/carers, and is based upon the fourSTAR values of Service, Teamwork, Ambition and Respect.

7. The school will do everything possible to ensure every pupil succeeds; we will take tough decisions where these are needed to safeguard the learning and wellbeing of our pupils and in keeping with the clear expectations set out in our policies and procedures.

8. This policy should be read in conjunction with the Addendum to the Binary Behaviour policy for use in an In-School Inclusion Centre (ISIC) to ensure that the culture of the school is calm and purposeful and pupils receive the targeted support they require.

9. This policy should also be read in conjunction with the Star Behaviour Norms - Playbook SOP, the ISIC Toolkit, along with Trust's Anti-Bullying policy and SEND policy.

Aims

10. To recognise, reward and celebrate good behaviour.

11. To marginalise poor behaviour by promoting good behaviour.

12. To be seen to be fair and consistent in behaviour management by pupils, parents/carers and staff.

13. To support pupils who struggle to manage their own behaviour.

14. To identify any undiagnosed or underlying needs for pupils who struggle to self-regulate.

15. To provide targeted support for the most vulnerable pupils within the school and, where required, referring them to additional support within the school's In-School Inclusion Centre.

16. To involve pupils, parents/carers, staff and governors in the creation and implementation of a consistent approach to the management and improvement of behaviour.

17. To support the mission, vision and values of the Trust and its establishments.

Who is responsible for this policy?

18. The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to Star Central, the local governing body and the principal of each secondary school.

19. The local governing body and senior leadership team at each Trust secondary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Roles and responsibilities

20. Promoting positive behaviour and good attendance is the responsibility of the school community as a whole. We will hold all individuals, pupils and staff to account for their attendance and behaviour and their contribution to the areas for which they are responsible. Specific roles and responsibilities include:

    - Star Academies defining the principles underlying the Behaviour policy; and holding the local governing body and principal to account for the overall performance of the school in this area;
    - the Local Governing Body and Principal operating the policy and establishing procedures that encourage positive behaviour, discourage bullying and promote respect, diversity and equality;
    - the senior leader with responsibility for pastoral support and pupil wellbeing monitoring all aspects of the school's behaviour policy and its application, to promote equality for all pupils;
    - the senior leadership team ensuring they are visible around school and known to pupils across school; actively seeking out pupils for praise and recognition, demonstrating a genuine care and respect for pupils;
    - the senior leader assigned to lead a year group in ensuring that each and every pupil gets the personal attention they need to ensure excellent standards of behaviour and great learning;
    - the Special Educational Needs and Disabilities Co-ordinator (SENDCO) ensuring that pupils are screened for special educational needs and/or disabilities and signposted to support where referrals meet thresholds;
    - the heads of year/pastoral leaders and team of form tutors/learning co-ordinators creating a year team and class identity where each pupil feels a sense of responsibility for helping and supporting others and promoting excellent performance;
    - **all staff** ensuring:
        - that they treat pupils with unconditional positive regard, deliberate 'botheredness,' compassionate consistency and a de-escalation mindset;
        - that the policy is consistently and fairly applied to all;
        - that pupils are taught and retaught the behaviours including those within the Star Playbook Standard Operating Procedure, which are conducive to learning and wellbeing;
        - that high standards of behaviour, attendance and punctuality are modelled and actively promoted at all times;
        - that good behaviour is recognised and praised;

- that poor behaviour is challenged and appropriate sanctions implemented.
- **all pupils** in demonstrating outstanding behaviour which exemplifies the Code of Conduct and STAR Values;
- the **parents/carers** taking responsibility for their child's attendance and their behaviour inside and outside school, working in partnership with the school to maintain high standards of behaviour and attendance as identified in the home-school agreement.

Code of conduct

21. The school sets out clear and explicit expectations of all stakeholders through Codes of Conduct based upon the four STAR values of Service, Teamwork, Ambition and Respect.

22. The Staff Code of Conduct is made available to all staff and they are routinely taken through this, including at the start of the year and during their induction period. This runs parallel to the Star Playbook Standard Operating Procedure, which identifies the behavioural norms within a Star school.

23. The Pupil Code of Conduct is modelled by adults and taught and retaught to pupils in all areas of school (See the Playbook Standard Operating Procedure). It is displayed around school, alongside the common behavioural norms so that all pupils are clear about their responsibilities.

24. The critical role that parents/carers play in ensuring their child can learn in school and at home is captured in the Home-School Agreement.

Managing behaviour through rewards

Praise

25. At Star, the most effective reward is that which is immediate and delivered by a person who has a good relationship with the young person. For example, a simple 'well done' can have a huge impact.

26. When developing relationships with young people, good practice is to have positive interactions and ensure rewards outweigh the negative by a ratio of 5:1. With pupils who have experienced trauma or adverse childhood experiences (ACEs), the recommended ratio increases to 14:1.

27. The simplest and most effective reward that our pupils can have is praise. In order for praise to be most effective it needs to be:

- specific and linked to an achievement or action of merit;
- sincere and genuinely expressed with appropriate language and tone;
- personalised through the use of the pupil's name;
- consistently used in all lessons as a part of our teaching;
- discreet and private at times when appropriate.

28. Within the established positive learning environment, pupils should expect to receive regular praise from the adults in school for notably good behaviour in line with the STAR values. Strategies used include:

- regular verbal praise and encouragement, specifically focusing on personal gains by individuals;
- non-verbal praise - e.g., thumbs up, positive facial expressions;
- acknowledgement of good work and instant recognition for good homework produced;
- encouraging staff to praise identified individuals and sharing their work;

- displaying pupils' work around the learning environment as positive exemplars.

29. Praise should also be addressed to parents/carers through a telephone call or a postcard home, which in turn will promote a positive working relationship with the family.

Achievement and Behaviour Points

30. Pupils will be rewarded with **achievement points** each time they demonstrate our STAR values (Appendix 1: Achievement Points – the tariff).

31. Pupils will be sanctioned with **behaviour points** each time they fail to demonstrate our STAR values through poor behaviour (Appendix 2: Behaviour Points – the tariff).

32. Negative behaviour points will be deducted from achievement points to give overall **STAR points**.

Daily rewards

33. Each teacher will praise pupils for complying with the code of conduct.

34. Achievement points will be awarded to pupils for demonstrating the STAR values throughout the day:
    - Each form tutor/learning coordinator will aim to award at least 1 pupil with achievement points during tutor time;
    - Each class teacher will aim to award at least 3 pupils within the lesson;
    - Each head of year will aim to award at least 5 pupils from their year group during social times.

Weekly rewards

35. Positive postcards will be sent home by the Head of Year acknowledging when a pupil has reached the following **Achievement Point thresholds: 50, 100, 150, 200** etc.

36. The top 10 pupils with the highest number of STAR points in each year group will receive a positive text message home.

37. The top 5 pupils with the most STAR points in each year group will receive a lunch pass which enables them (and a friend) to skip the lunch queue for a week.

38. The pupil with the highest number of STAR points in each year group will be named the Star of the Week. Their names will be displayed on screens around the school to celebrate success.

Half-termly rewards

39. Form tutors/learning coordinators will identify one pupil for outstanding behaviour/character development during the half term. The pupil will be presented with an Outstanding Character certificate in a special half termly assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.

40. All subject teachers will identify one pupil for outstanding work ethic per year group for the half term. The pupil will be presented with an Outstanding Work Ethic certificate in a special half termly assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.

41. All subject teachers will identify one pupil for outstanding achievement per year group for the half term. The pupil will be presented with an Outstanding Achievement certificate in a special half termly assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.

42. Pupils with 100% attendance each half term will be awarded with a certificate in a special assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.

43. Pupils with the most improved attendance over a half term will be awarded with a certificate in a special assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.

44. A Star Citizen is a pupil who has 100% attendance, 100% punctuality and zero behaviour incidents. They will receive a free experience during school hours. Parents/carers will receive a letter home congratulating their child for this achievement. There will also be a roll of honour of Star Citizens displayed in each tutor group.

Star Diploma

45. The Star Diploma is a points-based system, rewarded through achievement points for excellent attendance, behaviour and service to the community. See Star Diploma Standard Operating Procedure for more details.

46. The **Star Diploma ABC Model** is applied to categorise achievement and determine the level of reward gained.

47. Leaders will launch the Star Diploma at an assembly in the autumn term and revisit it at each expectations assembly at the start of term.

48. It is important to:

- ensure pupils understand the Star Diploma ABC model and what they must do to gain each level of award;
- emphasise the benefits of achieving the Star Diploma in terms of personal growth and as a source of evidence for colleges, universities and employers;
- provide examples of community service (such as participation in school events);
- provide information related to in-school opportunities to undertake community service to ensure all pupils have an opportunity to accrue volunteering hours;
- explain how each element will be measured and the responsibility they will take in recording community service activities;
- outline key reporting timelines so that pupils understand how and when they can monitor their progress;
- summarise rewards and recognition opportunities available to those who achieve each level of the Star Diploma.

49. It is important that the senior leader for Inclusion quality assures community service hours and records them on Class Charts.

50. The senior leader for inclusion must also ensure that the Star Diploma data entry schedule is followed.

51. Each year, a Star Diploma ceremony will take place for each year group.

52. A roll of honour will be displayed in each tutor group.

The Binary System – Ready to Learn Expectations

Rationale

53. Every pupil has the right to learn without disruption.

54. Teachers have the right to teach without disruption.

55. Pupils are either in lessons learning or they are not.

56. Pupils who require additional support to self-regulate receive support quickly.

Ready to learn: creating a positive climate of learning

57. Teachers and support staff will circulate around the room as often as is practical to assertively monitor pupils' work and be in proximity to higher needs pupils at key points during the lesson.

58. The highest expectations are plainly communicated through positive 'What To Do' directions and corrections that are specific, concrete, observable and sequential. There is no ambiguity.

59. Classroom routines are rigorous, well-rehearsed and habitual for all.

60. Star Classroom Culture techniques are used, including 'What To Do Directions/Corrections', 'Teacher Radar', 'Positive Group Corrections', 'Anonymous Individual Corrections', 'Do It Again' and 'Whole Class Reset'.

61. Staff must make eye contact, use privately understood signals – a shake of the head, finger to mouth and other 'Least Invasive Corrections' to avoid disruption. Staff will let the pupil know that the behaviour has been observed and narrate the expectations.

62. Directive questions should be used regularly to involve as many pupils as possible. For example, sometimes simply directing a question at a particular pupil is enough to get them back on task.

63. Activity or pace of the lesson should be regularly changed. Lessons that are deemed as too slow or boring are much more likely to generate misbehaviour.

64. Off-task behaviour is corrected swiftly and privately to reduce the disruption to the learning environment. As a guiding principle, teachers should aim to 'Praise in Public' and 'Reprimand in Private'.

Ready to learn: expectations of teachers

65. Teachers check that pupil planners are on desks with equipment ready at the start of the lesson. Precious learning time should not be lost organising basic equipment.

66. Teachers are outside classrooms, on time greeting pupils as they enter the classroom.

67. Good order must be established straightaway. There are clear routines for putting bags, coats etc. away, having books out ready to start. There is an established routine where there is a retrieval task for the pupils to complete on entry.

68. Teachers embed routines and procedures to secure an excellent classroom culture by spending time teaching the routines explicitly.

69. There are class seating plans to maximise pupil progress during the lesson.

70. At the beginning of every lesson, teachers recap prior learning to support the retention of knowledge, skills and understanding over time.

71. Teachers' planning includes clear learning objectives and outcomes that describe the expectations of knowledge, understanding, skills and abilities to be developed by pupils during the lesson.

72. All teachers take pride in their classroom. They ensure the environment is litter free, tidy and organised.

73. Teachers are expected to display and model behaviour and achievement expectations every lesson.

74. Teachers ensure pupils' work is dated and presented well.

75. Pupils are praised and commended through the rewards system. For example, when a pupil:

    - makes outstanding progress during the lesson;
    - shows initiative;
    - completes homework to a good standard;
    - answers a challenging question in class.

76. At the end of the lesson, teachers ensure pupils place their chairs under their desks. They dismiss the class in an orderly fashion.

77. If routines are not executed with 100% compliance, teachers ensure that pupils 'Do it Again' or follow through a 'Whole Class Reset.'

78. Teachers aim to award at least 3 pupils with achievement points each lesson.

Ready to learn: non-negotiable behaviours

79. Non-negotiable behaviours are categorised into two categories: **disruptive** and **red line**.

80. Pupils who display **disruptive** behaviours are to be given one warning to rectify their behaviour. If they fail a second time, they are referred to the Impact Centre.

81. Pupils who display **red line** behaviours are immediately referred to the Impact Centre.

82. Red line behaviours with an * may lead to a fixed term exclusion or a permanent exclusion subject to meeting the conditions set out in the FTE or PEX Checklist.

Table 1: Disruptive and Red Line Behaviours

Disruptive Behaviours 1 warning followed by referral to the Impact Centre	RED LINE Behaviours Immediate referral to Impact Centre leading to a possible FTE Behaviours* may lead to an immediate FTE
Inadequate equipment for each lesson (book, pen, pencil, ruler, calculator, PE kit)	Failure to attend a detention
Arriving 4 or more minutes late to lesson (without a note from a member of staff)	Failure to comply with the uniform code
Littering in the classroom or around the school	Using headphones/ Bluetooth headsets
Calling out	Having a mobile phone in school
Lack of effort in the classroom	Rude language or swearing
Lack of pride in work	Name calling
Talking over the teacher	Cheating in exams/ assessments
Chewing/ eating in class	Truancy from lessons
Head on desk/ slumped on chair	Damaging equipment/property*
Walking off from a member of staff	Fighting, physically aggressive or threatening violence*

Disruptive Behaviours (continued) 1 warning followed by referral to the Impact Centre	RED LINE Behaviours (continued) Immediate referral to Impact Centre leading to a possible FTE Behaviours* may lead to an immediate FTE
Refusing to follow instructions from staff	Bringing a weapon into school*
Failure to speak to staff with respect	Having alcohol, cigarettes/e-cigarettes or other banned substances in school *
Failure to speak to peers with respect	Assault or inciting violence*
Answering back	Theft or bringing in stolen items*
Failure to behave sensibly around the school (such as pushing or horseplay)	Cyber bullying*
Failure to speak with visitors/supply staff with respect	Homophobic/racist language*
	Graffiti*
	Dangerous/ unsafe behaviours*
	Extortion*

Ready to learn: dealing with disruptive/red line behaviours

83. The teacher criticises the behaviour, not the pupil.

84. Non-verbal signals are used that do not interrupt the flow of the lesson.

85. A strategy of private, rather than public, reprimands are used. It is less disruptive to the lesson and less likely to provoke an aggressive response.

86. The teacher uses statements to correct misbehaviour: 'We put up our hands before speaking.' This secures order.

87. Threats of reprimands are followed through. The inevitability of a sanction is crucial.

88. Whole-class punishment is not used for the misdemeanours of individuals.

89. Reprimands are clear and firm in a neutral tone. Teachers avoid pleading or bargaining with pupils.

90. Teachers and leaders make reasonable adjustments, where necessary, to support learners to meet our expectations.

The Impact Team

91. The senior member of staff responsible for the Impact Centre is the assistant principal with responsibility for personal development, behaviour and welfare. They will ensure the Impact Centre supports a positive climate for learning where teachers can teach and pupils can learn.

92. There will be an SLT Impact Centre duty rota to ensure a member of SLT visits the Impact Centre each lesson.

93. The Impact Centre will be led and managed operationally by the Impact Centre manager, who will be a member of the pastoral/inclusion team. The Impact Centre manager will be based in the Impact Centre to ensure:

- effective systems are in place to stop repeat referrals to the Impact Centre;
- pupils who are in the Impact Centre for a second day (or more) are escorted from the line up in the playground at the start of each day;
- pupils work in silence for the duration of their time in the Impact Centre;

- pupils reflect on their behaviour leading to their referral to the Impact Centre;
- pupils comply with the Impact Centre curriculum so that no learning time is lost;
- pupils receive supervised breaks and lunch;
- good communication with parents/carers and staff;
- a daily update of referrals is provided to SLT ;
- weekly update referrals are provided for review and analysis at SLT meeting;
- weekly feedback is provided in staff briefings;
- daily emails to staff with strategies to reduce the most common referrals types recorded that day;
- pupils are escorted off-site in an orderly manner at the end of the school day;
- the effective line management of pastoral administrative support who will:
  - ensure pupils are registered on entry to the Impact Centre;
  - ensure parents/carers are informed of the referral;
  - ensure tracking, assessment and logs are completed in a timely manner.
  - maintain effective communication with the staff on duty who will support the operational management of the Impact Centre.
  - for those pupils with repeat referrals, ensure the SEMH Positive Outcomes Toolkit (SPOT) analysis and other SEND assessments take place.

94. Support will also be required from:

- The SENDCO - they will lead on screening and intervention according to the Trust screening thresholds;
- Heads of departments with their link SLT members - they will intervene if the quality of teaching from a teacher within their faculty is a barrier to learning;
- Heads of year - they will ensure the smooth reintegration back into mainstream and will monitor the pupils on a daily basis;
- Safeguarding team - they will support with disclosures and specific safeguarding needs including multi-agency working;
- Learning support assistants - they will ensure a pupil's needs are met during lessons.
- ISIC manager and the ISIC team - they will provide intervention and support with reintegration of pupils into mainstream.

Inside the Impact Centre

95. A referral to Impact Centre must be made on Class Charts immediately.

96. The pupil must arrive at the Impact Centre within 5 minutes of being referred by the classroom teacher.

97. On arrival, the following actions will take place:

- the pupil registers into the Impact Centre;
- the pupil hands over their mobile phone;
- as a calming activity, the pupil reads a book from the Star Readers Programme for 30 minutes;
- the pupil completes a reflection booklet;
- parents/carers will be contacted by the impact team to inform them that their child has been placed in the Impact Centre and the reasons why;
- the pupil will remain in the Impact Centre the next day until the time they were sent out of lessons (e.g., sent out P3, remain isolated until the end of P3 the following day);

- the pupil will be expected to follow the Impact curriculum to ensure no learning time is lost. This includes simultaneous teaching and/or The Oak National Academy and recommended resources such as the e-textbook for mathematics and science. These are mapped against the Star curriculum.

98. If the quality of a pupil's work does not meet the required standard, their time in the Impact Centre may be increased unless there is an underlying reason.

99. During the 24 hours, the Impact Centre manager will also consult with the pastoral team if the pupil's personal support plan (PSP) requires updating.

100. The pupil will remain in the Impact Centre until one hour after the school day has finished. Parents/carers will be informed by the Impact Centre manager of this arrangement.

101. A restorative conversation will take place before the pupil is reintegrated into mainstream to prevent the pupil from receiving a repeat referral. The referring teacher has the responsibility to initiate this.

Social times in the Impact Centre

102. Pupils will stay in the Impact Centre for breaks and lunch.

103. Pupils will access the toilets closest to the Impact Centre at scheduled supervised times.

104. Pupils will be supervised at all times.

105. Pupils who receive school lunches will have a pre-ordered sandwich and drink delivered to the room.

Restorative conversation – the rationale

106. The neurosequential approach; 'Regulate, Relate, Repair' is implemented within the binary system.

107. During a pupil's time in the Impact Centre, they will receive a restorative conversation with the teacher who made the referral. This will be completed during their time served in the Impact Centre.

108. The teacher is expected to be self-aware in terms of their own emotions around the incident then attempt to rebuild the relationship and reframe the behaviour leading to the referral by:

- actively listening;
- asking empathetic questions;
- being understanding;
- supporting the young person to find a solution to their behaviour.

109. The restorative conversation is an opportunity to:

- rebuild the relationship;
- help the pupil reflect on their behaviour;
- provide support for any underlying issues;
- move the pupil on from that behaviour so that the pupil does not reoffend.

Restorative conversation – reflecting on the behaviour

110. Key to the success of this conversation will be the non-confrontational and empathetic manner of the teacher leading the conversation. It is integral the conversation is approached with an unconditional positive regard and deliberate 'botheredness'.

111. The pupil will be asked:

- about their feelings before the referral;
- how they made others feel by their behaviour;
- to recount why they were sent to the Impact Centre (summarise this and repeat it to them);
- why they were behaving in that way (see dealing with disclosures);
- how things can be made better when they are back in lesson – providing them with replacement behaviours.

Restorative conversation – moving on from the behaviour incident in the classroom

112. Expectations for behaviour in the lesson will be reinforced.

113. Positive aspirations will be reinforced.

114. Belief and confidence in the pupil will be communicated.

115. Support for positive behaviours will be provided.

116. On a daily and weekly basis, senior leaders will analyse the impact referral data and agree interventions to reduce referrals. Strategies will be put in place for individual and groups of pupils. These will be recorded as part of the Every Child Matters' (ECM) meetings.

117. On a daily and weekly basis, heads of year will analyse the impact referral data and agree interventions to reduce referrals in their year group. Working alongside the year link senior leaders, strategies will be put in place for individual and groups of pupils. These will be recorded as part of the ECM register.

118. On a fortnightly cycle, middle leaders will analyse the Impact referral data and complete an action plan to support strategies to prevent further referrals. Strategies will be agreed to improve the pupil's behaviour in lessons over the long term. A change that may benefit the pupil will be agreed (level of difficulty of work, place in the seating plan etc.)

119. The SENCO will use the SEMH Positive Outcomes Toolkit (SPOT) analysis and SEND assessment for those pupils who:

- receive 5 or more referrals per half term;
- have a sudden increase in referrals;
- have two referrals in one week.

120. Pupils will then be assessed using the Pathway Identification Tool to identify the correct level of support which could include enrolment in the In-School Inclusion Centre.

121. The SENCO may also decide to complete assessments or intervention programmes including, but not limited to the following;

- cognition;
- physical and sensory;
- counselling;
- behaviour therapy;
- GL assessment SEND;
- speech and language;

- communication interaction;
- Adverse Childhood Experiences (ACE) screening by an educational psychologist.

Disruptive behaviour in the Impact Centre

122. A pupil has three chances to rectify their behaviour before a fixed term exclusion is issued.
     1. The Impact Centre manager will issue a warning.
     2. A member of SLT will speak with the pupil and explain the potential consequences.
     3. Parent/carer will be contacted and given the opportunity to speak with their child and help rectify their behaviour.

123. If none of these strategies are successful, the pupil will receive a fixed term exclusion equivalent to half a day or one session for persistent disruption within the Impact Centre.

124. A pupil who receives one fixed term exclusion must spend a full day in the Impact Centre on their return before they are reintegrated into mainstream.

125. The following protocols are to be followed for pupils who are receive fixed-term exclusions:
     - **First exclusion** – Personal Support Plan (PSP) is updated, and an Early Help referral will be made. SLT link for the year group will lead the reintegration meeting;
     - **Second exclusion** – SENCO and SLT link will complete reintegration meeting. The SEMH Positive Outcomes Toolkit (SPOT) analysis is completed, and an Individual Learning Plan (ILP) is developed. The pupil is enrolled in Pathway 3 of the ISIC;
     - **Subsequent exclusions in Pathway 3** – the pupil's ILP is reviewed and ISIC provision will be increased to Pathway 1 or 2
     - Pupils in Pathway 1 or 2 are not excluded in the ISIC provision. The school must follow the ISIC Binary Behaviour Addendum for pupils in Pathway 1 or 2.

Personalised approach to pupils with additional needs and/or SEND

126. Star Academies recognises that at certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:
     - Social, Emotional, and Mental Health Needs (SEMH);
     - Adverse Childhood Experiences (ACE);
     - Special Educational Needs (SEN) and Disabilities (SEND).

127. Staff are trained to support pupils with SEMH, SEND or suffer from ACE. If a pupil displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND Policy should be followed. This includes:
     - an assessment to establish a clear analysis of the pupil's needs;
     - a plan setting out how the pupil will be supported using a Personal Support Plan (PSP);
     - the required actions to provide the support;
     - regular reviews to assess the effectiveness of the provision and identify any recent changes.

128. Social, emotional and mental health (SEMH) needs are a type of special educational need in which children or young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.

129. Adverse childhood experiences (ACE) can be defined as events which occur in a child's life which can be traumatic and leave lasting effects on development and learning e.g., delayed development leading to difficulties following instructions.

130. Teachers within the school will be aware of the content of a Personal Support Plan (PSP) for any pupil whose special needs might be manifested in challenging behaviour and as such will be mindful of this when considering the use of behaviour sanctions and make reasonable adjustments where necessary.

131. Consideration is made as to whether misbehaviour indicates that a child is suffering from, or is likely to suffer, significant harm or is the result of an unmet educational need or other needs. In these instances, the school will consider a multi-agency assessment where necessary.

132. Pupils who have been identified as having additional needs including SEMH and/or ACE characteristics will still be subject to the same procedures laid out within this policy.

In-School Inclusion Centre (ISIC)

133. An ISIC will be resourced to have capacity for up to 3-5% of the number of pupils on the school's roll and will include a staffing ratio of 1:4 with a maximum of 12 pupils in each class/group. It is a specialised provision that supports pupils with additional needs such as Social, Emotional and Mental Health (SEMH).

134. An ISIC is separate and distinct from the Impact Centre. This needs to be understood and consistently communicated by all leaders and staff.

135. Referral to the ISIC is not a sanction: the purpose of the provision is to address the underlying needs of the most challenging pupils so that they are able to reintegrate to mainstream education, self-regulate in school and achieve the highest possible educational outcomes.

136. On admission to the ISIC, a pupil will undergo a diagnostic process, such as a SEMH Positive Outcomes Toolkit (SPOT) analysis, to ensure that their needs are accurately identified. The outcome of the diagnostic process will then determine the best pathway for the pupil:

- **Pathway 1:** full-time placement in the ISIC, which is reviewed as part of the 'assess, plan, do' review process;
- **Pathway 2:** part-time placement in the ISIC with access to some mainstream lessons. This is also reviewed as part of the 'assess, plan, do' review process;
- **Pathway 3:** timetabled sessions from mainstream to access therapeutic support in the ISIC. This is likely to include support from external agencies such as counselling, coaching, mentoring and mental health support. This will be reviewed as part of the graduated approach.

137. Pupils accessing Pathway 1, 2 or 3 will have an Individual Learning Plan (ILP). An ILP will in turn inform the provision that will be arranged for the pupil, both from within the centre or through the commissioning of external agencies.

138. The intent of the ISIC curriculum is to prepare pupils for the smooth reintegration into mainstream and to support them with the next stage in their education. The curriculum will be a bespoke offer to each learner depending upon their age and stage of entry. However, it is likely to include the following:

- study in the core subjects – English, mathematics, and science;
- humanities – specifically for KS3 pupils or those close to reintegration ;
- leadership experiences;
- external motivational speakers;
- study in sports and the arts – enrichment;
- careers education, PSHE and guidance.

139. Pupils will need bespoke individual intervention and support. It is the responsibility of the SENCO to ensure that relevant referrals are made to external agencies where required. This is to ensure that the individual's needs are met pastorally, emotionally, and academically. All pupils will be placed upon the SEND register. For Pathway 1 and 2 pupils, a statutory assessment towards an education and healthcare plan will be considered.

The report card

140. When general concerns about the progress or attitude of a pupil have been raised or a pupil has received repeat referrals to the Impact Centre, the senior leader for behaviour will decide if the pupil will benefit from being placed on a monitoring report to help them regulate their behaviour and improve their attitude to learning.

141. Pupils on report cards may also have Pupil Support Plan. The report card will be used to support the pupil and avoid a referral to the Impact Centre. It will also enable close monitoring of the pupil's behaviour and for regular praise to be given.

The red line

142. Pupils will cross a painted red line as they enter and leave the school premises.

143. This is a key opportunity for leaders to greet pupils, praise them for good behaviours and remind them of our non-negotiables around disruptive and red line behaviours.

144. Pupils are not allowed mobile phones as soon as they cross the red line on to the school premises.

Lateness to school

145. If a pupil is late, they will receive a detention the same day. A pupil will be sanctioned with 2 behaviour points.

146. Parents/carers will be notified of the detention the same day.

147. The head of year will lead the late detentions. If a pupil fails to turn up, they will spend the following day in the Impact Centre until one hour after school has finished. The head of year leading the detention should forward the late register to the Impact Centre within 30 minutes so that non-attendees can be followed up the next day.

148. Lateness detentions will be organised and overseen by respective heads of year according to a clear schedule.

- Monday - Year 11
- Tuesday - Year 10
- Wednesday - Year 9
- Thursday - Year 8
- Friday – Year 7

149. The attendance and punctuality risk register will be updated on a half-termly basis.

- Pupils with no late marks in the previous half-term are on level 0
- Pupils with 1-6 late marks in the previous half-term are on level 1
- Pupils with 7-10 late marks in the previous half-term are on level 2
- Pupils with 11-15 late marks in the previous half-term are on level 3
- Pupils with more than 15 late marks in the previous half-term are on level 4.

150. If a pupil is on level 4 on the risk register, they will receive a half-termly pastoral review meeting with their parents/carers. The focus of the meeting will be to commit to strategies for improving their punctuality to school in the subsequent half term.

Failure to complete homework on time

151. If a pupil fails to meet a homework deadline, the director of learning (for the appropriate subject) will organise a detention time for them to complete it. If the allocated time is at the end of the school day, the director of learning will arrange for notification with parents/carers. The pupil will be given 2 behaviour points and this will be logged on Class Charts.

152. If a pupil fails to turn up to the homework detention, the pupil will be referred to the Impact Centre the following day for failing to turn up to a detention.

Out of classroom behaviour

153. If a pupil displays any **disruptive behaviours** in and around the academy at social times, the member of staff on duty will give the pupil one warning to modify their behaviour. If the pupil does not rectify their behaviour, the member of staff will make a referral to the senior leader on duty who will make the referral to the Impact Centre. The senior leader will record the incident on Class Charts using the same process as above for disruptive behaviours.

154. If a pupil displays any **red line behaviours** in and around the academy at social times, the member of staff on duty will make a referral to the Senior Leader on duty who will refer the pupil to the Impact Centre. This will be discussed with the senior leader responsible for personal development, behaviour and welfare. The senior leader will record the incident on Class Charts using the same process as above for disruptive behaviours.

155. If a pupil is referred to the Impact Centre for out of class misbehaviour, then the Senior Leader and the pupil will follow the same referral process to the Impact Centre as outlined above.

Managed move

156. A managed move will be considered for a pupil at risk of exclusion, where appropriate.

157. Managed move involves the transfer of a pupil who may be at risk of an exclusion to another school. This is voluntary and can only be triggered if there is agreement from both schools and the parent/carer. This is usually arranged via the fair access protocol.

Alternative Provision

158. In exceptional circumstances, leaders in consultation with parents/carers, may decide it is in the best interests of the pupil to access alternative provision. Often, this may be seen as the final preventative measure to avoid a permanent exclusion.

159. An ISIC place will be explored before an alternative provision setting is pursued. Completion of a Valuing SEND (VSEND) tool will be support that decision.

160. Leaders will ensure pupils receive a positive experience when accessing alternative provision. They will:
- check the external provider is registered;
- check safeguarding arrangements to ensure pupils are safe and feel safe;
- monitor pupils' attendance each day;

- speak with staff and pupils regularly to check the provision is making a positive difference pastorally and academically. Leaders will intervene swiftly when this is not the case;
- monitor pupils' academic performance and immediate action if a pupil is falling behind;
- consider if reintegration back into mainstream is appropriate. If so, leaders will put in place a robust reintegration package.

161. If a pupil fails their placement at alternative provision as a result of poor behaviour, they will attend a meeting with the principal to discuss the next steps. This is organised by the senior leader responsible for inclusion. The next steps may include:

- an alternative placement;
- permanent exclusion.

Exclusions

162. All exclusions will be made in line with government guidance and by following the Trust's Exclusions Checklist. Schools will have due regard for the implications of the following when making these decisions:

- DfE – Exclusion from maintained schools, academies and pupil referral units;
- DfE – Behaviour and Discipline in Schools;
- The Disability and Discrimination Act;
- Equality Act 2010;
- Keeping Children Safe in Education;
- Code of Practice for Special Educational Needs;
- The Children's Act (with particular reference to children in the Care of the Local Authority).

163. The decision to exclude will be:

- lawful;
- rational;
- reasonable;
- fair;
- proportionate.

164. The principal will exclude from school only on disciplinary grounds. In their absence, a vice principal or assistant principal will carry out this function.

165. It is unlawful to exclude on non-disciplinary grounds such as:

- academic attainment/ability;
- actions of a parent/carer;
- failure of a pupil/parent to meet specific conditions, such as, non-attendance at a reintegration meeting following an exclusion.

166. A full and detailed investigation will be undertaken prior to a decision to exclude. A record of all written statements, including physical evidence, where appropriate will be retained for disclosure in the event that it is required.

167. In deciding whether to exclude, the principal will consider contributing factors resulting in poor behaviour, for example, bereavement, mental health issues, special educational needs or bullying.

168. In accordance with the DfE Guidance, where a pupil is at risk of exclusion, the school will explore early intervention to address the underlying causes of pupil behaviour. This will include:

- an assessment of whether appropriate support is in place to support any special educational needs or disability that a pupil may have;
- the use of a multi - agency assessment for pupils who demonstrate persistent disruptive behaviour;
- an assessment and possible placement within an ISIC.

169. Prior to a decision to exclude a pupil, the principal should seek advice and guidance from the Trust's Admissions and Exclusions Team. The Chief Executive of the Trust will approve all permanent exclusions following advice from the Admissions and Exclusions Team.

Fixed period exclusion

170. A fixed period exclusion is for a specific period of time. A pupil may be excluded for one or more fixed periods, up to a maximum of 45 school days in one academic year. A fixed period exclusion does not have to be for a continuous period.

171. The law does not allow for extending a fixed period exclusion or converting into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further fixed period exclusion or a permanent exclusion.

172. A fixed period exclusion can be issued for children whose behaviour is disruptive during lunch - time. Such an exclusion is counted as a half day exclusion.

173. The behaviour of a pupil outside the school premises can be considered grounds for an exclusion.

174. The following will be informed about the decision:

- the local authority in which the child resides and the local authority in which the school is located (if different) in accordance with the locally agreed protocol;
- the local governing body immediately where a meeting is required or each term where a meeting is not required; and
- the Trust's Admissions and Exclusions Team through the FTE Checklist.

Permanent exclusion

175. Permanent exclusion is a sanction of last resort and will be used sparingly. Prior to a decision to permanently exclude a pupil, the principal must seek advice and guidance from the Trust's Admissions and Exclusions Team. **The decision to permanently exclude requires approval from the Chief Executive of the Trust**. The Admissions and Exclusions Team will communicate the Chief Executive's decision to the principal.

176. A decision to permanently exclude should **only** be taken 'In response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.'

177. The following will immediately be informed about the decision:

- the local authority in which the child resides and the local authority in which the school is located if different;
- the local governing body; and
- the Trust's Admissions and Exclusions Team.

Education for excluded pupils

178. For fixed period exclusions of more than 5 school days, the School will arrange suitable full-time education from the sixth day of the exclusion.

179. For permanent exclusions, the home local authority will arrange suitable full-time education from the sixth day of the exclusion.

Procedures for excluding a pupil

180. The school will notify parents/carers immediately by telephone or face to face, if possible, of the decision to exclude. The decision will be communicated in writing without delay.

181. The exclusion letter will note the following:

- whether exclusion is fixed or permanent;
- the duration of the exclusion if it is for a fixed period;
- reasons for the exclusion;
- the right to make representation to the local governing body and how the pupil may be involved with this;
- contact details for making representations to the local governing body and where there is a legal requirement for the local governing body to meet, that parents/carers have a right to attend the meeting, to be represented at the meeting and to bring a friend;
- arrangements made by the school for the pupil's education for first 5 days of the exclusion including setting and marking of work with parents/carers having responsibility for ensuring work sent home is completed by pupil and returned to school;
- where alternative provision is arranged, information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision;
- dates the excluded pupil must not be present in a public place during school hours; and
- sources for free and impartial advice.

Local Governing Body

182. The local governing body will review the following exclusions for reinstatement within 15 school days of receiving notification of the exclusion:

- permanent exclusion;
- fixed period exclusion resulting in bringing the total number of fixed period exclusions to more than 15 school days in a term;
- exclusion that will result in the pupil missing a public exam or national test.

183. Where parental representations are received for a child who is excluded for more than 5 school days but less than 15 school days in a term, the local governing body will consider reinstatement within 50 school days, even though it may not affect the actual exclusion, as the child will already have served the exclusion. Where a decision to reinstate is made, the child's records can be amended.

184. Where parents/carers have a right to attend the meeting, arrangements will be made to ensure that at least 5 school days prior to the meeting, all the documents that the principal will present at the local governing body meeting are provided to all parties.

185. The meeting of the local governing body will be clerked by the Trust's Governance Team. In accordance with the policy of the Trust, staff governors will not sit on the local governing body meeting to consider the exclusion.

186. The clerk will inform parents/carers, principal and local authority of the outcome of the meeting.

Independent review panel

187. For permanent exclusions, where the local governing body decides not to reinstate the pupil, parents/carers will be advised of their right to request the independent review panel to review the decision.

188. The letter from the clerk will note the following information:

- date by which the application for review must be made (25 school days from receiving notification of the decision not to reinstate);
- where and to whom the application for a review including any written evidence must be submitted;
- the grounds upon which a review is made. Where appropriate, this should include a reference to how a pupil's special educational needs are considered relevant to the exclusion;
- a statement that, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to request the attendance of an SEN expert to advise the independent review panel;
- details of the role of the SEN expert;
- a statement that parents/carers can bring a friend or representative at the meeting;
- sources of free and impartial advice.

189. Following receipt of an application for review, the Trust's Admissions and Exclusions Team will arrange for the independent review panel to be constituted in accordance with DfE guidance. The meeting will take place within 25 school days of receipt of an application requesting a review. All parties will receive 5 school days' notice of the hearing and be sent all the necessary documents.

190. The independent review panel members will comprise of the following:

- lay member to chair the panel;
- current or former school governors; and
- principal.

191. The role of the independent review panel is to review the local governing body's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel will consider the interests and circumstances of the excluded pupil, including the circumstances of the exclusion, and have regard to the interests of others at the school.

192. The independent review panel can decide the following:

- uphold the exclusion;
- recommend that the local governing body reconsiders the decision; or
- quash the decision and direct that local governing body considers the exclusion again.

193. The clerk will immediately notify the decision of the panel to the local authority, parents/carers and the local governing body.

Behaviour risk register

194. At the end of each half term, using behaviour data, each child will be assigned a category for behaviour together with achievement and attendance. This will inform a graduated and personalised approach to intervention and ensure a positive and proactive approach to managing behaviour, achievement and attendance from the outset.

195. In the Behaviour risk register, which will underpin the management of behaviour strategies and inform a range of interventions, all learners in the school will be categorised into one of five levels:

	Threshold	Actions
0	0-5 Behaviour Points per half term	• Star Citizens Experience
1	05-15 Behaviour Points per half term	• 'Monitoring' – daily monitoring for trends • Restorative Justice (RJ) meeting with teachers and where necessary, parents informed
2	15-30 Behaviour Points per half term	• 'Report' – Form Tutor report • Parents' meeting with Head of Year
3	30-40 Behaviour Points per half term	• Report card to Head of Year • PSP completed with targeted appropriate intervention in Pathway 3 • Regular parental meetings
4	40+ Behaviour Points per half term	• 'Inclusion' Pathway 1 or 2 in ISIC • LA involvement • 6-weekly parental review

- Category 0 – Pupils who demonstrate excellent behaviour;
- Category 1 – Pupils who have been referred to the Impact Centre;
- Category 2 – Pupils who have been referred to the Impact Centre more than once;
- Category 3 – Pupils who have been fixed term excluded;
- Category 4 – Pupils at serious risk of permanent exclusion.

196. The senior leader for personal, development, behaviour and welfare will monitor referrals to the Impact Centre and the number of behaviour points on Class Charts on a daily basis.

197. From the regular scrutiny of behaviour points and referrals to the Impact Centre, the senior leader will update the Behaviour Risk Register as necessary.

198. Pupils in Categories 2 and 3 will attend half-termly pastoral review meetings accompanied by their parents/carers, head of year and link member of the senior leadership team.

199. The use of an In-School Inclusion Centre (ISIC) will be a consideration for pupils who are classed as behaviour risk register 3 or 4 and a screening process will be undertaken.

Use of reasonable force

200. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

201. The principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

202. Full guidance can be found in the Trust's Use of Reasonable Force Policy.

Powers of search and confiscation

203. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

204. The school also holds the power to search without consent for "prohibited items" including:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

205. Weapons and knives and extreme pornography or child pornography will be handed over to the police, otherwise it is for the SLT to decide if and when to return a confiscated item.

206. Full guidance can be found in the Trust's Powers of Search Policy.

Recording rewards and sanctions on Class Charts.

207. All achievement points must be recorded on Class Charts. The member of staff who awards the achievement point, is responsible for recording it on Class Charts. The reason for the achievement point should be shown, selecting the appropriate category from the list in the STAR values.

208. All behaviour points must be recorded on Class Charts.

209. The member of staff who refers the pupil to Impact Centre will be responsible for selecting the appropriate category from the disruptive or red line behaviours.

210. When determining rewards, behaviour points will be deducted from the number of achievement points for each pupil. This gives each pupil net STAR points. This will also contribute to the Star Diploma.

Use of CCTV

211. CCTV is in operation in School for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction.

Use of CCTV

Appendix 1: Achievement Points – the tariff

STAR Values	STAR Behaviour	Achievement Points
Service	Helping others	2 points
	School events, community and charitable activities	2 points
	Presenting in assemblies	2 points
	Volunteering	2 points
	Representing the school within the community and the Trust (Star Student Council)	2 points
Teamwork	Working well with other pupils	2 points
	Excellent participation in class	2 points
	Taking part in extra-curricular activities	2 points
	Taking on a leadership responsibility	2 points
Ambition	Completing class and homework to an exemplary standard	2 points
	Outstanding independent learning	2 points
	Making exceptional progress in class	2 points
	Making significant improvements in learning	3 points
	Never missing a day at school - 100% attendance (weekly)	2 points
	Significant improvement in attendance from last week	2 points
	Attending additional intervention sessions	2 points per session
	Excellent test results	2 points
Respect	Being helpful and courteous to others	2 points
	Showing empathy to others	3 points
	Going beyond the school code of conduct	3 points
	Showing acts of kindness to staff and peers	3 points
	Displaying outstanding attitudes to learning	4 points
	Respecting the school environment (litter picking)	2 points

Appendix 2: Behaviour Points – the tariff

Disruptive Behaviours	Behaviour Points for a warning	Behaviour Points for referral to the Impact Centre
Inadequate equipment for each lesson (book, pen, pencil, ruler, calculator, PE kit)	1 point	3 points
Arriving 4 or more minutes late to lesson (without a note from a member of staff)	1 point	3 points
Littering in the classroom or around the school	1 point	3 points
Calling out	1 point	3 points
Lack of effort in the classroom	1 point	3 points
Lack of pride in work	1 point	3 points
Talking over the teacher	1 point	3 points
Chewing/ eating in class	1 point	3 points
Head on desk/ slumped on chair	1 point	3 points
Walking off from a member of staff	1 point	3 points
Refusing to follow instructions from staff	1 point	3 points
Failure to speak to staff with respect	1 point	3 points
Failure to speak to peers with respect	1 point	3 points
Answering back	1 point	3 points
Failure to behave sensibly around the school (such as pushing or horseplay)	1 point	3 points
Failure to speak with visitors/supply staff with respect	1 point	3 points

Red Line Behaviours	Behaviour Points for referral to the Impact Centre	Failed referral (FTE)
Failure to attend a detention	4 points	5 points
Failure to comply with the uniform code	4 points	5 points
Using headphones/ Bluetooth headsets	4 points	5 points
Having a mobile phone in school	4 points	5 points
Rude language or swearing	4 points	5 points
Name calling	4 points	5 points
Truancy from lessons	4 points	5 points
Cheating in exams/ assessments	4 points	5 points
Fighting, physically aggressive or threatening violence*		5 points
Bringing a weapon into school*		5 points
Having alcohol, cigarettes/e-cigarettes or other banned substances in school *		5 points
Assault or inciting violence*		5 points
Bringing in stolen items*		5 points
Cyber bullying*		5 points
Homophobic/racist language*		5 points
Graffiti*		5 points
Damaging equipment/property*		5 points
Bringing stolen items into school*		5 points
Dangerous/unsafe behaviour*		5 points
Extortion		5 points

Other	Behaviour Points	Failure to turn up for detention (Referral to Impact Centre)
Late to school	2 points	3 points
Failure to complete the homework on time	2 points	3 points