

Little Lever School's Behaviour for Learning Policy – Staff

Choices, chances and consequences: 'For every action there is a consequence'.

The perfect climate for learning:

For pupils to make outstanding progress it is very important that their attitude to learning and behaviour in school is of a high standard. Our expectations with regard to behaviour in the classroom are made very clear to students at Little Lever School. Every teacher must insist that the Perfect Climate protocols are adhered to in every lesson in order to ensure that a consistent message has been put forward to our students, by all staff working with them in a learning capacity. These protocols are included on the image below, which can be found on a display board in every classroom.



All staff must be committed to the principle of unconditional positive regard for every student, with first regard given to positive behaviour. The school also has clear protocols for the start and end of a lesson to ensure that learning time in every lesson is maximised. All students are made aware of these and they are as follows:

At the start of a lesson:

- teachers should meet and greet students at the door
- students are to stand behind their chair silently
- a uniform check should take place before the students are asked to take a seat
- students should put their learning equipment on the desk
- a register for the class must be taken.

At the end of a lesson:

- students are to stand behind their chairs and leave the room tidy
- a uniform check should take place
- the teacher should then dismiss the students in an orderly fashion.

The Respect Charter:

Whilst these protocols are to be adhered to in the classroom, the entire ethos of the school is underpinned by its Respect Charter, which was devised by members of the Student Leadership Committee (SLC), in consultation with staff and introduced in September 2011.

In accordance with our Respect Charter, students and staff are expected to treat other people and the school environment with respect. Its principles are as follows:

- We treat everybody with RESPECT
- We treat our school environment and community with RESPECT
- We are RESPONSIBLE for our learning and the learning of others
- We are RESPONSIBLE for our behaviour and how it impacts on others
- We CELEBRATE our ACHIEVEMENTS and the achievements of others
- We are PROUD, INDEPENDENT life-long learners.

Celebrating and rewarding success:

Our expectations in terms of behaviour both in and around school are very clear and have been outlined above. The school places a great sense of importance on the use of rewards and it is essential, therefore, that pupils are rewarded for meeting these expectations, for making excellent progress in their learning and for partaking in extra-curricular activities. To ensure that students achieve their full potential, we reward students through praise in lessons, positive points on the reward system, various awards and certificates, positive emails and telephone conversations with parents/carers.

Consequences for those students who might not meet our expectations in class:

At Little Lever School staff do not issue punishments, but rather consequences for students who fail to meet the expectations outlined above. Once students enter your classroom they should not:

- Talk when you are talking
- Shout out and interrupt you or other students
- Put their head on the desk and disengage with learning
- Refuse to attempt any work
- Make derogatory comments towards anyone in the classroom
- Refuse to follow your instructions.

Within a lesson, if a student is not adhering to the perfect climate protocols and causing low level disruption, these consequences (or initial warnings) will be issued sequentially, providing students with the opportunity to modify their behaviour and make a positive choice.

All staff should follow the cues for consistency micro-scripts, found at the back of this policy, when dealing with students who are making poor choices. These micro-scripts provide staff with a consistent approach for dealing with poor behaviour, in which ever way it might display itself.

The first warning, known as a C1, will be issued if a teacher is concerned that a student is disrupting learning by demonstrating the kind of negative behaviours identified above. In line with the micro-scripts, they should be made aware that they now have a clear opportunity to modify their behaviour. If the student continues to behave inappropriately, they will then be issued with a C2, which will serve as both their final warning and their final opportunity to make the correct choice. It is entirely down to staff how they decide to issue a C1 or C2. Some may simply acknowledge it verbally, whilst others may choose to record them. Staff who do record these should not do this on the whiteboard, but may do this discretely without displaying this to the whole class. How staff might choose to do this is left to the discretion of the individual member of staff, but it is essential that ALL staff in school make use of the system.

Having issued a student with a C2 it is important that staff make it very clear that should a C3 be issued for disruption to learning or poor behaviour in and around school, it will result in a 45 minute detention after school. These detentions will take place on a Tuesday, Wednesday and Thursday, and will be allocated accordingly, depending on which day of the week the C3 was originally issued.

If a C3 has been issued in a lesson, the student, with appropriate work to complete, will then be asked to leave the lesson by the teacher to go to the 'consequence room' identified on the department support timetable, which is explained later in this policy. The teacher must fill in a yellow 'consequence room' card, ensuring that the 'time' box is completed. It is the student's responsibility to go directly to the 'consequence room'. The teacher should then notify on-call via the emergency call icon on SIMS.

The member of staff who is on-call should go to the classroom of the teacher who has requested it to be informed of which 'consequence room' the child has been sent to. If the student has not arrived at the 'consequence room' within five minutes, or if the student is continuing to misbehave, then the person 'on-call' should place the student in isolation for the remainder of the lesson. If the student was in a double lesson, the child will stay in isolation for the remainder of the double period.

If the behaviour of the student whilst in isolation is good, the student will return to their next lesson. If they do not behave well they will spend the day in isolation, providing that they can be accommodated. If a student refuses to go into isolation, the decision may be made to sanction the student with a 1 day fixed-term exclusion. This decision should only be made by DMC or PDA.

Should the student fail to attend school on the day s/he is due to serve a C3 detention, it will be completed at the next available opportunity on their return to school. Should the student fail to attend that detention s/he will serve an additional lunch time detention and will still need to complete the original detention on the same day.

Once a C3 has been issued students will not be given the opportunity to 'work off' the C3 as they have already been provided with sufficient opportunities during the process to modify their behaviour and make the right choices. At this point the yellow card should be used. Teachers who issue a C3 must record this on the reward system, making sure they opt for either KS3 (Years 7-8) or KS4 (Years 9-11). These must be entered before 15.25 so that parents can be given 24 hours' notice if the detention is to be served the next day. Teachers must take the time to have a restorative conversation with the student before the next lesson in order to attempt to repair and rebuild the relationship.

Issues relating to uniform, jewellery, phones, equipment or homework will result in a lunchtime detention. Generally, for these issues a student should not leave the classroom and will not be issued with a yellow card, so as not be detrimental to learning in the classroom. All staff should follow the cues for consistency micro-scripts, found at the back of this policy, when dealing with issues related to those listed above. Consequences will still be issued for these, but staff should use positive behaviour management techniques to reduce conflict points. If a conflict arises in which the student is being unreasonable, please ensure that the micro-script is followed accordingly.

A teacher may feel that a particular offence is worthy of an immediate C3. This is acceptable and examples of the kind of behaviour that might warrant this are included in the 'frequently asked questions' at the end of this policy. Staff should use the yellow card procedure for these instances.

If students are persistently making the wrong choices and accumulate a number of C3s, or decide to deliberately not attend a C3, then a Year Leader may take the decision to place the child in a lunch detention, or issue a more serious sanction, as appropriate.

Support within department areas:

For this system to work effectively it is essential that departments support each other as teams. Staff must also be aware, however, that whilst this system is designed to support teachers in being able to teach effectively, it is a teacher's responsibility, in line with point 7 of the teachers' standards, to 'manage behaviour effectively to ensure a good and safe learning environment'.

Each department will be expected to devise a support timetable to ensure that there is always another teacher, who in the first instance may be teaching a class, or a supervised classroom available within the department for pupils to go to as a 'consequence room' following the issue of a C3. If a C3 is issued and a yellow card has been completed, staff should notify 'on call' via the 'emergency call' icon on SIMS.

Whilst the procedures outlined above are to be followed for behaviour that warrants a C1, C2 or C3, as mentioned previously there may be occasions where more extreme behaviour needs to be addressed (verbal abuse of staff / violent conduct / health and safety concerns). If this is the case, 'on-call' should be requested immediately and the person who is 'on-call' should then deal with the situation accordingly. Should a student be issued with a fixed-term exclusion by DMC or PDA, they will serve a day in isolation on their return.

If a student's conduct warrants a day in isolation, this will involve the student being isolated for a full day in the isolation room (on the most appropriate available day), and completing their work for that day in the isolation room, following consultation with the isolation room manager. Wherever possible, parents should be informed of this. Should the student fail to attend school on the day s/he is due to serve this it will be completed at the next available opportunity.

As stated previously, this system is designed to support teachers in being able to teach effectively. A potential pitfall with a system like this is that there is the possibility of people 'passing the buck' in terms of passing the problem on. The school will do everything it can within this system to support staff with pupils who are not willing to conform. However, if a situation arises whereby an individual teacher is issuing an inordinate amount of C3s, and they are not taking responsibility for behaviour in their classroom in line with point 7 of the teachers' standards, evidence of this may well be used within the appraisal process.

The staffing of detentions on a Tuesday, Wednesday and Thursday will be organised through a rota system. C3 detentions will last for 45 minutes, with the incentive being that students can leave after 35 minutes if they behave perfectly. Similarly, lunch-time detentions will last for 25 minutes, with the incentive being that students can leave after 20 minutes if they behave perfectly. As teaching staff will not be supervising their own detentions, this system will be a much smarter and more cost effective way of working, saving staff a considerable amount of time over the course of an academic year which they can devote to activities focused on pupil progress and teaching and learning. As such, from time to time, staff will be expected to supervise a C3 detention with a number of other staff, on a rolling programme, in accordance with the rota at various points within a term. There will always be a senior member of staff who leads the detention but it is important that we all take collective responsibility for ensuring that students serve a detention if their behaviour has warranted it.

Consequences for those students who might not meet our expectations whilst out of class, during social time and to and from school:

For incidents of misconduct during these times, staff are to record the incident on the reward system. If staff feel that a C3 is an appropriate sanction for the incident then they should log it as this. If the member of staff is unsure of the appropriate sanction, or feels that the incident requires further investigation, this should be referred to the Year Leader via the Reward System by selecting the 'Further investigation by a Year Leader' option on the system. A decision will then be made initially by the relevant Year Leader as to appropriate consequences, and if further action is deemed necessary they will act upon this, or refer it to the relevant senior member of staff in school.

Consequences for those students who might not meet our expectations with regard to homework, uniform, jewellery, mobile phones and bringing the correct equipment to learn effectively:

Lunch-time detentions will be issued for students who fail to meet our expectations with regard to standards. Regular equipment checks should continue to take place during form time. If a pupil fails to bring the correct equipment, or complete their homework, on 3 occasions, they are to be issued a lunch-time detention. Similarly, lunch-time detentions will also be the consequence for issues relating to mobile phones and uniform. Staff must follow the approach in the micro-scripts included at the end of this policy when dealing with these kind of issues. The micro-scripts place the emphasis on avoiding conflict and providing students with opportunities to modify their behaviour before a detention is issued. Additionally, any student who is late in a morning will receive a 20 minute lunch-time detention.

Frequently asked questions

Q: What type of behaviour do we expect pupils to exhibit?

Answer

Behaviour *for* learning, meaning that pupils:

- are engaged in their learning
- have a positive attitude to learning
- are keen to make progress
- have the correct equipment with them
- are respectful and considerate
- adhere to the perfect climate protocols.

It is essential that pupils who do meet these expectations are rewarded and praised for this.

Q: What type of behaviour warrants the issue of a C1, C2?

Answer

Not adhering to the perfect climate protocols. This might include:

- shouting out
- interrupting the teacher
- late arrival to lessons
- throwing objects around the classroom
- refusing to work
- failing to follow the seating plan or move when requested to do so
- verbal challenge (for example - 'Why?', 'What For?' etc.)

It is important that the language that staff use with students is language designed to engage, not enrage.

Q: What type of behaviour warrants the issue of a C3?

Answer

Continued C1 /C2 offences and failure to amend behaviour accordingly

A student swearing aloud in the classroom or at other students. 'Loud enough to hear, loud enough to face the consequence'.

Blatant refusal to do as requested

Threatening behaviour towards other students

Q: Can I implement my own or faculty detentions?

Answer

No. All detentions will be issued through this central system and students / parents will be made aware of this.

Q: Can I issue a C3 for students failing to complete homework?

Answer

No. Not immediately. A consequence for not completing homework will be a C1 and a loss of points on the system. Three occasions where homework is not completed will result in a lunchtime detention providing the teacher logs this on the system. Students must be aware that a loss of too many points may result in them not attending reward trips or other privileges in school.

Cues for Consistency – General low-level disruption (C3 Sanction)

Micro-script

Each member of staff should follow the steps within the script as closely as possible to ensure that issues are dealt with in a consistent manner.

If in a lesson a student is refusing to comply with a request to stop disrupting learning by:

- **Talking when others are talking and not listening**
- **Shouting out and interrupting you or other students**
- **Putting their head on the desk and disengaging with learning**
- **Refusing to attempt any work**
- **Making derogatory comments towards anyone in the classroom**
- **Refusing to follow your instructions**

... teachers should:

- Politely ask the student to comply with the request again. If they do this thank them for making the right choice.
- If they refuse, introduce the notion of choice, in line with the behaviour system, using an approach like:

“I’m hoping we don’t need to get to a C1 because of this, do we?” (walk away)

- If they still refuse, quickly issue the C1, and calmly repeat the instruction again, reinforcing this with:

“I really don’t want to have to issue a C2 for this as my request is perfectly reasonable.” (walk away)

- If they still refuse, issue a C2 and calmly, but firmly, state:

“Well I’d really rather not have to issue a C3 detention for this, so it would be sensible for you to co-operate at this point Thank you.” (walk away)

- If they continue to refuse, issue the C3. The teacher must then fill in a yellow ‘consequence room’ card, ensuring that the ‘time’ box is completed. The student, with appropriate work to complete, will then be asked to leave the lesson by the teacher to go to the ‘consequence room’ identified on the department support timetable. It is the student’s responsibility to go directly to the ‘consequence room’. The teacher should then notify on-call via the emergency call icon on SIMS. After the lesson, record this on the Reward System and contact home as normal.

- The ‘on-call’ member of staff should check that the student has arrived at the correct classroom within 5 minutes. If the student has not arrived at the ‘consequence room’ within five minutes, or if the student is continuing to misbehave, then the person ‘on-call’ should place the student in isolation for the remainder of the lesson.

- If the student refuses to go to isolation or is non-compliant with ‘on-call’ then use a 3 step process:

“I’d like you to follow me to isolation. Thank you.”

- If the student still refuses, clearly state that:

“You will be placed in isolation for this period and if your behaviour changes and you complete the work you will be allowed to attend the rest of your lessons today. Can you follow me to isolation? Thank you.”

- If they continue to refuse, reinforce this with:

‘I’d like to remind you that if you make the wrong choice then you will have to spend the full day in isolation. Can you make the right choice for me now? Thank you’. (Walk towards isolation)

- At this point, if they refuse, they will be placed in isolation for the full day. If students are still non-compliant at this point they may receive a fixed-term exclusion for 1 day.

Cues for Consistency – poor behaviour and non-compliance at break and lunch-time (C3 Sanction)

Micro-script

If during break or lunch-time a student is misbehaving and refusing to comply with a perfectly reasonable request:

- Politely ask the student to comply with the request again. If they do this, thank them for making the right choice.
- If they refuse, introduce the notion of choice, in line with the behaviour system, using an approach like:

“I’m hoping we don’t need to get to a C1 because of this, do we?”

- If they still refuse, quickly issue the C1, and calmly repeat the instruction again, reinforcing this with:

“I really don’t want to have to issue a C2 for this as what I’m asking you to do is perfectly reasonable.”

- If they still refuse, issue a C2 and calmly, but firmly, state:

“Well I’d really rather not have to issue a C3 detention for this, so it would be sensible for you to co-operate at this point.”

- If they continue to refuse, or students walk away before the conversation above is possible, issue the C3. Record this on the Reward System and contact home as normal. If the member of staff is unsure of the appropriate sanction, or that the incident requires further investigation, this should be referred to the Year Leader via the Reward System by selecting the ‘Further investigation by a Year Leader’ option on the system.
- If the member of staff feels that they still need further support from a senior member of staff, this should be requested via walkie-talkie or via the office. The member of staff who comes to support may make the decision to detain the student with them for the remainder of break or lunchtime, may consider whether isolation is appropriate (taking account of the mix in the room) or decide that a further sanction is deemed necessary, depending on the incident.

Cues for Consistency – Jewellery (lunch detention sanction)

Micro-script

Each member of staff should follow the steps within the script as closely as possible to ensure that issues are dealt with in a consistent manner.

If in a lesson, or during lesson changeover, a student is wearing jewellery:

- Politely ask the student to remove the jewellery. If they do this thank them for making the right choice.
- If they refuse, introduce the notion of choice, in line with the behaviour system, using an approach like:
“I’m hoping we don’t need to get to a C1 because of this, do we?”
- If they still refuse, quickly issue the C1, and calmly repeat the instruction again, reinforcing this with:
“I really don’t want to have to issue a C2 for this as my request is perfectly reasonable.”
- If they still refuse, issue a C2 and calmly, but firmly, state:
“Well I’d really rather not have to issue a lunch detention for this, so it would be sensible for you to co-operate at this point.”
- If they still refuse, issue the lunch detention. Record this on the Reward System and contact home as normal.
- If the student is still refusing to co-operate then you should contact the Year Leader who will aim to deal with the issue as soon as possible.

If during break or lunch-time a student is wearing jewellery:

- Politely ask the student to remove the jewellery. If they do this, thank them for making the right choice
- If they refuse, introduce the notion of choice, in line with the behaviour system, using an approach like:
“I’m hoping we don’t need to get to a C1 because of this, do we?”
- If they still refuse, quickly issue the C1, and calmly repeat the instruction again, reinforcing this with:
“I really don’t want to have to issue a C2 for this as what I’m asking you to do is perfectly reasonable.”
- If they still refuse, issue a C2 and calmly, but firmly, state:
“Well I’d really rather not have to issue a lunch detention for this, so it would be sensible for you to co-operate at this point.”
- If they still refuse, or students walk away before the conversation above is possible, issue the lunch detention. Record this on the Reward System and contact home as normal.
- If the student is still refusing to co-operate then you should contact the Year Leader who will aim to deal with the issue as soon as possible.

Cues for Consistency – Make-up (lunch detention sanction)

Micro-script

Each member of staff should follow the steps within the script as closely as possible to ensure that issues are dealt with in a consistent manner.

If a student is wearing make-up that is noticeable as they come through the single door entry in the morning:

- Politely ask the student to remove the make-up using the make-up wipes in the attendance office. If they do this, thank them for making the right choice.
- If they refuse, introduce the notion of choice, in line with the behaviour system, using an approach like:

“I’m hoping we don’t need to get to a C1 because of this, do we?”

- If they still refuse, quickly issue the C1, and calmly repeat the instruction again, reinforcing this with:

“I really don’t want to have to issue a C2 for this as my request is perfectly reasonable and in line with the school rules.”

- If they still refuse, issue a C2 and calmly, but firmly, state:

“Well I’d really rather not have to issue a lunch detention for this, so it would be sensible for you to co-operate at this point.”

- If they still refuse, issue the lunch detention. Record this on the Reward System and contact home as normal.
- If the student is still refusing to co-operate then you should contact the Year Leader of the child who will aim to deal with the issue as soon as possible.

If during form time, a student is wearing make-up that is noticeable:

- The form tutor should politely ask the student to remove the make-up using the make-up wipes they have been provided with. If they do this, thank them for making the right choice.
- If they refuse, introduce the notion of choice, in line with the behaviour system, using an approach like:

“I’m hoping we don’t need to get to a C1 because of this, do we?”

- If they still refuse, quickly issue the C1, and calmly repeat the instruction again, reinforcing this with:

“I really don’t want to have to issue a C2 for this as what I’m asking you to do is perfectly reasonable and in line with the school rules.”

- If they still refuse, issue a C2 and calmly, but firmly, state:

“Well I’d really rather not have to issue a lunch detention for this, so it would be sensible for you to co-operate at this point.”

- If they still refuse, issue the lunch detention. Record this on the Reward System and contact home as normal.
- Contact the Year Leader who will aim to deal with the issue as soon as possible.

If during a lesson, so as not to interrupt learning, or during break or lunchtime, a student is wearing make-up that is noticeable:

- Contact the Year Leader who will aim to deal with the issue as soon as possible.

Cues for Consistency – Top buttons, ties, shirts tucked in and coats off in the building (lunch detention sanction)

Micro-script

Each member of staff should follow the steps within the script as closely as possible to ensure that issues are dealt with in a consistent manner.

If a student is refusing to comply with a perfectly reasonable request about their uniform (any of those mentioned in the title):

- Politely ask the student to comply with the request again. If they do this, thank them for making the right choice.
- If they refuse, introduce the notion of choice, in line with the behaviour system, using an approach like:

“I’m hoping we don’t need to get to a C1 because of this, do we?”

- If they still refuse, quickly issue the C1, and calmly repeat the instruction again, reinforcing this with:

“I really don’t want to have to issue a C2 for this as my request is perfectly reasonable and in line with school rules.”

- If they still refuse, issue a C2 and calmly, but firmly, state:

“Well I’d really rather not have to issue a lunch detention for this, so it would be sensible for you to co-operate at this point.”

- If they still refuse, or students walk away before the conversation above is possible, issue the lunch detention. Record this on the Reward System and contact home as normal.
- If the student is still refusing to co-operate then you should contact the Year Leader who will aim to deal with the issue as soon as possible.

Cues for Consistency – Incorrect footwear (lunch detention sanction)

Micro-script

Each member of staff should follow the steps within the script as closely as possible to ensure that issues are dealt with in a consistent manner.

If a student is wearing incorrect footwear as they come through the single door entry in the morning:

- Politely ask the student why they have incorrect footwear on, and whether they have a medical note or a note from parents to explain this. If they have a medical note, or the note from parents provides a valid medical explanation for why they can wear these for the day (sprained ankle for example), the student may remain in their footwear.
- If they do not, ask the student to change their shoes with Mrs Pearson to a pair provided by the school. If they do this, thank them for making the right choice.
- If they refuse, introduce the notion of choice, in line with the behaviour system, using an approach like:

“I’m hoping we don’t need to get to a C1 because of this, do we?”

- If they still refuse, quickly issue the C1, and calmly repeat the instruction again, reinforcing this with:

“I really don’t want to have to issue a C2 for this as my request is perfectly reasonable and in line with the school rules.”

- If they still refuse, issue a C2 and calmly, but firmly, state:

“Well I’d really rather not have to issue a lunch detention for this, so it would be sensible for you to co-operate at this point.”

- If they still refuse, issue the lunch detention. Record this on the Reward System and contact home as normal.
- If the student is still refusing to co-operate then you should take the child to their Year Leader or contact the Year Leader who will aim to deal with the issue as soon as possible

If during form time, a student is wearing incorrect footwear:

- Contact the Year Leader who will aim to deal with the issue as soon as possible.

If during a lesson, so as not to interrupt learning, or during break or lunchtime, a student is wearing incorrect footwear:

- Contact the Year Leader who will aim to deal with the issue as soon as possible.

Cues for Consistency – Mobile Phones (lunch detention sanction)

So that students are clear on the current policy regarding mobile phones, the following applies:

- to ensure that the focus is on learning, if a student is found to be using their mobile phone during a lesson or in lesson changeover, the phone will be confiscated immediately and handed into the office. The student can collect the phone at the end of the day

- if during break, lunchtime, or before the school day, a student is found to be using their mobile phone they will be given one chance to put their phone away or it will be confiscated immediately.

Micro-script

Each member of staff should follow the steps within the script as closely as possible to ensure that issues are dealt with in a consistent manner.

If in a lesson, or during lesson changeover, a student is found to be using their phone:

- Politely ask the student to hand over their mobile phone, explaining that it has been made very clear to students that this is not allowed. If they do this, thank them for making the right choice and explain that it can be collected at the end of the day from the office.
- If they refuse, introduce the notion of choice, in line with the behaviour system, using an approach like:

“I’m hoping we don’t need to get to a C1 because of this, do we?”

- If they still refuse, quickly issue the C1, and calmly repeat the instruction to hand over the phone, again reinforcing this with:

“I really don’t want to have to issue a C2 for this as we have made it very clear about the use of mobile phones.”

- If they still refuse, issue a C2 and calmly, but firmly, state:

“Well I’d really rather not have to issue a lunch detention for this, so it would be sensible to hand over your phone or it will become one.”

- If they still refuse, issue the lunch detention. Record this on the Reward System and contact home as normal.
- If the student is still refusing to hand over their phone then you should contact on-call.
- **From this point onward, the student will not return to this lesson.** The member of staff on-call should remove the student, and ask for their mobile phone. The student should then be taken to the classroom identified on the departmental support timetable for that lesson.
- If the student refuses to comply with the on-call member of staff, further support should be requested via walkie-talkie. The member of staff who comes to support should confiscate the phone and either escort the pupil to the support classroom, or, if they are still refusing, make a decision regarding whether isolation is appropriate for the remainder of the lesson (taking account of the mix in the room), or whether they remain with them for the remainder of the lesson.

If during break, lunch-time or before the school day a student is found to be using their phone:

- Politely explain to the student that they have one chance to put their phone away, or you will have to ask them to ask to hand it over. If they do this, thank them for making the right choice and explain that it is very important that they do not get their phone out again.
- If they refuse to do this, or you see them using their phone again, politely ask the pupil to hand over their mobile phone, explaining that it has been made very clear to students that this is not allowed and they have already had their chance to put it away.
- If they do this, thank them for making the right choice and explain that it can be collected at the end of the day from the office.
- If they refuse, introduce the notion of choice, in line with the behaviour system, using an approach like:

“I hope we don’t need to get to a C1 because of this, do we?”

- If they still refuse, quickly issue the C1, and calmly repeat the instruction to hand over the phone, again reinforcing this with:

“I really don’t want to have to issue a C2 for this as we have made it very clear about the use of mobile phones.”

- If they still refuse, issue a C2 and calmly, but firmly, state:

“Well I’d really rather not have to issue a lunch detention for this, so it would be sensible to hand over your phone or it will become one.”

- If they still refuse, issue the lunch detention. Record this on the Reward System and contact home as normal.
- If the student is still refusing to hand over their phone then you should ask for support from a member of SLT from somebody with a walkie-talkie. Alternatively, if during the process above, a student walks away and does not comply, then a lunch detention may be issued immediately. If this happens, seek support from a member of SLT, as above, so that the phone is confiscated.
- If the student refuses to comply with the member of staff who has come to support, further support should be requested via walkie-talkie. The member of staff who comes to support should confiscate the phone and make a decision on an appropriate sanction.

Cues for Consistency – Planners, equipment and DEAR books (lunch detention sanction)

Micro-script

During form time, if a student does not have the correct equipment (planner, pencil case, and DEAR book) with them, the form tutor should keep a record of this. A simple tally chart or spreadsheet can be used to do this. If the student fails to bring the correct equipment on 3 occasions, log this on the Reward System as a lunch-time detention and contact home as normal.

If a student has lost their planner, they should purchase a new one at the cost of £3. Form tutors should make students aware of this.