



# Behaviour Policy

**2021 - 22**

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<b>Written by</b>	<b>Mr P McLoughlin &amp; Mrs V Harris-Jones</b>
<b>Heateacher</b>	<b>Ms M Sharratt</b>
<b>Chair of Governors</b>	<b>Mr D Cartmell</b>

## **Introduction**

At SJP, the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and students.

We are trauma informed, attachment aware and committed to nurturing for the best relational practice.

## **Aims and Objectives**

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all students are treated fairly, shown respect and to promote good relationships.
- To shift the narrative from tackling antisocial behaviour to promoting prosocial behaviour
- To refuse to give students attention and a sense of importance for poor conduct.
- To help students self regulate and be responsible for their own behaviour.
- To build a community which values kindness, compassion, care, good humour, good temper, discipline and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is celebrated and normalised.
- To reduce exclusion and increase inclusion.

## **Rules (Ready, Respectful and Safe)**

Ready, Respectful and Safe are the three values which underpin our behaviour policy.

**'Ready'** - Ready to learn, ready to listen, ready to participate etc.

**'Respectful'** - Respect for themselves. Showing respect to their peers, to adults, to our environment.

**'Safe'** - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

Ready	Respectful	Safe
<ul style="list-style-type: none"> <li>● School uniform</li> <li>● Full equipment</li> <li>● Listening</li> <li>● Be on time</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to others and expect to be listened to.</li> <li>● Appropriate language and tone.</li> <li>● Look after the building, displays and equipment.</li> <li>● Represent SJP at its best, both in and out of school.</li> <li>● Be ambassadors.</li> </ul>	<ul style="list-style-type: none"> <li>● Be in the right place at the right time.</li> <li>● No physical contact.</li> <li>● Stay safe online both in and out of school.</li> <li>● Report any problems to an adult.</li> </ul>

**Every behaviour intervention, positive or corrective, must be punctuated with Ready, Respectful or Safe.**

Adults must be consistent when referring to the three rules/values, always pinning behaviour to the same three rules/values every time. This is a core consistency for all adults working at our school.

### **Recognition**

1. Every teaching space has a Recognition Board/mechanism that is used throughout the lesson to acknowledge students who are going over and above. This will be displayed at the front of the classroom.
2. Catch them getting it right.
3. Hourly recognition boards - perhaps followed by a round of applause at the end of lesson for those who appear on it.
4. Positive notes- credit card size- teachers, SLT, support staff, visitors.
5. Positive phone calls home.
6. Over and above postcards/letters home and Hot Chocolate Friday.
7. Display good work in the classroom.
8. Share good news stories from each year group each week - focus for assembly and all department briefings - good work/good news - this is then brought to whole school briefings and one good news story shared by the Head or one of the AHTs.
9. Focus shift on assemblies - positives - have team captains to share their match reports/encourage students to share about clubs and achievements regularly to build a culture of recognition and positivity- student focused

and led by students (this really needs to shift as our students generally do not want achievements recognised publicly).

### **Classroom Support**

Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.

#### **Reminder**

Take up time

.....

#### **Warning**

Take up time

.....

#### **2 mins + last chance**

Script

Lots of take up time

.....

#### **HOD / TLR Referral**

.....

#### **Triage**

Removal from lesson is a sanction

#### **Teacher's choice**

(Quick catchup, restorative conversation, imposition, detention, or natural consequence)

## Serious Breaches

**Students who commit a serious breach will be sent to the Student Support Hub immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour, supply/possession of drugs.**

Any student removed to HOD / TLR or to the Student Support Hub will be recorded on Arbor. The class teacher leads the **behaviour** in the classroom using the Classroom Support Plan. This can be recorded on Arbor.

For the vast majority of students, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

Although there are occasions when it is necessary, every minute a student is out of your lesson is one where they are not learning. Steps should always be taken with care and consideration, individual needs must be taken into account where necessary. Praise the behaviour you want to see and do not pander to attention seekers. All students must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A **reminder and warning** of the expectations for students referring to the values/rules of 'Ready, Respectful, Safe' should be delivered privately to the student. The teacher makes them aware of their behaviour. The student has a choice to do the right thing. Students should be given time to respond to this request 'take up time'.

A clear, verbal, final **last chance warning** should be delivered privately to the student making them aware of their behaviour and clearly outlining the consequences if they continue. Students will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the student some time here to have the opportunity to reflect on what you have said and respond appropriately.

### **Scripted approaches at this stage are encouraged:**

"I've noticed that...You know the school rules/values ready, respectful, safe. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening".

Walk away as soon as you have finished and praise students who are getting it right.

Following an incident where a student has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

### **1. Catch up**

Behaviour that results in a student being referred to the Student Support Hub may need no more consequences. However, it is very important to catch up with the student before the next lesson, acknowledge that the previous lesson wasn't good for anyone and that the next lesson is a clean slate. (This could take place with the student at the end of the day, on the yard, through a Google Classroom message or phone call home. This may also be discussed and coordinated through the departmental Push / Pull meeting)

### **2. Restorative Conversation**

Walk and talk, stack books and talk, clean tables and talk. The restorative conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

#### **The restorative 5:**

'What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.

### **3. Imposition**

Work that was not done in the lesson taken home, signed by a Parent/Guardian and returned before the start of the next lesson. Impositions are ideal for students

who have not completed work due to their poor behaviour. This work could be set and completed on Google Classroom.

#### 4. Detention

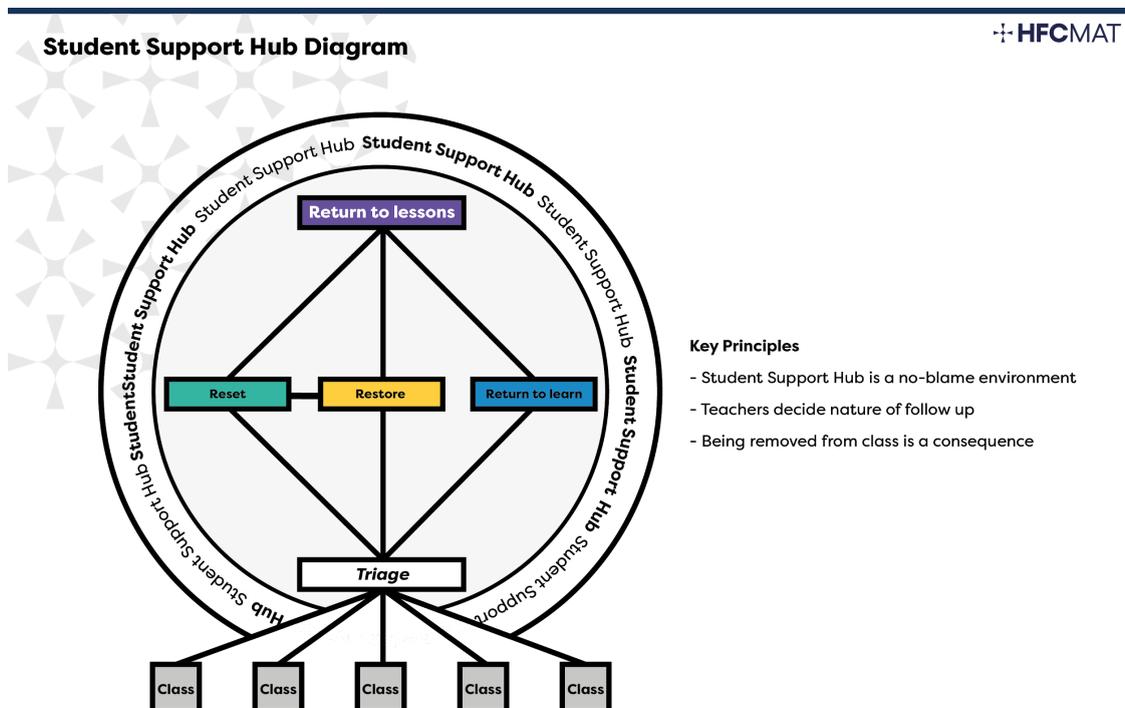
Lengthy detentions served days after the incident don't make the point or teach anyone better future behaviour. Any detentions should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries. Detentions for as little as 1 minute in length can have a considerable positive impact on future behaviour.

#### 5. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Removal from a lesson is a sanction in itself. Using phrases like: 'I would like you to come back for 10 minutes at break to complete the missed work' is much more supportive than 'you have a detention'. As part of the resolution you may wish to have a restorative meeting using the 'The restorative 5'- What happened? What were you thinking at the time? Who has been affected? What should we do to put things right? How can we do things differently in the future?

### The Process of triage



### What happens in the Student Support Hub?



1. Self regulating space
2. Opportunity to talk, access support and reset
3. Quiet place to study

The area is managed by staff being based in this area at specific times, rather than their individual offices.

### **Repair - Self regulating space**

Initial contact with a member of the pastoral staff to determine whether there needs to be some time in this area. This is a quiet space using sensory aids/blackout tent/headphones/mindfulness/happiness boxes (for regular attendees) until the student is ready to talk and access support to help regulate their emotions.

### **Restore - Space to talk, access support and reset**

For most students the aim is for the repair/restore to take place straight away, if necessary, with the student staying in the Student Support Hub for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the student the time to regulate their emotions.

Pastoral staff would be responsible for the restorative actions and following up with HOD. Also, arranging any further support and/or assessment. Restorative 5 questions.

### **Return to learn - Quiet space to study**

This would be the area where students would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed. Some students may be placed into this area quite quickly after arriving in the Student Support Hub, if for instance their removal was a one off and by means of being removed from the situation they had calmed and self regulated. They would then return to their next class ready for learning.

### **How is a student referred to the Student Support Hub? - See Appendix 1**

A student can be referred to The Student Support Hub by the Head of Department via Arbor. If the HOD is not available then a TLR holder can be used for support and to refer. This is the first stage of the process of repair. **The referral may be from a classroom teacher but only if it is not suitable for the student to be sent to the HOD or TLR holder. This should be when all other departmental strategies have been exhausted.**

End of day - Push / Pull briefing held with all departments to share the day and plan next actions for any students who have struggled and been unable to regulate. Does there need to be any further support offered? Update CPOMS if required. During this time HODs should meet with their teams to ensure that any incidents that may have occurred during the day are followed up appropriately. Any actions should be logged on Arbor.

## **Higher level pastoral support**

Nurture is a way of life at SJP. It sits at the heart of higher level pastoral support. Children will be supported in their self regulation. There is no evidence that increasing levels of punishment are effective with students who struggle to regulate their behaviour. Teachers will have excellent communication about the agreed plan and should expect to be part of the plan for improving behaviour and relationships. At all times the team will be focused on positive outcomes for the student, teacher and indeed the right for the rest of the class to learn in a disciplined environment. Our higher level pastoral support will ensure the child is not passed between adults in the search for 'higher authority'. Instead the team around the child will sharpen their focus with increased coaching, negotiated target setting and nurture. **See Appendix 2.**

These coaching plans should be stored on Google Drive / Classroom and, where possible, shared with the student/parents encouraging regular dialogue and reflection. We view coaching as a way of building relationships and Restorative Justice as a way of repairing relationships. At HFCMAT, our staff work closely with Whitmore's GROW model of coaching.

## **Coaching Support Model**

### **Recognising Achievement**

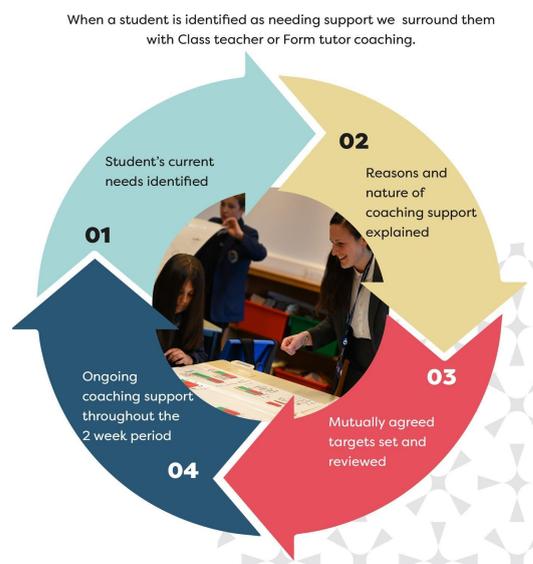
✚ HFCMAT

Holy Family Catholic Multi Academy trust is committed to recognising the achievements of all our young people.

We want happy, successful students who love coming to school and we have a behaviour policy that focuses on catching them getting it right! We deliberately exploit every opportunity to acknowledge our students being successful through recognition boards, positive phone calls and hot chocolate Friday to name a few.

We also know that as children journey through their time in secondary school they may need individual support at specific times. When barriers arise we respond quickly and in a supportive manner to ensure that our students can express themselves and work with staff to overcome those barriers. We use our staff / student coaching model to ensure that this process is collaborative and supports our students to achieve their potential.

**"Every conversation is an intervention - we coach children as a matter a course".**



## When will coaching be offered?

<b>Class teacher support</b>	2nd removal from lesson in a half term (HOD/TLR/ Support Hub)
<b>Form Tutor support</b>	2nd removal in more than 2 subjects in a half term
<b>HOD / TLR support</b>	No improvement from Class teacher support
<b>HOL Support</b>	No improvement from Form tutor support

**\*\*Any student that has been removed to HOD /TLR /Student Support Hub on more than 1 occasion on the same day will remain in the HUE prevent escalation unless there are exceptional circumstances.**

## Positive Behaviour Coaching

### Class Teacher Coaching (2 week positive support)



- Pre-coaching checklist...**
- Consulted SENDCAR / SENDCO
  - Seating plan change
  - Liaised with Pastoral Team

- As coaching commences...**
- Personalised targets agreed by teacher and student
  - Expectations discussed
  - Positive reinforcement

### Form Tutor Coaching (2 week positive support)



### HOD / TLR Coaching (2 week positive support)



- Building on support**
- Personalised targets reviewed and agreed by HOD/TLR/HOL, classteacher and student
  - Parental meeting (virtual / in school)
  - ClassCharts reviewed with student

### Head of Learning Coaching (2 week positive support)



### Meeting further needs (2 week positive support)

If further support is required a wide range of services will be explored to ensure we meet the needs of every student in our school



**Parental meeting** - Meetings with parents are always very powerful to address ongoing concerns. In these meetings it is important to highlight where things are going well and try to identify solutions where problems are occurring. If a student is receiving coaching support from a subject / pastoral leader, the parents must be informed and involved in the conversation. A weekly phone call home to update would be appropriate for most students.

**SEND consultation** - It is important to ensure that if inappropriate behaviour continues, there is a discussion with the SENDCO to explore any additional needs. This could include an observation, gathering of staff feedback or a discussion through GAS and AIM. From this consultation, referrals may be made for further support and a pupil centred profile or support plan created.

**GAS / AIM** - Gas meetings are held every two weeks with key pastoral staff. These meetings are focused on support required for specific students. During AIM meetings, which are held termly, these GAS actions are reviewed by key pastoral staff and SLT. During these meetings further interventions may be considered and the SENDCAR updated.

**360 Review Meeting** - For students at risk of fixed term exclusion where all angles are explored. The meeting will involve the student, Parent/Guardian, Trustee, Senior Leader, Key Pastoral Staff and SENDCO. It is an opportunity to find a way forward and address the poor behaviour that has led to this point. It is not a

search for heavier sanctions or the development of more punitive measures. There will be agreements that emerge but no contracts or 'last chance red lines'. The role of the Learning Coach will be critical here in building the relationship with the student and sustaining the coaching over the medium term. The approach to the meeting will be restorative.

**PCP** - A Pupil Centred Profile is created by a member of the pastoral team to support the student to identify their own strengths and weaknesses in their own words. This is shared with staff to allow them to implement appropriate strategies to encourage a RRS learning environment for the student.

**PSP / ASP** - A Pupil Support Plan / Achievement Support Plan - is created by the pastoral team and in agreement with the student and parents. The purpose is to try and sharpen the student's focus and longer term aspirations using short term targets for both the student and staff. An Achievement Support Plan will identify other resources which might be needed to support the student to achieve these targets.

**Other agency support** - In the event that school based strategies are not having an impact, referrals may be made to a number of outside agencies for additional support and interventions. This may include behaviour outreach, HSIS, CAMHS, youth worker, SALT, School Safer Police Officer etc.

**Spotlight** - Should a student's behaviour continue to deteriorate, the pastoral team will speak to colleagues about what works and that could feed into the Spotlight. The student will be discussed at GAS or AIM meetings and following this, information will be shared at a staff Spotlight briefing to provide information and strategies that **must** be implemented to support the student.

**Alternative Provision / Managed move** - In the event that a student is showing no improvements to their behaviour the Headteacher may suggest the student should attend Alternative Provision or initiate a managed move process to another school.

**EHCP** - During higher level interventions, the SENDCO should be informed at all stages and these students should be priority discussion at GAS and AIM meetings. Interventions may be used to initiate a statutory assessment for the student in the event that school strategies do not work.

### **Exclusions & Governing Body Disciplinary Panel**

In the event of a serious breach/no improvement as a result of the behaviour support that has been implemented, the Headteacher reserves the right to issue a fixed term exclusion / Permanent Exclusion.

For permanent and fixed term exclusions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body Disciplinary Panel, which must be held within a 15 school-day period.

For fixed term exclusions of between 6 and 15 days, governors must meet if requested by parents and carers.

In cases where the exclusion is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting. A behaviour plan and meeting with the governing body disciplinary panel may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Headteacher after all reasonable steps have been taken to improve a student's behaviour.

### **Fixed Term Exclusions**

The Headteacher has the authority to exclude students guilty of misconduct or gross disobedience as outlined in Statutory Exclusion Guidance (2017) of reasons for exclusion. The fixed period of time will be determined by the nature of the incident.

- In all cases the incident will be investigated before the exclusion begins.
- Parents will be informed in writing of the exclusion. Information regarding the right to appeal will be contained in the letter.
- Students will have the opportunity to respond to the allegations.
- A plan for reintegration will be established and work will be provided for the student whilst they are excluded.

### **Permanent Exclusions**

The Headteacher has the authority to permanently exclude students for violation or gross misconduct. Examples of these acts include, but are not limited to: physical assault against a student, physical assault against an adult, verbal or threatening behaviour, drug possession/dealing and persistent disruptive behaviour.

In all cases, the incident will be investigated before the exclusion begins.

- Parents will be informed in writing and asked to attend a meeting with one, or both, the Headteacher, Deputy Headteacher or Assistant Headteacher.
- Students will have the opportunity to respond to the allegations.
- Procedures for appealing against the exclusion will be explained to the parents.

- A letter will be sent to parents confirming the permanent exclusion, including reasons for exclusion.
- The Pupil Discipline Committee will be notified of the Headteacher's decision and a meeting will be convened, where parents are invited to discuss the case.
- If the decision is upheld, a formal letter will be sent to parents and the LA.
- This will include details of how to appeal to an Independent Panel.

## **Arbor**

Arbor will now be updated to allow staff to log SLT callout, HOD/TLR referrals or referral to The Student Support Hub. Other incidents can be logged under the following headings both positively and negatively - Ready, Respectful and Safe.

## **Travelling to and from school**

SJP expects exemplary behaviour when travelling to and from school and will deal with any concerns raised using any of the above interventions. Students are ambassadors for SJP at all times.

Teachers have the statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable."

At SJP we will impose reasonable sanctions for any student taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a student at the school. This may also apply to students that pose a threat to another student or member of the public, or could adversely affect the reputation of the school. These incidents will be subject to thorough investigation. Consequences will be imposed that are deemed reasonable in all circumstances.

## **Mobile phones**

Mobile phones must be switched off when students enter through the school gates. Staff are asked to remind students to switch their phones off during period 1. If a student uses their mobile phone throughout the day, SLT callout should be made, the phone will then be confiscated and must be collected by a parent.

## **Use of reasonable force**

Staff are advised to avoid the use of physical intervention where possible. The use of non contact de-escalation strategies should be attempted before resorting to the use of reasonable force. It is important to recognise, however, that there are some circumstances where the use of reasonable force is in the best interests of a

child or staff member. When such incidents arise it may not have been possible to attempt the use of non-contact alternatives.

The decision on whether or not to use reasonable force or employ restrictive physical intervention when dealing with a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. All members of school staff have a legal power to use reasonable force

### **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain.

This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student requires restrictive physical intervention to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

- Restrictive physical intervention means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrict them physically.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. It is unlawful to use force as a punishment. Staff will undertake a dynamic risk assessment whenever any

use of restrictive physical intervention is required. They will immediately risk access to the best of their ability, considering they are 'in loco parentis' and responsible for the wellbeing of all of the students in their care.

### **What happens if a student complains about the use of force?**

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

### **Power to search students without consent**

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- 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.

Force cannot be used to search for items banned under the school rules.

Staff must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched. There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex to them and / or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately.

### **Malicious allegations**

Where, after investigation, it is identified that an allegation made against a member of school staff was malicious then the sanctions detailed above will be considered. As with the application of other sanctions careful consideration will be given to our knowledge of the individual student and their mental health.

### **Ensuring Equality**

We will analyse our behaviour incident records to look for patterns and ensure that, in its operation, it is not discriminating against particular groups of students.

As a school we fully acknowledge our legal duties under the Equality Act 2010 to consider the safeguarding of our students and considering any special educational needs before any decisions are made regarding sanctions. In doing so we recognise that some students require a more sensitive and differentiated approach.

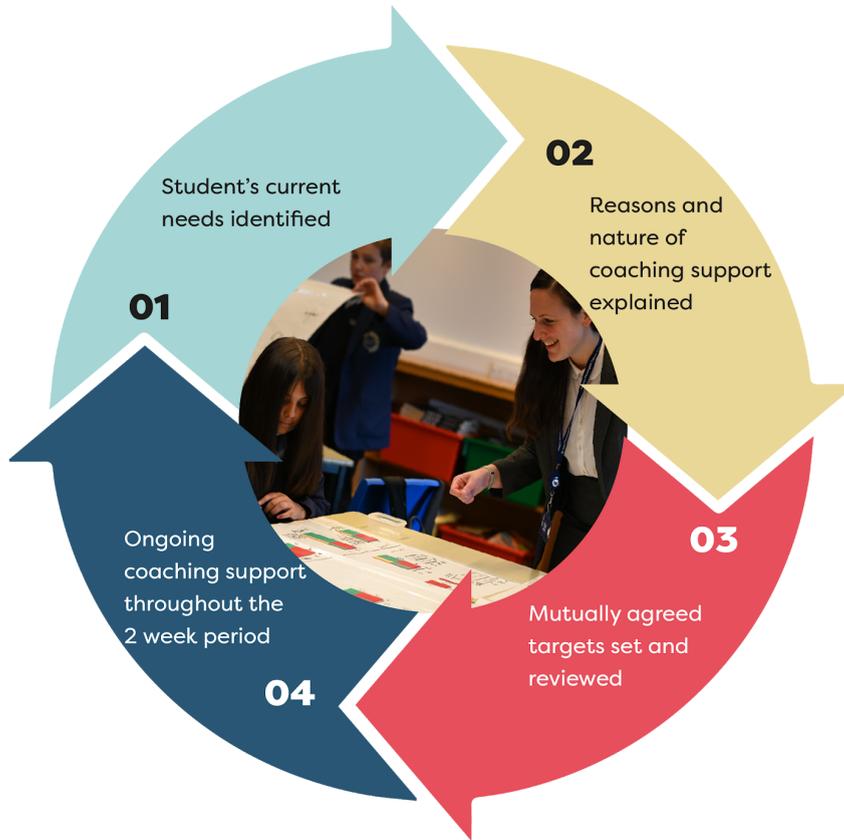
### **Appendix 1 - How is a student referred to the Student Support Hub?**

System Chart			
	Steps	Accountability	When
	Recording challenging behaviour on Arbor		
1	The behaviour of a student requires the classroom support plan to be followed. (Record on Arbor if necessary)	Teacher	During lesson
2	The student is not responding to the classroom support plan but is not preventing the learning in the lesson from continuing and the situation is not an emergency - Teacher to decide on consequence and communicate to the student. <ul style="list-style-type: none"> <li>Record on Arbor</li> </ul>	Teacher	During lesson
3	If a classroom teacher has exhausted all strategies from the classroom support plan, and the student's behaviour is preventing the lesson from continuing, they would need to refer to HOD / TLR holder.  Teacher to send student and record using HOD/TLR referral button.	Teacher	During lesson
4	HOD / TLR holder will try to accommodate the student in an alternative lesson. Possible outcomes :		
<b>4a</b>	<b>Repeated referral</b> <ul style="list-style-type: none"> <li>If a classroom teacher sees that the student has been previously referred to the Student Support Hub / other HOD during the day, an immediate referral to the Student Support Hub is made using Arbor and recording reason as "repeated referral". Students are sent to the Student Support Hub. If necessary, department decisions on need for consequence and logged on Arbor as an additional note.</li> </ul>	HOD / Classroom teacher	During lesson
<b>4b</b>	<b>Successfully integrated</b> <ul style="list-style-type: none"> <li>Department decision on need for consequence and logged on Arbor as additional note.</li> </ul>	HOD	As students are sent
<b>4c</b>	<b>Unsuccessfully integrated</b> (HOD / TLR holder) has exhausted all strategies <ul style="list-style-type: none"> <li>HOD / TLR holder sends to the Student Support Hub and records on Arbor.</li> <li>Behaviour type will be checked along with notes to inform the support team of next steps.</li> <li>**If the student refuses to leave the lesson to go to the Hub, an SLT call out is made.</li> <li>**If the student is sent to the Hub by department but fails to arrive, staff in the Hub will request an SLT callout.</li> </ul>	HOD / SLT	As students are sent
5	Support team receive the child and support plan is followed  Once ready to return to learning, <ul style="list-style-type: none"> <li>Support team records outcomes of the plan.</li> <li>Note is tagged into HOD / Class teacher / Pastoral team</li> </ul> NB - Support team to check timetable. If supply teachers covering next lesson, student to remain in the Hub unless confident that reintegration will be successful.	Support team	As student leaves the Hub

6	If the student does not respond despite all interventions - SLT callout is made. <ul style="list-style-type: none"> <li>Support team to record action on note</li> </ul>	Support team	As appropriate
6a	SLT to decide consequence and record against student note.	SLT	By end of day
7	HOD receives note from the support team and assesses next steps.  The following may be considered:	HOD	Within 2 hours of incident
7a	No consequence necessary. The student has spent time away from the situation and is clear about the reason for removal. <ul style="list-style-type: none"> <li>Repair managed by HOD and teacher</li> <li>HOD to update outcome to original note</li> </ul>	HOD	During day
7b	Consequence necessary. Further work is needed to repair and restore relationship <ul style="list-style-type: none"> <li>HOD to discuss at push / pull meeting</li> <li>HOD / Teacher to update outcome to original note</li> </ul>	HOD / Teacher	End of day at push / pull meeting
8	Actions taken as a result of behaviour incident are recorded on Arbor as required.	HOD / Teacher	By end of day
9	Incidents analysed to consider where behaviour needs attention.	SLT / HOD	Weekly
10	Behaviour trends are considered as part of GAS meetings, Departmental / Pastoral team meetings and actions recorded on overall strategy for improvement.	SLT / HOD / SENCO	Daily / Fortnightly / Half termly

## Appendix 2 - Coaching Support Plan -

### Coaching Support Plan



#### The restorative 5:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

<b>Pupil Name:</b>	<b>Teacher / Form Tutor / HoL / HOD:</b>
Targets (agreed with pupil)	- To avoid distracting myself and other pupils in the lesson

<p>Date: 24.2.21</p> <p>Mrs Hanley - Great work today Johnny - much more settled in class</p> <p>JM - Thanks - I'm pleased with how I've done.</p>	<p>Date:</p>
<p>Date:</p>	

### **Appendix 3 - Our Behaviour Pledge**



# Behaviour Pledge

## Adult Behaviour

Evident in all we do

- Respectful
- Connect and listen
- Regulated and calm

## Recognition

Consistent recognition systems from all staff

- Recognition boards
- Positive notes & postcards
- Positive phone calls home
- Meaningful praise

## Adult Consistencies

Visible consistencies for all to see & hear

- Meet & Greet, End & Send
- Relational consistency
- Always positive language

## Taught Routines

Key parts of consistency across the classroom

- Entering and leaving the classroom
- Getting the class silent and ready for instruction
- Setting the class to work
- Cleaning up after class and lunch

## Scripts and Prompts

All delivered to be simple, clear and precise

- 30 second script
- "Do you remember when"  
"Thank you for listening"
- Assertive sentence stems
  - "I need to see you..."
  - "I expect..."
  - "You need to..."
  - "Thank you for..."

## Restorative Questions

Found in support plans and conversation each day

- What happened?
- Who has been affected?
- What could we do to put this right?
- How can we do it  
differently in the future?
- What could we do to help you?

**Ready Respectful Safe**

Will be embedded in every conversation throughout our school.

HF  
CMAT