

Wapping High School

Student Behaviour Policy: Attitude for Learning

Policy Reviewed	Ratified	Ratified By	Next Compulsory Date
New policy Feb 2020	Feb/2020	KC, JK	Sept 2020

1. Aims

At Wapping High School we intend to support our students to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live. Positive attitudes are paramount to this aim and are achieved through a supportive coaching approach. At Wapping High School positive attitudes will be rewarded on an equal footing to academic achievement. Our school will be safe, healthy and happy and prepare every student for a successful life in the 21st century.

Our ASPIRE values will allow each child to raise their aspirations and broaden their horizons.

A- Attitude. We believe passionately that learning never stops and that with the right attitude, everyone can succeed and that no one should stand in the way of that.

S- Student centered. Our education is student-centred. We will support each student in making informed choices about their behaviour and will support those where this is not met. Our staff are excellent teachers, caring mentors and critical friends, expecting the best from everyone and supporting them to achieve it.

P- Partnerships. We believe that support can be best offered when working in partnership with parents and other agencies.

I- Innovative. Our school is innovative and exciting with a curriculum that is student centred and tailored to individual needs and where all students will make outstanding progress.

R- Respect. Our students have a clear sense of responsibility, belonging and social awareness. From this their attitudes to learning are positive and aspirational.

E- Engage. Our school is safe, healthy and happy and prepares every student for a successful life in the 21st century and allows each child to reach and exceed their goals.

2. Positive attitudes to learning

The celebration of positive attitudes and achievements is a very important area and is central to building respect and promoting positive attitudes and behaviour. Staff should seek to encourage, praise and reward all students, regardless of ability, age or gender at every available opportunity. This must be regular and meaningful, formal and informal as it is a key foundation in all outstanding schools.

- Praise points
- Positive postcards or phone calls home
- Certificates

- Weekly House Assemblies
- Termly rewards trips
- Epraise reward shop
- Coaching conversations with tutors

The culmination of Wapping High Schools rewards framework will be the annual Celebration of Achievement event which takes place in the last week of the academic year.

3. Attitude to Learning descriptors

At Wapping High School, the Attitude to Learning is just as important as the Academic achievement of students. Students' Attitude to Learning will be analysed at the end of each module in order for appropriate reward or intervention to be put in place.

1	Exceptional	Students are independent and consistently working above and beyond the expected level both in lessons and at home. They are challenging themselves at every opportunity.
2	Motivated	Students are consistently working as expected in both lessons and at home, often challenging themselves to further their own understanding.
3	Coasting	Students are usually working as expected; homework is regularly completed to a good standard but students should push themselves further.
4	Cause for concern	Students are frequently failing to work as expected and have a poor attitude to learning in lessons. Homework is not regularly completed to an appropriate standard.
5	Serious cause for concern	Students are failing to work as expected which is having a significant impact on their learning. Homework completion is poor.

4. Epraise

Wapping High used the Epraise rewards system to celebrate the achievement of students. This allows students, parents and teachers to engage with the reward, and triangulates this process.

Epraise should be used for the following:

- Awarding praise points
- Tracking students achievement
- Attendance
- Adding demerits
- Adding interventions
- For students, purchasing and suggesting rewards in the shop.

Parents are able to have instant access to their child's achievement and conduct record through either a desktop computer or App on phones and tablets.

5. Standards of behaviour

5.1 School

The school understands that the first step in achieving good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

5.2 SEND and vulnerable students

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of students with SEN and/or disabilities. Whilst all students identified with SEN and/or disabilities are covered under this Attitude for Learning policy, we recognise that these students often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all students. Learning passports will be used for students whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy for more information, and engage with the Child Map available on the drive.

5.3 Students

The school expects all of its students to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Pupils are ambassadors to our school even when off school premises, and we expect them to act accordingly. They are expected to follow school rules, listen and respond to instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or behavioural contracts.

The school asks that pupils and parents read and then sign a **home-school agreement** to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own learning and conduct.

Under no circumstances will illegal or inappropriate items be brought into school, and all students will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

5.4 Parents

We work with parents to support their children, and believe they play a key role in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the **home-school agreement** to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of fixed-term exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

6. School rules that apply at all times to all members of the school community

- Always be on time.
- Keep your appearance smart and tidy, and wear clothing which is comfortable and appropriate to a place of work.
- Rude, derogatory, racist, homophobic, transphobic or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through the open learning areas and stairwells, do not shout out during lessons, or shout to one another from classrooms, or when in public places.
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from school will not be tolerated.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Disobeying staff is not tolerated.
- The following items are not allowed in school under any circumstances:
 - Alcohol and drugs including "legal highs"
 - E-Cigarettes, Cigarettes, matches, and lighters
 - Chewing gum
 - Weapons of any kind
 - Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Gambling is not allowed on school property.

6.2 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs including any form of E-cigarette. This includes solvents and any other substance that can be misused or harmful. Students will be sanctioned accordingly if they are found to be involved in drug-related incidents. This

includes supplying, possessing, or taking drugs including vape pens.

Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school.

Medication

We are aware that it may be necessary for some students to take medication during the school day. Parents should make the school aware of this in writing (an email is acceptable) as soon as their child starts taking the medication. Further details around medication is set out in the "Supporting children with medical needs" policy.

CBD (Cannabis) oils

Possession of the above is illegal for under 18s and as such could result in permanent exclusion. Students found in possession will also be referred to the school's community support officer.

6.3 Vaping & Smoking

Vaping and smoking are both strictly prohibited on school grounds.

Possession of the following is not permitted:

- Cigarettes or rolling tobacco
- Rolling papers or 'Rizlas'
- E-cigarettes (Vape pens)
- Vape juice / liquid
- Lighters & matches

Due to the dangerous nature of some oils and liquids designed for E-cigarettes, the school may have to exclude any student found in possession of E-cigarettes or vaping paraphernalia.

6.4 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

All of these rules also apply when travelling to and from school, and on school trips.

7. Bullying

Wapping High School wants to make sure that all students feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign. All students are asked to sign an 'Anti-bullying' pledge in their planner at the start of the year, in order to demonstrate their understanding of this behaviour.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and our [anti-bullying policy](#) is instilled in our curriculum and everything we do at the school. It is made very clear to

pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher or community police office.
- provide support and reassurance to the victim
- make it clear that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider a fixed term exclusion in cases of repeated bullying.
- Working with students to educate with regards to the consequences of bullying.

8. Disciplinary sanctions

[Section 91 of the Education and Inspections Act 2006](#) introduced a statutory power for teachers and certain other staff to discipline students. At Wapping High School we believe that students should be given the chance to reflect on the issues with their teacher. Wapping High operates using the following disciplinary measures:

Detention type	Can be issued for the reasons below.
Demerit	Teacher/tutor to discuss behaviour with student.
Late Detention Run by the Pastoral Team	A student who arrives at school after 8.25am will have a 30 minute detention on that day. Their Parent or Carer will receive a text message informing them. Two lates in a week will result in a Pastoral Detention of 1 hour.
Subject Detention Run by the class teacher on nominated day for 30 minutes.	A teacher can issue a subject detention if a student has not completed homework or has displayed a negative attitude to learning in their lesson. The parent will be informed by the class teacher. This can be a phone call, email or a note in their planner. Teacher and student to discuss and reflect on behaviour to ensure a positive attitude to learning in future lessons.
Head of Department Detention HoD detentions will take place on a nominated day of the head of departments choice for one hour.	If a student does not attend a subject detention they will be issued a Head of Subject Detention. Students complete a reflection sheet which is filed.
SLT Detention	1) If a student has two lates in a week. 2) A student had been issued a Red Alert in the week

<p>SLT Detentions can only be issued by the Pastoral Team, or a member of SLT. This detention takes place for 1 hour on a Friday between 2.40 and 3.40 pm.</p>	<p>3) Another serious behaviour incident has occurred e.g. Bullying, verbal abuse, damage to property etc.</p>
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For banding of these see Appendix A

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

8.1 Monitoring

- Throughout the academic year the Pastoral Team will review all records of rewards and sanctions, with analyses focusing on a variety of groupings including age, gender, ethnicity and ability to ensure that systems and processes are being implemented equitably and effectively.
- Throughout the academic year the Heads of House and tutors will continually monitor individual records ensuring that patterns are identified and interventions are put in place to support students and staff.
- Evaluations of rewards, sanctions and interventions will be reviewed termly by the Learning, Curriculum & Assessment committee of the Governing Body.
- The committee will be provided with the findings of any review of this policy.

To further support students we also have use of these reports:

<p>Academic Monitoring Report</p>	<p>If a student has a low score on their A2L grade at the end of a module they may be placed on Academic Monitoring report by their Head of House/Tutor. This report will last 1-2 weeks and the student should report to their tutor.</p>
<p>Positive Report (Green)</p>	<p>This report is issued by tutors as a means of improving a student's attitude to learning by recognising a student's efforts. This report lasts for two weeks or will be escalated to a tutor report. These can be found in reception.</p>
<p>Tutor Report</p>	<p>This report is issued by tutors as a means of monitoring behaviour and improving a student's attitude to learning. This report lasts for two weeks or will be escalated to a Head of House report. These can be found in reception.</p>
<p>Departmental Report (Purple)</p>	<p>Any class teacher can place a student on a department report. Please inform your Head of Department and the Parent or Carer if you place a student on the subject report for a half term.</p>
<p>Head of House Report (yellow)</p>	<p>This report is issued by Heads of House as a means of monitoring behaviour and improving a student's attitude to learning if there was no improvement seen on the green Positive report. This report lasts for two weeks or will be escalated to a Pastoral red report. These can be found in Reception.</p>
<p>Assistant Head Teacher report</p>	<p>This report is issued by the Assistant Head Teacher as a means of monitoring behaviour and improving a student's attitude to learning if there was no improvement seen on the Head of House report. This report lasts for two weeks or will be escalated to a Deputy Head Teacher report. These can be found in Reception.</p>

Deputy Head Teacher Report	This report is issued by Deputy Head Teacher as a means of monitoring behaviour and improving a student's attitude to learning if there was no improvement seen on the Assistant Deputy Head report. This report lasts for two weeks or will be escalated to a Head Teacher report. These can be found in Reception.
Head Teacher Report	The Head Teacher may place a student on a Head Teacher Report if the student is at risk of permanent exclusion.
PSP	The Head Teacher & Heads of House may place a student on a Pastoral Support Plan if the student is at risk of a permanent exclusion.

8.2 Searching and confiscation

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes and e-cigarettes confiscated in school will be destroyed.

8.3 Use of force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Wapping High does not encourage the use of force and it will be used very rarely in special circumstances.

There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned.

9. Attendance

Regular attendance at school is required by law, and Wapping High School takes attendance very seriously. There is a register taken twice daily and at the start of each lesson. Disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's **attendance policy**.

10. Dress code

At Wapping High School, our students do not have to wear a school uniform as we want to create an imaginative learning environment, reduce barriers between individuals and encourage social awareness in our students. Our students need to understand and meet with confidence the challenges of a diverse and changing society and the world of work. Students are encouraged to adapt the formality and style of their dress appropriately according to events in order to prepare for their professional futures.

Not all casual clothing is suitable for school and these guidelines will help students determine what is appropriate to wear to school.

- Clothing that reveals cleavage, your stomach or your underwear is not appropriate.
- Clothing should be clean, not have words, terms, or pictures that may be offensive or distracting to others.
- Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public. Mini-skirts, skorts, sun dresses, beach dresses, shorts above mid thigh and spaghetti-strap dresses are inappropriate.
- T-Shirts, polo shirts, sweat shirts and turtlenecks are acceptable attire for school if they violate none of the listed guidelines.
- Inappropriate attire includes midriff, belly or crop tops, halter-tops and spaghetti strap vest tops.
- Shoes must be closed in. Open shoes such as flip flops, sandals, slip on shoes and high heels are not allowed.
- Hats, hoods, caps are not appropriate in school. Head Covers that are required for religious purposes or to honor cultural tradition are allowed.
- Wapping High School has a PE kit that must be worn for both internal PE and for school fixtures. Kit is available to order on the school website.

If clothing fails to meet these standards, as determined by the Head, the student may be sent home to change clothes and will receive a verbal warning for the first offense. Progressive disciplinary action will be applied if dress code violations continue.

11. Regulating student's offsite conduct

Students who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school. This also applies to students who break school conduct during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating. If necessary, the school will refer the pupil to our community support officer.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- the effect such an action may have on the other students;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another student or member of staff;
- whether the misbehaviour was on the way to or from the school or the student was taking part in any school-organised or school-related activity; and
- if it was at a time when the student is in some other way identifiable as a student of the school or might be expected to act as an ambassador for the school.

12. Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **school complaints policy**.

Appendices

Appendix A: Behaviour Tariffs

The following appendix is a guide to behaviour tariffs and should be used for reference only.

Behaviour	Band	Consequence	Length
Defiance and disruptive behaviour	Band 1/Band 2	Detention/internal exclusion	1 hour/1 day
Refusal to attend detentions	Band 1	SLT detention with parental intervention	1 hour
Truantiing lessons	Band 1	SLT detention	1 hour
Inappropriate confrontation	Band 1/Band 2/Band 3	SLT detention/internal exclusion/external exclusion	1 hour/1 day/1 day
Throwing objects in a lesson	Band 1/Band 2	Detention/internal exclusion	1 hour/1 day
Refusing to follow instructions	Band 1/Band 2	SLT detention/internal exclusion	1 hour/1 day
Disturbing learning in a lesson	Band 1/Band 2	Subject detention/internal exclusion	1 hour/1 day
Fighting with another student	Band 2/Band 3	Internal exclusion / External exclusion	2 days/2 days
Breaking a behavioural contract	Band 2	Internal exclusion	1/2 days
Rude towards staff	Band 1	SLT detention	1 hour
Verbally abusive towards staff	Band 2 / Band 3	Internal exclusion / External exclusion	1 / 2 days
Searching for inappropriate material on the internet in School	Band 2	Internal exclusion	1 day
Supplying electronic cigarettes	Band 3	External exclusion	3 days
Having electronic cigarettes in School	Band 3	External exclusion	2 days
Racist comments towards another student	Band 2	Internal exclusion	2 days
Weapon in School	Band 3	External exclusion	Permanent exclusion
Physical assault of another student	Band 3	External exclusion	2 days
Intimidating or violent behaviour towards students and/or staff	Band 3	External exclusion	2 days

Extreme racist comments towards another student or staff member	Band 3	External exclusion	2 days
Persistent/ongoing disruptive behaviour	Band 3	External exclusion	2 days

APPENDIX B - Attitude for Learning

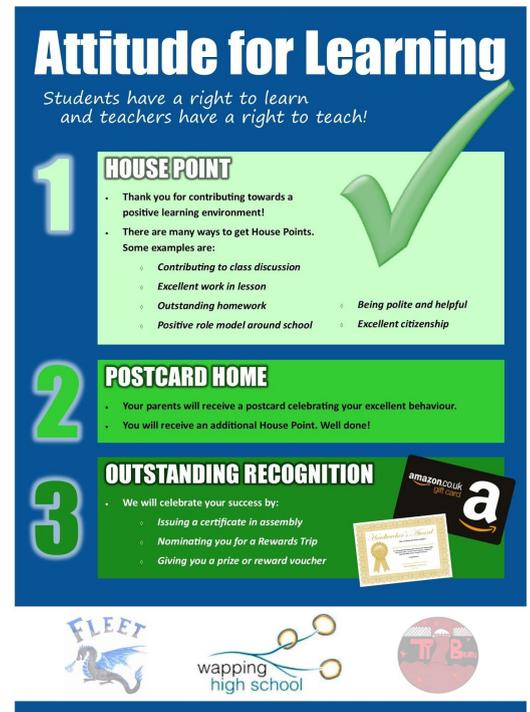


Attitude for Learning
Students have a right to learn and teachers have a right to teach!

- POSITIVE REMINDER**
 - Instructions must be followed immediately, without fuss.
 - Be cooperative; apologise and learn from your mistake.
- BEHAVIOUR POINT ON SIMS**
 - You have been given a formal warning - please do not disrupt the lesson further.
 - During Reflection Time, your Tutor will discuss your behaviour with you.
- REFER TO HEAD OF DEPARTMENT**
 - You will receive a 30 minute detention at the end of the same day.
 - You will complete a Reflection Sheet with your teacher during the detention.
 - Your parents will be contacted regarding your unacceptable behaviour.

NO MORE NEGATIVES!
Time spent in lessons is valuable and cannot be replaced.
Let's support each other's learning with good behaviour and a positive attitude.

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Attitude for Learning
Students have a right to learn and teachers have a right to teach!

- HOUSE POINT**
 - Thank you for contributing towards a positive learning environment!
 - There are many ways to get House Points. Some examples are:
 - Contributing to class discussion
 - Excellent work in lesson
 - Outstanding homework
 - Positive role model around school
 - Being polite and helpful
 - Excellent citizenship
- POSTCARD HOME**
 - Your parents will receive a postcard celebrating your excellent behaviour.
 - You will receive an additional House Point. Well done!
- OUTSTANDING RECOGNITION**
 - We will celebrate your success by:
 - Issuing a certificate in assembly
 - Nominating you for a Rewards Trip
 - Giving you a prize or reward voucher

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APPENDIX C - Covid-19 amendment

In light of the need for pupils to observe changes made by Wapping High School in response to the Covid-19 pandemic, students, staff and visitors will have to adapt to the new systems we have put in place to support this. Whilst the usual expectations in our Attitudes to Learning policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all students and staff. It is to be used in conjunction with, and read alongside, our Attitude to Learning Policy, Anti-Bullying Policy, and E-Safety Policy. These adjustments are set out below:

These changes are essential to protect everyone's safety. We will require all students and their parents/carers to agree to these principles at all times.

New principles:

- We expect all members of the school community to respect the altered routines for arrival or departure at the school.
- We expect all members of the school community to follow the instructions on hygiene, such as handwashing and sanitising
- All members of the school community must move around the school as per specific instructions (respecting one-way systems, out of bounds areas, socially distanced queuing).

- Staff will ensure that students, wherever possible, adhere to social distancing measures. Where students are not complying, appropriate responses and if absolutely necessary sanctions will be used (see below).
- Students must immediately inform a member of staff if they are experiencing symptoms of coronavirus (fever, cough, loss of sense of smell or taste).

Students with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from school and friends. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Students with SEND are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as BASS, Educational Psychologists or Early Help.

Sanctions

Attitude to learning in school

If a student's behaviour is deemed high risk, for example, refusing to adhere to safety measures or involves deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- In the first instance, conversation(s) with student(s) which could include a verbal warning, and other behaviour management strategies **in line with our current Attitude to Learning policy**.
- If the health and safety of other pupils and staff members continues to be put at risk by the students not adhering to safety measures, then the parent/carer will be contacted and if necessary a sanction will be applied **in line with school and Tower Hamlets exclusion guidance**. An individual risk assessment for that pupil will then determine the conditions and appropriateness for a return to school – wherever possible, the student will return to school under the mitigated conditions of the risk assessment. If after an appropriate risk assessment it is felt that a student who has been excluded cannot return, then the school will consult with the local authority before taking any other action such as a return to working from home
- The circumstances and actions taken around breaches of the Attitude to Learning policy will be fully recorded in accordance with school and borough policies.

